**School Strategic Plan 2020-2024**

Elmore Primary School (1515)



Submitted for review by Aaron Taylor (School Principal) on 03 September, 2020 at 08:13 AM  
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| School vision | Elmore Primary School provides a safe and supportive learning environment where high expectations and meaningful partnerships are prioritised and valued. Learning is extended through the provision of a wide range of individualised opportunities that support students to become inquisitive, socially responsible and resilient lifelong learners. |
| School values | Elmore Primary School promotes positive relationships between students, staff, parents and the wider community. Together, we share the collective responsibility of ensuring our students are supported in achieving their personal best. Our school values inform our daily interactions: Respect: We are thoughtful and socially responsible. We are considerate of others, our environment and ourselves.  Resilience: We understand the importance of having high expectations and striving to achieve our personal best.  Citizenship: We strive to build meaningful connections and contribute to the collective success of our school and the wider community.  Integrity: We are honest with ourselves and with others. |
| Context challenges | Elmore Primary School (Elmore PS) is located in the township of Elmore, 47 kilometres north–east of Bendigo. The school was founded in 1875. The main school building incorporates two classrooms, a break–out space, currently utilised as the school’s library, staff and administration facilities. There is a portable classroom used for specialist classes. The grounds include two separate undercover playgrounds, one basketball court, an oval, and several additional undercover hard play spaces. There is a school kitchen garden, including a chicken coop.  As a rural school we value and prioritise opportunities to work collaborativly with other schools. We are an active member of the small school's Community of Practice which brings together Raywood, Goornong, Lockwood South, Redesdale Mia Mia, Heathcote, California Gully and Eppalock Primary schools. Our shared focus is to build the capabilities of our teachers through increased collaboration and shared professional learning.  We are also a member of the Campaspe Cluster of small schools. This cluster brings together our small neighbouring schools for collaboratively coordinated sporting events such as swimming, cross country, athletics and our summer sports as well as a shared school camps and excursions program. This provides our students with opportunities to interact with a greater cohort of students and build relationships that assist when transitioning to a shared local Secondary College.  We offer a broad selection of specialist classes. This includes Indonesian, Music, Physical Education as well as a visiting Art (MARC) and Library (MACC) vans. This is further complimented by the school accessing Sporting School Funding to provide specialist instruction in wide selection of sports including tannins, gymnastics, AFL, softball, athletes and many more.  During the period of the previous strategic plan it was found that use of data to inform planning was developing throughout the school. Our teachers planned together and the processes to assess students were becoming more consistent through the introduction of a new Reading assessment program and Numeracy assessment tool. Data collection was consistent but the use of the data to plan the next steps of learning for students was not yet routinely embedded.  Relationships across the school were positive and productive, and students were engaged in their work. Students received opportunities to make choices about their learning and had some input into whole school decisions through the Junior School Council. The process of student goal setting was a developing feature of learning. Parents were keen for enhanced opportunities to be partners in supporting their children’s learning. |
| Intent, rationale and focus | Over the coming four years Elmore Primary School is striving to improve the growth and achievement of all student in Literacy and Numeracy by:  - Embedding the Victorian Curriculum into staff collaborative planning.  - Embedding consistent, evidence based instructional practices. - Building teacher data literacy skills to differentiate the learning to individual student point of need. - Developing a whole school approach to activate student voice and agency in learning.  - Strengthening the learning partnerships with families and connecting meaningfully with our community.  These are identified as important as they will improve the learning growth of our students in Literacy and Numeracy. Through embedding the necessary skills, processes and resources we will help to ensure the stability and sustainability of not only the teaching and learning program but most importantly the ongoing development of our students.   Over the coming four years the school will implement the priorities by: 1. Embedding an evidence based whole school instructional model. 2. Strengthening teacher’s capacity to use the Victorian Curriculum to inform collaborative planning. 3. Building teacher data literacy skills to differentiate planning and individualise student teaching and learning.  4. Developing opportunities for student voice and agency to enhance the teaching and learning experience. 5. Embedding evidence based practices that enhance the learning partnerships between all elements of the school community. |

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| Goal 1 | Improve growth and achievement for all students in literacy and numeracy |
| Target 1.1 | By 2024 increase the percentage of students ‘above’ or ‘meeting’ benchmark growth in NAPLAN (benchmark set as a mean over three years to the start of the review period).  Year 5   * Reading to increase from 64% (average 2017–19) to 70% or above * Writing to increase from 69% (average 2017–19) to 75% or above * Numeracy to increase from 70% (average 2017–19) to 75% or above |
| Target 1.2 | By 2024 increase the percentage of students achieving in the top two bands in NAPLAN (benchmark set as a mean over three years to the start of the review period).  Year 5   * Reading to increase from 36% (average 2017–19) to 40% or above * Writing to increase from 0% (average 2017–19) to 40% or above * Numeracy to increase from 11% (average 2017–19) to 40% or above |
| Target 1.3 | By 2024 increase the percentage of students across the school (Foundation to Year 6) achieving above level in teacher judgement (based on triangulated norm referenced data sets)   * Reading from 24% (2019) to 40% or above * Number and algebra 4% (2019) to 31% or above * Writing from 14% (2019) to 25% or above |
| Target 1.4 | By 2024 increase the percentage of positive endorsement in the School Staff Survey (benchmark set as a mean over three years to the start of the review period).   * Academic emphasis from 88% (average 2017–19) to 95% or above * Guaranteed and viable curriculum from 72% (average 2017–19) to 85% or above |
| Key Improvement Strategy 1.a Curriculum planning and assessment | Embed the Victorian Curriculum into staff collaborative planning |
| Key Improvement Strategy 1.b Building practice excellence | Develop data literacy skills to differentiate learning to individual student point of need |
| Key Improvement Strategy 1.c Evidence-based high-impact teaching strategies | Embed consistent, evidence–based instructional practices |
| Goal 2 | To improve student agency and voice in learning |
| Target 2.1 | By 2024 increase the percentage of positive endorsement in the student AToSS (benchmark set as a mean over three years to the start of the review period).   * Student voice and agency from 95% (average 2017–19) to 98% or above * Stimulated learning from 96% (average 2017–19) to 98% or above * Differentiated learning challenge from 93% (average 2017–19) to 96% or above |
| Target 2.2 | By 2024 increase the percentage of positive endorsement in the POS (benchmark set as a mean over three years to the start of the review period).   * Parent participation and involvement from 72% (average 2017–19) to 85% or above * Teacher communication from 75% (average 2017–19) to 85% or above * Student voice and learner agency from 82% (average 2017–19) to 85% or above |
| Target 2.3 | By 2024 increase the percentage of positive endorsement in the SSS (benchmark set as a mean over three years to the start of the review period).   * Trust in students and parents from 91% (average 2017–19) to 95% or above * Parent and community involvement from 73% (average 2017–19) to 90% or above |
| Key Improvement Strategy 2.a Building practice excellence | Build teacher capacity to activate student voice and learner agency |
| Key Improvement Strategy 2.b Empowering students and building school pride | Develop a consistent whole school approach for students to set and monitor their own learning goals |
| Key Improvement Strategy 2.c Parents and carers as partners | Enhance learning partnerships so students become independent and self–regulating learners |
| Key Improvement Strategy 2.d Networks with schools, services and agencies | Develop community involvement to enrich student learning experiences |