

School Strategic Plan 2021-2025

Little Bendigo Primary School (2093)



Submitted for review by Anthony Tait (School Principal) on 08 December, 2021 at 03:12 PM

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Endorsed by Jamie Tobin (School Council President) on 09 December, 2021 at 05:34 PM

School Strategic Plan - 2021-2025

Little Bendigo Primary School (2093)

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| School vision | Little Bendigo Primary School's vision is to create passionate, intrinsic, life-long learners who are empowered to make positive and productive decisions. |
| School values | Little Bendigo Primary School's values are: optimism, compassion and personal integrity. Our values underpin everything we do, and guide all members of our school community in their interactions with others. |
| Context challenges | Little Bendigo Primary School, was established in 1878, is located in the township of Nerrina. The school has unique grounds abutting natural bush land and a long, rich history reflected in the architecture of the main building and its surrounds. Little Bendigo Primary School's core values of optimism, compassion and integrity, underpin relationships within our school community. Our purpose is to create passionate, intrinsically motivated, life-long learners. Our staff profile consists of 1 principal, 5.0 EFT teaching staff and 3 ES staff. In 2021 we had an enrolment of 80 students across four classes, 13% of students are Aboriginal or Torres Strait Islander. The school's SFOE in 2021 was 0.4080, with the Overall Socio-Economic Profile remaining in the low-mid range. The Victorian Curriculum is implemented at our school and we have a strong focus on students setting learning goals, reflecting upon their own learning and continual improvement. We believe it is important to empower our students with the skills, knowledge and understandings to know how to achieve, not just for here and now, but also for the future. Students develop learning skills through a variety of experiences and have opportunities to use and apply their knowledge, skills and understandings. These learning skills include responsibility, self-discipline, persistence, independence, building confidence and self-esteem, problem solving, working cooperatively and collaboratively and developing leadership skills. Our specialist program is broad and includes Music, Art, Physical Education, Science and Chinese. Camps and excursions are conducted for all year levels and a broad range of curriculum linked excursions and incursions take place each year. The key challenges identified for Little Bendigo Primary School as it moves forward over the next four years include: to ensure all students demonstrate strong academic growth in literacy and numeracy, and ensure consistency in assessment practices across the school. |
| Intent, rationale and focus | The school's intention is to maximise learning growth for all students, build teacher capacity to activate learner agency, and to support student mental health. This is important as it will help our students become confident and self-motivated learners, who are empowered to make positive and productive decisions. Our focus over the next four years is to continue to deliver consistently high-quality instructional practices across all year levels; |

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| | enhance opportunities for students to engage with, monitor and evaluate their learning; and support student mental health and wellbeing. |
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| Goal 1 | To maximise learning growth and achievement for all students. |
| Target 1.1 | <p>By 2025 increase the percentage of students ‘meeting’ or ‘above’ benchmark growth in NAPLAN (two year moving average)</p> <ul style="list-style-type: none">• Reading to increase from 91% (2021) to 95% or above• Writing to increase from 64% (2021) to 85% or above• Numeracy to increase from 73% (2021) to 90% or above |
| Target 1.2 | <p>By 2025 increase the percentage of students achieving in the top two bands in NAPLAN (three–year mean based on aggregated data)</p> <p>Year 5</p> <ul style="list-style-type: none">• Reading to increase from 29% (2021) to 35% or above• Writing to increase from 11% (2021) to 25% or above• Numeracy to increase from 14% (2021) to 30% or above |
| Target 1.3 | <p>By 2025 increase the percentage of students across the school (Prep to Year 6) achieving at or above age expected level in teacher judgement (based on triangulated, norm–referenced/standards–based data sets).</p> <ul style="list-style-type: none">• Reading from 92% (2020) to 95% or above• Writing from 83% (2020) to 90% or above |

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| | <ul style="list-style-type: none"> • Number and algebra 91% (2020) to 95% or above |
| Key Improvement Strategy 1.a Evidence-based high-impact teaching strategies | To further embed consistent high-quality instructional practices across the school. |
| Key Improvement Strategy 1.b Building practice excellence | To build the capacity of teachers to utilise assessment information to inform differentiated learning. |
| Key Improvement Strategy 1.c Evaluating impact on learning | To monitor and evaluate the impact of teaching practice on student learning outcomes. |
| Goal 2 | To improve learner agency. |
| Target 2.1 | By 2025 increase the percentage of positive endorsement in the student AToSS: <ul style="list-style-type: none"> • Student voice and agency from 69% (2020) to 80% or above • Stimulating learning from 77% (2020) to 87% or above • Differentiated learning challenge from 88% (2020) to 92% or above • Self-regulation and goal setting from 88% (2020) to 92% or above |
| Target 2.2 | By 2025 increase the percentage of positive endorsement in the SSS: <ul style="list-style-type: none"> • Academic emphasis from 73% (2020) to 85% or above • Collective efficacy from 81% (2020) to 90% or above • Trust in students and parents from 74% (2020) to 86% or above |

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| Target 2.3 | <p>By 2025 increase the percentage of positive endorsement in the POS:</p> <ul style="list-style-type: none"> • Parent participation and involvement from 88% (2020) to 94% or above • Stimulating learning environment from 84% (2020) to 90% or above • School improvement from 82% (2020) to 87% or above |
| Key Improvement Strategy 2.a Building practice excellence | To build teacher capacity to activate learner agency. |
| Key Improvement Strategy 2.b Intellectual engagement and self-awareness | To embed a whole school strategy for students to develop and monitor their own learning goals and track progress. |
| Key Improvement Strategy 2.c Parents and carers as partners | To enhance authentic learning partnerships between students and key stakeholders. |
| Goal 3 | To improve student mental health. |
| Target 3.1 | <p>By 2025 increase the percentage of positive endorsement in the student AToSS:</p> <ul style="list-style-type: none"> • Advocate at school from 82% (2020) to 88% or above • Sense of connectedness from 73% (2020) to 80% or above • Sense of confidence from 77% (2020) to 82% or above |
| Target 3.2 | By 2025 decrease student absence rates: |

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| | <ul style="list-style-type: none"> Percentage of students with 20 or more absence days from 23% (2020) to 20% or less. |
| Key Improvement Strategy 3.a Health and wellbeing | To embed a whole school approach to students' mental health. |
| Key Improvement Strategy 3.b Building practice excellence | To build staff capacity to support complex social, emotional, physical and wellbeing needs. |
| Key Improvement Strategy 3.c Networks with schools, services and agencies | To strengthen and broaden relationships with parents, carers and local health care providers. |