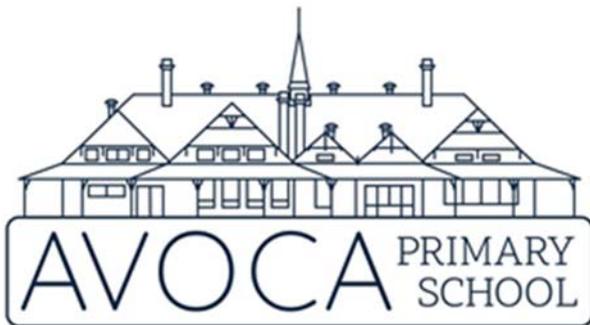


School Strategic Plan 2018-2022

Avoca Primary School (0004)



Submitted for review by Benjamin Moody (School Principal) on 29 October, 2018 at 02:35 PM

Endorsed by Paul Nolan (Senior Education Improvement Leader) on 29 October, 2018 at 02:37 PM

Endorsed by Stacey Blair (School Council President) on 12 November, 2018 at 04:58 PM

School Strategic Plan - 2018-2022

Avoca Primary School (0004)

<p>School vision</p>	<p>The Avoca Primary School Community has one simply stated yet complex purpose, that of providing for all aspects of each student's academic, social, physical and emotional development. We aim to ensure that each child becomes the best he/she can be and to develop tolerant, resilient students with skills and attributes for lifelong learning in the world of the future.</p>
<p>School values</p>	<p>Our eight embedded school Values underpin the way everyone in our school community learns, works and relates to each other.</p> <p>Learning- Avoca PS, "The learning Place to BE". We inspire students to think, understand and reflect.</p> <p>Creativity- We foster imagination and curiosity in a learning community of makers, doers and problem solvers.</p> <p>Excellence- Striving to be our personal best through continual improvement and persistence.</p> <p>Teamwork- Working collaboratively and collectively together to optimise the achievements of all.</p> <p>Respect- Recognising and valuing difference in the abilities, race, religion and views of others while treating everyone with equanimity, tolerance, patience and understanding.</p> <p>Honesty- We are a supportive community where truthfulness of word and action is valued and respected.</p> <p>Responsibility- Students will develop a strong sense of responsibility for self, family, others, property, school and the environment.</p> <p>Consideration- Everyone at our school feels welcome and a part of our school community.</p>
<p>Context challenges</p>	<p>Avoca Primary School is located approximately 70 kilometres North West of Ballarat and services the local township and immediate surrounds. The majority of families are involved in either the farming or local wine industry or the many services that support these industries. Over the past 4 years the local industries have been challenged with both drought and major flooding.</p> <p>Currently we operate 6 classes with 4 housed in the newer facilities built under the BER program and 2 in the historic building. Our only other available space is used for arts, library, PE Science and technology.</p> <p>Enrolments have increased in the past 2 years from 88 students to 120 at the end of 2018 and we have approximates 8% of students on the PSD. We remain consistently in the region of 100 students however enrolment volatility can result in significant changes in the SRP. Students exit Avoca PS largely to the Maryborough Education Centre or Highview college in Maryborough although a small number of students exit to private schools in Ballarat or Beaufort Secondary College.</p> <p>The key challenges facing Avoca PS of the next strategic cycle include:</p> <ul style="list-style-type: none"> - Aligning assessment processes to Victorian Curriculum outcomes to ensure greater accuracy in teacher judgements and reporting - Expanding the assessment processes to measure the effect of practices and curriculum delivery - Developing middle leaders in the school to lead PLC inquiry and curriculum planning F-6 - Ensure the development of early career stage teaching staff to build consistent practices across all classrooms - To embed observational practices across all classrooms and develop staff capacity in providing effective feedback - Develop student goal setting to be relevant and continuous

	<ul style="list-style-type: none"> - Build student resilience and stamina for self-determination and regulation and confidence, motivation and interest in their learning - Develop measures to gain real-time feedback from students on learning sequences
<p>Intent, rationale and focus</p>	<p>To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening. An analysis of achievement data identified literacy as having achieved variable outcomes where some performance was moderate and on a declining trajectory and requiring renewed effort to be high performing. Additionally, the school's PRSE indicated writing as a specific area for focus with outcomes in some cases not reaching a level of consistent positive performance. Writing, with speaking and listening, is considered an area requiring focus for the next SSP and will remain at the forefront of our agenda as the primary priority.</p> <p>To improve the learning outcomes in Numeracy. An analysis of NAPLAN and Teacher Judgement data identified numeracy as tracking positively while experience a slight downward trend on an overall analysis of achievement data. Elevating formative assessment within numeracy teaching and learning as a key element within the learning process was an area considered by the school and agreed to by the panel as requiring renewed focus for the next SSP. As this is a reflection of the learning provision and instructional practices this will be addressed within the first 2 years through our Annual Implementation Plan (AIP).</p> <p>To amplify the extent to which students have agency in their own learning. Our analysis of ATOSS and POS data identified perception of bullying, as an area of student safety concern. The ATOSS also indicated some students were unable to identify student voice and agency as a positive factor in their schooling. Staff Survey results also identified school climate, while on an improvement trajectory, identified specific strategic attention to some factors, such as bullying, would lead to improvement. Staff at interview recognized the opportunity to elevate 'student empowerment' as a means of renewing their effort to be achieve a high performing learning environment. While our academic performance remains the priority we will continue to address this in the AIP as a goal from the second year in the strategic cycle.</p>

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Goal 1	To improve the student learning outcomes in Literacy, with a particular focus on writing and speaking and listening.
Target 1.1	By 2022, the percentage of year 5 students in the top two bands in NAPLAN writing and speaking and listening will increase from the 2018 baseline outcomes .
Target 1.2	By 2022, increase the percentage of students achieving above expected standards in Writing according to Semester 2 teacher judgement to be at or above Avoca Primary School's similar schools' category.
Target 1.3	By 2022, increase the percentage of students in P-2 above expected standards on Speaking and Listening according to Semester 2 teacher judgement.
Key Improvement Strategy 1.a Curriculum planning and assessment	Build whole school assessment strategies for determining learning progress and achievement in Writing, Speaking and Listening.
Key Improvement Strategy 1.b Evaluating impact on learning	Develop school specific strategies to enable consistent alignment between NAPLAN and Teacher Judgement outcomes.
Key Improvement Strategy 1.c Curriculum planning and assessment	Collaboratively develop whole school and sectional planners for writing and speaking and listening lesson, unit and scope and sequence planning.
Key Improvement Strategy 1.d Building practice excellence	Build teacher practice in the skills of moderation and observation processes for all literacy domains.

Key Improvement Strategy 1.e Curriculum planning and assessment	Continue to build PLC activity to focus on literacy learning and effective assessment practices and processes that enables all students to be taught at their' point of need'.
Goal 2	To improve the learning outcomes in Numeracy.
Target 2.1	By 2022, increase the percentage of students in the top two bands for Year 3 and Year 5 NAPLAN Numeracy.
Target 2.2	By 2022, increase the percentage of students achieving above the expected standard, aggregated across all three Numeracy domains according to Semester 2 teacher judgement.
Target 2.3	By 2022, decrease the percentage of students achieving below one-year growth according to ACER PAT Online Numeracy.
Key Improvement Strategy 2.a Curriculum planning and assessment	Develop a comprehensive whole school assessment plan, inclusive of assessment strategies to target each student's 'point of learning'.
Key Improvement Strategy 2.b Curriculum planning and assessment	Build data literacy in numeracy to incorporate to ensure assessment for, as and of learning and build teacher capacity to utilize benchmark achievement data gained from ACER PAT Online Tests in Mathematics to effectively plan for, and assess teaching and learning
Key Improvement Strategy 2.c Evidence-based high-impact teaching strategies	Continue to build teacher capacity to provide timely information that enables teaching to each student's point of learning.
Key Improvement Strategy 2.d Building leadership teams	Build leadership skills across the school to enable induction, mentoring and observational skills to be inclusive and a shared responsibility embedded in practice.

Key Improvement Strategy 2.e Curriculum planning and assessment	Embed a culture of short and longer-term curriculum planning that assesses the impact of numeracy learning programs and adjusts to suit individual student needs.
Goal 3	To amplify the extent to which students have agency in their own learning.
Target 3.1	By 2022, increase, from the 2018 baseline of 30%, student positive responses to 50% in the <i>Learner Characteristics and Disposition</i> domain on the ATOSS.
Target 3.2	By 2022, increase the percentage of positive responses in Student Development (Student agency and voice) on the POS (Parent Observation Survey) from the baseline 2018 survey data, 89%.
Target 3.3	By 2022, Increase the increase the percentage of positive responses in Teaching and Learning on the Staff Survey from the baseline 2018 survey data of 90.5%
Key Improvement Strategy 3.a Empowering students and building school pride	Determine, trial and implement programs that cultivate an engagement and learning environment that enable student agency to be embedded in practice.
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	Develop a whole school learning community that builds positive relationships which strengthen connections and develop learning characteristics and capabilities of all students.
Key Improvement Strategy 3.c Empowering students and building school pride	Develop a consistent approach toward empowering students in their own learning such as in personal goal setting.

<p>Key Improvement Strategy 3.d Intellectual engagement and self-awareness</p>	<p>Build student resilience and stamina for self-determination and regulation and confidence, motivation and interest in their learning.</p>
<p>Key Improvement Strategy 3.e Parents and carers as partners</p>	<p>Create and conduct consistent annual school-based surveys, such as using Survey Monkey, to help gauge a triangulated outcome to specific student and parent attitudes to school community agreed critical factors such as those within the student safety and learner characteristics and disposition domains, academic emphasis and parental engagement in the child's learning.</p>