

School Strategic Plan 2022-2026

Avoca Primary School (0004)



Submitted for review by Jacinta Dellavedova (School Principal) on 10 October, 2022 at 10:50 AM
Endorsed by Paul Nolan (Senior Education Improvement Leader) on 25 October, 2022 at 11:02 AM
Awaiting endorsement by School Council President

School Strategic Plan - 2022-2026

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<p>School vision</p>	<p>Avoca Primary School is committed to providing a dynamic learning environment that is caring and challenging whilst developing students academically, socially, physically and emotionally, for the world around us. All students are encouraged to develop resilience and motivation to reach their full potential. Avoca primary school prides itself on engaging students in lifelong learning, in all aspects of school life and within the wider community.</p>
<p>School values</p>	<p>Our four revised school values underpin the way everyone in our school community learns, works and relates to each other.</p> <p>Respect: We respect ourselves, our school and each another, and understand that our attitudes and behaviours have an impact on the people around us. We are honest and tell the truth when asked. We demonstrate responsibility when looking after our belongings and those of others.</p> <p>Determination: We strive for excellence, which means trying our hardest and doing our best; we are determined.</p> <p>Inclusion: We show great teamwork when working, playing and listening to the ideas and opinions of others. We are inclusive.</p> <p>Resilience: We are resilient when bouncing back from challenges and difficulties. We model and demonstrate consideration and take every opportunity to help others that may be in need.</p>
<p>Context challenges</p>	<p>Avoca Primary School is located approximately 70kilometres North West of Ballarat and services the local township and immediate surrounds. The majority of families are involved in either farming or the local wine industry. Over the last 4 years the local industries have been challenged with COVID and flooding. Currently we operate with 5 classrooms, with 4 housed in the BER building and one in the Main classroom building. Our other spaces are used for Science, Art, Indonesian and our Oustide School Hours Care program. Our enrolments are on a steady decline over the last 4 years, we were 107 students in 2022, and 100 students in 2023. We are losing larger cohorts of students to secondary school in Maryborough than we are receiving from the local Kindergarten. We continue to remain in the area of 100 students however enrolment volatility can result in significant changes in the SRP. A small percentage of students are funded as part of PSD (3%).</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 measure learning outcomes with a greater accuracy in teacher judgements and reporting. - Expanding the assessment processes to measure the effect of practices and curriculum delivery - Implementing and Maintaining classroom observation practices and developing staff capacity in providing effective feedback - Developing middle leaders in the school to lead PLC inquiry and curriculum planning F-6

	<ul style="list-style-type: none"> - Embedding student voice and agency in learning for goal setting and learning feedback - Further developing parent partnerships in student learning - Build student stamina and resilience for self - determination and regulation, confidence, motivation and interest in their learning
<p>Intent, rationale and focus</p>	<p>To improve learning outcomes in reading. An analysis of achievement data identified reading as having variable outcomes where some performance was moderate and on a downward trajectory and required a renewed effort to be high performing. Focusing not only on supporting and scaffolding students but also building on and extending the motivation of our high achieving students through goal setting and effective feedback during learning.</p> <p>To improve learning outcomes in writing. An analysis of achievement data identified writing as having variable outcomes where some performance was moderate and on a steady trajectory and required a continued effort to be high performing. Focusing not only on supporting and scaffolding students but also building on and extending the motivation of our high achieving students through goal setting and effective feedback during learning.</p> <p>To improve student mental health and wellbeing outcomes. Developing a shared language in response to emotional regulation and strategies for help seeking and resilience are identified as areas of development. Our AtoSS indicated emotional regulation as an area to improve combined with the difficulty in getting professional services to Avoca for mental health support. Developing partnerships with external agencies to support students and families are a key improvement strategy to support the mental health of students and families.</p>

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Goal 1	To improve student outcomes in reading
Target 1.1	By 2026, increase the percentage of Year 5 students assessed as meeting or above benchmark growth in NAPALAN: <ul style="list-style-type: none">• Reading from 79% (2021) to 90% (calculated on 2024-2026 three year moving average)
Target 1.2	By 2026, increase the percentage of Year 3 students in the top two NAPLAN bands: <ul style="list-style-type: none">• Reading from 33% (2021) to 45% (calculated on 2024-2026 three year moving average)
Target 1.3	By 2026, increase the percentage of students working at or above the expected level against the Victorian Curriculum (time series growth) in Reading and Viewing from 87% (Sem 2 2020 - Sem 2 2021) to 88%.
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise a range of assessment strategies to accurately determine and provide adjustments, support strategies and interventions to successfully meet the learning needs of all students
Key Improvement Strategy 1.b	Build teacher capacity to provide effective learning focused feedback to students to enhance student goal setting and ownership of learning

Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	
Key Improvement Strategy 1.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice, and agency across curriculum areas and learning tasks
Key Improvement Strategy 1.d Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Develop a whole-school approach to involving parents and carers in learning
Goal 2	To improve student outcomes in writing
Target 2.1	By 2026, increase the percentage of Year 5 students assessed as above benchmark growth for NAPLAN Writing from 23% (2021) to 30% (calculated on 2024-2026 three year moving average). By 2026, decrease the percentage of Year 5 students assessed as below benchmark growth for NAPLAN Writing from 31% (2021) to 18% (calculated on 2024-2026 three year moving average).
Target 2.2	By 2026, increase the percentage of students in the top two NAPLAN bands: <ul style="list-style-type: none"> • Year 3 Writing from 19% (2021) to 30% (calculated on 2024-2026 three year moving average) • Year 5 Writing from 14% (2021) to 30% (calculated on 2024-2026 three year moving average)

Target 2.3	By 2026, decrease the percentage of Year 3 students in the bottom two NAPLAN bands for Writing from 13% (2021) to 7% (calculated on 2024-2026 three year moving average).
Target 2.4	By 2026, increase the percentage of students working at or above expected level growth against the Victorian Curriculum (time series growth) in Writing from 85% (Sem 2 2020 - Sem 2 2021) to 88%.
Key Improvement Strategy 2.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Build teacher capability to utilise a range of assessment strategies to accurately determine and provide adjustments, support strategies and interventions to successfully meet the learning needs of all students
Key Improvement Strategy 2.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Build teacher capacity to provide effective learning focused feedback to students to enhance student goal setting and ownership of learning
Key Improvement Strategy 2.c Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school	Embed opportunities for student choice, voice, and agency across curriculum areas and learning tasks
Key Improvement Strategy 2.d Responsive, tiered and contextualised approaches and strong relationships to	Develop a whole-school approach to involving parents and carers in learning

support student learning, wellbeing and inclusion	
Goal 3	To improve student mental health and wellbeing outcomes.
Target 3.1	By 2026, increase the percent positive responses score on AtoSS for the following factors: <ul style="list-style-type: none"> • attitudes to attendance from 83% (2021) to 90% (2026) • perseverance from 75% (2021) to 86% (2026)
Target 3.2	By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the following measures: <ul style="list-style-type: none"> • parent participation and involvement will increase from 86% (2021) to 92% (2026) • teacher communication will increase from 79% (2021) to 90% (2026)
Target 3.3	By 2026, increase the percent positive responses score on AtoSS for <i>emotional awareness and regulation</i> from 74% (2021) to 86% (2026).
Key Improvement Strategy 3.a Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Promote and engage students in programs to develop their mental and physical health and social-emotional wellbeing.
Key Improvement Strategy 3.b Responsive, tiered and contextualised approaches and strong relationships to	Increase school and family partnerships as a key strategy to improve student learning and wellbeing outcomes

support student learning, wellbeing and inclusion	
Key Improvement Strategy 3.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Partner with local organisations to build a network of support for students' mental health