

School Strategic Plan: 2005-2009

<p>School Vision</p>	<p><u>SCHOOL PHILOSOPHY</u> The philosophy of Avondale Primary School is based on the premise that every student can attain high levels of academic achievement and be a responsible community member. We aspire for students:</p> <ul style="list-style-type: none"> • to have an enthusiasm for learning • to develop a broad and strong base of knowledge and skills • to think and act with competence, objectivity and creativity • to, through their experience of living in a learning community, show respect and sensitivity to others • to show a capacity to lead, to share and to co-operate with others • to accept responsibility and discipline • to find reward in participating, doing our best. <p><u>Vision Statement</u> Our vision is to maintain a caring and supportive environment that promotes in every student:</p> <ul style="list-style-type: none"> • A desire to achieve • Self-confidence • Personal pride • Social skills • And a knowledge of society and their place in it. 		
<p>Shared Values</p>	<p>The Avondale Primary School shared values are: Respect, Cooperation, Honesty, Self-confidence, Persistence, Caring, Integrity and Helpfulness. These values are modelled by all staff and emphasised in lessons.</p>		
<p>Goals</p>	<p><u>Student Learning Outcomes</u></p> <p>To improve student achievement against the English Domain Standards in the VELs at all year levels from Prep to Year 6.</p> <p>To improve student achievement against the Mathematics Domain Standards in the VELs at all year levels from Prep to Year 6.</p>	<p><u>Student Pathways & Transitions</u></p> <p>To develop in students the knowledge, skills and dispositions needed for a seamless transition through the stages of learning as described in the Victorian Essential Learning Standards</p>	<p><u>Student Engagement & Wellbeing</u></p> <p>To develop students who have strong social competencies and resilience, a positive valuing of self and a conscious personal and social values base; have skills in cooperation, communication and negotiation; and are independent of mind, responsible, persevering, self-regulating and reflective.</p>
<p>Targets</p>	<p>To increase the growth in Reading achievement from Year 3 to Year 5 as measured by the AIM to a full two years of growth in mean terms.</p> <p>To increase the proportion of students at each of Prep and Years 2, 4 and 6 assessed as meeting (i.e., established or above in the current terminology) English</p>	<p>That each student completes a comprehensive portfolio of work to facilitate transition from primary to secondary school by the end of 2008.</p> <p>That assessment data and analyses can be accessed by teachers from one year to the next.</p>	<p>The identification of programs / pedagogical approaches that contribute to developing students' community building and team worker skills as part of a curriculum plan I to implement VELs by the end of 2006.</p> <p>Student opinion that falls within or exceeds the middle 50% for all variable items by the end of 2008 for both boys</p>

	<p>and Mathematics standards appropriate to that level, to at least 90% by the end of 2008. To reduce the proportion of students who fail to meet expected levels in English and Mathematics to no more than 5% by the end of 2008.</p>		<p>and girls in Years 5 & 6. A progressive reduction in student absenteeism so that the average absences at each year level are no more than statewide benchmarks by the end of 2008.</p>
<p>Key Improvement Strategies</p>	<p>Enhance teaching and learning across the school:</p> <ul style="list-style-type: none"> • Capacity building through coordinated professional sharing on a day to day basis • Leadership building activities as part of the Leadership meetings • Deconstructing text for meaning to meet needs of students with a language background other than English who enter at Prep. • The school will seek accreditation to the School Performance and Development Culture by 2008 <p>To meet the transition needs of students by:</p> <ul style="list-style-type: none"> • Continue collaborating with local pre-schools, and particularly Avondale Kindergarten, to ensure that students enter Prep appropriately prepared for school. • Provide ongoing support for students in their transitions from kindergarten and the provision of good information to parents regarding the quality of curriculum provided at the school. • Develop a proforma portfolio in collaboration with relevant secondary schools to ensure that student have a comprehensive record of their achievements and work throughout primary school. <p>Improve student safety and wellbeing through:</p> <ul style="list-style-type: none"> • Develop the school's comprehensive curriculum plan for implementing the VELs which consciously addresses issues of engagement and wellbeing through its physical, personal and social as well as interdisciplinary strands. • Analysis of the outcomes of the student opinion survey data and management of focus groups discussions with students to determine the major engagement and wellbeing issues that they believe need to be addressed, with a particular focus on concerns that girls may have a relation to student safety at school. • Supplementing the current efforts to reduce absenteeism by supporting the urging of better attendance through the newsletters by providing evidence based briefs on the impact in practice of poor attendance on students' chances of success. • Reviewing the school's Welfare Policy and Welfare Programs to include Student Welfare Personnel duties and increased partnerships with other relevant service providers such as Moonee Valley City Council Family Services. 		