

School Strategic Plan 2021-2025

Avondale Primary School (4812)



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School vision	<p>This is an area we are currently working with our school community (students, staff and families) and is based on the feedback provided through the School Review process in 2021.</p> <p>Essential considerations, provided through the review, to build into our Vision and Values statement include:</p> <p>At Avondale Primary School:</p> <ul style="list-style-type: none">* we focus on delivering the Victorian curriculum through consistent evidence and research based practice across the school* we embed the High Impact Teaching Strategies* teaching and learning is based on student data and evidence, reflective practices and feedback* students are engaged in purposeful and authentic learning experiences, where high expectations are the norm* students are challenged and extended in their learning, being curious and engaged* students take responsibility for their own learning through setting learning goals* the Inquiry Cycle is embedded in our professional learning communities* we model the importance of being life long learners, on the journey together <p>We are currently working with our community to build our Vision Statement - making it accessible and easily understood by all.</p>
School values	<p>After engaging all stakeholders in the creation of our school vision, we will explore the most effective values to develop a shared understanding of the why, how and what we are aspiring to achieve at Avondale Primary School.</p> <p>We started this process at the beginning of 2022, by asking staff 'What do we value at APS?'</p> <p>Responses included, wellbeing for ALL, learning and achievement, respect and kindness, inclusion, differentiation, diversity, positive relationships, "every child, every day", focus and effort to achieve success, we are part of a community, honesty, respect, individuality, confidence, everyone learns at their own pace, whole community wellbeing, inclusiveness, having fun, balance, collaboration, student voice, integrity, achievement, personal best, have a go and positivity. Student voice is essential in this process to ensure ownership of these values as is the input of our school community. We are looking forward to having a set of values that are easily articulated, understood by all and embedded in everything we do at Avondale Primary School.</p>
Context challenges	<p>Established in 1961, Avondale Primary School is located on an attractive, well maintained site, close to all amenities, approximately 10 kilometres north-west of Melbourne. We are situated in quite a unique area, surrounded on three sides by the Maribyrnong River. The school has strong links with the local community and supports a range of community activities.</p>

Enrolments have been progressively increasing since the mid 1990s to the current 2022 figure of 443 students. As a medium sized school we have the benefit of providing a broad curriculum whilst still retaining a personal relationship with students and families. We promote an environment in which every student feels safe, happy, engaged and motivated to excel in their learning. Academic achievement is an important measure of student success, however, also includes student participation in a range of artistic, sporting, civic and cultural activities as well as the development of self-knowledge and personal values.

A key strategy in improving learning outcomes for students is for our staff to actively engage in professional learning to improve teaching effectiveness. We provide teaching and learning experiences based on the Victorian Curriculum, differentiated to meet the needs of all students. This includes opportunities for collaborative curriculum planning, sharing best practice, moderation and assessment are carried out in weekly Professional Learning Communities (PLCs).

In 2022 we have 29 teaching staff and 17 educational support staff (FTE teaching staff - 28.8 and FTE ES staff is 8.7) employed at our school. Professional Learning Communities (PLCs) are supported by the School Improvement Team (Principal, Assistant Principal, Leading Teacher and Learning Specialists). Specialist teachers include LOTE (Italian), Physical Education and The Arts (Visual & Performing) alongside our Tutor Learning Initiative with two part time tutors. Avondale Primary School has a current enrolment of 452 students. There are nine grades in Foundation-Grade 2 and ten grades in Grades 3 - 6.

We are also an accredited school under DET's International Student Program and currently have 4 International student enrolments. We have an active School Council that meets eight times each year, supported by a number of sub committees. Parents and carers are encouraged to participate in school governance and policy development.

We have recently seen the completion of the capital works program, at the forefront of the Education State reforms, providing students and teachers across Victoria with 21st century learning facilities. Across the school we now have four Learning Communities:

- * Learning Community 1: 8 classrooms, shared and outdoor learning spaces and staff offices
- * Learning Community 2: 4 classrooms, shared and outdoor learning spaces, an Art room, a Multipurpose room and staff offices
- * Administration Building: foyer and front admin office, staff offices, conference and meeting rooms and staff room
- * Learning Community 3: Canteen and Multipurpose rooms (through the Building the Education Revolution Government program)
- * Learning Community 4: 7 classrooms, LOTE classroom and staff offices - this space also includes two portables that are being used for Performing Arts (initial building)

The grounds are secure, with a range of active and passive areas, including grassed areas, a modern adventure playground for students covered by shade sails, down ball courts, basketball court, a sand pit and student vegetable garden. We are looking forward to the completion of the Northern Landscaping works later in the year, which will see a Futsal court and a passive grassed area with tables and chairs.

As identified through our school's self-evaluation and review, our key challenges are:

	<ul style="list-style-type: none"> • to construct a shared school vision and values to provide the foundation necessary to inform continual school and learning improvement • to continue the comprehensive documentation of an agreed curriculum and the application of a schoolwide instructional model • further develop and embed an agreed pedagogical approach to all areas of student learning • continue to build the consistency of high quality practices and the use of data to effectively differentiate the curriculum to engage and meet the learning needs of all students • to improve student agency in learning, developing agreed teaching and learning strategies to enable students to better understand the purpose and process of their learning and to self-monitor progress and success • to use student feedback to inform curriculum planning and teaching practice, involving all students in the continual improvement of learning outcomes • to increase student agency and inform and strengthen the learning partnerships between students, parents and the school
<p>Intent, rationale and focus</p>	<p>INTENT: Over the next 4 years, our intent is to build a consistent approach to teaching and learning, with a focus on differentiation. Our work will be to ensure every element of the Avondale Instructional Model is embedded with consistency, at a high level across all classrooms and learning areas. It is essential that we continue to develop staff, student and community understanding of student voice and agency and how this can be effectively implemented across all learning experiences.</p> <p>RATIONALE: As highlighted throughout the review process, it is important for our school to continue to focus on the following areas in our new School Strategic Plan:</p> <p>*Literacy and Numeracy It is important for us to document the curriculum and embed an agreed pedagogical approach and assessment methods across all areas of learning and classrooms. There is opportunity to improve the use of data to inform point of need teaching, to differentiate and sufficiently challenge and extend students in their learning. We also need to develop and embed processes to reflect the PLC Inquiry Cycle and ensure a clear line of sight between school and individual performance and development plans.</p> <p>*Student Engagement An essential step in moving forward is to create a shared school vision, values and teaching and learning philosophy with the school community, to ensure we engage key stakeholders in the school's improvement journey. These core strategic elements would also provide the foundation necessary to inform the continual improvement of student learning outcomes, engagement and their learning environment.</p> <p>*Student Wellbeing Our work moving forward in this area, is based on establishing and embedding an agreed schoolwide approach to student wellbeing and behaviour management, while developing student agency of behaviour and wellbeing. It is also important for us as a school, to develop our understanding and approach to inclusivity and work with the community to</p>

develop productive partnerships to maximise student learning and wellbeing.

FOCUS: The school will prioritise improving the following key directions for the next School Strategic Plan:

- Literacy and Numeracy
- Student Engagement
- Student Wellbeing

Our initial work will focus on creating a whole school vision and values that promote a shared understanding of our way forward. This will provide the foundations for us to embed our Key Improvement strategies and monitor the success of these in improving student outcomes over the next four years. Ensuring we continue the development of a Teaching and Learning framework enables us to establish consistency across the school, with a focus on curriculum, pedagogy and assessment. We will continue to regularly monitor our targets to measure the achievement towards our goals and build our priority areas into our resource allocations, meeting and professional learning schedule, the PDP process and increased communication and interaction with our school community. Highlighting student learning across all curriculum areas is an important component of this work.

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Goal 1	Improve student learning achievement in literacy and numeracy.
Target 1.1	<p>Student learning - NAPLAN benchmark growth</p> <p>Increase the percentage of Year 5 students above benchmark growth in:</p> <ul style="list-style-type: none">• reading from 45% (2021) to 65% (2025)• writing from 36% (2021) to 50% (2025)• numeracy from 35% (2021) to 50% (2025).
Target 1.2	<p>Student learning - NAPLAN top two bands</p> <p>Increase the percentage of Year 3 students in the top two bands in:</p> <ul style="list-style-type: none">• reading from 74% (2021) to 80% (2025)• writing from 82% (2021) to 88% (2025)• numeracy from 43% (2021) to 55% (2025) <p>Increase the percentage of Year 5 students in the top two bands in:</p> <ul style="list-style-type: none">• reading from 59% (2021) to 65% (2025)• writing from 30% (2021) to 40% (2025)• numeracy from 27% (2021) to 45% (2025).

Target 1.3	<p>Student learning - Teacher judgments (semester 2 to semester 2)</p> <p>Increase the average percentage of Foundation to Year 6 students achieving above expected growth in:</p> <ul style="list-style-type: none"> • Reading and viewing from 28% (2019/2020) to 35% (2025) • Writing from 8% (2019/2020) to 25% (2025) • Number and algebra from 21% (2019/2020) to 30% (2025).
Target 1.4	<p>School Staff Opinion Survey</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Understand how to analyse data from 53% (2020) to 70% (2025) • Guaranteed and viable curriculum from 63% (2020) to 75% (2025) • Instructional leadership from 54% (2020) to 80% (2025) • Use high impact teaching strategies from 80% (2020) to 85% (2025) • Professional learning through peer observation from 27% (2020) to 60% (2025).
Key Improvement Strategy 1.a Instructional and shared leadership	<p>Embed instructional leadership across the school.</p>
Key Improvement Strategy 1.b Curriculum planning and assessment	<p>Develop and embed a guaranteed and viable curriculum for literacy and numeracy.</p>
Key Improvement Strategy 1.c Curriculum planning and assessment	<p>Build a whole school approach to assessment practices and the use of data to inform differentiated teaching and learning.</p>
Key Improvement Strategy 1.d	<p>Build a whole school approach to the implementation of evidence-based pedagogical practices.</p>

Building practice excellence	
Goal 2	Improve student engagement in learning.
Target 2.1	<p>Student opinion – AToSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student voice and agency from 63% (2019) to 27% (2025) • Stimulated learning from 74% (2019) to 85% (2025) • Self-regulation and goal setting from 84% (2019) to 90% (2025).
Target 2.2	<p>Parent opinion – POS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Student agency and voice from 78% (2019) to 85% (2025) • Stimulating learning environment from 89% (2019) to 94% (2025) • Effective teaching from 77% (2019) to 85% (2025). <p>Increase the percentage of positive responses for the module School ethos and environment from 88% (2019) to above 95% (2025).</p>
Target 2.3	<p>School staff opinion – SSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Promote student ownership of learning from 76% (2019) to 86% (2025)

	<ul style="list-style-type: none"> • Use student feedback to improve practice from 62% (2019) to 78% (2025).
Target 2.4	<p>Student attendance:</p> <p>Decrease the percentage of students with an average of greater than 20 days absent from 20% (2019) to less than 12 percent (2025).</p>
Key Improvement Strategy 2.a Vision, values and culture	Develop a whole school vision, values and teaching and learning framework.
Key Improvement Strategy 2.b Empowering students and building school pride	Develop and embed a whole school approach to activating student voice and agency in learning.
Goal 3	Improve student wellbeing.
Target 3.1	<p>Student opinion – AToSS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Teacher concern from 64% (2019) to 75% (2025) • Effective classroom behaviour from 71% (2019) to 82% (2025) • Sense of connectedness from 78% (2019) to 88% (2025) • Managing bullying from 81% (2019) to 88% (2025)

Target 3.2	<p>Parent opinion – POS</p> <p>Increase the percentage of positive responses for the following factors:</p> <ul style="list-style-type: none"> • Not experiencing bullying from 69% (2019) to 75% (2025) • Managing bullying from 92% (2019) to 95% (2025) • Parent participation and involvement from 80% (2019) to 90% (2025).
Target 3.3	<p>School staff opinion – SSS:</p> <p>Increase the percentage of positive responses for the factor Parent and community involvement from 67% (2019) to 80% (2025).</p>
Key Improvement Strategy 3.a Health and wellbeing	<p>Develop and embed a whole school approach to student wellbeing</p>
Key Improvement Strategy 3.b Setting expectations and promoting inclusion	<p>Develop a whole school approach to inclusion that ensures equity and celebrates the diversity of the school community.</p>
Key Improvement Strategy 3.c Building communities	<p>Strengthen community partnerships.</p>