

# School Strategic Plan 2025-2029

Avondale Primary School (4812)



Submitted for review by Jill Benham (School Principal) on 03 September, 2025 at 04:02 PM

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# School Strategic Plan - 2025-2029

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<b>School vision</b>	VISION STATEMENT: Avondale Primary School; a community that strives for excellence through high quality learning, engagement and wellbeing for all.
<b>School values</b>	<p>Avondale Primary School's values are Learning, Respect and Responsibility.</p> <p>We are learners when we:</p> <ul style="list-style-type: none"><li>• value organisation and are prepared for success</li><li>• try our personal best and demonstrate a positive mindset</li><li>• are persistent and never give up</li><li>• are confident in our ability and celebrate achievements with pride</li><li>• engage positively in all learning experiences</li></ul> <p>We are respectful when we:</p> <ul style="list-style-type: none"><li>• acknowledge diversity</li><li>• consider other people's ideas and perspectives</li><li>• treat each other fairly</li><li>• listen to others</li><li>• demonstrate kindness</li></ul> <p>We show responsibility when we:</p> <ul style="list-style-type: none"><li>• are accountable for our actions</li><li>• collaborate with others</li><li>• promote a safe environment</li><li>• look after our school community</li><li>• are organised and ready to learn</li></ul>
<b>Context challenges</b>	<p>The key challenges for our school include:</p> <ul style="list-style-type: none"><li>· literacy and numeracy, with a focus on differentiation</li></ul>

	<ul style="list-style-type: none"> <li>· student agency and connectedness to school</li> <li>· understanding and supporting students with complex behaviours</li> <li>· professional practice and collaboration</li> </ul>
<p><b>Intent, rationale and focus</b></p>	<p><b>LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Development of middle level leaders providing opportunities for building their capacity to drive whole-school improvements</li> <li>• Continuous improvement of current practices so that they become embedded</li> </ul> <p><b>TEACHING AND LEARNING</b></p> <ul style="list-style-type: none"> <li>· Development of consistent PLC practices across the school including use of the inquiry cycle</li> <li>· Focus on differentiation to ensure students are learning at point of need and capable students are challenged.</li> <li>· Extend instructional leadership and formalise classroom observation practices, so that middle level leaders and teacher are included, with the aim of conducting successful positive peer observations</li> </ul> <p><b>ASSESSMENT</b></p> <ul style="list-style-type: none"> <li>· A greater understanding of the alignment between formative assessment and responsive teaching will provide opportunities to acknowledge and develop more rigorous and consistent 'in the moment' assessment practices.</li> <li>· Continue to develop the use of the Data tracker to inform teaching and learning.</li> <li>· Teachers to provide feedback to students on results so that they know how they are going with their learning.</li> <li>· Review and update the assessment schedule</li> </ul> <p><b>ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>· Build the capacity of all staff to support wellbeing and to understand trauma - informed practice</li> <li>· Improve student agency in learning with the aim of becoming self directed learners who understand how they learn and what to do next to improve their learning</li> <li>· Continued responsiveness to wellbeing data collected through the PIVOT survey, and professional learning to develop staff capacity</li> <li>· Develop clear processes to focus on attendance including the exploration of absence learning plans.</li> </ul> <p><b>SUPPORT AND RESOURCES</b></p> <ul style="list-style-type: none"> <li>· Continued professional learning for staff to strengthen understanding of inclusion and management of complex</li> </ul>

behaviours

- A continued proactive approach to community understanding of inclusion and mental health and wellbeing.

Student literacy and numeracy outcomes show high levels of students achieving at or above level and it is important for us to maintain and extend learning growth.

Over the last four years, the school has developed a consistent leadership structure and detailed frameworks for curriculum planning, teaching and learning and assessment. While good progress has been made in embedding the instructional model, a continued priority is building consistency in teacher knowledge and practice of responsive teaching, effective formative assessment and differentiation, collaborative planning and collective responsibility across the school.

The leadership team have gradually brought about change, enabling the school to implement practices and dedicate resources to support student mental health and wellbeing. We have clear frameworks and strategies in place, however, strengthening understanding of inclusion and engagement is important to address and support complex behaviours. An area of improvement is centred around feedback from classroom observations and students, where it has been confirmed that variability in enabling students to have ownership in their learning, and in some classrooms, low expectations for students to be self-directed, independent learners, using resources other than the teacher to improve work. Student voice and agency and Teacher concern were also lower than other factors on the Student Attitudes to School Survey.

Over the next four years we are prioritising both wellbeing and learning, with whole school focuses on Berry Street training and Writing. We plan to continue embedding the VTLM 2.0, focusing on the implementation of each of the elements through evidence based pedagogical practices. It is also important to continue to embed the explicit teaching of phonics and phonemic awareness in the teaching of reading in Foundation - Grade 2 and to develop a structured literacy approach based on the Big 6 in Reading across the school.

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<b>Goal 1</b>	Maximise student learning outcomes in literacy and numeracy
<b>Target 1.1</b>	<b>NAPLAN Relative Growth</b> By 2029, improve the percentage of Year 5 students achieving NAPLAN relative medium and high growth in: <ul style="list-style-type: none"><li>• Reading from 77% in 2025 to 80%</li><li>• Writing from 65% in 2025 to 80%</li><li>• Numeracy from 76% in 2025 to 80%</li></ul>
<b>Target 1.2</b>	<b>NAPLAN Proficiency Levels</b> By 2029, increase the percentage of Year 3 students in strong or exceeding: <ul style="list-style-type: none"><li>• In Reading from 74% in 2024 to 80%</li><li>• In Writing from 84% in 2024, to 85%</li><li>• In Numeracy from 66% in 2024 to 72%</li></ul> By 2029, maintain the percentage of Year 5 students in strong or exceeding: <ul style="list-style-type: none"><li>• In Reading at 89% (2024)</li><li>• In Writing at 91% (2024)</li><li>• In Numeracy at 89% (2024)</li></ul>
<b>Target 1.3</b>	<b>Victorian Curriculum</b>

	<p>By 2029, the percentage of Year 1 to 6 students making at or above expected growth, as assessed by teachers:</p> <ul style="list-style-type: none"> <li>• In Reading and Viewing, be maintained at 85% (2024)</li> <li>• In Writing to increase from 82% in 2024 to 85%</li> </ul> <p>By 2029, the percentage of Year 1 to 6 students making at or above the expected level, as assessed by teachers:</p> <ul style="list-style-type: none"> <li>• In Mathematics, be maintained at 89% (Semester 1 2025)</li> </ul>
<p><b>Key Improvement Strategy 1.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Embed a culture of professional learning and collaboration and build the capacity of staff to work in professional learning communities</p>
<p><b>Key Improvement Strategy 1.a</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.b</b> Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	<p>Strengthen staff capacity to analyse and use formative assessment data to inform planning, teaching and learning</p>
<p><b>Key Improvement Strategy 1.c</b></p>	<p>Enhance differentiation to address the full range of learning needs of individual students</p>

<p>Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs</p>	
<p><b>Key Improvement Strategy 1.c</b> Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities</p>	
<p><b>Goal 2</b></p>	<p>Enhance students' wellbeing and connectedness to school</p>
<p><b>Target 2.1</b></p>	<p><b>Attitudes to School Survey:</b> By 2029 increase the positive endorsement by Year 4 to 6 students for the following factors:</p> <ul style="list-style-type: none"> <li>• Sense of connectedness from 57% in 2024 to 67%</li> <li>• Emotional regulation and awareness from 59% in 2024 to 67%</li> <li>• Managing bullying from 50% in 2024 to 63%</li> </ul>
<p><b>Target 2.2</b></p>	<p><b>School Staff Survey:</b> By 2029, increase the positive endorsement by staff for the following factors:</p> <ul style="list-style-type: none"> <li>• Cultural leadership from 57% in 2024 to 70%</li> <li>• Leading change from 55% in 2024 to 70%</li> </ul>
<p><b>Target 2.3</b></p>	<p><b>Student attendance:</b> By 2029 increase the attendance rate from 90% in 2024 to 92%</p>

<p><b>Key Improvement Strategy 2.a</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Develop a greater understanding of student agency in learning by students, staff and community to enhance student engagement and connectedness</p>
<p><b>Key Improvement Strategy 2.a</b> Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	
<p><b>Key Improvement Strategy 2.b</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	<p>Build staff capability to respond to the mental health and wellbeing needs of individuals</p>
<p><b>Key Improvement Strategy 2.c</b> The strategic direction and deployment of resources to create and reflect shared goals and values; high expectations; and a positive, safe and orderly learning environment</p>	<p>Build understanding of and strengthen inclusion through whole-school multi-tiered systems of support</p>
<p><b>Key Improvement Strategy 2.c</b> Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion</p>	

