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| **Avondale Primary School 4812 Strategic Plan 2018-2021** | **Endorsement**Principal: Paul Mulroyan [date]School council: Nicole Mina [date]Delegate of the Secretary: Mona Malouf [date]  | **Re-Endorsement** (if a Goal, KIS or Target is changed)**………………………………………**[name] [date]**………………………………………**[name] [date]**………………………………………**[name] [date] | **Re-endorsement** (if a Goal, KIS or Target is changed)**………………………………………**[name] [date]**………………………………………**[name] [date]**………………………………………**[name] [date] |

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| **School vision** | **School values** | **Context and challenges** | **Intent, rationale and focus** |
| Staff actively engage each student in their learning. Teachers provide lessons that appropriately challenge each student to provide maximum opportunity for growth.Staff engage, inspire and ignite a passion for learning in every student. We do this through immersing students in literature, arts, physical development, sports, and science. We develop social and environmental awareness by studying world cultures and Australian history. Every student is taught to read independently, speak coherently, express ideas clearly in writing and have basic numeracy concepts and skills. | The following are shared values at Avondale Primary School:* Respect
* Self-confidence
* Persistence
* Integrity
* Getting along
 | Avondale Primary School has two, parallel, light timber construction buildings with 16 classrooms, a standalone music room, a physical education store and a construction housing an art room, multipurpose room and canteen. The layout of the building restricts curriculum implementation options.Enrolments are increasing from 360 students in 2017 to 380 in 2018; one third of the students live outside the school neighbourhood area. 29% of the students receive CSEF funding. 41.3% of the students have a language background other than English. The student family occupation index of the school is currently 0.5250 and the student family occupation and education index is 0.4042. There are 30 languages other than English spoken by families within the school community.  | IntentThe school intends to raise the profile of Science, Technology, ICT and Mathematics (STEM) teaching and learning RationaleIf students are engaged in solving authentic problems or analysing social issues using mathematical capabilities and modelling, then they see connections and apply concepts, skills and processes to pose and solve problems in mathematics and in other disciplines and contexts.FocusThe school will focus upon improving practice that requires teachers to adopt innovative pedagogies and students to be empowered to play an active role in their learning. We will focus upon innovative thinking and consider alternative spaces and places where learning can occur. |
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| **Four-year goals (for improving student achievement, engagement and wellbeing)** | **Improvement Priorities, Initiatives and/or Dimensions** | **Key improvement strategies**  | **Targets (for improving student achievement, engagement and wellbeing)** |
| To improve every students’ achievement in Science, Information Communication Technology (ITC) and Mathematics.  | This goal and strategies align with the FISO priority of Excellence in teaching and learning, and the focus upon the sixteen high impact teaching strategies to improve student learning outcomes. | Build practice excellence in STEM through targeted professional learning based upon the High Impact Teaching Strategies (HITS). | 1. The NAPLAN Relative Gain for Year 3 to Year 5 Numeracy outcomes to show:
* minimum of 30 per cent of students making high relative gain
* maximum of 20 per cent making low relative gain, by 2020.
1. Students to make at least one Victorian Curriculum level of learning growth annually in Mathematics and Science.
2. The per cent of students in the top two NAPLAN bands for Numeracywill rise annually, being sustained above 2017 benchmarks.
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| Orient students towards their future through real life learning experiences in local and global contexts.  | Develop an international and interstate sister school relationship with other school’s named *Avondale.* |
| To increase students’ capacity as active agents in shaping their learning.   | This goal and strategies align with the FISO priority of Positive climate for learning and initiative of Empowering students and building school pride. | Expand student choice of learning goals, activities, duration and in opportunities to be challenged. | The NAPLAN Relative Gain for Year 3 to Year 5 Reading outcomes to show:* minimum of 30 per cent of students making high relative gain
* maximum of 20 per cent making low relative gain, by 2020.
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| To provide a range of stimulating opportunities for students to be actively engaged in reading, including the important transition from learning to read to reading to learn. | The per cent of students in the top two NAPLAN bands for Readingwill rise annually, being sustained above 2017 benchmarks. |
| Identify leadership opportunities for all students that enhance their sense of being valued and as responsible contributors to their classroom and to the whole school. | The Attitudes to School Survey factors of Stimulating learning will have 65 per cent positive responses, and Learning confidence will have 65 per cent positive responses by 2021 |
| To enhance students’ capacity as resilient, mindful, creative, inclusive and resourceful learners.  | This goal and strategies align with the FISO initiative of Setting expectations and promoting inclusion, and reflect the development of student capabilities within the Victoria Curriculum. | Develop a coherent whole school approach to social and emotional learning to positively impact on attitudes to learning, relationships and achievement. | Parent opinion of student social skills, motivation and school connectedness will show an increasing and sustained trend of improvement.Teacher assessment of student personal and social capabilities, and of student critical and creative thinking will have at least 70 per cent of students meeting the assessment standards (two-year bands). |
| Build students’ capacity to apply critical and creative thinking approaches to their learning. | The Attitudes to School Survey factors of Resilience will have 65 per cent positive responses, and School Connectedness will have 70 per cent positive responses by 2021. |