



School plan 2018-2020

Avoca Public School 1081



School background 2018–2020

School vision statement

Avoca Public School is committed to the growth and development of each and every student in a warm, caring and inclusive environment with a strong focus on community engagement. We foster a school wide culture of continual collaborative responsibility that drives partnerships between parents, students, staff and agencies alike.

We work together to ensure our students are inspired learners, creative thinkers and will have the skills to strengthen their value and confidence as young adults. We encourage students to take learning risks through their knowledge of growth mindset applications embedded in our learning culture. Our students are encouraged to be motivated and adaptive learners who have the critical and creative thinking skills of future focused citizens.

Our staff are dedicated towards the core value of learning success for every student. We embrace change and believe that this drives strategic and effective teaching and learning practice for future focused individuals. Our Staff are committed to achieving exemplary skills in professional practice and take personal responsibility for improving their professional acumen through understanding how students learn.

School context

Avoca Public School is a small K–6 school located in the Southern Highlands, in the Wollondilly region, with the traditional custodians of the land being the Gundangara People. With an enrolment of 16 students, and a changing but stable demographic, Avoca Public School continues to offer all students a broad range of learning opportunities in a safe, caring and attractive environment.

Our school has a long tradition of educational excellence and involvement in the community.

Avoca Public School is a proud member of the Bong Bong Learning Community and as a result our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

Avoca Public School also works in partnership with the Moss Vale Community of Schools.

Our school community is active and informed, with the Parents and Citizens providing strong financial support for a variety of curriculum and extra curricular programs.

Avoca Public School delivers a systematic and explicit quality public education for the children and families in our community. We have a dedicated teaching staff who provide innovative opportunities that challenge and motivate our students to achieve wonderful results that take them further and, help them to strive for their best. We validate this in our motto of 'Learn to Live'.

School planning process

Our school community was consulted in preparation for the 2018 School Plan. Avoca Public School used community focus groups, parents and citizens meetings, staff surveys to develop our school plan with forward thinking processes that identified our strengths and our areas for improvement.

Areas for Improvement:

- General communication between parents, school and classroom needs tightening.
- Better use of Skoolbag app. Though some say it has improved, however, we should consider updating our technology towards a fast and comprehensive app.
- Up skilling of staff and increasing professional development.
- Slow down change to maintain the traditional aspects of our small school.

Areas of Strength:

- We are a small but dynamic school that gets involved in all aspects of learning.
- Strong sense of personalisation for our community.
- Students are involved in the planning of events and drive their learning, particularly in Stage 3.
- Our school technology portfolio is strong with each student having one to one access to the digital world.

School strategic directions 2018–2020



Purpose:

Raise the educational outcomes of all students through delivery of a dynamic education built upon explicit, quality teaching and high expectations. All students at Avoca Public School are to become more skilled, effective, and confident learners to ensure growth in student learning outcomes, supported by our school leadership community.



Purpose:

Coordinate a strategic and planned approach to develop a flourishing well being program for students and staff so that we can support, articulate and clearly define the feeling of being valued and included within our school community. To encourage and develop student's who are reflective, resilient, proactive and adaptable in a school environment that is constantly evolving.

Strategic Direction 1: Quality Learning: Learning for Today

Purpose

Raise the educational outcomes of all students through delivery of a dynamic education built upon explicit, quality teaching and high expectations. All students at Avoca Public School are to become more skilled, effective, and confident learners to ensure growth in student learning outcomes, supported by our school leadership community.

Improvement Measures

- 100% of students display a minimum of 1 year's progress per year of teaching measured against the Literacy and Numeracy continuums/ Learning progressions
- All staff to use their individualised PDPs to engage in professional dialogue and collaborative practice, as measured by confidence and satisfaction surveys.
- School data shows strong student growth in internal tracking systems such as PLAN and is greater than statistically similar schools on external measures from NAPLAN or ACER testing.
- Progression of all Bong Bong schools towards excelling in the elements of Learning and Development. To continue to tailor programs that drive the pursuit of excellence through personalised learning plans and satisfaction surveys.

People

Students

- Students become actively involved in the setting of goals and aspire to achieve their best.
- Students become reflective learners, driving personal goals.
- Teachers and students work together to ensure optimum conditions for personal growth and achievement through effective feedback.

Staff

- Educational Leaders will adopt a coordinated approach to developing the capacity of teachers through instructional leadership.
- Teaching staff will embrace a culture of reflective and collaborative practice to reflect the instructional support.

Parents/Carers

- To provide opportunities for parents to engage in and develop the skills to support Learning Progressions to ensure they are able to value and understand their child's learning.

Community Partners

- Community Partners embrace opportunities to connect observationally and intentionally with our community to learn about modern classroom teaching environments and technology afforded by Avoca Public School.

Processes

Developing Aspiring Educators

- Quality professional learning provided to teachers in the effective use of data for learning
- Teachers maintaining PLAN data and accessing the continuum/progressions to strengthen teaching and learning practices.
- develop school based formative assessment tasks that build responsive teaching practice.

Driving Data

- All BBLC schools to complete PAT Reading and Maths assessments in term one and term four
- Combined Bong Bong Learning Community professional learning sessions around the new Learning Progressions.
- Stage meetings across the learning community for teachers to share and analyse data.

Evaluation Plan

- Instructional support in the form of demonstrating and observing teaching practices.
- work samples from students
- instructional support feedback
- PDP meeting reviews termly.
- Milestone Meetings to maintain staff on the journey of the strategic directions
- Encourage staff to review their professional learning and evidence

Practices and Products

Practices

- School wide and interschool relationships provide mentoring and coaching support to ensure ongoing development of all staff across the Bong Bong Learning Community.
- Opportunities for shared expertise, observation and feedback across the Bong Bong Learning Community.
- Teachers use data to explicitly and systematically teach at the point of instruction across the Bong Bong Learning Community.

Products

- Explicit systems for collaboration and feedback to sustain quality teaching practice as supported by the performance data including NAPLAN, Bong Bong Community ACER Testing and consistent teacher judgement.
- Increased professional learning through shared expertise and workshops and, changing practice to reflect the training and observation.
- Structures in place to support collaborative analysis, interpretation and extrapolation of data to inform planning and teaching practice. Teachers extend the knowledge to support learning progressions, detailed reporting and assessments.

Strategic Direction 1: Quality Learning: Learning for Today

Processes

collection for feedback.

Strategic Direction 2: Collective Wellbeing: Connecting our Community

Purpose

Coordinate a strategic and planned approach to develop a flourishing well being program for students and staff so that we can support, articulate and clearly define the feeling of being valued and included within our school community. To encourage and develop student's who are reflective, resilient, proactive and adaptable in a school environment that is constantly evolving.

Improvement Measures

- TTFM and school satisfaction survey to indicate increased levels of belonging
- Students demonstrate resilience and positive behaviour in the playground and classroom as measured by learning support team data from a positive rewards system.
- Community links evidenced by increased interaction and participation of the local community.
- The school collects, analyses and uses data including valid and reliable student, staff and parent feedback surveys to monitor and refine a whole school approach to wellbeing and engagement.

People

Students

Students to display resilience and prosocial behaviour in the classroom and playground.

Students participate in ongoing implementation of the Wellbeing Framework across the school which includes Anti Bullying messages, Respectful Relationships with all stakeholders and an understanding of the impact of their online digital footprints supported by the eSafety Commission.

School leaders are trained in Better Buddies program to better model the appropriate behaviours that support growth, resilience, anti bullying with intent to change the mindset across the school.

Staff

- Whole school approach to the explicit teaching of social and emotional learning
- All staff provided with tailored professional learning regarding best practice in overall student wellbeing.
- Staff are to attend workshops provided by external agencies that directly impact the students onsite wellbeing and growth.

Parents/Carers

- Parents are familiar with whole school wellbeing practices and are given the opportunity to actively engage with their child to support the process of the well

Processes

Engaged Staff

All staff to engage in professional learning on the wellbeing framework and undertake professional learning in eSafety practices.

Supportive Practices

Introduce to school practices the Better Buddies Wellbeing program and further develop the Positive Behaviour for Learning strategies that 'best fit' our community.

Evaluation Plan

- Cold calling
- School satisfaction survey
- Collection and analysis of school based data
- Attendance at workshops
- Digital platform usage
- Assessment of participation rates in our workshops and the effectiveness.
- Student Representative Council Peer Support surveys
- Parents and Citizens Meeting attendance
- Kids Matter Survey

Practices and Products

Practices

- The Wellbeing Framework and School Support Structures are evident in the classroom and collaboratively planned with the Learning Support Team and staff. These are embedded into daily practice across the classroom and playground.
- The parent community is involved in a wide range of diverse and inclusive experiences that develop the understanding of wellbeing as parent, citizen and stakeholder.
- Staff are regularly invited to attend informative professional learning workshops which provide them knowledge and skills to assist our students in their K–6 learning journey.
- A whole school and community focus on increasing collaborative communication with digital technologies that reduce consuming paperwork and increase rich engagement and 'real time' information communication.

Products

- Students engage in a range of Wellbeing programs that will support their growth as resilient individuals implemented through specifically prepared classrooms and professionally developed staff to empower and cater for a sense of belonging.
- Parents and Citizens are engaged in Wellbeing workshops provided by the school to understand the learning progress, developmental appropriation

Strategic Direction 2: Collective Wellbeing: Connecting our Community

People

being framework.

- Parents are up-skilled and supported to reinforce positive behaviour and coping strategies at home.
- Parents and Carers will be engaged in workshops that have the explicit intent of developing a collaborative community.
- Parents and Carers are communicated to, in a variety of digital platforms but not limited to social media, school website, classroom digital portfolios, emails and Parents and Citizens closed group apps.

Practices and Products

and how to effectively support their child in their school journey.

- Staff are actively involved in the professional learning that underpins a school wide wellbeing collective for the success of all students.
- Home-school partnerships are improved through sustainable and effective digital communication methods and upgrades.