

# Strategic Improvement Plan 2021-2025

## Avoca Public School 1081



# School vision and context

## School vision statement

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At Avoca Public School we aim to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Teachers, parents and students work together to provide a safe, developmentally inclusive and curriculum-focused environment so that every person is known, valued and cared for.

## School context

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Avoca Public School is a small K-6 school, located in the Southern Highlands with the traditional custodians of the land being the Gundungurra People. With an enrolment of 9 students, and a changing demographic, Avoca Public School continues to offer all students a broad range of learning opportunities in a safe, caring and rural environment.

Avoca Public School is a member the Goulburn Small Schools Network, and as a result our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

Staff at Avoca Public School strive to build on their strengths through shared distributive leadership and collaborative practice within the networks. Avoca Public School leads improvement and change through whole school systems that ensure all teachers and all students embrace a culture of high expectations.

Our students demonstrate a high level of academic potential and place high value on their schooling outcomes. There is a high rate of student participation in extra-curricular opportunities. Many are involved in programs and talent pathways in dance, music, and a wide range of sports. Our teachers promote a culture of high participation and our students regularly participate at state level competitions. Our student leadership program puts a strong emphasis on student voice and nurtures leadership from Kindergarten to Year 6.

We are committed to the belief that a sense of wellbeing underpins a child's potential to achieve academic success, and wellbeing is at the heart of our inclusive educational program. Our playgrounds are well resourced with large vast play spaces to engage a range of interests.

Our vibrant, energetic and committed Parents and Citizens Association works hard to support our staff to enable the best opportunities for our students. Our presence within our wider local community is growing, and we participate in important community observances such as the Anzac Day, NAIDOC week and BDAS Art Gallery exhibitions.

The situational analysis process has informed a need to implement data informed explicit teaching practice to improve outcomes in literacy and numeracy. Collaboration, sustainable community partnerships and educational leadership are priorities for our school.

# Strategic Direction 1: Student growth and attainment

## Purpose

Our purpose is to maximise student learning outcomes in numeracy and reading through data informed practice and explicit evidence-based teaching facilitations. Student outcomes in reading and numeracy will be improved through consistent use of data-driven, evidence-based teaching practices across the whole school to meet the needs of every student.

## Improvement measures

### Numeracy growth

Achieve by year: 2023

### Numeracy Growth

An increase in Check-in Assessment mean scaled score for Numeracy in Years 5 and 6 for 2023 compared with Years 5 and 6 in 2022.

### Reading growth

Achieve by year: 2023

### Reading Growth

All students (Years 1, 2, 5 and 6) can demonstrate Reading growth and achievement from Term 1 to Term 4, using PAT data as a key data point.

Achieve by year: 2025

Every student with an Individual Learning Plan, Personalised Learning Pathway or Out-of-Home Care plan will reach their personal learning goals each term.

Achieve by year: 2025

School Excellence Framework(SEF)-School Self Assessment (SAS) in **effective classroom** practice is at maintenance and will head towards in excelling to 2024

SEF-SaS in **data skills in use** is at delivering and moving towards excelling in 2024

SEF-SaS in **assessment** is at delivering and moving towards excelling in 2024

## Initiatives

### Systematic Data Collection

- Develop and implement a whole-school assessment schedule linked to scope and sequences.
- Consistently collect and record student literacy and numeracy data, focusing on numeracy and vocabulary as targets for increase in 2021-2023.
- Regularly evaluate data collection processes.

### Data - Informed Explicit Teaching

- Develop evidence-based literacy and numeracy initiatives at year, stage and whole-school levels in response to identified learning priorities, including those of high potential and gifted students.
- Provide structured collaboration opportunities for staff to share expertise in targeted learning areas.
- Provide structured collaboration opportunities for staff to share expertise about students with additional learning and wellbeing needs.

## Success criteria for this strategic direction

Every teacher adheres to and helps create the whole-school assessment schedule and enters student data on specified databases.

Assessment data in numeracy and reading is collated and analysed.

Targeted, evidence-based numeracy and reading programs, informed by data, are implemented across the school.

The inextricable link between student well-being and academic achievement is recognised and valued by all staff, and underpins all measures taken to meet the needs of every student.

All teaching and learning programs are responsive to the needs of all learners, showing evidence of revisions base, feedback of practices, student assessment and continuous teaching of students progress and achievement.

### (SEF- Curriculum, Assessment, Student performance measures)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies

### (SEF- Effective Classroom Practice)

Student assessment data is regularly used school-wide to identify student achievements, support and progress, in order to reflect on teaching effectiveness and inform future school direction.

### (SEF- Data Skills and Use)

There are explicit systems for collaboration and feedback to sustain high quality teaching practice

### (SEF- Learning and Development)

Professional learning is aligned to the school plan, and its

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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SEF-SaS in **school planning and reporting** is at delivering and moving towards excelling in 2024

## Success criteria for this strategic direction

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impact on the quality of teaching and student learning outcomes is evaluated.

## Evaluation plan for this strategic direction

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### Q.

- How will we manage termly reviews of whole-school data to measure student growth and targets in numeracy effectively?

### D.

- Termly triangulation of data, including quantitative and qualitative, and internal and external sources, to further analyse growth and qualify conclusions from programs, external student assessments such as NAPLAN, Essential Assessment and PAT Reading and Numeracy. Internal whole-school assessment of SCOUT data school-based data; including stage assessments, targeted Individual Education Plan and assessments, and student work samples. Other school records including Individual Learning Plans, Personal Learning Plans and Out-of-Home Care plans (if required).
- Student, community and staff focus group exit slips.
- Lesson observations and teacher anecdotes either verbally or as feedback.

### A.

- Analyse the data to determine the extent to which the purpose has been achieved.

### I.

- professional learning and collaborative initiatives for high impact student outcomes effectively moves the school from sustaining and growing to excelling as measured against the SEF-SaS.

# Strategic Direction 2: Explicit systems for sustaining wellbeing, growth and effective collaboration

## Purpose

All staff will engage in systematic, collaborative practices to continue to deepen their connection to the school vision, and share their expertise to ensure that every student achieves their potential through wellbeing. All students and staff have knowledge of and are able to use this in order to connect, succeed, thrive and learn to support high levels of attendance and engagement ongoing.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

- Increased percentage of students attending >91% of the time to be trending towards the upper bound system-negotiated target of 95%.

Achieve by year: 2023

- Our on balanced judgment against the Learning and Development School Excellence Framework will increase from Sustaining and Growing to excelling by 2024.

### Wellbeing

Achieve by year: 2023

- Tell Them From Me (TTFM) Wellbeing data and parent feedback survey data (advocacy, belonging, expectations) increases to be at or above similar school groups by 2022.

## Initiatives

### Community Wellbeing, Connection and Attendance

- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, learning and engagement data is evidenced.
- The school is recognised as being responsive by the community by soliciting and analysing responses through a range of community engagement tools, underpinned by our community engagement plan, Tell Them From Me (TTFM) type parent feedback surveys.

### Sustainable Collaboration & Leadership

- Establish an authentic coaching and mentoring environment based on a culture of relational trust, particularly for a small school setting.
- Allocate time and resources to enable staff to share best-practice pedagogy across silo's, in the greater Goulburn network.

## Success criteria for this strategic direction

Staff have a strong sense of individual and collective efficacy based on the shared understanding that everyone is a learner and we are continually focused on improvement and sustainability through wellbeing and attendance.

Programs and classroom practice provide evidence of engagement, attendance and growth in all students.

APS has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

## Evaluation plan for this strategic direction

### Q.

How can the school determine that its systems and processes for enhancing student and staff wellbeing and engagement have been successful?

### D.

monitoring used to regularly inform programs, TTFM - Student wellbeing, family satisfaction surveys . Community Engagement meetings to ensure effective collaborations and transparent management is at the forefront of all we do.

### A.

Analyse the data to determine the extent to which the purpose has been achieved or to which new programs need to be implemented to drive direction towards the targets.

### I.

*It will drive future directions and sustainability to maintain school enrolments, succession planning and viability.*