

School Strategic Plan for

Fairfield Primary School

2711

2015 -2018



Endorsements

Endorsement by School Principal	Signed..... Name..... Date.....
Endorsement by School Council	Signed..... Name..... Date..... School Council President's endorsement represents endorsement of School Strategic Plan by School Council
Endorsement by the delegate of the Secretary	Signed..... Name..... Date.....
<p>Legislative context for endorsement</p> <p>Section 2.3.24, subsection (2) of the act states that "A school plan prepared under subsection (1) must be signed by both the president of the school council and the principal and must be submitted to the Secretary for approval within the period specified in a Ministerial Order."</p> <p>Ministerial Order 470 states that "the requirements for the school plan are set out in guidelines produced by the Department of Education and Early Childhood Development." This template forms the guidelines.</p>	

School Profile

Purpose	Fairfield Primary School develops a capacity and passion for life-long learning in an environment that nurtures the holistic development of the child
Values	Fairfield Primary School's values are being reviewed in 2015. The following values pertain to the 2011 – 2014 Strategic Plan <ul style="list-style-type: none"> • <i>Respect</i> • <i>Creativity</i> • <i>Excellence</i>
Environmental Context	<p>Fairfield Primary School is an inner suburban school located in the suburb of Fairfield. We will celebrate 130 years of teaching and learning in 2015. Our enrolments have incrementally increased over the last five years and as of 2015, we have 488 students. We are targeting our sealing of 500 students by 2017. The school has the equivalent of 25 .4 Full Time Teaching staff, 2 Principal Class and 4 Education Support Staff.</p> <p>Our attractive environment is made up of a combination of learning spaces, a gymnasium, art room, library and a synthetic turf oval and running track. Our playground provides a safe and child friendly play space for students. We have completed a school Master Plan for our buildings and facilities. In 2014 we began to realise some of this by commencing some refurbishment of classrooms within the scope of the Master Plan. We are developing a plan for our playgrounds and external facilities and have engaged a Designer to align this work with the Master Plan and collaborate with all stakeholders to develop an overall plan and identify some projects for immediate community work. Our fundraising revenue is targeted at the playground development for the coming years.</p> <p>Our school values of Excellence, Respect and Creativity support our mantra of 'every day, every child engaged in purposeful and powerful learning'. These values capture our commitment to the delivery of an authentic and engaging curriculum and positive learning interactions prefaced on high quality relationships between all staff, students and parents. We subscribe to doing the 'best we can' in all of our endeavours. We value creativity and apply this to how we reach solutions and engage all of our students in their learning. We also value our strong school community partnerships and see this as integral to our success and achievement within our local area and position in the Victorian Department of Education and Training, North West Region.</p> <p>We have straight grades at the Foundation and Grade 6 levels. This is a dedicated approach to the transition into school in the early years and the significance of a leadership year and transition into the secondary setting, for Grade 6 students. Multi-age grades have operated at the Years 1/2 and 3 /4. We have a rich specialist program incorporating Visual Art, Performing Arts,</p>

	<p>LOTE (French) and Physical Education. All students participate in weekly specialist classes. We have a diverse student cohort attending our school and all are catered for through a differentiated curriculum and individual learning programs. To personalize student learning and foster engagement we have high-level multi technologies in every classroom that are used in an integrated curriculum approach. The school demographic has changed significantly over the past decade as the Fairfield/Northcote area has attracted young, professional families. The demographics of the area have stabilised over the past 4 years as reflected in the Student Family Occupation (SFO) with only slight movement from 0.20 in 2010 to 0.18 in 2014.</p>
Regulatory Context	<p>The School is registered as meeting all standards by the Victorian regulatory body, The Victorian Registration and Qualifications Authority (VQRA)</p>
Service Standards	<p>General</p> <ul style="list-style-type: none"> • The school fosters close links with parents and the broader school community through its commitment to open and regular communications. • The school commits to the active sharing of its vision and goals to ensure school community engagement with the school's strategic plan. • The school guarantees all students access to a broad, balanced and flexible curriculum including skills for learning and life. • The school provides a safe and stimulating learning environment to ensure all students can achieve their full potential. • All students will receive instruction that is adapted to their individual needs. <p>Specific</p> <ul style="list-style-type: none"> • The school is responsive to feedback and will respond to parent communications in a timely manner. • Parents will be encouraged to support their child's learning and achievement • Students will play an active role in supporting community building and engagement. • All teachers will provide timely and targeted feedback to students on their work. • The school promotes positive relationships and a climate of inclusive problem solving in all matters relevant to student wellbeing

Goals	Targets	Key Improvement Strategies
<p>Achievement To achieve high level learning outcomes in Literacy and Numeracy for all students</p>	<p>For each student deemed capable to achieve at least one year's growth in learning as measured by a range of data sources such as: AusVels and Naplan</p> <p>To improve the percentage of students making high relative gain on Naplan measures</p> <p>To progressively increase the percentage of Years 3 and 5 students in the top three Naplan bands for their year level when measured from a 2014 baseline.</p>	<p>Curriculum</p> <p>Develop, document and implement a viable, rigorous and authentic curriculum aligned with the AusVels curriculum framework.</p> <ul style="list-style-type: none"> • Is aligned with the AusVels curriculum framework • Has identified sequential essential learnings in Mathematics and Literacy p – 6 • Has responsiveness to student voice, student choice and personalised learning options • Is aligned with school instructional model/s and school assessment for and of learning processes <p>Teacher Practice</p> <p>Build pedagogical knowledge in order to engage all students and enhance teacher practice.</p> <ul style="list-style-type: none"> • Develop and improve teacher practice through the adoption of school wide instructional models for Mathematics and Literacy • Develop quality teacher – student relationships through supporting a culture of authentic learning dialogue • Assessing the impact of instructional practice on student learning growth and ensuring modifications of practice are made at point of need

		<p>Assessment Practices</p> <p>Develop school wide ownership and collective responsibility of student performance in literacy and mathematics.</p> <ul style="list-style-type: none"> • Ensure consistency of Assessment practices through implementation of the school wide assessment schedule • Ensure effective use of student learning data to inform teacher practice and monitor and plan for student learning • Use evidence of student data to track individual student progress and ensure all students are learning at point of need • Build a culture of Feedback so students know the '<i>what, why, how and where to next</i>', in relation to mathematics and literacy learning <p>Leadership and Teams</p> <p>Build capacity of leadership across the school to improve student learning that is coherently aligned with achieving the school's vision and desired teaching practice</p> <ul style="list-style-type: none"> • Establish role clarity and key responsibilities for Leaders • Build effective teams to implement the school vision
<p>Engagement</p> <p>All students will be highly connected to, motivated and engaged in their learning and to the broader school community.</p>	<p>To improve the results in connectedness to school, learning confidence and stimulating learning on the 2014 Student Attitude to School survey.</p>	<p>Develop an authentic inquiry based curriculum that values student voice, student choice and celebration of learning</p> <ul style="list-style-type: none"> • Ensure that learning is made visible to students, parents and the wider community • Develop a curriculum inclusive of real life connections and meaningful learning experiences • Develop the capacity of students and teachers to use ICT to enhance student engagement

<p>Wellbeing</p> <p>Develop resilient and self aware students who contribute to building an environment that is respectful, harmonious and supportive of others</p>	<p>To improve the student morale and classroom behaviour score on the 2014 Attitude to School student survey.</p>	<p>Ensure that the school's values are visible in student, teacher and parent practice within the school.</p> <ul style="list-style-type: none"> • Refine the whole school approach to student wellbeing and student management using Restorative Practices and Bounce Back
<p>Productivity</p> <p>Use multiple sources of evidence to make effective decisions and allocate resources that result in sustained improvement to student learning and wellbeing.</p>	<p>For the school to maintain effective resource allocation</p>	<p>The key improvement strategies as outlined in the Achievement, Engagement and Wellbeing sections will provide direction for resource allocation.</p>

School Strategic Plan 2015- 2018: Indicative Planner

<p>Purpose: the purpose of the indicative planner is to assist the school to prioritise key improvement strategies to support resource allocation and to describe the changes in practice and behavior that might be observable at the school if the key improvement strategies are being implemented as intended.</p>			
Key Improvement Strategies		Actions	Achievement Milestone
		<p>Actions are the specific activities to be undertaken in each year to progress the key improvement strategies. There may be more than one action for each strategy. Schools will choose to describe actions with different levels of detail.</p>	<p>Achievement milestones are markers of success. They are useful in demonstrating whether the strategies and actions have been successful. Achievement milestones often reflect observable changes in practice or behaviour. To simplify and focus the school's monitoring of progress, only a limited number of achievement milestones should be set.</p>
<p>Achievement</p> <p>Develop, document and implement a viable, rigorous and authentic curriculum aligned with the AusVels curriculum framework.</p>	<p>Year 1</p>	<p>Commence participation in the McRel – Myer Curiosity and Powerful Learning project with a view to enhance teacher practice and pedagogical knowledge. This will include:</p> <ul style="list-style-type: none"> • Developing whole school agreement on what quality teaching and learning looks like • Develop an understanding on making learning visible – to students, teachers, and parents. <p>Focus on strengthening a whole school approach to the teaching of writing and number through:</p> <ul style="list-style-type: none"> • Employing a Literacy Coach to maintain and strengthen the teaching of reading and to extend into the teaching of writing • Continuing to develop teachers' capacity to use a range of data and evidence to 	<ul style="list-style-type: none"> • Document school understanding of 'making learning visible' • Agreement on whole school pedagogical models for literacy and numeracy • Development of writing and number planning templates • Documented evidence of consistent practice using school planning templates • Consistent assessment schedule implemented for Mathematics and Literacy, inclusive of writing Moderation • Continual use of SPA by all teachers

		<p>plan for learning for Writing and Number;</p> <ul style="list-style-type: none"> • professional learning in number and writing throughout the year; • assigning Leading Teachers to oversee the implementation of the AIP in Writing and Number and • auditing whole school approaches to the teaching and learning of writing and number 	<ul style="list-style-type: none"> • Staff professional learning linked to key improvement strategies and evidenced in Teacher Performance and Development plans
Achievement	Year 2	<ul style="list-style-type: none"> • Continue to develop and embed above actions and key improvement strategies. 	<ul style="list-style-type: none"> • Commitment and documentation of instructional model for mathematics • Area Team meetings focused on developing professional capacity to improve student learning • Professional learning opportunities for all staff in the teaching of 'writing' • Peer observations focused on the teaching and learning mathematics • Documentation of writing scope and sequence • Documentation of assessment schedule inclusive of moderation of student writing across the school • Peer coaching to model agreed instructional practices for the teaching of writing • Assessment of student achievement using learning maps (the writing continuum)
	Year 3	<ul style="list-style-type: none"> • Continue to monitor and review actions • 	<ul style="list-style-type: none"> • Embedding of above milestones
	Year 4	<ul style="list-style-type: none"> • Review progress in line with school review processes 	<ul style="list-style-type: none"> • Review of above milestones

<p>Engagement</p> <p>Develop an authentic inquiry based curriculum that values student voice, student choice and celebration of learning</p>	Year 1	<ul style="list-style-type: none"> Align this goal with the implementation of 'Making Learning Visible' Research inquiry learning models for planning Celebrate and publish student learning in a range of contexts Implement tools to enhance ' student – teacher feedback' Implement 'Circles' within teacher practice in order to develop student voice and scaffolding for questioning and critical thinking 	<p>Develop options to trial for a whole school approach to inquiry learning</p> <p>Develop a schedule for publishing student learning across school wide media and assemblies</p> <p>Consolidate student feedback into regular lesson planning and practice.</p> <p>'Circles' implemented across the school</p>
	Year 2	<ul style="list-style-type: none"> Continue to develop and embed above actions and key improvement strategies. 	
	Year 3	<ul style="list-style-type: none"> Continue to embed and monitor the above strategies 	
	Year 4	<ul style="list-style-type: none"> Review the above strategies in line with the school review process 	
<p>Wellbeing</p> <p>Ensure that the school's values are visible in student, teacher and parent practice within the school.</p>	Year 1	<ul style="list-style-type: none"> Review , develop and document the school's values across the community Whole school professional learning on developing and enhancing 'Quality Relationships' and 'Restorative Practices' Whole school review of 'Restorative Practices' Form whole school agreement of 'Quality Relationships' as the basis for the Student 	<ul style="list-style-type: none"> Develop and document agreed understandings of our school's values and how they are to be demonstrated Publish and display school Values across all school context Use values as the basis for all meeting protocols Documented agreement of what 'Quality relationships' look like at Fairfield Primary School Completion of Student Wellbeing Policy

		<p>Wellbeing Policy</p> <ul style="list-style-type: none"> Review and drafting of Student Wellbeing Policy 	
	Year 2	<ul style="list-style-type: none"> Continue to use school values as a means to develop a whole school understanding of what high quality learning looks like and what high quality teaching looks like. 	<ul style="list-style-type: none"> Documented whole school philosophy for teaching and learning premised on our school values Implementation of whole school approach to developing 'quality relationships' across the school
	Year 3	<ul style="list-style-type: none"> Continue to embed and monitor the above strategies 	<ul style="list-style-type: none">
	Year 4	<ul style="list-style-type: none"> Review the above strategies in line with the school review process 	<ul style="list-style-type: none">
<p>Productivity</p> <p>For the school to maintain effective resource allocation</p>	Year 1	<ul style="list-style-type: none"> Professional learning resources targeted at Mathematics and ' Relationships and Restorative Practices Literacy Coach employed to support the focus on 'writing' Leading teacher allocated time for 'Mathematics coaching' Literacy support for students p - 6 	<ul style="list-style-type: none"> Budget priorities financially viable within global budget Student learning outcomes in reading improved Student learning outcomes in mathematics improved Staff pedagogical knowledge enhanced in areas of writing
	Year 2	<ul style="list-style-type: none"> Continue to manage the schools financial, physical and human resources to ensure quality outcomes for all students are met 	<ul style="list-style-type: none">
	Year 3	<ul style="list-style-type: none"> Continue to monitor develop and review 	<ul style="list-style-type: none">
	Year 4	<ul style="list-style-type: none"> Review resource allocation in line with school review processes 	<ul style="list-style-type: none">