

# School Strategic Plan 2018 – 2022

Fairfield Primary School (2711)



Submitted for review by Paul Wallace (School Principal) on 12 December, 2018 at 11:22 AM

Endorsed by Graham Stevenson (Senior Education Improvement Leader) on 12 December, 2018 at 04:23 PM

Awaiting endorsement by School Council President

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<b>School vision</b>	All students feel part of the FPS community and are provided with opportunities to develop the knowledge, skills and resilience to enable them to thrive and learn in and beyond the school.
<b>School values</b>	At Fairfield Primary School we value community, creativity, excellence and respect. This forms the basis for our decision-making and action.
<b>Context challenges</b>	<p>A challenge moving forward is to develop consistent literacy practices across the school.</p> <p>Staff openness to feedback and discussion of teaching practice.</p> <p>Differentiation to the broad range of abilities of students.</p> <p>Embedding the capabilities into the teaching and learning curriculum.</p> <p>Student Attitudes to School Survey results, there is a need for a renewed focus on the development of social awareness and respectful relationships amongst students.</p> <p>There are currently limited opportunities for students to consistently influence curriculum design and to provide feedback on the teaching and learning.</p>
<b>Intent, rationale and focus</b>	<p>Over the next four years we will aim to improve literacy outcomes for all students, implement consistent health, wellbeing and engagement processes to improve the overall wellbeing of students and allow them to develop the skills to manage their own emotions and behaviours. We also aim to improve student voice, agency and opportunities for leadership.</p> <p>This is important as we believe that if we develop the skills, understandings and dispositions above, students will have greater opportunities to live longer, healthier and happier lives and to make positive contributions to the world around them.</p> <p>We would prioritise first the improvement of literacy outcomes, then development of wellbeing and engagement process and finally student voice, agency and leadership. As we believe that once students are literate, happy, confident and healthy we would be better able to support their development of agency over their own learning.</p>

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<b>Goal 1</b>	To Improve literacy outcomes for all students
<b>Target 1.1</b>	By 2022 70 per cent of Year 3 students and 50 per cent of Year 5 students be in the top two bands in NAPLAN Writing.
<b>Target 1.2</b>	By 2022 the percentage of students in Years 3 to 5 achieving low relative growth in Reading be reduced to 20 per cent.
<b>Key Improvement Strategy 1.a</b> Curriculum planning and assessment	Fully develop and implement the Fairfield PS instructional model for Reading and Writing to promote high quality teaching and learning in literacy (CPA).
<b>Key Improvement Strategy 1.b</b> Building practice excellence	Build the capacity of all staff to consistently use evidence-based targeted high impact teaching practices in Reading and Writing across the school through the structures of the Professional Learning Community (BPE).
<b>Key Improvement Strategy 1.c</b> Curriculum planning and assessment	Build teacher capability to analyse and utilise data and collaborate in designing a range of formative and summative assessment strategies to teach to a student's point of learning in Literacy (CPA).
<b>Goal 2</b>	To Improve student health, wellbeing and engagement.
<b>Target 2.1</b>	By 2022, improve AToSS data on classroom behaviour on students at this school treat teachers respect across all Year levels to 65 per cent and students treat each other with respect to 55 per cent across all year levels.

<b>Target 2.2</b>	By 2022, evidence of whole-school documented learning programs in health, wellbeing and engagement that are developmental and scaffolded to meet students' needs.
<b>Key Improvement Strategy 2.a</b> Health and wellbeing	Staff develop and implement consistent health, wellbeing and engagement practices across the school.
<b>Key Improvement Strategy 2.b</b> Intellectual engagement and self-awareness	Staff develop strategies to implement the Victorian Curriculum personal and social learning capability across the school.
<b>Key Improvement Strategy 2.c</b> Parents and carers as partners	The school collaborates with parents/carers and families to develop students' social and emotional skills and capacity to self manage their behaviour.
<b>Goal 3</b>	To improve students' voice, agency and leadership.
<b>Target 3.1</b>	By 2022, improve Fairfield PS's position on the FISO continua Professional Leadership, Vision, Values and Culture dimension from embedding to excelling.
<b>Target 3.2</b>	By 2022, improve AToSS data on student voice, and agency on the items: 'I have a say in the things I learn', 'My teacher likes my ideas', and 'I am encouraged to share my ideas', to 70 per cent across Year levels 4, 5 and 6 for female and male students.
<b>Key Improvement Strategy 3.a</b> Empowering students and building school pride	Develop teachers' shared understanding of and capacity to implement student voice, agency and leadership.
<b>Key Improvement Strategy 3.b</b>	Redevelop and implement Fairfield PS's vision collaboratively with all stakeholders.

Vision, values and culture	
<b>Key Improvement Strategy 3.c</b> Empowering students and building school pride	Leaders, staff and students co–design short and long term goals for each Annual Implementation Plan (AIP) across 2019–22, aligned to the vision, and values of the school
<b>Key Improvement Strategy 3.d</b> Intellectual engagement and self-awareness	Develop opportunities for students to be actively involved in regular conversations about what they are learning, why and their learning progression.