

School Strategic Plan 2022 – 2026

Fairfield Primary School (2711)



Submitted for review by Paul Wallace (School Principal) on 20 October, 2022 at 02:16 PM

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Endorsed by Allison O'Connell (School Council President) on 17 November, 2022 at 11:32 AM

School Strategic Plan - 2022-2026

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School vision	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 school.
School values	Community Creativity Excellence Respect
Context challenges	<p>The school is performing high academically, with our NAPLAN results similar or above schools with similar characteristics. Whilst there is no growth data for 2022, trends over the last four years indicate that our benchmark growth is higher than the State and than schools with similar characteristics.</p> <p>Our Student Attitude to School data is lower than schools with similar characteristics. We did not achieve our targets in the domains of Student Voice and Agency and Effective Classroom Behaviour.</p> <p>Generally our Staff Opinion Survey results have been higher than schools with similar characteristics throughout the duration of the previous SSP. However this decreased in 2021 (awaiting 2022 results).</p> <p>Our enrolments have continued to increase through the time of the previous School Strategic Plan.</p>
Intent, rationale and focus	<p>What is your school trying to achieve? The targets within our SSP reflect a commitment to ongoing improvement in Numeracy, Literacy and Wellbeing outcomes.</p> <p>Why is this important? Whilst our school continues to perform high academically, we have identified areas for improvement. In particular we will be focusing on Numeracy a a priority throughout the next SSP. Whilst there are examples of 'excelling' practice within the school, we have not given Numeracy the focus and attention that it requires, to make considerable improvement. The school leadership team has identified that there is a variance in how our instructional model is delivered throughout the school, thus impacting outcomes. We will use the next four years as an opportunity to define what excellent practice in Numeracy looks like, how to best use the many forms of Numeracy data available, and to ensure that all students are challenges at their point of need.</p> <p>Wellbeing will continue to be a focus, to ensure that staff feel supported and confident when supporting the social, emotional and behavioural needs of our students. We recognise that staff at the school are skilled in addressing the students' wellbeing needs, however we have identified the need for a framework to ensure greater consistency throughout the school.</p>

What are you prioritising? How will the Strategic Plan unfold over 4 years?

NUMERACY: The Numeracy Specialist will continue to work across the school, supporting staff, via the Actions within our Annual Implementation Plan. This will include consistent implementation of the instructional model, ensuring that we are covering the content of the Numeracy Curriculum as required, and defining best practice. Our PLC work will shift to Numeracy, supported by Numeracy peer observations.

LITERACY: The first part of the Literacy work within the SSP will be implementation of our recently constructed Phonics/Reading Scope and Sequence. This work will be led by our Literacy Learning Specialists, and supported by our Literacy Intervention Teacher.

As the new SSP unfolds, we will be identifying opportunities to strengthen our understanding of the High Impact Teaching Strategies (work that was put on hold during lockdown).

We are aiming for future work to create a greater alignment between NAPLAN results and Teacher Judgements (as per semester reports)

Our work in Literacy and Numeracy will involve the development of Data Literacy of our staff.

We will evaluate our effectiveness in student goalsetting and providing feedback.

We will be running the Tutor Program, focusing on Writing and Numeracy.

WELLBEING: The school has recently been accepted into the Schoolwide Positive Behaviour Support Program (SWPBS). We will be using the funding from the Mental Health in Primary Schools Program (MHIPS) to employ a qualified teacher, to work across the school to implement a whole-school approach to mental health and wellbeing for students, staff and families. We will be collating our work in Restorative Practice and Zones of Regulation, along with SWPBS and MHIPS to create a framework to support students' wellbeing. This will be further supported by the Disability Inclusion program from 2024.

The school will commit to understanding the terminology of Student Voice and Agency, enabling students to understand when they are applying this.

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Goal 1	Maximise student learning growth for every student in literacy and numeracy
Target 1.1	By 2026, increase the percentage of Year 5 students in the top 2 NAPLAN bands for: <ul style="list-style-type: none">• Reading from 75 per cent (2022) to 80 per cent• Writing from 55 per cent (2022) to 70 per cent• Numeracy from 40 per cent (2022) to 60 per cent
Target 1.2	By 2026, increase the percentage of Year 5 students assessed as ‘above’ benchmark growth in NAPLAN: <ul style="list-style-type: none">• Reading from 36 per cent (2021) to 45 per cent• Writing from 29 per cent (2021) to 40 per cent• Numeracy from 9 per cent (2021) to 30 per cent
Target 1.3	By 2026, increase the percentage of Year F-6 students assessed as above the expected against the Victorian Curriculum in: English <ul style="list-style-type: none">• Reading from 47 per cent in 2021 to 80 per cent• Speaking and Listening from 14 per cent in 2021 to 50 per cent• Writing from 28 per cent in 2021 50 per cent Mathematics <ul style="list-style-type: none">• Number and Algebra from 36 per cent in 2021 to 55 per cent

	<ul style="list-style-type: none"> • Measurement and Geometry 14 per cent in 2021 to 55 per cent • Statistics and Probability 11 per cent in 2021 to 55 per cent
Target 1.4	<p>By 2026, improve the percentage of positive endorsement in the School Staff Survey Teaching and Learning -Practice Improvement module for the components of:</p> <ul style="list-style-type: none"> • Believe peer feedback improves practice from 67 per cent (2021) to 75 per cent • Professional learning through peer observation from 52 per cent (2021) to 70 per cent • Knowledge of high impact teaching strategies from 57 per cent (2021) to 70 per cent • Teacher collaboration from 68 per cent (2021) to 75 per cent
Key Improvement Strategy 1.a Systematic use of assessment strategies and measurement practices to obtain and provide feedback on student learning growth, attainment and wellbeing capabilities	Deepen and embed teacher capacity to use data to inform teaching, learning and assessment at the student's point of need
Key Improvement Strategy 1.b Documented teaching and learning program based on the Victorian Curriculum and senior secondary pathways, incorporating extra-curricula programs	Deepen the capacity of all teaching staff to embed pedagogy and evidence-based practice
Goal 2	To improve student agency in wellbeing and learning
Target 2.1	<p>By 2026, increase the percent positive responses score on AtoSS for the factors of:</p> <ul style="list-style-type: none"> • Student voice and agency from 58 per cent (2021) to 75 per cent) • Motivation and Interest from 76 per cent (2021) to 85 per cent)

	<ul style="list-style-type: none"> • Teacher Concern from 72 per cent (2021) to 85 per cent) • Self-regulation and goal setting from 78 per cent (2021) to 85 per cent)
Target 2.2	<p>By 2026, improve the percentage positive endorsement in the School Staff Survey teaching & learning -modules for the components of:</p> <ul style="list-style-type: none"> • Use student feedback to improve practice from 52 per cent (2021) to 75 per cent) • Promote student ownership of learning from 62 per cent (2021) to 75 per cent)
Target 2.3	<p>By 2026, increase the percentage positive endorsement in the Parent Opinion Survey for the measures of:</p> <ul style="list-style-type: none"> • Effective teaching from 66 per cent (2021) to 75 per cent • Student motivation and support from 64 per cent (2021) to 75 per cent • Stimulating learning environment from 71 per cent (2021) to 80 per cent • High expectations for success from 74 per cent (2021) to 85 per cent • Student agency and voice from 65 per cent (2021) to 75 per cent
<p>Key Improvement Strategy 2.a Activation of student voice and agency, including in leadership and learning, to strengthen students' participation and engagement in school</p>	Develop a consistent whole school understanding of student agency and voice
<p>Key Improvement Strategy 2.b Responsive, tiered and contextualised approaches and strong relationships to</p>	Develop and implement a whole school behaviour framework

support student learning, wellbeing and inclusion	
Key Improvement Strategy 2.c Responsive, tiered and contextualised approaches and strong relationships to support student learning, wellbeing and inclusion	Deepen and embed strategies to support students' wellbeing