

Fadden Primary School Strategic Plan

2017-2021

Tuggeranong Network

**Endorsement by School Principal**

Name: Liz Wallace

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|  Signed |  | Date: |  |

**Endorsement by School Board Chair**

Name: Danielle Krajina

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|  Signed  |  | Date: |  |

**Endorsement by School Network Leader**

Name: Kate Smith

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**School Profile**

Fadden Primary School is located in the southern Canberra suburb of Fadden in the Tuggeranong Network of Schools. It opened as a preschool to year 6 in 1985 and is named after a former Prime Minister. The school currently has a Learning Support Unit - Autism specific (LSUA). Fadden Primary School strives to encourage every student to aim for excellence in an environment which promotes a love of learning and prepares each student for the challenges of the future. The core values of Fadden Primary school are:

* **Confidence** - displaying confidence and doing one’s best,
* **Respect** - respect for people’s opinion and property, and
* **Responsibility** - being responsibility and being organised.

The school aspires for students to leave year 6 as academically, socially and personally responsible young people.

Fadden Primary School participated in School Review in 2016. This involved self-assessment against the 2012 – 2016 Strategic Plan and self-assessment and reviewer feedback using the National School Improvement Tool and National Safe Schools Framework Audit Tool. The School Review report noted the significant number of changes in School Leadership during the life of the Strategic Plan and the impact this had on the achievement of priorities and targets over the life of the plan.

Two of the commendations noted by the School Review Team included:

* There is an obvious sense of pride in the school. Students, staff and parents speak very highly of the school. Students and parents feel welcome and listened to and there are strong relationships between teachers and students. The review team can affirm that the parents value the calm community feel that has been established this year at Fadden Primary School with the opportunities they have to be involved at the school and the school’s involvement with the wider community.
* The school’s commitment, through multiple initiatives, to embedding the school values of respect, responsibility and confidence. This has underpinned the school’s ability to create positive and caring relationships with students, staff, families and wider community members and it is helping to ensure that the interactions between all stakeholders are caring, polite and inclusive.

Recommendations included:

* the development of a whole school curriculum scope and sequence,
* embedding whole school pedagogical practices and
* further enhancing student social and emotional wellbeing.

These recommendations along with analysis of school and system data informed the three strategic priorities of: improvement in student writing; improvement in student outcomes in mathematics; and improvement in social and emotional learning opportunities for students.

Each semester staff will be involved in the self-assessment of school priorities, analysis of data and progress of key improvement strategies within the Annual Action Plan. This will involve capturing progress, deciding next steps and reviewing the plan as needed. This information will also be discussed and added to at School Improvement Team, School Leadership Team and School Board meetings.

In 2016 Fadden Primary School met all targets set by the ACT Education Directorate for growth in NAPLAN results in year three and year five. The School Leadership Team and School Review Team share the belief that Fadden Primary School students are performing well however with intentional practice and a culture of high expectations for improvement, accountability and best practice they are capable of performing even better through systematic curriculum delivery and intellectual rigour every day. This will be a focus throughout the 2017 – 2021 Strategic Plan as we embed whole school pedagogical practices, refine curriculum programs and focus on wellbeing as well as academic success.

**Strategic Priority 1**

**Student outcomes to be achieved: Improvement in student writing**

**Targets:**

* By the end of 2021 the school will achieve:

	+ An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in writing.
		- Year 3 : Band 5 and Band 6 – *67.5 % in 2016* with a 20% increase in 2021 = *81% or greater*
		- Year 5 : Band 7 and Band 8 – *10.8 % in 2016* with a 20% increase in 2021 = *12.96% or greater*
	+ A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in writing.
		- Year 3 : Band 1 and Band 2 – *5 % in 2016* with a 20% decrease in 2021 = *4% or less*
		- Year 5 : Band 3 and Band 4 – *8.1 % in 2016* with a 20% decrease in 2021 = *6.48% or less*
	+ Student growth in year 5 (within school match) is at or above the ACT scaled growth score and 85% of students have greater than or expected growth compared to 65.7% in 2016 for NAPLAN reading
		- Year 5 2016 average scaled growth score = 70.1 compared to the ACT average scaled growth score of 74.9.
	+ 90 % of 2017 kindergarten and year one students show improvement of at least five points on the Fadden PS Criterion Referenced Assessment Tool for writing by the time they are in years four and five in 2021.

**National Quality Standard Area covered by this priority**

* QA1 Education Program and Practice

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/****Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| Develop and implement whole school curriculum scope and sequence for the teaching of English | 2017 | Curriculum team to developAll teachers to implement | Planning folders for each teacher K-6 Australian Curriculum website  | All staff plan from the scope and sequenceEvidence in planning documents K-6 |
| Provide targeted support to students achieving below average in English  | 2017 | All teachers DECO  | Staffing, kits and locations for MinilitProfessional learning Special needs referral process | Mini Lit groups to provide targeted support for students achieving belowPlanning is differentiated to meet the individual needs of studentsIndividual Learning Plans are in place for all children who need them  |
| Provide extension and enrichment opportunities for students achieving well above average in English  | 2017 | All teachers  | Professional learningAccess to network, staff and national opportunities  | Evidence of participation in a range of extension and enrichment opportunities  |
| Develop and implement whole school data tracking tool for English  | 2017 | Junior and Senior Teams  | Professional learning for teachers  | Tracking tool accessible and used by all staffAll staff enter data regularly according to the Fadden Primary School assessment timeline |
| Professional learning in writing (First Steps, Assessment Criterion Reference Tool)  | 2018 | Junior and Senior Teams | Time and financial allocation for PL  | TQI teacher PL summaries show that each teacher participates in professional learning linked to English Use of First Steps and Assessment Criterion Reference tool in planning and student work samples  |
| Coaching for all teachers in teaching English  | 2018 | School leadersPeer coaches  | Structure of SLC role to allow for coachingTraining for peer coaches in GROW coaching model  | All staff engage in the coaching processTeacher Talks and individual teacher goals set and reflected uponProfessional Pathways summary reports include reflection of growth in teaching practices in English  |
| Individual student goals for writing  | 2019 | Teachers  | Professional learning for teachers  | All staff engage in professional learning Individualised writing goals linked to the Assessment Criteria Reference Tool  |
| Develop and implement school tracking sheet to pass student information from year to year  | 2019 | Developed by school improvement teamImplemented by all teachers  | Professional learning for teachers  | All staff using the tracking sheet |

**Strategic Priority 2**

**Student outcomes to be achieved: Improvement in student outcomes in mathematics**

**Targets:**

* By the end of 2021 the school will achieve:
	+ An increase of 20 % or greater in the number of year three and year five students in the upper two bands of NAPLAN in numeracy.
		- Year 3 : Band 5 and Band 6 – *48.8 % in 2016* with a 20% increase in 2021 = *58.56% or greater*
		- Year 5 : Band 7 and Band 8 – *23.7 % in 2016* with a 20% increase in 2021 = *28.44% or greater*
	+ A decrease of 20 % or greater in the number of year three and year five students in the bottom two bands of NAPLAN in numeracy.
		- Year 3 : Band 1 and Band 2 – *4.9 % in 2016* with a 20% decrease in 2021 = *3.92% or less*
		- Year 5 : Band 3 and Band 4 – *7.9 % in 2016* with a 20% decrease in 2021 = *6.32% or less*
	+ Student growth in year 5 (within school match) *continues to be at or above* the ACT scaled growth score and 85% of students have greater than or expected growth compared to 62.9% in 2016 for NAPLAN numeracy.
		- Year 5 2016 average scaled growth score = 93.7 compared to the ACT average scaled growth score of 83.8.
	+ PAT maths data will demonstrate an increase in the number of students performing at or above the normed range for their year level.

**National Quality Standard Area covered by this priority**

* QA1 Education Program and Practice

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/****Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| Define and document whole school beliefs and practices for teaching, learning and assessment in mathematics  | 2017 | All staff, led by school leader  | Staff meeting time to discuss and document  | Inclusion of philosophy, principals and practices for teaching mathematics at Fadden in the staff handbook  |
| Embed intellectually rigorous mathematics teaching and learning programs through the implementation of a personalised coaching model for all teachers, school leaders and learning support assistants | 2017 | All staff  | Time and financial allocation for PLStructure of SLC role to allow for coachingTraining for peer coaches in GROW coaching model | TQI teacher PL summaries show that each teacher participates in professional learning linked to Mathematics All staff engage in the coaching processTeacher Talks and individual teacher goals set and reflected uponProfessional Pathways summary reports include reflection of growth in teaching practices in Maths  |
| Develop and implement whole school curriculum scope and sequence for the teaching of mathematics | 2017 | Curriculum team to develop, all teachers to implement  | Planning folders for each teacher K-6 Australian Curriculum website  | All staff plan from the scope and sequenceEvidence in planning documents K-6 |
| Provide targeted support to students achieving below average in Mathematics  | 2019 | All teachers DECO  | Professional learning for teachers Special needs referral process | Planning is differentiated to meet the individual needs of students - evidence in planning documentsIndividual Learning Plans are in place for all children who need them |
| Provide extension and enrichment opportunities for students achieving well above average in English | 2017 |  |  |  |
| Develop and implement whole school assessment plan to inform planning and measure growth in mathematics  | 2019 | Curriculum team to develop, all teachers to implement  | Professional learning for teachers in using tracking tool | All teachers using assessment plan  |

**Strategic Priority 3**

**Student outcomes to be achieved: improvement in student wellbeing**

**Targets:**

* By the end of 2021 the school will achieve:
	+ 95 percent of parents agree or strongly agree that their children feel safe at this school in the School Satisfaction Survey. This would be a 22% increase from 2016 results.
	+ 95 percent of staff rate the school as achieving the nine areas of the National Safe Schools Framework.
	+ 95 percent of staff respond positively to feeling a sense of belonging at the school in the School Climate and Identification Measurement Tool.
	+ 95 percent of year four, five and six students agree that their teacher listens to them and values their opinion in the KidsMatter survey.

**National Quality Standard Area covered by this priority**

* QA2 Children’s health and safety
* QA5 Relationships with children

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/****Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| Implement a new safe and supportive school policy  | 2017 | Deputy Principal to lead PL, all staff to implement policy  | Staff meeting time | Consistent implementation of policy across the school  |
| Develop and implement whole school scope and sequence for student wellbeing - including friendly schools plus, protective behaviours, fresh tastes,  | 2017 | KidsMatter team to developAll staff to implement  | Professional learning for all staff  | Evidence in planning documents K-6 |
| Develop and implement annual staff wellbeing plans  | 2017 | Principal to lead development with all staff  |  | Staff wellbeing plan and associated actions  |
| Document and improve whole school procedures for promoting student voice  | 2018 | KidsMatter team to lead. All staff to participate and implement  | Staff meeting time for discussion and development of procedures  | Inclusion of philosophy and procedures for student voice in staff handbook and on school website  |
| Develop and implement annual professional learning plan for all staff in the area of wellbeing  | 2018 | School leadership team in consultation with all staff  | Budget allocation for staff PL  | Professional learning plan Professional Pathways summary reports include reflection of growth in teaching practices in the area of social and emotional learning  |
| Embed Friendly Schools Plus as the school’s social and emotional learning program  | 2020 | All teachers  | Teacher resource books and all related materials Professional learning for staff  | Common language in use across the schoolEvidence in planning documents K-6  |
| Embed the KidsMatter framework in day to day school practices  | 2021 | KidsMatter team to lead, all staff to participate  | Allocated budget for KidsMatter Professional learning for implementation team and all staff  | Ongoing professional learningAction planKidsMatter accreditation awarded  |