



Fraser Primary School Strategic Plan 2015-2020 Belconnen Network

Endorsement by School Principal

Name: Sue Norton

Signed:

Date: 18/05/16

Endorsement by School Board Chair

Name: Dianne Gleeson

Signed:

Date: 18/05/16

Endorsement by School Network Leader

Name: Stephen Gwilliam

Signed:

Date: 23/05/16

School Profile

At Fraser Primary we have a commitment to ensuring:

- Our school is a safe, welcoming, respectful and supportive environment.
- Values based education forms the foundation for all teaching and learning.
- Learning is exciting, dynamic and meets the needs of all students.
- We have high expectations of all staff and students.
- We celebrate our achievements.
- Our school is well resourced with excellent staff, facilities, equipment and technology.
- A strong relationship between home and school is fostered and contributions from staff, students and our community are encouraged and valued.
- We are an environmentally sustainable community.
- We have fun, play and aim to achieve our best.

The National School Improvement Tool (NSIT) is our primary source of self-assessment, with both executive and teaching staff analysing our performance and identifying supporting evidence against the 9 domains. In addition we have used student data (NAPLAN, PIPS, Directorate and school targets), stakeholder perception data (National School Surveys and Climate Surveys) and the National Safe Schools Framework to ascertain priorities.

Improvement in student literacy and numeracy outcomes will be an ongoing priority with a deepening focus on developing teacher capacity, data collection and analysis, differentiation and curriculum delivery. Strategic approaches to partnerships with community will also remain a major focus. Continuing to strengthen existing community partnerships and build new partnerships that are focused on learning for all will bring richness to our growth.

In terms of the NSIT, our priorities are:

Domain 2: Analysis and Discussion on Data

Domain 7: Differentiated Teaching and Learning

Domain 8: Effective Pedagogical Practices

Domain 9: School-Community Partnerships

Preschool educators undertake self-reflection against the National Quality Standards. Parent/Carer feedback is sought through surveys, both electronically and hard copies.

This feedback forms the basis of our Quality Improvement Plan in the preschool setting, which is incorporated into our Strategic Plan. The Preschool Assessment completed by the Child Protection Regulatory Unit is also used to form our plan.

Strategic Priority 1: **Improve student outcomes in literacy and numeracy by building teacher capacity through using an evidence based approach**

Outcomes to be achieved:

There is a higher percentage of students making expected or above expected growth as measured by PIPS and NAPLAN targets

Targets

By the end of 2020 the school will:

- achieve the Education Directorate NAPLAN mean score targets in reading and numeracy
- achieve a 5% point improvement (1% each year) in the percentage of year 3 and year 5 students in the top two bands, based on the 2012-2015 four year average in writing, spelling, numeracy
- achieve a 2% point improvement (each year, over the life of the plan 10% in total) in the proportion of within school match students achieving expected growth in NAPLAN, based on the 2015 four year average
- increase the % of students making expected or above expected growth in PIPS (maths) from 84% in 2015 to 90% in 2020 and in PIPS (reading) to 95% consistently each year throughout the life of the plan

Key Improvement Strategy 1	Differentiate teaching and learning to meet the needs of all students
Outcomes to be achieved	<ul style="list-style-type: none">• Teachers react responsively to all learners' needs• Differentiation is visible in all learning environments• Appropriate adjustments have been made for students with additional learning needs• Parents/carers are partners in their child's education and have an understanding of their child's learning needs
Key Performance Indicators	<ul style="list-style-type: none">• All teaching programs show evidence of differentiated learning• All identified students have an individual learning plan (ILP)• A high proportion of students achieve ILP SMART goals• Increased percentage of parents/carers indicate their child's learning needs are being met• All students P-6 will have a digital portfolio containing evidence of differentiated learning

Key Improvement Strategy 2	Embed a culture of data analysis to inform teaching
Outcome to be achieved	<ul style="list-style-type: none"> • A whole school consistent approach to collect, analyse and act on data • A range of assessment tools are used to identify each student's learning needs • All staff (P-6) use data to inform teaching
Key Performance Indicators	<ul style="list-style-type: none"> • Flexible groupings will operate in all learning environments • Increase the proportion of staff who use a broad range of student achievement data to track student progress • Effective use of school's student data tracking systems by all staff • Increase the proportion of students who agree teachers provide them with useful feedback about their work
Key Improvement Strategy 3	Embed effective pedagogical practices
Outcome to be achieved	<ul style="list-style-type: none"> • Whole-school teaching practices are research based and reflect our vision • All teachers and leaders are committed to implementing effective teaching practices • School leaders provide teachers with opportunities for coaching and mentoring to improve practice • Teachers routinely adjust their practice based on effective feedback
Key Performance Indicators	<ul style="list-style-type: none"> • Evidence of effective pedagogical practice implemented across the school • Evidence of effective feedback provided to all educators by school leaders and colleagues • Evidence of teachers (P-6) working collaboratively to implement research based whole school practices
Key Improvement Strategy 4	Embed systematic curriculum delivery across the school
Outcome to be achieved	<ul style="list-style-type: none"> • Vertical alignment of the Australian Curriculum • Essential skills drive the teaching and learning cycle
Key Performance Indicators	<ul style="list-style-type: none"> • Evidence of coherence of curriculum documents to Australian curriculum • Increase the proportion of students achieving essential skills in literacy and numeracy
Key Improvement Strategy 5	Continue to develop every child's social, emotional and physical wellbeing
Outcome to be achieved	<ul style="list-style-type: none"> • The school community understands and practices a <i>Growth Mindset</i> • The school community values and regularly engages in a healthy and active lifestyle
Key Performance Indicators	<ul style="list-style-type: none"> • Increased proportion of staff, students and community members: <ul style="list-style-type: none"> ○ demonstrate a <i>Growth Mindset</i> ○ make healthier food choices, and ○ participate in active school events • Increased proportion of students who feel safe at school

National Quality Standard Area covered by this priority

QA1 Educational Program and Practice

QA7 Leadership and Service Management

Strategic Priority 2: **Develop a strategic approach to partnerships with community organisations to support student learning**

Outcomes to be achieved:

Parent/carers will be more connected to community organisations to support their child's development

Parent/carers/students continue to value Fraser Primary School as the hub of the community

Implementation of GAfE will improve home/school learning partnerships

Targets

By the end of 2020 the school will achieve an increase in the percentage of:

- student satisfaction, 'Overall I am satisfied I am getting a good education at this school' from 94% in 2015 to 99% in 2020
- parent satisfaction, 'community partnerships are valued and maintained' from 87% in 2015 to 92% in 2020
- parent satisfaction, 'computer technology is an integral part of learning and teaching at my child's school' from 88% in 2015 to 93% in 2020
- student satisfaction, 'at this school I have access to equipment such as computers, Internet and digital cameras from 86% in 2015 to 91% in 2020
- families accessing community organisations and businesses to assist their children with learning needs over the strategic plan

Key Improvement Strategy 1	Build on opportunities to engage parent/carers in their child's learning
Outcome to be achieved	<ul style="list-style-type: none">• Parents/carers can access and be involved in their child's learning anytime, anywhere• Parent/carers/students continue to value Fraser Primary as the hub of the community• Implementation of GAfE to improve home/school learning partnerships
Key Performance Indicators	<ul style="list-style-type: none">• Increased participation in parent/carer information sessions• Increase the proportion of families accessing student learning through a range of means e.g. blogs, GAfE, digital portfolios• Parents/carers accessing a range of mechanisms, such as the blog and digital portfolios to provide feedback to their child• Parents/carers provide feedback about the School Improvement agenda
Key Improvement Strategy 2	Establish a strategic approach to targeted partnership development with community organisations and businesses to support student learning
Outcome to be achieved	<ul style="list-style-type: none">• Community partnerships are effective and contribute to improving student outcomes• Strong partnerships between Fraser Primary and community organisations and businesses
Key Performance Indicators	<ul style="list-style-type: none">• Agencies working in partnership with the school to identify the needs of students• Increase in the percentage of parents/carers who agree community partnerships are valued• Increased proportion of parent/carers accessing external organisations and service providers available to enhance children's learning and well-being

National Quality Standard Area covered by this priority

QA1 Educational Program and Practice

QA6 Collaborative Partnerships with families and communities