



Fadden Primary School Strategic Plan 2017-2021 Tuggeranong Network

Endorsement by School Principal

Name: Liz Wallace

Signed 

Date: 2.3.17

Endorsement by School Board Chair


Name: Danielle Krajina

Signed 

Date: 21.3.17

Endorsement by School Network Leader

Name: Kate Smith

Signed 

Date: 24.2.2017.

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 ones 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

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 develop All teachers to implement	Planning folders for each teacher K-6 Australian Curriculum website	All staff plan from the scope and sequence Evidence in planning documents K-6
Provide targeted support to students achieving below average in English	2017	All teachers DECO	Staffing, kits and locations for Minilit Professional learning	Mini Lit groups to provide targeted support for students achieving below Planning is differentiated to meet the individual needs of students

			Special needs referral process	Individual 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 learning Access 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 staff All 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 leaders Peer coaches	Structure of SLC role to allow for coaching Training for peer coaches in GROW coaching model	All staff engage in the coaching process Teacher Talks and individual teacher goals set and reflected upon Professional 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 team Implemented 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

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 PL Structure of SLC role to allow for coaching Training 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 process Teacher Talks and individual teacher goals set and reflected upon

				Professional 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 sequence Evidence 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 documents Individual 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

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	
Develop and implement whole school scope and sequence for student wellbeing - including friendly schools plus, protective behaviours, fresh tastes,	2017	KidsMatter team to develop All 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 school Evidence 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 learning Action plan KidsMatter accreditation awarded