

Farrer Primary School Strategic Plan

2017-2021

South-Weston Network



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| **School Profile**Farrer Primary School’s vision of ‘Educational success for a socially and environmentally sustainable future’ and the school values of Honesty, Persistence, Fairness, Respect and Excellence are reflected in the high caliber programs, resources, specialist teachers and purpose built classrooms from our preschool through to our Environment Centre. The high profile Japanese language program delivers a specialised language approach from Kindergarten to Year 6. Every child has access to a specialised Science program and spends time each week participating in a high quality program with a specialist teacher. We work towards every child P-6 achieving their potential within an inclusive and supportive school environment. In 2016 Farrer Primary School underwent an External Review process on its last four year School Improvement cycle and achievements. During 2016, teaching staff at Farrer Primary School continued exploration of the National School Improvement Tool. The Executive team mapped out the nine domains ensuring staff had quality time to consider each domain. Staff discussed Farrer Primary School’s performance in relation to the nine domains, grouped by:* teaching teams
* across grades; and
* individually.

Staff considered the nine domains in relation to the NSIT Tool (the Tool) using a variety of platforms, including Google Apps. During whole staff discussions, teams and individual considerations staff highlighted evidence in all domains. Using the highlighted matrices and forms the Executive staff combined evidence common to all groups. Responses identified as areas for improvement have been recorded. This process and report formed the basis for inclusions in our new five year Strategic Plan 2017-2021, together with school satisfaction data, NAPLAN and PIPS information and school based achievement data. Each year the school utilises and records data based on the National School Improvement Tool to reflect and evaluate on processes, practices and performance. The leadership team reports on the new strategic plan annually ensuring a sharp focus on set priorities. Recommendations for this strategic plan included:* Designing the improvement agenda with a narrow and sharp focus
* The continued building of a school culture that promotes intellectual rigour where high expectations are the norm
* Develop and articulate a vertically aligned Curriculum Delivery Plan for the teaching of the Australian Curriculum
* That Farrer Primary School continues to embed the use of all school data sets
* Build a shared understanding of Quality Teaching and Learning pedagogy

Farrer Primary School focuses on excellence in Literacy and Numeracy as its main priorities and develops socially and environmentally literate students delivered through a well-designed, rich curriculum. The school is committed to implementing the Australian Curriculum from Kindergarten to Year 6 and provides explicit planning and learning. The learning programs taught at Farrer Primary recognise the significance of explicit teaching in literacy and numeracy and the development of each child's learning. Students are engaged in learning about environments and technologies, science, history, heritage, civics and citizenship, the arts, health and wellbeing, physical fitness and Japanese through real world experiences that extend beyond the school environment. |

**Strategic Priority 1**

To increase student performance in Numeracy and Writing from P - 6

**Targets:**

* NAPLAN Numeracy and Writing - increase percent of students at or above expected growth years 3-5
* Writing and Numeracy - increase percentage of students achieving at or above average growth according to school based data
* Increase to 50% of Year 3 students and 40% of Year 5 students to top 2 NAPLAN bands in Numeracy (based on performance past 3 years of NAPLAN data)
* Increase to 70% percent of students in Year 3 and 25% of students in Year 5 in top 2 NAPLAN bands in Writing (based on performance past 3 years of NAPLAN data)
* Progress to perform at or above ’Similar Schools’ NAPLAN mean in Numeracy and Writing
* By the end of 2021 school NAPLAN data in Numeracy and Writing ‘All Schools’ to be within top two quintiles according to MySchool data.

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

* QA1 Educational program and practice (elements 1.1.1, 1.1.2, 1.2.2)

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/****Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| Embed consistent practices in numeracy and writing that lead to measurable improvement in student learning | 2017-18Numeracy Implementation2019 - 21Numeracy Model Embedded2019Writing Implementation2020 - 21Writing ModelEmbedded | Leadership team | PersonnelProfessional Learning | % increase in:NAPLANPIPSWhole School Data |
| Develop and embed student directed numeracy and writing goal into personalised learning template | 2018 - 21Numeracy2019 - 21Writing | SLC’s All teaching staff to implement each semester | Focus meetingsICT support | Increase % of students achieving learning goals.  |
| To build the capacity of all teaching staff in Numeracy and Writing | 2017 -2021 | Leadership Team | Professional LearningWhole School Writing AssessmentClassroom observations, Coaching | % increase in Writing and Numeracy:NAPLAN PIPSWhole School Data% Increase in teacher capacity in Numeracy and Writing according to register of expertise  |
| Provide Numeracy support to students with identified needs  | 2017 -2021 | Leadership team | Personnel | Increase % of demonstrated growth of students receiving numeracy intervention.  |
| Embed the use of all school data sets to build a culture of self-evaluation and reflection across the school based on high levels of data literacy confidence of all staff | 2018 -2021 | All staff | School Administration System (SAS) | 100% of staff use SAS to track, monitor evaluate and reflect on student progressData literacy confidence of staff increases according to school based data |
| Preschool educators will use the key elements from each literacy and numeracy indicator to provide observable outcomes.  | 2018-2021 | Early Years SLC and Preschool team | Implementation guidelines for indicators of preschool numeracy and literacy in government preschools, Government of SA | Documentation of Quality Improvement Plan and program. |

**Strategic Priority 2**

Develop and embed a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum and Early Years Learning Framework.

**Targets:**

* All teachers have evidence of learning and teaching programs aligned to the curriculum plan.
* All teachers can demonstrate alignment been between the overall curriculum plan, term and unit plans as evidenced by class observations, classroom teaching and assessment of student progress in relation to curriculum expectations.
* Quality Improvement Plan is developed and implemented annually in the preschool setting maintaining exceeding ‘National Quality Standard’ rating.
* By the end of 2021 the school will achieve consistency in curriculum delivery and learning pathways for all students as evidenced by staff survey and planning documents from teachers.

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

* QA1 Educational program and practice (Standard 1.1, 1.2)

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/****Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| Research, implement and embed a vertically aligned Curriculum Plan for the teaching of the Australian Curriculum | 2017 - Research2018-2021- Implement and embed | Executive teamCurriculum teamsAll staff  | Australian CurriculumACARANational Quality StandardEarly Years Learning FrameworkCurriculum 2 Classroom | The school has a clearly documented whole-school curriculum plan for delivery. This plan is aligned with the Australian Curriculum. The plan makes explicit what and when teachers should teach and students should learn. The curriculum delivery plan is being implemented throughout the school. |
| Improve accountability systems across the school | 2018-2021 | Leadership team | Exploring best practice | Increase % of accountability processes developed and implemented with all teaching staff.  |
| Engage parents in workshops/forums to support identified needs from the parent community  | 2017 -2021 | Leadership teamCommunity-P&C, School Board | P&C and School Board meetings | Information/Workshops provided for community participation. |
| Deliver an annual Quality Improvement Plan to self-assess performance in delivering quality education, and to plan future improvements in the Preschool setting | Annually | Preschool SLCPreschool Team | Quality Improvement Plan templateEarly Years Learning FrameworkSharing best practicePreschool Network meetings | All measures of improvement in the Quality Improvement Plan have been achieved.  |

**Strategic Priority 3**

Embed an authentic values program strengthening the positive culture of the Farrer Primary School Community

**Targets:**

* By 2021 an increased proportion of students, staff and parents demonstrating a shared understanding of the school values as informed by the annual satisfaction survey.

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

* National Law: Section 115

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| **Key Improvement Strategies** | **Timelines and milestones** | **Lead roles/****Accountabilities/ Delegations** | **Targeted Resources** | **Key Performance Indicators** |
| To develop a positive school culture with students, staff and community that is underpinned by a core set of values.  | 2018 - 2021 | Leadership TeamYear 6 ParliamentSchool BoardFPS P&C | NSETE Praise ProgramSEL Program | Farrer Primary School and community demonstrates a shared process of understanding its core values according to school satisfaction data  |
| To effectively communicate the values with all stakeholders | 2018-2021 | Leadership TeamYear 6 ParliamentSchool BoardFPS P&C | School Values program | Increase the proportion of students, staff and community who respond with agree or strongly agree that they know the values of the school according to the annual satisfaction survey.  |
| Refining Preschool philosophy incorporating school values and student voice. | 2017-2021 | SLCPreschool teamParents/Community/Students | Preschool networkSchool values programPhilosophy | Increased community input into preschool philosophy according to school based data. |