



Farrer Primary School Strategic Plan 2017-2021 South-Weston Network

Endorsed by School Principal:

Name: Linda Heath

Signature: Linda Heath Date: 27-2-17

Endorsed by Board Chair:

Name: Arron Scolnik

Signature: Arron Scolnik Date: 16/3/17

Endorsed by School Network Leader

Name: Wayne Prowse

Signature: Wayne Prowse Date: 22/3/17

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)

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	2017-18 Numeracy Implementation 2019 - 21 Numeracy Model Embedded 2019 Writing Implementation 2020 - 21 Writing Model Embedded	Leadership team	Personnel Professional Learning	% increase in: NAPLAN PIPS Whole School Data
Develop and embed student directed numeracy and writing goal into personalised learning template	2018 - 21 Numeracy 2019 - 21 Writing	SLC's All teaching staff to implement each semester	Focus meetings ICT support	Increase % of students achieving learning goals.
To build the capacity of all teaching staff in Numeracy and Writing	2017 -2021	Leadership Team	Professional Learning Whole School Writing Assessment	% increase in Writing and Numeracy: NAPLAN PIPS

			Classroom observations, Coaching	Whole 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 progress Data 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 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)

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 - Research 2018-2021 - Implement and embed	Executive team Curriculum teams All staff	Australian Curriculum ACARA National Quality Standard Early Years Learning Framework Curriculum 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 team Community-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 SLC Preschool Team	Quality Improvement Plan template Early Years Learning Framework Sharing best practice Preschool 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

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 Team Year 6 Parliament School Board FPS P&C	NSET E Praise Program SEL 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 Team Year 6 Parliament School Board FPS 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	SLC Preschool team Parents/Community/Students	Preschool network School values program Philosophy	Increased community input into preschool philosophy according to school based data.