



**FAIRVIEW PARK PRIMARY SCHOOL
SITE IMPROVEMENT PLAN
2018**



Mission Statement

Fairview Park Primary School's mission is to work in partnership with the community in the best interests of students, at every phase of their development from Preschool to Year 7.

Vision Statement

"We learn and grow together in a safe and supportive environment, continually striving for personal excellence."

What We Value

RESPECT

Shows consideration care/ for self and others. Shows consideration care/for self and others property.

<u>Teamwork</u>	<u>Excellence</u>	<u>Accountability</u>	<u>Confidence</u>	<u>Honesty</u>
Working as a team to help and support each other to achieve goals. Cooperating with others to achieve a common goal. Tolerates differences in others.	Being the best you can. Using your growth mindset to achieve your goals and gives your best effort, understanding the importance of practice.	Taking responsibility for your own actions. Making your own choices. Accepting the consequences for your actions. Being organised.	Taking risks and believing in yourself. Having a go and persisting when it is difficult. Set goals and always work toward achieving them.	Telling the truth. Accepting and admitting to mistakes. Being honest with our learning.

Respect at Fairview Park Primary School encompasses teamwork, excellence, accountability, confidence, and honesty.

PRIORITIES

NUMERACY


LITERACY

STUDENT WELLBEING AND ENGAGEMENT



FAIRVIEW PARK PRIMARY SCHOOL
SITE IMPROVEMENT PLAN 2018
Numeracy




Priorities	Strategies/Actions	Evidence/Indicators	Targets
<p>Higher standards of learning and achievement in</p> <div style="border: 1px solid black; padding: 2px; text-align: center; background-color: #4F81BD; color: white; margin: 5px 0;">NUMERACY</div>  <p>Success will look like:</p> <ul style="list-style-type: none"> Quality teachers leading quality learning. Students actively engaged in numeracy learning. Students viewing themselves as capable learners. Teachers engaged in professional learning and reflection of teaching practice. Students making increased progress in numeracy. 	<ul style="list-style-type: none"> • Build leadership capability and improve teacher quality. • Implement processes through which students can provide feedback to teachers. • Implement, review and further develop common agreements in Numeracy. • Implement learning strategies acquired from Professional Learning in Mathematics. • Intellectually stretch students learning in Mathematics. • Adjust teaching based on student feedback. • Track and monitor progress of every student. 	<p>Effective classroom practice and pedagogy is evident when:</p> <ul style="list-style-type: none"> • Lead teachers are identified and used to mentor others. • Back to Front Maths and Natural Maths strategies are utilised. • Back to Front Teacher resources are purchased and used as a guide. • An additional salary of 0.2 is provided for Year 3/4/5 students to improve in problem solving skills. • Building Learning Power and Growth Mindset strategies to intellectually stretch student's learning in Mathematics. • Staff use PAT M resources on ACER/OARS website. • Staff utilise effective questioning techniques with students to gain understanding and to guide future direction (TTG Partnership Inquiry). • Staff respond to student feedback by adjusting their teaching • Staff collaboratively devise, implement and review Numeracy agreements. <p>Track and Monitor Student Growth by:</p> <ul style="list-style-type: none"> • Using Back to Front diagnostic testing for all students in Year 3, 4 and 5. • Using PAT M standardised assessments • Setting individual numeracy learning goals with students from data sets • Moderating student work against the A-E achievement standards. 	<ul style="list-style-type: none"> • All teachers effectively embed new professional learning in the classroom and adjust teaching practice. • Identified students from Year 1 to Year 7 achieving at or above the Tea Tree Gully (TTG) standard with PAT M results will improve by a minimum of 20%. • Over 80% of students indicate they are engaged and challenged in their learning. • All staff indicate that they work as a team on whole school agreements. • All students demonstrate a minimum of 12 months growth from their point of entry in PAT M and NAPLAN.



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<p>Higher standards of learning and achievement in</p> <div style="border: 1px solid black; background-color: #4F81BD; color: white; padding: 5px; text-align: center; width: fit-content; margin: 10px auto;"> NUMERACY </div>  <p>Success will look like:</p> <p>Programs and interventions targeted at improving student outcomes.</p> <p>Staff and students engaging in feedback to improve numeracy teaching and learning.</p> <p>A higher number of students in the higher achievement bands in NAPLAN and PAT M.</p>	<ul style="list-style-type: none"> • Engage students in their numeracy progress by providing ongoing feedback. • Provide timely intervention for students at Wave 1, Wave 2 and Wave 3. • Engage in professional learning and adjust teaching to reflect new learning. 	<p>Intervention processes are evident when:</p> <ul style="list-style-type: none"> • Differentiated processes are implemented at Wave 1. • Additional Numeracy support is allocated for students in Year 3, 4, 5. • Year 3/4/5 Students in Wave 2 are involved in the Quick Smart program. • Every student sets an achievable numeracy goal with teacher guidance. <p>Teaching reflects professional learning when:</p> <ul style="list-style-type: none"> • Year 3,4,5 teachers engage in and implement Back to Front Maths strategies. • Early Years teachers engage in and implement STEM 500 Maths strategies. • Year 6/7 teachers continue to implement Thinking Maths strategies. • The Problem Solving proficiencies are focused on and integrated with the Fluency, Reasoning and Understanding proficiencies. <p>2017 Evidence</p> <p>30% Year 3 students; 15% Year 5 students; 13% Year 7 students achieved in the upper bands for NAPLAN Numeracy.</p> <p>Percentage of students above TTG standard for PAT M</p> <p>94% Year 1; 56% Year 2; 59% Year 3; 40% Year 4; 27% Year 5; 28% Year 6; 30% Year 7.</p>	<ul style="list-style-type: none"> • Increased student achievement standards. <p>A grade - 20% by Year 6/7 B grade - 30% by Year 6/7 C grade - 50% by Year 6/7</p> <ul style="list-style-type: none"> • NAPLAN and PAT M data results increase by at least 20% in Year 3, 4 and 5. • All students achieve numeracy goals by the end of the year. • Every teacher actively progressing towards the highly accomplished teacher level.



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Literacy

Priorities	Strategies/Actions	Evidence/Indicators	Targets
<p>Higher standards of learning and achievement in</p> <div style="border: 1px solid black; background-color: #4F7942; color: white; padding: 5px; text-align: center; margin: 10px 0;">LITERACY</div>  <p>Success will look like:</p> <ul style="list-style-type: none"> Students actively engaged in the learning. Students viewing themselves as capable learners. Teachers engaged in professional learning and reflection of teaching practice. 	<ul style="list-style-type: none"> • Build leadership capability and improve teacher quality. • Implement processes through which students can provide feedback to teachers • Implement, review and further develop common agreements in Literacy. • Focus on Oral Literacy in the Early Years through Playful Literacy Project • Utilise Brightpath Persuasive and Narrative writing strategies to develop students writing skills 	<p>Effective classroom practice and pedagogy is evident when:</p> <ul style="list-style-type: none"> • Lead teachers are identified and used to mentor others in Literacy. • Year Pre-2 teachers continue to implement Jolly Phonics and Jolly Grammar strategies. • Year 3-7 teachers implement Jolly grammar strategies. • Year 3-7 teachers use the Val Hunter Spelling continuum to guide the spelling program across the school. • Building Learning Power and Growth Mindset strategies intellectually stretch student's learning in Literacy (Oral language, reading, writing, comprehension). • Staff use PAT R resources on the ACER/OARS website. • Staff use the teaching points from the Brightpath software to guide student's writing (Year 1-7-Narrative and Persuasive- Receptions-Recount). • Staff utilise effective questioning techniques with students to gain understanding and to guide future directions (Partnership Inquiry) • Staff respond to student feedback by adjusting their teaching • Staff collaboratively devise, implement and review Literacy agreements. • Oral literacy of early years students is developing. 	<ul style="list-style-type: none"> • All teachers effectively embed new professional learning in the classroom. • A 20% increase in Running Records for all students. DECD Expected Achievement Reception-RR Level 5 or above Year 1-RR Level 13 or above Year 2-RR Level 21 or above Tea Tree Gully Expected Achievement Reception-RR Level 9 or above Year 1-RR Level 17 or above Year 2-RR Level 23 or above • A 60% increase in identified students from Year 1 to Year 7 achieving at or above the Tea Tree Gully (TTG) standard with PAT R results. • All students increase by at least 20 points on the Bright path scoring ruler by the end of the year in Narrative and Persuasive • 80% of students indicate they are engaged and challenged in their learning on student survey. • All staff indicate that they work as a team on whole school



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<p>Higher standards of learning and achievement in</p> <div style="border: 1px solid black; background-color: #4F81BD; color: white; padding: 5px; text-align: center; margin: 10px 0;">LITERACY</div> <p>LITERACY</p> <p>Success will look like:</p> <p>Students making progress in all areas of literacy.</p> <p>Programs and interventions are targeted at improving student outcomes.</p> <p>Students using feedback to improve literacy outcomes.</p> <p>An increased number of students in the higher achievement bands in NAPLAN.</p>	<ul style="list-style-type: none"> • Track and monitor progress of every student using a number of data sets. • Utilise data gathered to make decisions on programs and interventions. • Engage students in their literacy progress by setting individual goals. • Engage students in their literacy progress by providing ongoing feedback. • Teachers using Brightpath software with increased confidence. 	<p>Track and Monitor Student Growth in Preschool by:</p> <ul style="list-style-type: none"> • Accessing and reviewing standardised testing: PASM, Dispositions survey, TROLL, Single sounds recognition and knowledge on Mini MARKiT and MARKiT. • Utilising LNI to set individual literacy based goals. • Analysing work samples in learning journals and anecdotal notes. <p>Track and Monitor Student Growth by:</p> <ul style="list-style-type: none"> • Collecting data on student's knowledge of phonics sounds, blends and high frequency words. • Analysing PAT-R and NAPLAN literacy data • Checking and recording Oxford Sight Words known by sight and in writing on a termly basis until all known. • Checking and recording Running Records levels for students reading texts between levels 1 to 30. • Checking and recording Lexile levels for students beyond RR level 30. • Checking and recording word knowledge and their spelling combinations based on the Val Hunter Spelling Continuum. • Using MARKiT and mini MARKiT, an electronic data recording system to store and review growth. • Analysing writing samples twice per year using Brightpath software. • Setting individual numeracy learning goals with students. • Moderating student work against the A-E achievement standards. 	<ul style="list-style-type: none"> • All students demonstrate a minimum of 12 months growth from their point of entry in PAT R and NAPLAN. • Increased number of students at or above TTG Standards in Running Records <p><i>Reception: 5% increase</i> <i>Year 1: 10% increase</i> <i>Year 2: 5% increase</i></p> <ul style="list-style-type: none"> • Over 50% of students at or above year level range for Lexile <p><i>Year 2 beyond 170L</i> <i>Year 3 beyond 415L</i> <i>Year 4 beyond 635L</i> <i>Year 5 beyond 770L</i> <i>Year 6 beyond 855L</i> <i>Year 7 beyond 925L</i></p> <ul style="list-style-type: none"> • Increased student achievement standards. <p>A grade-20% by Year 6/7 B grade-30% by Year 6/7 C grade-50% by Year 6/7</p>



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<p>Higher standards of learning and achievement in</p> <div style="background-color: #4F81BD; color: white; padding: 5px; text-align: center; font-weight: bold; margin: 5px 0;">LITERACY</div> <p>Success will look like:</p> <p>Students achieving high achievement bands in Year 3 retain higher achievement bands in Year 5 and Year 7.</p> <p>Students achieving above Tea Tree Gully Partnership standards for Running Records.</p>	<ul style="list-style-type: none"> • Provide timely intervention for students at Wave 1, Wave 2 and Wave 3. • Teachers and students develop individual learning goals based on evidence/data. • Engage in professional learning and adjust teaching to reflect new learning. 	<p>Intervention processes are evident when:</p> <ul style="list-style-type: none"> • Differentiated processes are implemented at Wave 1. • Intervention processes are implemented at Wave 2 and Wave 3. • Additional Literacy support via reading groups is allocated for students in Years 1- 6. • Every student sets an achievable literacy goal with teacher guidance. <p>Teaching reflects professional learning when:</p> <ul style="list-style-type: none"> • Jolly Phonics and Grammar is implemented in the classroom R-2 • Staff Meetings, Pupil Free Days and PLC meetings are used for learning and reflection. • Staff collaborate, compare and moderate student writing samples via Brightpath software using a consistent approach. • Early Years staff focus on oral language development through the Playful Literacy Project for Preschool and Reception. <p>2017 Evidence</p> <p><i>NAPLAN Reading</i> 39% Year 3 students; 23% Year 5 students; 23% Year 7 students achieved in the upper bands for NAPLAN Reading.</p> <p><i>PAT R</i> Percentage of students above TTG standard for PAT R 71% Year 1; 59% Year 2; 61% Year 3; 65% Year 4; 42% Year 5; 50% Year 6; 46% Year 7.</p> <p><i>Running Records</i> Students at or above TTG Standard in Running Records 85% Reception; 73% Year 1; 92% Year 2</p>	<ul style="list-style-type: none"> • NAPLAN and PAT R data results increase by at least 20% in Year 3, 4 and 5. • Students in Reading Groups increase 5 Running Record Levels after two terms of reading support. • All students achieve literacy goals by the end of the year. • Every teacher actively progressing towards the highly accomplished teacher level.



FAIRVIEW PARK PRIMARY SCHOOL
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Student Engagement and Wellbeing




Priorities	Strategies/Actions	Evidence/Indicators	Targets
<p>Higher standards of learning and achievement in</p> <div style="border: 1px solid black; background-color: #4F7942; color: white; padding: 5px; text-align: center; margin: 10px 0;"> Student Wellbeing and Engagement </div>  <p>Success will look like:</p> <p>Students living the School Values.</p> <p>Students using the Learning Power dispositions to increase learner achievement and engagement.</p>	<ul style="list-style-type: none"> • Build leadership capability and improve teacher quality. • Plan special activities/ programs to develop positive relationships and team skills among students. • Implement processes through which students can provide feedback to teachers. • School Values are taught alongside the curriculum • Implement, review and further develop common agreements on Student Engagement and Wellbeing. • Encourage positive learning outcomes and engagement for students across the school. 	<p>Effective classroom practice and pedagogy is evident when:</p> <ul style="list-style-type: none"> • Lead teachers are identified and used to mentor others in Student Wellbeing and Engagement. • Early Years students are involved in the National Music Mentor program. • Team skills and relationship building are developed across the school by planning a Big Day Out. • Staff utilise effective questioning techniques with students to gain understanding and to guide future direction • The school's values RESPECT- TEACH are embedded across the curriculum. • Classes focus on one school value every fortnight. • House points are awarded consistently across classes using value books and other reward systems. • Staff engage students in a buddy class system. • Junior and Upper buddy classes are realigned for 2018. • Student leadership programs are developed under the guidance of staff mentors including the provision of SSO time • Plan for teaching and learning using student feedback. • Staff collaboratively devise, implement and review Student Wellbeing and Engagement agreements. • Behaviour management strategies are consistent across classes. • Behaviour management strategies and support processes are developed with NIT teachers. • Goal setting for students and having students reflect on their learning goals and achievements. • The play pod and nature play areas are developed and used by students at recess and lunch times. 	<ul style="list-style-type: none"> • An increase in lead teachers and teacher quality. • An increase in team effort and positive relationships among students. • All teachers respond to student feedback. • Over 80% of students living the school values. • All students reflect on their learning goals and achievements. • All staff participate in establishing and developing common agreements on Student Engagement and Wellbeing. • A consistent behaviour management approach is adopted across the school. • An increase in active student leadership and responsibility.



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Student Wellbeing and Engagement



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