

School Strategic Plan 2019-2023

Port Fairy Consolidated School (6247)



Submitted for review by Kathryn Tanner (School Principal) on 04 November, 2019 at 08:00 AM
Endorsed by Lindy Sharp (Senior Education Improvement Leader) on 04 November, 2019 at 08:01 AM
Awaiting endorsement by School Council President

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School vision	Our school empowers all students to embrace learning, achieve their personal best and build emotional, social and physical wellbeing to become responsible, global citizens.
School values	<p>Belonging - Learning - Responsibility</p> <p>Belonging means....</p> <ul style="list-style-type: none">• Being part of the school and the community.• Having a say and being heard.• Being accepted, supported and included.• Feeling safe, valued and cared for.• Showing a friendly attitude. <p>Learning means.....</p> <ul style="list-style-type: none">• Setting goals and having high expectations.• Acquiring new skills for a fulfilling life.• Being challenged and showing resilience.• Developing cooperation and collaboration skills.• Developing an inquiring mind and problem solving skills• Exploring creatively.• Striving for personal best. <p>Responsibility means.....</p> <ul style="list-style-type: none">• Showing pride in self/ others/ community.• Treating others fairly.• Showing respect.• Being helpful• Sharing, caring and listening.• Making good choices.• Displaying citizenship.• Self -regulating behaviour.

<p>Context challenges</p>	<p>PFCS is a primary school of approximately 220 students. We have 10 classrooms operating which are mostly composite classes. For organisational purposes, the school operate in 3 different teams; F-2, Yr 3/4 and Yr 5/6. Staff are allocated planning time at the same time as their team members to promote collaboration in planning. The staff are reflective about their pedagogy and have evaluated the way they teach a number of areas. Over the past 2 years we have changed our approach to the teaching of reading – We are using a structured, systematic phonics and phonemic awareness approach along with an agreed approach to teaching comprehension and Spelling. Our instructional model for teaching Literacy is Explicit and Direct Instruction (EDI). In Numeracy we will be reviewing our current teaching practices in the light of our successful approach to teaching reading. Teachers will use EDI and will be developing curriculum documents to support the teaching of Numeracy.</p> <p>We believe that all students can achieve learning growth and our teaching reflects this. The staff collaborate and share planning time to deliver a rich curriculum to our students. As the greatest impact on student learning is teacher capacity, staff regularly undertake professional learning. Our staff meetings have a strong professional learning focus that is aligned with our AIP. Staff reflect on their practice and participate in Peer Observations.</p> <p>At PFCS we value inclusion and recognize that all students have diverse needs. The implementation of Positive Education has provided a framework for building the social and emotional skills in our students and strengthens the culture of our school. The common language has been pivotal in this work. To guide our behaviour management in the school we have adopted Restorative Practice which teaches students to take responsibility for their actions. Additionally we are constantly modifying our Behaviour Management Flow Chart to best modify and optimise student behaviour in the classroom and in the yard. For those disengaged students, an Individual Behaviour Management Plan is followed.</p> <p>Our students come from culturally and socio-economically diverse backgrounds. We have become adaptive to best suit our student profile and to provide an inclusion and positive school community. We have implemented Positive Education to build the social and emotional skills in our students. Currently we have strong and positive parental support through Parents and Friends group who are very proactive and the School Council.</p> <p>We are a 5 star sustainable school and are proud of this achievement. Students gain an insight of this through their weekly Science lessons. The school has a Green Team which is a group of students who meet with the Science teacher every week to measure our effectiveness of our waste systems. . The Stephanie Alexander Kitchen Garden program is a part of this program with students alternating weekly between cooking and gardening.</p> <ul style="list-style-type: none"> • Creating opportunities to develop Student Voice Students were looking for more differentiation engagement • Our Arts program includes: weekly Art lessons, school choir, F-2 music lessons, instrumental music lessons, cultural Arts

	<p>opportunities due to links with community events such as the Folkie school program, regular opportunities to visit local musical events.</p> <ul style="list-style-type: none"> • PE lessons and a vast array of sporting opportunities with other schools and at various levels.
<p>Intent, rationale and focus</p>	<p>Intent</p> <p>For our students to:</p> <ul style="list-style-type: none"> * achieve learning growth and achievement in Literacy and Numeracy * have the social and emotional skills to flourish in their school community * engage in a holistic curriculum with links to the wider community <p>For our teachers to:</p> <ul style="list-style-type: none"> * be life-long learners and reflective * flourish and contribute positively to the climate of the school * contribute to, and implement the agreed instructional model and curriculum. <p>Rationale</p> <p>We believe that we are all learners and through ongoing reflection and inquiry, our school will continue to provide positive outcomes for our students.</p> <p>Focus</p> <p>Instruction Model</p> <p>Implement Explicit and Direct Instruction in English and Mathematics</p> <p>Other curriculum areas will continue with the Inquiry focus and adaptations specific to the area</p> <p>Curriculum development</p> <p>Develop and document the learning continua for English and Mathematics</p> <p>Monitor and evaluate the impact of all Learning areas</p> <p>Engagement</p>

	<p>Positive Education Formative Assessment and Student Voice Differentiation to meet student needs</p> <p>Leadership Build leadership capacity throughout the school Build processes for collaboration such as Professional Learning Communities</p>
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Goal 1	To improve student learning outcomes in Literacy and Numeracy
Target 1.1	By 2023, reduce the average percentage of students in Year 5 in the bottom two bands of NAPLAN for: <ul style="list-style-type: none"> • Numeracy from 13 per cent (2017-19 inclusive) to 6 per cent • Writing from 14 per cent (2017-19 inclusive) to 6 per cent • Reading from 14 per cent (2017-19 inclusive) to 6 per cent
Target 1.2	By 2023, increase the average percentage of students in Year 5 achieving above benchmark growth in NAPLAN for: <ul style="list-style-type: none"> • Numeracy from 32 per cent (2017-19 inclusive) to 45 per cent • Writing from 15 per cent (2017-19 inclusive) to 25 per cent • Reading from 47 per cent (2017-19 inclusive) to 50 per cent
Key Improvement Strategy 1.a Curriculum planning and assessment	Develop and embed an agreed pedagogical model
Key Improvement Strategy 1.b Curriculum planning and assessment	Develop and implement a learning continua in Literacy and Numeracy
Key Improvement Strategy 1.c Evaluating impact on learning	Build teacher capacity in data literacy

Goal 2	To improve engagement in learning for all students
Target 2.1	<ul style="list-style-type: none"> • By 2023, improve the positive endorsement of Sense of Connectedness in the Attitudes To School Survey (AToS) from 72 per cent in 2019 to 80 per cent. • By 2023, improve Student Voice and Agency in the AToS from 64% in 2019 to 70% • By 2023, improve Managing Bullying in the AToS from 67% to 75%
Key Improvement Strategy 2.a Empowering students and building school pride	Develop a climate that engages and empowers students in their learning
Key Improvement Strategy 2.b Building communities	Develop a school community culture that fosters life-long learning, positivity and resilience
Goal 3	To strengthen leadership to deliver improved student outcomes
Target 3.1	<p>Staff Opinion Survey</p> <ul style="list-style-type: none"> • By 2023, improve the average positive endorsement for Collective Efficacy from 68.5 per cent (2016-19 inclusive) to 80 per cent
Target 3.2	<ul style="list-style-type: none"> • By 2023, increase the positive endorsement for School Climate from 76 per cent in 2018 to 80 per cent
Key Improvement Strategy 3.a Building leadership teams	Build leadership capacity to create a culture of empowerment, shared responsibility and opportunities for growth at all levels of professional experience

Key Improvement Strategy 3.b
Vision, values and culture

Develop and embed a culture of collaboration and improvement