

Fairview Primary School Strategic Plan – 2020 – 2022 (2020 Working Version)

At Fairview we strive to provide a rich learning environment, inspiring all students to achieve their personal best, both academically and socially. We do this by working hard to achieve our school motto of “A fair view of all things” and following our ethos of CARE. CARE is central to our practice at Fairview and is the basis for the language of our school. At Fairview we Cooperate, we strive to Achieve, and we show Respect and Enthusiasm. We are also an Independent Public School, part of the Western Australian Department of Education. We use the autonomy the system provides us to best meet the Department’s focus within the context of our school.

The following plan has been developed to meet the Department goals of **Every student, every classroom, every day**, which are:

1. Provide every student with a pathway to a successful future.
2. Strengthen support for teaching and learning excellence in every classroom.
3. Build the capability of our principals, our teachers and our allied professionals.
4. Support increased school autonomy within a connected and unified public school system.
5. Partner with families, communities and agencies to support the educational engagement of every student.
6. Use evidence to drive decision-making at all levels of the system.

School Focus Areas, Key Strategies and Targets

1 Quality Teaching and Learning Environment		2 Numeracy		3 Literacy					
Key Focus Areas	We are going to ... <ul style="list-style-type: none"> • Develop learning environments that are responsive to the needs of all students • Provide staff with opportunities to collaborate and build a culture of sharing • Provide support for year on year growth through a consistent, whole school approach to the plan, teach, assess cycle and lesson structure • Ensure all learning programs are developed to cover the requirement of the WA Curriculum in a levelled, structured and engaging way • Use PBS to monitor and modify student behaviour • Support all learners through appropriate differentiation 	Key Focus Areas	We are going to... <ul style="list-style-type: none"> • Improve the numeracy standards of all students by focussing on the proficiencies of <i>understanding, problem solving, fluency and reasoning</i> • Improve all students’ numerical fluency 	Key Focus Areas	We are going to ... <ul style="list-style-type: none"> • Improve students’ literacy achievement • Improve students’ writing achievement. • Improve students’ oral language capability • Improve the student’s vocabulary and knowledge across all curriculum areas 				
Strategies	This will be achieved through... <ol style="list-style-type: none"> 1.1 Ongoing professional development in curriculum planning and delivery. 1.2 Use of NQS to reflect and audit K-2 practice – Standards 1, 2, 3, 5 1.3 Implementing a whole school data collection, analysis and sharing process. 1.4 Ensuring timelines, expectations, identification processes and documentation for differentiation are in place 1.5 Sustaining PBS Tier 1 and implementing Tier 2 strategies and processes. 1.6 Supporting all students to feel safe and supported while at school 1.7 Develop a Fairview instructional framework to guide classroom practice. 	Strategies	This will be achieved through... <ol style="list-style-type: none"> 2.1 Full implementation of a whole of school numeracy plan. 2.2 Committing a minimum 300 minutes of Mathematics instructional time each week P-6 and 150 minutes in K 2.3 Implementing and supporting a whole school approach for the instruction of mathematics K-6 – Top Ten 2.4 Developing or adopting a whole school Scope & Sequence and strategies to promote mathematical fluency 	Strategies	This will be achieved through... <ol style="list-style-type: none"> 3.1 Developing and implementing a whole of school literacy plan 3.2 Committing a minimum 475 minutes P-6 and 210 minutes K to English instructional time each week 3.3 Implementing and embedding the Seven Steps writing approach 3.4 Fully implementing Diana Rigg PLD approach K-6 3.5 Every child having opportunities to read and be read to every day 3.6 Every child having opportunities to write every day 3.7 Focussing on reading fluency, vocabulary and comprehension development 3.8 Implementing a whole school Fact of the Day process 				
Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • All identified students have documented plans. developed in conjunction with parents that are having a positive impact on the students’ learning. • All classrooms have an agreed set of classroom expectations • Each year, the percentage of students with regular attendance will increase by 2 percentage point • NQS standards 1, 2, 3 and 5 are Met • Student PAT SEW assessment – Focus Questions 3, 11 & 37 	Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • Students make a minimum of standard progress year on year in PAT Mathematics assessment – Years 1 to 6 (Tier 1 & 2 SAER students) • Students OEA track consistently to NAPLAN 3 • School data shows NAPLAN 3 to 5 achievement at like schools or better 	Success Criteria	We will know this is successful when: <ul style="list-style-type: none"> • Students make a minimum of standard progress year on year in the PAT Reading assessment – Years 1 to 6 (Tier 1& 2 SAER students) • Students OEA track consistently to NAPLAN 3 • School data shows NAPLAN 3 to 5 achievement at like schools or better • There is an increase in the percentage of students who are achieving stage equivalence in PLD assessments 				
4 Information Communication Technology		5 Critical and Creative Thinking		6 Personal and Social Capability		7 Ethical Understanding		8 Intercultural Understanding	
Focus Areas	We are going to ... <ul style="list-style-type: none"> • Integrate ICT into teaching and learning as in a meaningful way to meet student and curriculum needs • Promote school ↔ community communication using ICT • Be remote learning ready 	Focus Areas	We are going to ... <ul style="list-style-type: none"> • Implement a whole school approach to problem solving • Integrate curriculum areas through STEAM as an approach to develop critical and creative thinking skills. 	Focus Areas	We are going to ... <ul style="list-style-type: none"> • Support daily fitness and physical pursuits by all students. • Teach students skills in personal management practices. • Support students to develop skills in social problem-solving. 	Focus Areas	We are going to ... <ul style="list-style-type: none"> • Implement a Cyber safety program across the school • Develop a sustainability focus • Support children from diverse backgrounds and with special learning needs 	Focus Areas	We are going to ... <ul style="list-style-type: none"> • Provide opportunity for all students to develop skills in a language other than English. • Develop a sound understanding of the Aboriginal Cultural Standards Frameworks.
Strategies	This will be achieved through... <ol style="list-style-type: none"> 4.1 Mapping ICT skills development to curriculum needs year by year. 4.2 Developing and promoting community use of our school webpage, Connect and School Star. 4.3 All students accessing Connect for some aspects of their day-to-day learning. 	Strategies	This will be achieved through... <ol style="list-style-type: none"> 5.1 Implementing an appropriate problem-solving strategy 5.2 All classes making use of the science block to support STEAM learning 	Strategies	This will be achieved through... <ol style="list-style-type: none"> 6.1 Implementing mindfulness as a daily practice 6.2 Teaching the Zones of Regulation as a whole school approach to self-management. 6.3 Teaching BUZ strategies to the whole school. 6.4 Developing student leaders 	Strategies	This will be achieved through... <ol style="list-style-type: none"> 7.1 Supporting sustainable practices – recycling, worm farms, gardening, energy monitoring. 7.2 Seeking opportunities to celebrate or acknowledge diversity – Community to Identify specific days e.g. RUOK, NAIDOC, Harmony Day 	Strategies	This will be achieved through... <ol style="list-style-type: none"> 8.1 Developing a whole school plan to implement the Aboriginal Cultural Standards Framework (ACSF)– self audit 8.2 Allocating a minimum of 1 hour per week to LOTE curriculum through a specialist teacher.
Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • There is an Increase parent and community access to school online tools • All classes have and use a Connect space 	Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • Students can apply the problem solving process in a variety of contexts 	Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • Classroom behaviour incidences have reduced • Playground behaviour incidences have reduced • Mindfulness practices are done in every class • All students participate in protective behaviour training each year. 	Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • All staff have completed online PL in cyber safety • Each year, all students, K–6 complete appropriate online or class safety instruction. • Students have participated in days 	Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> • Staff assess as ‘Capable’ against the Aboriginal Cultural Standards Framework audit

Strategy	2020				2021				2022				2023				
	Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1 Quality Teaching and Learning Environment																	
1.1 Ongoing PD in curriculum planning and delivery.																	
1.2 Use of NQS to audit K-2 practice – Standards 1, 2, 3, 5				R			R				R					R	
1.3 Implement a whole school data collection, analysis and sharing process.					R										R		
1.4 Ensuring timelines, expectations, identification processes and documentation for differentiation are in place																	
1.5 Sustain PBS Tier 1 and implement Tier 2							R				R					R	
1.6 Support all students to feel safe and supported while at school																	
1.7 Develop a Fairview instructional framework to guide classroom practice.								R					R				
2 Numeracy																	
2.1 Full implementation of a whole of school numeracy plan.							R				R					R	
2.2 Committing a minimum 300 minutes of Mathematics instructional time each week P-6 and 150 minutes in K																	
2.3 Implementing and supporting a whole school approach for the instruction of mathematics K-6 – Top Ten							R				R					R	
2.4 Whole school Scope & Sequence - mathematical fluency											R					R	
3 Literacy																	
3.1 Develop and implement a whole of school literacy plan							R				R					R	
3.2 Commit a minimum 475 minutes P-6 and 210 minutes K to English instructional time each week																	
3.3 Implement and embed the 7 Steps writing approach				R						R							
3.4 Fully implement Diana Rigg PLD approach K-6																	
3.5 Every child to read and be read to every day																	
3.6 Every child to write every day																	
3.7 Focus on reading fluency, vocabulary and comprehension development								R									
3.8 Implement a whole school Fact of the Day process								R									R
4 ICT																	
4.1 Map ICT skills development to curriculum needs								R									
4.2 Develop and promote community use of our school webpage, Connect and School Star.									R								
4.3 All students access Connect for some aspects of their day-to-day learning.										R							
5 Critical and Creative Thinking																	
5.1 Use an appropriate problem-solving strategy							R								R		
5.2 All classes making use of the science block to support STEAM learning								R							R		
6 Personal and Social Capability																	
6.1 Implement mindfulness as a daily practice										R							
6.2 Teaching the Zones of Regulation as a whole school approach to self-management.										R							
6.3 Teaching BUZ strategies to the whole school.											R						
6.4 Developing student leaders				R							R				R		R
7 Ethical Understanding																	
7.1 Supporting sustainable practices – recycling, worm farms, gardening, energy monitoring.											R				R		R
7.2 Seeking opportunities to celebrate or acknowledge diversity through celebrating special days				R							R				R		R
8 Intercultural Understanding																	
8.1 School assess as 'Capable' against the ACSF audit										R					R		R
8.2 Allocate a minimum of 1 hour per week to LOTE. 1-6																	

Planning stage
 Implementing stage
 Embedding stage
 R Review point



Fairview Primary School

Business Plan 2020 – 2023

Context Fairview Primary School is located in the coal mining town of Collie, situated in the picturesque Collie River Valley 200 km south of Perth. We have been supporting Collie families since 1959 and currently have around 200 students from K-6. The majority of these students live within the Collie town site. Our school ethos of CARE is based on the virtues of Cooperation, Achievement, Respect and Enthusiasm and is central to our school practice. We also have a motto of “A fair view of all things.” There is strong collaboration between our local schools and local support services.

Our school supports families from many backgrounds. Although largely Anglo by heritage, our families come with a diverse set of needs, perspectives and attitudes of and towards education. A fundamental focus of our school is to provide a safe, respectful and consistent place for all. These values are reflected through this plan. The strategies listed in this new business plan are the result of significant self-reflection, review and analysis of data. We are taking ownership of previous performance and are putting in place evidence informed practices to support student progress.

Process This plan is the result of extensive review of data, reflection on existing practice and consultation with the school community. The various strategies are targeted at adapting current practices to better address student academic and social needs. As part of this process we are reflecting on parent feedback and specifically addressing aspects of communication, student performance and achievement and student social and emotional need. The plan will be reviewed each year by staff and the School Board and modifications made as needed. Annual plans that will operationalise the strategies will be developed to ensure that we are flexible in our response to changing situations.

2020 has been an interesting year to say the least. As a result of the many interruptions and changes in our ability to collaborate with others, we have extended the life of this plan by a year, through to 2023. This will give us opportunity to plan, implement and embed our strategies and see the successes for our students.

Accountability and Review Cycle A regular cycle of review has been established in this plan (see back page). Each year, we will assess our performance against the success criteria and ask for feedback from parents, students and staff through the annual survey. The School Board will review our progress and a public meeting will be held to provide a summary of our progress. Each year, a report will be written which will document our successes, our areas for improvement and publish school data on our progress. In Term 4 2021, we are scheduled for our first external school review. In this process. Parents, staff and school community members will be asked:

- How are we going?
- How do we know?
- What are we going to do about it?

Term 4 2021 is our scheduled external review. This will be the first time Fairview will be reviewed by someone from outside of our school in a decade. We are looking forward to being able to share our progress and build on the feedback.

Endorsed by the School Board 27th October, 2020