

Fairview Primary School Strategic Plan – 2025 – 2028 (Draft 4 – alternate model)

At Fairview we have high expectations throughout our school. We pride ourselves on having a calm, caring and supportive community, which encourages success across all areas. We empower our Fairview family to work together to achieve their best within our school and the wider community.

. 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/ Excellence in Teaching and Learning	2 Academic Success for every student	3 Social and Emotional Wellbeing/Safe and inclusive working and learning environments
	There is unequivocal evidence that the quality of teachers and allied professionals are the critical school variables in raising student outcomes. We also know this improves if the culture of the school is one that expects and supports improved practices, has systems of collaboration and focuses on understanding and using student achievement data to examine the impact of different teaching strategies on student progress	Putting every student on a pathway to success begins with providing high quality learning experiences for students in their first years of school. We also need to ensure that all students are supported to grow these building blocks on which their future success will be built through their primary school years. Foundational competencies in literacy and numeracy are essential and all students need to have mastery of the basic tools for learning as the ability to learn and re-learn throughout their lives will be a necessary ingredient for success. Every student needs to be supported to achieve academic success with the requisite skills to be highly successful students as they enter high school.	Social emotional learning is an equally important part of school efforts to provide a well-rounded education. This includes the promotion of resilience, optimism, confidence and self-efficacy. The most powerful impact school staff can and should make in supporting students’ emotional wellbeing is to ensure every student feels a strong sense of connection and belonging where they are valued and acknowledged for their contribution to the school community. Student wellbeing cannot be fully supported unless the workplace is a safe and inclusive space for staff and the wider community. Promoting a culture of wellbeing contributes to creating a healthy and supportive workplace which in turn supports student academic success.
Key Focus Areas	We are going to ... <ul style="list-style-type: none"> Implement the Quality Teaching Strategy to continue to build highly effective teaching practices 	We are going to... <ul style="list-style-type: none"> Support every child to improve academically through: <ul style="list-style-type: none"> Ensuring all learning programs are developed to cover the requirement of the WA Curriculum in a levelled, structured and engaging way Appropriate differentiation for all learners Supporting all students to meet appropriate literacy and numeracy targets 	We are going to ... <ul style="list-style-type: none"> Ensure systems and strategies are in place to support a safe and supported learning environment to support student success. The focus areas will be <ul style="list-style-type: none"> Behaviour Attendance Wellbeing supports and programs Working with the community Work together to promote and build a safe, supported and inclusive workplace for all
Strategies	This will be achieved through... <ol style="list-style-type: none"> 1.1. Prioritising the ongoing professional learning in curriculum planning and delivery. 1.2. Ensuring that curriculum is presented in a structured and continuous way from K to 6 through the development and use of scope and sequence documents. 1.3. Reviewing and refining a whole school data collection, analysis and sharing process. By developing data literacy and shifting the focus to student learning and ensuring timelines, expectations, identification processes and documentation for differentiation are in place. 1.4. Reviewing, refining and implementing a Fairview instructional framework to guide classroom practice – Our 6 Givens. 	This will be achieved through... <ol style="list-style-type: none"> 2.1 Implementing systems to monitor student progress and allow early identification of students at risk 2.2 Implementing school identified practices with fidelity and low variance 2.3 Regularly reviewing our whole school approaches to teach our students the WA Curriculum 2.4 Providing support for year-on-year growth through a consistent, whole school approach to the plan, teach, assess cycle and lesson structure 	This will be achieved through... <ol style="list-style-type: none"> 3.1 Building Multi-Tiered Support Systems for academic, behaviour, attendance, social and emotional wellbeing with clear triggers for inclusion and referral processes. Behaviour <ol style="list-style-type: none"> 3.2 Continued refinement of the PBS systems and processes Attendance <ol style="list-style-type: none"> 3.3 Establishing well documented attendance processes to support low attendance students 3.4 Developing strong communication and relationships with the community Wellbeing supports and programs <ol style="list-style-type: none"> 3.5 Refining our whole school approaches to Social and Emotional Wellbeing Working with the community <ol style="list-style-type: none"> 3.6 Investigating opportunities for including the community in students learning
Success Criteria	We will know this is successful when... <ul style="list-style-type: none"> There is clear alignment between staff PL and school practices, including staff induction and performance management processes Whole school practices including the scope and sequence documents and our 6 Givens are in place – regular review 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 in place NQS standards 1, 4 and 7 are Met 	We will know this is successful when... <ul style="list-style-type: none"> We close the gap between school NAPLAN average performance and State average Students make a minimum of standard progress year on year in PAT Mathematics and Reading assessment – Years 1 to 6 (Tier 1 & 2 SAER students) Students OEA track consistently from P to 1 to NAPLAN 3 School data shows NAPLAN 3 to 5 progress at like schools/state or better 	We will know this is successful when: <ul style="list-style-type: none"> Each year, the percentage of students with regular attendance will increase by 1 percentage point each year, we reduce unexplained absences by 2% Our student and staff wellbeing measures show improvement – develop measures around staff and student wellbeing NQS standards 2, 3, 5 and 6 are Met

Strategy	2025				2026				2027				2028				2029			
Term	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4
1. Quality Teaching and Learning Environment/ Excellence in Teaching and Learning																				
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3. Social and Emotional Wellbeing/Safe and inclusive working and learning environments																				
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<div><div></div> Planning stage<div></div> Implementing stage<div></div> Embedding stage<div></div> Review point</div>																				



Fairview Primary School

Business Plan

2025 – 2028 – 2025 Working Draft

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. Collie is currently working through a “Just Transition” process as our state moves away from coal-based power generation to more environmentally conscious methods. The needs of this change will impact on our students as they become adults as the knowledge and skillsets they will need to be contributing members of this new economic driver of the community will be different. Schools will play a central role in preparing the next generation of Collie workers.

Fairview has been supporting Collie families since 1959 and currently have around 180 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. This new plan emphasises three areas:

1. A school community that has strong social and emotional skills.
2. Students with strong academic skills
3. Developing a highly skilled workforce of adults to support our students and community.

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.

Accountability and Review Cycle A regular cycle of review has been established in this plan. 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. A report of our progress will document our successes, our areas for improvement and publish school data. In 2025, we are scheduled for our next 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?

We look forward to sharing and celebrating our schools ongoing growth.

Endorsed by the School Board