

Fountain Gate Primary School Strategic Plan 2018-2021

Endorsement		Re-Endorsement (if a Goal, KIS or Target is changed)		Re-endorsement (if a Goal, KIS or Target is changed)	
Principal:	..... [name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	..... [date]
School council:	..... [name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	..... [date]
Delegate of the Secretary:	..... [name] [date]	.....[name] [date]	.....[name] [date]	.....[name] [date]	..... [date]

School vision	School values	Context and challenges	Intent, rationale and focus
<p>We envisage a school community working together to enable individuals to be self-motivated learners who achieve their personal best so that they become responsible members of society.</p>		<p>From 2014 to 2017 Fountain Gate Primary School has undertaken ongoing development of its pedagogical practices and embedded these practices across the school. During this time our enrolment numbers and Student Family Occupation Index grew significantly. The change to the demographics of the school increased the imperative to create learning environments that meet the diversity of student need.</p> <p>The pedagogies we have adopted are differentiated and align closely with descriptors in the "Excelling" column of the Continuum for School Improvement. For most of our initiatives, we would currently rate ourselves as "Evolving". There is now a need to further develop teacher knowledge and understanding of the philosophy and methodology of our new approaches. Focusing on collaborative expertise will ensure a consistent approach to teaching and learning and effective sharing of best practice. A key element of Collaborative expertise will be the development of leadership at all levels across the school. We also need to design an effective assessment system so that data is used to plan for ongoing learning rather than solely as an assessment of learning.</p>	<p>In the course of this Strategic Plan, our school will develop a distributed leadership model. This is important as it will improve the depth of understanding across all members of the school community regarding the core goals of the school, and how it goes about achieving them. It will also improve the consistency of practice across the school. Clarity of roles and responsibilities will be part of this objective. The distributed leadership model will be based on Professional Learning Community principles, enabling all members to have clearer understandings of effective improvement processes. A key part of this objective is the development of peer observation, coaching, mentoring and feedback. Deeper collaboration will have the effect of scaling up the success that currently exists in parts of the school. When evidence-based, consistent teaching and learning approaches are implemented across the school, student outcomes will improve. When student achievement data is generated, analysed and used to inform the design of targeted learning opportunities, student learning growth will be maximised.</p> <p>In the initial stages of this plan, we will focus on building the capacity of our new extended leadership team, particularly as it relates to data literacy and leading improvement. In the later years of the plan, the higher order collaborative objectives will be the focus.</p>

Four-year goals (for improving student achievement, engagement and wellbeing)	Improvement Priorities, Initiatives and/or Dimensions	Key improvement strategies	Targets (for improving student achievement, engagement and wellbeing)
<p>To improve the learning growth of every student in literacy and numeracy.</p>	<p>Excellence in teaching and learning Building practice excellence Curriculum planning and assessment</p>	<p>Build teacher capability to utilise data and a range of assessment strategies to teach to students' point of learning.</p> <p>Ensure the school's curriculum planning and assessment practices reflect the school's vision, beliefs and pedagogy.</p>	<ol style="list-style-type: none"> 1. Achieve an average of 12 months of learning growth or more for all students, evident in standardised testing measures and teacher judgement data. 2. Increase high relative growth in NAPLAN for years 3 to 5 in reading, writing and numeracy domains. 3. Decrease low relative growth in NAPLAN for years 3 to 5 in reading, writing and numeracy domains. 4. Increase the percentage of students in the top two bands of NAPLAN for reading, writing and numeracy and for the percentage to be above similar schools 5. Decrease the percentage of students in the bottom two bands of NAPLAN for reading, writing and numeracy and for the percentage to be below similar schools. 6. The NAPLAN Year 3 and Year 5 school mean to be at the state mean for reading, writing and numeracy. 7. The Staff Opinion Survey component of School Climate will reflect an increase in whole school positive endorsement for Collective focus on student learning, guaranteed and viable curriculum and academic emphasis 8. The Attitudes to School Survey will reflect an increase in positive endorsement of the Learner characteristics and disposition domain for motivation and interest, resilience, self-regulation and goal setting and sense of confidence. 9. The Attitude to School Survey will reflect an increase in the positive endorsement of Teacher-student relations and high expectations for success
<p>To build a leadership structure which enhances the leaders' capacity to lead and implement change.</p>	<p>Professional leadership Building leadership teams</p>	<p>Build a professional learning community culture.</p> <p>Build the capacity of leaders to drive school improvement.</p>	<ol style="list-style-type: none"> 1. The Staff Opinion Survey component of School Climate will reflect an increase in whole school positive endorsement for teacher collaboration 2. The Staff Opinion Survey component of School Leadership will reflect an increase in whole school positive endorsement for instructional leadership, leading change and cultural leadership. 3. School based target: To improve the Professional Learning Communities Maturity Matrix assessment based on 2017 benchmark data.