

TARGETS

By working together and consistently applying the selected strategies, we will foster the conditions to ensure we are inspiring creative, critical thinkers in a caring, inclusive community:

STUDENTS WHO ARE CREATIVE & CRITICAL THINKERS

To increase the percentage of students who 'strongly agree' or 'agree' with the following statements in the National School Opinion Survey:

1. 'I can talk to me teachers about my concerns'; and
2. 'Teachers at my school treat students fairly'

To achieve at or above like schools in all standardised assessments.

To ensure all K-2 students are achieving year appropriate targets in Cracking the Code and Letters and Sounds.

INSPIRING TEACHING, LEARNING & LEADERSHIP

To increase teachers' knowledge and professional understanding as measured by the Aboriginal Cultural Standards Framework.

To develop more opportunities for student voice.

To increase the number of staff participating in leadership development initiatives and programs.

To embed a Sustainability Plan across learning areas (Including STEM) and in school practices.

To align classroom practice in years K-2 with the FPS Early Childhood Policy.

To establish a whole school approach, based on a Digital Technologies scope and sequence.

To develop a whole-school approach to engaging students through creative practices and the Universal Design for Learning.

To create an academic extension program for identified students that engages students in critical and creative thinking.

To enhance student achievement outcomes through improved reporting and planning practices.

To progress teacher capacity to use additive and multiplicative strategies in numeracy in line with Department of Education best practice.

CARING & INCLUSIVE COMMUNITY

To increase the percentage of parents who 'strongly agree' or 'agree' with the following statements in the National School Opinion Survey:

1. 'Teachers at this school provide my child with useful feedback' from 63% (2020) to 80% (2024).
2. 'This school works with me to support my child's learning' from 68% (2020) to 80% (2024).

To increase National School Opinion Survey data average 3.5 (2020) satisfaction rate for student, parent and staff to 4 (2024).

To ensure School Board Effectiveness Survey data indicates effective leadership and promotion of the school vision in the agree or agree strongly range.

To continue to develop community partnerships to align with Focus Areas and priorities such as Aboriginal and Torres Strait Islander Knowledge and Perspectives.

Keys: ACSF: Aboriginal Cultural Standards Framework F21: Focus 2021. PSR: Public School Review

Fremantle Primary School School Plan 2021-2024

Inspiring creative, critical thinkers in a caring, inclusive community



Care - Inclusivity - Excellence

Focus Area 1: Culture, Care and Wellbeing (CCW)

- Key Drivers:
- Improve and maintain positive mental health and wellbeing of individuals.
 - Foster a sense of belonging within the school and into the wider community.
 - Preparing students to navigate and adapt to changing digital environments responsibly, safely and ethically.

18 Months	30 Months
<ul style="list-style-type: none">• Engage in Positive Partnerships as a whole school approach to Inclusivity.• Trial evidence based CCW program.• Form Aboriginal advisory group to guide Reconciliation Action Plan.• Continue to review all policies, processes and decision making through CCW lens.• Implement Health and Wellbeing strategies to support staff wellbeing.	<ul style="list-style-type: none">• BeYou modules completed by all staff.• Implement Positive Partnerships approach across school.• Evidence based CCW program phased in across the school.• Coordinated approach to internet safety and protective behaviours.• Progress towards Cultural Reponsiveness.

Focus Area 2: Sustainability and Integrated Learning:

- Key Drivers:
- Develop school-wide opportunities to foster sustainability, integrated learning and a connection to Aboriginal knowledge and understandings.
 - Develop leadership opportunities.
 - Use technology to cultivate creativity and engagement in real world problems.

18 Months	30 Months
<ul style="list-style-type: none">• Engage in Creative Schools program.• Establish venue for outdoor learning, and learning on country.• Build on current sustainability initiatives in school and local community.• Build staff capacity in sustainability and integrated learning.• Trial ways of embedding ATSI history and perspectives in learning program.	<ul style="list-style-type: none">• Models of Creative Thinking used across school.• Develop long term and on-going sustainability links and partnerships.• Develop a Sustainability Framework for the school.• ATSI history and perspectives embedded in learning program.

Focus Area 3: Quality Teaching:

- Key Drivers
- Ensure learning is centered on creativity and creative thinking.
 - Adopt an approach to teaching that in inclusive and flexible to needs and skills.
 - Ensure all students are achieving year on year progress in literacy and numeracy.
 - Embed whole school approaches and professional collaboration that strengthens teaching, learning and leadership.
 - Select and apply technologies to maximise every student’s learning and progress.

18 Months	30 Months
<ul style="list-style-type: none">• Continue to embed current literacy programs.• Commence Brightpath in Writing and Numeracy.• Develop readiness for online learning.• Classroom Observation models in place, e.g. peer.• Develop Pedagogical Framework• Team to engage in Empowering Leaders in Mathematics PL (ELM).• Team to trial ELM and collect work samples.• Investigate intervention and extension programs to compliment additive and multiplicative thinking.	<ul style="list-style-type: none">• Project-based learning in all classrooms.• Embed Brightpath formative assessment tool for Writing and Numeracy.• Review impact of programs, including Cracking the Code.• Consistent data collection and review cycle in place• Integrate learning areas around T4W.• All classes implementing ELM.• Support for classrooms to implement ELM• Implement intervention and extension programs to compliment whole school approach.

Our School Values

Fremantle Primary School is on Whadjuk Noongar Booja. We acknowledge the custodial owners of the land on which, together, we live and learn. Our values are guiding principles of the school. They define the culture and expectations of students, staff and community.

Care: All students have a right to feel cared for and safe at school. Children who feel cared for are better positioned to care for others, to build the courage to act with integrity and stand up for what is right for themselves and others.

Inclusivity: All students should feel that their skills, characters, languages, contributions and perspectives are equally valued and respected. Our teaching addresses the needs of all, allowing students of all backgrounds and abilities to be successful.

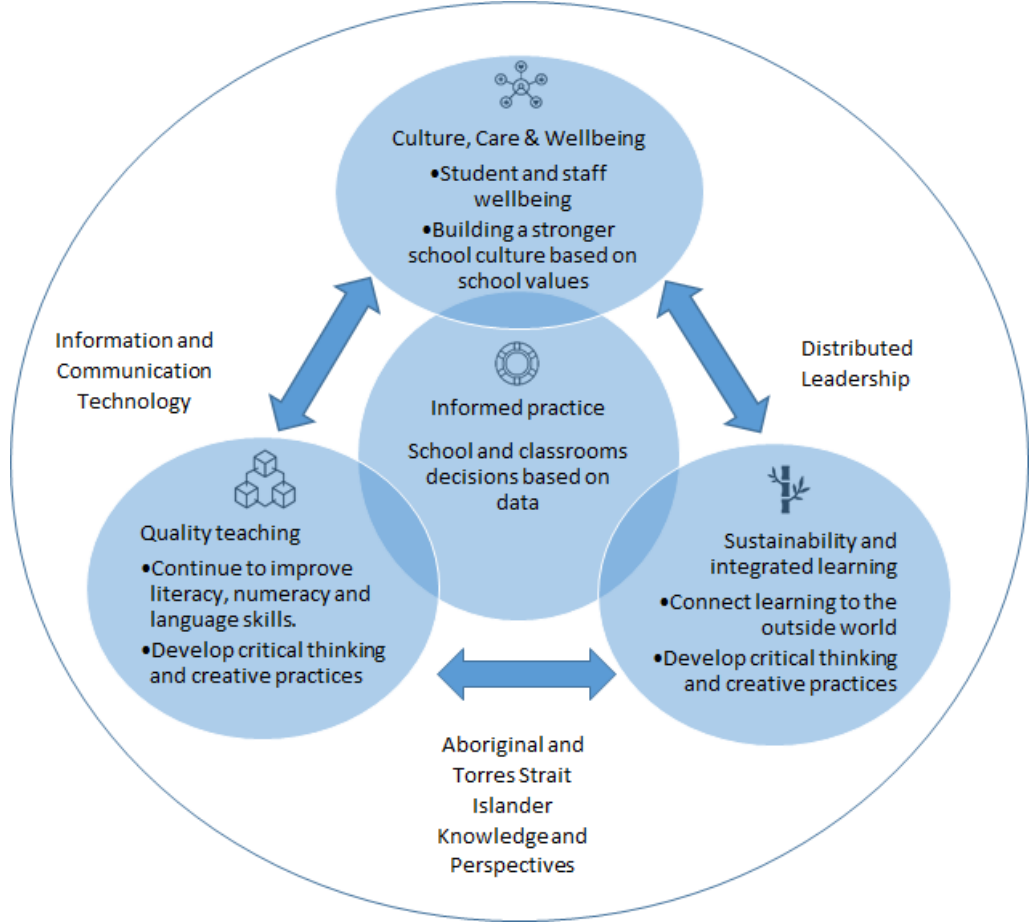
Excellence: When students are cared for and included, they are best supported to learn and develop. Each of us do the right thing, being generous, happy for others, caring, inclusive and supportive. Excellence is personal, academic and social.

Our School Plan

This School Plan has been collaboratively developed by staff and the School Board following a comprehensive consultation and self-review process. It draws from surveys from our school and parent community and learning data. It aligns with Department of Education strategic plans and incorporates improvement strategies from our Public School Review (2019). Details of these documents are on our website **www.fremantle.ps.wa.edu**

- There are three interconnected key focus areas:
1. **Culture, Care and Wellbeing:** We want to create a positive school culture and a supportive environment for all. Our teaching and learning program and space is inclusive, caters for all needs and is respectful and inclusive of Aboriginal and Torres Strait Islander perspectives, histories and cultures.
 2. **Sustainability and integrated learning:** We develop learning opportunities than connects to Country and takes action for sustainability in our personal lives, communities and at a global scale. Our learning programs are integrated and develop critical thinking and creative ways to deal with real world problems.
 3. **Quality Teaching:** Our teaching of language, literacy and numeracy, supports achievement in all learning areas. It is informed by data and fosters creativity and critical thinking. We adopt a universal access approach to teaching.

Each focus area is driven by **Informed Practice** as we seek to develop a rich data culture that fosters student learning, enhances teacher capacity and builds school improvement. Three strands link the focus areas and are embedded in operations: Aboriginal and Torres Strait Islander Knowledge and Perspectives, ICT and Distributed Leadership.



Developing a Culture of Informed Practice

- Key Drivers:
- Use data and evidence to ensure decisions are made in the best interests of students’ educational opportunities.
 - Use technology to more efficiently and effectively collect and analyse student achievement data to improve learning.
 - Use data, including student voice, to examine the impact of teaching.

18 Months	30 Months
<ul style="list-style-type: none">• Develop whole school self-assessment schedule• Work with teachers to develop new triennial reporting schedule• Continue to develop transition/handover sheets to monitor longitudinal individual data• Develop whole school assessment and reporting policy.	<ul style="list-style-type: none">• Explore measures to assess critical and creative thinking – cross curricula.• Staff PL in analysis of SEW data.• Whole school PL in Brightpath assessments and reports.• Investigate moderation across schools.

Our School Beliefs and Actions

- **All children deserve to be inspired and supported, therefore at FPS:**
 - We make awesome hooks to engage students in learning
 - We are developing an Instructional Framework that will include a range of creative, supportive and collaborative strategies for use in the classroom (pairs, group work, hands on/concrete activities)
 - We have a learning support coordinator to help teachers ensure that individual students have appropriate support
 - We focus on building relationships with students to know their strengths, areas of growth and interest
 - We are motivated to teach with enthusiasm and make every teaching moment count

- **All children deserve the chance to excel:**
 - We provide support for students who need it and differentiate teaching for all
 - We support students academically, physically, mentally and emotionally
 - We provide a nurturing environment by checking in with students, praising them and listening to them.

- **All children deserve nurturing and enthusiastic teachers:**
 - We listen to our students and check in with them one to one
 - We work together as a team to connect with and support students
 - We connect with families to support the student’s overall wellbeing
 - We celebrate our students’ progress in learning
 - We nurture the health and wellbeing of students by finding out, and responding to, what they need.

- **All children deserve a challenging and comprehensive curriculum:**
 - We support, differentiate and extend learning
 - We use data to know where a student’s zone of proximal development is
 - We engage, teach and provide learning opportunities in different ways
 - We provide a range of opportunities to learn in different ways

- **All children deserve to be treated with kindness and respect:**
 - We seek to understand, and are mindful of, students’ own life situations
 - We provide emotional safety by always speaking respectfully to the students
 - We speak about students respectfully and professionally at all times
 - We focus on the behaviour, not the child
 - We model appropriate behaviours

- **All children deserve a safe, secure and well-maintained learning environment:**
 - We ensure staff are trained and able to support students and each other
 - We encourage students to think (and act) with empathy
 - We provide a range of activities and opportunities for students to learn

- **All children deserve the benefits that come from strong partnerships between the school and community:**
 - We foster partnerships to learn about Whadjuk and other Aboriginal histories and perspectives
 - We have a range of partners to support learning and wellbeing that are relevant to our context
 - We work with our school board to build connections to our local land and community