At Fulham Gardens Primary School all staff are committed to teaching and learning programs which are inclusive and provide all students with opportunities to maximise their learning potential through experiences that reflect continuity and consistency across R-7. We aim to develop students with POWERFUL LEARNING dispositions to be active and engaged learners.

**QUALITY, POWERFUL AND ENGAGING TEACHING AND LEARNING**

**QUALITY TEACHING AND LEARNING**
Quality teaching demonstrates intentional, responsive and effective learning design that engages and extends all learners.

- **QUALITY LEARNING ENVIRONMENT:**
  Learners are supported to develop learning dispositions, academic and social skills in safe, engaging and challenging learning environments.

- **HIGH EXPECTATIONS:**
  High expectations and targeted support exists for all learners to achieve or exceed agreed standards.

- **INTENTIONAL DESIGN:**
  Intentionally design engaging learning experiences that build on learners’ prior knowledge, explicitly teach and scaffold learning to challenge and engage learners.

- **TARGETED AND TAILORED LEARNING:** Learning programs, plans and assessments are targeted and tailored to support learner needs and informed by national curriculum documents, SACE and whole school agreements.
### Professional Learning
- Create opportunities for staff to be actively engaged in professional learning through personal, team, network and partnership endeavours to improve learning outcomes for students.
- To build the capacity of staff to work collaboratively to develop new knowledge and skills.

### Fulham Gardens Primary School

### Planning and Implementation
- Use data to inform the learning program.
- Encourage staff to research, take risks and explore quality teaching and learning based on the key principles of the Tfel, Diaf and Aitsl.
- For staff to work collaboratively in planning, implementing, assessing, moderating and reporting.
- Build staff capacity to differentiate the learning specific to student needs.

### Site Improvement Processes

### Assessment, Monitoring, Review, Evaluation and Reporting
- Build the site's capacity to develop processes and strategies that support consistency and continuity of learning across R-7.
- Collect and analyse data from various sources to inform future actions.
- Actively engage staff, parents and students in all processes on a cyclic basis.

### Performance Development
- Engage staff in performance development to provide honest and regular feedback.
- Use the Diaf and Aitsl to guide discussions and feedback.
- Build leadership capacity of staff and the site.
<table>
<thead>
<tr>
<th>PRIORITY AREA</th>
<th>DATA</th>
<th>STRATEGIES</th>
<th>TARGETS</th>
<th>OUTCOMES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Achievement</td>
<td><strong>Data, Schools</strong> - Naplan, Running records, Australian Curriculum Levels, Student Attendance, Student behaviour data, Perception Surveys</td>
<td><strong>Data</strong> - TfEL Compass, MDI, EALD, NEP/ILP, <strong>Data collection and analysis</strong> - An engagement measurement tool, Powerful learning instrument, PAT Maths, PAT Reading</td>
<td><strong>All staff, parents and students have a common and agreed understanding of Powerful learning.</strong></td>
<td><strong>There is a clear and consistent understanding about what constitutes powerful and engaged learners.</strong></td>
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<td></td>
<td></td>
<td>Staff works with partnership teams and the Australian Curriculum TfEL co-ordinator to access professional learning. Partnership staff meetings, hub groups and pupil free days</td>
<td><strong>All students demonstrate improvement in the key data fields aligned to the national standards.</strong></td>
<td><strong>There is an understanding of how data might be used to inform practices to develop powerful and engaged learners.</strong></td>
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<tr>
<td></td>
<td></td>
<td>We continue to use the TfEL framework to develop a deeper understanding of powerful and engaged learners.</td>
<td><strong>Parents and local community demonstrate understanding of ways to support their children to become powerful and engaged learners.</strong></td>
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<tr>
<td></td>
<td></td>
<td>We consolidate data collection and analysis processes to inform learning design, differentiated learning and assessment.</td>
<td><strong>Teacher practices are improved to better develop powerful and engaged learners.</strong></td>
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<tr>
<td></td>
<td></td>
<td>We explore the introduction of data walls to complement the markit program</td>
<td><strong>All students have demonstrated improved outcomes.</strong></td>
<td><strong>All students have demonstrated improved outcomes.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engaging with our communities to develop their understanding and support for powerful learning across the partnership.</td>
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<td></td>
<td>Student voice to focus on defining a shared understanding of powerful learners and actions within our site and across the partnership.</td>
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<tr>
<td></td>
<td></td>
<td>DATA sets within Markit, PAT, NAPLAN, running records, data wall.</td>
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</table>
| NUMERACY                         | Monitor NAPLAN, PAT maths data to ensure each student is improving. | • Provide opportunities for teachers to develop powerful learning design capabilities.  
  • Use various data sets to analyse areas of strength and areas that require further development and improvement.  
  • Ensure effective intervention, plus factor through differentiation. | • Every student shows improvement in baseline data scores. | • Students have improved through  
  • NAPLAN/ Numeracy  
  • Pat Maths |
| LITERACY                         | Monitor NAPLAN, PAT reading, running records, Lexiles data to ensure each student is improving. | • Provide opportunities for teachers to develop powerful learning design capabilities.  
  • Use various data sets to analyse areas of strength and areas that require further development and improvement.  
  • Ensure effective intervention, plus factor through differentiation. | • Every student shows improvement in baseline data scores. | • Students have improved through  
  • NAPLAN  
  • Pat Reading  
  • Running records  
  • Oxford words |
| child/student wellbeing and engagement | Middle Years Development index  
  • Australian Early Development Census.  
  • Audits/ behaviour.  
  • Attendance data  
  • Engagement data | • Initiate discussion about student wellbeing.  
  • Collection of data about wellbeing and engagement.  
  • The powerful learning priority strategies for engagement are extended to wellbeing.  
  • Monitor attendance data.  
  • Develop a whole school focus on successful learning and outdoor play | • 100% Student satisfaction.  
  • Bullying audit.  
  • Establish an outdoor strategy for successful play | Plans for Student wellbeing measure tracked and responded to in meaningful consistent ways across the partnership are developing. |
| Parent and Community Engagement | Parent perception surveys. | • Develop parent/community information strategies to inform and consult with them on the Partnership priorities.  
  • Development of joint information about powerful and engaged learners and transition for all sites. | • 100% Parent satisfaction.  
  • Increased parent involvement in the school and governance | Parent and local community demonstrate understanding of ways to support their children to become powerful and engaged learners and develop wellbeing. |
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</table>
| Capacity Building of Leaders, teachers and staff. | - Numbers of staff achieving AITSL Teacher standards levels.  
- Increase in leadership capacity and density.  
- Numbers of teachers engaged in Partnership organised professional learning opportunities.  
- Numbers of staff involved in aspiring leader program  
- Quality Improvement Plans (QA4 & QA7) | - Support teachers with professional learning and through performance development with AITSL, Diaf and Tfel.  
- Step 9 reviews and uptake.  
- Staff accessing partnership professional learning.  
- Staff accessing PLC’s facilitated by the Australian Curriculum Coordinators. | - 100% Staff satisfaction. | - Staff maintain step 9 accreditation and seek leadership opportunities.  
- Successful professional learning programs are in place for staff.  
- Staff access Professional Learning Communities within the partnership. |
FOCUS ON LEARNING
Working towards creating a learner-centred ethos with high expectations and shared beliefs and understandings about learning, to drive policy, practice and performance

ATTEND TO CULTURE
Site members work to intentionally create positive class and work place culture characterised by high levels of satisfaction and morale, support for individuals to grow and improve their performance and processes used to engage and inform stakeholders

MAKE DATA COUNT
Site members effectively analyse and use data to create the information and knowledge to strategically evaluate outcomes achieved and make informed decisions for future directions and improvement needs.

TARGET RESOURCES
The site innovatively and effectively aligns and targets resources (people, time, money and assets) to achieve its stated goals and support improvement of learner outcomes.

SHARE LEADERSHIP
Leaders exhibit principled and visible leadership that is shared to build leadership expertise and capacity across the site to support the achievement of stated directions and goals.

LISTEN AND RESPOND
Staff is alert and responsive to current and future needs of learners and the site is responsive to emerging stakeholder issues, needs to priorities evidenced by high levels of learner and parent satisfaction.

SET DIRECTION
The site has explicitly stated values, vision, purpose, developed in collaboration with stakeholders, that drive planning, set directions, build commitment and align actions by stakeholders to the goals and outcomes.

THINK SYSTEMICALLY
The site has effective operational systems appropriate to the context, connected to the community and aligned with regional, DECS and wider systems, and is committed to improving these systems to support teaching, learning and management.

CONTINUOUS SITE IMPROVEMENT
* Reflect
* Improve
* Achieve

Links to Tfel /Diaf Aitsl