

School plan 2018-2020

Fairfield Public School 1895



School background 2018–2020

School vision statement

At Fairfield Public School we provide a safe and nurturing environment so students can strive to become self-motivated learners, who are confident and creative with the personal skills for future success and wellbeing.

School context

Fairfield Public School officially opened in 1889 by Sir Henry Parkes. The school celebrated 125 years of education in 2014 with Her Excellency Professor Marie Bashir Governor of NSW.

The school community shares a commitment to provide excellence and equity for all. This is provided in a safe, stimulating environment with a focus on active participation and learning. The school motto “learning together” symbolises the co-operative partnerships and values of the school. The Fairfield community has a rich and varied cultural heritage, which is valued and celebrated.

The school’s student population has been increasing and there are now 585 students enrolled from K–6. Students come from diverse cultural and language backgrounds, with 95% from language backgrounds other than English. There are 60 languages represented within the school community with Arabic, Assyrian, Vietnamese, Bosnian and Tongan being the predominant groups. 40% of the school’s enrolments are refugee students, many of whom have a background of torture, trauma and limited prior educational experiences. As a school community we are proud of our cultural diversity, which is reflected in all aspects of school organisation, planning and programming.

The school teaching staff is a mix of highly experienced and early career teachers.

External validation occurred in 2017 where the school achieved sustaining and growing in all domains.

School planning process

Staff, students and community members were consulted in a variety of ways, through face-to-face meetings, surveys, staff meetings and online polls. This information was used to set the strategic directions.

At each stage of the planning process a team representing the staff wrote the practices, products, people and processes. This information was shared with staff for input and revised accordingly.

The School Excellence Framework has been used to ensure the plan is focussed on students and that staff are providing excellence in learning, excellence in teaching and excellence in leading.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Learning

Purpose:

When students are engaged in rich learning experiences that develop knowledge and skills then students have the opportunity to make contributions as informed citizens and leaders.

STRATEGIC DIRECTION 2 Teaching

Purpose:

When teachers demonstrate personal responsibility for improving teaching practice through evidence-based teaching protocols then high quality teaching ensures student engagement and improvement.

STRATEGIC DIRECTION 3 Leadership

Purpose:

When leadership is strong, strategic and effective then there is a school-wide culture of high expectations that supports the highest levels of learning through an evaluative and sustaining community

Strategic Direction 1: Learning

Purpose	People	Processes	Practices and Products
When students are engaged in rich learning experiences that develop knowledge and skills then students have the opportunity to make contributions as informed citizens and leaders.	Students What knowledge, capabilities, skills and mindset do our people need for transformational change? Apply their knowledge, feedback and reflection in a range of contexts Staff Have a strong understanding and application of teaching protocols Staff Will differentiate curriculum delivery to meet the needs of all students. Parents/Carers An awareness of curriculum expectations and awareness of how to support their child Community Partners Understand the context and needs of the school community and accordingly tailor services to these needs. Leaders Develop effective knowledge and skills to support the systematic application, embedding and monitoring of processes and practices.	1.1: Provide a culture of high challenge with high support to ensure continuous progress and achievement. 1.2: Ensure students are aware of their expected growth through the use of data to improve their learning 1.3: Strengthen whole school approach to wellbeing to ensure that all students will connect, succeed, thrive and learn 1.4: Develop a culture of positive and respectful relationships that are widespread throughout the school community Evaluation Plan School baseline data collected through instructional rounds, learning and teaching discussions, lesson study, classroom walks, cycles of inquiry, classroom observations, rolling learning support team meetings and a range of assessment practices.	Practices (1.1.1) Embed consistent learning protocols across the school (1.1.2) Consistent approach to programming for teaching and learning and its accountability (1.1.3) A consistent approach towards the teaching of literacy and numeracy. (1.1.5) A strong emphasis on the teaching of language across the curriculum. (1.1.6) Embed the general capabilities in classroom practice. (1.2.1) Collaboratively set and monitor the achievement of goals with students, parents and teachers. (1.3.1) Refine processes to strengthen and develop relationships with families and agencies to support student learning. (1.3.2) Maintain and strengthen relationships with families. (1.3.3) Embed social and emotional learning within classroom and school practice. (1.4.1) Embed and strategically combine aspects from PBL, STARS, CAPL & Stronger Smarter
Improvement Measures			
95% students receive Blue award 50% decrease in number of late arrivals. Maintain 85% attendance at 3 Way Goal Setting Meetings Increase number of parents engaging in SEE SAW to 85% 100% of teaching programs show evidence of consistent learning protocols. Increase the proportion of NSW students in the top two NAPLAN bands. 100% of teaching programs reflect core aspects of PBL, STARS<CAPL and Stronger Smarter			
			Products

Strategic Direction 1: Learning

Practices and Products

1.1 Greater value added to student results externally and internally.

1.2 Students know where they are going, monitor their progress, and know what to do next to make further progress.

1.3 Parents will feel more confident to support their child's learning.

Students can self-regulate their emotion

1.4 Decrease number of negative incidences as reported on SENTRAL and increase in students achieving Blue

Strategic Direction 2: Teaching

Purpose

When teachers demonstrate personal responsibility for improving teaching practice through evidence-based teaching protocols then high quality teaching ensures student engagement and improvement.

Improvement Measures

100% of teaching programs show evidence of consistent learning protocols.

Increase the proportion of NSW students in the top two NAPLAN bands.

Professional learning policy consistently applied to all professional learning, with student impact measurement recording changes.

Professional learning reflections and data analysis shows indicators of impact in classrooms to student growth.

Improved results in consistent teaching protocols across the school

Increase the proportion of NSW students in the top two NAPLAN bands in literacy and numeracy.

All students are tracked by teachers applying a full range of assessment and review strategies that is evident in their daily teaching practice.

People

Students

What knowledge, capabilities, skills and mindset do our people need for transformational change?

Students

Improve their learning due to more strategic teaching practices in literacy and numeracy.

Staff

Use a range of assessment and participate in review processes in a explicit manner.

Parents/Carers

Participate in a range of assessment and reporting practices including 3 Way Goal Setting Meetings, parent forums and SeeSaw access.

Community Partners

Share knowledge and expertise within educational networks

Leaders

Establish and lead professional learning and data discussions.

Processes

How do we do it and how will we know?

(2..1) Develop a culture of high quality teaching through consistency of practice to ensure continual student progress and achievement.

(2.2) Develop and implement assessment and review processes and practices that drive learning and teaching.

(2.3) Implement a professional learning model that addresses the needs of all staff

Evaluation Plan

1. Self / peer assessment and reflection, survey of students, staff and community and analysis of professional dialogue.
2. Data, including PLAN, is updated and monitored every 5 weeks to inform teaching and plan for learning.
3. Staff use data to inform strategic school improvement efforts.

Practices and Products

Practices

What will we do differently?

(2.1.1) Embed consistent teaching protocols across the school.

(2.2.1) Provide teachers with the capacity to understand, develop and apply a full range of assessment strategies to improve teaching and learning.

(2.3.1) Research, trial and provide a variety of professional learning strategies that develops and supports all staff

Products

What will our work achieve?

(2.1) Provide professional learning for all staff to ensure consistent and effective literacy teaching protocols across the school.

Provide professional learning for all staff to ensure consistent and effective numeracy teaching protocols across the school.

(2.2) Assessment process and teaching protocols embedded in teaching programs.

(2.3) All teachers will maintain at least proficient level within the Australian Professional Standards for Teachers. (TD/PS/E)

Strategic Direction 3: Leadership

Purpose

When leadership is strong, strategic and effective then there is a school-wide culture of high expectations that supports the highest levels of learning through an evaluative and sustaining community

Improvement Measures

100% of staff on track for maintenance

Increase percentage of staff with leadership goals in their PDPs

All programs will be NESA compliant.

Increase the proportion of NSW students in the top two NAPLAN bands.

Policy and practice review schedule developed, applied and linked to consistent, accountable and evaluative practices in learning.

People

Students

What knowledge, capabilities, skills and mindset do our people need for transformational change?

Have the skills and evaluative mindset to provide effective feedback about the school

Staff

Understand what they need to do to help the school plan's strategic directions and meet the school's improvement measures.

Parents/Carers

Have the skills and evaluative mindset to provide effective feedback about the school

Community Partners

Share knowledge and expertise within educational networks

Leaders

Have the skill set to analyse feedback and act on it to enable ongoing whole school improvement.

Processes

How do we do it and how will we know?

(3.1) Strengthen a professional learning community which is focused on continuous improvement of learning, teaching and leading.

(3.2) Develop and implement streamlined and flexible processes to enable ongoing whole school improvement.

(3.3) Ensure whole school evaluative practices which measure impact on student learning.

Evaluation Plan

(1) Assessment, data collection and reflection, survey of students, staff and community and analysis of professional and community dialogue.

(2) School Timetables and programming

(3) Evaluation of staff participation in leadership development courses, mentoring and accreditation..

Practices and Products

Practices

What will we do differently?

(3.1.1) Personalised professional learning for leaders.

(3.3.1) Develop leadership capacity in evaluative practices.

(3.2.1) Review, update, produce and apply appropriate policies and procedures.

Products

(3.1) The leadership team maintains a focus on distributed instructional leadership.

(3.2) The school is compliant with all DoE and NESA requirements.

(3.3) Measurable improvement in students' learning through internal and external data.