

School plan 2018-2020

Fairfield West Public School 1896



School background 2018–2020

School vision statement

Fairfield West Public School values each learner as an individual by providing meaningful experiences to meet unique needs, while fostering confidence, resilience and compassion through creating an environment that engages and supports the wider community on a collaborative, future focused learning journey.

School context

Fairfield West Public School was established in 1925 and is located in the Fairfield Principal Network. In 2018 the student population is over 750 with a culture that is enriched by 92% of students with English as an Additional Language or Dialect and 20% of students from a refugee background.

There are 84 members of staff. The teaching staff is a mix of experienced and early career teachers. 30% of class teachers have been teaching three years or less.

Students are supported in their learning through; Early Action for Success; Support and Learning Assistance; Community Languages; English as a Second Language or Dialect; New Arrivals program; a specialised Music Program; and Gifted and Talented programs.

Fairfield West Public School also has a seven class Support Unit, which caters for students with special needs in an integrated and nurturing environment.

The school offers an extensive sport program, including links with Westfields Sports HS and engagement in the Primary Schools Sports Association program.

Fairfield West Public School encourages strong links with our local pre-schools, primary schools and high schools; and a partnership where students, teachers and parents work together ensuring that every student at Fairfield West Public School is given the opportunity to excel at all levels, develop values for life and a passion for learning.

Further increasing the involvement of the school parent community is a key priority, as is, student and staff wellbeing.


School planning process

In 2017, the staff reviewed school documentation utilising external and internal data. The school community opinions were sought throughout this process including at formal meetings with parents and community; and informally with the principal and executive. Students were surveyed on teaching and learning in literacy and numeracy, as well as, Wellbeing and Information Communication Technology. These findings were included in the 2018–2020 School Plan. Staff reviewed perceived strengths and areas of need during the past three years. Focus was then placed on the next three to five years for the school, the community and the school's network. A rubric from the National School improvement tool was used to identify further areas for school improvement. Staff met during professional learning sessions in 2017 to determine the school vision and then develop the three strategic areas.

These areas were then worked upon by the planning groups to document the key improvement measures and a 5P planning page for each strategic direction, including the purpose, people, processes, practices and products. The planning committee built a collective understanding and ownership of the plan by presenting each strategic direction and purpose as it was developed and gaining feedback; presenting the products and practices for consultation before agreement; combining the people and processes into manageable projects and developing collective responsibility of the 'how' due to a collective school understanding of 'why' and 'what'.

At the end of each school year, completion of the School Excellence Framework Self Assessment occurs, based on data collected throughout the year and feedback from the Fairfield West Public School Learning Community. Then this information is utilised to make changes to the existing plan, inclusive of any current Department of Education initiatives and directions that may impact the plan.


School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
MAKE learning relevant

Purpose:

Make lifelong learners by providing experiences that inform and empower.



**STRATEGIC
DIRECTION 2**
CREATE sustainable wellbeing

Purpose:

Create opportunities for individuals to be happy and achieve their personal best.



**STRATEGIC
DIRECTION 3**
CONNECT with others

Purpose:

Connect to grow purposeful relationships.

Strategic Direction 1: MAKE learning relevant

Purpose	People	Processes	Practices and Products
Make lifelong learners by providing experiences that inform and empower.	Students Build relevant skills in literacy and numeracy to actively engage in all areas of learning.	Literacy Assessment Project: Implement a whole school approach, to effectively use a variety of assessment strategies to guide the explicit teaching of literacy to meet individual student needs.	Practices Teachers clearly understand, develop and apply a full range of assessment strategies; assessment for learning, assessment as learning and assessment of learning; in determining teaching directions, monitoring and assessing students progress and achievement, and reflecting on teaching effectiveness.
Improvement Measures Increased number of students achieve or exceed grade expectations in literacy as evident in PLAN 2 and NAPLAN data.	Staff Develop an understanding of different assessment types to drive the explicit teaching of literacy and numeracy to meet individual student needs.	Numeracy Assessment Project: Implement a whole school approach, to effectively use a variety of assessment strategies to guide the explicit teaching of numeracy to meet individual student needs.	Increased relevant parent/carer workshops.
Increased number of students achieve or exceed grade expectations in numeracy as evident in PLAN 2 and NAPLAN data.	Parents/Carers Support student learning by attending relevant workshops to increase their knowledge and understanding of how and what students learn.	Community Learning Project: Implement a variety of relevant parent/carer workshops to empower the community to be actively engaged in their child's learning.	Increased professional learning choices for staff.
Increased range of professional learning for staff to accommodate individual Performance and Development Plan goals.	Leaders Adopt a coordinated approach to the importance and use of a variety of assessments to drive explicit teaching.	Evaluation Plan Ongoing analysis of internal and external assessment data. Surveys with staff at regular intervals. Staff achievement of individual Performance and Development Plan goals. Surveys with parents and/or carers at regular intervals. Community workshop attendance records.	Products All teachers understand and explicitly teach literacy and numeracy to all students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
Increased number of parents and/or carers attending workshops or meetings to support student learning.	Community Partners Teachers collaborate with staff in other schools to share and embed exemplary practice.		There is a school-wide, collective responsibility for student learning and success, which is shared by parents/carers and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents and/or carers.

Strategic Direction 2: CREATE sustainable wellbeing

Purpose	People	Processes	Practices and Products
Create opportunities for individuals to be happy and achieve their personal best.	Students Students actively engage in school life.	Information & Attendance Project: School processes ensure accurate and relevant student information is collected, updated regularly and purposefully disseminated.	Practices Shared school-wide responsibility of accurate updated student information is evident.
Improvement Measures Increase attendance of children at risk, including partial absences.	Staff Staff have a growth mindset to support students and their family, colleagues and themselves.	Staff Wellbeing Project: Ongoing team building activities, professional learning and events are provided to support and develop sustainable staff wellbeing.	School develops systematic practices for the accurate collection of student information.
Increase the amount of relevant student information recorded and utilised at enrolment and throughout student retention at Fairfield West Public School.	Parents/Carers Parents and/or carers regularly update current information through school support and encouragement.	Student Wellbeing Project: Ongoing opportunities and activities are provided to support and develop sustainable student wellbeing.	Planned practices supporting wellbeing are evident.
Survey data reflects an increase in positive feedback about wellbeing across the school learning community.	Leaders The leadership team actively plans, organises and monitors activities to promote staff and student wellbeing.	Evaluation Plan Surveys with students and staff at regular intervals. Information proformas created, utilised and refined.	Products The school engages in strong collaboration between parents/carers, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
			Teachers, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
			Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

Strategic Direction 3: CONNECT with others

Purpose	People	Processes	Practices and Products
Connect to grow purposeful relationships.	<p>Students</p> <p>Students make connections with others, within and across schools.</p> <p>Staff</p> <p>Staff collaborate within and across schools to improve opportunities for learning communities to connect.</p> <p>Parents/Carers</p> <p>Parents and/or carers engage with the school learning community and outside agencies.</p> <p>Leaders</p> <p>The leadership team maintains a focus on building connections within and across schools.</p> <p>Community Partners</p> <p>Teachers collaborate with staff in other schools to share and embed exemplary practice.</p>	<p>Student Networks Project: Students are provided with networking opportunities to create connections.</p> <p>Staff Connections Project: Staff are provided with informal and formal opportunities to network across the school and beyond.</p> <p>Community Cohesion Project: Parents and/or carers are provided with informal and formal opportunities to connect.</p> <p>Evaluation Plan</p> <p>Evidence of students networking.</p> <p>Lesson plans/teaching programs to show planned networking opportunities.</p> <p>SHiFFT plans and minutes.</p> <p>Records of community events both attended and led by parents and/or carers.</p>	<p>Practices</p> <p>Increase number of opportunities for the learning community to interconnect and connect across other learning communities.</p> <p>Products</p> <p>Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.</p> <p>The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p> <p>The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.</p>