School plan 2018-2020

Fairfield Heights Public School 3632

School background 2018–2020

School vision statement

Fairfield Heights Public School is committed to providing high quality educational opportunities for each and every child. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, supportive and respectful school.

Every student is known, valued and cared for in our school.

All members of the school community (teachers, students, parents, community members) work together with a definite, common sense of purpose – the welfare of our students.

School context

Fairfield Heights Public School is a large primary school located in south–western Sydney in the Local Government Area of Fairfield. The school was established in 1952. Our school motto is 'Share and Learn'.

The current school population in 2018 is 970. Cultural diversity is a feature at our school. Ninety–two percent of our students are from language backgrounds other than English. There are forty–six different language backgrounds within the school community comprising 35% Assyrian, 28% Arabic, 8% Vietnamese, and 29% from other groups. Approximately 25% of our students are recognised as coming from a refugee background.

The current NSW FOEI (Family Occupation and Employment Index) for our school is 167 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio–Economic Advantage) is 928 which is lower than the average of 1000, indicating socio–economic disadvantage.

We have a combination of early career and experienced staff who are committed to an ethos of collaboration, professional learning and continuous school improvement.

Our school curriculum has a focus on providing sound foundations for our students to be resilient, engaged, caring and confident lifelong learners. Specific emphasis is directed to improving student learning outcomes in literacy, numeracy and information technology.

Our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student.

School planning process

The school community utilised a range of strategies and data to evaluate the School Plan 2015–2017 in order to determine the school's future strategic directions as indicated in the School Plan 2018–2020.

Planning processes included:

- outcomes of External Validation Process (2017) led to school determined next steps in the self–assessment process linked to the Domains of Learning, Teaching, Leading;

- review/analysis of student learning outcomes data involving school–based data and external data such as NAPLAN/PLAN;

- evaluation of school programs/directions 2015–2017 leading to recommendations for school priorities 2018–2020 via grade/Department/K–6 meetings;

- teacher responses to 'Focus on Teaching' DoE survey;

- parent satisfaction surveys including opportunity to make recommendations for school priorities 2018–2020;

- parent opinions sought via 'Partners in Learning' Parent Survey, P&C meetings/school newsletters and focus group discussions;

- student responses to 'Quality of School Life' DoE and 'Tell Them From Me' surveys;

- planning meetings with other schools in relation to enhancing professional networks and opportunities;

- draft proposals for aspects of School Plan 2018–2020 including Vision Statement/Strategic Directions 1–2–3 distributed/reviewed by staff and parents via grade/K–6 meetings and P&C/newsletter/school website and recommendations–feedback submitted via Principal to School Plan 2018–2020 Committee;

- detailed implementation and progress monitoring for key aspects of each strategic direction.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1
Improved student outcomes in literacy and numeracy.

STRATEGIC DIRECTION 2
Quality Teaching and Effective Leadership.

STRATEGIC DIRECTION 3
Student Wellbeing : Connect, Succeed, Thrive and Learn.

Purpose:

To improve student learning outcomes in literacy and numeracy through an integrated approach to quality teaching, curriculum planning and delivery and assessment.

All of our students have a strong foundation in literacy and numeracy and our programs are responsive to their individual needs.

Purpose:

Build staff capacity through focussed professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence–based learning and practice.

Professional learning is linked with curriculum innovation, quality teaching, instructional collaboration and leadership capability that focusses on improved student outcomes.

Purpose:

Support the cognitive, emotional, social, physical and spiritual wellbeing of students.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Establish effective partnerships with our families and wider community.

Strategic Direction 1: Improved student outcomes in literacy and numeracy.

Purpose

To improve student learning outcomes in literacy and numeracy through an integrated approach to quality teaching, curriculum planning and delivery and assessment.

All of our students have a strong foundation in literacy and numeracy and our programs are responsive to their individual needs.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands (Year 3 and Year 5) for reading – numeracy. 2017 baseline is average of 28.54%.

75% of Year 5 students achieve greater than or expected growth from Year 3 NAPLAN assessments.

Improved Year 5 – Year 7 value–add from 2017 baseline of 39.29 average growth.

Increased proportion of K–6 students achieving expected growth in literacy and numeracy based on Literacy–Numeracy–EAL/D learning progressions and school–based data.

Evidence of differentiation in literacy and numeracy programs and classroom practice.

People

Leaders

- Support teachers to ensure consistency in classroom teaching–learning practice across K–6 including teacher reflection–feedback.
- EAfS instructional leaders (K–2) work with teachers to refine classroom practice in order to improve student outcomes in literacy – numeracy.

Students

Levels of achievement in literacy and numeracy will be improved through explicit student feedback.

Staff

Will be supported in the use of data to plan and implement differentiated teaching–learning programs to support and extend all students.

Parents/Carers

Collaborative partnerships with parents establish an inclusive and respectful learning culture with high expectations for student achievement.

Community Partners

Effective Community of Schools (COS) partnerships will provide professional learning opportunities for staff and opportunities for students to participate in a range of extra curricula and cultural activities.

Processes

- Provide professional development in the use of available data (NAPLAN, PLAN 2, EAL/D–Literacy– Numeracy Progressions, school–based assessments, Tell Them From Me surveys) in order to improve student outcomes.

- EAfS (Phase 2) Program instructional leaders guide L3 professional development and Tier 2/3 early interventions K–2.

- Differentiation–build staff capacity to collaboratively plan and differentiate programming and pedagogy to improve student learning.

- Evaluate K–6 core programs in literacy, numeracy and ICT and implement explicit and systematic scope and sequence plans.

- Targeted classes and individualised assistance to support the needs of EAL/D, refugee and Aboriginal students, students with learning difficulties.

Evaluation Plan

- NAPLAN

- PLAN 2

- EAL/D–Literacy–Numeracy Progressions

- Collection of school–based learning data every 5 weeks to determine success of learning, future directions and allocation of human resources.

- Regular evaluation of strategic directions / reporting against milestones by K–6 staff.

Practices and Products

Practices

Focus on literacy and numeracy as the foundations for learning.

Whole school approach to data driven planning and programming.

Targeted early intervention for students experiencing difficulties.

School culture, structures and allocation of resources facilitate sustained and timely support for language learning needs of EAL/D students including needs of refugee students/students with learning difficulties or disabilities/Aboriginal students.

Teachers engage in targeted professional learning.

Products

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Improved Year 5 – Year 7 value–add from 2017 baseline of 39.29 average growth.

Increased proportion of K–6 students achieving expected growth in literacy and numeracy based on Literacy–Numeracy–EAL/D learning progressions and school–based data.

Evidence of differentiation in literacy and numeracy programs and classroom practice.

Strategic Direction 2: Quality Teaching and Effective Leadership.

Purpose

Build staff capacity through focussed professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence–based learning and practice.

Professional learning is linked with curriculum innovation, quality teaching, instructional collaboration and leadership capability that focusses on improved student outcomes.

Improvement Measures

Increased proportion of K–6 students articulate understanding of their learning goals and the relevant success criteria (2017 baseline 60%).

'Key Practices For Instructional Collaboration' matrix assessed by K–6 staff as 'Accomplished Practice'. (2017 baseline: 'Commencing Practice').

Staff in 'Focus On Learning' teacher surveys indicate a high correlation of school practice with the 'Eight Drivers of Student Learning'.

People

Students

Student learning is supported by the use of explicit learning intentions and success criteria.

Staff

All staff engaged in personalised professional development through a range of strategies that focus on feedback, self–evaluation and sharing of professional practice.

Leaders

Leaders draw on evidence–based practices and build collaborative teams to support and develop individual and group teaching–learning capabilities.

Parents/Carers

Capacity is build to support their child's learning at home.

Community Partners

Effective Community of Schools (COS) networks will provide professional learning opportunities for staff leading to improved student learning outcomes.

Processes

- Teacher professional learning and planning to ensure learning intentions/success criteria in every class for each learning sequence.

- School leaders provide focussed feedback that supports quality teaching practice,

- Classroom observations and on–going professional development ensure delivery of a differentiated curriculum.

- 'Key Practices for Instructional Collaboration' matrix forms the basis for professional dialogue, reflection, planning future directions in order to move from 'Commencing Practice' to 'Accomplished Practice'.

- PDPs developed/monitored for each staff member.

- Expert teachers are identified from within the school to support the professional development of classroom teachers through collaboration and the provision of feedback.

- Leadership opportunities for K–6 staff, in order to further develop leadership capacity/capabilities, planned and implemented.

Evaluation Plan

Regular evaluation of plans and reporting against milestones by leadership team and K–6 staff.

Practices and Products

Practices

Students are provided feedback and are developing the ability to set learning goals using the language of learning intentions/success criteria.

Professional learning is targeted to DoE and school priorities and individual professional needs (PDPs).

Teachers are using consistent teacher judgement to discuss what a year's growth 'looks like' across KLAs.

Individual teachers seeking accreditation at the relevant professional standard including Highly Accomplished and Lead Teacher are supported by the leadership team and colleagues.

Executive staff release, peer mentoring, instructional rounds and teacher planning – reflection release days focus on the professional development needs of individual teachers.

Products

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Staff in 'Focus On Learning' teacher surveys indicate a high correlation of school practice with the 'Eight Drivers of Student Learning'.

Strategic Direction 3: Student Wellbeing : Connect, Succeed, Thrive and Learn.

Purpose

Support the cognitive, emotional, social, physical and spiritual wellbeing of students.

Our students will be actively connected to their learning, have positive and respectful relationships and experience a sense of belonging to their school and community.

Our students will be respected, valued, encouraged, supported and empowered to succeed.

Establish effective partnerships with our families and wider community.

Improvement Measures

Attendance rates improve by 2% to 94.4% (2017 baseline for Terms 1–4 is 92.4%).

Positive Behaviour for Learning (PBL) implemented K–6 with evidence–based processes supporting the learning and wellbeing needs of students.

K–6 ICT Scope and Sequence embedded in all teaching–learning programs.

Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.

People

Students

Engage students in PBL lessons to improve emotional resilience, social intelligence and proactive leadership behaviours.

Students take responsibility for their learning through goal setting, feedback and reflection.

Staff

Teachers recognise student achievement across a range of endeavours increasing student engagement in a positive and supportive learning environment.

Leaders

The leadership team ensures that the resources and expertise of the system at every level are targeted to meet the wellbeing needs of all students.

Parents/Carers

More engaged in a collaborative learning community through increased understanding and involvement in school programs.

Processes

- School community involved in developing / implementing PBL initiative.

- Well Being Framework incorporated into school planning / processes.

- Review current student wellbeing programs and policies (e.g. Anti–Bullying / Cyber Bullying / Behaviour Code for Students).

- Increased opportunities for students to participate in a range of extra curricula and cultural activities.

- All staff complete mandatory training requirements.

- Provide a range of leadership opportunities for K–6 students.

- Review K–6 ICT Scope and Sequence.

- Participation in TTFM / Partners in Learning Parent / DoE Quality of School Life surveys.

- Planned involvement of parents/carers in workshops, surveys, use of school website, membership of P&C, school committees and school programs.

Evaluation Plan

Regular evaluation of plans and reporting against milestones by leadership team and K–6 staff.

Practices and Products

Practices

- Whole school approach to data driven planning and programming.

Learning Support Teams (LST) focus on student needs including Individual Learning Pathways.

Attendance rates are regularly monitored and relevant action taken.

Recognition of student achievement.

Every teacher engages in professional learning focussing on PBL.

PBL systems and practices provide a safe, supportive and responsive learning environment.

School will continue to increase its capacity to implement 21st Century pedagogy.

The wellbeing of every student is a priority.

Products

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