

School plan 2018-2020

Fairfield High School 8550



School background 2018–2020

School vision statement

Fairfield High School's vision is to have all students grow into active, productive and informed citizens who are able to fully participate in our society with success. Staff will work collaboratively to develop their own professional skills so as to create and deliver engaging and impacting programs.

The school's CARE Code (Community, Achievement, Respect and Environment) underpins the ethos of the school, where the overarching aim is to produce informed, confident and caring individuals through quality learning programs

We value :

- Community: diversity and inclusiveness is celebrated and embraced, differences are encouraged and care for others is promoted
- Achievement: all students are encouraged to strive to attain their personal best across all areas of the school curriculum
- Respect: students display respect for themselves and all members of the school community, taking responsibility for their actions
- Environment: pride and care is taken in classroom, whole school and broader community settings to look after and protect educational, community and environmental resources

School context

Fairfield High School is a comprehensive co-educational high school with an enrolment of approximately 1200 students from diverse cultural, religious and socio-economic backgrounds. with 93% of the students from a language background other than English.

The school NSW FOEI (family occupation and employment index) for 2017 is 188 which is considerably higher than the average of 100 and the ICSEA (Australian Index of Community Socio-Educational Advantage) is 881 which is considerably lower than the average of 1000, indicating very significant socioeconomic disadvantage.

The school offers a broad curriculum with an emphasis on catering for the needs of the individual through a flexible senior curriculum allowing for ATAR, non-ATAR and VET pathways. Strong links with community and tertiary institutions provide rich learning opportunities for students in Years 7–12. Growing parent engagement programs support student learning and build knowledge and skills for our wider community.

A well established Intensive English Centre (IEC) is located on site as part of the high school community, which caters for newly arrived students from overseas and international students. Fairfield High School also has six special education classes that support the learning of students with intellectual disabilities and autism.

FHS receives equity funding as part of the Resource Allocation Model of funding which supports improvement in student outcomes through a vast variety of strategies that are embedded across the school.

School planning process

Fairfield High School has used a wide variety of tools and data to evaluate the school's current performance to assist in the determination of the school's strategic directions and in the development of the 2018 – 2020 school plan.

We analysed the effectiveness of the 2015–2017 school plan and noted that the plan had been difficult to milestone and accurately judge its impact due to it being aspirational, non-specific and written before the new senior executive team was fully established.

To ensure this plan is a cohesive working document that is easy to milestone and evaluate with meaningful data, the senior executive team led the school through a sequential set of activities to determine the 3 strategic directions and the key improvement measures, process and practices we wanted to focus on for the next three years.

The development of the 2018–2020 plan used data collected from a wide variety of sources including:

- External Validation of School Excellence Framework
- Self assessment of the School Excellence Framework
- Curriculum and whole school program evaluations
- Analysis of student learning outcomes via internal assessment data
- School data systems from Sentral including attendance and welfare
- NAPLAN and HSC data analysis using SMART and RAP data
- Parent and student workshops and focus group
- Tell Them From Me surveys

Regular reviews of data and consultation with key groups across the school will continue to inform school directions throughout the duration of this planning cycle.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Engaged, responsible students
striving for excellence

Purpose:

Students are empowered to meet high academic expectations whilst striving to constantly improve on their personal best. To facilitate this a comprehensive suite of structured programs and strategies are implemented within positive learning environments. Students will develop the necessary skills to be successful citizens beyond school.

STRATEGIC DIRECTION 2

Creative, collaborative and high
performing staff

Purpose:

Explicit teaching, high expectations and the provision of a differentiated curriculum that is flexible, relevant and responsive help create an engaging and stimulating learning environment for all students. This is supported by evidence based professional learning for staff.

STRATEGIC DIRECTION 3

Committed school leaders
driving continuous improvement

Purpose:

Building leadership capacity to support the future directions of the school, where school leaders are able to identify and prioritise specific school needs and then implement effective strategies for improvement. Community partnerships are actively developed to inform and support school strategic directions.

Strategic Direction 1: Engaged, responsible students striving for excellence

Purpose	People	Processes	Practices and Products
<p>Students are empowered to meet high academic expectations whilst striving to constantly improve on their personal best. To facilitate this a comprehensive suite of structured programs and strategies are implemented within positive learning environments. Students will develop the necessary skills to be successful citizens beyond school.</p>	<p>Staff</p> <p>Staff will undergo professional learning in literacy, numeracy, data analysis, positive behaviour for learning and enrichment and student engagement practices to facilitate consistency.</p>	<p>Literacy and Numeracy Program:</p> <ul style="list-style-type: none"> • Literacy and numeracy strategies embedded in all Year 7–9 programs • Intensive literacy & numeracy classes in Years 7 & 8, with programs & resources • Instructional Collaboration as a professional learning tool 	<p>Practices</p> <ul style="list-style-type: none"> • Professional learning, templates and scaffolds in literacy and numeracy, EALD strategies • Consistent approach to teaching literacy and numeracy in Years 7–9 • Mandated whole school literacy and numeracy strategies used by all staff eg. PEEL, bookmarking standards, • Implementation of NSW DoE Literacy and Numeracy Policy 2018–2020 • EALD, refugee & new arrival strategies embedded across the curriculum • Map and coordinate a planned approach to academic partnerships • Source an 'Academic Mentor' as a critical friend to support enrichment planning and implementation • Planned and coordinated Primary Links • Evaluate, modify and implement Attendance Policy and Fractional Truancy Policy • Introduce SMSing parents and the Parent Portal on Sentral, investigate School App to be used, too • Clear primary, secondary and tertiary wellbeing programs mapped for PBL
Improvement Measures	<p>Students</p> <p>Students will be taught explicit strategies for literacy, numeracy and behaviour, increasing their potential for success & achieving their personal best.</p>	<p>Academic Enrichment Program:</p> <ul style="list-style-type: none"> • Academic partnerships and an academic mentor to improve academic results in Years 10–12 • Enrichment activities designed to enhance Year 6 into 7 enrolment (including primary links) • Academic enrichment planning for Years 7–9, beyond 7 & 8 Blue • Strategies to enhance the academic performance of EALD students 	
<ul style="list-style-type: none"> • An increase in literacy and numeracy results in Years 7, 8 and 9 <p>(Key Evidence: an improvement in external NAPLAN and internal Progressive Achievement Test results)</p>	<p>Leaders</p> <p>School leaders will provide professional learning, support, templates, guidelines and frameworks to assist all staff and students meet the academic and social requirements of their appropriate stage of learning.</p>	<p>Attendance & Truancy Policies:</p> <ul style="list-style-type: none"> • To be evaluated, modified and implemented, including introducing SMSing & Sentral Parent Portal 	
<ul style="list-style-type: none"> • An increase in student academic success in Years 10, 11 and 12 <p>(Key Evidence: HSC— a reduction of Bands 1 & 2 and an increase in Bands 4, 5 & 6 & in Year 10 a reduction in Grade E's and an increase in Grades A, B & Cs)</p>	<p>Parents/Carers</p> <p>Increasing parent knowledge, skills and involvement in their children's education, facilitated by the school's Community Engagement Officer and other key support staff</p>	<p>Positive Behaviour for Learning:</p> <ul style="list-style-type: none"> • Policy, practices and programs developed and implemented 	
<ul style="list-style-type: none"> • A continued improvement in student school attendance Years 7 – 12 <p>(Key Evidence: a decrease in unexplained absences, late arrivals and fractional truants. An increase in whole school attendance data)</p>	<p>Community Partners</p> <p>Establishing an Academic Mentor to work alongside the school in the development of rich, meaningful strategies designed to improve student engagement and performance, as well university and community partnerships.</p>	<p>Evaluation Plan</p> <p>Baseline data, surveys, Sentral data, HSC and NAPLAN results, PAT tests and focus groups will be used to evaluate the effectiveness of programs.</p>	<p>Products</p> <p>An increase in Bands 4,5, 6 & grades A, B, C – decrease in Band 1s</p> <p>An improvement in attendance</p> <p>An increase in PBL signs & lessons</p>
<ul style="list-style-type: none"> • Positive Behaviour for Learning introduced and embedded across the school <p>(Key Evidence: signage, lessons and templates rolled out across the school, increased interventions for behaviour, improved classroom environments)</p>			

Strategic Direction 2: Creative, collaborative and high performing staff

Purpose	People	Processes	Practices and Products
<p>Explicit teaching, high expectations and the provision of a differentiated curriculum that is flexible, relevant and responsive help create an engaging and stimulating learning environment for all students. This is supported by evidence based professional learning for staff.</p>	<p>Staff</p> <p>Staff will become proficient in the use of data, evidence and research findings to inform practice, supported by clear policies and collaborative professional learning strategies</p>	<p>Assessment, Reporting and Feedback:</p> <ul style="list-style-type: none"> • Policies evaluated, modified and implemented • Staff Handbook – Academic Report Writing • Differentiation incorporated into all assessments • Feedback strategies used to inform teacher practice 	<p>Practices</p> <ul style="list-style-type: none"> • Staff using Sentral modules Insights & Analysis to inform teaching • An Evaluation Coordinator is established to work with staff in the collection and analysis of data • PDP processes clear & unambiguous • Staff who are either maintaining accreditation or seeking higher levels are supported via professional learning and sharing of information • Professional Learning Communities established and provide feedback • 'Walkthroughs' used as a tool to target negotiated and identified aspects of classroom practice • Instructional Collaboration is used as a professional learning tool • Feedback is explicitly sought by staff – from colleagues, supervisors and students to inform professional practice • Consistent and cohesive assessment practices & policies in Years 7–12, • Differentiation is embedded in all assessment tasks – an audit and professional learning will support this • Turnitin and other internet sites will support assessment policies
Improvement Measures	Students	Data to Inform Professional Practice:	
<ul style="list-style-type: none"> • An improvement in whole school approaches to assessment, reporting and feedback practices <p><i>(Key Evidence: Assessment and Reporting Policy 7 – 12, Report Writing Handbook, Feedback strategies incorporated into programs, differentiation in assessment tasks & a reduction of N Award warnings)</i></p>	<p>Students will be the beneficiaries of differentiated assessment tasks and clear feedback processes. Their teachers will be supported in becoming proficient at promoting continuous student improvement</p>	<ul style="list-style-type: none"> • Professional learning in Insights & Analysis modules on Sentral • Evaluation Coordinator established to support SEF, School Plan, Annual Report and all school planning 	
<ul style="list-style-type: none"> • Data analysis informs teaching and whole school programs <p><i>(Key Evidence: minutes of faculty meetings reflect data analysis & use of data to inform practice, all staff use Insights & Analysis modules on Sentral)</i></p>	<p>Leaders</p> <p>School leaders will continue to coach, mentor and guide staff, using current educational trends in professional learning to facilitate improvement</p>	<p>Targeted, Collaborative Professional Learning:</p> <ul style="list-style-type: none"> • Instructional Collaboration and 'Walkthroughs' utilised to assess the effectiveness of programs and to plan for improvement • Professional Learning Communities 	
<ul style="list-style-type: none"> • the introduction of targeted, collaborative professional learning strategies <p><i>(Key Evidence: Instructional Collaboration, Professional Learning Communities and "Walkthroughs" – all being utilised regularly to lead to improved student outcomes)</i></p>	<p>Parents/Carers</p> <p>Parents will have more access to assessment information and quality reporting on their children's academic progress</p>	<p>PDPs and Accreditation Policies:</p> <ul style="list-style-type: none"> • School based policies developed to support all staff achieve professional standards and goals 	
<ul style="list-style-type: none"> • An improvement in the whole school approach to PDPs and Accreditation <p><i>(Key Evidence: revised PDP Policy, templates and processes to support Accreditation at all levels)</i></p>	<p>Community Partners</p> <p>An Academic Mentor and external educational experts will support the development of staff skills in using data to inform, guide and improve practice</p>	<p>Evaluation Plan</p> <p>An Evaluation Coordinator will collate baseline data, surveys, focus groups to facilitate the evaluation of all processes..</p>	<p>Products</p> <p>Collaborative staff projects lead to improved outcomes</p> <p>A reduction in N Award warnings</p>

Strategic Direction 3: Committed school leaders driving continuous improvement

Purpose	People	Processes	Practices and Products
<p>Building leadership capacity to support the future directions of the school, where school leaders are able to identify and prioritise specific school needs and then implement effective strategies for improvement. Community partnerships are actively developed to inform and support school strategic directions.</p>	<p>Staff</p> <p>Staff will be supported via clear PDP practices in the development of their professional skills. Staff will also be guided by school leaders to implement strategies that specifically target the improvement of student outcomes</p>	<p>Leadership Development Project:</p> <p>Leadership density, skills and effectiveness will include:</p> <ul style="list-style-type: none"> • leadership coaching, • leading projects for improved student outcomes, • PDP goal attainment, • merit selection skills, <i>and</i> • succession planning 	<p>Practices</p> <ul style="list-style-type: none"> • Enhancement of PDP practices • Introduction of Coaching as a leadership development strategy • Continue having "shadow" staff for key roles in the school • Primary Links programs developed • Parents as Partners – invited to school events aiming to demystify school especially for new arrivals • Evaluation Coordinator has processes to collect and analyse pre & post data for targeted programs • <i>The following key staff have been appointed to lead and drive programs linked directly to student and SEF improvement targets:</i> Deputy Principal – Leadership, Head Teacher Enrichment, Community Engagement Officer, HT Student Engagement, HT Secondary Studies, IEC Executive and Welfare staffing allocation, HT Welfare staffing allocation, HT Teaching and Learning staffing allocation, HT EALD staffing allocation, Community Engagement Officer and Technology Leader
Improvement Measures	Students	Targeted SEF Improvement Strategy:	
<ul style="list-style-type: none"> • The establishment of staff led projects explicitly targeting improvement in student outcomes • <i>(Key Evidence: audit of executive and staff leadership of projects., introduction of leadership coaching and improved student outcomes as per specific projects)</i> 	<p>Students will benefit from having improved parent and community partnerships</p>	<ul style="list-style-type: none"> • Creation and implementation of a plan to target key elements for improvements from within the School Excellence Framework, supported by the ongoing, embedded evaluation data collection and analysis processes 	
<ul style="list-style-type: none"> • An improvement in school's self-assessment outcomes of the School Excellence Framework <p><i>(Key Evidence: evaluation data collected from across the 14 elements within the 3 domains of Students, Staff and Leadership)</i></p>	<p>Leaders</p> <p>Leaders of school projects as well as the executive team will be supported via individualised leadership coaching. These staff will be instrumental in driving improvement in a variety of key areas.</p>		
<ul style="list-style-type: none"> • Increased participation of parents and community in partnership with the school <p><i>(Key Evidence: audit of community partnerships, including analysis of outcomes and improved parent participation rates, focus group and survey data)</i></p>	<p>Parents/Carers</p> <p>Parents are our partners in the education of their children, so we will continue to build their capacity to work alongside the school to improve student engagement and results.</p>	<p>Communications and Engagement Plan:</p> <ul style="list-style-type: none"> • Improve the profile and perceptions of FHS in the broader community • Strengthen relationships between the FHS and the local primary schools • Enhance communication strategies within the school and local community • Continued focus on <i>Parents as Partners</i> via open classrooms, information sessions, award ceremonies and improved parent communication 	
	<p>Community Partners</p> <p>Community connections will be actively sought and consolidated to enhance the reputation of the school in the local area, as well as to provide additional support and resources to key programs</p>	<p>Evaluation Plan</p> <p>An Evaluation Coordinator will collate baseline data, surveys, focus groups to facilitate the evaluation of all processes..</p>	<p>Products</p> <p>An improvement in SEF evaluation results</p> <p>An increase in parent participation at school events</p> <p>An increase in staff led projects that target improving student outcomes</p>