## Strategic Improvement Plan 2021-2024

Fairfield Public School 1895


## School vision and context

## School vision statement

At Fairfield Public School we are dedicated to providing a safe and nurturing environmen so students' wellbeing strongly supports their personal and academic skills so they can strive to become successful self-motivated learners.

At Fairfield Public School we are committed to providing ongoing professional learning for all staff. Evidence-based pedagogy and sustainable practices, driven by data analysis, are at the forefront of our strategic planning. We endeavour to provide students with the opportunities to engage in a challenging and student-centred curriculum, which promotes reflective and adaptive thinking, innovation and creativity.

At Fairfield Public School we strive to engage all members of our community by developing a sense of mutual respect for the diversity within our community so every one has the opportunity to have a voice.

## School context

Fairfield Public School, which is located in the heart of the Fairfield Central Business District, was 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 with a high level of trust in the school, the staff and its procedures and practices. This is provided within a focus of developing a safe, stimulating environment with a focus on active participation, improvement and learning. The school motto "Learning Together" symbolises the co-operative partnerships and values of the school. Our multicultural community is valued and their language, academic and cultural needs are incorporated into all schoo plans and programs.

The school's student enrolment is transient in nature with an enrolment of 503 students at the beginning of 2021, down from 565 at the end of 2020. 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. Students are supported through additional staffing and extensive resourcing.

The school has a strong academic focus, achieving above state average in value added growth. The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. These programs include Early Action for Success, Community Languages, community and multicultural events, creative arts opportunities, debating and various sporting activities. Students are provided with leadership opportunities. The school is well resourced in a variety of technologies to facilitate student learning. Links with primary and high schools are maintained via initiatives such as the Community of Schools Performing Arts Program, High Potential and Gifted Education projects and weekly PSSA sport.

The school is a hub of the local community and is frequently a meeting place. It serves as a venue for Weekend Community Language schools in Arabic, Vietnamese and Chinese. Karate School and HIPPY. Fairfield City Council has an established preschool onsite. Our Schools as Community Centre facilitates community and supported playgroups, as well as parenting workshops and support. It also offers our students access to Breakfast Club, Homework Learning Clubs, After School Sport.

The school teaching staff is a mix of highly experienced and early career teachers. High impact professional learning in literacy and numeracy for all staff continues to be a major focus. Instructional leadership delivers regular team-based sessions, reflecting on current research practices and authentic data analysis to drive improved teaching and learning programs. This is supported by significant equity funds to employ additional human and physical resources. These resources supplement the Instructional Leadership Team, to facilitate shoulder to shoulder professional learning and support the learning needs of students.

## School vision statement

## School context

Embedded into the school's ethos is the ongoing partnerships with external agencies to support the needs of the community, including The Smith Family, STARTTS, NSW Refugee Health, OneSight, OzHarvest, Lost In Books, CORE community services, TAFE NSW Outreach, NSW Police -Fairfield, Community First Step, Woodville Alliance, The PARKS community network, Settlement Services International and Youth and Adolescent Mental Health Unit.

As a result of a comprehensive situational analysis, in consultation with parents, students and staff, three strategic directions for the 2021-2024 School Strategic Improvement Plan were developed.

The identified strategic directions are:

1) Student Growth and Attainment, with a focus on Literacy and Numeracy; and Global Teaching Pedagogy,
2) Wellbeing and Engagement with a focus on Social and Emotional Learning and Effective Partnerships for Learning and
3) Data Drives Change with a focus on Data Skills and Use and Reflective and Adaptive Practitioners.

## Strategic Direction 1: Student growth and attainment

## Purpose

When teacher capacity and accountability is strengthened through effective evidence based classroom practices then student learning outcomes will improve.

## Improvement measures

## Target year: 2022

READING:
Increase proportion of students in the top two bands in NAPLAN reading by $8.4 \%$ or more from baseline data.

## Target year: 2023

## READING:

A minimum of 64.7\% of students achieve at or above expected growth in NAPLAN Reading.

Target year: 2022
NUMERACY:
Increase proportion of students in the top two bands in NAPLAN numeracy by $7.5 \%$ or more from baseline data

Target year: 2023
NUMERACY:
A minimum of $59.8 \%$ of students achieve at or above in expected growth in NAPLAN Numeracy

Target year: 2024

## SCHOOL IMPROVEMENT:

An increase of 8\% of students achieving school targets within: Understanding Texts, Creating Texts and Additive Strategies, using 2021 baseline data.

Target year: 2024

## Initiatives

## Initiative 1: Literacy and Numeracy

To embed sustainable whole school processes in literacy and numeracy to strengthen teacher capacity through:

- evidence-based professional learning in literacy and numeracy to build a collective pedagogical efficacy
- identifying, trialling and implementing evidencebased literacy and numeracy strategies
- measuring the impact of the implemented strategies on student learning
- applying explicit teaching practices in literacy and numeracy across all key learning areas.


## Initiative 2: Global Teaching Pedagogy

To embed global pedagogy that encompasses the knowledge, skills, attitudes and behaviours that enable students to apply learning across different contexts through:

- evidence-based professional learning in effective teaching pedagogy to build teacher capacity and collective efficacy
- identifying, trialling and implementing evidencebased strategies to support student learning, such as Teaching Students from a Refugee Background, Stronger Smarter, Cooperative learning
- measuring the impact of the implemented strategies on student learning
- designing and implementing an Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non-Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture
- developing deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education Policy.


## Success criteria for this strategic direction

A strategic school promotes learning excellence and responsiveness in meeting the needs of all students through an integrated approach:

- to quality teaching, curriculum planning and delivery, and assessment which promotes learning excellence and responsiveness in meeting the needs of all students (Curriculum)
- where students provide feedback on their learning derived from assessments to inform further teaching (Assessment)
- that identifies what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data (Student Performance Measures)
- where all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies (Effective Classroom Practice)
- where all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data (Professional Standards)
- where Professional learning is aligned to the school plan, and its impact on the quality of teaching and student learning outcomes is evaluated and includes trialling innovative practices. (Learning and Development)
- where the leadership team has established a professional learning community which is focused on continuous improvement of teaching and learning with a clear focus on high quality delivery. (Educational Leadership \& School Resources)


## Strategic Direction 1: Student growth and attainment

Improvement measures
School Excellence Framework
Effective Classroom Practice
Achieve Excelling in Feedback and Classroom Management

Consolidate Excelling in Explicit Teaching and Lesson Planning

## Curriculum

Consolidate Sustaining and Growing in Teaching and Learning Programs, Curriculum Provision and
Differentiation

## Student Performance Measures

Consolidate Delivering for NAPLAN
Consolidate Sustaining and Growing for Internal and External Measures against syllabus standards

Achieve Excelling for Value-Added and Student Growth

## Evaluation plan for this strategic direction

Question: To what extent has teacher capacity and accountability been strengthened through effective evidenced based classroom practice and what student earning outcomes have improved?

Data: We will use a combination of data sources, including;

* Internal school assessment and tracking of students
* Internal school assessment and tracking of staff
* External assessment

Professional Conversations, Observations and Products (COP)
*Australian Teaching Standards
*School Targets

* Focus groups based on professional and stage needs,

Professional requirements for example PDP, teaching program, assessment documentation

Analysis: We will continually analyse studen achievement through the lens of teacher capacity, improved accountability and effective implementation and application of evidence-based classroom practices. Implications
In what way do the findings of the analysis inform:

* Future targeted programs, for example intervention, high potential and gifted education
* Professional learning directions
* Teaching and Learning meeting agenda
* Resourcing staffing and physical requirements


## Strategic Direction 2: Wellbeing and Engagement

## Purpose

When the whole school community supports the wellbeing of students through a strategically planned approach then students learning will improve.

## Improvement measures

## Target year: 2022

## ATTENDANCE:

A minimum of $81.3 \%$ of students attending at $90 \%$ of the time.

## Target year: 2024

## WELLBEING

Reduction of 50\% in negative behaviour incidences as measured from baseline data

## Target year: 2024

School Excellence Framework

## Wellbeing

Achieve Excelling for Individual Learning Needs
Achieve Excelling for Planned Approach to Wellbeing, Caring for Students and Behaviour

## Effective Classroom Practice

Achieve Excelling in Feedback and Classroom Management

Achieve Excelling in Explicit Teaching and Lesson Planning

## Learning Culture

Achieve Excelling in Transition and Continuity of Learning

## Initiatives

## Social and Emotional Learning

To strengthen effective social and emotional capacity to improve learning, increase academic results, and prepare young people for life through:

- strengthening a positive social and emotional climate by fostering positive teacher-student, student-student and school-parent relationships
- using internal and external wellbeing data to direct targetted professional learning to address specific areas of need for staff and students
- implementing evidence-based practices to improve student social and emotional wellbeing in the areas of self-regulation, student-student relationships and student voice.


## Effective Partnerships for learning

To embed a strategic and whole school planned approach that supports the wellbeing of all students so they can connect, succeed, thrive and learn through:

- using internal and external wellbeing data to direct targeted professional learning to facilitate parent partnerships, such as Opening the Gate
- engaging parents, carers and community members in school-related activities to help build students' social and emotional wellbeing
- creating an environment that fosters opportunities for parent voice that is respected and acted upon.


## Success criteria for this strategic direction

## A strategically planned community approach:

- that engages in strong collaboration between parents, students and the community, which informs and supports the continuity of learning for all students at transition points so students are motivated to deliver their best, continually improve and ensure absences do not impact on learning outcomes. (Learning Culture)
- which provides advice, support and assistance to all students, by implementing evidence-based socia and emotional practices which is shared by parents and students for a collective responsibility for student learning. (Wellbeing)
- where the social and emotional teaching programs show continuous tracking of student progress and achievement(Curriculum)
- where teachers, in all learning environments, mode and share a flexible repertoire of strategies for classroom management and promotion of studen engagement and responsibility for learning by routinely reviewing and providing feedback around student errors and misunderstanding so students can demonstrate mastery. (Effective Classroom Practices)


## Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can demonstrate the improvement of student learning and wellbeing through a strategically planned approach?

Data: We will use a combination of data sources. These will include:

* SENTRAL
* Observations
* Attendance rates


## Strategic Direction 2: Wellbeing and Engagement

## Improvement measures

Achieve Excelling for High Expectations and Attendance

## Evaluation plan for this strategic direction

* Parent involvment at 3WGS
* Interviews
* Evaluation / feedback from external sources, e.g. Smith Family, STARTTS, AEDC
* Focus group for parents and students

Analysis: There will be regular review of

* data sources to provide clarity around whether we are on track for achieving the intended improvement measures

Implications:
In what way do the findings within the analysis inform:

* Future actions
* Annual reporting on school progress measures


## Strategic Direction 3: Data Drives Change

## Purpose

When evidence based practice is a whole school focus using effective accurate data to drive change then student learning will improve.

## Improvement measures

Target year: 2024
Data Skills and Use:
$90 \%$ of staff consistently use data to inform practice, as measured by school based tracking data.

## Target year: 2024

## Professional Standards:

95\% of staff have achieved school target based on the Australian Professional Teaching Standards

## Target year: 2024

School Excellence Framework

## Data Skills and Use

Achieve Excelling for Data Use in Teaching and Data Use in Planning

Consolidating at Sustaining and Growing for Data Literacy and Data Analysis

## School Planning, Implementation \& Reporting

Consolidating at Sustaining and Growing for School Plan and Annual Report

Achieve Excelling for Continuous Improvement

## Initiatives

## Data Skills and Use

To strengthen teachers' use of student assessment data to identify student achievement and progress through:

- professional learning and application of effective data literacy
- the collection and analysis of meaningful qualitative and quantitative data using consistent, rigorous and ethical methods
- school leaders supporting teachers to expertly use data to inform teaching and learning programs.


## Reflective and Adaptive Practitioners

To embed whole school accountable practices that use data to build and sustain improvement through:

- high impact professional learning in evaluative and reflective practices to build the capacity of leaders and teachers to analyse data and adapt appropriate practices
- the leadership team supporting the implementation and monitoring of impact and accountability of programs
- teachers identifying their professional needs against the Australian Professional Teaching Standards and other professional scaffolds, such as Curiosity and Powerful Learning and ATSIL Classroom Practice Continuum.


## Success criteria for this strategic direction

## A strategic, school wide system:

- that identifies what growth is expected for each student by regularly using data to identify student achievement and progress to reflect on teaching effectiveness and inform future school directions (Student Performance Measures \& Data Skills and Use)
- where the leadership team implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required (Professional Standards)
- that uses targeted professional learning aligned with the school plan, and demonstrating impact on the quality of teaching and student learning outcomes which has resulted in sustained and measurable whole school improvement. (Educational Leadership \& Learning and Development)


## Evaluation plan for this strategic direction

Question: To what extend has data skills and use and reflective and adaptive practice impacted on student earning outcomes?

Data: There will be used a combination of data sources. These will include:

Internal Assessment - PLAN2, School targets

* External Assessment - NAPLAN, Check-Ins
* SCOUT - Value added data
* Documentation and analysis from COP process
* CESE Survey - "What Works Best" tool
* Tracking of Australian Professional Teaching Standards

Analysis: There will be regular review of

## Evaluation plan for this strategic direction

* data sources to provide clarity around whether we are on track for achieving the intended improvement measures
* professional discussion around the School Excellence Framework (SEF) against the success criteria
* review and triangulation of data sources including
- quantitative and qualitative and
- internal and external, to confirm conclusions Implications:

In what way do the findings within the analysis inform:

* Future actions
* Annual reporting on school progress measures

