

Strategic Improvement Plan 2021-2025

Fairfield Public School 1895



School vision and context

School vision statement

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

Fairfield Public School is 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 everyone has the opportunity to have a voice.

School context

Fairfield Public School is located in the heart of the Fairfield Central Business District, was officially opened in 1889 by Sir Henry Parkes.

The school community is committed to providing excellence and equity for all, with a high level of trust in the school, the staff and its procedures and practices. This is provided with a focus on developing a safe, stimulating environment focused on active participation, improvement and learning. The school motto, "Learning Together", symbolises the cooperative partnerships and values of the school. Our multicultural community is valued, and their language, academic and cultural needs are incorporated into all school plans and programs.

The school's student enrolment is transient in nature, with an enrolment of 441 students at the beginning of 2022 and growing to 463 by the end of the year, which was down from 505 students at the end of 2021. Students come from diverse cultural and language backgrounds, with 95% from language backgrounds other than English. There are 40 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 trauma and limited prior educational experiences. Students are supported through additional staffing and extensive resourcing.

The school has a strong academic focus, achieving above the state average in value-added growth. The school provides a wide range of academic and extra-curricular programs and initiatives to develop the 'whole child' including 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.

The school is a hub of the local community and is frequently a meeting place. It serves as a venue for community groups. Fairfield City Council has an established preschool on-site. Our Schools as Community Centre facilitates community and supported playgroups, as well as parenting workshops.

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 significant 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.

Embedded into the school's ethos are the ongoing partnerships with external agencies to support the needs of the community, including The Smith Family, STARTTS, NSW Refugee Health, OneSight, OzHarvest and PARKS.

As a result of a comprehensive situational analysis, in consultation with parents, students

School vision and context

School vision statement

School context

and staff, three strategic directions for the 2021-2025 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

Achieve by year: 2025

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

Reading growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score for Reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Numeracy growth

Achieve by year: 2023

An increase in Check-in Assessment mean scaled score

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 evidence-based 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 evidence-based 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*)

Evaluation plan for this strategic direction

Strategic Direction 1: Student growth and attainment

Improvement measures

for Numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.

Reading Attainment

Achieve by year: 2025

Increase the percentage of Kindergarten to Year 6 students achieving or exceeding expected attainment levels in reading as evidenced by school-based data.

Reading Attainment

Achieve by year: 2025

An increase in the percentage of correctly answered questions in the Reading Check-in Assessment for Years 3, 4, 5 and 6 for 2023 toward the State percentage.

Numeracy Attainment

Achieve by year: 2025

Increase the percentage of Kindergarten to Year 6 students achieving or exceeding expected attainment levels in Numeracy as evidenced by school-based data.

Numeracy Attainment

Achieve by year: 2025

An increase in the percentage of correctly answered questions in the Numeracy Check-in Assessment for Years 3, 4, 5 and 6 for 2023 toward the State percentage.

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 learning 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 student 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

Attendance (>90%)

Achieve by year: 2023

ATTENDANCE:

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

WELLBEING

Achieve by year: 2025

WELLBEING:

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

Achieve by year: 2025

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

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 targeted 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 social 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, model and share a flexible repertoire of strategies for classroom management and promotion of student 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

Learning

Achieve **Excelling** for High Expectations and Attendance

Evaluation plan for this strategic direction

* Parent involvement 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

School Excellence Framework

Achieve by year: 2025

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

Professional Standards

Achieve by year: 2025

Professional Standards:

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

Data Skills and Use

Achieve by year: 2025

Data Skills and Use:

90% of staff consistently use data to inform practice, as measured by school based tracking data.

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 extent has data skills and use and reflective and adaptive practice impacted on student learning 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

Strategic Direction 3: Data Drives Change

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