Strategic Improvement Plan 2021-2025

Fairfield West Public School 1896

School vision and context

School vision statement

To foster an environment that has high expectations for everyone, ensuring that each student and teacher be the best version of themselves by: coming to school every day to learn; never giving up when challenged academically, socially, emotionally or physically; and caring for themselves, others, the learning community and the world.

School context

Fairfield West Public School would like to acknowledge and pay respect to the Traditional Custodians and Elders of the land on which we connect and learn, the Cabrogal People of the Darug Nation.

Fairfield West Public School was established in 1925 and has been proudly educating children for 97 years. The school is set on expansive grounds on the corner of two main roads, with a blend of original and new buildings. Fairfield West Public School is located in South Western Sydney in a low density residential zone in the Fairfield Local Government Area. The school is located in one of the most highly multicultural and culturally diverse cities in Australia, with over half of the residents having been born overseas, mostly in non-English speaking countries, with 17% of residents speaking English as their only home language. The school is set in a low socio-economic area reflected in an increasing FOIE.

In 2023 the student population is 649 with a culture enriched by 86.4% of students with a language background other than English and 30% of students being refugees. 84% of students speak one of five main languages or dialects at home which are: Arabic 27%; Assyrian 18%; Vietnamese 15%; English 14% and Chaldean 10%. The 16% remaining students speak one of 26 additional languages. 2017-2019 data showed a significant increase in the number of refugee students; during 2020- mid 2022 this number remained static due to COVID restricting immigration but began to increase towards the end of 2022.

Fairfield West Public School has an eight class Support Unit providing an integrated and nurturing educational environment for 70 students with special needs, including multi-disabilities. There are classes catering for: Mild Intellectual Disability; Moderate Intellectual Disability and Autism Spectrum Disorder.

In 2023 there are 89 members of staff including 60 teachers of which 15 (26%) have been teaching for five years or less. There are 19 School Learning Support Officers supporting students with their learning and wellbeing and a Community Liaison Officer who supports students and the community through the Community Hub where uniforms are sold and Breakfast Club is provided daily.

The school has an ongoing commitment to the development and delivery of quality teaching and learning programs, with an emphasis on literacy, numeracy and wellbeing. This is achieved through a solid, strategic professional development plan for all teaching staff. In the mainstream, classes are streamed to support High Potential and Gifted students and appropriate students are placed in Safety Net Classes. The integration of technology into all areas of teaching and learning helps create a rich, engaging learning environment for students.

Fairfield West Public School offers an extensive sport program, including links with Westfields Sports HS and engagement in the Primary Schools Sports Association program. The school also has a Community Language Program offering Arabic, Assyrian and Vietnamese, as well as a specialised music program. Fairfield West Public School encourages strong links with our local preschools, primary schools and high schools, and a partnership where all members work together ensuring that every student at Fairfield West

School vision and context

School vision statement

School context

Public School is given the opportunity to excel at all levels and develop values for life and a passion for learning.

Strong analysis of internal and external data sources and current research is an essential part of the school evaluation and planning processes. Student survey data reports that 89% of students indicate that Fairfield West Public School has high advocacy and high expectations for success, which is 9% higher than the SSSG and 22% higher than the State.

A situational analysis was completed after a comprehensive evaluation of school programs and processes utilising surveys, focus groups and the analysis of data. This analysis highlights the importance of attendance, wellbeing and literacy and numeracy learning as an ongoing focus for 2021-2025. As a result the school's priorities will be:

- the structured and systematic teaching of phonics to maximise students' decoding skills
- the explicit teaching of reading
- the explicit teaching of comprehension to increase vocabulary and understanding
- the use of data driven practices across K-6 to identify student need and plan differentiated learning experiences across all key learning areas with particular focus on high potential and gifted students
- supporting student wellbeing, resilience and classroom management through a range of programs
- working mathematically
- high expectations
- attendance
- strategic intervention to support students who have been identified as needing additional support
- quality feedback

The school will continue to consider the strategic resourcing of its plan to support the achievement of its targets. This will include the employment of expert curriculum consultants; staff to support wellbeing and engagement initiatives; and staff to support the individual needs of students.

Strategic Direction 1: Student growth and attainment

Purpose

MAKE learning powerful by using evidence informed teaching, analysis of student data and evaluation of student growth to design and implement differentiated reading and numeracy learning experiences for all students.

Improvement measures

Achieve by year: 2025

A 10% increase in the percentage of students achieving expected attainment in reading benchmarks as evidenced by school based data.

Achieve by year: 2025

A 10% increase in the percentage of students achieving expected attainment in numeracy benchmarks as evidenced by school based data.

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

Reading Attainment
Achieve by year: 2025

Increase in the percentage of students achieving expected attainment in reading benchmarks as evidenced by school based data.

Numeracy Attainment
Achieve by year: 2025

Increase in the percentage of students achieving

Initiatives

High Potential and Gifted Education (HPGE) - Intellectual Domain

This High Potential and Gifted Team will embed a sustainable whole school understanding of the HPGE policy and its application within the unique context of FWPS in the Intellectual Domain.

- Engagement of teachers in professional learning of the HPGE policy to develop deep understanding and effective implementation of related programs.

- Provision of HPGE framework to evaluate the impact of differentiated teaching and learning programs for all students including those identified as high potential and gifted.

- Establish school identification processes and embed a culture of identifying HPGE students in the classroom including EALD and HPGE students with a disability.

- Regular collection and analysis of HPGE data to support the provision of learning experiences and opportunities to address individual student needs.

Instructional Leader Initiative

The Instructional Leadership Team will focus on embedding a learning culture that ensures data analysis and reflection that drives all teaching and learning programs in reading and numeracy.

- Review and implement improved whole school assessment policy and procedures.

- Capacity building in data usage (analysis, programming, interventions) across K-6 in reading and numeracy.

- Embed a learning culture of routinely utilising data to review and adapt teaching and learning practices to ensure changes in practice support measurable improvement in student outcomes.

- Embed and sustain explicit teaching practices and a systematic delivery of curriculum ensuring all students are sufficiently challenged to achieve their educational potential.

Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Learning - Curriculum - Teaching and learning programs)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. (SEF - Learning - Curriculum - Differentiation)

The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. (SEF - Learning - Assessment - Whole school monitoring of student learning)

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 student progress and achievement, and reflecting on teaching effectiveness. (SEF - Teaching - Data skills and use - Data use in teaching)

The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (SEF - Leading - Educational Leadership - Instructional leadership)

Evaluation plan for this strategic direction

Question: To what extent is student data driving teaching and learning programs that provide differentiated learning for all students?

What does student data tell us about student achievement?

Strategic Direction 1: Student growth and attainment

Improvement measures

expected attainment in numeracy benchmarks as evidenced by school based data.

Initiatives

- Draw on experts to develop teacher capacity to implement differentiated strategies to meet specific learning needs of students across the full range of abilities (eg. students from diverse language backgrounds, ATSI and students with a disability).
- Implement professional learning models to support the design of teaching and learning programs that are adjusted to meet individual learning needs, identified through data, to ensure students are challenged and supported.

Evaluation plan for this strategic direction

Data:

- PLAN2 data
- Waddington reading assessments
- PAT tests
- Teaching Sprint data analysis
- Ongoing teacher formative assessments
- Tell Them From Me Teacher survey data - Data Informs Practice
- Teaching and learning programs
- EALD progressions

Analysis: Ongoing analysis of student data and teaching and learning programs will drive areas for improvement and modification.

Implications: The findings of the analysis will inform future directions, next steps and annual reporting on school progress measures.

Strategic Direction 2: CREATE Empowered People

Purpose

CREATE empowered students and families who connect with the school to share in the responsibility for learning and wellbeing at home and at school.

Improvement measures

Attendance (>90%)
Achieve by year: 2023

Increase the number of students attending more than 90% of the time by 5.1%.

Achieve by year: 2025

In the key dimensions of 'Connecting Learning at Home and at School' and 'Build community and Identity' the school is consolidating at the level of Sustaining as measured by the School Assessment Tool.

Achieve by year: 2025

Students reporting as having Positive Relationships, as measured by the Tell Them From Me survey, is at or above the NSW Government Norm.

Achieve by year: 2025

An improvement in the number of parents/carers participating in discussions with staff regarding student progress.

Initiatives

Positive Partnerships Healthy Community

The Positive Partnerships initiative aims to create a culture of high expectations and effectively build opportunities for student success.

- Build and foster connections between families and the school that promote student learning and high expectations, and families contributing to students' success at school.
- Implement inclusive school policies, practices and programs to strengthen the school's culture of inclusion and belonging for all families that reflects and respects diversity within the school's community.
- Establish, build and maintain whole school practices for consultation and strengthen partnerships with parents regarding student progress and achievement.

Connect, Succeed, Thrive and Learn

The Connect, Succeed, Thrive and Learn initiative aims to address the wellbeing needs of students, with a particular focus on supporting their social and emotional development.

- Establish an Attendance Team to drive the School's Attendance Project, complete a situational analysis on attendance practices, design an action plan reflective of analysis and implement strategies to support attendance.
- Refine and authentically embed teaching practices/programs that enable student to become self-directed, develop habits of growth mindset, regulate their emotions, develop social relationships, and be confident, resilient, reflective learners.
- Build staff capacity to become wellbeing models for students through collaborative and engaging professional learning that increases staff knowledge of wellbeing dimensions (cognitive, emotional, social) and Social Emotional Learning (SEL) competencies.

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning - Learning Culture - Attendance)

The school engages in strong collaborations between parents, 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. (SEF - Learning - Learning Culture - Transitions and continuity of learning)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF- Learning - Wellbeing - A planned approach to wellbeing)

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. (SEF- Learning - Wellbeing - Behaviour)

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. (SEF- Leading - School Resources - Staff deployment)

Effective and regular communication between all members of the school community regarding student learning.

Effective partnerships with parents and carers supporting a shared and reciprocal approach to education.

Aboriginal culture and identity is valued, respected and promoted throughout the whole school community, with high expectations for the educational achievements of Aboriginal students, and Aboriginal students achieving outcomes that match or better the outcomes of students.

Strategic Direction 2: CREATE Empowered People

Initiatives

- Design and implement 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.

Evaluation plan for this strategic direction

Question: To what extent have the processes and practices introduced increased attendance rates?

To what extent have students improved their ability to manage their emotions and maintain positive relationships?

Data:

- Attendance reports
- Tell Them From Me parent survey data - Parents Support Learning at Home
- Tell Them From Me student survey data - Positive Relationships
- Transition attendance register
- Meet the teacher attendance register
- Planning meeting attendance data
- Parent contact data

Analysis: Ongoing analysis of data will drive areas for improvement and modification.

Implications: The findings of the analysis will inform future directions, next steps and annual reporting on school progress measures.

Strategic Direction 3: DEVELOP powerful leaders and teachers

Purpose

DEVELOP powerful leaders and teachers who contribute towards whole-school and system improvement through participation in continuous differentiated professional learning.

Improvement measures

Achieve by year: 2025

Teachers reporting effective Collaboration, as measured in the Tell Them From Me Survey, increased by 5% from baseline.

Achieve by year: 2025

Excelling in one or more of the themes within the element Collaborative and applied professional learning strengthens teaching practice of the High Impact Professional Learning (HIPL) model.

Achieve by year: 2025

Excelling in the element of Effective Classroom Practice as measured by the School Excellence Framework.

Achieve by year: 2025

School survey data reports that there is strengthened confidence and capacity of leaders to effectively lead others in a culture of high expectations and improvement.

Initiatives

High Impact Professional Learning

This initiative aims to strengthen the schools collaborative professional learning culture to continually build teaching practice to improve student outcomes.

- Implement a targeted professional learning model that creates a culture of openness to sharing identified challenges and areas for development where teachers are supported with strategies to enhance their teaching practice.

- Implement rigorous data practices to identify areas for professional learning linked to student needs and embed a culture where all teachers collectively refine practices to ensure student growth and improvement.

- Strong focus on systems and processes that support high impact professional learning structures reflected in Performance and Development Plans (PDP) and underpinned by ongoing analysis of evidence and planning.

High Impact Leadership

This initiative aims to expand and create leadership density across the school to create a culture of high expectations and excellence, with a commitment to systems leadership.

- Implement focused and targeted professional learning for all leaders with a focus on the three Leadership for Learning Frameworks (Leadership Mindsets, Leadership for Learning Analysis, Leadership for Inquiry and Innovation) to support rigorous, evidence-informed leadership of staff.

- Review, strengthen and expand the aspiring leadership model to create an equitable and rigorous program incorporating current research, mentoring and practical applications that focus on building leadership capacity to drive school improvement.

Success criteria for this strategic direction

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. (SEF-Teaching - Effective Classroom Practice - Lesson Planning)

The school has a high performing teaching staff as measured against the Australian Professional Standards, whose capacities are continually built to ensure every student experiences high quality teaching. The leadership team has participated in capacity development programs and implements principles of evaluative thinking, continually monitors the impact of programs and approaches used by all teachers, and improves practice as required. (SEF - Teaching - Professional Standards - Improvement of practice)

The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. (SEF - Teaching - Learning and Development - Professional learning)

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. (SEF - Teaching - Learning and Development - Expertise and innovation)

The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Leading - Educational Leadership - High expectations culture)

Evaluation plan for this strategic direction

Question: To what extent has staff collaboration indicated an upward trend in student achievement data?

To what extent has professional learning impacted on leadership density?

Strategic Direction 3: DEVELOP powerful leaders and teachers

Evaluation plan for this strategic direction

Data:

- Tell Them From Me teacher survey data - Collaboration and Leadership
- Internal staff survey data - Leadership Mindsets, Leadership Analysis, Leadership for Inquiry and Innovation
- Performance and Development Plans
- Professional learning logs

Analysis: Ongoing analysis of data will drive areas for improvement and modification.

Implications: The findings of the analysis will inform future directions, next steps and annual reporting on school progress measures.