

# Strategic Improvement Plan 2021-2025

## Fairfield Heights Public School 3632



# School vision and context

## School vision statement

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Our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student. We strive to cater for the social, physical, emotional and academic needs of our students. Specific emphasis is directed to improving student learning outcomes in literacy, numeracy and information technology. Every student has the opportunity to achieve their personal best through engaged and active learning in a safe, supportive and respectful school. We strive to prepare our students to be resilient, engaged, caring and confident citizens and lifelong learners who can successfully contribute to an increasingly challenging and complex world.

## School context

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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 2022 is 775. Cultural diversity is a feature at our school. Ninety-one percent of our students are from language backgrounds other than English. There are thirty five different language backgrounds within the school community comprising 28% Arabic, 27% Assyrian, 10% Chaldean, 5% Vietnamese, and 30% from other groups. Approximately 32% of our students are recognised as coming from a refugee background.

The current NSW FOEI (Family Occupation and Employment Index) for our school is 186 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio-Economic Advantage) is 891 which is lower than the average of 1000, indicating socio-economic disadvantage challenge.

We have a combination of early career and experienced staff who are committed to an ethos of collaboration, professional learning and continuous school improvement in literacy and numeracy. Fairfield Heights Public School has completed a comprehensive situational analysis in collaboration with the whole school community and has identified three areas of focus for its strategic improvement plan. These focus areas build upon the work undertaken in the previous school planning cycle and include evidence-based teaching strategies, differentiation to support the achievement of student learning outcomes and professional development to build teacher and leadership capacity.

Fairfield Heights Public School is positively supported by a dedicated P&C Association providing a positive forum where parents and community members are able to actively participate in and contribute to the education and wellbeing of our students.

Our learning community is focused on improving student learning outcomes with teachers drawing on and implementing evidence-based research to improve student outcomes across all KLAs although particularly in literacy and numeracy.

Our core programs ensure a common set of programming guidelines across the school, incorporating the literacy and numeracy progressions, informing teachers and students of performance benchmarks and encouraging higher levels of achievement.

There is an ongoing focus on tracking and monitoring the achievement of student outcomes across all Key Learning Areas to inform teaching programs and to underpin differentiated interventions in literacy and numeracy.

Quality teaching and instructional time is closely aligned to the class program in literacy and numeracy and underpins the organisational structures of the school ensuring effective and targeted intervention programs and the provision of extra instructional time to support the achievement of student learning outcomes.

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The strategic improvement plan is at the core of continuous improvement efforts at Fairfield Heights Public School with the school's vision and strategic direction evident as its main activity.

Leadership initiatives are designed to build a culture of evidence-based inquiry using data effectively to increase the impact of teaching on the engagement and success of students and to build a sense of collective responsibility for student outcomes.

Explicit links are made between professional learning, curriculum innovation, quality teaching and leadership capabilities that improve student learning outcomes and build staff capacity to use evidence-based strategies that improve student performance in literacy and numeracy.

The school leadership team works to improve the learning outcomes of our students by promoting and participating in both formal and informal professional learning opportunities with teachers.

Instructional leaders provide tailored, differentiated professional learning and direct numeracy and literacy support encouraging teachers to take collective responsibility in working towards the school's improvement targets in literacy and numeracy with high levels of student and teacher engagement.

Fairfield Heights Public School aims to ensure that students are actively connected to their learning and have a positive and respectful relationship with each other, their teachers and the community.

We seek to build and sustain purposeful relationships with parents and the wider community. We recognise the importance of respectful and immediate communication between home and school and parent and community feedback is actively sought and valued as part of the school's planning and reporting process.

Opportunities for student leadership and student voice are integrated into all school activities fostering high levels of student engagement and achievement.

Technology initiatives equip students with the skills and capabilities required to prepare them for a rapidly changing and interconnected world.

Participation in community initiatives such as Life Education and the implementation of quality teaching programs that explicitly teach students the skills they need to take positive action to protect their own and others' safety and wellbeing means they can connect, succeed and thrive while making good life style choices.

Strategies are developed and implemented to assist families in supporting their child's social, emotional and educational wellbeing at crucial transition points e.g. starting school and moving to high school.

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Our goal is to maintain a comprehensive and integrated wellbeing framework in the context of quality teaching and learning.

# Strategic Direction 1: Student growth and attainment

## Purpose

To maximise student outcomes in literacy and numeracy through effective curriculum planning and delivery using data driven teaching practices that are responsive to the learning needs of our students.

## Improvement measures

### 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 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.

Achieve by year: 2025

An increase of at least 6% of students in Kindergarten, Year 1 and Year 2 achieve at or above expected growth in literacy and numeracy PLAN2 data (Understanding Texts-Comprehension and Quantifying Numbers.) NB PLAN2v3 will replace PLAN2 in 2023. The sub element of Quantifying Numbers will be replaced with Number Place Value and Counting processes.

Achieve by year: 2025

An increase of 6% of students achieving stage outcomes or higher in working mathematically skills (Communicating, problem solving and reasoning) as measured by school based assessment.

Achieve by year: 2025

An increase of 6% of students achieving stage outcomes or higher in comprehension as measured by school based assessment.

## Initiatives

### Building a Coherent Instructional program

The teaching and learning cycle is informed by a coherent instructional program designed to give teachers sustained opportunities to critically reflect on their practice and monitor student learning outcomes.

- The school leadership team will establish and collaboratively plan an instructional framework that underpins the decision-making processes of the school.
- Develop, implement and review an instructional framework incorporating curriculum, instructional strategies and assessments that is co-ordinated within and between grade levels.

### Differentiated teaching in Literacy and Numeracy that maximises student achievement

Establish whole school practices that develop literacy and numeracy skills through coherent programs, monitor student learning and are responsive to student need.

- The progress of every student is monitored in literacy and numeracy to identify strengths and gaps in learning which will drive the instructional programs across the school.
- Apply a common instructional framework in numeracy ensuring that teachers K-6 use the same metalanguage to communicate ideas, building upon prior knowledge and using consistent teacher judgement to monitor the achievement of student learning outcomes.
- Consolidate the literacy instructional framework to ensure there is a strong foundation for student progress monitoring and targeted differentiation.

## Success criteria for this strategic direction

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities.

(Effective Classroom Practice - Theme: Lesson Planning SEF)

- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.

(Effective Classroom Practice - Theme: Explicit Teaching SEF)

- 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. Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

(Curriculum - Theme: Teaching and Learning Programs SEF)

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement.

(Assessment - Theme: Whole School Monitoring of Student Learning SEF)

## Evaluation plan for this strategic direction

## Evaluation plan for this strategic direction

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**Q:** To what extent have we used data driven teaching practices and curriculum planning to meet the learning needs of students in literacy and numeracy?

**D:**

- PLAN data
- School based assessment data
- NAPLAN data
- Core Progressions
- Learning Progressions
- PAT Assessments
- Literacy Numeracy Check In Assessment

**A:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**I:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.

# Strategic Direction 2: Quality Teaching and Effective Leadership

## Purpose

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To build staff capacity to use evidence-based strategies for improving student performance in literacy and numeracy. We will make explicit links between professional learning, curriculum innovation, quality teaching and leadership capabilities.

## Improvement measures

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Achieve by year: 2025

Staff will evaluate the school to be at Excelling within the element of 'School leadership teams enable professional learning' as measured against the High Impact Professional Learning School Self-Assessment Tool.

Achieve by year: 2025

Staff will evaluate the school to be at Excelling in one or more themes within the element of 'Professional learning is continuous and coherent' as measured against the High Impact Professional Learning School Self-Assessment Tool.

## Initiatives

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### Student Centred Leadership

The school leadership team establishes and maintains a school culture that prioritises student progress, placing student need at the centre of all decision making.

- Develop, implement and maintain leadership practices that prioritise the needs of every student and impact positively on their learning and achievement.
- Maintain a focus on distributed instructional leadership to sustain a culture of evidence-based teaching and ongoing improvement so that every student makes measurable learning progress.

### Professional Growth and Attainment

Teachers engage in continuous professional growth resulting in improved teacher quality, which in turn maximises the impact on learner outcomes.

- Design and implement professional learning to meet student needs which are identified through analysis of progress and achievement data at system, school and classroom level.
- The school leadership team creates a culture and structure to build a cycle of professional learning that enables learning and growth in every teacher.
- Build teacher and leadership capacity to develop and use the requisite skills and knowledge necessary to improve student learning outcomes.

## Success criteria for this strategic direction

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- The leadership team establishes a professional community which is focused on continuous improvement of teaching and learning.

(Educational Leadership Theme: Instructional Leadership SEF)

- The school demonstrates a high performance culture with a clear focus on student progress and achievement and high quality service delivery.

(Educational Leadership Theme: High Expectations Culture SEF)

- The leadership team embeds clear processes with accompanying timelines and milestones to direct school activity towards effective implementation of the school plan.

(School Planning Implementation and Reporting Theme: School Plan SEF)

- Professional learning activities are evaluated by staff to identify and systematically promote and implement the most effective strategies to improve teaching and learning.

(Learning and Development Theme: Professional Development SEF)

- 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 Theme: Literacy and Numeracy Focus SEF)

## Evaluation plan for this strategic direction

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**Q:**

To what extent have we built teacher capacity to use evidence-based strategies to improve student outcomes

## Evaluation plan for this strategic direction

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in literacy and numeracy?

**D:**

- Whole School Professional Learning Plan
- PDPs
- Assessment Cycle
- Student Assessment Data
- Lesson Observations and Teacher Feedback
- Surveys e.g. Tell Them From Me
- Focus Groups

**A:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**I:** Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.



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

## Purpose

To promote a school culture where students are actively engaged in their learning, have positive and respectful relationships and experience a sense of belonging to their school and community. We will continue to build effective partnerships with our families and wider community.

## Improvement measures

### Attendance (>90%)

Achieve by year: 2023

Increase the percentage of students attending 90% of the time to equal or exceed 81.6%.

Achieve by year: 2025

In the elements of Wellbeing and Learning Culture, the school has an on balance measure of Excelling as measured by the School Excellence Framework.

Achieve by year: 2025

In the key dimension of Connecting Learning at Home and at School, the school is consolidating at Sustaining as measured by the School-Assessment Tool.

Achieve by year: 2025

An increase of 10% (from the baseline) of students indicating they are challenged and engaged in their learning as measured in The Tell Them From Me survey.

## Initiatives

### All Students Matter

There is a collective responsibility for student learning, wellbeing and success including monitoring of attendance.

- Build and strengthen learning support teams to monitor student wellbeing, achievement and attendance.
- Build and strengthen whole school practices for consultation and communication with parents regarding student progress.
- Design and implement an Aboriginal Education Strategy to effectively support Aboriginal students in attendance, engagement and achievement and to develop knowledge, understanding and appreciation of Aboriginal histories and culture.
- Expand community initiatives to increase community participation and foster stronger links between home and school.

### Highly Engaged, Future Focused Learning

Teaching and Learning programs are challenging and engaging and provide students with the skills and capabilities to thrive in a rapidly changing world.

- Design and implement a STEAMD initiative to build students' technical skills and develop critical and creative thinking and problem solving.
- Develop and implement an instructional mentorship strategy to build teacher capacity to effectively integrate digital technologies across the curriculum.
- Develop and embed knowledge of the High Potential and Gifted Education Policy to inform the design of programs and practices to engage and challenge students across all domains of potential.

## Success criteria for this strategic direction

The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (Wellbeing - Theme: A Planned Approach to Wellbeing SEF)

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

Teachers and families have regular, scheduled discussions about how school programs or activities link to student learning.

(Connection Learning-School Assessment Tool)

Students are highly engaged, motivated and challenged in their learning. (TTFM)

## Evaluation plan for this strategic direction

**Q:** To what extent have we achieved our purpose? Can we demonstrate the improvement in community engagement and student engagement?

**D:** These data sources will be collected and analysed by relevant teachers, leaders and teams:

- TTFM data
- Teacher Assessment against the SEF
- Parent, Teacher and Student Surveys
- Learning Support Database
- Personalised Learning Pathways
- Attendance Data

**A:** Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved.

**I:** Rigorous analysis of the data to determine impact will

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

### **Evaluation plan for this strategic direction**

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guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring students grow in their learning.