Strategic Improvement Plan 2021-2024

Fairfield High School 8550

School vision and context

School vision statement

At Fairfield high School we are committed to ensuring that all students develop skills, knowledge and attitudes to be productive, informed citizens who can successfully participate in society. Our multicultural community is valued and their language, academic and cultural needs are incorporated into all school plans and programs.

Each student and every staff member is known, valued, cared for and challenged to develop, improve and excel. The provision of varied experiences to support increased opportunities for success is central to all school decision making.

To achieve academic and social improvement and prepare students for life beyond school we focus on explicit, differentiated teaching, literacy and numeracy development, student wellbeing and differentiating the curriculum to meet the needs of all individuals. At our school we strive to empower students to achieve *creativity, excellence and success*.

School context

Fairfield High School is a comprehensive, secondary school located in south western Sydney, and caters for the academic and emotional needs of approximately 1100 students. A well established Intensive English Centre is located on site as part of the high school community, which caters for newly arrived students from overseas, refugees and international students. The school has seven special education classes that support the learning of students with intellectual disabilities and autism.

The school community is culturally and linguistically diverse with 93.5% of students from a LBOTE (predominantly from Syria, Iraq, Vietnam and the Pacific Islands) and 1% who are from an ATSI background. 40% of students require some level of English as an Additional Language or Dialect support (EAL/D). Approximately 50% of students come from a refugee background.

The school's staffing entitlement for 2021 is 129 teaching staff and 35 non-teaching staff. The school also employs a Business Manager, two Deputy Principals, a Head Teacher Enrichment, a Head Teacher Student Engagement, three Community Liaison Officers and extra learning support staff. The staff includes a mix of early career teachers and newly appointed executive staff who are new to their role. The staffing is stable with very little staff turnover.

The majority of the school's equity funding will be used to support initiatives developed in the 2021-2024 Strategic Improvement Plan. The current FOEI is 194, which entitles the school to be substantially funded through equity funds. A significant amount of the equity funds are being used to implement explicit Literacy and Numeracy support, and establish a wellbeing hub that is well resourced with external services to provide access to specialist support for all students, such as a speech therapist, an additional psychologist, a school lawyer funded by Legal Aid and a registered nurse funded through Refugee Health.

The school has close ties to its culturally and linguistically diverse community. There are strong partnerships with community groups, health services, local clubs, cultural institutions and universities. Students participate in a broad range of extra curricular activities including sports, music, debating, humanitarian causes and student leadership initiatives.

Significant equity funds are predominately expended to employ additional human resources. These resources are in the form of our School Learning and Support Officers (SLSOs), Community Liaison Officers (CLOs) and Technical Support Officer (TSO) to drive identified programs to improve and support learning outcomes of all students. The community has high expectations of student success and engagement in all aspects of school life and these extra resources assist the school to maintain positive and open channels of communication between staff, students, parents and community members.

The school is committed to continually improving effective classroom practices with targeted staff professional learning being instrumental in ensuring this. Within the 2021-2024 Strategic Improvement Plan this learning will be directly aimed at meeting identified school targets in the areas of literacy, numeracy, HSC results, attendance and student wellbeing. EAL/D pedagogy, quality feedback practices, the High Potential and Gifted Education policy

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and improving the school environment are key whole school focus areas, supported by classroom walkthroughs, quality teaching rounds and structured professional learning.

Quality feedback practices will be further refined to support the development of more effective assessment practices, in line with recommendations made in CESE's 'What Works Best' research findings. The aim of this is to have students make more explicit changes in their work to improve their overall academic outcomes.

EAL/D pedagogy will be embedded in all professional learning and whole school focus areas in a meaningful and explicit manner. The development of appropriate resources will support the embedding of strategies in programs, assessment tasks and all teaching practices. Quality Teaching rounds and the implementation of the High Potential and Gifted Education Policy will be used as a framework to deliver EAL/D professional learning and strategies.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose in Student Growth and Attainment is to create a school culture of continuous educational improvement, aspiration and academic success, where teachers reflectively adapt their practice to implement evidence-based teaching strategies and quality assessment practices. A regular evaluation of data and the provision of targeted professional learning will support staff to modify, refine and adapt their teaching and learning strategies so as to effectively address the specific needs of the students.

Improvement measures

Target year: 2022

Mandatory NAPLAN targets

Increase the proportion of students achieving in the top 2 bands in NAPLAN Numeracy to 9.90% or above

Increase the proportion of students achieving in the top 2 bands in NAPLAN Reading to 8.00% or above

Target year: 2023

Mandatory NAPLAN targets

Increase the proportion of students achieving expected growth in NAPLAN Numeracy to 68.80% or above

Increase the proportion of students achieving expected growth in NAPLAN Reading to 59.40% or above

Target year: 2022

Mandatory HSC targets

Increase the percentage of course results in the top 3 bands in the HSC to 34.90% or above

Target year: 2024

SEF - Learning: Curriculum: Differentiation

Initiatives

Highly Effective, Explicit Teaching Practice

Create a whole school focus on academic improvement, underpinned by the implementation of research supported teaching practices that address the diverse needs of all students.

- Implement a comprehensive whole school Feedback Strategy, utilising research based practice, as collated and synthesised by Australian Institute of Teaching and School Leadership (AITSL) and Centre for Education Statistics and Evaluation (CESE).

- Embed effective assessment practices, using the Quality Teaching Framework to evaluate, code, modify and improve the calibre of tasks, criteria, submissions and relevance to outcomes being assessed.

- Develop deep staff understanding and effective implementation of the High Potential and Gifted Education (HPGE) Policy and ensure there are strategies embedded across school programs and practices to address student needs in each of the four domains: intellectual, creative, social-emotional and physical.

- Establish a strong and effective approach to research informed EAL/D teaching strategies. Collaboration between teachers and EAL/D specialist staff is explicit and embedded in programming processes. A culture of high challenge, high support is present in classroom activities, supported by quality scaffolds.

- Initiate a whole school numeracy plan, with numeracy explicitly embedded in all teaching and learning programs. Students are mapped against the numeracy progressions and strategies are utilised to foster and monitor improvement.

- Design and implement an Aboriginal Education Strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes, as well as to support non-Aboriginal students develop knowledge and appreciation of

Success criteria for this strategic direction

SEF - Learning: Curriculum: Differentiation (Sustaining and Growing)

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.

SEF - Teaching: Effective Classroom Practice: Feedback (Excelling)

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated.

SEF - Teaching: Effective Classroom Practice: Explicit Teaching (Sustaining and Growing)

Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.

Internal Success Criteria Supported by Data:

Student growth in literacy, numeracy and the HSC is tracked by the Data, Evaluation Assessment and Programming (DEAP) Team, informing school executive and teachers who use this data to design and implement specific strategies a address identified student needs.

Literacy and numeracy initiatives are embedded in faculty programs, addressing the specific needs of students.

Staff are able to articulate ideas, evidence and strategies required to engage and challenge high potential and gifted students across the intellectual, creative, social-emotional and physical domains of potential. Programs are adjusted to include these strategies.

Strategic Direction 1: Student growth and attainment

Improvement measures

Consolidating Sustaining and Growing

SEF - Teaching: Effective Classroom Practice: Feedback

Moving from Sustaining and Growing to Excelling

SEF - Teaching: Effective Classroom Practice: Explicit Teaching

Consolidating Sustaining and Growing

Target year: 2023

Increase the proportion of Aboriginal students completing the HSC whilst maintaining their cultural identity

Initiatives

Aboriginal culture.

- Differentiation is at the core of all teaching and learning programs and initiatives. This includes Personalised Learning and Support Plans, Aboriginal Personal Learning Pathways, HPGE strategies, EAL/D teaching specialisation, assessment practices and professional learning activities.

Data Literacy, Analysis and Planning

Develop and embed a culture of regular data driven evaluation to drive the embedding of teaching and learning strategies that are responsive to the specific needs of the students.

- Establish a Data, Evaluation Assessment and Programming (DEAP) Team to lead the analysis of internal and external data that guides professional learning and the establishment/review of strategies that address identified needs and celebrates student academic improvement.

- Identify target areas and evaluate growth through the analysis of internal and external data to authentically direct the modification of practice for improvement.

- Utilise a variety of data sources to inform school decisions, triangulating data from school designed focus groups and surveys, NESA, Scout, DoE produced frameworks and evaluation tools. Centralise data collected and provide PL for staff in how to collect, collate, interpret and address data.

- Design and deliver evidence-based professional learning on data literacy, data analysis, data use in teaching and data use in planning, monitoring and assessing student progress and achievement.

- Schedule, resource and implement faculty opportunities for collaboration to support the use of data as a tool to inform planning, identify interventions and modify teaching practice.

Success criteria for this strategic direction

Assessment tasks are reviewed, evaluated and modified to improve quality and relevance. Feedback strategies are visible and utilised for both summative and formative assessments.

The school uses embedded and explicit systems to address the specific needs of EAL/D students, with a focus on professional dialogue, collaboration, classroom observation, the modelling of effective practice and the creation of support resources. Intensive English Programs Contingency Strategy supports EAL/D best practice implementation.

Staff engage in professional learning focused on identified priorities including: differentiation, EAL/D, feedback, HPGE, Aboriginal Education, data analysis, numeracy, reading and assessment.

Aboriginal perspectives embedded in all programs, supported by a school policy and a planned approach.

Evaluation plan for this strategic direction

Questions: What has been the impact of the initiatives and strategies, and has there been a measurable improvement in student academic results and engagement? Are teaching and learning outcomes reflective of improved explicit, consistent and evidence-based teaching and informed by professional development? Are the specific needs of the students being addressed in programs and classroom activities? What does the data tell us and how are we using it to lead to whole school improvement?

Data: *External student performance measures*: SCOUT, NESA RAP, HSC, HSC Minimum Standards, NAPLAN, Best Start, Check-in. *Internal student performance measures*: Literacy and Numeracy Progressions, Sentral data, Teaching programs, Classroom observations, Surveys (teacher, student & community), Focus groups (teacher, student), Student work samples and Summative assessment data.

Fairfield High School (8550) -2021-2024

Evaluation plan for this strategic direction

Analysis: Analyse and evaluate student achievement and results, as well as use data collected in surveys and focus groups, to assess level of impact.

Implication: Determine which initiatives and strategies are having an evidence-based positive impact and plan for future adjustments.

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Our purpose in Student Wellbeing and Engagement is to develop a strategic and planned approach to the provision of a positive school environment maximising the meaningful engagement of students in all aspects of school life. There is a school-wide, collective responsibility to create a school where students feel safe and where they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2024

SEF - Learning: Learning Culture: Attendance

Moving from Sustaining and Growing to Excelling

SEF - Learning: Wellbeing: Individual Learning Needs

Consolidating Sustaining and Growing

Target year: 2024

SEF - Learning: Wellbeing: Planned Approach to Wellbeing

Moving from Sustaining and Growing to Excelling

SEF - Learning : Wellbeing: Behaviour

Consolidating Sustaining and Growing

SEF - Teaching: Effective Classroom Practice: Classroom Management

Moving from Sustaining and Growing to Excelling

Target year: 2022

Mandatory Attendance Target

The proportion of students attending school 90% or more is at 63.90% or above

Initiatives

Positive Student Engagement and Wellbeing

Embed a culture of positive student engagement and wellbeing across the school, addressing all equity groups and individual student needs, supported by clear plans, evidence based practice and professional learning.

- Develop a whole school approach to anti-bullying, using the eSmart framework and resources to guide best practice implementation. Policy, templates, lessons and professional learning, with specific needs identified through surveys and focus groups.

- DoE Perfect Presence Program participation, school based attendance plans, year adviser mentoring, case management, engagement activities, communication strategies, data tracking and parent partnerships are all utilised to focus on attendance improvement.

- Identified students have comprehensive plans developed to address identified needs. All staff access and use these to guide programming and classroom practice.

- Introduction of regular positive awards celebrations, underpinned with a school wide focus on improved use of the positive levels of the current Welfare and Discipline Policy.

- Engagement and wellbeing strategies are implemented to target specified target groups and data is used to assess effectiveness and future directions.

- DoE School Learning Environments and Change resources will be utilised to drive an improvement in classroom décor that will increase engagement including: 'walls that teach'; flexibility to accommodate varied learning modes and technology; collaborative practice; and mobile, flexible and varied learning spaces.

- Introduce new initiatives to address the wellbeing needs of equity groups. Some of these include: a therapy dog, buddy/peer support, wellbeing packs and lunchtime clubs.

Success criteria for this strategic direction

SEF - Learning: Learning Culture: Attendance (Excelling)

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: Wellbeing: Individual Learning Needs (Sustaining and Growing)

Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.

SEF - Learning: Wellbeing: Planned Approach to Wellbeing (Excelling)

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: Behaviour (Sustaining and Growing)

Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.

SEF - Teaching: Effective Classroom Practice: Classroom Management (Sustaining and Growing)

A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Internal Success Criteria Supported by Data:

Comprehensive Anti-Bullying Plan is collaboratively designed, launched and implemented. Data indicates a decrease in bullying incidents.

All staff have undertaken training in the Be You domain

Strategic Direction 2: Student Wellbeing and Engagement

Initiatives

- Create and implement targeted small group workshops for students with identified needs: Seasons for Growth, Strength Program, Shine, TopBlokes and Creating Chances.

Planned Approach to Student Wellbeing and Engagement

Develop a whole school plan that clearly articulates student wellbeing and engagement strategies, with a focus on professional learning, consistency, evidence-based activities and evaluative practice.

- Create a map of all student wellbeing and engagement activities, using the Wellbeing Framework and Positive Behaviour for Learning 3 Tier matrix.

- Use the Student Wellbeing Framework Evaluation Support Tool to guide school based decisions about targeting specific areas of student wellbeing.

- Explicit professional learning for staff on effective and consistent classroom management techniques, as well as student mental health wellbeing (using Be You: Mentally Healthy Communities).

- Positive Behaviour for Learning continues to drive improved student behaviour, a common language of behaviour used by staff, the explicit teaching of identified behaviours and the tracking of data to monitor effectiveness and inform future initiatives and planning.

- Utilise external services to supplement school based personnel and resources: Headspace, Speech Pathology, Legal Aid, Refugee Health Nurse, Community First Step, STARTTS, CORE Community, PCYC, Youth off the Streets and Information & Cultural Exchange.

- Wellness Wednesdays will have a focus on student wellbeing in a creative manner: treats, awareness days, ribbons, badges, posters, whole school classroom lessons on targeted topics and themed bell music.

Success criteria for this strategic direction

Mentally Healthy Communities and are able to more effectively support the welfare needs of students in their classes.

A map of all Welfare activities is created and tracked, with programs being identified as Universal, Targeted and Individual, and all major programs are evaluated for effectiveness.

Positive award ceremonies are regularly held, with at least 20 students reaching Diamond level by Presentation Day.

All staff have undertaken classroom management professional learning and a common approach to classroom management is evident.

Positive Behaviour for Learning lessons are provided in all classrooms, targeting collaboratively determined student behaviours.

Participation in the DoE Perfect Presence Program, with data supporting successful strategy implementation.

A new FHS Student Behaviour Policy with Procedures will be developed and implemented.

Evaluation plan for this strategic direction

Questions: What has been the impact of the initiatives and strategies, and has there been a measurable improvement in student wellbeing? Are teachers utilising consistent and evidence-based strategies to address student behaviour, informed by professional development? Are the specific needs of the students being addressed in programs and classroom activities?

Data: Scout, Sentral data, Walkthrough data, Surveys (teacher, student & community), Focus groups (teacher, student)

Analysis: Analyse and evaluate student engagement and wellbeing to assess impact

Strategic Direction 2: Student Wellbeing and Engagement

Initiatives

- Revise the current FHS Positive Behaviour and Discipline Policy to meet both the requirements of the new DoE Student Behaviour Policy and to incorporate evidence based wellbeing initiatives to facilitate positive behaviour.

Evaluation plan for this strategic direction

Implication: Determine which initiatives and strategies are having an evidence-based positive impact and plan for future adjustments. What does the data tell us and how are we using it to lead to whole school improvement?

Strategic Direction 3: Collaborative Practice and Effective Partnerships

Purpose

Our purpose in Collaborative Practice and Effective Partnerships is to embed systems and practices that facilitate educational dialogue, professional growth and meaningful partnerships. A strong learning community will be created by the provision of research supported professional learning and relevant, planned parent activities to promote positive relationships.

Improvement measures

Target year: 2024

SEF - Leading: Educational Leadership: Community Engagement

Moving from Sustaining and Growing to Excelling

SEF - Leading: Management Practices and Processes: Community Satisfaction

Consolidating Excelling

SEF - Learning: Reporting: Parent Engagement

Moving from Sustaining and Growing to Excelling

Target year: 2024

SEF - Teaching: Learning and Development: Collaborative Practice and Feedback

Moving from Sustaining and Growing to Excelling

SEF - Teaching: Professional Standards: Improvement of Practice

Consolidating Excelling

SEF - Leading: Educational Leadership: High Expectations Culture

Consolidating Excelling
SEF - Leading: School Resources: Technology
Moving from Sustaining and Growing to Excelling

Initiatives

Positive Parent Partnerships

Create a school based culture of parent partnerships and collaboration, with an increased focus on parent workshops, social groups and presentations

- A variety of parent programs provided, with themes such as; building relationships, conversational English, Families in Cultural Transition (FiCT), mental health matters in cultural context, technology and social media, attendance, NESA requirements, transition planning, post school pathways, curriculum and teaching strategies, open classrooms, sample lessons, subject selection, academic reporting, cultural celebrations and student show and tell.

- Increase the cultural groups targeted by liaising with representatives from the community to determine the best way to engage parents; Aboriginal, Pacific Islanders, Iranian. Afghani, Vietnamese and Balkan communities.

- Parents actively use the School Stream app to access information about the school and to inform the school of student absence reasons.

- Increased parent contribution to the development of Personalised Learning and Support Plans (PLASPs) , Personalised Learning Pathway Plans (PLPs) for Aboriginal students, Attendance Improvement Plans (AIPs) and Health Care Plans (HCPs).

- Establishment of opportunities to engage parents in meaningful activities to address student academic achievement by learning more about curriculum, learning strategies and reporting.

- Develop a parent engagement plan, using the Family-School Partnerships Framework to evaluate current practice and plan for improvement.

Collaborative Professional Practice

School staff will engage in professional learning to develop their skills and knowledge of both data and best practice teaching strategies to enhance collaborative

Success criteria for this strategic direction

SEF - Leading: Educational Leadership: Community Engagement (Excelling)

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

SEF - Leading: Management Practices and Processes: Community Satisfaction (Excelling)

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

SEF - Learning: Reporting: Parent Engagement (Excelling)

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

SEF - Teaching: Learning and Development: Collaborative Practice and Feedback (Excelling)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

SEF - Teaching: Professional Standards: Improvement of Practice (Excelling)

The school has a high performing teaching staff as measured against the Australian Professional Standards. 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 - Leading: Educational Leadership: High

Strategic Direction 3: Collaborative Practice and Effective Partnerships

Initiatives

planning and staff capacity to drive improvement in student academic achievement.

- Design and deliver evidence-based professional learning on data literacy, data analysis, data use in teaching and data use in planning, monitoring and assessing student progress and achievement, including NESA information on moderation and assessment.

- Schedule, resource and implement faculty opportunities for collaboration to support the implementation of evidence based teaching strategies and school wide directions: HPGE, differentiation, feedback, anti-bullying, youth mental health, reading, numeracy, EAL/D, attendance and engagement.

- Use the High Impact Professional Learning School Self Assessment Tool to reflect on current professional learning practices in relation to the five elements (PL driven by identified student needs, School leadership team enables PL, Collaborative and applied PL, PL is continuous and coherent, All staff are responsible for the impact of PL on student outcomes and improvement).

- Utilise Quality Teaching Rounds and Pilot Groups to drive capacity building and long term, embedded improvements in teaching practice.

- Develop and implement a comprehensive whole school EAL/D Plan, where best practice EAL/D strategies are promoted, implemented and evaluated in all key areas of teaching and learning, with a focus on the needs of refugee students, trauma informed practice and strategies specifically designed to address gaps in learning and English acquisition.

- Empower Hours, FLAIR - Fairfield Leadership Approach, Individualised and Road-Mapped, accreditation workshops, shadowing, mentoring and coaching, professional learning networks and online learning are all utilised to develop staff capacity and succession planning.

- Establish a dynamic Technology Team. Create a needs based Technology Plan addressing the 5

Success criteria for this strategic direction

Expectations Culture (Excelling)

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

SEF - Leading: School Resources: Technology (Excelling)

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

Internal Success Criteria Supported by Data:

- Greater diversity of all cultural groups engaged in school activities.

- Increased parent interaction in school activities and on social media, eg SchoolStream.

- All faculties start to use 'live', co-designed programs, liaising with EAL/D, LaST & Enrichment staff to embed high quality, differentiated strategies.

- Quality Teaching Rounds used regularly to improve teaching practice and student engagement.

- Negotiated and responsive annual Professional Learning Plan, Community Engagement Plan and Technology Plan developed, implemented and evaluated - addressing needs of staff, PDPs, school directions, student improvement goals and community.

- Leadership development is tracked by an increase in the number of opportunities and the number of participants.

Evaluation plan for this strategic direction

Questions: What has been the impact of the initiatives and strategies, and has there been a measurable improvements in staff capacity, parent engagement and student achievement?

Strategic Direction 3: Collaborative Practice and Effective Partnerships

Initiatives

areas of: ICT Leadership, Teaching & Learning, Digital Competencies, Infrastructure/Hardware and Administration. Provide PL in targeted areas of technology, plan for sustainable quality technology across the school, undertake evaluations and implement strategies to target data-identified needs.

Evaluation plan for this strategic direction

Data: Scout, Sentral, MyPL, NESA, TTFM data, Walkthrough data, Surveys (teacher, student & community), Focus groups (teacher, student)

Analysis: Analyse and evaluate professional learning to assess impact

Implication: Determine which initiatives and strategies are having an evidence-based positive impact and plan for future adjustments.