

# Strategic Improvement Plan 2022-2026

## 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 west Sydney, and caters for the academic and emotional needs of 1054 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 has a Family Occupation Employment Index (FOEI) of 191. 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 Aboriginal and Torres Strait Islander 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 has 130 teaching staff and 35 non-teaching staff. The school also employs, two additional Deputy Principals, a Business Manager, 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.

A significant amount of equity funds are 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.

Technology is constantly being audited, updated and implemented, in line with new developments and school directions. The school's library is a technology hub, with two computer labs for full classes and students to utilise before school, lunchtime and via the Homework Club. Additionally, Maker Space resources are available for classes and a lunchtime club. Virtual Reality technology is available for staff and Minecraft lunchtime activities meet the needs of students who love engaging with technology in a fun way.

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.

The school is committed to continually improving effective classroom practices with targeted staff professional learning being instrumental in ensuring this. 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 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

# School vision and context

## School vision statement

---

## School context

---

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.

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

### HSC achievement - top 3 bands

Achieve by year: 2023

### Mandatory HSC targets

Increase the percentage of course results in the top 3 bands in the HSC towards the lower bound system target

### Numeracy growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for numeracy in Years 7, 8 & 9 for 2023, compared with Years 7, 8 & 9 in 2022

### Reading growth

Achieve by year: 2023

An increase in Check-In Assessment mean scaled score for reading in Years 7, 8 & 9 for 2023, compared with

## Initiatives

### Highly Effective, Explicit Teaching Practice

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

The Quality Teaching Team will:

Coordinate and implement a whole school approach to continuous academic improvement, reading, writing, numeracy, Aboriginal education and High Potential Gifted Education (HPGE) with a focus on:

- differentiation
- feedback
- explicit teaching
- data skills and use
- high impact professional learning

Share explicit evidence based teaching strategies so that staff can embed them into programs and classroom practice. *What Works Best*, *High Impact Teaching Strategies*, EAL/D pedagogy, HPGE research and the Quality Teaching Framework will guide implementation and choice of strategies.

Collaborate with EAL/D staff to share strategies with staff that are high challenge, high support, providing professional learning targeting staff capacity in addressing the needs of EAL/D and refugee students.

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 Aboriginal culture.

### Data Evaluation, Analysis and Planning

There will be a whole school focus on data skills in use so that student assessment data being regularly used school wide to identify student achievements and progress, in

## 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.*

### SEF - Teaching: Data Skills and Use: Data Literacy (Sustaining and Growing)

*The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student understanding of lesson content. Teachers use data effectively to evaluate student understanding of lesson content.*

### SEF - Teaching: Data Use in Planning (Sustaining and Growing)

*Assessments are developed and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor*

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Years 7, 8 & 9 in 2022

### Aboriginal student HSC attainment

Achieve by year: 2023

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

Achieve by year: 2026

### SEF - Curriculum

Moving from Sustaining and Growing to Excelling

### SEF - Effective Classroom Practice

Moving from Sustaining and Growing to Excelling

### Data, Evaluation, Analysis and Planning

Achieve by year: 2026

### SEF - Data Skills and Use

Moving from Delivering to Sustaining and Growing

## Initiatives

order to reflect on teaching effectiveness and inform future directions.

Key focus areas include:

- promoting data strategies to create a culture of regular evaluation to ensure teaching and learning strategies are responsive to the specific needs of students.
- designing and delivering 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.
- facilitating explicit evaluative strategies to increase data use that informs professional practice.
- utilising a variety of data sources to inform school decisions, triangulating internal and external data. Centralise data collected and provide PL for staff in how to collect, collate, interpret and address data.

## Success criteria for this strategic direction

*student learning progress and identify skill gaps for improvement and areas for extension.*

### SEF - Teaching: Data Skills and Use: Data Analysis (Sustaining and Growing)

*The leadership team comprehensively analyses student progress and achievement data for insights into student learning and discusses results with the whole staff. All teachers contribute to gathering and analysing data.*

### Internal Success Criteria Supported by Data:

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.

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. EAL/D best practice implementation is supported by providing opportunities for collaboration.

Aboriginal perspectives are embedded in all programs, supported by a whole school 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

# Strategic Direction 1: Student growth and attainment

## Evaluation plan for this strategic direction

---

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 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.

**Analysis:** Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement.

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

What does the data tell us and how are we using it to lead to whole school improvement?

## 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

#### Attendance >90%

Achieve by year: 2023

#### Mandatory Attendance Target

Increase the proportion of students attending school 90% or more towards the system identified lower bound target

#### Positive Student Engagement

Achieve by year: 2026

#### SEF - Learning: Learning Culture

Moving from Sustaining and Growing to Excelling

#### Positive Student Wellbeing

Achieve by year: 2026

#### SEF - Learning: Wellbeing

Consolidating Excelling

### Initiatives

#### Positive Student Engagement

There will be a focus on promoting a culture of positive student engagement, supported by clear plans, evidence based practice and professional learning, underpinned by the implementation of evidence informed practice.

This will be achieved by:

- collaboratively developing DoE and 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.
- identifying students who require comprehensive plans developed to address identified needs. All staff access and use these to guide programming and classroom practice.
- implementing engagement strategies to target specified target groups and data is used to assess effectiveness and future directions.
- utilising DoE School Learning Environments and Change resources to drive an improvement in classroom practice 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.
- professional learning for staff on effective and consistent classroom management techniques.

#### Positive Student Wellbeing

There will be a focus on promoting a culture of positive student wellbeing, supported by clear plans, evidence based practice and professional learning, to support the individual and collective needs of students.

This will be achieved by:

- developing and implementing a whole school approach to wellbeing including anti-bullying, positive awards celebrations, targeted small group

### 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 (Excelling)

*There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.*

#### SEF - Learning: Assessment: Student Engagement (Excelling)

*Students and parents understand the assessment approaches used in the school and their benefits for learning. Feedback from students on their learning derived from assessments informs further teaching.*

#### 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 - 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 - Teaching: Effective Classroom Practice: Classroom Management (Excelling)

*All classrooms and other learning environments are well*

## Strategic Direction 2: Student Wellbeing and Engagement

### Initiatives

- workshops for students with identified needs, mental health training and Positive Behaviour for Learning.
- mapping student wellbeing activities, using the Wellbeing Framework and Positive Behaviour for Learning 3 tier matrix.
- using the Student Wellbeing Framework Evaluation Support Tool to guide school based decisions about targeting specific areas of student wellbeing.
- utilising 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.
- implementing the new DoE Student Behaviour Policy and evaluating the effectiveness of the new strategies to manage behaviour.

### Success criteria for this strategic direction

*managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.*

#### Internal Success Criteria Supported by Data:

A whole school approach to student wellbeing so that all students can Connect, Thrive and Succeed.

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 of 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.

The school's Attendance Team regularly evaluates plans and procedures, regularly tracks and monitor student attendance patterns, and implements focused strategies to drive ongoing improvement in student attendance.



## Strategic Direction 2: Student Wellbeing and Engagement

### 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 students being addressed in programs and classroom activities?

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

**Analysis:** Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement.

**Implication:** Determine which initiatives and strategies are having an evidence-based positive impact and use data to 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

### Positive Parent Partnerships

Achieve by year: 2026

#### SEF - Leading: Educational Leadership

Consolidating Excelling

#### SEF - Leading: Management Practices and Processes

Moving from Sustaining and Growing to Excelling

#### SEF - Learning: Reporting

Moving from Sustaining and Growing to Excelling

### Collaborative Professional Practice

Achieve by year: 2026

#### SEF - Teaching: Learning and Development

Moving from Sustaining and Growing to Excelling

#### SEF - Teaching: Professional Standards

Moving from Sustaining and Growing to Excelling

### SEF - Leading: School Resources

Consolidating Excelling

## Initiatives

### Positive Parent Partnerships

There will be a focus on creating a school based culture of parent partnerships and collaboration, with an increased focus on parent workshops, social groups, presentations and feedback.

This will be achieved by:

- engaging parents in meaningful activities to address student academic achievement by learning more about curriculum, learning strategies and reporting, as well as providing sessions and information on wellbeing, behaviour and mental health.
- expanding the school's cultural groups by liaising with representatives from the community to determine the best way to engage parents; Aboriginal, Pacific Islanders, Iranian, Afghani, Vietnamese and Balkan communities.
- increasing 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).
- developing a parent engagement plan, using the Family-School Partnerships Framework to evaluate current practice and plan for improvement.
- creating opportunities for parents to provide meaningful feedback about school policies and practices, using focus groups and community meetings to seek this input.

### Collaborative Professional Practice

There will be a focus on leading and providing high impact professional learning to develop staff skills and knowledge to enhance their capacity to drive improvement in student academic achievement.

This will be achieved by:

- utilising the High Impact Professional Learning

## 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

- School Self Assessment Tool to drive excellence in professional learning.
- scheduling, resourcing and implementing opportunities for collaboration to support the implementation of evidence based teaching strategies and school wide directions.
- expanding the use of Quality Teaching Rounds and Pilot Groups to drive capacity building and embedded and sustained improvements in teaching practice.
- Developing and implementing a comprehensive whole school EAL/D plan, with a focus on the needs of refugee students, trauma informed practice and strategies specifically designed to address gaps in learning and English acquisition.
- providing Empower Hours, FLAIR (Fairfield Leadership Approach: Individualised and Road-Mapped), accreditation workshops, shadowing, mentoring and coaching, professional learning networks and online learning to develop staff capacity and succession planning.
- establishing a dynamic Technology Team to implement a needs based Technology Plan supported by professional learning.

### 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 through digital communication, 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 plans are developed, implemented and evaluated, including the school's Professional Learning Plan, Community Engagement Plan and Technology Plan, to address the needs of staff, school directions, student improvement goals and strengthen community partnerships.
- 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 improvement in staff capacity, parent engagement and

## Strategic Direction 3: Collaborative Practice and Effective Partnerships

### Evaluation plan for this strategic direction

---

student achievement?

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

**Analysis:** Ongoing analysis of the available data will measure the success of initiatives and identify areas for improvement.

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