

Strategic Improvement Plan 2024-2027

Fairfield Heights Public School 3632



School vision and context

School vision statement

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 and numeracy. Every student and every teacher 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

Fairfield Heights Public School is located in south-west Sydney and has a current student enrolment of 640 students from K-6, including 94% from a non-English speaking background and a high percentage of students from a refugee background. The school proudly caters for 15 students who identify as having Aboriginal or Torres Strait Islander heritage. The school has a support unit which consists of 3 classes. The school has a Family Occupation Employment Index (FOEI) of 180 and successfully caters for the educational needs of students from many diverse cultural and language backgrounds with a strong commitment to providing excellence and equity for all.

The school has a combination of early career and experienced teachers who are committed to an ethos of collaboration, professional learning and continuous school improvement. The highly dedicated and collaborative staff work to foster a caring and inclusive whole school culture which values high achievement, strong relationships, positive wellbeing practices and excellence in education.

The school curriculum has a rich focus on providing sound foundations for student learning, with an explicit focus on delivering improved student outcomes in literacy, numeracy and information technology. The school has a proud history of academic success and is widely recognised as high performing school that successfully delivers outstanding results for the Fairfield Heights Public School community.

Leadership initiatives are designed to build a culture of evidence informed 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.

Quality teaching and instructional time is closely aligned to the class programs 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.

The school is strongly supported by an active and engaged Parents and Citizens Association. The aspirational school community are highly valued as partners in education and school improvement.

The school's mission is to ensure the provision of educational excellence, promoting a culture of high expectations and continual improvement, where every student has the opportunity to achieve their personal best through engaged and active learning in a safe, supportive and respectful school. The school aims to prepare students to be resilient, engaged, caring, confident citizens and lifelong learners who can successfully contribute to an increasingly challenging and complex world.

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

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2023.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

At least 90% of students demonstrate reading growth and achievement from Term 1 to Term 4, 2024 using PAT as a key data point.

Initiatives

Evidence Informed Instructional Programs

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.
- An instructional framework incorporating curriculum, instructional strategies and assessments that is co-ordinated within and between grade levels will be developed, implemented and reviewed.
- Whole school practices that support ongoing reflection and evaluation of student progress and assessment data will be embed across the core activity of the school.

Literacy and Numeracy Enrichment and Intervention

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

- The progress of every student will be monitored in literacy and numeracy to identify strengths and gaps in learning which will drive the instructional programs across the school.
- Common instructional framework in literacy and numeracy that is based on explicit teaching will be applied across the school.
- The literacy and numeracy instructional framework will be consolidated to ensure there is a strong foundation of student progress monitoring and targeted differentiation.

Success criteria for this strategic direction

Lessons are systematically planned as part of a coherent program that has been collaboratively designed. Teachers use their professional judgment to make adjustments to suit student needs as they arise. Lesson planning is informed by students' prior achievement, 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)

Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. 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 are dynamic and culturally responsive, with adjustments made based on feedback and reflection. This is consistent with reliable student assessment to support student progress and achievement.

(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. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments.

(Assessment - Theme: Whole school monitoring of student learning SEF)

Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback

Strategic Direction 1: Student growth and attainment

Improvement measures

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

At least 90% of students demonstrate numeracy growth and achievement from Term 1 to Term 4 2024 using PAT as a key data point.

Success criteria for this strategic direction

on their learning that is analysed and used to inform teaching.

(Assessment - Theme: Student engagement SEF)

Evaluation plan for this strategic direction

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

Data:

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

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Grades will meet regularly to analyse student assessment data with regular pause points built into whole school organisation for more in depth evaluation ensuring that programs are responsive to student need.

Implication: 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

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.

Initiatives

Inspired Teachers, Inspired Learning

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

- The school leadership team will foster a culture of trust and inclusion and embed structures that support professional growth for all teachers, at all career levels.
- Professional learning will be designed and implemented to meet student needs which are identified through analysis of progress and achievement data at system, school and classroom level.
- Teacher and leadership capacity will be fostered and developed to build the requisite skills and knowledge necessary to improve student learning outcomes.
- The school leadership team will establish and maintain a school culture that prioritises student progress, placing student need at the centre of all decision making.

Success criteria for this strategic direction

The leadership team maintains a focus on distributed educational leadership to support collective efficacy and aspiration. This sustains a culture of effective, evidence informed teaching and ongoing improvement, ensuring every student is engaged and achieves measurable learning progress and closing of equity gaps.

(Educational Leadership- Theme: Leading. teaching and learning SEF)

The leadership team has established a strong professional learning community with a sustained focus on evidence-informed teaching, wellbeing, and leadership practices. There is a collaborative culture of high expectations and continuous improvement across the school, underpinned by high staff wellbeing.

(Educational Leadership- Theme: High Expectations Culture SEF)

The school collaboratively uses research, evidence-informed initiatives and innovative thinking in designing and implementing a Strategic Improvement Plan that successfully delivers ongoing, measured improvement in student progress and achievement.

(School planning, implementation and reporting- Theme: Strategic Improvement Plan SEF)

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.

(Learning and Development- Theme: Professional Learning SEF)

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and

Success criteria for this strategic direction

numeracy development.

(Curriculum Theme: Literacy and Numeracy Focus SEF)

Evaluation plan for this strategic direction

Question: To what extent have we built teacher capacity to use evidence-based strategies to improve student outcomes in literacy and numeracy?

Data:

- 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

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved. Teacher feedback is actively sought to inform future directions and target professional learning needs.

Implication: Rigorous analysis of the data will guide both ongoing implementation as well as future school planning to provide continuous improvement, ensuring teachers and 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

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Attendance rate for the school is increased from 90.78% in 2023 to 91.6% in 2027.

Initiatives

Every Student Matters

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

- Learning Support Teams will be strengthened to monitor student wellbeing, achievement and attendance.
- Whole school practices for consultation and communication with parents regarding student progress will be enhanced.
- 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 will be designed and implemented.
- Community initiatives will be expanded to increase community participation and foster stronger links between home and school.
- Meaningful opportunities for student participation and leadership, including voice and decision making across a range of contexts will be provided.

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 HPGE 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.
- Build partnerships within and beyond the school to build teacher leadership capacity to support the implementation of HPGE initiatives across the

Success criteria for this strategic direction

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs.

(Wellbeing Theme: A planned approach to inclusion and wellbeing SEF)

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers 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)

Teachers directly engage with parents/carers to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers is responsive to feedback received.

(Reporting Theme: Parent Engagement SEF)

Students understand and are actively engaged to provide feedback on assessment approaches used in learning. Student agency is developed through embedded processes for receiving, reflecting and providing feedback on their learning that is analysed and used to inform teaching.

(Assessment Theme: Student engagement SEF)

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

Evaluation plan for this strategic direction

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

Initiatives

school.

- 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.
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Evaluation plan for this strategic direction

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

Data: 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

Analysis: Data is analysed and triangulated regularly to determine the extent to which the purpose and improvement measures have been achieved and to guide next steps and any adjustments.

Implication: 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.