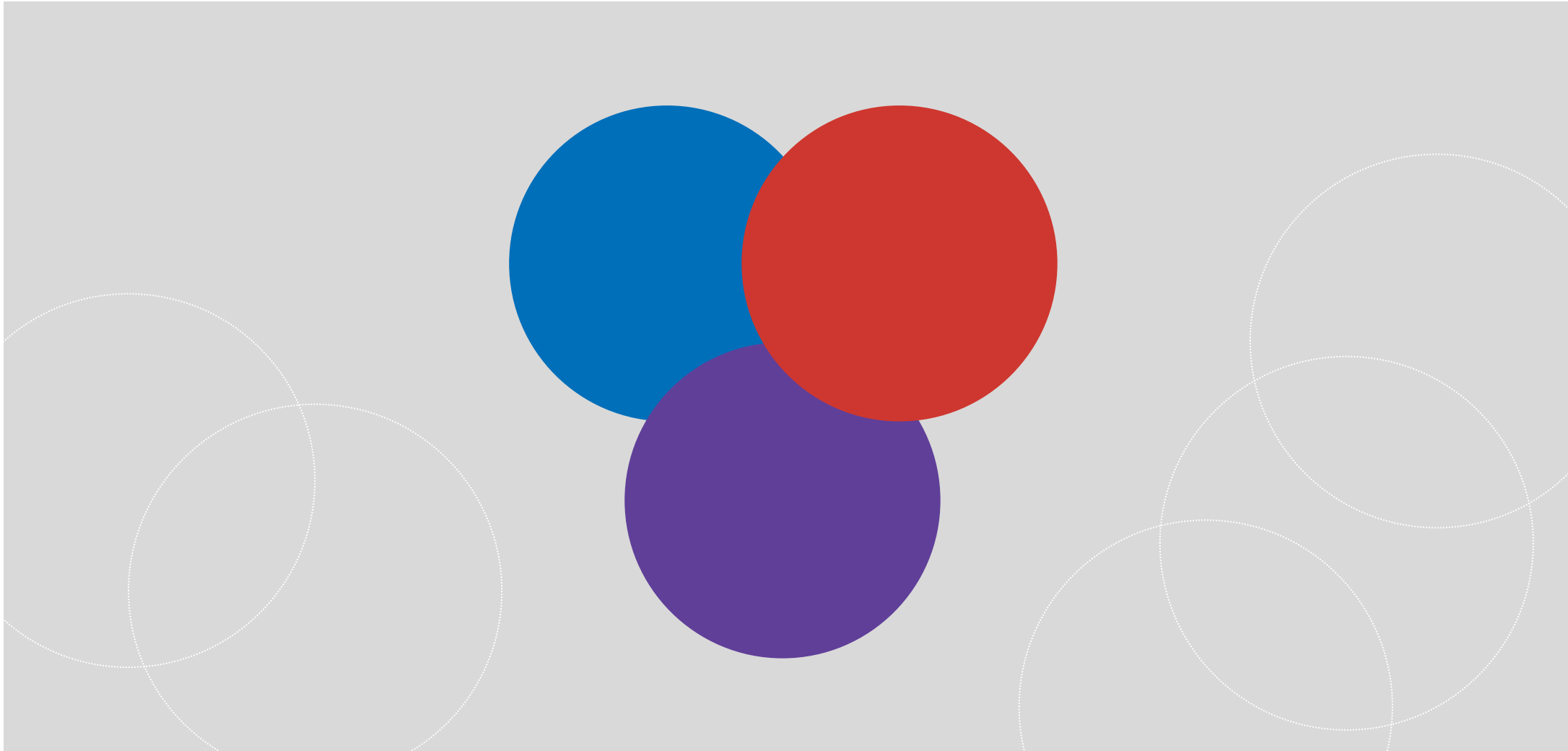# School plan 2015 – 2017

Fairfield Heights Public School

School vision statement

Fairfield Heights Public School is committed to providing high quality educational opportunities for each and every child through equity and excellence. Every student has the opportunity to achieve their personal best through engaged, active learning in a safe, supportive and respectful school.

All members of the school community (teachers, students, parents, community members) work together with a definite, common sense of purpose – the welfare of our students.

School context

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 is 952. Cultural diversity is a feature at our school. Ninety-one percent of our students are from language backgrounds other than English. There are forty-eight different language backgrounds within the school community comprising 29% Assyrian, 27% Arabic, 8% Vietnamese, 3% Samoan, 3% Khmer and 30% from other groups. Approximately 23% of our students are recognised as coming from a refugee background.

The school NSW FOEI (Family Occupation and Employment Index) for 2015 is 147 which is higher than the average 100 and the ICSEA (Australian Index of Community Socio-Economic Advantage) is 951 which is lower than the average of 1000, indicating socio-economic disadvantage.

We have a combination of early career and experienced staff who are committed to an ethos of collaboration, professional learning and continuous school improvement.

Our school curriculum has a focus on providing sound foundations for our students to be resilient, engaged, caring and confident lifelong learners. Specific emphasis is directed to improving student learning outcomes in literacy, numeracy and information technology.

Our school is committed to the pursuit of excellence and the provision of high quality educational opportunities for each and every student.

School planning process

The school community utilised a range of strategies and data to evaluate the School Plan 2012-2014 in order to determine the school's future strategic directions as indicated in the School Plan 2015-2017.

Planning processes included:

- review/analysis of student learning outcomes data involving school-based data and external data such as NAPLAN/PLAN;
- evaluation of school programs/directions 2012-14 leading to recommendations for school priorities 2015-17 via grade/Department/K-6 meetings;
- teacher responses to 'Focus on Teaching' DEC survey;
- parent satisfaction surveys including opportunity to make recommendations for school priorities 2015-17;
- parent opinions sought via P&C meetings/school newsletters and focus group discussions;
- student responses to 'Quality of School Life' DEC surveys; 'Tell Them From Me' surveys.
- draft proposals for aspects of School Plan 2015-17 including Vision Statement/Strategic Directions 1-2-3 distributed/reviewed by staff and parents via grade/K-6 meetings and P&C/newsletter and recommendations-feedback submitted via Principal to School Plan 2015-17 Committee; and
- School Plan 2015-17 Committee developed / communicated / reviewed recommendations-feedback/formulated final planning aspects for each strategic direction including:
  - 5P planning (purpose, people, processes, practices and products).
  - Improvement measures over three years.
  - Detailed implementation and progress monitoring for key aspects of each strategic direction.

School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1

STUDENT LEARNING

Quality teaching and learning programs equip students with the necessary literacy and numeracy skills to be successful 21st Century learners.

STRATEGIC DIRECTION 2

STAFF AND LEADER LEARNING

Foster quality teaching and effective leadership.

STRATEGIC DIRECTION 3

SCHOOL LEARNING

Whole school community organisational practices enable all students to be highly engaged in schooling, emotionally aware and technologically competent.

Purpose:

To improve student learning and outcomes in literacy and numeracy through an integrated approach to quality teaching, curriculum planning and delivery and assessment which meets the learning needs of all students.

Purpose:

Build staff capacity through focused professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Professional learning is linked with curriculum innovation, quality teaching and leadership capability that inspires improvement of student outcomes.

Purpose:

To improve whole school organisational effectiveness in a positive school community environment. To improve student social, physical and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

Strategic Direction 1: "Quality teaching and learning programs equip students with the necessary literacy and numeracy skills to be successful 21st Century learners."

Purpose

To improve student learning and outcomes in literacy and numeracy through an integrated approach to quality teaching, curriculum planning and delivery and assessment which meets the learning needs of all students.

Improvement Measures

- ❖ 35% of Year 3 and Year 5 students achieve proficiency levels in NAPLAN Reading, Numeracy and Writing.
- ❖ 70% of Year 5 students achieve greater than or expected growth from Year 3 in NAPLAN assessments.
- ❖ 80% of K-6 students achieve stage appropriate Literacy Continuum clusters.
- ❖ Evidence of differentiation in literacy and numeracy programs and classroom practice.
- ❖ Department of Education priorities (by 2019):
  - increase percentage of all students in top two reading and numeracy NAPLAN bands by 8%.
  - Increase percentage of Aboriginal students in top two reading and numeracy NAPLAN bands by 30%.

People

Students: Levels of achievement in numeracy and literacy will be improved through explicit student feedback that will inform personal learning goals and success criteria.

Staff: Will be supported to develop capabilities to plan and implement differentiated programs to support and extend all students.

Parents/Carers: Establish a collaborative learning community by providing opportunities for parents and teachers to work together to improve the intellectual quality of educational programs in the school. This will include providing community learning sessions on literacy, numeracy, information and communication technology, Australian Curriculum.

Leaders: Support classroom teachers to ensure consistency in practice across Years K-6. This includes initiatives in core programs, assessment strategies, teacher reflection-feedback in order to support Quality Teaching/21st Century learning practices in all classrooms.

Community Partners: Effective Community of Schools (COS) networks will provide professional learning opportunities for staff and opportunities for students to participate in a range of extra curricula and cultural activities.

Processes/Projects

Core Programs
- Review core programs in literacy and numeracy.
  - Establish K-6 plan for curriculum delivery.
  - Implement explicit and systematic school scope and sequence plans.
  - Targeted professional development for teachers.

Analysis of Assessment Data
- Develop K-6 Assessment Framework.
- Ongoing staff training in the use of all available data (NAPLAN, PLAN, school-based, EAL/D Progression, Literacy-Numeracy Continuums) to establish areas of need and to develop appropriate teaching and learning programs.

Differentiation
Build staff capacity to collaboratively plan and differentiate programming and pedagogy in literacy and numeracy.

National Curriculum Implementation
Students are exposed to and engaged in quality teaching programs based on the NSW Syllabus for the Australian Curriculum in English, Mathematics, Science, History and Geography.

Targeted classes and individual assistance to support the needs of EAL/D, refugee, Aboriginal and students with learning difficulties-disabilities.

Regular evaluation of plans and reporting against milestones by leadership team and K-6 staff.

Products and Practices

Products
- ❖ 35% of Year 3 and Year 5 students achieve proficiency levels in NAPLAN Reading, Numeracy and Writing.
- ❖ 70% of Year 5 students achieve greater than or expected growth from Year 3 in NAPLAN assessments.
- ❖ 80% of K-6 students achieve stage appropriate Literacy Continuum clusters.
- ❖ Evidence of differentiation in literacy and numeracy programs and classroom practice.

Practices
- ❖ Teachers engage in targeted professional learning.
- ❖ Focus on literacy and numeracy as the foundations for learning.
- ❖ Whole school approach to data driven planning and programming.
- ❖ Targeted, strategic early intervention for students experiencing difficulty in literacy and numeracy.
- ❖ School culture, structures and allocation of resources facilitate sustained and timely support for: language learning needs of EAL/D students including needs of refugee students/students with learning difficulties or disabilities/Aboriginal students.
- ❖ School leadership team monitors student achievement in literacy and numeracy.
- ❖ Students reflect on the achievement of their personal learning goals in the area of literacy and numeracy.

Strategic Direction 2: "Foster quality teaching and effective leadership."

Purpose

Build staff capacity through focused professional learning and development that creates a school culture where every staff member is engaged in ongoing, relevant and evidence-based learning and practice at an individual and collective level.

Professional learning is linked with curriculum innovation, quality teaching and leadership capability that inspires improvement of student outcomes.

Improvement Measures

- ❖ All teaching staff plan, implement and review Performance Development Plan (PDP).
- ❖ 100% of staff achieve accreditation at appropriate levels.
- ❖ Explicit use of staff and student feedback strategies evident in all classrooms.
- ❖ Staff in "Focus On Learning" teacher surveys indicate a high correlation of school practice with the "Eight Drivers of Student Learning."

People

Students: Student learning is supported by the use of explicit learning intentions and success criteria.

Staff: All staff engaged in personalised professional development through a range of strategies that focus on feedback, self-evaluation and sharing of professional practice.

Leaders: Leaders will build collaborative teams to support and develop individual and group teaching-leadership capabilities.

Parents/Carers: The school communicates to parents/carers a clearly documented professional plan linked to school and DEC priorities. Establish a collaborative learning community.

Community Partners: Effective Community of Schools (COS) networks will provide professional learning opportunities for staff leading to improved student learning outcomes.

Processes/Projects

Performance and Development Framework
- • All teachers set meaningful professional goals forming their professional development plan.
- • Professional goals are informed by everyday learning, teaching and leadership practice.

Professional learning to inform best practice.
- • There is a whole school focus on improved teaching methods in literacy, numeracy and technology.
- • Professional learning is targeted to DoE and school priorities and individual professional needs.

Feedback
- • Classroom observations to ensure delivery of a differentiated curriculum linked to NSW Quality Teaching Framework and 21st Century learning elements.
- • School leaders provide feedback that supports quality teaching practice.
- • Teachers use explicit learning intentions and success criteria and support student feedback.

Individual teachers seeking accreditation at various levels supported through mentoring networks/induction programs and ongoing professional learning.

Products and Practices

Products
- ❖ 100% of staff have a Performance Development Plan (PDP) which will reflect DEC and school priorities, individual goals and the Australian Professional Standards for Teachers.
- ❖ 100% of staff achieve accreditation at appropriate levels.
- ❖ 100% of staff understand the vital importance of feedback on their practice and use it to improve their teaching practice.
- ❖ Staff in "Focus On Learning" teacher surveys indicate a high correlation of school practice with the "Eight Drivers of Student Learning."

Practices
- ❖ All staff place a high priority on ongoing professional learning and on the development of a school-wide, self-reflective culture focussed on improving classroom teaching which leads to improved student learning outcomes.
- ❖ Peer mentoring and executive staff release operates in a collaborative environment with an emphasis on constructive feedback and professional reflection.
- ❖ Programs and practice will reflect a deeper knowledge of 21st Century pedagogies.
- ❖ Leadership capacity/capabilities enhanced through planned leadership opportunities for K-6 staff.

Strategic Direction 3: "Whole school community organisational practices enable all students to be highly engaged in schooling, emotionally aware and technologically competent."

Purpose

To improve whole school organisational effectiveness in a positive school community environment. To improve student social, physical and emotional wellbeing. To establish more effective partnerships with families and to develop technologically competent students.

Improvement Measures

- ❖ 100% of classroom teachers are implementing core programs in technology.
- ❖ ICT skills are embedded in teaching and learning programs and delivered in a systematic and sequential manner through the K-6 ICT Scope and Sequence.
- ❖ 20% increase in parent involvement in workshops, response to surveys, use of school website, membership of P&C and school committees.
- ❖ Student/parent responses to Tell Them From Me surveys indicate positive measures associated with school and classroom effectiveness indicators (as compared with NSW norms).

People

Students: Students are supported by a comprehensive framework that addresses their cognitive, social, emotional, spiritual and physical wellbeing.

Staff: Staff capacity to implement 21st Century technologies into classrooms is developed through targeted professional learning.

Parents/Carers: More engaged in a collaborative learning community through increased understanding and involvement in school programs. Utilise 'Community Consultation Grant'.

Leaders: Leaders have a commitment to involvement in Community Of Schools (COS) and plan for teacher professional development opportunities and increased opportunities for students to participate in a range of extra curricula and cultural activities.

Processes/Projects

Student Wellbeing
- Well Being Framework incorporated into school planning.
- Implementation of Positive Behaviour for Learning (PBL).
- Review current student wellbeing programs and policies (e.g. Anti-Bullying Policy/Cyber Bullying).
- Increased opportunities for students to participate in a range of extra curricula and cultural activities.
- All staff complete mandatory training requirements.

Student Leadership
- Students contribute to the school community (e.g. Buddy classes for literacy/sustainability of our environment).
- School provides a range of leadership opportunities for K-6 students.

Technology
- Develop/implement/review a K-6 ICT Scope and Sequence.
- School will continue to increase its capacity to implement 21st Century pedagogy as exemplified through ICT technologies and teacher professional learning.

Products and Practices

Products
- ❖ 100% of classroom teachers are implementing core programs in technology.
- ❖ ICT skills are embedded in teaching and learning programs and delivered in a systematic and sequential manner through the K-6 ICT Scope and Sequence.
- ❖ 20% increase in parent involvement in workshops, response to surveys, use of school website, membership of P&C and school committees.
- ❖ Student responses to Tell Them From Me surveys indicate positive measures associated with school and classroom effectiveness indicators (as compared with NSW norms).

Practices
- ❖ Learning Support Teams (LST) focus on student needs including Individual Learning Pathways.
- ❖ Attendance rates are regularly monitored and action taken.
- ❖ Monitor student/parent responses to Tell Them From Me surveys and review school practices.
- ❖ Recognition of student achievement.
- ❖ Ongoing awareness raising and decision making about involvement in programs such as Kids Matter Primary, PBL (Positive Behaviour Learning), Premier's Sporting Program.
- ❖ The wellbeing of every student is a priority.