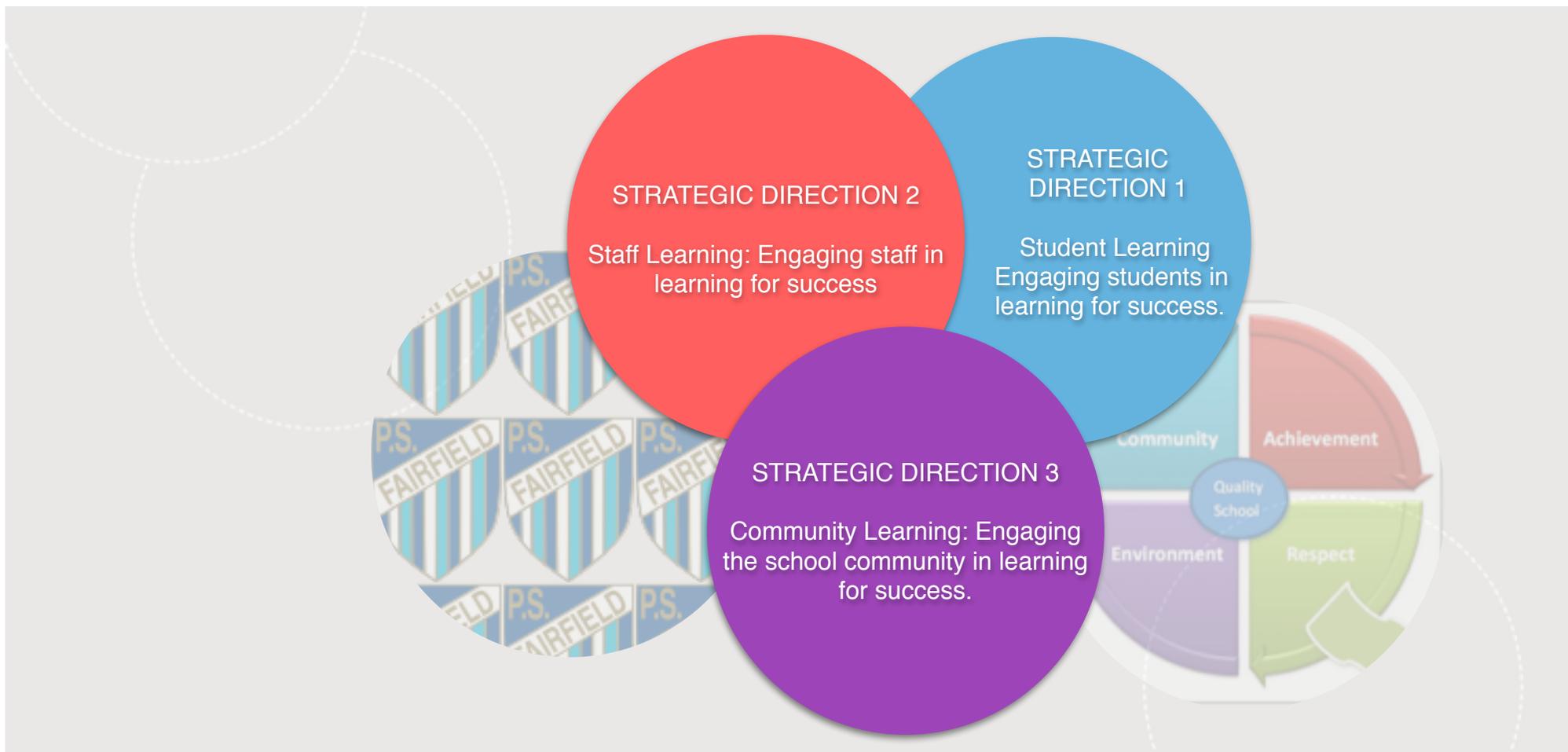


Fairfield Public School

2015 – 2017



School background 2015 - 2017

SCHOOL VISION STATEMENT

At Fairfield Public School we provide an environment where learners strive to become creative and critical thinkers with the skills to positively contribute to a global community by:

- creating a culture for and of learning that is engaging and empowering.
- creating a community of reflective learners, and
- building a reciprocal researched-informed educational community.

SCHOOL CONTEXT

Fairfield Public School officially opened in 1889 by Sir Henry Parkes. The school celebrated 125 years of education in 2014 with Her Excellency Professor Marie Bashir Governor of NSW.

The school community shares a commitment to provide excellence and equity for all. This is provided in a safe, stimulating environment with a focus on active participation and learning. The school motto "learning together" symbolises the co-operative partnerships and values of the school. The Fairfield community has a rich and varied cultural heritage, which is valued and celebrated.

The school's student population are currently 617 students enrolled from K-6 and has been increasing. Students come from diverse cultural and language backgrounds, with 95% from language backgrounds other than English. There are 48 languages represented within the school community with Arabic, Assyrian, Vietnamese, Bosnian and Tongan being the predominant groups. 35% of the school's enrolments are refugee students, many of whom have a background of torture, trauma and limited prior educational experiences. As a school community we are proud of our cultural diversity, which is reflected in all aspects of school organisation, planning and programming.

Major programs in the school have been funded through equity funding, including breakfast club, Focus on Reading K-6, technology implementation into authentic learning, Numeracy programs including PLAN, TEN and Student Engagement through the MeE framework as part of the FairGO project from the University of Western Sydney.

The school has also been recognised for its EAL/D program as leaders in the area and the LAST program for its innovative approach to student learning.

The school teaching staff is a mix of highly experienced and early career teachers.

SCHOOL PLANNING PROCESS

At Fairfield Public School we engaged in discussions about the school planning process, provided examples and consulted with staff, students and parents.

Presentations around Simon Sinek, 5P planning in community of schools network.

Staff developed agreed areas of concern which led to the development of the three strategic directions.

A representative team of staff identified the products, practices and processes for the school. A draft document was then presented to the school community.

The executive team refined the plan to provide a common language and understanding.

The principal has drawn on the School Excellence Framework to ensure the plan is focussed on students and that staff are providing excellence in learning, excellent in teaching and excellence in leading.

The School Excellence Framework needs further discussion and application by the staff, who were given a small briefing by the principal at the SDD in Term 1, 2015.

The SEF elements will be used to track the mile-stoning in after version 1.0 of the plan is published to the school website.

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.



PURPOSE

To empower the students with the skills, capabilities, knowledge, values and attitudes necessary to become responsible, life-long learners who take risks and meet the challenges of their present and future.



PURPOSE

To empower staff with the skills, capabilities, knowledge and mindsets necessary to become innovative, respectful and resourceful educators.



PURPOSE

To build collaborative and inclusive communities that enhance relationships and learning.

Strategic direction 1: *Student Learning*: Engaging students in learning for success.

PURPOSE

PURPOSE

To empower the students with the skills, capabilities, knowledge, values and attitudes necessary to become responsible, life-long learners who take risks and meet the challenges of their present and future.

IMPROVEMENT MEASURES

The school ensures that

- 100% of staff are delivering and evaluating lessons and programs that send powerful messages that learning is relevant to the real world interests, needs and challenges of students.
- 100% of K-6 staff are using PLAN, school and external data to drive teaching.
- 100% of students surveyed about growth and attainment.

PEOPLE

How do we develop the capabilities of our people to bring about transformation?

Students

- Develop mindsets & capabilities.

Staff

- Develop & enhance skills to deliver quality curriculum and promote well being.

Parents/Carers

- Provide strategies to support student learning at school and home.

Community Partners

- Build common language and support structures through professional networks.

Community Agencies

- Maintain multi-agency intervention and support.

Leaders

- Develop a culture of school wide, collective responsibility for learning.

PROCESSES

How do we do it and how will we know?

We will inspire, support and improve student learning through staff:

Quality curriculum delivery

- engaging in ongoing cycles of reflection, planning, implementing & evaluating driven by formative assessment data
- designing, implementing & evaluating quality curriculum & engaging learning experiences with the explicit teaching of the language “of”, “about” and “for” learning.
- embedding the general capabilities of the Australian Curriculum including new syllabi & the MeE Framework within quality teaching and learning experiences whilst building skills in character, citizenship, collaboration, critical thinking, communication and creativity.

Learner well being

- providing safe, quality and collaborative learning environments, experiences and resources.

Evaluation

- School baseline data collected through instructional rounds, learning and teaching discussions, lesson study, cycles of inquiry, classroom observations, rolling learning support team meetings and a range of assessment practices.

PRODUCTS AND PRACTICES

What is achieved and how do we measure?

Products are developed that ensure

- Lessons delivered send powerful messages that learning is relevant to the real world interests, needs and challenges of students
- All K-6 classroom programs based on PLAN and school data .
- STARS model is embedded across the school.

What are our newly embedded practices and how are they integrated and in sync with our purpose?

Practices developed through

- Designing K-6 lessons and school programs based on student needs attained through;
 - survey data,
 - reflection
 - feedback to teachers.
 - analysis and application of school and external data
 - support programs such as Early Action for Success, NAP etc
 - and effective allocation of human/physical resources
- Professional learning goals in line with the school plan.

Strategic direction 2: Staff Learning: Engaging staff in learning for success

PURPOSE

PURPOSE

To empower staff with the skills, capabilities, knowledge and mindsets necessary to become innovative, respectful and resourceful educators.

IMPROVEMENT MEASURES

We will inspire, support and improve staff learning through:

- 100% of staff apply their learning and make refinements to learning and teaching practices.
- Increased number of staff working towards the level of accreditation at 'lead' and or 'highly accomplished'.

PEOPLE

How do we develop the capabilities of our people to bring about transformation?

Students

- Improved student attendance and well being and allow for the provision of effective feedback to staff.

Staff

- Development of shared understandings and application of language, knowledge and practice.

Parents/Carers

- Increase opportunities for parents to be involved in learning around curriculum and participate in innovate and effective pedagogy.

Community Partners

- Share, demonstrate and participate in professional learning in COS partnerships and broader networks.

Community Agencies

- Maintain multi-agency intervention and support.

Leaders

- Share, demonstrate and participate in leadership opportunities.

PROCESSES

How do we do it and how will we know?

We will inspire, support and improve staff learning through:

Professional Learning

- Consistently engaging in the cycle of reflecting, planning, implementing & evaluating against improvement of student learning & well being, including a range of strategies like instructional rounds, COS networks etc.
- Personalised learning linked to professional learning goals & school need.
- Leadership
- development of leadership skills, mindsets and knowledge at any level.

Evaluation

- Self / peer assessment and reflection, survey of students, staff and community and analysis of professional dialogue.
- Staff use data to inform strategic school improvement efforts.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

What are our newly embedded practices and how are they integrated and in sync with our purpose?

- Continual application of learning to improve the delivery of quality curriculum and learner well being.
- An empowered professional community that provides leadership opportunities.

Practices developed through

- Professional learning that is evident in all aspects of teaching and learning in the school.
- Ongoing action research, embedded relationships with community of schools.

Strategic direction 3: *Community Learning: Engaging the school community in learning for success.*

PURPOSE

PURPOSE

To build collaborative and inclusive communities that enhance relationships and learning.

IMPROVEMENT MEASURES

We will inspire, support and improve learning through:

- 100% of staff professional learning being applied to maintain and develop a climate of continuous learning.
- 50% growth in parent participation & access to external providers.

PEOPLE

How do we develop capabilities of our people to bring about transformation?

Students

- Foster a climate of continuous learning within the wider school community

Staff

- Build collaborative relationships between parents and staff to support and enhance the whole child.

Parents

- Participate in a variety of levels of governance, collaborative discussions and support meetings with the school on engagement and learning.

Community Partners

- Build the collective efficacy across educational communities

Community Agencies

- Build awareness and access external providers for the wider community.

Leaders

- Enhance capabilities and develop leadership skills.

PROCESSES

How do we do it and how will we know?

Community Learning

- Review & refine conversations and mechanisms between various external providers, internal programs and key stakeholders.

COS Learning

- Consistently engage in the cycle of reflecting, planning, implementing & evaluating drawing upon expertise within the community of schools network. VIP Conference, Instructional Rounds, EAL/D networks and @LeadCOS

Evaluation

- Assessment, data collection and reflection, survey of students, staff and community and analysis of professional and community dialogue.

PRODUCTS AND PRACTICES

What is achieved and how do we know?

- A strong collaborative approach to professional learning within a dynamic community of schools.
- A supportive, collaborative school environment that fosters partnerships between parents and the school.

Practices developed through

- Professional learning being applied with all learners to foster a climate of continuous learning.
- Support programs and opportunities to the community through SLSO, staff, peer mentors (high school students) and CLOs.
- Access external providers, internal programs and classrooms. E.g. HIPPY, COMPASS, community language, NAP, EALD, RFF and LAST and COS.
- Engage parents in school activities and access support through improved communication processes e.g. the establishment of a parent café afternoon teas, inside classrooms, meet the parent, surveys.