Non Multa Sed Multum
Not Many but Much
Fairfax Public School Learning and Living Together
## Fairfax Public School Background 2015 - 2017

### Fairfax Public School - 1894

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<th>School vision statement</th>
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<td>Fairfax Public School</td>
<td>Fairfax Public School is a proud member of the Narrabri Shire encompassing Narrabri and Boggabri. Situated at the foot of the Nandewar Ranges approximately 43 kilometres South East of Narrabri and 39 kilometres North East of Boggabri, this unique learning environment caters for the diverse learning needs of the Primary School Aged children of the Maules Creek Community. Fairfax is a small school, with a current enrolment of 10 students from Kindergarten to Year 4 in 2015. The school is well supported by an innovative and dedicated staff providing a child centred learning environment focused on individual learning needs. The staffing consists of a full time Teaching Principal, a part time Classroom and Support Teacher (2.5 days per week), a part time School Administration Manager (4 days per week) and a part time General Assistant (1 day per week). The staff and students at Fairfax Public School are well supported by a committed parent body and the wider Maules Creek community. Fairfax is a member of the Narrabri Community of Schools Network, Narrabri PSSA Zone, a member of the Mooki- Gunnedah Small Schools Cluster; we work collaboratively with the Maules Creek and Boggabri Communities to access experiences and resources accessible to larger numbers. Involvement in these networks, groups and communities gives our students' perspective and opportunity to socialise in a variety of settings whilst enhancing their learning outcomes. Our classroom and school is well resourced, our school boasts access to latest technologies and classroom resources, including iPad and i-pods, student laptops, interactive white boards in all indoor learning spaces.</td>
<td>The Fairfax Public School 2015 – 2017 School plan has been completed in consultation with the students, staff, parent body and wider school community. This consultation process began in 2014 where regular staff and P&amp;C meetings informed the direction the consultation process would take. Strategic directions were formed with insight from the Melbourne Declaration, school improvement tool and the results of community survey on school priorities, verbal conversations with community members and parents, P&amp;C meetings, school information sessions, staff meetings and class meetings. The community consultation and planning process was advertised in weekly school newsletters, at P&amp;C meetings and through community email distribution lists. All stakeholders have had the opportunity to be involved in the planning phases of the 2015-2017 strategic directions and school vision to plan the future directions of Fairfax Public School.</td>
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At Fairfax Public School we provide our students with the educational experiences to intrinsically motivate them to become respectful, involved, confident and successful learners and leaders.

We foster the partnerships between school, home and the wider community to provide the opportunity for all students to achieve high quality educational outcomes and develop our students to their full potential, as productive resourceful and informed citizens of our community.

Our strive for excellence, as they live up to their motto, ‘Non Multa Ded Multum’ not many in number but much in achievement and capability, the students are all active and productive members of the Maules Creek community, always living and learning together.
Purpose:
To give students access to a purposeful and equitable learning environment that will enhance their learning outcomes across all Key Learning Areas. To engage students in all teaching and learning activities and promote and encourage students to achieve success and reach their learning potential whilst instilling pride in their own learning and ownership over their own learning behaviour and environment. Provide students with differentiated and individualised learning that is based on their individual learning needs and improve student learning outcomes through quality teaching and learning across all Key Learning Areas.

Purpose:
To develop a wider school community that fosters inclusivity and learning for all. To develop and sustain partnerships that give our students access to partnerships, experiences and resources that provide students with productive, positive and purposeful learning environment. Plan for and implement units of work that access the wider community giving students the opportunities to access the experiences and skills to build and foster responsible and global citizens. Encourage and build sustainable community partnerships, access shared and community resources and build teacher capacity.
### Strategic Direction 1: Student Learning

High quality teaching practices by quality staff to engage all students

#### Purpose

Why do we need this particular strategic direction and why is it important?

To give students access to a purposeful and equitable learning environment that will enhance their learning outcomes across all Key Learning Areas. To engage students in all teaching and learning activities and promote and encourage students to achieve success and reach their learning potential whilst instilling pride in their own learning and ownership over their own learning behaviour and environment. Staff work cooperatively to provide students with differentiated and individualised learning that is based on their individual learning needs.

Improve student learning outcomes through quality teaching and learning across all Key Learning Areas.

#### People

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

**Students:** Build and develop an understanding of what success means, develop knowledge and understanding of goal setting.

**Staff:** Develop capacity of all staff through Professional Development opportunities understanding of Professional Learning Plan (PLP /PDP) using New Performance and Development Framework. Plan for and engage in productive and purposeful professional development in alignment with School Strategic Directions.

**Teaching Staff:** Clear understanding of BOSTES, NSW Institute of Teachers Accreditation Process and ATSIL.

**Parents/Carers:** Build awareness of teaching and learning expectations and standards, opportunities to engage in curriculum. Engagement in ongoing community consultation.

**Community Partners:** Develop networks of local expertise and knowledge and engage in positive school promotion.

**Leaders:** Develop staff capabilities and understanding of innovations and change and effective teaching practices. Build capacity to establish networks for staff networking and professional development opportunities.

#### Processes

How do we do it and how will we know?

- Implementation of DEC Performance Framework – Build and develop pedagogy, teacher capacity, deep knowledge and understanding of the curriculum and pedagogy informed by ATSIL standards.
- Design, plan and develop High Quality Learning capacity in school and in context of all curriculum ensuring High Quality Teaching practices across the school.
- Liaise with alliance schools to develop concise scope and sequence of work based informed curriculums, adapt to suit specific learning needs of Fairfax Public School students.
- Every Student Every School (ESES) Learning Support and differentiated Curriculum.
- Opportunity to work collaboratively with skill specific personnel to provide teaching opportunities and activities to engage students in purposeful learning activities.

**Evaluation Plan**

- Monitoring Student Achievement and growth: NAPLAN, PLAN, TENs, In class assessment and Diagnostic Reviews.
- Student Attendance
- BOSTES Teacher Accreditation

#### Products and Practices

What is achieved and how do we measure?

- Student achievement and demonstrate growth and development.
- Increased Student Engagement across all KLAs - positive Reward System encouraging effort and achievement.
- Strategic Directions are embedded in T&L programs – QT Elements are reinforced and embedded in T&L programs to ensure high quality teaching, teachers deliver Professional Teaching Standards.
- All staff complete PLP/PDP
- Developed Scope & Sequences for New Curriculums including resource lists
- Teachers Accredited at Professional Competence or above.
- Implemented Staff Professional Development plans / Professional Learning Plans.
- Sustained Networks catering to needs of Fairfax (alliance, CoS, Cluster).

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

**Practices:**

- Staff consultation encouraging importance of PLP Planning in consultation with school strategic directions.
- Networking opportunities with cluster, alliance and COS for all staff to engage.

#### Improvement Measures

- Student progress and achievement – demonstrated by: Literacy & Numeracy Continuum – PLAN Software to plot student achievement and movement across the continuum– Best start, NAPLAN,TENs, Classroom Assessment
- Increased attendance and participation in school events
- All staff developed Professional Development Plan/Professional Learning Plan, Teaching Staff engage in Teacher Accreditation Process
Strategic Direction 2: School Learning

Active and positive learning culture through, home, school and community partnerships

**Purpose**

Why do we need this particular strategic direction and why is it important?
To develop a wider school community that fosters inclusivity and learning for all. To develop and sustain partnerships that give our students access to partnerships, experiences and resources that provide students with productive, positive and purposeful learning environment.

Plan for and implement units of work that access the wider community giving students the opportunities to access the experiences and skills to build and foster responsible and global citizens.

Encourage and build sustainable community partnerships, shared community resources and build teacher capacity.

**People**

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

- **Students:** Access to a wider variety of activities and learning opportunities, Opportunity to strive for school and personal excellence and improvement.
- **Staff:** Access and implement programs and teaching and learning experiences that enhance student understanding and access wider community. Opportunity to positively engage with wider community.
- **Access to Community of Schools (Alliance, Cluster groups) to access Professional Development and peer mentoring.**
- **Community involvement in teaching and learning programs.**
- **Parents/Carers:** Knowledge and understanding of school procedures and curriculum through information sessions and increased engagement in school based activities. Access to contribute to School planning and ongoing evaluation.
- **Community Partners:** Opportunities to engage in school and curriculum activities, creating sustained positive partnerships and opportunity to participate in school planning and evaluation.
- **Leaders:** Promote networks Access partnerships with parents, families, local businesses and community organisations including allied health. Develop knowledge of local expertise and knowledge, build network of colleagues, mentor, to ensure quality teaching and learning.

**Processes**

How do we do it and how will we know?

- Implement Ongoing community consultation and information on school progress and monitoring with parents and wider community – inform strategic direction progress, innovation and changes (New Curriculums, 21st Century learning) and standards, expectations
- Track school learning and growth through student achievement
- Provide opportunities for school community, parents and students to interact with staff and curriculum with in every day school programs, promote an open door policy for community participation in supporting student learning outcomes.
- High quality learning experiences that connect classroom learning experiences to real life practical situations

**Evaluation Plan**

- School improvement and ongoing evaluation using self-assessment – School Excellence Framework, National School Improvement Tool
- Survey responses – Student, Staff, Community

**Products and Practices**

What is achieved and how do we measure?

- Personalised Learning – See Strategic Direction 1
- Consistent Community satisfaction
- Achievement of School Improvement and high expectations
- Developed Community Partnerships

**Products**

- Families and community are more informed of student achievement and growth, along with student direction and curriculum requirements and standards
- Units of work that bridge community and home relationships with school
- Guest learning facilitators from wider community sharing knowledge and expertise with students

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

**Practices**

- Clear communication of school expectations and standards to all stake holders, increased opportunities for school community feedback
- Increased opportunities for parent and community involvement in curriculum activities
- Scope and sequence across KLAs that link with, implement and encourage community engagement
- Networking with alliance and cluster schools to develop high quality teaching opportunities and utilise shared resources