



## Fairfield Heights Public School, NSW

### About us

We are a large, metropolitan, co-educational, K–6 public primary school located in Western Sydney, NSW, with a student cohort drawn primarily from low-socioeconomic backgrounds. Approximately 94% of our students have a language background other than English (LBOTE).

### Our approach

Our K-6 *Core Programs in Literacy* promote high expectations for student achievement in writing. The leadership team works with teachers to plan, coordinate, and evaluate teaching programs to demonstrate commitment to learning priorities in writing.

Instructional leadership underpins our professional learning initiatives and involves coaching and mentoring as well as instructional rounds and modelling of evidence that strengthen teacher capacity and expertise particularly in language and grammar, visual literacy, text types and text function. Evaluative practices are used to identify and promote the most effective strategies to improve both teacher practice and student performance.

Collaboration and team-teaching allow teachers to work beyond the classroom to demonstrate and share best practice, make explicit links to the curriculum and develop a high level of contemporary content knowledge.

The writing criteria from NAPLAN forms the basis for differentiated writing programs. Student outcomes are identified against the criteria and intervention strategies build individual and collective skill.

Classroom writing programs involve teachers supporting students to move through the learning process. Teachers determine students' differing abilities and provide support to suit. Learning intentions and success criteria are informed by the curriculum, the literacy progression and NAPLAN writing criteria.

Students know and can articulate what they need to learn and do to demonstrate progress and achievement in writing. They receive regular explicit feedback on the development of writing skills.

Student learning goals drive formative assessment in writing. Teachers use it to adapt and inform their practice in writing, spelling, language and grammar, whilst summative data collection and analysis are managed on a whole-school basis by the school leadership team. Grade meetings provide a forum for sharing work samples ensuring consistency of teacher judgement when marking student work.

The NAPLAN writing criteria are integrated into the modelled reading programs across the school. Explicit links are made to the writing criteria and their function in enhancing meaning and achieving the author's purpose. Children are able to generalise knowledge across text types and explore different genres.

Purposeful writing activities are embedded across all key learning areas so students can develop writing in different contexts and understand it as a tool for communicating and sharing ideas and knowledge.

### Our profile

ENROLMENTS **982** LBOTE **94%** INDIGENOUS **2%** ICSEA **919**