

School plan 2015-2017

Bankstown Public School 7405



School background 2015–2017

School vision statement

Our vision at Bankstown Public School is to provide a supportive and challenging learning environment. We empower our students to thrive by providing rich learning opportunities where students can strive for personal excellence and succeed. We promote and inspire student growth, creating confident and connected life-long learners in a diverse community.

School context

Bankstown Public School is a large multicultural school of 870 students and is located within the CBD of Bankstown. 98% of students are from non-English speaking backgrounds and 9 are Aboriginal or Torres Strait Islander students. There are currently 56 language backgrounds with 33% Arabic, 22% Vietnamese and 11% from the Pacific Islands. Learning opportunities are extended to include experiences such as excursions, curriculum camps, PSSA sport, a highly resourced library, computer lab, Connected Classroom, Multi-Media room, choir, public speaking, debating, Peer Mentoring Program, student leadership (SRC) and dance groups. The staff at Bankstown Public School is a highly committed and diverse group of experienced, early career and temporary teachers. There are 35 class teachers with one Year 3 – 6 IM Special Education class, for students with a mild intellectual disability; 6 School and Administrative Staff; and an Executive team of a Principal, 2 Deputy Principals and 4 Assistant Principals. We also have one school-funded Instructional Leader. Our educational programs are complemented by quality support programs including 5.4 Teachers of English as an Additional Language (EALD); 5.0 Community Language teachers (CL); 1.4 Teacher Librarians; Reading Recovery 1.155 (RR); Learning And Support Teachers 2.6 (LAST); School Learning Support Officers (SLSO); Community Liaison Officer 2.6 (CLO including refugee support for students and families) and very strong student welfare programs. The school supports a playtime program for preschool aged students and their parents and continues to foster and build community participation and support.

School planning process

A comprehensive review of the initial year 2015–2017 school plan was conducted at the end of 2015 with a range of opportunities and evaluation tools utilised for all stakeholders: parents, staff and students to contribute. An evaluation of what worked and what areas still require further action and additional professional learning needs was compiled. Surveys and focus groups allowed the school to identify future areas of development and success in relation to literacy practices K–6. As a result, the appointment of a school-funded Instructional Leader was decided upon and actioned. The Instructional Leader was appointed for 2 years. Parents, students and staff feedback clearly identified a vision around equity, high expectations and excellence, with a broad and rich curriculum and commitment to the whole child. This was supported by the increase of school-funded Community Liaison Officers to 2.6 (13 days per week). This included a Community Liaison Officer who focused on refugee students and families and officers to assist our Arabic, Vietnamese and English speaking communities. Developing 21st Century capabilities continues to be a high priority, with an explicit focus on the basics, Literacy and Numeracy, utilising technology to enhance learning capabilities. Future Focused learning became a major funding and curriculum priority through the refurbishment of Stage 3 classrooms which enabled open classroom learning environments to be established. The Bring Your Own Device (BYOD) Policy was devised and implemented in Year 6 and some Year 5 classrooms. Staff consultation focused on school culture as a result of feedback and professional learning on the School Excellence Framework. This focus has been ongoing throughout 2016. Executive leadership was supported through professional learning sessions with Steve Francis, consultation with John Selby Principal Leadership Officer and executive planning days involving school structures, enhancing leadership capacity, school plan milestones and evaluative thinking. The executive collaborated with staff teams in the development of school strategic directions including the purpose, people, processes, practices and products.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Quality, Strong Foundations

Purpose:

To provide an engaging learning environment which promotes high expectations in all Key Learning Areas, resulting in improved learning outcomes for all students. To provide opportunities for students to become active, informed and innovative learners who reflect on their own behaviour and ethical decision making. To develop successful life-long learners who are literate, numerate, creative, critical, innovative and resilient.

STRATEGIC DIRECTION 2

Professional, Innovative Educators

Purpose:

To empower teachers to be collaborative facilitators, who inspire learning, in a cohesive and collegial environment. To strengthen the capacity of educators to deliver quality pedagogy and leadership capabilities by demonstrating curriculum innovation, evidence-based teaching and personalising student learning. To promote innovative educators who focus on professional learning linked to Australian Professional Standards for Teachers and the Performance and Development Framework to strengthen professional practice.

STRATEGIC DIRECTION 3

Empowered, Collaborative Partnerships

Purpose:

To build an empowered learning community where collaborative, reflective practices contribute to a positive school culture and shared vision. To create meaningful partnerships and networks through whole school planning, strategic systems and open communication. To ensure our school community values are explicitly embedded in well-being practices. Student learning successes are celebrated within the context of our diverse and inclusive community.

Strategic Direction 1: Quality, Strong Foundations

Purpose

To provide an engaging learning environment which promotes high expectations in all Key Learning Areas, resulting in improved learning outcomes for all students. To provide opportunities for students to become active, informed and innovative learners who reflect on their own behaviour and ethical decision making. To develop successful life-long learners who are literate, numerate, creative, critical, innovative and resilient.

Improvement Measures

Benchmark reading levels: 75% of Year 2 students to reach reading level 22 or above by 2017.

By 2017, 90% of students demonstrate growth equal to or above state average for year 5 in NAPLAN Reading.

By 2017, 70% of students have reached grade appropriate levels on the numeracy continuum in Aspects 2, 4 and 5.

People

Students

- Students demonstrate improved skills and strategies through targeted literacy and numeracy programs.
- Students set learning goals related to their learning in literacy and numeracy.

Staff

- Early Action For Success (EAFS) targeted school 2 Deputy Principals – Instructional Leaders in addition to a school funded Instructional Leader – Resource Allocation Model, RAM.
- Teachers demonstrate enhanced capabilities to explicitly teach literacy and numeracy skills and strategies and incorporate this knowledge into their teaching practice.
- Through professional learning and observations of best practice; teachers demonstrate a greater understanding and a changed mindset of how to engage students.

Parents/Carers

- Parents/carers are provided with the skills to support literacy and numeracy learning at home.
- Parent/carer partners trained to assist individual students or groups of students in literacy and numeracy skills and strategies.

Community Partners

- Opportunities for community partners to interact with the school community.

Processes

Targeted literacy programs

- Language Learning and Literacy (L3) Early Stage 1 and Stage 1
- Writing Beyond the Standards
- Focus on Reading Years 3–6

Targeted Numeracy Programs:

Future-focused learning:

Future focused learning including digital technologies, film-making and STEM, implemented in flexible learning spaces.

Evaluation Plan

- Implementation of Assessment Schedule K–6.
- Analyse NAPLAN, PLAN and school based data.
- Collegial evaluation informs planning and future programs
- Student and teacher feedback

Practices and Products

Practices

- Provide professional learning for K–2 staff in L3 practices
- Teachers K–6 will differentiate literacy activities in program and practices.
- Leaders and teachers monitor assessment and collaborate to ensure consistent teacher judgement
- Continue with quality teaching practice with Focus on Reading in year 3–6
- Improved literacy skills as indicated through BestStart, PLAN, formative assessment practices, NAPLAN, a Personalised Learning and Support Plans (PLaSPs).
- Programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum using Taking Off With Numeracy (TOWN) Years 3–6 • Consistent mathematics assessment tool used K–6 to assess and plan for student learning (SENA)

Products

- 75% of Year 2 students to reach reading level 22 or above by the end of 2017.
- By 2017, 90% of students demonstrate growth equal to or above state average for Year 5 in NAPLAN Reading.
- By 2017 70% of students have reached grade appropriate levels on the numeracy continuum in Aspects 2,4 and 5.

Strategic Direction 1: Quality, Strong Foundations

Improvement Measures

People

Leaders

- Leaders will demonstrate best practice, mentor, collaborate and support staff with the implementation of the targeted literacy and numeracy programs.

Processes

Practices and Products

Strategic Direction 2: Professional, Innovative Educators

Purpose

To empower teachers to be collaborative facilitators, who inspire learning, in a cohesive and collegial environment. To strengthen the capacity of educators to deliver quality pedagogy and leadership capabilities by demonstrating curriculum innovation, evidence-based teaching and personalising student learning. To promote innovative educators who focus on professional learning linked to Australian Professional Standards for Teachers and the Performance and Development Framework to strengthen professional practice.

Improvement Measures

100% of staff have Performance and Development plans aligned with Australian Professional Standards for Teachers and school's strategic directions.

Leadership opportunities for staff and students increased by 50%.

Improved assessment practices reflect effective and systematic feedback.

People

Students

- Empowering students to embrace leadership opportunities to lead their own learning.
- Development of problem solving and critical thinking skills across all learning areas.

Staff

- Staff develop Performance and Development plans and engage in effective teaching practice.
- Provide authentic leadership opportunities to build leadership skills and capabilities.

Leaders

- Senior executive team to coach/mentor/develop leadership styles throughout the executive team.
- Leaders will be coached to build their leadership skills and capacity.

Processes

Leadership

School leaders provide time for coaching, mentoring, professional dialogue, reflection and monitoring of personal, professional learning plans inline with the Performance Development Framework (PDF).

Innovation Team

Innovation team will be given leadership opportunities to plan tailored professional learning for staff in ICT and innovative practices through professional dialogue, training, mentoring and evaluations.

Performance and Development

Professional learning is directly linked to the School Plan and teacher individual learning goals.

Evaluation Plan

- Staff understand and implement new Performance & Development Framework.
- Review current school policy and timeline for Performance & Development.
- Collegial evaluation forms and surveys to inform future leadership programs.

Practices and Products

Practices

- All staff engage with performance appraisal procedures through the school's Performance and Development timeline.
- A professional learning community where teachers focus on reflective professional inquiry, building on their strengths and growth mindset.
- Students and staff engage in leadership opportunities and build their capacity to take ownership of their learning.

Products

- Individualised professional learning plans and improvement for staff linked to Performance and Development completed.
- Quality leadership opportunities for staff and students are evident and visible.

Strategic Direction 3: Empowered, Collaborative Partnerships

Purpose

To build an empowered learning community where collaborative, reflective practices contribute to a positive school culture and shared vision. To create meaningful partnerships and networks through whole school planning, strategic systems and open communication. To ensure our school community values are explicitly embedded in well-being practices. Student learning successes are celebrated within the context of our diverse and inclusive community.

Improvement Measures

Active P & C Committee.

Evidence of strong school wide student management system (PBL) which promotes core values and our school vision.

Visible evidence of connections with community programs.

People

Students

- Students have a good understanding of school expectations, school community values and school-wide behaviour system and are able to self-monitor and regulate their own behaviour.
- Embed an appreciation of empathy and mutual respect within a multicultural and positive school culture.

Staff

- Increase staff expertise and connectedness through networks to leverage better teaching and learning outcomes.
- Implement school-wide behaviour system and explicitly embed school community values demonstrated through consistency of teacher judgement.

Parents/Carers

- Actively promote school rules, community values and behaviour system through increased participation and effective communication.
- Assist and support parents to actively participate in informal and formal settings.
- Promote access to school community information through different mediums of communication.

Community Partners

- Alignment of purpose to share educational expertise.

Processes

Networks:

- Create new and strengthen existing networks to build connectedness, knowledge and skills.

Wellbeing:

- School policies and practices align with Wellbeing Framework and support school expectations and values.
- Develop resources and strategies to explicitly teach and promote a positive school learning culture.

Strong Community Engagement:

- Increase parent participation, engagement and decision making through formal and informal structures, including the P&C.

Evaluation Plan

Evaluation Plan

- Goals, process and achievement are regularly monitored and refined as required.
- Gather data and evaluate the success of community programs to inform future planning.

Practices and Products

Practices

- Parents and community members actively engage and contribute to whole school initiatives.
- Stakeholders actively engage with networks to expand their capabilities and harness current evidence based practice.
- A shared vision allows all stakeholders to be accountable to ensure the wellbeing of students in our community.

Products

- Strong Community Engagement Team supports increased parent and community involvement and decision making.
- Networks which will enable our school to leverage better teaching and learning outcomes.
- Student well-being principles infiltrate all school programs and are a key component of student successes and celebrations.

Strategic Direction 3: Empowered, Collaborative Partnerships

Improvement Measures

People

- Establish systems to ensure effective communication between partnerships.

Leaders

- Highly developed communication, collaboration and organisational skills.
- Lead a culture of professional excellence and high expectations.
- Effective management of resources to work in collegial and collaborative teams.

Processes

Practices and Products