



School plan 2018-2020

Bankstown Public School 7405

School background 2018–2020

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 880 students and is located within the CBD of Bankstown. 95% of students are from non-English speaking backgrounds and 10 are Aboriginal or Torres Strait Islander students. There are currently 52 language backgrounds with 35% Arabic, 27% Vietnamese and 7% students speaking Urdu.

Learning opportunities are extended to include experiences such as grade excursions, curriculum camps, PSSA sport, a highly resourced library, ICT rooms and Flexible Learning Spaces, BYOD for Stage 3, choir, public speaking, debating, Peer Mentoring Program, student leadership (SRC) and dance groups.

The staff at Bankstown Public School are 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.

The Executive team consists of a Principal, 2 Deputy Principals, 3 Instructional Leaders at Deputy Principal level and 4 Assistant Principals. Our educational programs are complemented by quality support programs including teachers of English as an Additional Language (EALD), Community Language teachers (CL), Learning And Support Teachers (LaST), Interventionists and Quality Teachers, Successful Students (QTSS), School Learning Support Officers (SLSO), Community Liaison Officers (CLO) including refugee support for students and families.

The school has a Community Hub coordinator who works with the school community to build parent capacity to support student learning. We have very strong student welfare programs and 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 2015–2017 school plan was conducted at the end of 2017 with a range of opportunities and evaluation tools utilised for all stakeholders: parents, staff and students to contribute to developing the school vision, improvement measures and strategic directions of the 2018–2020 school plan. The consultation process was based on the 5P model (Purpose, People, Processes, Products and Practices).

Consultation processes included parent meetings, executive meetings, staff meetings, workshop sessions, SRC meetings and feedback and data gathered from Tell Them From Me (TTFM) surveys for staff, students and parents. Ongoing consultation will be a feature of implementing our school plan.

Our validation journey in 2017 provided additional confirmation of our evaluation, successes and future directions. Surveys and focus groups allowed the school to identify future areas of development and success in relation to literacy, numeracy and wellbeing practices.

The executive team used a range of school planning resources to support and develop the new school plan including:

- School Excellence policy
- School Excellence Implementation Guidelines for external validation, self-assessment and school planning
- School Excellence Framework
- NSW Department of Education Strategic Plan 2018–2022

Using these resources and evidence the school executive and all key stakeholders across the school community undertook a detailed collaborative process to determine the current school strengths and identified directions and areas for improvement.

School strategic directions 2018–2020



Purpose:

To develop a whole school approach based on quality teaching, evidence based practices, collaboration and professional dialogue to enhance student progress and wellbeing.

Purpose:

To provide quality future focused teaching and learning opportunities by empowering our educators with current practices and deep knowledge.

Purpose:

To enhance collaboration and build authentic leadership opportunities enabling active partnerships across the school community.

Strategic Direction 1: Quality, Strong Foundations

Purpose

To develop a whole school approach based on quality teaching, evidence based practices, collaboration and professional dialogue to enhance student progress and wellbeing.

Improvement Measures

Increased proportion of students achieving expected growth in Literacy Years 3–5 and Years 5–7.

Increased number of students achieving a years growth for a years teaching in Numeracy.

Improved school processes and practices are responsive to all students' needs.

People

Staff

Develop consistent teacher judgement in planning quality teaching and learning.

Increased understanding of student data to personalise student learning.

Leaders

Lead professional learning and practice in literacy, numeracy and wellbeing.

Coach and mentor all staff to build capacity and enhance literacy, numeracy and wellbeing practices.

Students

Students articulate their learning and demonstrate their understanding in literacy and numeracy.

Processes

Whole school approach to meet the literacy needs of our students.

Whole school approach to meet the numeracy needs of our students.

Whole school approach to meet the wellbeing needs of our students.

Evaluation Plan

NAPLAN

L3 monitoring graphs, vocabulary test and hearing and recording sounds

Reading levels and running records

PLAN2

School based tracking

Classroom walkthroughs

Teacher surveys

Analysis of programs

Student/ teacher interviews

PAT assessments 3–6

Practices and Products

Practices

Frameworks that maintain high expectations of learning and show consistent programming, planning and assessment supported by Early Action for Success initiatives and collaborative practice.

Data identifies student needs, monitors progress and informs planning and differentiation.

Elements of the Quality Teaching Framework are embedded in every classroom and enhanced by professional learning.

Products

Literacy and Numeracy programs are driven by identified student need supported by data. Consistent programming structures reflect quality teaching and learning practices as well as deep knowledge of syllabus and learning progressions.

Teachers will make valid and informed judgements on student achievement supported by data/research and reflected in teaching and learning programs.

Students negotiate and achieve learning goals. Teachers support students in this process through use of current pedagogy, scaffolding and explicit teaching.

Strategic Direction 2: Professional, Innovative Educators

Purpose

To provide quality future focused teaching and learning opportunities by empowering our educators with current practices and deep knowledge.

Improvement Measures

Visible learning is embedded in all classrooms.

Consistent structures to track and monitor data which drives the next teaching and learning cycle.

Teaching and learning cycles are reflective of deep curriculum knowledge and assessment.

People

Students

Develop the skills to learn independently within quality learning environments demonstrating self-regulatory behaviours.

Staff

Development of positive growth mindset to embed visible learning strategies and deliver curriculum informed by the analysis of data.

Leaders

Change agents in delivering evidence based professional learning to enhance practice.

Processes

Teachers embrace Visible Learning as part of quality future-focused teaching.

Teachers focus on data analysis for planning and teaching.

Teachers develop and demonstrate a deep understanding of curriculum.

Evaluation Plan

Classroom walkthroughs

Whole school program analysis and evaluation

PLAN2

School based tracking system

Quality Teaching Framework observation/reflection sheets

PDPs

Practices and Products

Practices

Professional learning opportunities embed evidence based pedagogy around Visible Learning.

Teachers collating, analysing and using internal and external data to inform teaching and learning cycles.

Teachers consistently using curriculum documents including 'syllabus', learning progressions and ESL Scales.

Products

Quality Teaching Framework embedded in daily teaching and learning inclusive of Visible Learning elements.

Enhanced teacher collaboration, knowledge and dialogue in using and analysing data.

Improved teacher capacity to embed English, Mathematics and ESL outcomes and content in planning, programming and practices.

Strategic Direction 3: Empowered, Collaborative Partnerships

Purpose

To enhance collaboration and build authentic leadership opportunities enabling active partnerships across the school community.

Improvement Measures

Authentic student leadership opportunities and increased student voice in decision making.

Mentoring and coaching model embedded within the school.

Community partnerships are sustained and strengthened.

People

Students

Students build positive relationships and actively contribute to the school and the wider community through authentic use of student voice.

Staff

Staff will engage in mentoring and coaching processes to continually develop their capabilities as leaders and educators.

Staff will work collaboratively with parents and community partners to enhance positive connections.

Leaders

Leaders build and sustain a coaching and mentoring culture in the school.

Leaders build stronger partnerships with parents and the local community in alignment with school vision.

Community Partners

Community partners recognise the needs of the school community and work collaboratively to build partnerships and community engagement.

Processes

Build strong community networks and enhance community engagement.

Create authentic opportunities for student voice to be heard and valued.

Developing leadership capacity across our community.

Evaluation Plan

Tell Them From Me Survey results

Community Focus Group data

Students articulate learning goals

Leadership learning journal

PDPs identify leadership goals

CESE & AITSL evaluation tools

Practices and Products

Practices

Stronger community engagement through focus group feedback and networking.

Focus group feedback is embedded in school practice and processes are responsive to community needs.

Improved leadership support systems that meet staff goals and aligned with the mentoring and coaching model.

Products

Strengthened partnerships across all key stakeholders and the wider community inform future directions through ongoing feedback.

Students are active leaders within our school community through increased student voice and decision making.

Consistent and transparent leadership structures support the professional capacity of staff.