

Strategic Improvement Plan 2021-2024

Bankstown Public School 7405



School vision and context

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.

'Inspiring all to achieve'

School context

As a result of a rigorous Situational Analysis, we've identified focus areas to improve student learning outcomes in reading, numeracy and social emotional learning. To enable this, teachers and leaders will focus on strengthening our data and assessment strategies to inform the use of evidence-based, explicit teaching strategies and measure their impact.

Bankstown Public School is a large multicultural school of 802 students and is located within the CBD of Bankstown. 96% of students are from non-English speaking backgrounds and 10 are Aboriginal or Torres Strait Islander students. There are currently 47 language backgrounds with 35% Arabic, 27% Vietnamese and 7% students speaking Urdu. The staff at Bankstown Public School are a highly committed and diverse group of experienced, early career and temporary teachers. There are 32 class teachers with a newly established Support Unit consisting of an IO, Au/IO and IM class. The Executive team consists of a Principal, 2 Deputy Principals, 3 Instructional Leaders at Deputy Principal level and 4 Assistant Principals. 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.

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy through quality, explicit, evidence-based teaching and strengthened data and assessment strategies.

Improvement measures

Target year: 2022

6.1% increase of students achieving in the top 2 bands in NAPLAN Reading, from baseline.

Target year: 2023

4.4% increase of students achieving expected growth in NAPLAN Reading, from baseline.

Target year: 2022

5.8% increase of students achieving in the top 2 bands in NAPLAN Numeracy, from baseline.

Target year: 2023

2.8% increase of students achieving expected growth in NAPLAN Numeracy, from baseline.

Target year: 2024

Reading - Increase in average annual internal progress measures (Years 2-6) from baseline.

Target year: 2024

Numeracy - Increase in average annual internal progress measures (Years 2-6) from baseline.

Initiatives

Professional Learning Communities (PLCs)

Through the implementation of Impact Cycles, teachers and leaders will further develop evaluative thinking and practical strategies using data to inform practice in Reading and Numeracy. PLCs will embed Impact Cycles to inform, monitor and evaluate whole-school implementation of strategic planning initiatives.

Differentiation

Applying Impact Cycles to inform and evaluate differentiation of content, process, product and/or learning environment for all learners, including high potential learners and those needing intervention.

Success criteria for this strategic direction

- The leadership team establishes a professional learning community focused on continuous improvement of teaching and learning. (Ed Leadership - High Expectations Culture - Exc)
- The school uses systematic and reliable assessment information to evaluate student learning over time.
- Changes in teaching lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence based judgement and moderation of assessments. (Assessment - Whole School Monitoring - Exc)
- All teachers have a sound understanding of student assessment and data concepts.
- Teachers analyse, interpret and extrapolate data. Teachers collaboratively use this to inform planning, identify interventions and modify teaching practice. (DSU - Data Literacy - Exc)
- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (DSU - Data Analysis - Exc)
- Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students (ECP - Lesson Planning - S&G)
- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement. (Curriculum - Differentiation - S&G)
- Students are aware of - and most are showing - expected growth on internal school progress and achievement data. (SPM - Student Growth - S&G)

Strategic Direction 1: Student growth and attainment

Success criteria for this strategic direction

- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement. (DSU - Data Use in Planning - S&G)

Evaluation plan for this strategic direction

Questions:

1. To what extent have Impact Cycles facilitated enhanced skills in assessment?
2. To what extent has staff capacity improved in data analysis and using evidence to inform practice?
3. How effectively have leaders established systems and instructional leadership practices to build the capacity of teachers to enhance assessment and data skills & use to inform practice?
4. To what extent have student learning outcomes improved in reading and numeracy?

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. PLAN2, PAT
- External assessment, eg. NAPLAN
- Formative Assessment
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis:

Evaluation plan for this strategic direction

Analysis will be embedded formatively within the initiatives through Impact Cycles that measure evidence of impact and implementation. The school will review progress towards the improvement measures annually. The questions underpinning impact cycles are:

1. Where are we going? (Goal consensus)
2. Where are we now? (Assess prior knowledge & skill)
3. How do we move learning forward? (Evidence-based strategy to maximise impact)
4. What did we learn? (Growth & achievement measures)
5. Who benefited and who did not? (Consider barriers to learning and how to remove them)

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 2: Learning - to be a self-regulating, lifelong learner

Purpose

To improve progress in student learning outcomes through the development of students who actively participate in, and direct their own learning, having the capability to understand their learning goals, assess where they are at in their learning and know and act upon their next steps to make progress.

Improvement measures

Target year: 2024

Increase the proportion of students who demonstrate assessment capability..

Target year: 2024

Internal measures indicate growth in teacher capacity to demonstrate clarity, share assessment information and provide effective feedback to students.

Initiatives

Teacher Clarity

To build knowledge, make meaning and apply understanding of the effective use of Learning Intentions and Success Criteria, along with worked examples and exemplars that are embedded in every lesson.

Student Assessment & Feedback

To structure deliberate opportunities where educators share assessment information with students and explicitly teach them how to interpret and use it to self-assess, peer-assess and provide (and receive) instructional feedback to self and others.

Success criteria for this strategic direction

- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement.
- Every student makes measurable learning progress and gaps in student achievement decrease. (Ed Leadership - Instructional Leadership - Exc)
- A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (ECP - Explicit Teaching - Exc)
- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.
- Student feedback is elicited by teachers and informs their teaching.
- Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (ECP - Feedback - Exc)
- All classrooms and other learning environments are well managed with a consistent, school-wide approach.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (ECP - Classroom Management - Exc)
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely

Strategic Direction 2: Learning - to be a self-regulating, lifelong learner

Success criteria for this strategic direction

feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results. (L&D - Collaborative Practice & Feedback - Exc)

- Students and parents understand the assessment approaches used in the school and their benefits for learning.
- Feedback from students on their learning derived from assessments informs further teaching (Assessment - Student Engagement - Exc)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (Learning Culture - High Expectations - Exc)

Evaluation plan for this strategic direction

Questions:

1. To what extent do students understand what they are learning, why they are learning it, and use assessment and feedback to identify where they are at and inform next steps?
2. To what extent do teachers use clarity, sharing of assessment and effective feedback with students to enable assessment capability and ownership of learning?
3. To what extent do leaders establish effective, sustainable systems and instructional leadership practices that build capacity of teachers to enhance practices in clarity, assessment capability and effective feedback.

Data:

Strategic Direction 2: Learning - to be a self-regulating, lifelong learner

Evaluation plan for this strategic direction

We will use a combination of data sources. These will include:

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- Formative Assessment
- Survey
- Observation
- Focus group
- Student voice
- Interview
- Document analysis

Analysis:

Analysis will be embedded formatively within the initiatives through Impact Cycles that measure evidence of impact and implementation. The school will review progress towards the improvement measures annually. The questions underpinning impact cycles are:

1. Where are we going? (Goal consensus)
2. Where are we now? (Assess prior knowledge & skill)
3. How do we move learning forward? (Evidence-based strategy to maximise impact)
4. What did we learn? (Growth & achievement measures)
5. Who benefitted and who did not? (Consider barriers to learning and how to remove them)

Implications:

The findings of the analysis will inform:

- Future actions
- Annual reporting on school progress measures

Strategic Direction 3: Relationships - with self, others and learning

Purpose

Using a shared language and approach, the school is focused on improving individual and collective wellbeing through a climate of care and positivity. This will enable students to improve self-awareness, self-management, social-awareness, relationship skills and responsible decision making, to develop and maintain positive relationships with themselves, others and learning.

Improvement measures

Target year: 2022

2.7% increase of students reporting positive wellbeing as evidenced by Tell Them From Me.

Target year: 2022

4.2% increase of students attending school for 90% of time or more.

Target year: 2024

Increased percentage of students indicating highly developed social emotional wellbeing as evidenced by internal measures.

Initiatives

Social Emotional Learning

Whole-school approach to the implementation of a SEL model with shared language and practices that ensure students feel emotionally safe, socially supported, and academically engaged. This SEL model will empower our students with the mindsets, skills, and supportive environment they need to lead their personal, social and academic growth.

Success criteria for this strategic direction

- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (Ed Leadership - High Expectations Culture - Exc)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. (Ed Leadership - Instructional Leadership - Exc)
- The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of students. The leadership team uses data to evaluate the effectiveness of management processes, and creates a culture of shared accountability to achieve organisational best practice. (School Resources - Staff Deployment - Exc)
- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.
- Effective partnerships in learning with parents and students mean students are motivated to deliver their best and continually improve (Learning Culture - High Expectations - Exc)
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (Wellbeing - Caring For Students - Exc)
- The school has implemented evidence- based change to whole school practices. (Wellbeing - Planned Approach to Wellbeing - Exc)
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (Wellbeing - Behaviour - Exc)
- All classrooms and other learning environments are

Success criteria for this strategic direction

- well managed with a consistent, school-wide approach.
- Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (ECP - Classroom Management - Exc)

Evaluation plan for this strategic direction

Questions:

1. To what extent have students displayed self-awareness, self-management, social-awareness, relationship skills and responsible decision making?
2. To what extent do teachers model and ensure a shared language and approach to social-emotional learning that builds and sustains positive teacher/student relationships and a sense of belonging?
3. To what extent do leaders model and establish systems and structures to build capacity of teachers to enhance SEL?

Data:

We will use a combination of data sources. These will include:

- Internal assessment, eg. ACER SEW
- External assessment, eg. TTFM
- Survey
- Observation
- Focus group
- Student voice

Evaluation plan for this strategic direction

- Interview
- Document analysis
- Student Reports
- Sentral Behaviour Data
- Attendance Data

Analysis:

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Implications:

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