

School plan 2018-2020

Bankstown North Public School 1124



School background 2018–2020

School vision statement

At Bankstown North Public School quality teaching is central to the development of innovative, lifelong learners who are prepared for the challenges of the future. We value our partnerships within the school and wider community to support every child.

School context

Bankstown North Public School is a P2 school in South West Sydney. The area is well established, with many students residing in apartments and the school has an enrolment of approximately 388 students. 93% of students come from a non–English speaking background with 33 different languages being represented. There are currently 15 classes, with students in years 3 to 6 grouped into stage classes.

The school takes great pride in our achievements in Creative Arts with specialist dance groups performing many times at different venues throughout the year. Bankstown North Public School staff members are enthusiastic and share a strong commitment to providing quality teaching programs to the students. The experienced members of staff offer support and guidance for the early career teachers as they develop their teaching skills. The school is set on a large site, offering extensive open grassed playing areas for sporting and other recreational activities. PSSA competitions provide students with opportunities to participate, learn and show sportsmanship while enjoying friendly competition.

Bankstown North Public School's purpose is to offer a wide variety of learning opportunities to students in an environment where they feel safe and secure. Students are encouraged to learn skills for life and demonstrate respect for others.

Our school motto is “Skill with Honour”.

School planning process

The school has used a wide range of data, in order to evaluate the 2015–2017 school plan and to determine the school's future strategic directions. This current plan reflects change. Staff worked collaboratively to review and enhance the School Vision to ensure it reflected current priorities. Strategic Directions were revisited and revised to ensure they were appropriate for consistent staff, student and community understanding.

A random sample of parents/ caregivers were surveyed using specific questions to determine feedback on school programs and experiences to further increase our community connections.

Students were surveyed both in written and informal interviews.

School strategic directions 2018–2020

**Purpose:**

Student centred learning environments support self-regulated learners. Students are literate and numerate which will empower them to be successful, informed citizens. Teachers use evidence-based, future focussed strategies, reflection and analysis of data to inform practice and improve student learning outcomes.

**Purpose:**

Students are supported by a whole school integrated approach to Wellbeing where they can connect, succeed and thrive at each stage of their schooling.

**Purpose:**

Build strong and authentic partnerships based on shared responsibility between school, parents and caregivers and the wider community.

Strategic Direction 1: Quality Teaching and Learning

Purpose

Student centred learning environments support self-regulated learners. Students are literate and numerate which will empower them to be successful, informed citizens. Teachers use evidence-based, future focussed strategies, reflection and analysis of data to inform practice and improve student learning outcomes.

Improvement Measures

Data is used regularly to identify areas of growth and ensure consistent judgement of student progress.

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

People

Students

Use self-regulating learning behaviours and data to inform and drive learning.

Staff

Develop capabilities and build capacity in data analysis, evidence-based strategies and consistent teacher judgement (CTJ), to provide targeted intervention in literacy and numeracy.

Leaders

Lead and co-ordinate the implementation of data driven and evidence-based practices across the school.

Parents/Carers

Develop understanding of future focused learning strategies, and support their children in the acquisition of literacy and numeracy.

Processes

Literacy –

Implement a whole school approach to supporting students develop literacy skills.

Numeracy –

Implement a whole school approach to supporting students develop numeracy skills.

Evidence based, future focussed practice –

Develop a whole school approach to implement evidence-based, future focussed practices.

Evaluation Plan

NAPLAN

PLAN2

PAT

Internal student performance data

Observations

TTFM

Document Analysis

Surveys

Focus Groups

Practices and Products

Practices

Utilise effective use of data to drive teaching and learning programs.

Implement evidence-based strategies in all classrooms to improve teaching and learning.

Moderation of student work using rubrics and exemplars.

Products

Teaching and learning programs identify and address areas of growth for every student based on data.

Effective data tracking and monitoring mechanisms in place.

Teachers report student achievement consistently.

Strategic Direction 2: Quality Wellbeing

Purpose	People	Processes	Practices and Products
Students are supported by a whole school integrated approach to Wellbeing where they can connect, succeed and thrive at each stage of their schooling.	Students Attend school on a regular basis. Develop positive relationships to support their wellbeing. Understand behavioural expectations and develop self-regulating behaviours.	Attendance – review procedures and implement monitoring systems. Student Wellbeing – A whole school approach to wellbeing.	Practices Consistently implement and evaluate student attendance procedures. Explicitly teach PBL expectations and social skills across K–6. Utilise tracking and monitoring systems of student wellbeing data.
Improvement Measures		Evaluation Plan	
Increase attendance rates equal to or higher than SSG across all students.	Staff Implement DoE policies and procedures and consistently monitor student attendance. Develop systems and consistent teacher judgement in managing student wellbeing	EBs4 PAT Internal wellbeing data Observations TTFM Scout	Products Improved attendance rates – at least equal to SSG. Improved student behaviour across all areas of the school. Student wellbeing data will inform the school community of areas of further support.
Improvement in behaviour demonstrated across all areas of the school.	Leaders Demonstrate in depth knowledge and lead implementation of DoE Wellbeing policies. Lead the development of tracking and monitoring wellbeing systems. Adopt visible leadership practices of PBL across the school.		
Improvement in behaviour demonstrated across all areas of the school.	Parents/Carers Understand and commit to the importance of good attendance. Support school PBL expectations.		

Strategic Direction 3: Quality Partnerships

Purpose

Build strong and authentic partnerships based on shared responsibility between school, parents and caregivers and the wider community.

Improvement Measures

Use technology to increase parent knowledge of and participation in their child's learning.

Improve communication through regular distribution of information through accessible formats.

Increase parent participation in all school endeavours.

People

Students

Assist parents and caregivers to connect and use technologies.

Staff

Effectively use technologies to communicate student learning with the wider community.

Leaders

Promote and encourage parent, caregiver and community participation in school life.

Parents/Carers

Develop skills and abilities to engage with the school using technology.

Processes

Embed technologies between school and home to share learning and improve communication.

Community programs address school learning areas and build capacity of parents and caregivers in understanding future focused learning.

Evaluation Plan

TTFM

Surveys

Observations

Document Analysis

Surveys

Focus Groups

Practices and Products

Practices

Technology is used effectively to communicate and share information and student learning outcomes with parents and caregivers.

Implement community programs.

Products

Technologies used by staff and parents will increase communication of information and learning success.

All stakeholders engage with technological applications to promote student learning.

Increase parent and caregivers knowledge and understanding of future focused curriculum and school expectations.