

School plan 2018-2020

Banksia Road Public School 4217



School background 2018–2020

School vision statement

To provide students with opportunities to pursue academic and personal excellence in a nurturing, community environment. We aim to inspire excellence in teaching and learning, enabling all our students to reach their potential, so they become respectful, resilient and successful citizens.

School context

Banksia Road Public School, established in 1959, is located in Greenacre and is part of the Chullora Network. It serves a diverse population with a FOEI of 138 . There are currently 546 students who attend the school representing 24 nationalities. The school's population is 95% NESB (Non English Speaking Background).

Our school is staffed by a Principal, a Deputy Principal, four Instructional Leaders/ Assistant Principals, six Grade Coordinators and a business manager. There are 38 teachers who deliver programs to 22 classes in either full-time or part-time capacity. Seventeen of our teachers are currently employed in temporary engagement positions.

The school is part of the Early Action for Success Phase 1 and 2. The school receives equity funding to support students from:

Low Socio Economic Backgrounds as well as an Additional Language or Dialect and students requiring Low Level Adjustments to support learning.

The school has a Community Hub Coordinator who works cooperatively with staff, students and the greater school community to build parents capacity to support student learning. The school has a close collegial and professional

School planning process

Qualitative and quantitative data from the Learning Bar surveys were considered along with student performance data such as PLAN, NAPLAN and the achievement of syllabus outcomes.

The External Validation process in 2017 enabled us to effectively self assess our progress against the School Excellence Framework and informed our next steps.

A number of School Planning sessions involving parents and teachers involved rigorous discussion regarding our vision and purpose.

The processes and milestones to achieve the desired products and embedded practices were collaboratively developed by planning committees, refined by key stakeholders and shared across the community.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality student learning.

Purpose:

To foster students' communication, collaboration, critical thinking and creativity skills through explicit, assessment driven teaching practices. To maximise the success of every student through meeting their academic, social and welfare needs.



**STRATEGIC
DIRECTION 2**
Excellence in teaching and leadership

Purpose:

Building collaborative practices and shared understanding through professional dialogue and reflective practice. Teachers are responsive to the needs of all students through targeted teaching. Leaders model instructional leadership and support a culture of high expectations and community engagement, resulting in whole school improvement.



**STRATEGIC
DIRECTION 3**
Productive professional partnerships.

Purpose:

To build strong, supportive, collaborative relationships through communicating with parents, and engaging outside agencies.

Strategic Direction 1: Quality student learning.

Purpose

To foster students' communication, collaboration, critical thinking and creativity skills through explicit, assessment driven teaching practices. To maximise the success of every student through meeting their academic, social and welfare needs.

Improvement Measures

Students are engaged, happy and advocate for the school measured through the Tell Them From Me survey (regarding students with positive relationships; baseline of 84%; State 85%; girls 88% & boys 81%) and the Nett Promoter survey baseline score of 72..

Welfare data indicates an increase in positive behaviour levels from the baseline of 94.3% attending Good as Gold days and a reduction in Thinking Room referrals from the baseline of 446 in 2017.

Student engagement measured through the Tell Them From Me survey (students who are interested and motivated in their learning; baseline of 79%; State 78%; girls 82% & boys 76%)

People

Students

*Students are empowered and engaged learners as they plan their own learning goals. They articulate the learning intention and self-regulate their own success.

Staff

* Teachers collect, analyse and use data to refine a whole school approach to wellbeing and engagement.

*Teachers ensure that all students are challenged and make adjustments to programs to address individual student needs.

Parents/Carers

*Parents are involved in planning to support student learning and share expected outcomes.

Leaders

*Distributed Instructional Leadership (K-6) analyse student data and prioritise interventions.

Processes

Student Wellbeing

Evaluate, modify and strengthen processes to ensure students are respectful resilient students.

Future-Focused

Research, trial and refine practices which embed student collaboration, creativity, critical thinking and communication.

Evaluation Plan

* A 1% increase in attendance from it's current percentage of 93.4%

*PLAN Data Analysis.

* PBL SET Tool

*Students learning logs and goals.

*Student participation in extra-curricula activities.

*Opportunities to involve parents in the learning that occurs in the classroom.

Practices and Products

Practices

*Whole school implementation and consistent delivery of PBL values and practices.

*Partnerships with parents and students support clear improvement goals and planning for learning.

*Students and teachers negotiate assessment criteria and learning intentions providing reciprocal feedback to improve outcomes.

*Students reflect and are empowered to take ownership for their learning.

*Students involved inauthentic project based learning which facilitates 4C learning (communication,creativity, critical thinking and collaboration.

*As part of the NCCD,adjustments are evaluated every ten weeks.

Products

*Student learning progress and gaps in student achievement decrease.

* Measurable improvements in student wellbeing and engagement.

Strategic Direction 2: Excellence in teaching and leadership

Purpose

Building collaborative practices and shared understanding through professional dialogue and reflective practice. Teachers are responsive to the needs of all students through targeted teaching. Leaders model instructional leadership and support a culture of high expectations and community engagement, resulting in whole school improvement.

Improvement Measures

Build leadership and succession planning through targeted professional learning as measured in the Focus on Learning survey (School leaders are leading improvement and change, baseline 86%) and Performance Development Plans.

Pre and post staff 'Relational Trust survey results.

Improvements in literacy and numeracy outcomes as measured in NAPLAN growth from a baseline of 23.7% points above state average in literacy and 11.1% points above state average in numeracy.

An increase in the percentage of students attaining proficient (Year 3 & 5 NAPLAN) from the baseline of 25%.

People

Students

Build on foundationalknowledge, think deeply and critically and also provide feedback on teachingpractice

Staff

Staff demonstrate personal responsibility formaintaining and developing their professional standards.

Parents/Carers

Understand the importance of the crucial contribution they make towards their child's education whilst also providing informative feedback about the quality of teaching and learning in our school.

Leaders

*The leadership team develop processes to collaborativelyreview teaching practices to affirm quality and to challenge and addressunderperformance.

*Instructional Leaders work directly with teachers toidentify and provide cutting edge professional learning based on evidence basedpractice.

Processes

Mentoring & Coaching

The creation of a leadership framework with clear role statements to build capacity.

Instructional Leadership

Amplify Agile Instructional Leadership across the school.

Evaluation Plan

– Instructional Leader surveys each term

– Value added Scout data

–Tell Them From Me surveys

–Learning Progressions implementation

–School Self evaluation against the School Excellence Framework

Practices and Products

Practices

*Teachers sharing expertise in workshops, team teaching, lesson observations, resource sharing, mentoring and collaborative planning.

*Teachers involved in collaborative 'Evidenced Based Action Plans which empowers ownership of the data, sharing of best practice and utilising the Australian Professional Standards as a tool to initiate feedback and refinement of teaching practice.

*A Distributive Leadership model which expands the leadership team and builds capacity of all leaders through clearly defined roles and weekly, tailed TPL to facilitate succession planning and or promotion.

*Leadership opportunities planning, monitoring and evaluating thinking practices aligned to SEF.

*Teachers seeking accreditation at higher levels, HAT and LEAD.

Products

* All staff sharing expertise and engaging in professional dialogue to refine practice.

* All staff have a performance development plan aligning to the Australian professional Standards for teachers which are designed collaboratively and supported by their supervisor.

Strategic Direction 3: Productive professional partnerships.

Purpose

To build strong, supportive, collaborative relationships through communicating with parents, and engaging outside agencies.

Improvement Measures

An increase in participation and parent engagement through the hub from a baseline of 198 families in 2017.

An increase in average P & C attendance from a baseline of 21 on 2017.

An increase in parent consultation and involvement in the school measured through the average attendance at Goal Setting Interviews throughout the year and parent use of Do Jo to view and comment on their child's work.

An improvement in parent advocacy of the school through the Focus on Learning survey and the Nett Promoter survey score with a baseline of 71.

People

Students

Empower students to engage with organisations locally and globally whilst also providing feedback on school programs and future planning.

Staff

*Empower teachers to facilitate parent involvement in all aspects of school

*Facilitate opportunities for teachers to develop authentic and relevant learning opportunities for students.

Parents/Carers

* Empower the P & C and greater parent body to be a representative of the wider communities needs, support school endeavours and be positive advocates for Banksia Road Public School.

Leaders

*Instructional leaders work directly with teachers to build their capacity and enable opportunities for the wider school community to actively engage in student learning.

Community Partners

*Publicise and market our school as the focal point of the community.

Processes

Productive Community Partnerships

In partnership with SSI (Settlement Services International), develop systems to enhance parent involvement in student learning.

Communication & Consultation

Review and design a range of platforms to enhance communication between school and home.

Evaluation Plan

*Parent feedback about student learning through DoJo and Facebook

* The number of parents using the Skoolbag app and the number of likes on Facebook

* Percentage of parents attending 3-way goal setting conversations in Semester 1.

*Conduct focussed feedback sessions with the P&C and the Community Hub parents

Practices and Products

Practices

*The Community Hub coordinator runs parent workshops to address parent needs.

* The Community Hub Coordinator in partnership with teachers coordinate major school initiatives that promotes productive partnerships

*Teachers involve students and parents in planning to support learning and share expected outcomes.

*Students and parents understand the assessment approaches used in the school and the benefits for student learning.

Products

*Increased publicity for Banksia Road through a variety of mediums.

*Greater involvement of parents in school based initiatives. Strengthened P & C who apply for grant and fundraise for the school

*3-way goal setting conversations well attended and supported by the parent community.