

School plan 2018-2020

Banks Public School 4571



School background 2018–2020

School vision statement

At Banks Public School we work together to nurture and inspire all students to be resilient, creative and independent learners who are known and valued. Students are motivated and engaged critical thinkers and problem-solvers with the knowledge, understanding, skills and values for future success in life.

School context

Banks Public School draws students from the Western Sydney suburb of St Clair. It serves a diverse community of families from low to middle class working backgrounds. The school population of 388 students includes 32% from non-English speaking backgrounds and 7% Aboriginal and Torres Strait Islanders. In recent years there has been a noticeable increase in the number of students from Pacific Islander backgrounds.

The school is currently engaged in programs to develop and sustain all areas of student development such as Early Action for Success, Bump it Up, Targeted Early Numeracy, Taking off with Numeracy, QuickSmart, Speech Therapy and Peer Support. An active Learning and Support team and comprehensive student welfare programs effectively support all areas of student wellbeing. The school has a very active involvement with STEPS, St Clair and Erskine Park Learning Community, and local businesses engaging in programs to facilitate student, staff and community development. Opportunities exist through these partnerships for talent identification and development, professional sharing and a celebration of student and school success.

The school is well resourced and has excellent facilities such as spacious, attractive grounds with ample playground area, air conditioned classrooms with innovative technologies, with adjoining wet areas, an assembly hall, a modern library, a computer room, an audio-visual room and covered outdoor learning areas. A wide variety of extracurricular activities enhance student development. The school community shows a keen interest in the school and is very supportive.

School planning process

This plan is a result of reflection and evaluation in consultation with students, staff and our wider community.

Consultation with stakeholders targeted current programs, practices, values and future directions.

The purpose of the process was to determine our school's effectiveness in delivering quality programs and practices.

This process involved:

- Staff reflection and evaluation
- Informal and formal collection of community responses and suggestions for future directions
- Student responses to questions related to personal skill development, values, school culture and teacher quality
- Personal teacher reflection and response
- Analysis of student data to inform future directions in programs and practices and
- Tell Them From Me Surveys
- 360 Customer Service Reflection Tool
- Scout Reports

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Create Excellence in Learning

Purpose:

Individual student's capabilities and needs are used to plan learning experiences that will enable students to connect, succeed and thrive. Strategic intervention programs will be designed to challenge all students to maximise their learning.

Students are continually challenged and motivated to deliver their personal best in order to develop into confident and creative individuals with the ability to adapt and become responsible citizens.

STRATEGIC DIRECTION 2

Inspire Excellence in Teaching

Purpose:

Future school directions are informed by the analysis of student data and reflection on teacher effectiveness. The impact of quality teaching will be evaluated to enhance student learning outcomes and reflect evidence based pedagogy.

Teachers will collaborate to implement innovative, effective teaching practices through engaging classroom environments. A culture of high expectations will be established and embedded.

STRATEGIC DIRECTION 3

Innovate Excellence in Leading

Purpose:

A framework for the school and its community will be developed to collectively support the wellbeing of every student and establish positive social expectations.

Management and communication practices and processes are responsive to school community feedback and support a positive whole school culture.

Strategic Direction 1: Create Excellence in Learning

Purpose

Individual student's capabilities and needs are used to plan learning experiences that will enable students to connect, succeed and thrive. Strategic intervention programs will be designed to challenge all students to maximise their learning.

Students are continually challenged and motivated to deliver their personal best in order to develop into confident and creative individuals with the ability to adapt and become responsible citizens.

Improvement Measures

Premier's Priority: Increase the average percentage of students in the top two bands in NAPLAN for Reading and Numeracy from 14.72% (AVG 2015–2017) to 25%.

<https://www.nsw.gov.au/improving-nsw/premiers-priorities/improving-education-results/>

Increase the percentage of students performing in the top four bands in NAPLAN Writing.

School-wide data will reflect positive changes in student wellbeing.

Premier's Priority: Increase the average percentage of Aboriginal Students in the top two bands in NAPLAN for Reading and Numeracy from 7.14% (AVG 2015–2017) to 30%.

<https://www.nsw.gov.au/improving-nsw/premiers-priorities/>

People

Students

Students will engage with intervention programs in order to achieve their learning goals.

Students will apply the resilience strategies effectively in real life situations.

Staff

Staff will collaborate to use data effectively when determining next steps in student's learning.

Staff will commit to the effective, sustained implementation of the Bounce Back resilience strategies.

Leaders

Allocate resources to support the success of school programs.

Parents/Carers

Parents will encourage and support students to consolidate their learning at home.

Parents will support the strategies of the Bounce Back program.

Processes

Strategic Intervention

Identify, implement and evaluate effective intervention programs to meet student learning needs in Literacy and Numeracy.

Social and Emotional Resilience

Deliver, implement and evaluate the resilience strategies advocated in the Bounce Back wellbeing program across K–6.

Evaluation Plan

PLAN 2 data every 10 weeks

Entry and exit data from the LLI program

Writing learning intention grids

Intervention lesson plans

Classroom observation and reflection

Sentral wellbeing data

Bounce Back student and teacher surveys

TTFM responses in wellbeing category

Anecdotal observations

Practices and Products

Practices

Strategic Intervention

Deliver focused intervention programs in Literacy and Numeracy to target areas of academic need.

Social and Emotional Resilience

Students will employ effective resilience strategies.

Products

Strategic Intervention

Data based intervention programs delivering differentiated instruction to demonstrate syllabus content.

Social and Emotional Resilience

A school-wide positive wellbeing culture is supported through Bounce Back principles.

Strategic Direction 2: Inspire Excellence in Teaching

Purpose

Future school directions are informed by the analysis of student data and reflection on teacher effectiveness. The impact of quality teaching will be evaluated to enhance student learning outcomes and reflect evidence based pedagogy.

Teachers will collaborate to implement innovative, effective teaching practices through engaging classroom environments. A culture of high expectations will be established and embedded.

Improvement Measures

Improve the value added theme in the School Excellence Framework from 'Delivering' to 'Sustaining and Growing' in the Teaching domain.

Improvement in 'What Works Best in Practice' surveys.

People

Students

Students will be self-regulated learners with a growth mindset.

Provide timely and respectful feedback to teachers on their learning progress.

Staff

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

Leaders

Establish and improve processes which build the capacity of staff to use data and research to impact student learning.

Instructional Leaders to provide professional learning with the highest priority given to evidence-based teaching strategies.

Parents/Carers

Work collaboratively with school staff to support improved student achievement.

Processes

Evidence Informed Pedagogy

Identify, implement and evaluate the most effective explicit teaching methods including formative assessment, in response to research informed pedagogy in literacy and numeracy.

Reflective Teaching Practice

Identify, implement and evaluate collaborative processes for planning, observation and feedback to improve teaching practices.

Evaluation Plan

Reflections in teaching programs

Lesson and classroom observations

Teacher/student reflections – pre and post

Tell them From Me Surveys

SCOUT Data

What Works Best in practice: surveys

Evidence from Professional Learning journals

Practices and Products

Practices

Evidence Informed Pedagogy

All teachers will implement effective formative assessment procedures within the teaching and learning cycle of scope and sequences.

Reflective Teaching Practice

Collegial discussion and reflection to drive quality teaching and productive learning.

Products

Evidence Informed Pedagogy

Explicit teaching programs are differentiated to challenge all students.

Scope and Sequences developed across all Key Learning Areas including synthetic phonics implemented into the English Scope and Sequence.

Reflective Teaching Practice

All teachers will embed quality teaching practices to effectively engage students and establish a culture of high expectations.

Strategic Direction 3: Innovate Excellence in Leading

Purpose

A framework for the school and its community will be developed to collectively support the wellbeing of every student and establish positive social expectations.

Management and communication practices and processes are responsive to school community feedback and support a positive whole school culture.

Improvement Measures

Reduction in negative behaviour incidents within the classroom and the playground.

Increased community engagement through established mediums and increased number of parents/volunteers supporting the learning needs of the students.

People

Students

Articulate and demonstrate the expected behaviours in all school settings.

Staff

Demonstrate a consistent approach when managing student behaviours.

Staff will actively engage the community through a variety of mediums.

Leaders

Demonstrating the expected behaviours in all school settings.

Parents/Carers

Talk about the expected behaviours at school with their children.

Connect with the school via the various mediums and give feedback through the customer service tool.

Community Partners

Liase with the PBL team for professional learning.

Collaboration with PBL network schools.

Processes

Positive Behaviour for Learning

Implement PBL as a whole school approach to deliver consistent proactive responses to student behaviour through collection of data.

Community Engagement

Establish, implement and evaluate clear communication methods via various mediums that engage our school community.

Evaluation Plan

Staff surveys to be analysed at the beginning of the year and mid year.

Sentral Wellbeing to be analysed to determine priority areas of behaviour within the school environment.

Insights from Facebook analysed weekly.

Schoolzine statistics analysed fortnightly.

Volunteer database / sign-in book analysed each semester.

360 Customer service tool.

Practices and Products

Practices

Positive Behaviour for Learning

Staff consistently reinforce, encourage and manage behaviour expectations to create a positive environment for learning.

Community Engagement

Opportunities for parental involvement are clearly communicated and aligned to all strategic directions.

Products

Positive Behaviour for Learning

The Positive Behaviour for Learning system, practice and process are implemented and sustained across the school.

Expected behaviour matrixes are evident in all settings.

Community Engagement

Parents are actively engaged in the school community to support the learning needs of the students.