

Strategic Improvement Plan 2021-2025

Bankstown North Public School 1124



School vision and context

School vision statement

At Bankstown North Public School we focus on high expectations, quality teaching and positive partnerships to ensure our students have the best education. We strive to develop creative, resilient, lifelong learners who are prepared for the future through continuous reflection on our practice. We value collaboration between the school, our parents and the wider community to support the needs of every child.

School context

Bankstown North Public School is a P2 school in South West Sydney. The school has an enrolment of approximately 339 students, with 99% coming from English as an Additional Language and/or Dialect (EAL/D) backgrounds. We have over 33 different language groups represented in our school. Our enrolments have been quite stable over the past few years however, this is projected to be increasing over the next few years with local residential developments. In 2021 we have 70 Kindergarten students which is our largest cohort across K-6.

Our school is currently undergoing a significant redevelopment with delivery of a brand new state of the art school facility due for completion in 2022. This will deliver 24 new collaborative classroom spaces, a new library and administrative area. Staff are currently undertaking extensive professional learning in best practice for innovative learning spaces in preparation for delivering quality educational practice in our new build.

Staff at Bankstown North Public School are committed to providing students with challenging and engaging learning experiences which enable them to demonstrate growth in their learning. Collaborative practice and consistent teacher judgement is a key focus for Professional Learning as every teacher continues to extend their knowledge through new learning. Positive partnerships are highly regarded by all stakeholders as a means to support students in their learning. Bankstown North Public School provides a wide range of extra-curricula opportunities for our students including drama club, K-6 dance groups, sporting events and chess club.

EAL/D and Learning and Support teachers provide specific and additional teaching and learning programs for students in collaboration with their classroom teacher. Every student is monitored and assessed to ensure progress is achieved and maintained through Personalised Learning and Support Plans (PLasPs) and Personalised Learning Plans (PLPs).

Through our situational analysis we have identified several areas of focus for our 2021-2024 Strategic Improvement Plan. This includes improving our Reading and Numeracy programs and achievement, developing sustainable connections with our students, staff and community which reflect our high expectations and aspirations for the future, and utilising data driven practices which ensures students have access to stage appropriate differentiated learning.

Strategic Direction 1: Student growth and attainment

Purpose

Student progress is regularly monitored through formative and summative assessment practices ensuring syllabus alignment and consistent teacher judgement. Teachers engage in regular professional dialogue and plan collaboratively to ensure teaching and learning programs challenge and engage all students. Data sources are utilised to determine, monitor and plan high level learning activities.

Improvement measures

NAPLAN top 2 bands - Reading

Achieve by year: 2022

The proportion of Year 3 and 5 students achieving Top 2 Bands in NAPLAN Reading increases by 8.6% to meet or exceed the lower bound system negotiated target.

NAPLAN top 2 bands - Numeracy

Achieve by year: 2022

The proportion of Year 3 and 5 students achieving Top 2 Bands in NAPLAN Numeracy increases by 8.2% to meet or exceed the lower bound system negotiated target.

Achieve by year: 2025

90% of Year 1 students achieve Phonic Knowledge and Word Recognition PKW5 on the Literacy Learning Progressions by end of Semester 1.

Achieve by year: 2025

Evidence will demonstrate we achieve Excelling in the School Excellence Framework (SEF) Element of "Data Skills and Use".

Initiatives

Collaborative Practice

Teachers will work together to achieve common goals through the sharing of evidence-informed practices resulting in the improvement of teacher quality and consistent teacher judgement.

Reciprocal peer observations, Professional Development Plans (PDP) and feedback processes support every teacher to improve every year.

Collaborative Practices are built into whole school processes to allow regular sharing which celebrates success and strengthens consistent teacher judgement. We will identify gaps allowing for reflection and refinement of whole school programming.

High level quality Professional Learning embeds contemporary pedagogy to enable successful transition to our new school environment. (School Learning Environments and Change).

Data Driven Practices

Effective use of data will allow teachers to analyse and determine where students are in their learning, appropriately plan next steps and determine if the outcomes have been achieved.

Expertly use a variety of formative and summative student assessment data to make informed teaching and learning judgements.

Monitor and reflect on the progress of every student to identify strengths and gaps in learning so as to design individualised explicit and responsive learning opportunities.

High Impact Professional Learning (HIPL) in Data Literacy, Data Analysis and Data Use ensure all staff have a deep understanding of student assessment and achievement and are able to reflect their understanding in classroom practice.

Establish and use the AP Instructional Leader position

Success criteria for this strategic direction

Structured lesson observations and Professional Development Plans (PDPs) are used as a guide to inform Professional Learning opportunities to improve teaching practice.

Teachers collaborate within and across stages, as well as inter-school, to share student data, curriculum knowledge and effective teaching and learning programs.

English as an Additional Language or Dialect (EAL/D) and Learning and Support Teams (LST) are collaborative and build the capacities of all teachers across all Literacy and Numeracy programs to meet the specific and identified needs of our students.

Staff embrace contemporary pedagogy and have the tools to successfully transition to the new school learning spaces.

Assessment data is collected in Literacy and Numeracy on a regular and planned basis and used responsively as an integral part of classroom instruction.

Consistency of teacher judgement is increased through regular collaboration and the use of quality, valid and reliable data.

***Teaching programs :**

are responsive to the needs of students

exceed NESA requirements

are data informed through use of a variety of assessments

embed high expectations through Visible Learning strategies including, Learning Intentions/Success Criteria and Feedback.

demonstrate explicit teaching strategies e.g. Modelled, Guided and Independent or Direct Instruction.

Strategic Direction 1: Student growth and attainment

Initiatives

to collaborate with teachers to support and improve classroom practice. The Assistant Principal will be able to effectively use multiple data sources and analyse gaps and strengths on a whole school, class and individual level to consistently improve student learning.

Evaluation plan for this strategic direction

Question: To what extent has our focus on data and collaborative practice impacted student performance?

Data:

NAPLAN

PAT

PLAN2

Learning Progressions

Teacher surveys

Data tracking sheets

Student Reports

PL exit slips and feedback

PDP's

Analysis:

Data will be reviewed each 5 week period. This data will be reviewed by the appropriate teams within the school.

Implications:

Findings from the data analysis will drive future improvements.

Strategic Direction 2: High Expectations for all

Purpose

Students need to be consistently challenged in all areas of their learning and development and every student will be provided with learning programs which meet their needs. Teachers engage with continuous professional learning informed by evidence-based practices to deliver responsive, high quality and innovative learning programs. Our school community is aspirational and values both education and opportunities for the future.

Improvement measures

Achieve by year: 2021

The proportion of Year 3 and 5 students achieving expected growth in NAPLAN Reading increases by 9.8% to meet or exceed the lower bound system negotiated target.

NAPLAN expected growth - Reading

Achieve by year: 2023

The proportion of Year 3 and 5 students achieving expected growth in NAPLAN Reading increases by 7% to move towards the lower bound system negotiated target.

NAPLAN expected growth - Numeracy

Achieve by year: 2023

The proportion of Year 3 and 5 students achieving expected growth in NAPLAN Numeracy increases by 5.5% to meet or exceed the lower bound system negotiated target.

Achieve by year: 2025

School mean for the Tell Them From Me Survey (TTFM) "Expectations for Success" measure meets or exceeds NSW Govt. Norm.

Achieve by year: 2025

The proportion of Year 2-6 students achieving 0.4 growth (effect size) in PAT Reading increases by 19% above 2020 baseline.

Initiatives

High Expectations and Explicit Teaching

Teachers, students, parents and the wider school community all hold high expectations of our learners through knowing well, valuing and understanding how to support their learning.

Maintain a collaborative culture of high expectations K-6 where all students are engaged and challenged in the learning environment.

Whole school PBL system is effectively implemented and evaluated resulting in a quality learning environment.

Programming of teaching and learning content will be systematic and sequential whilst providing regular opportunities for modelled, guided and independent practice as students gain proficiency.

Visible Learning supports teachers to understand, measure, and evaluate the impact they have on student growth and achievement. Students understand, articulate and self-monitor their learning goals and are active participants in their learning.

Personalised Learning and Differentiation

Embed a culture that enables all students to engage in an appropriate learning curriculum which meets their identified needs. Students create learning goals and are provided with regular feedback to guide their achievement of these goals.

Tiered Intervention and differentiation for identified students.

Curriculum differentiation occurs regularly in teaching and learning programs and ensures engagement of all students.

Systems of collaborative goal setting and feedback allow students to set high expectations of themselves, monitor progress and celebrate achievement.

Success criteria for this strategic direction

Exemplars and quality responses are annotated and embedded in learning programs and assist students to identify next steps.

Staff, students and parents have a collective understanding and support the school expectations to increase positive behaviours.

Learning Intentions and Success Criteria are embedded in all Key Learning Areas and students have regular opportunities to check understanding, ask questions and receive feedback.

Formative assessment strategies will be utilised, concurrently with syllabus documents to determine previously covered skills and content so that lessons delivered meet the learning strengths and needs of students.

Quality PlasP's are put in place and implemented through SLSO, EALD and LST structures.

Evidence of differentiation in teaching and learning programs caters for the needs of the students.

High Performing Students are identified and tracked to ensure progress.

Families are actively engaged in a close partnership with the school to support their child's learning.

All students can articulate their learning goals, the steps needed to achieve the goals and participate in 3 way conferences with parents.

Evaluation plan for this strategic direction

Question: How effectively have we differentiated and personalised instruction and what impact has this had on student learning?

Data:

Strategic Direction 2: High Expectations for all

Improvement measures

Achieve by year: 2025

The proportion of Year 2-6 students achieving 0.4 growth (effect size) in PAT Numeracy increases by 16% above 2020 baseline.

Initiatives

High Impact Professional Learning (HIPL) on the use of Literacy and Numeracy progressions.

High Potential and Gifted Education Policy is implemented and provides responsive learning opportunities.

Evaluation plan for this strategic direction

NAPLAN

Learning Progressions

Teaching and Learning Programs

PlasP's

Analysis:

Data will be reviewed each 5 week period. This data will be reviewed by the appropriate teams within the school.

Implications:

Findings from the data analysis will drive future improvements.

Strategic Direction 3: Positive Partnerships

Purpose

Robust programs exist to build upon students' skills, knowledge and understanding. We have strong relationships and meaningful connections with our students, their families and the wider school community. We are able to utilise our connections to facilitate additional supports for families when required. Our staff, students and parents work collaboratively in a positive partnership to proactively support each other.

Improvement measures

Attendance (>90%)

Achieve by year: 2023

Percentage of students attending greater than 90% of the time increases by 6.1% to be at or exceed the system negotiated lower bound target.

Achieve by year: 2025

Results of PAT-SEL testing for Years 2-6 indicate the percentage of students in Very Highly Developed/Highly Developed matches or exceeds the All Schools percentages.

Wellbeing

Achieve by year: 2023

Percentage of students demonstrating positive well-being, as indicated through TTFM, to increase by 3.6% to be at or exceed the system negotiated lower bound target.

Initiatives

Connections and Continuity

All stakeholders are partners in learning and support every student to be an active and engaged participant. Strong support structures ensure families and students stay connected at critical moments in the educational journey.

Strong transition programs are embedded as part of regular school programs and support students at critical points of learning, including Kindergarten and Year 6/7.

Strengthen connections between our school and the wider community including preschools, early learning centres and our local high schools to ensure we work as true partners in the education of our students.

Social and Emotional Learning Programs which focus on proactively teaching healthy coping strategies, developing skills in resilience, engaging in positive self talk, discussing issues as they arise and asking for help are firmly embedded as part of the culture at Bankstown North Public School where we focus on the whole child.

Attendance

Strong attendance is proven to deliver better post-school outcomes and is critically important for all students. Demographic factors will be considered and along with high expectations and supportive measures to ensure all students experience success.

Process and procedures follow DOE guidelines and support all students to have high levels of attendance, understanding the complex nature of attendance and its impact on the students' future.

Attendance interventions occur in a timely manner whilst respecting and valuing all participants during the process. Intervention models are based on individual situations and provide wrap around support.

Success criteria for this strategic direction

The majority of Kindergarten students and their families participate in a sequential and structured Transition to School program which encompasses a range of community supports in early learning.

Seamless transition between Year 6 to Year 7 - all students have confirmed placements by end of the year, data sharing, including for well-being occurs in a timely fashion ensuring every student is well cared for during the transition period.

Targeted transitions for students with high needs allows the student to be successful in their new environment and decreases anxieties about the unknown.

Student attendance is regularly monitored for patterns of non-attendance or concerns, which are promptly followed up with the appropriate person. The majority of students demonstrate attendance in excess of 90% of the time.

Student attendance is a regular topic of professional conversations within teams and teachers understand the impact nonattendance has on the student.

Evaluation plan for this strategic direction

Question: How have we demonstrated every student is known, valued and cared for at Bankstown North Public School?

Data:

PAT - SEL results

TTFM results

LST data

PlasPs

Parent Communication

Attendance Rates

Strategic Direction 3: Positive Partnerships

Evaluation plan for this strategic direction

Transition Programs

Analysis:

Data will be reviewed each 5 week period. This data will be reviewed by the appropriate teams within the school.

Implications:

Findings from the data analysis will drive future improvements.