

# Strategic Improvement Plan 2021-2024

## Bankstown West Public School 4142



# School vision and context

## School vision statement

At Bankstown West Public School we are committed to ensuring every student is challenged to achieve their full potential in a safe, engaging and nurturing environment. Our vision is to build a community culture of high expectations where student achievements and growth are celebrated, teacher development is systematically supported and excellence is recognised.

Parents and teachers will be active partners and students will exemplify our motto of 'Respectful, Responsible and Successful Learners'. We strive to cultivate a passion for lifelong learning in all of our students so that they may become compassionate, independent and confident global citizens.

## School context

Bankstown West Public School is a community of people passionate about learning. Located in the Bankstown area of South West Sydney, our school caters for students from Kindergarten to Year 6. Set on expansive grounds, Bankstown West PS has a teaching staff of 32 and an enrolment of 348 children across 26 language backgrounds. Arabic and Vietnamese represent our two largest cultural and language groups, with 95% of students identifying as LBOTE and 35% working at EAL/D beginning and emerging levels.

We have been recognised as excelling in the delivery and monitoring of Literacy and Numeracy programs and for our inclusive, warm and supportive school culture. The school has strong relationships with parents, carers and the wider community and promotes student responsibility, respect and commitment to learning.

Our school provides students with the opportunity to engage with a wide range of extracurricular groups and programs including groups in; environmental education, drama, chess, dance, sport and fitness, coding, choir and lego with many other opportunities throughout the year. Our partnerships with community groups such as Woodville Alliance, MonkeyBaa Theatre, Bell Shakespeare and Reading for Life support enhanced student wellbeing and learning success.

Bankstown West PS is well-resourced and has developed a reputation for success in the areas of student growth, data-informed practice, representative sport and the performing arts. We have developed an internal data system against which we set internal improvement measures. Zones of achievement are utilised to reflect student attainment levels, support effective differentiation and identify areas of need within and across cohorts. High expectations are built into these 'zones' to ensure students are supported to their maximum potential and teaching programs reflect these high expectations for student success. Each assessment tool has or will be benchmarked to reflect the following achievements:

- Red Zone = +12 months behind grade expectation
- Yellow Zone = 6-12 months behind grade expectation
- Green Zone = working within grade expectation
- Blue Zone = 6-12 months ahead of grade expectations

The school has completed a situational analysis and identified three key areas for strategic improvement. It is important to note that the 2021-2024 Strategic Improvement Plan is underpinned by the work undertaken in the previous school planning cycle. The 2018-2020 School Plan placed a strong emphasis on: high quality, evidence-based teaching programs which target improvement, developing students' positive growth mindset and increasing parent and community participation in student learning processes.

Throughout Term 4, 2020 and Term 1, 2021 consultation and collaboration has occurred with the community through a community survey, P&C meetings and the newsletter.

# School vision and context

## School vision statement

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## School context

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Following the extensive evaluative processes undertaken for the situational analysis and our community collaboration we have identified our 2021-2024 strategic directions as:

1. Student growth and attainment
2. Data and evidence informed practice
3. Student engagement and wellbeing

# Strategic Direction 1: Student growth and attainment

## Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes that support consistent and high quality explicit teaching programs.

We will use systematic and reliable assessment tools and information to evaluate student learning and implement changes in teaching that lead to measurable improvement for all students.

## Improvement measures

### Target year: 2022

#### System Negotiated targets:

- To increase the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading with an uplift of 6.5% from baseline.

### Target year: 2022

#### System Negotiated targets:

- To increase the number of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy with an uplift of 5.7% from baseline.

### Target year: 2023

#### System Negotiated Targets:

- To increase the number of Year 5 students achieving or exceeding expected levels of growth in NAPLAN Reading by 3.5% from baseline.

### Target year: 2023

#### System Negotiated Targets:

- To increase the number of Year 5 students achieving or exceeding expected levels of growth in

## Initiatives

### Whole school systems and processes

Develop a school wide, consistent approach to systematic literacy and numeracy improvement.

- Establish and embed whole school scope and sequences for English and Mathematics linked to NSW syllabuses and progressions.
- Align Professional Development Plans across all teaching staff and School Learning Support Officers to school's strategic directions.
- Develop a consistent approach to programming K-6 that supports explicit teaching and utilises student learning data.
- Develop and refine processes that support the identification, instruction and equitable allocation of support for students requiring tier 2 and tier 3 (remedial and extension) support in Reading and Numeracy K-6 (Mastery learning, SLSO, COVID intensive learning support program).
- Implement programs/activities that support explicit teaching and high expectations.

- In reading, the focus will be on text specific comprehension (Fisher and Frey close-reading research base), and building students' background knowledge and vocabulary.

- In numeracy, the focus will be on differentiated ability groups in Number and the design and implementation of a school wide strategy for solving word problems.

### Assessment and Reporting

Ensure teachers implement relevant and consistent assessment and reporting strategies and tools to identify student learning achievements and needs.

- Develop a shared professional understanding of the different types of assessment (summative and formative) and their purposes. Teachers implement formative and summative assessments and provide

## Success criteria for this strategic direction

All teachers implement effective, syllabus based teaching and learning programs that reflect the school scope and sequence and is data responsive.

All teachers have a sound understanding of student assessment data and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

A whole school approach ensures the most effective-based teaching methods optimise learning progress for all students, across a range of abilities.

Student reports are more individualised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data.

Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

## Evaluation plan for this strategic direction

**QUESTION:** To what extent have we achieved our purpose and can *demonstrate* impact and improvement?

**DATA:** Bankstown West PS will use the following data sources to regularly analyse the effectiveness of these initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Internal data system - movement between 'zones',
- NAPLAN data + Gap analysis
- Year 3 & 5 Check In Assessment data + Gap analysis
- Teacher PDPs
- Teacher program samples

# Strategic Direction 1: Student growth and attainment

## Improvement measures

NAPLAN Numeracy by 3% from baseline.

**Target year: 2024**

### Internal Improvement Measures:

- To increase the number of students scoring in the green and blue zones on the Essential Assessment Number and Algebra 'Common Grade Assessment-Post' by 5% from baseline.

**Target year: 2024**

### Internal Improvement Measures:

- To increase the number of Year 1-Year 6 students scoring in the green and blue zones on Term 4 DIBELS reading fluency assessments by 5% from baseline.

**Target year: 2024**

### School Excellence Framework Improvement Measures:

#### Learning:

- The School Excellence Framework-Learning Domain: Reporting is assessed at excelling.

## Initiatives

students and parents with quality feedback on student learning.

- Review and update reporting processes. Development of comprehensive, comparative and personalised student learning reports to parents.
- Review of current assessment strategies at BWPS and development of school, stage and class based assessment schedules and reporting/achievement benchmarks.
- Embed processes for the collaborative planning of units of work, development of consistent, quality assessment tasks and reporting practices.

## Evaluation plan for this strategic direction

- Teacher/student focus groups
- IEPs and PLPs - implementation and achievement data
- Tell Them From Me data
- TPL-NESA teacher survey data
- EfPT budgeting and resource allocation

## Strategic Direction 2: Data and evidence informed practice

### Purpose

In order to maximise the impact of teaching and learning programs we will ensure we utilise effective strategies and processes for data analysis and reflection to drive responsive curriculum development.

We will embed a culture of continuous improvement in which all staff to engage in regular, contextual and evidence-informed professional learning.

### Improvement measures

#### Target year: 2024

##### Internal Improvement Measures:

All teaching programs:

- internal data measures are on Google Drive shared drives.
- use the programming template which incorporates best practice.
- demonstrate evidence of modifications which are data driven for differentiated learning.

#### Target year: 2024

##### School Excellence Framework Improvement Measures:

##### Teaching:

- The domain of Learning and Development is at Excelling.

#### Target year: 2024

##### School Excellence Framework Improvement Measures:

##### Leading:

- The School Excellence Framework-Learning Domain: School Planning, Implementation and Reporting is at excelling.

### Initiatives

#### Data informed teaching and leading

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- Adjust the whole-school data system to reflect changes to assessment processes and responsiveness to identified teacher needs and feedback.
- Design and delivery of PL to deepen data literacy, data analysis and data use in teaching for all staff.
- Establish a DP/IL position to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Embed programming practices that utilise student achievement data to drive the design and implementation of differentiated teaching and learning programs.
- School leaders utilise achievement data and relevant research to develop and implement plans for continuous improvement and equitable allocation of school resources.

#### High impact professional learning

Create a cycle of continuous improvement for all staff to engage in regular, contextual and evidence-informed professional learning.

- Connect educational research with our school context and identified teacher PL needs.
- Embed and use professional learning models (HIPL, spirals of inquiry frameworks) to build teacher capacity and collective pedagogical practice.
- Identify and utilise internal expertise to systematically develop the confidence and capabilities of staff across a range of KLAs.
- Implement collaborative and collegial professional learning structures and processes to strengthen

### Success criteria for this strategic direction

The school uses a centralised system for analysing and reporting data on student and school performance, including academic growth, non-academic and cross-curriculum data. The school uses data to inform collective decisions about student learning, aligned with improvement measures in the school plan.

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

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 feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.

### Evaluation plan for this strategic direction

**QUESTION:** To what extent have we achieved our purpose and can *demonstrate* impact and improvement?

**DATA:** Bankstown West PS will use the following data sources to regularly analyse the effectiveness of these initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Internal data system data
- Scout - TPL, Value Added
- NAPLAN data + Gap analysis
- Year 3 & 5 Check In Assessment data + Gap analysis
- Teacher PDPs
- Teacher program samples
- Teacher/Student focus groups
- IEPs and PLPs - implementation and achievement data

# Strategic Direction 2: Data and evidence informed practice

## Initiatives

- classroom practice.
- Provision of whole-school professional learning that addresses identified gaps (gap-analysis) in student content knowledge and teaching pedagogies.

## Evaluation plan for this strategic direction

- Learning Support Team minutes
- Tell Them From Me data
- TPL teacher survey data
- Budgets

# Strategic Direction 3: Student engagement and wellbeing

## Purpose

In order to maximise student engagement and wellbeing, the school will develop strong collaborative practices with parents and community resource groups. We will cultivate a positive school culture and provide all students with a learning environment that promotes high levels of student engagement and responsibility for learning.

We will ensure each student reaches their full potential by taking a planned, preventative and proactive approach to student wellbeing whereby all students are known, valued and cared for.

## Improvement measures

**Target year: 2022**

### System Negotiated Targets:

- A 3.3% uplift in the number of students attending school at least 90% of the time.

**Target year: 2024**

### System Negotiated Target:

### Tell Them From Me Survey:

- An uplift of 3% of students who report having a positive wellbeing as measured from the target baseline.

**Target year: 2024**

### Internal Data Measures:

### Parent Goals:

- An uplift of 4% of parents setting Parent Voice Goals for their children against the 2020 baseline.

**Target year: 2024**

### Internal Data Measures:

- An uplift of 5% of students K-6 achieving positive

## Initiatives

### Engagement

Increased parental engagement in student learning and engagement through the Parent Voice project.

- Review and develop timeline for Parent Voice project (Goal setting phone call, Term 2 and 3 for Parent Voice project - reporting on goal progress in Term 4 reports).
- Develop a web-based resource hub for parents to support their children in achieving parent voice goals.
- Inclusion of Parent Voice goals in reporting processes.

Teachers, parents and community work together to support consistent and systematic processes that promote positive attendance.

- Whole school positive reward systems to promote regular attendance.
- Attendance data regularly analysed and is used to inform planning and relevant interventions.
- Whole school and personalised attendance approaches to ensure student absences do not impact on learning outcomes.
- Implementation of SENTRAL - regular report processes for monitoring and following up attendance issues.

### Technology as a tool for engaging learning:

- Maintenance and replacement of devices to maintain 1:1 Chromebook and K-2 iPad program.
- Resourcing of technology tools to and provision of TPL to support the full and effective implementation of the NSW Technology syllabus.
- Staff mentoring to support teacher confidence, skills and knowledge in implementing technology tools, futures learning pedagogies and programs to

## Success criteria for this strategic direction

All teachers will implement and enhance a strategic and planned approach that supports engagement and student wellbeing building upon educational aspirations and performance so that all students can connect, succeed, thrive and learn.

Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.

The leadership team measures school community (parent and student) satisfaction and shares its analysis and actions in response to the findings with its community.

## Evaluation plan for this strategic direction

**QUESTION:** To what extent have we achieved our purpose and can *demonstrate* impact and improvement?

**DATA:** Bankstown West PS will use the following data sources to regularly analyse the effectiveness of these initiatives in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- Internal data system data - Learning Support
- Scout - Attendance, Engagement, and Wellbeing reports
- Teacher/Student focus groups
- SENTRAL reports - Attendance, behaviour incidences, suspension rates, IEP/PLPs.
- Learning Support Team minutes
- Tell Them From Me data
- School Culture Survey data
- TPL teacher survey data
- Teaching Programs

## Strategic Direction 3: Student engagement and wellbeing

### Improvement measures

behaviour awards at the 'Gold' level or above.

**Target year: 2024**

**School Excellence Framework Improvement Measures:**

**Leading:**

- The School Excellence framework-Learning Domain: School Resources is at Excelling.

### Initiatives

enhance student engagement in learning.

#### Wellbeing

Utilise LaST to support development, implementation, monitoring and evaluation of IEPs and PLPs to support student learning, engagement and wellbeing.

- IEPs/PLPs - G+T, wellbeing, academic, social and emotional
- Behaviour programs and support
- Access requests
- TPL for staff
- Parent engagement and support

Implementation of social and emotional wellbeing programs and practices that cater to the identified needs of individuals, small groups and whole school.

- External providers - Woodville Alliance etc
- Behaviour policy changes and support
- Student induction programs and processes for new enrolments.
- Peer support program review and implementation.
- PD/H scope and sequence adjustment and focus on wellbeing and mental health.
- Collaborative partnerships between students, teachers and families.
- Anti-bullying program, review and implementation.
- Employment of Community Liaison Officer (CLO) to support wellbeing community projects
- Digital Citizenship and cyber safety programs

### Evaluation plan for this strategic direction

- Attainment of IEP/PLP goals.