

Strategic Improvement Plan 2021-2024

Banks Public School 4571



School vision and context

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 389 students includes 31% from non-English speaking backgrounds and 4.1% Aboriginal and Torres Strait Islanders.

This school plan will focus on the high level areas for improvement in Reading, Numeracy, Attendance and Wellbeing. **These areas have been established through our situational analysis and community consultation with all stakeholders.** The school is currently engaged in programs to develop and sustain all areas of student development such as Early Action for Success, Speech Therapy, Chaplaincy, Junior AECG, Leadership groups and Peer Support.

An active Learning and Support team and comprehensive student welfare programs effectively support all areas of student engagement and 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 areas, fixed playground equipment, air conditioned classrooms with innovative technologies and adjoining wet areas, an assembly hall, a modern library, a computer room, a school run canteen, onsite before and after school care, 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.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be above the school's lower bound system-negotiated target in **reading** of 27.5%.

Target year: 2022

Improvement in the percentage of students achieving in the top 2 bands in NAPLAN to be above the school's lower bound system-negotiated target in **numeracy** of 23.5%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN **reading** to be above the school's lower bound system-negotiated target of 57.4%.

Target year: 2023

Improvement in the percentage of students achieving expected growth in NAPLAN **numeracy** to be above the school's lower bound system-negotiated target of 57.4%.

Initiatives

Instructional leadership

Instructional leadership will drive modelled lessons and data talks. Effective evidence-based teaching practices will be delivered to all staff focusing on building strong foundations for all students in reading and numeracy. (Explicit teaching, assessment and use of data to inform practice)

Data driven targeted intervention

Small group tuition programs will be allocated to all grades (K-6) focusing on the greatest needs of all students in reading and numeracy strategies. Teachers will use and analyse data to identify students to reduce the impact of disadvantage and improve learning outcomes for all students.

Success criteria for this strategic direction

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures. Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school. (SEF - Learning - Student Performance Measures - Internal and external measures against syllabus standards - Excelling)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Teaching - Effective Classroom Practice - Explicit Teaching - Excelling)

Evaluation plan for this strategic direction

Our internal and external data measures will align and show growth towards our improvement measures.

NAPLAN (external)

Check in Assessments (external)

Best Start (external)

Phonological awareness assessment (external)

Phonics screening assessment (external)

PLAN 2 (internal)

- Understanding texts
- Additive strategies

PM Benchmarking (internal)

What Works Best

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Explicit teaching
- Assessment
- Use of data to inform practice

The reading and numeracy teams will gather and analyse data sources twice a term and upload to SPARO to inform future activities.

Strategic Direction 2: Create and inspire excellence in teaching

Purpose

In order for all teachers to improve every year we are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Improvement measures

Target year: 2024

All teachers are implementing the most effective explicit teaching methods in literacy and numeracy.

School Excellence Framework - move from sustaining and growing to excelling for the following themes in the SEF.

- Collaborative practice and feedback
- Explicit teaching
- Literacy and numeracy focus

Target year: 2024

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

School Excellence Framework - move from sustaining and growing to excelling for the following themes in the SEF.

- Data use in teaching
- Feedback
- Formative assessment

Initiatives

Collaborative practice and feedback

Collaborative practices will be embedded into school structures and processes to enable our teachers to be of the highest calibre and achieve excellence in all learning environments.

High impact professional learning

All areas of professional learning will align to activities in the school improvement plan and be evaluated throughout each year. There will be a strong focus on professional learning and implementation of the new 2022 Syllabus, so all teachers can be aware of and confident to teach the expected outcomes for all students. Professional Learning Policy for Teachers and School Staff

Success criteria for this strategic direction

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, schoolwide improvement in teaching practice and student results. (SEF - Teaching - Learning and Development - Collaborative practice and feedback - Excelling)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF - Teaching - Data skills and use - Data use in teaching - Excelling)

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. (SEF - Teaching - Professional standards - Literacy and numeracy focus - Excelling)

Evaluation plan for this strategic direction

Our embedded and explicit systems will facilitate professional dialogue, collaboration and classroom observations to show improvement in effective explicit teaching methods.

Whole school snapshot tool

- Independent Reading Levels (with satisfactory comprehension)
- Additive strategies

What Works Best (gauges in LEED)

- Collaboration
- Effective Feedback
- Assessment

Strategic Direction 2: Create and inspire excellence in teaching

Evaluation plan for this strategic direction

- Use of data to inform practice

Classroom observations

- Peer to peer reflection

Professional learning agenda

- set by SIP

Assessment schedule

Collaboration meeting agendas

Data talk notes with all teachers

The instructional leadership team will gather and analyse data sources and upload to SPARO to inform future professional learning and collaborative practice activities.

Strategic Direction 3: Attendance and wellbeing

Purpose

In schools that excel, there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.

Improvement measures

Target year: 2022

Increased (uplift) percentage of students attending school more than 90% of the time by 3.8% or above.

Target year: 2022

Tell Them from Me - Wellbeing data (advocacy, belonging, expectations) improves to be at or above the lower bound system-negotiated target of 88.2%.

Initiatives

Attendance

We will seek to bring about lasting transformative changes with students, teachers, parents and the community. We will be guided by our long-term vision, shared values and the insights gained from our evidence. Our attendance strategies will be ambitious and will require a multi-dimensional approach that gets the best out of data, teaching, technology and the way we work.

Caring for students

The school is focused on building individual and collective wellbeing through a climate of care and positivity. Staff nurture professional relationships with students which are safe, respectful and supportive and which help students to reach their full potential. Programs that will be embedded and refined will consist of:

- Be You for the whole community
- Bounce Back for all students
- Aboriginal Education for everyone embedded in school teaching and learning programs

Success criteria for this strategic direction

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning - Learning Culture - Attendance - Excelling)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF - Learning - Wellbeing - Individual learning needs - Excelling)

The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential. (SEF - Learning- Wellbeing - Caring for student -Excelling)

Evaluation plan for this strategic direction

Our strategic and planned approach for attendance and wellbeing is evidenced through sound holistic information about each student's needs.

Sentral attendance data

Whole school snapshot tool

- Attendance >90%
- Individual wellbeing check-in

Be You Surveys

- Student
- Educator

What Works Best

- Wellbeing
- High expectations

Strategic Direction 3: Attendance and wellbeing

Evaluation plan for this strategic direction

Tell Them from Me (TTFM)

- Parent survey
- Student survey
- Teacher survey

Parent participation

- DOJO (parent online communication)
- PLP (Personalised learning pathways)
- Parent teacher interviews
- Learning adjustments (parent letter)

The attendance and wellbeing teams will gather and analyse data sources and upload to SPARO to inform future processes and tier three interventions.