

Strategic Improvement Plan 2021-2024

Bankstown South Infants School 5246



School vision and context

School vision statement

At Bankstown South Infants School and Preschool we strive to prepare all students to become independent, lifelong learners and responsible citizens. We collaborate with students, families and the community to create meaningful, challenging and engaging learning opportunities that embrace students' interests, strengths, experiences, abilities and cultural backgrounds. From Preschool to Year 2 we develop the knowledge, critical thinking skills and resilience necessary to succeed.

School context

Bankstown South Infants School is a unique Preschool to Year 2 setting, serving a highly diverse and multicultural community. 99% of our students have a language background other than English with 26 different language backgrounds represented in our school community.

We currently have 134 Kindergarten to Year 2 students enrolled and an onsite preschool that caters for 40 students who attend a five day fortnight, with a maximum of 20 students a day. We also have an early intervention preschool class catering for up to 21 students with additional needs.

Bankstown South Infants School values excellence and recognises progress, effort and achievement. We pride ourselves on all stakeholders being known, valued and cared for and highly value our rapport with the community. An extensive learning support program ensures all student learning needs are met, including those that require enrichment. Student learning is supported by English as an Additional Language or Dialect (EALD) teachers, Learning and Support Teachers (LaSTs) and Arabic and Vietnamese Community Languages programs. Student wellbeing is supported through additional School Learning and Support Officers (SLSOs), a speech pathologist and our school counsellor.

The community are actively involved in events and have a strong sense of trust towards our school and our staff. The school offers a variety of co-curricular activities including a comprehensive physical education program, representative sport, dance and performance groups, choirs, technology and gardening programs catering for varied interests and abilities.

From our situational analysis, areas for improvement include to uplift student achievement in reading and numeracy. Attendance will be a focus targetting Stage 1 students, with a goal to increase our attendance rate and the number of students attending more than 90% of the time. Student wellbeing initiatives will be implemented with a focus on resilience and the development of social and emotional skills. We will focus on building the capacity of staff to collect, analyse and use data effectively to inform teaching and learning. Our school plan has been written in consultation with the community and staff.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth in literacy and numeracy through differentiated and personalised teaching and learning.

Improvement measures

Target year: 2024

Internal measures indicate improvement in literacy.

Target year: 2024

Internal measures indicate improvement in numeracy.

Target year: 2024

Increased proportion of students achieving grade expectations on internal measures in literacy.

Target year: 2024

Increased proportion of students achieving grade expectations on internal measures in numeracy.

Target year: 2024

Increased proportion of transitioned Year 3 students in the top two NAPLAN bands for literacy.

Target year: 2024

Increased proportion of transitioned Year 3 students in the top two NAPLAN bands for numeracy.

Target year: 2024

All students achieving expected or greater growth in the Phonics Screening Check.

Initiatives

Effective Reading Instruction

Embedded sustainable whole school processes for collecting and analysing data in reading. The evaluation of this data will be used to measure the impact of differentiation and personalised teaching on student learning and inform teaching practices which will guide teacher professional learning and school resourcing.

Effective Numeracy Instruction

Embedded sustainable whole school processes for collecting and analysing data in numeracy. The evaluation of this data will be used to measure the impact of differentiation and personalised teaching on student learning and inform teaching practices which will guide teacher professional learning and school resourcing.

Success criteria for this strategic direction

- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs.
- Ensure that all students are challenged and all adjustments lead to improved learning.
- Teachers involve students and parents in planning to support learning, and share expected outcomes.
- Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching.
- Teachers adapt their practice and meet learning needs of students.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.
- All lessons are systematically planned as part of a coherent program that has been collaboratively designed.
- Accommodations and adjustments are made to suit needs as they arise.
- Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities

Evaluation plan for this strategic direction

Question

To what extent have we achieved expected growth in literacy and numeracy for all students through differentiated teaching and learning?

This will be determined by using the following data sources to analyse the effectiveness of initiatives:

- Progressions and syllabus indicators using PLAN2

Evaluation plan for this strategic direction

- Differentiated teaching and learning programs
- PAT assessment data
- PLPs
- PLASP
- Scout - value add data
- Phonics Screen Check data
- Kindergarten Best Start assessment data
- Network NAPLAN data
- Teacher observations and summative assessments
- Student Voice and focus groups

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring twice a term. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

* Future actions

* Annual reporting on school progress measures (published in the Annual Report each year) and in the school newsletter.

Strategic Direction 2: Excellence in professional practice

Purpose

To develop a culture of reflective practitioners who are committed to delivering engaging, evidence based learning experiences and assessment strategies.

Improvement measures

Target year: 2024

Internal measures indicate that all teaching and learning programs are evidence based and are consistently monitored.

Target year: 2024

Internal measures indicate that teacher practice is enriched through formal and informal observations and feedback.

Target year: 2024

Increased number of teachers who share, model and demonstrate explicit, quality and differentiated teaching practice.

Target year: 2024

Increased number of teachers who implement digital assessment tools.

Target year: 2024

Increased number of teachers using the school assessment program and teacher judgement is consistent across the school.

Initiatives

Agile Collaboration

Use agile collaboration to develop, implement and embed whole school procedures which are grounded in evidence and where all staff deliver high impact teaching and learning cycles.

Assessment

Use whole school assessment processes, practices and procedures that are both formative and summative in nature and which support consistent teacher judgement across the school and the community of schools.

Success criteria for this strategic direction

- The curriculum and evidence-based teaching practices provide high expectations.
- Staff monitor and review curriculum provision to meet the changing requirements of students.
- Teachers analyse summative assessment data.
- Teachers analyse formative assessment data to.
- Whole school assessment strategies are in place and all students are systematically monitored.
- Teachers collaborate to share curriculum knowledge data and feedback.
- Staff demonstrate competency in data concepts, analysis and use of student assessment and related tools.
- Teachers engage in professional discussion to improve teaching and learning.
- Teachers have a sound understanding of student assessment and data concepts.
- Learning goals for students are informed by analysis of interval student progress and achievement data.
- Teachers understand, develop and apply a full range of assessment strategies.

Evaluation plan for this strategic direction

To what extent have we developed a staff culture of reflective practitioners who are committed to delivering engaging, evidence based learning experiences?

This will be determined by using the following data sources to analyse the effectiveness of initiatives.

- Program evaluations
- Staff surveys
- Formal observations
- Peer observations
- Whole school assessment data

Evaluation plan for this strategic direction

- Tell them from Me staff survey
- Data talks
- Professional Learning
- Student achievement data
- Lesson evaluations
- Student surveys

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future Actions
- Annual reporting on school progress measures (published in the Annual Report each year) and in the school newsletter.

Strategic Direction 3: Connect, succeed and thrive

Purpose

Provide an inclusive learning community that fosters collegiality and communication and ensures students become successful, confident and engaged learners.

Improvement measures

Target year: 2022

- An uplift of 2.1% of students attending school greater than 90% of the time.

Target year: 2024

- Increase proportion of students demonstrating positive wellbeing practices as identified through internal measures.

Initiatives

Attendance

Embed a whole-school approach to attendance where there are systematic and consistent processes to ensure all students and families are supported to engage in school.

Wellbeing and Engagement

Use a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success.

Success criteria for this strategic direction

- The school engages in strong collaborations between parents, students and the community.
- Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.
- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.
- A school-wide approach to effective and positive classroom management is evident.
- Support is provided to teachers where needed, ensuring optimum learning.
- The learning goals for students are informed by analysis of internal and external student progress and achievement data.
- The leadership team actively supports change that leads to improvement.
- The leadership team creates opportunities where feedback about the impact of change can be shared and monitored
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community.

Evaluation plan for this strategic direction

To what extent have we created an inclusive learning community that fosters collegiality and communication and ensures students become successful, confident and engaged learners?

This will be determined by using the following data sources to analyse the effectiveness of initiatives:

Evaluation plan for this strategic direction

- Internal school data -scout, sentral, data talks, wellbeing framework, PAT
- External school data - best start, phonics screener
- Personal attendance plans
- Parent surveys
- Staff surveys
- Professional development plans
- professional learning
- Tell Them From Me parent survey
- Learning and support team referrals
- Transition plans

Analysis

Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually, the school will review progress towards the improvement measures.

Implications

The findings of the analysis will inform:

- Future Actions
- Annual reporting on school progress measures (published in the Annual School Report each year) and in the school newsletter