

Strategic Improvement Plan 2024-2027

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 395 students includes 31% from non-English speaking backgrounds and 5.5% Aboriginal and Torres Strait Islanders.

This school plan will focus on the high level areas for improvement in Reading, Numeracy and Attendance. The school is currently engaged in programs to develop and sustain all areas of student development such as Speech Therapy, Chaplaincy, Junior Aboriginal Education Consultative Group, 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 and covered outdoor learning areas. A wide variety of extracurricular activities enhance student development including a new Yarning Circle installed in 2021. The school community and P&C show 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 and assessment practices that are responsive to the learning needs of all students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled scores for reading in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

An increase in Check-in Assessment mean scaled scores for numeracy in Year 3 and 5 for 2024 compared with Year 3 and 5 in 2022.

Initiatives

Reading - Explicit Teaching

Ensure explicit teaching practices are embedded in teaching and learning programs across the school with a clear focus on vocabulary development:

- Utilise curriculum & instruction and assistant principal positions to work with teachers across the school to embed evaluative processes in all English units.
- Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- High impact professional learning will align to the new syllabus to ensure we have a school-wide approach to the explicit teaching of reading.

Numeracy - Data Driven Practices

Ensure effective processes for data analysis and reflection of additive and multiplicative strategies are in place across the school:

- Utilise curriculum & instruction and assistant principal positions to work with teachers using data to monitor and assess student progress and design future learning on a whole class, group and individual level.
- Review and adapt practices to ensure reliable formative and summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.
- Embed data informed formative assessment practices as an integral part of daily instruction in every classroom.

Success criteria for this strategic direction

- The school uses systematic and reliable assessment information to evaluate student learning over time and implements changes in teaching that lead to measurable improvement. The school has processes in place to support teachers' consistent, evidence-informed judgement and moderation of assessments. **(Whole school monitoring of student learning - Excelling)**
- Teachers consider students' cognitive load and employ explicit teaching strategies to optimise learning progress of students across the full range of abilities. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. **(Explicit teaching - Excelling)**
- There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development. **(Literacy and numeracy focus - Excelling)**

Evaluation plan for this strategic direction

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

- NAPLAN data
- Check-in assessment data
- Student work samples literacy and numeracy (formative and summative assessments)
- PLAN2 data
- SEF SaS

Evaluation plan for this strategic direction

- SNAPSHOT data (internal data spreadsheet - Reading level and additive and multiplicative strategies)

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Executive team and whole staff reflective sessions
- Data talks with teachers

Strategic Direction 2: Whole School Wellbeing

Purpose

To support the wellbeing of all students, we will implement a strategic and planned approach to develop whole school processes so they can connect, succeed and learn.

Improvement measures

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

- Achieve an increase of 0.9% in the attendance rate, from 92.1% in 2023 to 93% in 2027

Initiatives

Whole School Attendance Approach

Ensure evidence-based practices are embedded within whole-school wellbeing procedures with a focus on increased attendance rates.

- Build positive relationships with students and families to identify and connect them with the support they need to improve students' wellbeing.
- Attendance data will be analysed to identify trends and procedures implemented to cater for individual needs.

Success criteria for this strategic direction

There is a high expectation culture of high attendance rates for all students. Teachers, students, parents/carers and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. **(Attendance - Excelling)**

Staff are equipped and supported with the knowledge and skills to understand the diverse wellbeing needs of students. Embedded processes are in place to ensure that all students feel empowered and can access staff members for guidance, support and assistance. **(Caring for students - Excelling)**

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiative in achieving the purpose and improvement measures of the strategic direction. This analysis will guide the school's future directions:

- SCOUT data (attendance and enrolment data)
- CENTRAL attendance
- SEF SaS
- SNAPSHOT data (internal data spreadsheet - attendance percentages)
- HSLO referrals

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures
- Regular professional discussion around the School Excellence Framework elements and themes
- Learning support team will monitor data on a weekly basis

Strategic Direction 3:

Purpose

Initiatives

Success criteria for this strategic direction

Evaluation plan for this strategic direction
