

School plan 2015 – 2017

Banks Public School 4571





School vision statement

At Banks Public School we work in active partnerships with our broader school community to foster confident, creative and independent students, who are motivated and engaged as critical thinkers and problem solvers in preparation for the future.

Learning occurs in quality inclusive environments where data drives innovative, equity based programs and practices. Students, staff and parents collaborate and participate in an atmosphere of fairness and respect.

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 360 students includes 32% from non-English speaking backgrounds and 7% Indigenous. In recent years there has been a noticeable increase in the number of students from Pacific Islander backgrounds.

The school is currently engaged in programs to develop and sustain all areas of student development such as Early Action for Success, Language Learning and Literacy K-2, Targeted Early Numeracy, Taking off with Numeracy, QuickSmart, XO Laptop program, Speech Therapy and Peer Support. An active Learning And Support team and comprehensive student welfare programs effectively support all areas of student 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 area, air conditioned classrooms with IWBs with adjoining wet areas, an assembly hall, a modern library, a computer room, an audio-visual room and covered outdoor learning areas. A wide variety of extracurricular activities enhance student's development. The school community shows a keen interest in the school and is very supportive.

School planning process

This plan is a result of reflection and evaluation in consultation with students, staff and our wider community.

Consultation targeted traditional and current programs and practices, values and future direction,

The purpose was to determine our school's effectiveness in delivering quality programs and practices.

This process involved:

- Staff reflection and evaluation.
- Informal and formal collection of community responses and suggestions for future directions
- Student responses to questions related to personal skill development, values, school culture and teacher quality.
- Personal teacher reflection and response.
- Analysis of student data, to produce evidence-based directions with focus to inform future directions in programs and practices
- Alignment of teacher capabilities and professional learning with whole school community needs.



Purpose:

Develop the academic, emotional, social, physical and spiritual well being of all students.
Build confident, creative, resilient and independent individuals.
Motivate and engage students to be critical thinkers and problem solvers in preparation for the future.
Foster successful learners who are responsible and respectful citizens.

Purpose:

Implement quality teaching and learning programs and practices that develop 21st Century learners.
Facilitate shared, innovative practices with high expectations to ensure on-going achievement.
Build a quality learning environment through reflective and consistent teaching practices and ongoing professional learning.
Deliver explicit, differentiated learning programs developed in response to student data.

Purpose:

Create an inclusive environment with a culture of high expectation that engages families and the broader community.
Build effective partnerships that address identified areas of need and engage the local community.
Structure succession planning and leadership development to sustain whole-school programs, practices and partnerships.
Employ deliberate and strategic practices to provide explicit information within the school and to the broader community.

Strategic Direction 1: Learning and Achievement

Purpose

Develop the academic, emotional, social, physical and spiritual well being of all students. Build confident, creative, resilient and independent individuals. Motivate and engage students to be critical thinkers and problem solvers in preparation for the future. Foster successful learners who are responsible and respectful citizens.

Improvement Measures

- ❖ At least 80% or more of K- 2 students achieve the minimum L3 Reading standards. At least 90% of students Yr. 3 – 6 achieve minimum standards in Numeracy measured by cluster benchmarks on PLAN
- ❖ Increase by 20% of students Years 1 – 6 independently demonstrating all six key skill requirements in Project Based Learning
- ❖ 100% of students K- 2 achieve the minimum EAfS Numeracy standards and at least 10 % yearly growth in Writing Standards

People

- **Students:** develop capacity for independent learning and skills to support their learning.
- **Staff:** deliver content based on the syllabus documents and aligned with the Quality Teaching Framework and 21st Century skills.
- **Parents/Carers:** develop an understanding of student expectations and goals, welfare programs, curriculum and school systems.
- **Community Partners:** link with the school to enrich and expand classroom programs.
- **Leaders:** support and monitor the delivery of practices and programs. Build staff capacity to identify evidence

Processes

Early Action for Success (EAfS) Kindergarten to Year 2:
and
Mentoring Project Years 3 – 6:
* Student learning goals and success criteria
* Data Analysis using EAfS and L3 standards and PLAN
* Consistent Teaching Judgement
* Professional Learning

Flexible Learning Spaces Library Project:
* Innovative Learning environments
* Technology Innovations
* Project Based Learning

Student Welfare Case Management Project:
* Learning Support Team
* Speech Therapist
* Intervention Support Programs
* School Levels System

Evaluation Plan

- Analysis of NAPLAN and regular review of student achievement through PLAN data, with adjustments made to teaching and learning programs.
- Learning Support Team referrals will be monitored and intervention programs regularly reviewed for success.

Products and Practices

Products:

- At least 80% or more of K- 2 students achieve the minimum L3 Reading standards.
- 100% of students K- 2 achieve the minimum EAfS Numeracy standards and at least 10 % yearly growth in Writing Standards.
- At least 90% of students Yr. 3 – 6 achieve minimum standards in Numeracy measured by cluster benchmarks on PLAN
- ❖ Increase by 20% of students Years 1 – 6 independently demonstrating all six key skill requirements in Project Based Learning
- Increase in the % of students attaining higher positive school reward levels.

Practices:

- Students and staff reflect and report on the achievement and delivery of learning goals.
- Teaching and learning programs reflect the QT framework developed through sharing and collaboration.
- Align teaching and learning programs with the syllabus documents and program directions.
- Consistent teacher judgement across all teaching and learning programs.

Strategic Direction 2: Teaching Excellence

Purpose

Implement quality teaching and learning programs and practices that develop 21st Century learners.

Facilitate shared, innovative practices with high expectations to ensure on-going achievement.

Build a quality learning environment through reflective and consistent teaching practices and ongoing professional learning.

Deliver explicit, differentiated learning programs developed in response to student data.

Improvement Measures

- ❖ All staff have evidence to demonstrate their individual progress as measured against their Performance and Development Plan.
- ❖ Classroom programs and practices reflect a change in pedagogy and curriculum with at least a 5% increase in all areas of Student Intellectual Engagement as measured by interest, motivation and quality of instruction.

People

Students: embrace opportunities to develop.

Staff: understand that by working towards achievement of criteria they will achieve their professional learning goals.

Parents: actively engage with the school to support school goals.

Community Partners: actively engage with the school to enrich and expand school goals.

Leaders: develop staff capacity through mentoring, feedback and opportunity.

Processes

Performance and Development Project:

- * Performance Development Plan.
- * Beginning Teacher Program.
- * Australian Standards for Teachers.
- * Great Teaching Inspired Learning.
- * STEPS.

Early Action for Success (EaFS) Kindergarten to Year 2: and

- Mentoring Project Years 3 – 6:
- * Instructional Leader.
 - * Mentoring and Coaching Program
 - * Intervention Teacher Support
 - * Intervention Programs

Evaluation Plan

- Timetabled classroom observations and sharing sessions supported by structured feedback.
- Review of Performance Development Plan with collegial and professional sharing.
- Monitor professional learning experiences.
- Surveys to assess the effectiveness of plans and achievement of targets.

Products and Practices

Product:

- All staff have evidence to demonstrate their individual progress as measured against their Performance and Development Plan.
- Classroom programs and practices reflect a change in pedagogy and curriculum with at least a 5% increase in all areas of Student Intellectual Engagement as measured by interest, motivation and quality of instruction.
- Innovative practices are embedded in response to evidence based data.
- Individual staff expertise and skills internally and externally utilised.

Practices:

- Staff map out, reflect and report on the achievement of their learning and leadership goals.
- Completion of curriculum program requirement and additional professional learning.
- Evidence based data drives the direction of innovative practices and teaching programs.
- Staff expertise is aligned to goals within the school plan.

Strategic Direction 3: Inclusive Partnerships

Purpose

Create an inclusive environment with a culture of high expectation that engages families and the broader community.
 Build effective partnerships that address identified areas of need and engage the local community.
 Structure succession planning and leadership development to sustain whole-school programs, practices and partnerships.
 Employ deliberate and strategic practices to provide explicit information within the school and to the broader community.

Improvement Measures

- ❖ Feedback from surveys and attendance and involvement at school events is increased.
- ❖ Local businesses and organisations are effectively utilised in the school setting.

People

Students: accept responsibility for learning, leadership and citizenship.
Staff: foster positive and productive partnerships.
Parents: support school goals through active engagement.
Community Partners: actively engage with the school to enrich and expand school goals.
Leaders: model and encourage effective communication.

Processes

Community Partnership and Engagement Project:
 * STEPS
 * Surveys - Tell Them From Me Project.
 * Community Information and Engagement Programs.
 * ICT Innovations and Connections.

School Systemisation and Operations Project:
 * Media Communications Enhancement
 * SENTRAL and LMBR.

Evaluation Plan

- Parental contributions and feedback following community events and through surveys.
- Track the involvement of local community and businesses across wider school events.
- Regular reviews with the STEPS community.
- Review communication procedures and technology connections within the school and the wider educational setting.

Products and Practices

Product:

- Feedback from surveys and attendance and involvement at school events is increased.
- Local businesses and organisations are effectively utilised in the school setting.
- Documentation of policies and procedures is centralised and communicated to all stakeholders.
- Shared commitment to the school goals and priorities between all community stakeholders.

Practice:

- Staff and community are aligned to the goals of the School Plan and regularly reflect on progress towards achievement of the goals.
- Whole school community easily accesses all policies and procedures.
- Parents have knowledge and understanding of school and community programs.
- Relationships of trust and respect are evident between the school and the wider community.