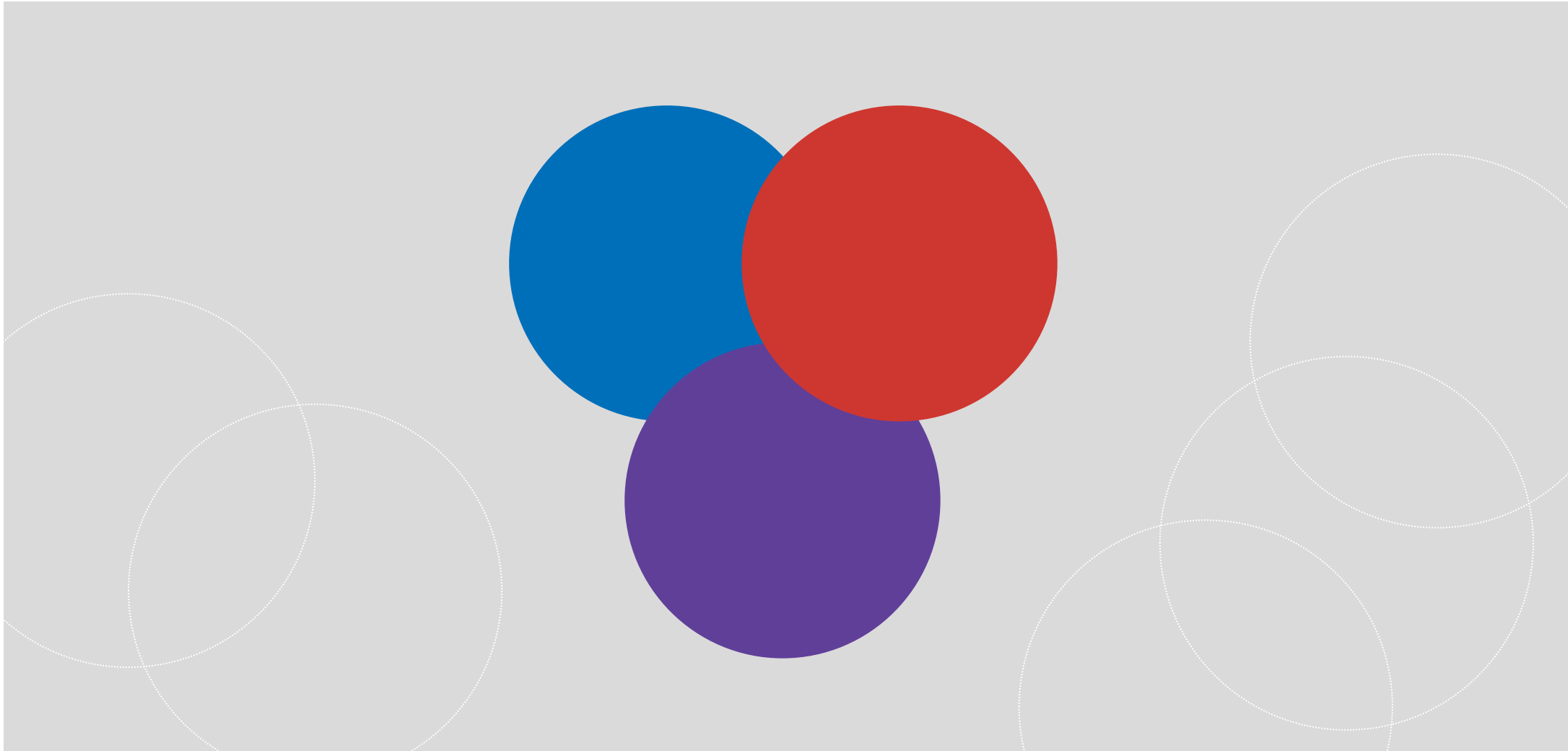


School plan 2015 – 2017

Bankstown West Public School 4142





School vision statement

Bankstown West Public School is a vibrant learning community that fosters and nurtures the development of character, creativity, critical thinking, citizenship, collaboration and communication skills. We are respectful, responsible, successful learners of the 21st century.

School context

Bankstown West Public School serves a low socio-economic community of 154 families. The 260 students, 92% of whom are from language backgrounds other than English, represent over 20 nationalities and 26 language backgrounds. Quality explicit teaching takes place in well-organised, well-managed and well-resourced classes with high expectations of student achievement.

High engagement of students and strong relationships with parents are important goals of the school. Technology and art programs support the goals of literacy, numeracy and citizenship.

Our students are socially and emotionally mature, showing empathy and celebrating diversity. We work together to promote resilience, perseverance and tolerance and support ethical, reflective practices.

School planning process

In Term 3, 2014 the Principal and Executive team investigated DEC reforms and the research base before designing planning and reporting processes. Following that, throughout Terms 3 and 4, the entire school community was involved in evaluations (previous school plan, school programs, student and parent satisfaction) and future planning, led by the school executive and committee leaders. The staff then analysed the evaluation results (areas of strength and for improvement) including school data, SMART, PLAN and school evaluations.

The principal then led the school community in planning for the future, taking results into consideration. We re-evaluated our code of conduct and our vision and our alignment with the Melbourne Declaration, DEC Key Deliverables, current research and the Australian Professional Standards for Teachers. From this we drafted three strategic directions, bearing in mind priorities of leading, learning and teaching, and took them to the school community for discussion, amendment and, finally, adoption.



STRATEGIC DIRECTION 1

Successful 21st century learners

Purpose:

To equip students with the essential skills, knowledge and understanding to thrive and compete in a globalised world through ICT focused quality teaching and learning programs.

Equipping leaders and teachers to provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

STRATEGIC DIRECTION 2

Active and informed citizens

Purpose:

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

To support leaders and teachers in building confidence and the capacity to manage change in pedagogies and practices.

STRATEGIC DIRECTION 3

Collaborative, supportive and engaged school community

Purpose:

To support mutually respectful relationships with peers, teachers, parents and community.

To enhance school effectiveness through an inclusive and engaging partnership with all community members.

Strategic Direction 1: Successful 21st Century Learners

Purpose

To equip students with the essential skills, knowledge and understanding to thrive and compete in a globalised world through ICT focused quality teaching and learning programs.

Equipping leaders and teachers to provide a learning environment that has high expectations and adds value to all students' literacy and numeracy levels.

Improvement Measures

5% growth in K-6 students achieving all markers at expected year level in Reading Texts and Comprehension (tracked via PLAN).

5% growth in students reach expected state level of growth from Year 3-5 and 5-7 in NAPLAN.

People

Students: Develop the mindsets and capabilities of our students to prepare them for their future in a globalised world.

Staff: Develop the mindsets and capabilities of our teachers to provide quality teaching programs that reflect the skills, knowledge and understandings necessary for student success in a globalised world

Parents: Develop the mindsets and capabilities of our parents to support their children to succeed in a globalised world.

Leaders: Develop the mindsets and capabilities of our leaders to facilitate the school structures necessary to support students, staff and parents in a globalised world.

Processes/Projects

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate.

Teachers clearly understand and utilise assessment for learning, assessment as learning and assessment of learning in determining teaching directions, school performance levels and effectiveness.

Teachers draw on and implement evidence-based research to improve their performance and development of 21st century teaching and learning practices.

Evaluation Plan:

- Monitor milestones
- PLAN data review
- Student/teacher/parent surveys.

Products and Practices

Products:

5% growth in K-6 students achieving all markers at expected year level in Reading Texts and Comprehension (tracked via PLAN).

5% growth in students reaching expected state level of growth from Year 3-5 and 5-7 in NAPLAN.

5% growth in students feeling actively engaged with and motivated in their learning.

Practices:

Teachers evaluate learning and teaching programs, using student assessment data, that are differentiated for the specific learning needs of students across the full range of abilities.

Teachers exhibit innovative practice in the selection, organisation of content and delivery of learning and teaching programs.

Teachers model high-level teaching knowledge and skills and work with colleagues to use current ICT to improve their teaching practice and make content relevant and meaningful.

Strategic Direction 2: Active and Informed Citizens

Purpose

To develop in students the use of critical thinking to contextualise their learning beyond the classroom and to have the ability to work independently and in teams to make sense of their world.

To support leaders and teachers in building confidence and the capacity to manage change in pedagogies and practices.

Improvement Measures

5% growth in students working at or above the expected level on the Critical and Creative Thinking Learning Continuum (ACARA).

100% of teachers accredited at Professional Competence level with the NSW Institute of Teachers.

People

Students: Develop the mindsets and capabilities of our students to prepare them as active and informed citizens.

Staff: Develop the mindsets and capabilities of our teachers to provide quality teaching programs that reflect the skills, knowledge and understandings necessary to develop students as active and informed citizens.

Parents: Develop the mindsets and capabilities of our parents to support their children in becoming active and informed citizens.

Leaders: Develop the mindsets and capabilities of our leaders to facilitate the school structures necessary to support students, staff and parents in creating active and informed citizens.

Processes/Projects

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.

The school has embedded and explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in teaching practice and student outcomes.

Staff have purposeful leadership roles based on professional expertise.

Evaluation Plan:

- Monitor milestones
- PLAN data review
- Student/teacher/parent surveys.

Products and Practices

5% growth in students working at or above the expected level on the Critical and Creative Thinking Learning Continuum (ACARA).

100% of teachers accredited at Professional Competence level with the NSW Institute of Teachers.

5% growth as measured by *Map the Gap* surveys.

Practices:

Teachers work with colleagues to review, modify and expand their repertoire of teaching strategies to enable students to use knowledge, skills, problem solving and critical and creative thinking.

Teachers plan for professional learning by accessing and critiquing relevant research, setting professional development goals and engaging in high quality targeted opportunities to improve practice.

Strategic Direction 3: Collaborative, Supportive and Engaged School Community

Purpose

To support mutually respectful relationships with peers, teachers, parents and community.

To enhance school effectiveness through an inclusive and engaging partnership with all community members.

Improvement Measures

80% increase in numbers attending parent/community workshops and 85% agreeing workshops have been effective in meeting their needs.

100% of targeted students, 100 % of staff and 20% of parents completing the *Tell Them From Me* survey.

People

Students: Develop the mindsets and capabilities of our students to take full advantage of their learning opportunities.

Staff: Develop the mindsets and capabilities of our teachers to provide quality teaching programs that engage and challenge students.

Parents: Develop the mindsets and capabilities of our parents to understand and support the learning opportunities provided at BWPS.

Leaders: Develop the mindsets and capabilities of our leaders to facilitate the school structures necessary to support student, parent and teacher engagement.

Processes/Projects

Positive and respectful relationships across the school community underpin a productive learning environment, and support students' development of strong identities as learners.

There is school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.

The school is recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.

Evaluation Plan:

- Monitor milestones
- PLAN data review
- Student/teacher/parent surveys.

Products and Practices

5% growth in students agreeing that they are actively engaged in and challenged by their learning experiences.

80% increase in numbers attending parent/community workshops and 85% agreeing workshops have been effective in meeting their needs.

100% of targeted students, 100 % of staff and 20% of parents completing the *Tell Them From Me* survey.

Practices:

Teachers identify, initiate and build on opportunities that engage parents/carers in both the progress of their children's learning and in the educational priorities of the school.

Teachers model exemplary ethical behaviour and exercise informed judgements in all professional dealings with students, colleagues and the community.