

School plan 2018-2020

Bankstown West Public School 4142



School background 2018–2020

School vision statement

Bankstown West Public School is a vibrant learning community that fosters and nurtures the development of persistence, creativity, critical thinking, resilience, collaboration and communication skills in all students.

We aim to develop respectful, responsible, successful learners of the 21st century through high quality evidence based and data informed teaching practices and meaningful community engagement. Our students are self-directed, visible learners who are well prepared for their future roles as global citizens and leaders.

School context

Bankstown West Public School serves a low socio-economic community of 215 families. The 315 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, 2017 the Principal and Executive team investigated DEC reforms, international educational trends and the CESE research data base before designing our school's evaluation and planning 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 through TTFM) and future planning processes, led by the school executive and committee leaders.

The staff as a whole then analysed the evaluation results (areas of strength and for improvement) including; school based data, SMART, PLAN and school evaluations. These evaluations, coupled with CESE's research base about 'What Works Best', our 2017 SEF-SaS and an intensive logic modelling process, formed the initial development of BWPS' 2018–2020 strategic directions.

These strategic directions were then mapped against the SEF v2.0 to further refine and direct our school vision for 2018–2020.

School strategic directions 2018–2020



Purpose:

To create a learning environment that promotes persistence, self motivation and confidence and ensures emotional, social and academic success (with a focus on literacy and numeracy) for all students.

Purpose:

To ensure teachers demonstrate personal and shared responsibility for improving their teaching practices in order to improve student learning. Teachers analyse student engagement, learning growth and outcomes data to plan for the ongoing learning of each student.

Purpose:

The school uses research, evidence-based strategies and innovative thinking in designing and implementing futures learning projects. The school values and promotes active community participation in school programs to support student wellbeing and learning.

Strategic Direction 1: Active, resilient successful learners

Purpose

To create a learning environment that promotes persistence, self motivation and confidence and ensures emotional, social and academic success (with a focus on literacy and numeracy) for all students.

Improvement Measures

Increased proportion of students achieving expected growth in literacy.

Increased proportion of students achieving expected growth in numeracy.

Increase in the percentage of students achieving in the top 2 bands in NAPLAN literacy and numeracy.

All students making expected growth on the learning progressions tracked via PLAN 2.

Increase in student wellbeing as measured through TTFM.

People

Leaders

The school executive adopts a coordinated approach to implementing the Learning Progressions is valued and there is an expectation of improvement in literacy and numeracy standards across the school.

Staff

Classroom and support teachers are committed to developing resilient, reflective and committed students through the implementation of the learning progressions and growth mindset.

Students

Students build skills to self-assess utilising rubrics and the literacy and numeracy progressions with a focus on resilience, capabilities and competency.

Parents/Carers

Partnerships with parents support clear improvement aims and planning for student learning.

Processes

Teachers gain a deep understanding of the Learning Progressions to develop and implement high quality teaching and learning programs in literacy and numeracy.

Implement a whole school integrated approach to student well being and growth mindset in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation Plan

Regular gathering of data on student achievement/engagement/ well being for analysis.

Surveys with students/teachers/parents/careers at regular intervals (TTFM).

Reflection and reporting on the impact of planned activities identified in the milestones.

Observational rounds

Meeting minutes

Lesson plans/teaching programs

Analysis of school based and external data (PLAN2, NAPLAN, SCOUT).

iPad evidence collection:

- Student work samples
- Classroom Displays
- Screenshots of online data

Practices and Products

Practices

Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions and through internal data collection. and analysis.

Students demonstrate growth mindset in their learning and utilise the accompanying metalanguage.

All teachers utilise growth mindset as a teaching and learning tool to support student resilience and persistence.

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence

Products

100% of Teaching / Learning programs are data responsive, differentiated for individual student learning needs and supported by the learning progressions.

Increased levels of student resilience and persistence.

All students making expected growth on the learning progressions tracked via PLAN 2.

Increase in students achieving in the top 2 bands in NAPLAN literacy and numeracy.

The school achieves excellent value-added*results, significantly above the value added by statistically similar

Strategic Direction 2: High quality, evidence based teaching

Purpose

To ensure teachers demonstrate personal and shared responsibility for improving their teaching practices in order to improve student learning. Teachers analyse student engagement, learning growth and outcomes data to plan for the ongoing learning of each student.

Improvement Measures

All teachers utilising success criteria in assessment tasks.

All teachers set and monitor visible goals for students in Literacy and Numeracy.

Increased number of students achieving better than expected growth as shown through school and external data sources.

Increase in teacher's confidence and ability to analyse, interpret and extrapolate data to inform planning, identify interventions and modify teaching practice.

Fewer students in the Learning Progressions RED Zones.

People

Leaders

The school executive adopts a coordinated approach to implementing success criteria and goal setting K–6 and works closely with classroom teachers to support the development of key data literacy skills.

Staff

Develop key data literacy skills and collaborate with stage partners to develop quality assessment tasks that incorporate explicit success criteria. Teachers work with parents and students to set clear and achievable learning goals supported by differentiated teaching practices.

Students

Build skills to self regulate and direct their own learning experiences through goal setting and the ability to articulate where they are in their individual learning process.

Parents/Carers

Partnerships with parents support clear improvement aims and planning for student learning.

Processes

Draw on research to develop self directed, visible learners through a consistent, school wide approach to meaningful goal setting and the effective use of success criteria as a teaching tool.

Implement a whole school, integrated approach to data literacy in which all teachers develop a sound understanding of student assessment and data concepts.

Evaluation Plan

Regular gathering of data on student achievement/engagement/growth for analysis and interpretation.

Surveys with students/teachers/parents/careers at regular intervals.

Reflection and reporting on the impact of planned activities identified in the milestones.

Instructional Leader Meetings

Online Data System reports

Meeting minutes

Lesson plans/teaching programs

Analysis of school based and external data.

iPad evidence collection:

- Student work samples
- Classroom Displays
- Movement through goals
- Screenshots of online data

Practices and Products

Practices

Teachers routinely review learning with each student against set goals, ensuring all students are actively engaged in their learning and have a clear understanding of how to achieve their goals.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria.

Teachers analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

All teachers collaboratively inputting, monitoring and evaluating data in shared online data systems.

Products

The learning goals for students are informed by analysis of internal and external student progress and achievement data.

All teachers contribute to gathering and analysing data.

Assessment tasks K–6 effectively incorporate success criteria.

Teachers are confident in their understanding and use of data literacy and utilise it to further inform their teaching practices.

Strategic Direction 3: Leading innovation and community engagement

Purpose

The school uses research, evidence-based strategies and innovative thinking in designing and implementing futures learning projects. The school values and promotes active community participation in school programs to support student wellbeing and learning.

Improvement Measures

All teaching programs reflect quality futures learning pedagogies and fluencies.

Students demonstrate increased skills across 4Cs and futures fluencies.

Increased parent practices supporting teaching and learning programs.

Improved community satisfaction.

– sense of belonging, valued and appreciated, engagement and communication

All eligible students engaged in transition programs to and from BWPS.

People

Leaders

The school executive adopt a coordinated approach to implementing futures learning projects and supporting higher levels of parent and community engagement with teaching/learning programs.

Staff

Classroom and support teachers are committed to implementing innovative teaching and learning programs that meet the present and future needs of our students. Staff are committed to fostering closer community relationships and providing opportunities for parents to take a more active role with student learning.

Students

Students have equitable access to the skills, technologies and competencies necessary to ensure their future success as global citizens. Students build closer relationships between home and school through increased parent engagement with the learning process.

Parents/Carers

Active partnerships with parents support clear improvement aims and specific planning and goal setting for student learning.

Community Partners

Reciprocal partnerships with community stakeholders support clear improvement aims and specific planning for student learning and family support.

Processes

Draw on research to develop and implement innovative changes in teaching and learning practices reflective of Futures Learning. Technologies are carefully selected and effectively implemented to support student learning and engagement.

Community partnerships strengthened to support active parent and community stakeholder engagement in the student learning process.

Evaluation Plan

Regular gathering of data on student achievement/engagement/well being for analysis.

Surveys with students/teachers/parents/careers at regular intervals.

Reflection and reporting on the impact of planned activities identified in the milestones.

Observational rounds

Meeting minutes

Lesson plans/teaching programs

Analysis of school based and external data.

iPad evidence collection:

- Student work samples
- Classroom Displays
- Screenshots of online data

Practices and Products

Practices

Teachers employ evidence-based and innovative teaching strategies to engage students in the learning process.

Including parents in the goal setting process for students.

BWPS engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points.

Products

Increased numbers of parent helpers used effectively in classrooms to support teaching and learning programs.

Students are supported academically and emotionally through successful transition programs into and out of BWPS.

Teachers open to implementing and developing innovative and future focused teaching and learning programs.

Students are well prepared for their future as global citizens.