



Education
& Training



BANKSTOWN SENIOR COLLEGE 8381

2012-2014 College Plan

The Plan has been endorsed and approved by:

Principal: _____ Date: _____ School Education Director: _____ Date: _____

Bankstown Senior College Plan 2012-2014

College Vision:

Bankstown Senior College empowers a diverse range of students to be active, confident, lifelong learners.

COLLEGE CONTEXT

- The College is situated 24 km south west of the centre of Sydney and a short distance from Bankstown Station.
- Bankstown Senior College was established in 1991 to provide senior secondary education for students aged fifteen years of age or older. The College is one of only four “stand alone” senior high schools in the NSW public education system.
- We cater for students of all ages and abilities. Over ninety per cent of our students come from a non English speaking background
- The College has a strong emphasis on English language acquisition, literacy, numeracy, a vocational focus and the development of technology and information skills across all areas. To assist our students, the College has modified a number of practices found in a “traditional” comprehensive high school including flexible hours of study and a four day school week. Students’ social and emotional growth is fostered by strong Student Support structures.
- It is presumed that students who enrol have made the decision to take responsibility for their own learning and have goals for their future. We realise that students who enrol at the College bring with them skills and knowledge gained formally or informally throughout their life experiences. These factors are taken into account by the teaching staff in their planning for the learning activities that will take place in their lessons. Staff understand that people learn in different ways and therefore require different sorts of instruction to ensure learning takes place.
- A full range of academic and vocational subjects are available for students in Years 10-12. In addition the College provides Intensive English courses for full and part time students and mid-year preparation courses.
- We enjoy a strong link with the local community. Our facilities are used regularly by local groups.
- The College teaching and support staff is committed and dedicated to providing the best educational opportunities for students enrolled in the various programs the College offers.

School Priority Areas:

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|-------------------------------------|-----------------------------|
| • Literacy and Numeracy | • Leadership and Management |
| • Student Engagement and Attainment | • Curriculum and Assessment |
| • Cultural Diversity | • Community Partnerships |

Priority Area 1: Literacy and Numeracy

Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> Increased levels of literacy and numeracy achievement for all students across the college Improved educational outcomes through targeted strategic early interventions for students experiencing difficulty in literacy and numeracy at key transition points
Targets 2012:	<ul style="list-style-type: none"> Year 10: as measured by BANPLAN, at least 50% of students achieve literacy growth of .4 or more (Hattie effect size) Year 11: as measured by NAPLAN/BANPLAN, at least 60% of students achieve literacy growth of .4 or more (Hattie effect size) Year 10: as measured by BANPLAN, at least 30% of students achieve numeracy growth of .4 or more (Hattie effect size) Year 11: as measured by NAPLAN/BANPLAN, at least 40% of students achieve numeracy growth of .4 or more (Hattie effect size) To increase the number of HSC students achieving Band 2 and above by 10% To embed ALARM, TEER strategies in all Key Learning Area programs if appropriate
Targets 2013	<ul style="list-style-type: none"> Year 10: as measured by BANPLAN, at least 55% of students achieve literacy growth of .4 or more (Hattie effect size) Year 11: as measured by NAPLAN/BANPLAN, at least 65% of students achieve literacy growth of .4 or more (Hattie effect size) Year 10: as measured by BANPLAN, at least 35% of students achieve numeracy growth of .4 or more (Hattie effect size) Year 11: as measured by NAPLAN/BANPLAN, at least 45% of students achieve numeracy growth of .4 or more (Hattie effect size) To increase the number of HSC students achieving Band 2 and above by 10% To implement TEER & ALARM strategies in 60% of classrooms if appropriate
Targets 2014	<ul style="list-style-type: none"> Year 10: as measured by BANPLAN, at least 60% of students achieve literacy growth of .4 or more (Hattie effect size) Year 11: as measured by NAPLAN/BANPLAN, at least 70% of students achieve literacy growth of .4 or more (Hattie effect size) Year 10: as measured by BANPLAN, at least 40% of students achieve numeracy growth of .4 or more (Hattie effect size) Year 11: as measured by NAPLAN/BANPLAN, at least 50% of students achieve numeracy growth of .4 or more (Hattie effect size) To increase the number of HSC students achieving Band 2 and above by 10% To implement TEER & ALARM strategies in 80% of classrooms if appropriate

Strategies	Indicators	Responsibility	Timeframe			NP Reform	Low SES	PAS	PSFP
			2012	2013	2014				
Provide ALARM & TEER professional learning opportunities for all staff	<ul style="list-style-type: none"> ALARM and TEER strategies are evidenced in programs ALARM and TEER are embedded into classroom practice 	ALARM support coordinator Head Teachers	✓	✓	✓	R4			
ALARM Coordinator continue to build teacher confidence and capacity in the delivery of TEER and ALARM	Teachers feel confident and able to deliver TEER and ALARM in classrooms	DP NP ALARM Support Coordinator	✓	✓	✓	R3, R4			
Provide professional learning for ALL staff in teaching grammar explicitly	All staff have a common understanding and are confident in teaching grammar	Literacy / ESL Team	✓	✓	✓	R4			
Deliver consistent explicit teaching of grammar, (punctuation, text types etc) across KLAS	Evident in programs & classroom practice Improved student outcomes in literacy skills in grammar	Head Teachers Classroom teachers	✓	✓	✓	R4			
Employ extra .4 STLA to provide targeted support for students experiencing learning difficulties	Increased levels of completion and accessing to learning	DP, STLA, LST	✓	✓	✓	R2;R4		\$21542	\$21542

Employ additional SLSO support for literacy and numeracy across the College	Targeted support for students in classroom	LST, STLA	✓	✓	✓	R3		\$49380	
Employ a .6 Numeracy Support Teacher to work across faculties and in classes	Improved numeracy results across the College	Senior Exec	✓	✓	✓	R4	\$64626		
Provide professional learning for ALL staff in practical Numeracy strategies	All staff have a common understanding and language for numeracy Teachers feel confident in delivering Numeracy	DP, Numeracy Support Teacher, Numeracy Team	✓	✓	✓	R4			

Priority Area 2: Student Engagement and Attainment

Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> Enhanced wellbeing of our students which promotes student success and recognition of achievement School structures and practices respect and respond to the diverse needs and unique characteristics of every student
Targets 2012:	<ul style="list-style-type: none"> To raise the level of whole day attendance by at least 1% Implement and embed targeted individual support to enhance educational outcomes Increase completion rates of all courses across the College by 2% To increase by 10% the number of IEC students completing their studies at BSC
Targets 2013	<ul style="list-style-type: none"> To raise the level of whole day attendance by at least 2% Increase completion rates of all courses across the College by 2% To increase by 20% the number of IEC students completing their studies at BSC Implement and embed targeted individual support to enhance educational outcomes
Targets 2014	<ul style="list-style-type: none"> To raise the level of whole day attendance by at least 2% Increase completion rates of all courses across the College by 2% To increase by 20% the number of IEC students completing their studies at BSC Implement and embed targeted individual support to enhance educational outcomes

Strategies	Indicators	Responsibility	Timeframe			NP Reform	Low SES	PAS	PSFP
			2012	2013	2014				
Evaluate, modify & implement College Attendance policy	<ul style="list-style-type: none"> Policy is evaluated Revised policy is implemented 	HT Admin & Engagement Team	✓	✓		R3			
Evaluate, modify and implement College Orientation program	<ul style="list-style-type: none"> Orientation program is evaluated Revised program is implemented 	Welfare Committee	✓	✓		R3			
Improve the quality of academic counselling	Fewer students are accessing inappropriate courses	DP & Enrolment Officer, Careers Adviser	✓	✓	✓	R4			
Provide professional learning for all staff in dealing with students who have high mental health needs	Staff more confident in dealing with students who have mental health issues	Student Support Coordinator & Mindmatters team	✓			R6			
Evaluate and modify the MindMatters program	Students support is targeted and focussed on individual need	Student Support Coordinator & Mindmatters Team	✓			R3			
Explore possibilities for flexible use of teacher time to support students outside class time e.g. drop-in learning centre	Flexible support structures are investigated and evaluated.	DP & HT Engagement	✓			R3			
Employ a Head Teacher, Engagement whose role includes improving student engagement through development of pedagogy that is aligned with students needs.	Optimise student engagement in learning, as evidenced by improved attendance rates, less fractional truancy and increased completion rates.	Senior Executive	✓	✓	✓	R1, R2	\$123956		
Review existing incentive scheme	Students' achievements are recognised and celebrated across the college	Student Support Co. Engagement team	✓	✓	✓	R3			

Implement a student-run Breakfast Club	Students arrive to first period on time and are better able to access learning	Student Support Coordinator SRC, Year Advisers	✓	✓	✓	R3, R4			
Provide meaningful educational programs that meet the needs of the students (eg Rich tasks, Authentic Projects)	<ul style="list-style-type: none"> Improved attendance rates Lessening of welfare referrals Lower suspension rates 	Senior Executive, HT Engagement	✓	✓	✓	R4			
Develop and implement process of sharing information about student learning between IEC and the College	Higher completion rates for ex-IEC students at the College	Senior Executive, HT IEC, Refugee Co-ordinator	✓	✓	✓	R3, R4			
Implement a vocational education program in the IEC	Students better informed about future vocational choices	HT IEC IEC staff	✓	✓	✓	R3, R4		\$30,000	

Priority Area 3: Cultural Diversity

Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> Increased staff capacity to meet the needs of a significantly culturally diverse and changing school community. Improved collaboration between IEC and BSC to enhance learning outcomes. Aboriginal students are supported by all staff to become successful learners, confident and creative individuals who are active and informed citizens.
Targets 2012:	<ul style="list-style-type: none"> To raise the exiting level in the ESL scales by 2% for IEC students To embed ESL strategies in all KLA programs. To develop an integrated Refugee Transition Program across BSC To minimise the gap in Literacy & Numeracy between Indigenous & non-Indigenous students.
Targets 2013	<ul style="list-style-type: none"> To raise the exiting level in the ESL scales by 2% for IEC students To embed ESL pedagogy in 60 % of classrooms To maintain an integrated Refugee Transition Program across BSC To minimise the gap in Literacy & Numeracy between Indigenous & non-Indigenous students.
Targets 2014	<ul style="list-style-type: none"> To raise the exiting level in the ESL scales by 2% for IEC students To embed ESL pedagogy in all classrooms. To maintain an integrated Refugee Transition Program across BSC To minimise the gap in Literacy & Numeracy between Indigenous & non-Indigenous students.

Strategies	Indicators	Responsibility	Timeframe			NP Reform	Low SES	PAS	PSFP
			2012	2013	2014				
ESL Support Teacher continues to build teacher confidence and capacity in the instruction of ESL	Staff feel supported and confident to use ESL strategies in their teaching & programming	DP NP ESL Support Tchr	✓	✓	✓	R3, R4			
Extend professional learning for all staff in use of ESL methodologies	100% of staff are TELL trained TELL strategies evident in programs TELL strategies embedded in classroom practice	Senior Executive, DP NP, ESL Support Tchr	✓ ✓		✓	R1;R2			
Target students in need of ESL support	Students are identified and are accessing ESL support across the College	DP NP, Enrolment Officer, HT IEC	✓	✓	✓	R3;R4			
Allocate ESL Team teachers according to identified student needs	ESL students are supported appropriately	DP NP, HT English,	✓	✓	✓	R3;R4			
Appoint a .4 Refugee Transition Program Coordinator (RTP Coordinator)	Improved access for refugee students to a range of appropriate support programs.	Senior Executive	✓	✓	✓	R1;R3			
Form a discrete class of Refugee students in Year 10 with an ESL teacher attached.	Refugee students are supported in all classes.	RTP Co-ordinator	✓	✓	✓	R3;R4			
Develop program of peer tutoring &/or mentoring in first language	Mentoring program developed and implemented for students	RTP Co-ordinator, SRC, CLOs	✓	✓	✓	R4;R6			
Investigate the purchase and use of Lexia program to improve ESL outcomes	Increased measurable growth in Literacy	HT English	✓	✓	✓	R4			
Initiate & implement a process where IEC/BSC work units developed & shared	BSC operates as a complete campus, without divisions.	RTP Co-or, Lit/ESL Team, HT IEC	✓	✓	✓	R4			
All ATSI students to have a quality Personal Learning Plan	Personal Learning Plans are developed and evaluated by the LST	DP, LST, STLA	✓	✓	✓	R4			

Priority Area 4: Leadership and Management

Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> Strengthened leadership and management capacity of school to drive school improvement Enhanced leadership innovation that makes use of the full range of opportunities that facilitate positive learning cultures across the College
Targets 2012:	<ul style="list-style-type: none"> To build and strengthen leadership capacity across the College. To increase teacher capacity through professional learning aligned with College Targets. To ensure that the College TARS/EARS process is explicitly aligned with the NSW Teaching Standards
Targets 2013	<ul style="list-style-type: none"> To strengthen leadership capacity through the implementation of the Collegial Support Program To continue to provide professional learning for staff aligned with College Targets and Professional Learning Plans.
Targets 2014	<ul style="list-style-type: none"> To build leadership capacity through the continued implementation of the Collegial Support Program To continue to provide professional learning for staff aligned with College Targets and Professional Learning Plans.

Strategies	Indicators	Responsibility	Timeframe			NP Reform	Low SES	PAS	PSFP
			2012	2013	2014				
Develop and implement a Collegial Support Program for all staff across the College	<ul style="list-style-type: none"> All staff in the program have a PLP which is supported by professional learning Early career teachers are appropriately supported in accreditation and maintenance 	Senior Exec	✓	✓	✓	R5		\$2500	
Review and modify the College Professional Learning Program to enhance opportunities for staff development	Professional learning is aligned to DEC and College targets	Senior Exec	✓	✓	✓	R3;R5			
Employ a consultant to further develop the Executive Support Program	Executive have increased confidence and capability to take on whole-school leadership	Senior Exec	✓	✓	✓	R1;R2	\$6000		
Undertake the 'Team Leadership for School Improvement' program	Increased staff participation in College strategic planning	Senior Exec	✓	✓	✓	R5			
Provide appropriate time for staff to develop programs, to share best practice and to undertake professional learning in & out of school hours	Teachers have designated planning & sharing opportunities, as monitored through TARS/EARS process	Senior Exec	✓	✓	✓	R3, R4	\$25000		
Evaluating and modifying communication practices across the school community (newsletters, Reports, calendar etc)	Communication across the College is enhanced and effective	Senior Executive Head Teacher Admin	✓	✓	✓	R3			
Appoint Deputy Principal, National Partnerships to lead professional development with a focus on high expectations to support improved learning outcomes.	Professional Learning is strategically planned, focussed on explicit learning and is aligned to student and staff specific needs. Student Learning outcomes are improved	Senior Exec	✓	✓	✓	R1, R2	\$144729		
Employ an .4 onsite casual teacher to facilitate teachers accessing in school eLearning opportunities	Greater teacher participation in eLearning opportunities	Senior Execu	✓	✓	✓	R3	\$43085		
Refine the TARS/EARS to align with NSW Teaching Standards	All teachers' efficiency is assessed appropriately in a consistent and effective manner.	Senior Executive	✓			R2			

Provide Professional Learning on collecting, interpreting and analysing data eg SMART data, RAP data and other relevant data	Teachers are confident to analyse and interpret to inform pedagogy and Situational Analysis is undertaken effectively	DP NP	✓	✓	✓	R5			
Instigate a process in which staff evaluate National Partnership programs and initiatives to inform future planning.	A whole college conference is held and evaluation of National Partnerships programs and initiatives is undertaken	Senior Executive	✓			R5	\$2500		

Priority Area 5: Curriculum and Assessment

Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> To provide a broad inclusive relevant curriculum that is aligned with professional learning and student needs Appropriate assessment and reporting practices are embedded in all teaching and learning programs
Targets 2012:	<ul style="list-style-type: none"> Develop differentiated curriculum to suit the 21st Century learner. Explore & develop a relevant course appropriate to the needs of our Year 10 cohort. Investigate and explore the Australian Curriculum and how it relates to our College To develop and implement a consistent approach to assessment and feedback To embed ICT strategies in programs
Targets 2013	<ul style="list-style-type: none"> Implement differentiated curriculum to suit the 21st Century learner. Implement a relevant course appropriate to the needs of our Year 10 cohort. Investigate and explore the Australian Curriculum and how it relates to our College Implement a consistent approach to assessment and feedback To embed ICT pedagogy in 60% of classrooms.
Targets 2014	<ul style="list-style-type: none"> Evaluate & modify differentiated curriculum to suit the 21st Century learner. Evaluation & modify a relevant course appropriate to the needs of our Year 10 cohort. Investigate and explore the Australian Curriculum and how it relates to our College To evaluate and modify a consistent approach to assessment and feedback To embed ICT pedagogy in all classrooms.

Strategies	Indicators	Responsibility	Timeframe			NP Reform	Low SES	PAS	PSFP
			2012	2013	2014				
Form a collegial team to investigate options to develop a new Year 10 curriculum for implementation in 2013	Year 10 Curriculum is developed and then implemented by 2013	Senior Executive HT Engagement	✓	✓		R3, R4	\$2500		
Build on and embed differentiated curriculum based on the Pirozzo model across all KLA's	All KLA programs, and classroom practice, reflect Pirozzo's model of curriculum differentiation	DP NP; HT Engagement & HT's	✓	✓	✓	R4			
Provide a wide and flexible curriculum that meets the needs of the student body.	All college students needs are considered when developing course offerings for 2012 & beyond	Senior Exec, HT Engagement	✓	✓	✓	R3, R4			
Provide regular updates and appropriate professional learning for staff regarding the development of the Australian Curriculum	Staff are informed with regard to the Australian Curriculum	DP NP	✓			R4			
Develop and implement a grammar and punctuation checklist to be included in every assessment	Checklist is developed and provided for all staff	Literacy/ESL Team STLA	✓	✓	✓	R4			
Implement a whole school feedback proforma for Assessment tasks	Proforma is implemented for Assessment tasks and used across the College	Teaching & Learning Team	✓	✓	✓	R4			
Increase management, access & use of laptops across the College	Laptops are available, accessed and used effectively	HT Engagement	✓	✓	✓	R4			
Enhancing the pedagogy through the strategic use of ICT in all classrooms	Teachers are capable and confident to use ICT methodologies	HT Engagement	✓	✓	✓	R4			

Priority Area 6: Community Partnerships

Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> Broaden and develop cooperative and supportive relationships with key educational and community stakeholders
Targets 2012-14:	<ul style="list-style-type: none"> Increase the level of involvement of parents and caregivers by 10% Maintain & consolidate relationships with relevant community agencies, measured through stakeholder surveys Strengthen relationships with our educational partners : Bass High School, UWS & Macquarie Uni, measured through appropriate & relevant stakeholder feedback
Targets 2013	<ul style="list-style-type: none"> Increase the level of involvement of parents and caregivers by 10% Maintain & consolidate relationships with relevant community agencies, measured through stakeholder surveys Strengthen relationships with our educational partners : Bass High School, UWS & Macquarie Uni, measured through appropriate & relevant stakeholder feedback
Targets 2014	<ul style="list-style-type: none"> Increase the level of involvement of parents and caregivers by 10% Maintain & consolidate relationships with relevant community agencies, measured through stakeholder surveys Strengthen relationships with our educational partners : Bass High School, UWS & Macquarie Uni, measured through appropriate & relevant stakeholder feedback

Strategies	Indicators	Responsibility	Timeframe			NP Reform	Low SES	PAS	PSFP
			2012	2013	2014				
Formation of a College/Community engagement team to enhance college partnerships: <ul style="list-style-type: none"> Continue the employment of Arabic and Dari speaking CLOs (5 days) Continue the employment of an SPCO (3 days) Initiate and develop links with local Aboriginal community 	<ul style="list-style-type: none"> Improved communication with non-English speaking parents and caregivers Students are supported in living skills through being linked to relevant and appropriate government and non-government agencies Greater involvement by caregivers in College activities and events 	Senior Exec	✓	✓	✓	R6	\$58013	\$14503 \$29007	\$14503
Expand the scope of the Wellness Day to include Vocational choices	Students more confident in accessing appropriate workplace support	Mindmatters Team & SPCO	✓	✓	✓	R6			
Strengthen partnerships with relevant community agencies	Students are given best opportunity to access the most relevant and appropriate support services	Transition Team, SLTA, LST	✓	✓	✓	R6			
Investigate the implementation of the RAS program with UWS	Learning outcomes improved through individual tutoring	HT Engagement	✓			R6			
Develop and implement program for students to have 'taster' at UWS	Students more aware of options available at tertiary level	Careers Adviser, Transition Team	✓	✓	✓	R6			
Develop and implement a program of shared professional learning with Bass High School	Establishment of a professional learning community across the two schools	DP NP	✓	✓	✓	R6, R3			
Continue to implement Macquarie mentoring program	Students more aware of options available at tertiary level	HT Eng	✓			R6			

Appendix I

Glossary of Terms

ALARM	A Learning and Responding Matrix	NP	National Partnerships
ATSI	Aboriginal and Torres Strait Islander	NSW	New South Wales
Banplan	Bankstown Assessment Program of Literacy and Numeracy	PL	Professional Learning
BSC	Bankstown Senior College	PLP	Professional Learning Plan
CLO	Community Liaison Officer	RAP	Results Analysis Package
DEC	Department of Education and Children	RAS	Refugee Action Support
DP	Deputy Principal	RTP	Refugee Transition Plan
EAR	Executive Assessment Review	SLSO	Student Learning Support Officer
ESL	English as a Second Language	SPCO	Special Projects Community Officer
HSC	High School Certificate	SRC	Student Representative Council
HT	Head Teacher	STLA	Support Teacher Learning Assistance
ICT	Information Communication Technology	TARS	Teacher Assessment & Review
IEC	Intensive English Course	TEER	Topic Example Evidence Reorientation
KLA	Key Learning Area	TELL	Teaching English Language Learners
LST	Learning Support Teacher	Uni	University
NAPLAN	National Assessment Program of Literacy and Numeracy	UWS	University of Western Sydney