

School plan 2015-2017

Bankstown Senior College 8381



School background 2015–2017

School vision statement

Bankstown Senior College empowers a diverse range of students to be confident, active 21st century learners.

School context

- Bankstown Senior College provides secondary education to students of post compulsory age, new arrivals, refugees, re-entry students and those who have found it difficult to engage with education in a traditional setting. Over ninety per cent of our students come from a language background other than English.
- The College curriculum focuses on English language acquisition, literacy, numeracy, employability skills and the development of digital literacy across all key learning areas.
- The College prides itself on offering a broad flexible curriculum with an emphasis on individual patterns of study across a four day week. Students' prior learning and cultural knowledge is recognised and valued. Emphasis is placed on differentiated teaching and learning.
- A full range of academic and vocational courses 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.
- The College teaching and support staff is committed and dedicated to building their capacity to provide the best educational opportunities for students enrolled in the various programs the College offers.
- Students' social and emotional wellbeing is supported by strong Student Support structures.
- We value the contribution of the wider community and have developed stronger links with parents, TAFE, universities, relevant community agencies and businesses.

School planning process

Senior Executive attended professional learning provided by Secondary Principals' Council and DEC and discussed planning process with Bankstown Network colleagues.

Formulated a planning timeline identifying professional learning needed and relevant human and physical resources required.

Established the College Plan Writing Team comprising staff and student representatives.

At the College Planning and Evaluation day, led by the College Planning Team, all staff and student representatives undertook a strengths-based situational analysis and formulated recommendations on strategic directions for the College Plan.

At the Term 3 Parent Focus meeting parents/community members undertook the same strengths-based analysis and provided further recommendations.

The College Planning Team met and wrote the Strategic Directions and Vision based on information gathered at the Planning and Evaluation meetings as well as data gathered from the Alternate Work Organisation School Assessment.

Staff were provided with ongoing feedback on progress made toward formulation of the plan and were given opportunities to workshop strategies and processes around each strategic direction.

College Planning Team met regularly to fine-tune areas of the plan as needed.

In November 2016 and May 2017 the College Planning Team met to evaluate and review the plan.

Final draft of the College Plan was reviewed by staff, students and parents before uploading to the College website.

School strategic directions 2015–2017

STRATEGIC DIRECTION 1

Develop successful, confident, independent learners through authentic and personalised learning experiences

Purpose:

To provide equitable access to appropriate educational experiences by promoting a culture of excellence through innovative and personalised learning, which maximises future opportunities.

STRATEGIC DIRECTION 2

Foster an inclusive, future-focused college learning environment which promotes positive relationships and personal wellbeing

Purpose:

To build and sustain a culture of individual growth through healthy and respectful partnerships between students, staff, parents/caregivers and the wider community, maximising student opportunity.

STRATEGIC DIRECTION 3

Strengthen the leadership capacity of individuals to drive school improvement.

Purpose:

To build a culture of high expectations in teaching and learning where all teacher learners are active, reflective and focused on achieving personal learning goals.

Strategic Direction 1: Develop successful, confident, independent learners through authentic and personalised learning experiences

Purpose	People	Processes	Practices and Products
To provide equitable access to appropriate educational experiences by promoting a culture of excellence through innovative and personalised learning, which maximises future opportunities.	Students Students will demonstrate an increased range of literacy and numeracy strategies in all KLAs and will develop effective goal based learning habits that will prepare them to fully engage with a constantly changing future.	Explicit and targeted support is provided for identified refugee students and those with refugee-like experiences. The Learning and Support Team identifies individual student needs through data analysis and consultation; students also receive targeted explicit learning support through the Individual Growth Project. Targeted and individualised assistance to support the needs newly arrived students most of whom are Phase 1 EAL/D learners. Prioritise literacy, numeracy and differentiation strategies to assist students in meeting minimum literacy and numeracy standards.	Practices Teachers use the literacy and numeracy strategy, BANPLAN data and Hattie analysis to support delivery of explicit literacy, numeracy and differentiation strategies to meet the needs of all students. Students demonstrate greater confidence as learners as part of the Individual Growth Project and map their progress against their personal learning goals. IEC students demonstrate greater confidence as readers and learners after completion of the Individual Reading Program and the Basic and Key Skills Builder Program.
Improvement Measures	Staff Effectively integrate reciprocal literacy and numeracy strategies into teaching and differentiate the curriculum by accessing and analysing data and making appropriate adjustments and accommodations. Parents/Carers Develop an understanding of the requirements and expectations of the College and how data is used to inform teaching and provide appropriate individualised learning support.	Evaluation Plan Using BANPLAN pre and post tests, growth in literacy and numeracy will be measured using the Hattie Growth formula. Mathletics and WordFlyers data will also be used to assess improvement of literacy and numeracy in Year 10 students. IEC students' growth in basic key skills and reading will be assessed at 5 week intervals.	Products Students achieve improved literacy and numeracy levels and ICT skills through targeted differentiation strategies that foster authentic and personalised learning experiences and which are identified and reflected upon in lesson study observations. Analysis of HSC data is used by teachers to reflect and plan for improved student outcomes. All staff are cognisant of the implications and requirements of meeting Minimum Literacy and Numeracy Standards as outlined by NESA.
50% of students in Year 10 or 11 will achieve 0.4 or above growth (Hattie effect size) in BANPLAN testing in reading. 30% of students in Year 10 or 11 will achieve 0.4 or above growth (Hattie effect size) in BANPLAN testing in writing. 50% of students in Year 10 or 11 will achieve 0.4 or above growth (Hattie effect size) in BANPLAN testing in numeracy. Increase the number of HSC students achieving Band 4 or above. 80% of IEC students successfully complete the Basic & Key Skills Builder Program. 80% of IEC students make appropriate progression through the Individual Reading Program. Year 12 students progress through the MyGoals program in Learning Support. 60% of students in Year 10 make appropriate progress in ICT skills.			

Strategic Direction 2: Foster an inclusive, future– focused college learning environment which promotes positive relationships and personal wellbeing

Purpose	People	Processes	Practices and Products
To build and sustain a culture of individual growth through healthy and respectful partnerships between students, staff, parents/caregivers and the wider community, maximising student opportunity.	Students Students are resilient, confident and active partners in their own learning and future career choices.	Further development of the Community Consultation Project which allows parent/community members to be active participants in College life. Maximisation of post school opportunities through the provision of individualised pathways and co-curricular learning opportunities. Development of staff capacity to provide a positive learning environment based on the principles of MindMatters. Provide a multifaceted communication and inclusion strategy through the Community Links Project which strengthens links with existing community partners.	Practices Staff continually engage in professional learning to upgrade their skills, knowledge and practice in order to develop the employability skills of students. Staff provide a positive learning environment focusing on choice, self–regulation and the growth of personal resilience. Staff undertake appropriate levels of individual MindMatters training. Parents/community members demonstrate increased willingness to be active participants in College life and learning and greater use of College resources by existing community partners.
Improvement Measures	Staff Staff use positive classroom management strategies that encourage and promote self–regulation of behaviour and the growth of personal resilience. Parents/Carers Parents are confidently engaged and actively participate in College life and learning. Community Partners Collaborative partnerships will be strengthened with external community support networks to provide real world learning opportunities and experiences for students through mutually beneficial programs and initiatives e.g. Community Kitchen and use of the Bankstown Trade Skills Centre.	Evaluation Plan Constant monitoring of attendance data, behaviour management referrals and the level of participation of students in extra curricular activities. Monitoring of the level of accomplishment of MindMatters modules by staff. Monitoring of levels of attendance of parents and community members at parent/community forums.	Products Students acquire a wide range of employability skills, as outlined in the Australian curriculum. All classroom environments enable positive, student–centred learning based on self–regulation of behaviour, attendance and engagement and an awareness of their role in Australian society. All members of the College community are mindful of the importance of mental, emotional, social, spiritual and physical wellbeing to future success. Increased parent/community participation in College life to support engagement in student learning and wellbeing and provision of real–world learning opportunities.
Parent/student/staff TTFM surveys show enhanced satisfaction with College. Achievement of student post school destination goals. High completion rates of all VET courses across the College. Increase the level of attendance of students across all years to above state average. Increase the level of attendance and engagement of parents and care–givers in the life of the College. All staff complete the introductory and resilience online modules of MindMatters. Stronger industry links and greater school and community use of the Bankstown Trade Skills Centre.			

Strategic Direction 3: Strengthen the leadership capacity of individuals to drive school improvement.

Purpose	People	Processes	Practices and Products
To build a culture of high expectations in teaching and learning where all teacher learners are active, reflective and focused on achieving personal learning goals.	Students Students understand the Individual Growth Project and its impact on their learning outcomes.	Leaders and aspiring leaders consult with experts through the Building Strong Leaders Project to determine goals and receive guidance and advice.	Practices Active engagement of all staff in professional learning communities that are driven by teacher identified needs.
Improvement Measures	Staff Through the use of external providers all staff develop their leadership capacity.	Staff work collaboratively to develop capacity and professional practice of self and peers by working, via the Lesson Study Project, with the College strategic directions, Australian Professional Standards for Teachers and the Performance and Development Framework and by providing high quality professional learning.	Regular reflection of teaching practice through the Lesson Study Project and the use of formal and informal feedback to develop deeper insights into the effectiveness of their own teaching.
All teaching staff actively engaged in personalised professional learning and develop a Performance and Development Plan using the language of the Australian Professional Standards for Teachers.	Through collaborative learning, staff, students and community develop the mindset that forming respectful relationships of trust is important to achieve individual and collective growth.	Teachers work collaboratively with the Teacher Mentor to develop their teaching capability and improve teacher practice.	Students demonstrate confidence as learners and map their progress against their personal learning goals and school values.
All teachers actively engaged in the Lesson Study Project which develops their teaching and leadership capability to enhance student learning.	Leaders Develop teaching and leadership practice by engaging, via the Lesson Study Project and the Mentoring Project, with the Australian Teaching Standards through growth and collaboration.	Evaluation Plan Leadership programs are regularly evaluated and data analysed to measure improvement in leadership capacity of individuals.	A culture of collaborative professional learning that is valued and builds the capacity of the College community through programs such as the Lesson Study Project and the Mentoring Project.
All teachers undertaking Accreditation successfully complete and maintain the process.	Parents/Carers Through site-based learning opportunities develop parents and caregivers' capacity to support and enhance their children's learning.		Products All staff have individual Performance Development Plans aligned to APST which are designed collaboratively and supported by executive and expert academic partners.
All SAS staff develop and use their Performance and Development Plan.	Community Partners Sustainable processes developed to enable regular meaningful curriculum, social and welfare based interactions with community partners and collegial support networks.		All students have Personal Education Plans, which are designed collaboratively and supported by staff.
			Staff understand the importance of feedback on their practice and use it to improve their teaching.
			Programs which encourage and support aspiring leaders through the expansion of individuals' skills and leadership potential through clearly defined roles and expectations.

Strategic Direction 3: Strengthen the leadership capacity of individuals to drive school improvement.

Improvement Measures

People

Processes

Practices and Products