

Strategic Improvement Plan 2021-2024

Bankstown Senior College 8381



School vision and context

School vision statement

Bankstown Senior College empowers a diverse range of students to be confident, active, future-focused 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 hosts a post-compulsory age Intensive English Centre which prepares newly arrived students for entry to NSW secondary schools.

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.

From our 2020 situational analysis we have determined that our three priority areas on which to focus our planning are: student growth and attainment, supporting individualised pathways and building strong leaders.

Strategic Direction 1: Student growth and attainment

Purpose

Improve or maximise literacy and numeracy through enhanced data informed practices and refined differentiated curriculum delivery.

Improvement measures

Target year: 2022

An uplift of 2.1% of achievement in the top three bands of the HSC.

Target year: 2022

An increase from the baseline in the number of Year 10 students achieving the HSC Minimum Standard in reading, writing and numeracy.

Target year: 2022

An increase from the baseline in the number of English for Further Study (EFS) students achieving at least 4 competencies in the Certificate of Spoken and Written English course.

Target year: 2022

An increase from the baseline in the number of Year 11 students achieving 0.4 or above growth (Hattie effect size) using internal Best Chance literacy & numeracy data.

Initiatives

Enhanced data informed practices

Two Marks More Project through which each faculty analyses HSC results in order to: determine what works best and why, identify strategies to address gaps in student learning and determine actions that can be taken to improve student results. Faculties will use a wide range of data to inform teaching and learning and assessment practices in each subject area in order to make adjustments and accommodations for individual students where needed.

Differentiating curriculum

Literacy Committee develops resources and uses student work samples from each key learning area as models of various levels of literacy.

Collaborate to plan and develop sequenced teaching and learning programs using scaffolding to meet the needs of EAL/D students, including marking criteria which differentiates between content knowledge and language skills.

Teaching and learning programs explicitly include English language and literacy demands of subject and utilise differentiated teaching and learning approaches to develop students' vocabulary, registers, grammatical features and structures of subject-oriented language.

EAL/D staff collaborate with classroom teachers within faculties to team-teach and classroom teachers engage in professional learning centred on teaching English language learners.

Success criteria for this strategic direction

- The school has identified what growth is expected for each student.
- Students are achieving higher than expected growth on internal school progress and achievement data.
- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.
- Progress and achievement of equity groups within a school is equivalent to the progress and achievement of all students in the school.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and adjustments lead to improved learning.
- All teachers have a sound understanding of student assessment and data concepts.
- Teachers analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice.
- A whole approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies.
- Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth.
- Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Evaluation plan for this strategic direction

Question: To what extent is the College enhancing data informed practices in order to improve student literacy and numeracy?

What has been the impact of refining differentiated curriculum delivery on student performance?

Data:

Lesson Study plans, observations, teaching and learning programs and student performance will form the key components of monthly faculty and cross-curricular meetings.

Executive will meet on a monthly basis to analyse data and reflect on student performance.

Analysis:

Whole-school evaluation of data will occur each term.

Implications:

From the analysis of the above information future directions will be identified and planned for.

Strategic Direction 2: Supporting individualised pathways

Purpose

Create options and opportunities to empower students to develop the skills necessary to achieve their individual goals.

Improvement measures

Target year: 2022

An uplift of 3.4% of students attending > 90% of the time.

Target year: 2022

An uplift of 1.8% of students with a positive sense of belonging.

Target year: 2022

An increase from the baseline in the percentage of VET students attaining the full certificate.

Target year: 2022

An increase from the baseline in the number of Year 12 students attaining access to their preferred post-school destination

Initiatives

Supporting emotional growth and wellbeing

Provide individual emotional and social support to all students to enable them to access and engage in the curriculum.

- Establishment of a whole-school wellbeing team which provides targeted emotional support to students.
- Student Mentor Program - two 30 minutes lessons per week based on the LifeReady Program through a series of wellbeing activities that are differentiated to suit the needs of each cohort.
- Attendance monitoring and individualised case management. Attendance reviews occur three times per term.
- LifeReady incursions - external agencies and providers are encouraged to work with our students to engage and enhance their wellbeing.

Future-focused learning opportunities

Provide options and opportunities for students (from all equity groups) to maximise their employability skills and achieve their educational and vocational goals.

- Employment of a Refugee Student Support team who work with external agencies and organisations to provide our refugee students with the skills and resources required to support their educational and vocational needs.
- Provision of extra-curricular courses, excursions and community activities allowing students more equitable access to curriculum and learning
- The five VET Frameworks offered by the College provide all students with the opportunities to gain a recognised qualification or industry certification, which will maximise their future employment opportunities.

Success criteria for this strategic direction

- The school has implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.
- The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support and assistance to help students fulfil their potential.
- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.
- The school engages in strong collaborations between parents (if appropriate), students and the community to inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- Whole of school and personalised attendance approaches improve regular attendance rates for all students, including those at risk.
- There is school-wide, collective responsibility for student learning and success, which is shared by parents(if appropriate) and students.
- Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs.

Evaluation plan for this strategic direction

Question: To what extent are the College Welfare structures supporting students to remain more engaged in their learning, as evidenced by improved attendance and completion rates?

Have we created options and opportunities to empower students to develop the skills necessary to achieve their individual goals?

Strategic Direction 2: Supporting individualised pathways

Evaluation plan for this strategic direction

Data:

- Relevant sections from the TTFM survey
- RSS student feedback
- Mentor focus groups and student survey
- The VET coordinator will monitor students' achievement of the full VET Certificate
- Extra curricular student certification data
- Internal school data

Analysis:

- Survey data will be collected from students at the end of each semester regarding extra-curricular opportunities and activities.
- Focus groups with each cohort will be conducted annually to determine the effectiveness of the Mentor program.
- Regular feedback is received at the end of each term from the mentor program evaluations.
- VET completion rates will be analysed to determine the number of students gaining recognised industry qualifications.

Implications:

From the analysis of the above information future directions will be identified and planned for.

Strategic Direction 3: Building Strong Leaders

Purpose

Improve teacher capacity and leadership to evaluate their effectiveness and adapt their practice to support improved student learning.

Improvement measures

Target year: 2024

Internal measures indicate an increased proportion of staff's capacity to evaluate effectiveness as a teacher.

Target year: 2024

Internal measures indicate an increased capacity of staff to adapt their practice to address student learning needs.

Target year: 2024

Internal measures indicate an increased use of highly effective teaching practices across the school.

Initiatives

Collaborative support for teacher performance development

Leaders and teachers consult with experts and educational professionals to plan and implement improvement strategies, build team efficacy and maximise impact.

- Building Strong Leaders Mentoring Program: Formal PDP processes demonstrate teachers' self-reflection against the Leadership for Learning Analysis (L4LA) framework to develop their leadership capabilities.
- Beginning teacher support through lesson observations, team teaching and regular and ongoing professional discussions.

Highly effective teaching practices

Improve effective classroom practices through cross-faculty collaborations and evidence-based programs and lessons.

- All teachers actively engage in regular, high quality collaborative practice through the Lesson Study Project. Cross-faculty collaboration and classroom observations support teacher performance development.
- School Professional Learning and Teaching Team leaders build instructional leadership skills through the cyclical lesson study process.
- The School Professional Learning and Teaching Team provides access to high quality professional learning and feedback through processes such as faculty evaluations, assessment reviews and the cross-curricular program.
- Review and improve the use of formative data sources, monitoring and reflecting on teacher effectiveness leading to evidence-based programs and lessons.
- Professional learning focus on data skills and use, assessment for learning and effective feedback.

Success criteria for this strategic direction

- Teacher capacities are continually built to ensure every student experiences high quality teaching.
- The leadership team implements principles of evaluative thinking, continually monitors the impact of programs.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning.
- The school demonstrates a high performance culture, with a clear focus on student progress and achievement and high quality service delivery.
- A whole-school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.
- Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled and students' learning improvement is monitored, demonstrating growth.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation.

Evaluation plan for this strategic direction

Question: To what extent has teacher performance and development been improved in order to deliver ongoing measured improvement in student progress and achievement?

What has been the impact of teachers' collaboration to reflect on, evaluate and adapt practice?

Data:

- Teacher Professional Learning data

Evaluation plan for this strategic direction

- Lesson Study reflections, observations and evaluations
- Cross-curricular and School Professional Learning and Teaching Team meeting minutes and plans
- Lesson Study staff survey
- Student feedback and results
- Mentoring feedback reports
- Performance and Development Plans

Analysis:

- Leadership programs are evaluated each term and professional learning data analysed to measure improvement in leadership capacity of individuals. Regular Lesson Study reflections, professional learning evaluations and ongoing feedback from the Building Strong Leaders project are among a wide range of data and evidence collected across the year to inform ongoing improvements in teacher practice.

Implications:

From the analysis of the above information future directions will be identified and planned for.