

2012 -2014 SCHOOL PLAN(2013 Revision)

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2013

At Banksia Road we believe that every student will be a successful learner

SCHOOL CONTEXT

Banksia Road Primary School enrolment of 376 students and 15 classes. The school has a significant mobility rate which impacts on enrolment trends. The school's population is 89% NESB with the largest cultural group being from Arabic speaking backgrounds. In recent years there has been a strong trend of increased student enrolments. The school has an active and harmonious community who work cooperatively to support student learning. The school has a close collegial and professional working relationship with Mt. Lewis Infants School, whose students enter our Year 3 classes. The school has built strong partnerships with community organisations such as the Benevolent Society.

SCHOOL PURPOSE

Banksia Road Primary School's core purpose is the delivery of quality learning programs in an environment where all students feel safe, secure and respected. Our clear sense of purpose is to:

- promote the development and growth of each student
- focus on students and their learning
- support students to take responsibility for their learning and behaviour

The school is committed to providing an environment that is positive and supportive, through effective learning programs and a positive approach to good discipline. The school is a focal point for learning for the community and supports the learning of staff, parents and students

STAFF PROFILE

Banksia Road Primary School has a talented and dedicated team of teachers, office staff and support personnel, who work together to provide the best possible learning and support for our students. All teaching staff have a university degree in Education and 5 staff have post Graduate degrees. The staff has a pleasant and vibrant mix of experienced teachers and those in their early years of teaching:

- 6% of teachers are in their first year of teaching
- 44% of teachers have been teaching between 2 and 5 years
- 25% of teachers have been teaching between 9 and 15 years
- 25% of teachers have been teaching for more than 25 years

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Priority Area 1	Literacy and Numeracy
Intended Outcomes 2013 – 2014	<ul style="list-style-type: none"> • Increased levels of Literacy and Numeracy achievement for all students consistent with State and Regional directions • Strengthening Literacy and Numeracy learning through effectively utilising a range of diagnostic assessment • Improved outcomes through targeted strategic early intervention for students at risk at key transition points
Targets 2012:	<ul style="list-style-type: none"> • Reduce to 14% Y3 students & 21%Y5 students in Lower 2 NAPLAN Bands for Reading • Increase to 48% Y3 students & 21%Y5 students in Top 2 NAPLAN Bands for reading • Y5 NAPLAN growth in Literacy and Numeracy to be at or above State Average • Increase to 30% Y3 students & 21% Y5 students in Top 2 Bands for Numeracy
Targets 2013:	<ul style="list-style-type: none"> • Reduce to 14% Y3 students in Lower 2 NAPLAN Bands for Reading • Reduce to 21%Y5 students in Lower 2 NAPLAN Bands for Reading • Increase to 48% Y3 students in Top 2 NAPLAN Bands for reading • Increase to 21%Y5 students in Top 2 NAPLAN Bands for reading • Y5 NAPLAN growth in Literacy to be at or above State Average • Y5 NAPLAN growth in Numeracy to be at or above State Average • Increase to 30% Y3 students in Top 2 Bands for Numeracy • Increase to 21% Y5 students in Top 2 Bands for Numeracy
Targets 2014:	<ul style="list-style-type: none"> • Reduce to 10% Y3 students & 17%Y5 students in Lower 2 NAPLAN Bands for Reading • Increase to 52% Y3 students & 25%Y5 students in Top 2 NAPLAN Bands for reading • Y5 NAPLAN growth in Literacy and Numeracy to be at or above State Average • Increase to 34% Y3 students & 27% Y5 students in Top 2 Bands for Numeracy

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Indicators	2013	LITERACY AND NUMERACY Strategies 2013	NP Reform	Responsibility	Funding source
School based benchmark data reflects measured improvement in Reading levels with 60% of students reaching expected Grade exit levels & 40% of all students reaching grade appropriate PAT Maths levels.	T1 T4	Utilise all school based and external data to formulate targets and learning programs and monitor and track student progress on Stars. Use Best Start assessment data to inform and improve Literacy & Numeracy outcomes	R4,R5	Stage Leaders	Teacher time for testing NP LOW SES: \$5,000 Impromation \$1,000
80% of students achieve at or above chronological age in Reading and Spelling	T1 to T4	Full implementation of Accelerated Literacy- all staff K-6 trained Implementation Intensive Reading Program for at risk students 3-6 Home Reading program administered and monitored K-6	R5,R4 R6	All teachers	School Magazine \$2,500 – School Contributions
Accelerated Literacy implemented effectively and programming and assessment reflects Quality & Consistency of teacher judgement.	T1 To T4	Classroom teachers receive 1 hour AL planning time each week	R4	All classroom teachers	NP LOW SES: \$16,000
All staff utilise SMART data analysis to inform planning in Literacy & Numeracy and address individual student needs	T 1 to T4	TPL focus SMART analysis, include induction new staff ILP's for students in Lower 2 bands Literacy & Numeracy Detailed analysis SMART data and development of Visual resources to demonstrate expected Benchmark standards for each Year group and semester	R3,R4 R5	Stage leaders LST leader	Resources &TPL NP LOW SES \$60,000
Meet NAPLAN targets for student achievement in Reading and Numeracy	T1 to T4	Structured enrichment programs K-6 Employment of AP LAST to lead LST and LAST program evaluation and program implementation K-6	R1,R2 R3,R4	Principal Executive AP LAST	NP LOW SES: AP LAST staff 1.0 \$129,556
All teachers implement strategies that support language development both oral and written. Early identification of students with language, speech and coordination disorders	T1 to T4	Employment Speech Pathologist & OT 1 day a week, working K-6	R1,R2 R3,R4 R6	AP LAST	NP LOW SES: \$70,000
70% Y5 students achieve at or above minimum growth in Numeracy & Reading	T1 to T4	Explicit teaching strategies applied to numeracy, reading & writing including use of rote learning basic number facts, spelling rules, poetry recital and sight words. Parent workshops on Mathletics and helping with homework. Include new components of Mathletics.	R1,R2 R3,R4 R5,R6	Executive, CRT, AP LAST, SLSO	Mathletics subscription \$4000 PSP: \$20,000
All teachers have a clear understanding of numeracy curriculum and utilise engaging and innovative strategies to teach Mathematics	T1 to T4	Targeted TPL that builds whole school capacity to improve Literacy & Numeracy – TPL focus TEN (K-2) TOWN (3-6)	R1,R4 R5	Numeracy & Literacy team & AP LAST	NP LOW SES \$15,000 PSP: \$20,000

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Priority Area 2	Student Engagement and Attainment
Intended Outcomes 2013 - 2014	<ul style="list-style-type: none"> • School structure and practices respect and respond to diverse and unique needs of every student. • Students experience challenging, flexible, respectful, personalised and safe learning environments • Wellbeing of students is a priority • School environment enables students to experience success and receive recognition for achievement.
Targets 2012	<ul style="list-style-type: none"> • Increase number of students reaching 'Medallion' award level to 10% of student population • Decrease number of students suspended by 10% • Increase percentage of students participating in transition to school to 70%
Targets 2013:	<ul style="list-style-type: none"> • Stabilise number of students reaching 'Medallion' award level at 10% of student population • Decrease number of students suspended by 12% to less than 7 • Increase percentage of students participating in transition to school to 90%
Targets 2014:	<ul style="list-style-type: none"> • Maintain number of students reaching 'Medallion' award level at 10% of student population • Decrease number of students suspended by 5% • Increase percentage of students participating in transition to school to 95%

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Indicators	2013	STUDENT ENGAGEMENT AND ATTAINMENT Strategies 2013	NP Reform	Responsibility	Funding source
Increased access to broad and flexible learning opportunities	T1 to T4	Implement high quality programs to support and enrich student learning opportunities. Further develop Creative arts programs to enhance student creativity and perform/display work in a public forum.	R1,R2 R3,R4	AP LAST	NP LOW SES:NP2012 Resources: \$25,000
Improved student attendance rate in relation to late arrivals	T1 to T4	Vigilant monitoring of students arriving late to school.	R5,R6	Executive	Global
Improved student engagement across all grades and school programs.	T1 to T4	Continued implementation PBIS, including partnership with Mt.Lewis implementation Continue Boys mentor program & targeted reading program – employment 2x SLSO (0.4 + 0.8) Utilise Check-in check out strategy	R1,R2 R4,R5 R6	AP LAST	NP LOW SES:SLSO positions: \$68,596
Improved student achievement at transition to school and Y3	T4	Implementation of 'Banksia Bunnies' – Kinder transitions & Mt.Lewis Y3 transition programs	R3,R4 R6	AP LAST Executive	PSP: \$6,000
80% of Summer School attendees show positive growth in Reading and Spelling Benchmark levels in Term 1	T1 '12	Summer School program implemented Jan 2013	R1,R2 R3,R4 R6	Principal Executive	NP LOW SES: \$10,000
Increased number of parents and pre-schoolers attending playgroup. Increased number of parents attending information and education sessions	T1 to T4	Implementation of weekly Playgroup Implementation of Garden project in conjunction with community and Benevolent Society Implementation of Dad's program in partnership with Benevolent Society	R1,R2 R3,R4 R6	Principal Executive	NP LOW SES:SLSO 0.1 \$5716
Continue awareness raising of anti-bullying strategies	T1 to T4	Including explicit instruction for students and information sessions for parents, as per Anti-bullying Policy.	R2,R3 R4,R6	Principal Executive	Global
Calm and organised classrooms with a notable reduction of classroom based behaviour reports	T1 to T4	Determination and implementation of PBIS matrix for Classroom behaviour. Learning programs reflect clear teacher understanding of curriculum and needs of each student.	R2,R3 R4	Executive PBIS team	Global
Students are active and confident users of technologies as 21 st Century learners	T1 to T4	Teacher professional learning to support 21 st Century learning Use of technology imbedded in learning programs for students. Purchase tablet hardware.	R1,R3 R4	Computer Co-ordinator Executive	NP LOW SES:NP2012 \$20,000

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Priority Area 3	Aboriginal Education
Intended Outcomes 2013 - 2014	<ul style="list-style-type: none"> • Effective implementation of Aboriginal Education and Training Policy and Aboriginal Education and Training Strategy is reflected in all priority areas • Aboriginal student learning outcomes match or better their non-Indigenous peers • Aboriginal students are supported through strong links between school, family and community to increase engagement.
Targets 2012:	<ul style="list-style-type: none"> • Decrease number of students on Lower 2 bands of Naplan by 1 student each year • Increase attendance of at risk Indigenous students to 85%
Targets 2013:	<ul style="list-style-type: none"> • Increase by 1, students reading at or above chronological age • Increase attendance of at risk Indigenous students to 90%
Targets 2014:	<ul style="list-style-type: none"> • Increase by 1, students reading at or above chronological age • Increase attendance of at risk Indigenous students to 95%

Indicators	2013	Strategies 2013	NP Reform	Responsibility	Funding source
All Aboriginal students have a quality personalised learning plan	T1 to T4	Individual learning plans devised in consultation with parents and in place for all Indigenous students	R4	STLA	Global
Teacher awareness of '8 ways of learning'	T2	Teacher professional learning '8 ways of learning'	R3	Principal	Global
Improved attendance rate for Aboriginal students	T1 to T4	Attendance plan in place for at risk students	R4	AP LAST	Global
Full attendance and participation by Aboriginal students in school events and curriculum	T1 to T4	Link with Community Support programs and AECG to ensure parent and financial support	R6	School Counsellor Principal AP LAST	Global & Targeted funding

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Priority Area 4	Leadership and Management
Intended Outcomes 2012 - 2014	<ul style="list-style-type: none"> • Strengthen leadership capacity within the school to drive school improvement • Enhance leadership innovation to make use of opportunities to facilitate positive learning cultures. • Increase staff capacity to meet cultural diversity within the school and broader school community
Targets 2012:	<ul style="list-style-type: none"> • Increase number of teachers who have opportunities to develop leadership capacity beyond the classroom to 20% • Increase number of teachers confident in the use of Quality Teaching Framework and reflect on lessons of self and peers to 50%
Targets 2013:	<ul style="list-style-type: none"> • Increase to 30%, number of teachers participating in a leadership role in Community of Schools TPL (Educational Walkthroughs) • Increase to 80%, number of teachers confident in the use of QT framework and reflect on lessons of self and peers.
Targets 2014:	<ul style="list-style-type: none"> • Maintain number of teachers who have opportunities to develop leadership capacity beyond the classroom to 20% • Increase number of teachers confident in the use of Quality Teaching Framework and reflect on lessons of self and peers to 100%

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Indicators	2013	Strategies 2013	NP Reform	Responsibility	Funding source
Whole school professional learning plan implemented with focus on Mathematics. All teachers aware of school targets, reflected in learning programs and student monitoring.	T1 to T4	Professional learning program compliments school targets and utilises Regional Consultants.	R2,R5 R6	Executive Numeracy team	Global
Assistant Principals and aspiring executive actively participate in PAS Leadership Project. Increased leadership density	T1 to T4	Continued implementation of PAS Leadership project with Community of Schools and appointed facilitator. Focus on planning Australian Curriculum implementation.	R3,R4 R6	Principals of PAS community of schools	PAS funding & Global
All teachers have Professional Learning Plan linked to school plan Increased percentage of teachers set goals for accreditation with Institute of Teachers.	T1 to T4	Individual teacher discussions with Assistant Principal or Principal to discuss professional learning needs. Teachers plot Professional Learning, record and reflect. Plans linked to Institute of Teacher's standards supporting Accreditation and Maintenance of Accreditation – including Temporary teachers. Mentor programs for new teachers	R1,R2	Principal All Staff	Global
Local Community of School's maintains an active and collegial relationship (Chullora PS, Bankstown Nth PS, Banksia Rd PS)	T3	Implementation of joint school development day.	R1,R2 R6	Principals of each school	NP LOW SES: \$3,000
Team Leadership for School Improvement implemented	T1 to T4	Team Leadership program delivered as part of Executive and whole school Professional Learning Strategy. Including release time for preparation and mentoring	R1,R2	Principal Executive	NP LOW SES: \$15,000
NP funds are efficiently monitored and administered	T1 To T4	Employment of SAO to assist with increased account keep requirements for NP programs	R5	Principal	NP LOW SES: 0.2 SAO \$11,423

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Priority Area 5	Curriculum & Assessment
Intended Outcomes 2013 - 2014	<ul style="list-style-type: none"> • Implementation of a broad, inclusive and relevant curriculum • Clear alignment between curriculum implementation, professional learning and learning programs • Effective and appropriate assessment and reporting strategies embedded in all teaching and learning programs.
Targets 2012:	<ul style="list-style-type: none"> • All teachers participate in Professional Learning that meets school and personal professional goals • All teachers practice Consistency of Teacher Judgement • All curriculum delivery and assessment practices reflect Quality Teaching Framework and Best Practice
Targets 2013:	<ul style="list-style-type: none"> • 100% teachers in targeted Numeracy TPL • 20% TPL related to implementation of Australian Curriculum
Targets 2014:	<ul style="list-style-type: none"> • All teachers participate in Professional Learning that meets school and personal professional goals • All teachers practice Consistency of Teacher Judgement • All curriculum delivery and assessment practices reflect Quality Teaching Framework and Best Practice

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Indicators	2013	Strategies 2013	NP Reform	Responsibility	Funding source
All teachers aware of components and implementation timeline for Australian Curriculum	T1 to T4	Regular updates on Australian Curriculum communicated to all teachers. Consider development of plan to implement Mathematics 2013.	R3,R4	Executive All teachers	Equity (PSP) \$15,000
School participates in programs that support and implement Government commitments and Department priorities as directed	T1 to T4	Strategies as appropriate to DEC directions	R6	Principal	NA
Active teacher participation in reflection and feedback of practices in the school and personally	T1 to T4	Utilisation of 'Classroom Walk Through', as a tool to reflect on best practice.	R2,R5 R6	Principal Executive All teachers	NP LOW SES: \$24,000
Full implementation of Benchmarking and student monitoring and tracking.	T1 to T4	Benchmarking implemented K-6 – including Best Start – and student progress monitored and tracked on Stars.	R2,R5	All teachers	Global \$1,000
Cooperation with South Western Sydney Australian Partnerships Initiative	T1 T3	Funds transferred to Region	R6	Principal	NP LOW SES \$7,000

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Priority Area 6	Parent/Community Participation
Intended Outcomes 2013 - 2014	<ul style="list-style-type: none"> • Increased parent participation in school based events and supporting of student learning • Shared understanding of the school's goals and focus in the improvement of student outcomes • Increased opportunities for parents to enhance their own learning and skills
Targets 2012:	<ul style="list-style-type: none"> • 4 parent education programs in the year • Newsletter published on school website • Increase parents assisting in classrooms by 10 across K-6 • Average of 15 attendees to weekly playgroup
Targets 2013:	<ul style="list-style-type: none"> • Increase by 20% to a minimum of 10, parents attending parent information/education programs • Increase by 10%, number of parents assisting as classroom helpers • Increase by 20%, to 20, average attendees at weekly playgroup • 80% parents indicate, as per evaluation survey, they have a strong understanding of school programs and activities
Targets 2014:	<ul style="list-style-type: none"> • Increase by 20% to a minimum of 12, parents attending parent information/education programs • Increase by 10%, number of parents assisting as classroom helpers • Increase by 20%, to 24, average attendees at weekly playgroup • 85% parents indicate, as per evaluation survey, they have a strong understanding of school programs and activities

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Indicators	2013	Strategies 2013	NP Reform	Responsibility	Funding source
Regular attendance at weekly playgroup 15 or above	T1 to T4	Continued implementation of weekly Playgroup SLSO facilitates Playgroup	R6	Principal AP LAST	NP LOW SES SLSO As previous in Student Engagement
K-4 classes have regular classroom helpers for reading	T1	Recruitment program for new parent helpers	R6	LST Leader AP LAST	Global \$500
Strong and positive responses to newsletter and surveys	T1 to T4	Newsletter and surveys online	R6	SAM	Global:\$1500
Minimum of 8 parents at each parent education program	T1 to T4	AP LAST coordinates parent programs	R6	AP LAST	NP LOW SES Resources \$500
Increased Y3 and Kindergarten enrolments	T4	Implementation transition programs	R3,R4 R6	ES1 Leader Principal AP LAST	NP LOW SES \$3000
Community partnerships strengthened	T1 T4	Programs in place with Benevolent Society (including Dad's program); Padstow TAFE, Council,(Garden project)	R6	Principal AP LAST	Global & external