

Strategic Improvement Plan 2021-2024

Sir Joseph Banks High School 8250



School vision and context

School vision statement

A holistic, student centred curriculum that is innovative, highly responsive, and built around equity principles and partnerships in learning to support the whole child. Every student leaves school with one foot planted firmly into their future.

School context

Sir Joseph Banks High School is a comprehensive coeducational school located in the Bankstown School Education Group in Revesby. Our students come from over 30 different language backgrounds with 83.5% of students identifying as LBOTE. Our current enrolment is 796 students, which consists of 33% female and 67% male students. The school has a Support Unit of 72 students.

A thorough self evaluation process utilising the School Excellence Framework was Eternally Validated as Excelling in 10 out of 14 elements in October 2020. Our Situational Analysis and extensive consultation with students, teachers and our community has highlighted our future directions to ensure that every child is known, valued and catered for within their learning and wellbeing needs, connecting every child to their future beyond school.

Future Directions from External Validation:

Assessment

Continue to provide and prioritise professional learning of Formative Assessment, developing the capacity of teachers and students to engagement in the process and inform future teaching and learning across the school.

Reporting

Refine student self reporting within the Stage 4 Connected Curriculum and extend across the whole school through the development of structures for self assessment in each lesson (or) weekly/fortnightly.

Student performance measures

Consolidate our implementation of the 4Cs (Critical Thinking, Creativity, Communication & Collaboration) by embedding structures and strategies with our teachers across the school so that we can empower our students to be creative and critical thinkers and achieve the highest possible learning growth that will be reflected through attainment of higher bands in NAPLAN and the HSC.

As a high Growth high school for the last 7 years, we have ensured that every child on an ATAR pattern of study over the last 7 years has attained University entry and that all students leave school with one foot planted firmly into their future.

Strategic Direction 1: Student growth and attainment

Purpose

Instructional Pedagogy:

Maximise student learning outcomes through Literacy, Numeracy and Futures Learning.

Improvement measures

Target year: 2023

An uplift of 4.6% of students achieving expected growth in NAPLAN Numeracy.

Target year: 2023

An uplift of 5.5% of students achieving expected growth NAPLAN Reading.

Target year: 2022

An uplift of 2.9% of students achieving in the Top 3 Bands in the HSC.

Target year: 2022

An uplift of 4.8% of students achieving in the top 2 Bands in NAPLAN Numeracy.

Target year: 2022

An uplift of 6.2% of students achieving in the top 2 Bands in NAPLAN Reading.

Target year: 2024

Internal measures indicate improvement of student outcomes in Literacy and Numeracy.

Initiatives

Numeracy - Growth & Attainment

Establish a strong continuity of learning that is differentiated and evidenced through explicit quality teaching in numeracy.

High impact professional learning that is responsive to student need.

Literacy Growth and Attainment

Establish a strong continuity of learning that is differentiated and evidenced through explicit quality teaching in literacy.

High impact professional learning that is responsive to student need.

Futures Learning

Establish a strong continuity of learning that is differentiated and evidenced through explicit quality teaching in Futures Learning.

High impact professional learning that is responsive to student need.

Success criteria for this strategic direction

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum.

Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

Reporting that is clear, timely and accurate provides information that supports further progress and achievement for all student learning across the curriculum.

Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.

Evaluation plan for this strategic direction

Questions: How are we going to measure impact? To what extent have we maximised student learning outcomes in Literacy, Numeracy and Futures Learning?

Data: What data will we use?

- NAPLAN, HSC
- Internal measures including pre and post testing, Hattie Effect Size algorithm to measure impact
- RAP analysis
- Check in data

Analysis: Triangulate data sources and evaluate activities. Depending upon the activity, analysis will occur Weekly, Monthly, Quarterly or Annually.

Implications: What do we do next? Our analysis will lead us into our future directions.

Strategic Direction 2: School Leadership Development (Organisational Pedagogy)

Purpose

Maximise capacity and leadership capabilities for staff (teaching and non teaching) to ensure they are positively positioned to impact on student outcomes through research, development and implementation of defined leadership pathways.

Improvement measures

Target year: 2024

Internal measures indicate improvement of access to and attainment of leadership roles for teachers as leaders of the classroom, faculty, team or senior leadership roles.

Target year: 2024

Internal measures indicate improvement of access to and attainment of leadership roles for aspiring non teaching staff.

Initiatives

Leadership of the Classroom - Teachers as leaders

Establish a strong visible leadership for learning framework to complement our Instructional Leadership that is differentiated to target individual teacher needs and provide leadership opportunities to develop teachers as leaders.

Executive Leadership Pathways (Beyond the Classroom)

Establish a strong Executive Leadership Capacity Development program that is aligned to the NSW DoE School Leadership Identification Framework (SLIF) to identify and support future school leaders in enhancing their leadership impact.

Non Teaching Leadership Pathways

Establish a strong Leadership Capacity Development program for Administrative and Support Staff, (Non-teaching), that is aligned to the NSW DoE Excellence in School Administration (ESA) to identify and support future school leaders in enhancing their leadership impact.

Success criteria for this strategic direction

The school leadership team model instructional leadership.
Support a culture of high expectations and community engagement.

Systems, structures and processes underpin ongoing school improvement.

Professional learning is aligned with the school plan.

There are explicit systems for collaboration and feedback to sustain quality teaching practice.

Evaluation plan for this strategic direction

Questions: How are we going to measure impact? To what extent have we impacted staff leadership outcomes through leadership of the classroom, Executive leadership and Non Teaching leadership capacity development programs?

Data: What data will we use?

- Excellence in School Administration (ESA) Framework
- School Leadership Identification Framework (SLIF)
- Number of staff engaging in leadership pathways programs at all levels.
- Number of teachers attaining promotion into leadership roles internally and externally
- Staff TTFM responses

Analysis: Triangulate data sources and evaluate activities.

Analysis will occur Weekly, Monthly, Quarterly and/or Annually. Regularly overseen by Executive and school leaders.

Implications: What do we do next? Our analysis will lead us into our future directions.

Strategic Direction 3: Connected Community (Relational Pedagogy)

Purpose

Every child's learning & wellbeing needs are known, valued and catered for through visible and responsive structures that connect students with self, peers, their teachers and the broader community beyond school life.

Improvement measures

Target year: 2022

An uplift in student Wellbeing of 2.7%.

Target year: 2022

An uplift in student attendance of 7.2%. attending greater than 90% of the time.

Target year: 2024

Improved wellbeing as measured by internal school measures.

Target year: 2024

Improved attendance as measured by internal school measures.

Initiatives

Transition - One Foot into the Future

Establish strong partnerships between teachers, students, parents and the community through developing individualised student profiling to deliver optimal pathways at each point of transition.

Attendance - Known, Valued and Cared for

Embed systems, processes, interventions and supports through the establishment of a tiered approach to attendance, ensuring learning opportunities are maximised resulting in improved student attendance data.

Student Engagement - Connect, Succeed and Thrive

Establish a strategic and planned approach to Wellbeing, building staff capacity to capture student voice and engagement.

Success criteria for this strategic direction

The school culture is strongly focused on building educational aspiration.

A strategic and planned approach to develop whole school wellbeing processes.

Support the wellbeing of all students so they can connect, succeed, thrive and learn.

School human resources are strategically used to achieve improved student outcomes and high quality service delivery.

Evaluation plan for this strategic direction

Questions: How are we going to measure impact? To what extent have we maximised student learning and wellbeing outcomes in transition, attendance and student engagement?

Data: What data will we use?

- Attendance Data (Internal and external)
- TTFM survey (Parents, students, staff)
- Check in data
- Suspension data
- Time-out data
- Sentral Wellbeing Data
- SJBHS bi-term Engagement Reports

Analysis: Triangulate data sources and evaluate activities.

Analysis will occur Weekly, Monthly, Quarterly and/or Annually.

Regularly overseen by Executive and school leaders.

Implications: What do we do next? Our analysis will lead us into our future directions.