

School Excellence Plan 2021-2025

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 8 years, we have ensured that every child on an ATAR pattern of study 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

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

An increase in the proportion of students' HSC results in the top two achievement bands in 2027 compared to 2023 and 2022.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2027

An uplift in NAPLAN mean scaled score in Year 9 reading by 2027.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in Numeracy to improve the achievement levels of all students.

Achieve by year: 2027

An uplift in NAPLAN mean scaled score in Year 9 Numeracy by 2027.

Initiatives

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Success criteria for this strategic direction

Each student has a personalised transition plan that outlines their goals, interests, and required support for post-school pathways. Implementation of a monitoring system to evaluate the success of individual transition plans and overall program effectiveness, with adjustments made as needed.

Students demonstrate an increase in their scores on numeracy assessments, including both formative and summative evaluations.

Students show improved reading comprehension scores through various assessments, including standardised tests and classroom evaluations. Students can critically analyse texts and articulate their insights in discussions and written responses.

Evaluation plan for this strategic direction

There has been a consistent approach to developing the numeracy and reading skills of students. This includes targeted interventions using Check In data to drive new initiatives that support student learning

Develop a common language and explicit teaching model across KLAS to develop a identified weakness of inference. Students will have a better understanding through pre and post testing on different text types.

Students skills in fundamentals in numeracy will improve through deliberate learning experience that target their levels in each strand. The pre and post testing will show the growth.

Strategic Direction 2: Collective Staff Efficacy (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.

Initiatives

Collective Staff Efficacy

Instructional Leadership

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.

School Hub

To develop a more consistent and coordinated approach between ITEPs and NSW public schools for placing pre-service teachers for professional experience. This is to build increased consistency and confidence in the effective implementation of high quality professional experience in NSW public schools and the capacity to prioritise the provision of professional experience placements to the Department's areas of workforce need.

Non-Teaching Leadership Development

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.

Executive Leadership Pathways

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.

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

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

Achieve an increase of 0.7% in the attendance rate, from 81.2% in 2023 to 81.9% in 2027.

Initiatives

Attendance

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.

Engagement and Wellbeing

Establish a strategic, planned, evidence driven and strength based approach to wellbeing, that is focused on prevention and early intervention to improve cognitive, physical, emotional, social and spiritual development of students across the school.

Success criteria for this strategic direction

Whole school attendance rate is an uplift from previous years. The late arrival procedure was introduced this year which has had a positive impact on attendance.

The school culture is strongly focused on building educational aspiration and changing the culture of the school.

There has been a 6.2% improvement on students over 90% attendance in the last year. and a reduction of 2.6% of students arriving late to school.

Moving forward, there will be a focus on Stage 4 students with mid range attendance and improved transition plans for students who do not return in Year 11 and are under 17 as they have impacted on our overall data.

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.

Strategic Direction 3: Connected Community (Relational Pedagogy)

Evaluation plan for this strategic direction

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