

Bowden Brompton Community School

2019 to 2021

School name

Bowden Brompton Community School

Vision statement

BBCS will provide a learning environment which empowers students to develop the skills required to make positive life choices and contributions to their community.

Mission statement

BBCS promotes student wellbeing and ignites students' passion for learning through positive relationships and inspiring student driven curriculum. We support all students in a new beginning for a positive future.

31/01/2019

respect responsibility resilience



Bowden Brompton
Community School

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Government
of South Australia
Department for Education

Plan summary

This table will be automatically populated to provide a summary of your plan.

Goals	Targets	Challenge of practice
Goal 1 Improve the levels of reading achievement starting with synthetic phonics, phonological awareness and vocabulary (“BIG” 6 oral language, synthetic phonics phonological awareness, fluency, vocabulary, comprehension).	By the end of 2019 all teachers demonstrating a shared understanding and consistent approach to teaching reading.	We will consistently implement differentiated learning underpinned by the BIG 6 in reading, clear learning intentions and explicit goal setting skills.
	In 2019 55% of middle school students undertake PAT R testing at assigned ability level.	
	During 2019 55% of students to achieve goal attainment scaling of plus 1 or plus 2.	
Goal 2 Increase numeracy achievement beginning with number, place value, fractions and decimals.	By the end of 2019 all teachers demonstrating a shared understanding and consistent approach to teaching numeracy and setting numeracy goals.	We will implement explicit numeracy reading underpinned by the “BIG Ideas” in number research. Specifically, this will include real world connections, learning intentions and goal setting strategies.
	In 2019 55% of middle school students undertake PAT M testing at assigned ability level.	
	During 2019 55% of students demonstrate numeracy goal achievement scaling of plus 1 or plus 2.	
Goal 3 Increase student future choices and opportunities starting with positive communication, metacognition and self-regulation skills.	By the end of 2019 all teachers demonstrating a shared understanding and consistent approach to teaching social skills through participation in professional development in the Berry St Education Model (BSEM), skill streaming, metacognition and self-regulation skills and ongoing induction programs for new staff.	We will seek to engage children in the explicit teaching of social skills, self-concept and metacognitive thinking skills.
	55% of students tracking and monitoring their goal attainment scale (GAS) by participating in goal setting and self-assessment processes.	

By the end of 2019 all teachers explicitly teaching critical and creative thinking strategies and skill streaming so that 55% of students are able to improve their ability to self-regulate demonstrated by personal and social capability goal achievement scaling of plus 1 or plus 2.

Bowden Brompton Community School improvement plan 2019 to 2021

How to complete this template

- Complete every step. The Quality School Improvement Planning Handbook explains how to do this. In addition, your education director will provide support.
- Complete steps **1 to 3** during term 4 of 2018 and have it approved by the principal, governing council chairperson, and education director.
- Email this plan (steps 1 to 3) to your education director.
- Publish your school improvement plan on your school website.
- Work through **step 4** (*Improve Practice and Monitor Impact*) regularly throughout the school year. This step does not need to be published on your website.
- Complete **step 5** (*Review and Evaluate*) in term 4 of each year. This step does not need to be published on your website, though it should inform the Improvement Planning and Outcomes section of your annual report to the school community.
- Your school improvement plan will be current for 2019 to 2021 and should be updated in term 4 each year.

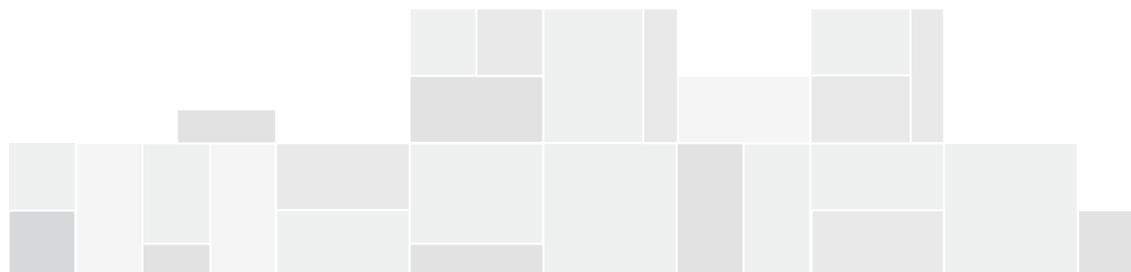
For further information and advice, contact:

Andrew Wells

Review, Improvement and Accountability Manager

Phone: 8226 1576

Andrew.Wells@sa.gov.au



Step 1

Analyse and prioritise



Analyse evidence of student learning and answer the question ‘What are our goals for improvement?’ Specify up to 3 goals and annual targets for student learning improvement in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Goals		Targets	
Goal 1	Improve the levels of reading achievement starting with phonics, phonological awareness and vocabulary (BIG 6).	2019	55% of students demonstrate goal achievement scaling of plus 1 or plus 2.
		2020	60% of students demonstrate goal achievement scaling of plus 1 or plus 2.
		2021	Provide induction for all new staff so that all staff have an understanding and consistent approach to teaching reading. 65% of middle school students undertake PAT R testing at assigned ability level. 65% students demonstrate goal achievement scaling of plus 1 or plus 2.
Goal 2	Increase numeracy achievement beginning with number, place value, fractions and decimals.	2019	All teachers to participate in reading focus PLTs in semester two so that all staff have understanding and consistent approach to teaching number (numeracy) and transforming tasks. 55% of middle school students undertake PAT M testing at assigned ability level. 55% of students demonstrate goal achievement scaling of plus 1 or plus 2.
		2020	Provide induction for all new staff so that all staff have an understanding and consistent approach to teaching number (numeracy). 60% of middle school students undertake PAT M testing at assigned ability level. 60% of students demonstrate goal achievement scaling of plus 1 or plus 2.
		2021	Provide induction for all new staff so that all staff have an understanding and consistent approach to teaching number (numeracy). 65% of middle school students undertake PAT M testing assigned ability level. 65% of students demonstrate goal achievement scaling of plus 1 or plus 2.
Goal 3	Increase student future choices and opportunities starting with communication, metacognition and self-regulation skills.	2019	All teachers demonstrating a shared understanding and consistent approach to teaching social skills through participation in professional development in the BSEM, skill streaming, metacognition and self-regulation skills. 55% of students tracking and monitoring their goal attainment scale (GAS) by participating in goal setting and self-assessment processes. Refresher professional development and new staff to partake in professional development in

Step 1

Analyse and prioritise



			critical and creative thinking strategies and skill streaming so that 55% of students are able to improve their ability to self-regulate demonstrated by personal and social capabilities goal achievement scaling of plus 1 or plus 2.
		2020	All teachers demonstrating a shared understanding and consistent approach to teaching social skills through participation in refresher professional development in the BSEM, skill streaming, metacognition and self-regulation skills. 60% of students tracking and monitoring their goal attainment scale (GAS) by participating in goal setting and self-assessment processes. New staff to partake in professional development in critical and creative thinking strategies and skill streaming so that 60% of students are able to improve their ability to self-regulate demonstrated by personal and social capability goal achievement scaling of plus 1 or plus 2.
		2021	All teachers demonstrating a shared understanding and consistent approach to teaching social skills through participation in refresher professional development in the BSEM, skill streaming, metacognition and self-regulation skills. 65% of students tracking and monitoring their goal attainment scale (GAS) by participating in goal setting and self-assessment processes. New staff to partake in professional development in critical and creative thinking strategies and skill streaming so that 65% of students are able to improve their ability to self-regulate demonstrated by personal and social capabilities goal achievement scaling of plus 1 or plus 2.

Step 2

Determine challenge of practice



Consider how improvements in teaching practice will help to achieve your improvement goals and answer the question 'What areas of practice should we focus on improving to reach our goals?' Specify your challenge of practice for each goal in the table below.

The Quality School Improvement Planning Handbook explains how to do this.

Challenge of practice	
Goal 1	We will consistently implement differentiated learning underpinned by the BIG 6 in reading (oral language, phonological awareness, synthetic phonics, fluency, comprehension and vocabulary knowledge) clear learning intentions and explicit goal setting skills.
Goal 2	We will implement explicit numeracy underpinned by the "BIG Ideas" in number research. Specifically this will include real world connections, learning intentions and goal setting strategies.
Goal 3	We will seek to engage children in the explicit teaching of social skills, self-concept, and metacognitive thinking skills.

Step 3

Plan actions for improvement



Consider evidence of best practice to answer the question ‘What actions should we take to improve our practice and reach our goals?’ Specify your actions for improvement, timeline, responsibility, resources and success criteria for each goal in the tables below.

The Quality School Improvement Planning Handbook explains how to do this.

Goal 1		Improve the levels of reading achievement starting with phonics, phonological awareness and vocabulary (BIG 6).		
Challenge of practice		We will consistently implement differentiated learning underpinned by the BIG 6 in reading, clear learning intentions and goal setting.		
Actions	Timeline	Roles and responsibilities	Resources	
The development and implementation of explicit literacy instruction focused on Big 6 strategies (oral language, phonological awareness, synthetic phonics, fluency, vocabulary, comprehension)	PLTs to continue until the end of term 2.	John L to negotiate MOU with support services. John L & Hania to collaborate on the Speech Pathologist’s role, referrals and coaching. Lee to continue driving PLT processes across the school and convene LP PLT. Ben to convene Senior School PLT & Gateways PLT at Tr Rd. David to convene Beach Campus PLT Josh to convene MS PLT at Tr Rd	0.6 Speech Pathologist	
Scheduled/allocated Reading time after morning activities (primers) and after recess.	2019	Students and teachers to commit to blocked reading time. Teachers to provide engaging texts appropriate to reading level.	Appropriate reading material; Ability and interest level. Assistive devices	

Step 3

Plan actions for improvement



Use digital literacies to complement and accelerate the teaching of literacy across all curriculum areas.	2019	Rowan & Holly's skills to be utilized to support professional development in digital literacy programs across the school.	1.0 teacher and SSO2, relevant hardware and software programs.
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Goal 1 continued			
Actions	Timeline	Roles and responsibilities	Resources
Induction of new staff and refresher training for all staff, sharing good practice with a focus on differentiated learning.	Daily after primers, term 1 2019 & Ongoing for new staff	Executive Leadership team to implement induction programs and systems to share good practice. Teaching staff to assess and evaluate results of program implementation in practice.	Release time and training facilities
Ensure all students have One Child One Plan (OCOP) that are aligned with the needs of the child.	Term 3 2019	Executive Leadership team to implement induction programs and systems to share good practice. Principal and delegated staff to monitor and report on OCOP progress.	Release time to be negotiated
Total financial resources allocated			\$160,000.00
Success criteria	From the analysis of summative work samples we will see a shift in of 55% of students' goal attainment levels (+1 or +2). Specifically students will demonstrate improvement against individualised literacy goals.		



Goal 2		Increase numeracy achievement beginning with number, place value, fractions and decimals.	
Challenge of practice		We will implement explicit numeracy underpinned by the BIG Ideas in number research. Specifically this will include real world connections, learning intentions and goal setting strategies.	
Actions	Timeline	Roles and responsibilities	Resources
The development and implementation of explicit numeracy instructions focused on number, automaticity, place value and fractions.	Collaboration with PD facilitators during Term 1. Delivery of PD in Term 3.	John L to seek key note speaker and schedule a PD with a focus on evaluating PAT M data.	Key note speaker Learning improvement unit
Numeracy teaching strategies to be trialled as determine in campus specific Numeracy PLTs.	During Term 3 & Term 4.	Lee to continue to drive PLT process across the school and to convene LP PLT. Ben to convene Senior School LT & Gateways PLT at Tr Rd. David to convene Beach Campus PLT. Josh to Convene MS PLT at Tr Rd.	Release time to be negotiated
Use transforming tasks and math applications to complement and accelerate the teaching of numeracy through critical and creative thinking (project based learning) and community learning opportunities.	During Term 3 & Term 4.	Executive Leadership team to implement induction programs and systems to share good practice.	System time to be factored into daily practice.



Goal 2 continued			
Actions	Timeline	Roles and responsibilities	Resources
Ensure all students have One Child One Plan (OCOP) that are aligned with the needs of the child.	By the end of term 2 2019.	Principal and heads of each campus to monitor student's OCOP, Learning and Assessment Plans and student's goals.	Release time to be negotiated, performance and development planning (PDP). PD sessions.
Teachers LAPS to support planning for student's goal setting meetings, midterm reflections and end of term teacher's reviews.	Teachers LAPS due end of week 4 of every term.	Principal and Heads of each campus to be responsible for induction of staff and offering professional development to refresh teacher abilities to differentiate learning.	PDP meetings, whole PD sessions, great practice sharing.
Use student feedback tools to ensure teachers are communicating clear learning intentions allowing students to complete tasks in a timely manner and have understanding of their learning and progress.	Mid-term & end of term meetings, each term.	All curriculum staff.	System time to be factored into daily practice.
Total financial resources allocated			\$5,000
Success criteria	From the analysis of summative work samples we will see a shift in 55% of students' numeracy goal attainment levels (+1 or +2). Specifically students will demonstrate improvement against individualised numeracy goals.		



Goal 3		Increase student future choices and opportunities starting with communication and metacognition and self-regulation skills.	
Challenge of practice		We will seek to engage children in the explicit teaching of social skills, self-concept and metacognitive thinking skills.	
Actions	Timeline	Roles and responsibilities	Resources
Actively teach students about their brain/body in relation to their emotional/behavioural responses so they have the tools to positively, de-escalate, self-regulate, and be present' enabling them to engage in their learning.	By the end of term 3 all staff to participate in professional development.	John L to collaborate with the Department, Partnership and Berry Street Institute to train BBCS staff in the BSEM. Key leader and nominated mentor to be responsible for induction of new staff. All curriculum staff.	Funding for BSEM T&D
Check-in, check-up and check-out processes to be used to teach, model and monitor physiological & cognitive preparation for learning.	Staff induction, staff mentoring and staff sharing good practice weekly as part of debrief process from the beginning of 2019.	Key leader to be responsible for induction of staff, offering professional development and to refresh teacher's ability to differentiate learning.	Release time to be negotiated.

Step 3 continued

Plan actions for improvement



Administer self-assessment tool every five weeks or at re-entry meeting with students to guide personal and social development against the capabilities continuum.	Mid-term & end of term meetings, each term.	Principal and Heads of each campus to be responsible for induction of staff and offering professional development to refresh teacher's ability to differentiate learning.	Release time to be negotiated.
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Goal 3 continued			
Actions	Timeline	Roles and responsibilities	Resources
Upskill staff through PLTs and PD sessions to provide personalised primer activities and counselling support to meet student's needs.	By the end of term 3.	John L to collaborate with the Department, Partnership and Berry Street Institute to train BCS staff in the BSEM. Leadership team to ensure consistency of common narrative across the school. All curriculum staff.	Funding for BSEM T&D and release time.
Total financial resources allocated			\$20,000
Success criteria	From the analysis of summative work samples we will see a shift in 55% students' goal attainment levels (+1 or +2). Specifically students will demonstrate improvement against individualised personal and social capabilities goals.		



Approved by principal

John Leondaris

9/12/2018

Approved by governing council chairperson

Leanne Galpin

9/12/2018

Approved by education director

Paul Newman

Date