

Bowden Brompton Community School

2020 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.

Updated 17/05/2020

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.	By the end of 2020 all teachers demonstrate a shared understanding and consistent approach to teaching reading.	If we implement evidence based explicit and systematic reading intervention programs, then we will improve levels of reading achievement.
	In 2020, 60% of Middle School students attending regularly undertake PAT R testing at assigned ability level.	
	By the end of 2020, 60% of students attending regularly achieve goal attainment scaling of plus 1 or plus 2.	
Goal 2 Increase the number of students achieving grade level expectations in number sense (place value, additive and multiplicative strategies, fractions, percentages and decimals).	By the end of 2020 all teachers demonstrate a shared understanding and consistent approach to teaching numeracy and setting numeracy goals.	If we improve our teaching of number concepts by using the 'BIG Ideas in Number' as our evidence based pedagogical approach focusing on place value, multiplicative thinking and partitioning, then we will increase the number of students achieving grade level expectations in number sense.
	By the end of 2020, 60% of students attending regularly achieve numeracy goal scaling of plus 1 or plus 2.	
	By the end of 2021, 65% of students attending regularly achieve numeracy goal scaling of plus 1 or plus 2.	
Goal 3 Increase student future choices and opportunities by developing their positive communication, metacognition and self-regulation skills.	By the end of 2020 all teachers demonstrate 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.	If we explicitly teach social skills, self-concept and metacognitive thinking skills, then we will increase student future choices and opportunities by developing their positive communication, metacognition and self-regulation skills.
	60% of students attending regularly track and monitor their goal attainment scale (GAS) by participating in goal setting and self-assessment processes.	
	By the end of 2021 all teachers explicitly teach critical and creative thinking strategies and skill streaming so that 65% of students attending regularly are able to improve their ability to self-regulate as 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.

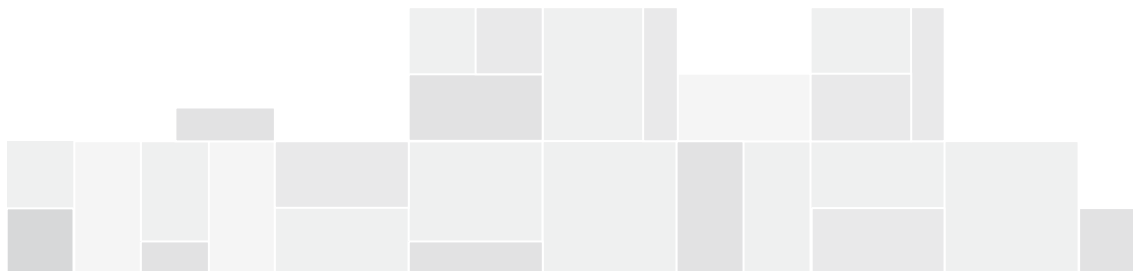
For further information and advice, contact:

Andrew Wells

Review, Improvement and Accountability Manager

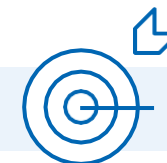
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Step 1

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.	2019	55% of students attending regularly demonstrate goal achievement scaling of plus 1 or plus 2. All teachers to participate in reading focus PLTs so that all staff have a shared understanding and consistent approach to teaching reading.
		2020	60% of students attending regularly demonstrate goal achievement scaling of plus 1 or plus 2. By the end of 2020 all teachers will be demonstrating a shared understanding and consistent approach to teaching reading.
		2021	Provide induction for all new staff so that all staff have a shared understanding and consistent approach to teaching reading. 65% of middle school students attending regularly undertake PAT R testing at assigned ability level. 65% students attending regularly demonstrate goal achievement scaling of plus 1 or plus 2.
Goal 2	Increase the number of students achieving grade level expectations in number sense (place value, additive and multiplicative strategies, fractions, percentages and decimals).	2019	By the end of 2019 all teachers demonstrating a shared understanding and consistent approach to using goal setting so that 55% of students attending regularly demonstrate goal achievement scaling of plus 1 or plus 2 for their individual numeracy goal.
		2020	By the end of 2020 all teachers will be demonstrating a shared understanding and consistent approach to teaching the Big Ideas in Number. 60% of students attending regularly demonstrate goal achievement scaling of plus 1 or plus 2 for their individual numeracy goal.
		2021	Provide induction for all new staff so that all staff have an understanding and consistent approach to goal setting and teaching number (numeracy). 65% of middle school students attending regularly undertake PAT M testing assigned ability level. 65% of students attending regularly demonstrate goal achievement scaling of plus 1 or plus 2 for their individual numeracy goal.
Goal 3	Increase student future choices and opportunities starting by developing their positive communication, metacognition and self-regulation skills.	2019	All teachers participating in stage 1 of professional development to gain a shared understanding and consistent approach to teaching social skills through participation in refresher professional development in the BSEM, metacognition and self-regulation skills.
		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 attending regularly are tracking and monitoring their goal attainment scale

Step 1

Analyse and prioritise



		(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 attending regularly are able to improve their ability to self-regulate as 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 attending regularly are 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 attending regularly are able to improve their ability to self-regulate as 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	If we implement evidence based explicit and systematic reading intervention programs then we will improve levels of reading achievement.
Goal 2	If we improve our teaching of number concepts by using the 'BIG Ideas in Number' as our evidence based pedagogical approach focusing on place value, multiplicative thinking and partitioning, then we will increase the number of students achieving grade level expectations in number sense.
Goal 3	If we explicitly teach social skills, self-concept and metacognitive thinking skills, then we will increase student future choices and opportunities by developing their positive communication, metacognition and self-regulation 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.		
Challenge of practice	If we implement evidence-based reading intervention programs, we will improve the levels of reading achievement.		
Actions	Timeline	Roles and responsibilities	Resources
The development and implementation of explicit literacy instruction focused on the Big 6 of reading (oral language, phonological awareness, synthetic phonics, fluency, vocabulary, comprehension).	PLTs to continue in 2020	Principal to negotiate MOU with Support Services. Principal & Speech Pathologist to collaborate on the role of the Speech Pathologist regarding referrals for language assessments, intervention, strategies and personal development. Little Para AP to continue driving PLT processes across the school and convene Little Para PLT. SACE Coordinator to convene Senior School PLT & Gateways PLT at Torrens Road Campus. Beach AP to convene Beach Campus PLT Learning Engagement Coordinator to convene MS PLT at Torrens Road.	0.8 Speech Pathologist
Scheduled literacy block (90 minutes) during morning core lessons.	2020	Students and teachers to commit to blocked reading time. Teachers to provide texts appropriate to student reading levels. Teachers to focus on the delivery of Big 6 skills, through goal setting and guided and independent reading.	SPELD Intensive Literacy Program. MacqLit resources. Reading Doctor
Use digital literacies to complement and accelerate the teaching of literacy across all curriculum areas.	2020	Use expertise of Digital Literacies staff to upskill and deliver PD to ensure we have a common approach to improving literacy outcomes for students across curriculum areas.	1.0 Coordinator and SSO2, relevant hardware and software programs.



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 teaching practices.	Utilize debrief time. 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 student. Introduce whole school Literacy & Reading agreement. Introduce whole school 'Supporting Students with Language Impairment' agreement.	Term 1 2020 Term 1 2020	Executive Leadership team to implement induction programs and systems to share good practice. Principal and delegated staff to monitor and report on OCOP progress. Learning Engagement Coordinator Speech Pathologist	Release time to be negotiated Release time to be negotiated Release time to be negotiated
Professional Development in MacqLit intervention program to be offered to all curriculum staff.	Term 1 2021	AP Little Para and Principal to negotiate training fees and time.	Staff attend MacqLit Personal Development during Week 0, 2021. Literacy guide books, manual kits and online support.
Total financial resources allocated			\$200,000.00
Success criteria	<p>From the analysis of work samples of students attending regularly we will see students that achieve a +1 or +2 on their GAS demonstrating development along the National Learning Progressions. What this looks like for each individual student will vary based on the targeted needs and entry points. It may include, but not exclusive to students working on:</p> <p>(Synthetic) Phonics</p> <ul style="list-style-type: none"> - Phonics programs are highly individualized and structured to support student engagement focusing on sound/letter relationships, blending and segmenting, syllables, and decodable texts. 		



Comprehension

Main Idea

- Using topic and concluding sentences; key details and keywords to identify main idea in a text to support ability to summarize texts

Inference

- Use prior knowledge and supporting evidence from text to answer inferential questions

Analysis

- Identify and analyze the structures and language features of different texts, the author's purpose, perspective and audience for a text, bias in text and credibility and validity of primary and secondary sources.



<h3>Goal 2</h3>	<p>Increase the number of students achieving grade level expectations in number sense (place value, additive and multiplicative strategies, fractions, percentages and decimals).</p>		
<p>Challenge of practice</p>	<p>If we improve our teaching of number concepts by using the 'BIG Ideas in Number' as our evidence based pedagogical approach focusing on place value, multiplicative thinking and partitioning, then we will increase the number of students achieving grade level expectations in number, place value, fractions and decimals.</p>		
Actions	Timeline	Roles and responsibilities	Resources
<p>Analyse current practices in Numeracy</p>	<p>During Term 1 and 2. (See Gannt chart)</p>	<p>Inclusive Learning Coordinator to liaise with HOC to work with staff on completing analyzing current challenge of practice tool by observing classroom practices.</p>	<ul style="list-style-type: none"> Analyzing current challenge of practice tool Common misunderstanding assessment Big ideas in Number
<p>Develop a shared and consistent approach to teaching numeracy. This approach includes:</p> <ul style="list-style-type: none"> The big ideas in number Reasoning, critical creative thinking and practical approaches. Focus on Math's vocabulary Effective goals setting (analyzing student data) reflected in OCOP's and LAPS 	<p>To be presented to staff at the pupil free day (Term 4, week 2) (See Gannt chart)</p>	<p>Inclusive learning coordinator to liaise with: Numeracy PLC to upskill in the big ideas, reasoning and critical and creative thinking. Hania to unpack Maths vocabulary Little Para AP to continue to drive PLT processes</p>	<ul style="list-style-type: none"> Big ideas in Number School improvement team PAT M data analysis Release time to be negotiated for members of the numeracy PLC Special educators
<p>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.</p>	<p>Mid-Term & End of Term meetings, each Term.</p>	<p>All curriculum staff.</p>	<p>System time to be factored into daily practice.</p>



Total financial resources allocated \$10,000

Success criteria

From the analysis of work samples of students attending regularly we will see students that achieve a +1 or +2 on their GAS demonstrating development along the (1 to 2 indicator levels) National Learning Progressions. What this looks like for each individual student will vary based on the targeted needs and entry points. It may include, but not exclusive to students working on:

Place Value

- Partitioning, sequencing, renaming, making, comparing and counting in place value parts for three- and four-digit numbers
- Extending the place value system to tenths and hundredths and comparing magnitude of decimals

Multiplicative thinking

- Coordinating two units mentally to solve multiplication operations and represents multiplication in various ways.
- Using known multiplication facts to calculate more complex operations (5×19 is half of 10×19)
- Applying known multiples and strategies to mentally calculate division

Partitioning

- creating equivalent fractions by dividing the same-sized whole into different parts (can show that two-sixths is the same as one-third of the same whole)
- creating fractions larger than 1 by recreating the whole (recognizes the four-thirds corresponds to a whole and a third)
- linking portioning to establish relationships between fractions (creates one sixth as one-third of one-half)



Goal 3		Increase student future choices and opportunities starting by developing their 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. If we explicitly teach social skills, self-concept and metacognitive thinking skills, then we will increase student future choices and opportunities by developing their positive communication, metacognition and self-regulation 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, 2020 all staff to participate in trauma awareness professional development.	Key leader and nominated mentor to be responsible for induction of new staff. All curriculum staff.	Funding for BSEM T&D ConnectedSelf PD funded by TASI	
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 2020.	Key leader to be responsible for induction of staff, offering professional development and to refresh teachers' ability to differentiate learning.	Release time to be negotiated.	
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 teachers' ability to differentiate learning.	Release time to be negotiated.	



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 students' 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	<p>From the analysis of individual goal tracking charts of students attending regularly we will see students that achieve a +1 or +2 on their GAS using skills from skill streaming more regularly and/or more effectively. What this looks like for each individual student will vary based on student functional needs and entry points. It may include, but not exclusive to students working on:</p> <p>Skill for dealing with feelings</p> <ul style="list-style-type: none"> - recognizing triggers and feelings - dealing with strong feeling appropriately - letting others know how I am feeling - understanding how other people are feeling <p>Skill alternative to aggression</p> <ul style="list-style-type: none"> - keeping my temper and staying in control when angry - dealing with situations using effective/appropriate strategies <p>Skill for friendship making</p> <ul style="list-style-type: none"> - starting a conversation with peers - asking to join in a game or activity - accepting compliments from others - acknowledging when they have done something wrong <p>Skills for dealing with stress</p> <ul style="list-style-type: none"> - accepting no and/or negotiating - not getting involved in situation that might get me in trouble because my peers asked me 		



- reflecting on situations and coming up with ways to could be done better next time



Approved by principal

John Leondaris

Date:

Approved by governing council chairperson

Rebecca Gilbert

Date:

Approved by education director

Paul Newman

Date: