

Bowden Brompton Community School

Site Improvement / Action Plan 2018 – Reviewed (8/09/2018)

OUR VISION

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

OUR MISSION

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.

OUR VALUES

RESPECT - RESPONSIBILITY - RESILIENCE

RESPECT:	Treating others the way you want to be treated.
RESPONSIBILITY:	Knowing the right thing to do and then doing it.
RESILIENCE:	Doing your best and not giving up when something is hard.

Our Target: ... How will we know we got there?

Students to demonstrate more than one year's growth for one year's learning in literacy and numeracy demonstrated through the school's diagnostic tools of choice (CELF 4 pre-screening test, Oxford Site Words, Fountas and Pinnel, A to Z Reading Resources, Reading records/logs & Reading Boxes, KTEA II testing, PAT and Quicksmart) to support evaluation and planning for all students.

Our Outcomes: ... How will we know we got there?

Engaged learners, who set, achieve, reflect and plan SMARTAR goals.

Our Priorities ... How will we get there?

Priority Area 1 – Engaged Learners

Students, parents/carers, family and the community will work with staff to ensure:

Objective 1

We build and maintain positive relationships at school and within the community in readiness for earning or learning.

Strategies

- Implement Respectful Relationships and Wellbeing Guidelines and other BBCS documentation so that it is inclusive of Positive Education character strengths (Kindness, Forgiveness & Gratitude), Choice Theory, White Ribbon principles and Duke of Edinburgh Award principles.
- Students engage in authentic student driven learning opportunities by working with and in the community.
- All learning focusses on the Personal and Social Capabilities of the Australian Curriculum as measured by the respective learning continuum.

Objective 2

Physiological & Cognitive Preparation for learning.

Strategies

- We empower students to positivity de-escalate self-regulate and be present, enabling them to engage in their learning.
- We support students to use self-reflection tools to guide personal and social develop against the capabilities continuum.
- Embed Primer activities and brain breaks to be implemented daily to support learning readiness and positive interactions.

Priority Area 2 – Literacy / Numeracy

Leaders/Teachers/Staff/Students/Cares will:

Objective 1

Strengthen student's literacy capabilities in all aspects of their learning.

Strategies

- All staff explicitly monitor and report on student progress in literacy starting with oral language.
- Upskill staff to deliver **differentiated learning**, the Big Six elements of reading and explicit teaching of literacy.
- All individualised learning plans are evidence based detailing 'where they are at' and 'where to next'.
- Communicate clear learning intentions with students and carers to ensure literacy goals are visible ('where to next') when planning teaching for whole classes, groups of learners and individual students.

Objective 2

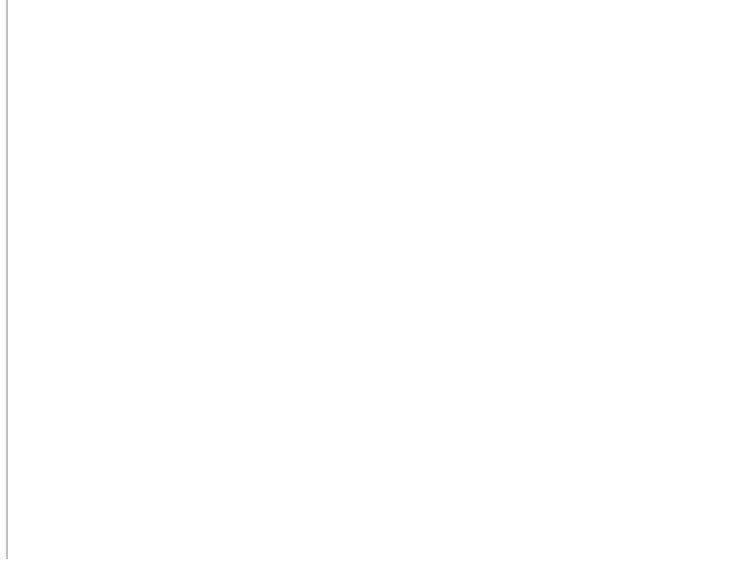
Strengthen student's numeracy capabilities in all aspects in their learning.

Strategies

- All staff explicitly monitor and report on student progress in numeracy starting with number.
- Differentiated teaching and learning aligned to ILP's is clear and evident to all students.
- Communicate clear learning intentions with students and carers to ensure numeracy goals are visible ('where to next') when planning teaching for whole classes, groups of learners and individual students.

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PRIORITY AREA 1: Engaged Learners Objective 1: We build and maintain positive relationships at school and within the community.					
STRATEGIES	KEY TASKS	WHO?	PROGRESS?	EVALUATION?	TARGETED SUPPORT/ FUNDING
Strategy 1 Implement Respectful Relationships and Wellbeing Guidelines and other BBCS documentation so that it is inclusive of Positive Education character strengths (Kindness, Forgiveness & Gratitude), Choice Theory, White Ribbon principles and Duke of Edinburgh Award principles.	<p><i>We work towards being a safe school – “everybody has the right to feel safe from harassment and discrimination based on race, gender, sexuality and disability”.</i></p> <p>Implement Respectful Relationships and Wellbeing Guidelines and other BBCS documentation so that it is inclusive of Positive Education character strengths (Kindness, Forgiveness & Gratitude), Choice Theory, White Ribbon principles and Duke of Edinburgh Award principles.</p> <p>All staff to model actions of the updated Respectful Relationships and Wellbeing Guidelines.</p> <p>Use the Breakspear Learning Sprint model across campuses to refine teaching practice and target student progress</p>	<p>John L, Mary & Jason R</p> <p>All staff to be supported by PLT convenors (Jason R, Lee, David, Ben & Mary)</p> <p>Staff trained in BSEM</p>	<p>End of Term 3</p>	<p>Increase engagement of students and reduce behaviour management incidents.</p>	<p><i>Funding – “Better Schools” / Strategic Priorities Berry St Education Model Training.</i></p>

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<p>Strategy 2</p> <p>Students engage in authentic student driven learning opportunities by working with and in the community.</p>	<p>Create and plan student driven learning opportunities so students have the opportunity to work positively time for and with the community.</p> <p>All students 14 years plus enrol in the Duke of Edinburgh Award Levels and work towards their completion of the 3 levels.</p> <p>Choice subject and camps to reflect community service with a focus on reading from Term 3</p>	<p>All teachers</p>		<p>No. of days and students involved in community based projects and programs.</p> <p>Community feedback and perceptions of students work.</p> <p>Duke of Edinburgh Awards Levels and participation.</p>	<p>Duke of Ed, philanthropic & strategic priorities</p>
<p>Strategy 3</p> <p>All Choice Subjects learning focusses on the Personal and Social Capabilities of the Australian Curriculum and progress is measured by using the continuum and the use of self-assessment tool and goal attainment scale.</p>	<p><i>All teachers to model kindness, forgiveness, gratitude and restorative practices to build, maintain and repair relationships.</i></p> <p>All teachers to provide evidence of learning and assessment plans that differentiate learning with a focus on the personal and social capabilities.</p>	<p>All teachers</p>	<p>Learning and assessment plans due week 4 of each Terms.</p> <p>Teachers & students to use SMARTAR goals when updating SDP/OCOP</p>	<p>Increase engagement of students and reduce behaviour management incidents.</p>	<p>Case-management time</p>

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PRIORITY AREA 1: Engaged Learners						
Objective 2: Physiological & Cognitive Preparation for learning.						
STRATEGIES	KEY TASKS	WHO?	PROGRESS	EVALUATION	TARGETED SUPPORT/ FUNDING	
Strategy 1 We empower students to positivity de-escalate self-regulate, and be present to enabling them to engage in their learning.	Actively teach students about their bodies in relation their emotional/behavioural responses so that they have the tools to positivity de-escalate self-regulate, and be present to enabling them to engage in their learning. Check-in, check-up and check-out process to be used to teach, model and monitor physiological & cognitive preparation.	All Staff Leadership Team, RaW & BSEAM team to lead all staff	Ongoing	Increase engagement of students and reduce behaviour management incidents.	PD sessions	
Strategy 2 We support students to use self-reflection tools to guide personal and social develop against the capabilities continuum.	Update Self-Assessment Tool so that the language is user friendly and it aligns with the personal and social capabilities continuum.	Hania, Mary, Tammy & John L	End of Term 3	Number of students complete the SAT tool	Project time	

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<p>Strategy 3</p> <p>Embedded Primer activities and brain breaks to be implemented daily to support learning readiness and positive interactions.</p>	<p>Up skill staff through PLTs and PD sessions to provide personalised primer activities and counselling support to meet student's needs.</p>	<p>Leadership team, RaW & BSEAM team to lead all staff</p>	<p>End of Term 3</p>	<p>Increase engagement of students and reduce behaviour management incidents.</p>	<p>PD sessions & PLTs</p>
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PRIORITY AREA 2: Literacy					
Objective 1					
Strengthen student's literacy capabilities in all aspects of their learning.					
STRATEGIES	KEY TASKS	WHO?	PROGRESS?	EVALUATION?	TARGETED SUPPORT/ FUNDING
Strategy 1 All staff explicitly monitor and report on student progress in literacy starting with oral language.	Action for change - Literacy block: The development and implementation of explicit literacy instruction focused on Big 6 strategies (oral language, phonological awareness, phonics, fluency, vocabulary, comprehension): → scheduled/allocated Reading time after morning activities (primers) and after recess → Strategies to be trial as determine in campus specific Literacy PLTs → Use digital literacies to complement and accelerate the teaching of literacy and project based learning	Core Teachers Rowan	Term 2 improvement sprint	Pre/post-tests & SACE achievement	Strategic priorities funding & time
Strategy 2 Up skill staff to deliver differentiated learning , the Big Six elements of reading and explicit teaching of literacy.	Term 3 PD Day to have a focus on differentiated learning. Use PLTs to trial and embed improvement strategies. Ensure all students have One Child One Plan (OCOP) that are aligned with the needs of the child.	Core Teachers	Term 2 2019 Data to be entered by the end of Term 3	All students to have an up to date OCOP. Students demonstrate more than one years' growth over the course of the year to help close learning gaps.	PD session and strategic priority funding

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<p>Strategy 3</p> <p>All individualised learning plans are evidence based detailing 'where they are at' and 'where to next'.</p>	<p>All staff to use the "Access Data" program as the mapping tool.</p> <p>Ensure all staff are using SMARTAR goals when planning learning for students.</p>	<p>Core Teachers</p>	<p>Term 2 2019</p>	<p>All students to have an up to date OCOP</p> <p>Students demonstrate more than one years' growth to help close learning gaps.</p>	<p>PD session and strategic priority funding</p>
<p>Strategy 4</p> <p>Communicate clear learning intentions with students and carers to ensure literacy goals are visible ('where to next') when planning teaching for whole classes, groups of learners and individual students.</p>	<p>Teachers LAP's to support planning for student's goal setting meetings, midterm reflections and end of teacher's reviews.</p> <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>Teachers to influence and change student's perspectives in the use and value of books. Students are given books to take home; we encourage our students to read to family members. We provided students with books to read and share within their community.</p>	<p>Core Teachers</p>	<p>Week 4 of each Term.</p> <p>Week 8 of each Term.</p> <p>DP & APs to collate student feedback for internal review and PDP processes.</p> <p>Book usage monitoring</p>	<p>Attendance & student literacy progress demonstrated by diagnostic tools and goal attainment scales / self-assessment.</p>	<p>PDP & PLT sessions</p> <p>Better schools grants and literacy budget</p>

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PRIORITY AREA 2: Numeracy					
Objective 2					
Strengthen student's numeracy capabilities in all aspects in their learning.					
STRATEGIES	KEY TASKS	WHO?	PROGRESS?	EVALUATION?	TARGETED SUPPORT/ FUNDING
Strategy 1					
All staff explicitly monitor and report on student progress in numeracy starting with number.	Action for change - Numeracy block: The development and implementation of explicit numeracy instructions focused on Number, automaticity, place value and fractions. → Strategies to be trial as determine in campus specific Literacy PLTs → Use transforming task and maths applications to complement and accelerate the teaching of numeracy through critical and creative thinking (project based learning)	Core Teachers Rowan	Term 2 improvement sprint	Pre/post-tests & SACE achievement	Strategic priorities funding & time
Strategy 2					
Differentiated teaching and learning aligned to ILP's is clear and evident to all students.	Term 3 PD Day to have a focus on differentiated learning. Use PLTs to trial and embed improvement strategies. Ensure all students have One Child One Plan (OCOP) that are aligned with the needs of the child.	Core Teachers	Term 2 2019 Data to be entered by the end of Term 3	All students to have an up to date OCOP. Students demonstrate more than one years' growth over the course of the year to help close learning gaps.	PD session and strategic priority funding

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<p>Strategy 3</p> <p>Communicate clear learning intentions with students and carers to ensure literacy goals are visible ('where to next') when planning teaching for whole classes, groups of learners and individual students.</p>	<p>Teachers LAP's to support planning for student's goal setting meetings, midterm reflections and end of teacher's reviews.</p> <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>Core Teachers</p>	<p>Week 4 of each Term.</p> <p>Week 8 of each Term.</p> <p>DP & APs to collate student feedback for internal review and PDP processes</p>	<p>Attendance & student literacy progress demonstrated by diagnostic tools, goal attainment scales / self-assessment.</p>	<p>PDP & PLT sessions</p>
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