**MISSION:**

Bowden Brompton Community School

**SCHOOL VALUES:**

Respect, Responsibility and Resilience

**CURRICULUM AND PEDAGOGIES FOR ENGAGEMENT**

*Our commonly agreed school values, relationship and wellbeing framework revitalise curriculum and pedagogy across the school…*

Through all staff working collaboratively to –

- Develop learning tasks differentiated to meet the range of student needs/skills and passions
- Implement negotiated education plans which identify and assess student development across the learner continuums.
- Senior students to have access to a variety of SACE subjects and VET courses that are student centred and offer opportunities for success and pathway options.

**NUMERACY & LITERACY**

*Our whole school approach delivers improved skill development and achievement in numeracy and literacy*

Through all staff working collaboratively to –

- Develop the scope and sequence of reading and writing skills (within appropriate text types for specific subject areas) and explicitly teach and model these skills in units of work/tasks differentiated to meet the range of student needs.
- Explicitly teach numeracy skills within units of work/tasks differentiated to meet the range of student needs.
- Utilise diagnostic testing to measure inform and action student progress and map the needs of individual students.
- Staff to participate in professional learning that will assist in developing learning and assessment plans aligned to the Australian Curriculum supporting differentiated learning with a focus on the general capabilities.

**STUDENT MANAGEMENT, CASE MANAGEMENT and ATTENDANCE**

*Our implementation of the Relationship and Wellbeing Framework across the whole school and effective monitoring of student daily attendance and case-management to support learner achievement and satisfaction…*

Through all staff working collaboratively to:

- Implement agreed policy and practices in regard to student management and attendance
- Attend to students needs through the curriculum and intensive case-management

**School Vision:**

Empower young people of BBCS through student inspired educational experiences and positive relationships to reach their full potential.

**SCHOOL VALUES:**

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**MISSION:**

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

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</thead>
<tbody>
<tr>
<td>To improve students' numeracy capabilities.</td>
<td>To have 75% of students in the senior school achieve a C grade or higher in SACE Numeracy/Literacy for work and the community.</td>
<td>All students to be offered a minimum of 180 minutes per week of numeracy lessons. Focus teachers to administer Diagnostic (KT2) testing to support diagnostic evaluation of all senior students and effective planning to individual student’s needs. Teachers to utilise NAPLAN and PAT M results to inform and impact teaching methodology. Senior students to participate in ACER Compass testing. Implementation of data walls and students portfolios to include negotiated education plans displaying student’s numeracy data / growth charts, analysis and proposed actions for student’s numeracy improvements. To develop teachers understanding of Quicksmart numeracy so that it can be taught in every care group during designated numeracy lessons. Leadership team to engage support from DECD TIEL team and Australian Curriculum Implementation officers in delivery of professional learning and numeracy resources.</td>
<td>All students to display improvements in numeracy diagnostic testing results. Audit of teachers programs and observation to include numeracy within all areas of the curriculum.</td>
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<td>To improve student reading, writing, vocabulary and critical literacy capabilities.</td>
<td>To implement a scope and sequence for effective teaching and learning of literacy. Continue to increase participation and results in NAPLAN through pre-test applications. All teachers and curriculum support staff to be trained in tactical reading so that improved student outcomes can occur due to better teaching practice. All teachers to continue developing EALD levels assessment capabilities and understanding other diagnostic testing applications to support planning and mapping individual student needs.</td>
<td>Data walls and students portfolios (education plans) to display Literacy, Numeracy data analysis and proposed actions. All teachers and curriculum support staff to use explicit literacy teaching methodologies and share good practice to demonstrate successes in the classroom. Teachers to maintain individual student's progress charts in students portfolios. Progress charts to be represented in student's education plans. All Core teachers have the skills to administer diagnostics test and utilise diagnostic data to inform student development and provide valid learning experiences. Running records, Fontas and Pinnel diagnostic programs to be implemented to support student identification of strengths and weaknesses to support learning achievement strategies.</td>
<td>Employ EALD levels (writing) with the target of lifting each enrolled students 1 level per semester. Diagnostic tests (KT2) to display comparative improvements between first (pre) and final (post) testing. To increase participation and results in NAPLAN by 3 - 5% on 2014 data thereby displaying an increase in students’ confidence, knowledge and abilities. Track student’s sight words from the Bedford/Oxford dictionary to ensure students with ILP/NEP’s are able to recognise 400+ sight words. All students to display improvements in numeracy diagnostic testing results.</td>
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<td>Diagnostics testing professional learning to be available to all Core teachers to improve knowledge of diagnostic testing specifically K-TEA II, EALD, Fontas &amp; Pinnel and Oxford site words.</td>
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<td>To improve the skills of students to manage themselves and participate responsibly in school and community life.</td>
<td>All of students that participate in core lessons demonstrate social skills improvements through the explicit teaching of Personal and Social capabilities, attaining 12/25 and through the self-assessment tool to be able to attain a C level or higher.</td>
<td>Students are exposed to the language and awareness of social and personal capabilities on a daily basis. Teachers to report on General Capabilities – Personal &amp; Social Capabilities.</td>
<td>90% of students completing a Self-Assessment Tool (SAT) at mid-term, end of term or during re-entry meetings. Feedback from staff and students on the RaW Curriculum to be used to refine the RaW Curriculum during 2015 -2016 so that the curriculum may have maximum effect on demonstrating and improving connecting habits. Student engagement matrix (SEM) used to map student progress and wellbeing. Round table conferences and Student Development Plans to display improvements in student using connecting habits, NEP, SEM &amp; SAT.</td>
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<td>Implement the Relationships and Wellbeing Curriculum (RaW), Child Protection with a focus on the Personal and Social Capabilities continuum within the core lessons.</td>
<td>To have 90% of students improve attendance and relationship with others measured by SEE data after participating in the Relationship Curriculum. Monitor student retention and engagement with the 3% decrease in SEE data comparison 2014 - 2016. By the end of term 3 2015, 90% of students to have participated in a Self-Assessment Tool reflective evaluation and 95% by the end of term 4.</td>
<td>Provide ongoing training in Choice Theory training for staff so that staff value adds to their skills set of connecting habits. Provide ongoing training for staff in managing students with histories of violence, trauma and special needs in order to be better equipped to work with students with complex needs. Ongoing development of RaW curriculum to be shared across the school through the intranet and staff sharing sessions at Staff meetings.</td>
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<td>To ensure that all senior students participate in SACE and VET lessons</td>
<td>To ensure that all senior students have a SACE registration and be offered the Stage 1 Compulsories - PLP, Literacy and Numeracy for Work and Community Life and the Stage 2 compulsory - Research Project. To improve our SACE Literacy and Numeracy success rate by 25% during the 2015 -2016 period. (Successful or All) students to achieve a C grade or higher with the PLP, Literacy and Numeracy for Work and Community Life subjects.</td>
<td>SACE/VET subjects to be a priority for senior students. Review senior school timetables allowing for students to access all CORE Literacy, Numeracy and PLP lessons. (Encouraging Care Group teachers to ensure students SACE timetables aren't impacted by choice subjects.)</td>
<td>SACE and VET offerings to students SACE and VET achievements</td>
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<td>All teachers to have a working knowledge of the National Professional Standards for Teachers, Teaching for Effective Learning (TIEL) and BBCS Great Teaching Guidelines so that rigours planning, learning and assessing can be demonstrated.</td>
<td>All teachers to focus on one standard to improve their practice in developing rigours teaching and relevant learning programs.</td>
<td>Campus Heads to lead discussions on National Professional Standards for Teachers and TIEL at least once per term.</td>
<td>All line managers to feedback to teachers their performance in meeting P&amp;DP goals, LAPS and classroom teaching observation. Line managers to provide feedback to staff on their P&amp;DP. Staff to provide 360 feed-back to line managers.</td>
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