



School Values	Respect Responsibility Resilience
Mission Statement	BBCS promotes student wellbeing and ignites student’s passion for learning through positive relationships and inspiring student driven curriculum. <i>We support all students in a new beginning for a positive future.</i>
School 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.
Overview of the planned approach	<p>BBCS undertakes a therapeutic approach to learning, with positive relationships underpinning 4 main foci to genuine learning and optimised, preferred social behaviour. These being:</p> <ul style="list-style-type: none"> • <u>Physiological and cognitive preparation</u>: regulation, mindfulness and intervention techniques are a daily custom to enhance individual wellbeing • <u>Resilience/Stamina</u>: building durability and culture of independence for academic tasks • <u>Engagement</u>: personalised and customised learning for each student to improve their retention, interest and future pathways • <u>Relationship improvement strategies</u>: focus on kindness and forgiveness as benchmark traits of BBCS Community <p>By having the four underpinning foci, it is believed students will reflect greater confidence and improvement in the schools 2 other priority areas of Numeracy and Literacy.</p>

Collaboration and Consultation Strategies		
Management (e.g. Education Director, Early Childhood Leader, DECD Corporate personnel)	Staff	Stakeholders
<ul style="list-style-type: none"> • Education Director & Inner West Partnership convene and plan for community and Western area improved community partnerships • IWP schools working together in developing a Growth Mindset • Principal and Deputy Principal- Governing Council (2 per term), AGM (1 per term) 	<p>School approach refined and improved through the following decision making bodies and collaboration opportunities:</p> <ul style="list-style-type: none"> • Relationships and Wellbeing PLT (2 per term) • Staff Meeting (2 per term)- team leading Positivity approach with Kindness and Forgiveness the significant foci • Staff communication with external providers in building case management and authentic Student Plans. • Parent/Caregiver meetings- Beginning, Middle, End of each term (1 each, per term)-parental/community feedback and sharing opportunity. • Staff- Daily Check-in, Check-out • Morning meeting and debrief (daily) • Assemblies (1 per term) • Curriculum Committee (2 per term) • Flexible Learning Program PLT (1 per term) • Indigenous Education Committee (2 per term) 	<ul style="list-style-type: none"> • Students- Daily Check in/Checkout Process • Student Voice (1 per week, each site) • Information afternoon for parents. Eg Saturday 18 March 2017 • Consultancy and training with leading/informed professionals- John Hendry, Stephen Andrew,- Building Resilience (March 17, 2017) Andrew Fuller & John Hendry -*The Neuroscience of Trauma and Resilience *7 Types of Tricky Kids and how to engage them (March 20, 2017) Michael Colbung- Indigenous Learning Styles and Perspectives (1 training each term for 3 terms) Beacon Foundation: linking with community and professional groups for student experience and development

Success Measures/Targets	Strategies	Time frames	Resources (Financial, Human, Physical)	Relevant Legislation, Policies, Procedures, and Guidelines considered
<ul style="list-style-type: none"> • Target for <u>Physiological and cognitive preparation</u>-students, staff and community actions reflect regulation, mindfulness and intervention techniques, which are a daily custom and enhance individual wellbeing. 				
<p>Student engagement data sets are collected, collated and analysed, and lead daily pedagogical approach of teachers and leaders using the:</p> <ul style="list-style-type: none"> • Student Engagement Matrix Improvement of minimum 1 Level of Engagement in all items of Dimension 1: Wellbeing, Dimension 2: Relationships and Dimension 3: Involvement in Learning, from Term 1 data to Term 4. • SAT- Self -Assessment Tool (minimum twice a term). Improvement by each student of minimum 1 Achievement Level from E to A each term. • School report card (Each term)- reflects SAT data, improvement in minimum 1 Continuum Level for each student in the GC: Personal and Social Capabilities. <p>Student engagement data sets are collected and analysed by students using the:</p> <ul style="list-style-type: none"> • Self -Assessment Tool (minimum twice a term). Improvement of minimum 1 Achievement Level from E to A for each student from mid-term to end of term for each student. • School report card (each term)- SAT Data. • Transition to mainstream settings, employment and tertiary program providers 	<ul style="list-style-type: none"> • Staff and students utilise regulation, mindfulness and intervention techniques as a daily custom. Approach has been led by educational research. • BBCS students, teachers and appropriate community examines data sets collated from the Student Engagement Matrix, the Self-Assessment Tool, and the report card to determine areas of improvement at personal and mass levels. Planned approach for development is documented in the NEP • Primer activities: variety of non-competitive preparation and focus activity which prepares students for learning which have been • Staff offer legitimate and dedicated personal or course counselling opportunity for students at a 1:1 level. Staff trained as Choice Theory counsellors. • Leadership, teachers and students co-design Personalised learning timetables which are focussed on students’ character and learning strengths, and interest. • Utilising external stakeholders. • 1:1 case management/support for Transition 	<p>Term 1, 2017</p>	<p>Human Physical</p> <p>Educational Research</p>	<p>Relationships and Wellbeing Framework</p>

<ul style="list-style-type: none"> • Target for Resilience/Stamina: Students, teachers and the broader school community work cohesively to develop a culture of durability and independence for academic tasks 				
<p>Student engagement data sets are collected, collated and analysed, and lead daily pedagogical approach of teachers and leaders using the:</p> <ul style="list-style-type: none"> • Student Engagement Matrix (1st and 4th Semester). Improvement of minimum 1 Level of Engagement in Resilience portion of Dimension 3: Involvement in Learning. • Self -Assessment Tool (minimum twice a term). Improvement of minimum 1 Achievement Level from E to A in the Resilience topic for each student from mid-term to end of term for each student. • School report card (SAT-Each term) • BBCS assessment Rubric (termly). Reflects average improvement of 1 grade level across each Assessment area. <p>Student Resilience and Stamina data sets are collected and analysed by students using the:</p> <ul style="list-style-type: none"> • Self -Assessment Tool (minimum twice a term). Improvement of minimum 1 Achievement Level from E to A in the Resilience topic for each student from mid-term to end of term for each student. • School report card (Each term)- SAT Data. 	<p>Key Training strategies in understanding the Neuroscience of students in our care/educational setting.</p> <ul style="list-style-type: none"> • Nutrition Program- daily provision of healthy foods • Access to mental and physical health providers (onsite and external to school) • School based counselling service • Primer activities to include opportunities for mindfulness/"flow" 	<p>Term 1, 2017</p>	<p>Financial Physical Human</p> <p>Educational Research John Hendry, Stephen Andrew,- Building Resilience</p> <p>Andrew Fuller & John Hendry -The Neuroscience of Trauma and Resilience</p>	<p>Self-assessment tool- Collating Data and expectation of 3 point improvement on 2016 data per student</p>

<ul style="list-style-type: none"> • Target: Engagement: Students and teachers work cohesively to create a personalised and customised learning to improve student retention, heightened learning interest and preferred realistic future pathways 				
<p>Student engagement data sets are collected, collated and analysed, and lead daily pedagogical approach of teachers and leaders using the:</p> <ul style="list-style-type: none"> • Student Engagement Matrix Improvement of minimum 1 Level of Engagement in all items of Dimension 1: Wellbeing, Dimension 2: Relationships and Dimension 3: Involvement in Learning, from Term 1 data to Term 4. • SAT- Self -Assessment Tool (minimum twice a term). Improvement by each student of minimum 1 Achievement Level from E to A in each term. • School report card (Each term)- reflects SAT data, improvement in minimum 1 Continuum Level for each student in the GC: Personal and Social Capabilities. • BBCS assessment Rubric (termly). Reflects average improvement of 1 grade level across each Assessment area. • Student Development Plan (SDP): student and teacher identified learning goals to which teachers will lead learning experience and outcome • Portfolio of work: All students to have a Learning Portfolio of work, assessments and certifications reflecting progression to meeting learning goals identified in the SDP, supplied by teachers, service providers and external education bodies <p>Student engagement data sets are collected and analysed by students using the:</p>	<p>Key training strategies:</p> <ul style="list-style-type: none"> • Daily contact with home, parent/caregiver • Invitation to family to attend school function and daily lessons • Home visits • Tailored learning for the individual based on personal context, diagnostic information and student interest • Learning is to student cognitive/ability level • Negotiated Education Plan for all students enrolled at BBCS • All students have a student development plan to guide learning throughout term/year • Greater focus on developing student ability in key learning areas of Literacy, Numeracy, The Arts, PE and Health • Beacon Foundation: linking with community and professional groups for student experience and development • Personalised learning timetables • Student- driven choice subject with embedded Literacy and Numeracy tasks • Student reflection twice per term 	<p>Term 1, 2017</p>	<p>Financial Human Physical</p> <p>Educational Research</p> <p>Michael Colbung- Indigenous Learning Styles and Perspectives (1 training each term for 3 terms)</p> <p>Andrew Fuller and John Hendry: 7 Types of Tricky Kids and how to engage them</p>	<p>Self-assessment tool- Collating Data and expectation of 3 point improvement on 2016 data per student</p> <p>Attendance Policy (BBCS and DECD)</p> <p>KTEAII- 90% of attending student body to achieve progression by percentile measure</p> <p>Oral Language test</p>

<ul style="list-style-type: none">• Self -Assessment Tool (minimum twice a term). Improvement of minimum 1 Achievement Level from E to A for each student from mid-term to end of term. School report card (each term)- SAT Data.• Student Development Plan(SDP): student identifies learning goals and expectation to which teachers will lead learning experience and outcome• Student maintains a Learning portfolio which provides samples of work, assessments and certifications reflecting progression to meeting learning goals identified in the SDP, supplied by teachers, service providers and external education bodies				
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<ul style="list-style-type: none"> • Target for Relationship improvement strategies: The School community exhibits kindness and forgiveness as interpersonal traits. 				
<p>Student engagement data sets are collected, collated and analysed, and lead daily pedagogical approach of teachers and leaders using the:</p> <ul style="list-style-type: none"> • Student Engagement Matrix (1st and 4th Semester). Improvement of minimum 1 Level of Engagement in Dimension 2: Involvement in Learning. • Self -Assessment Tool (minimum twice a term). Improvement of minimum 1 Achievement Level from E to A in the Respect topic for each student from mid-term to end of term. • School report card (SAT-Each term) • BBCS assessment Rubric (termly). Reflects average improvement of 1 grade level in the Assessment Area: participate collaboratively in class discussions & group work. <p>Student Resilience and Stamina data sets are collected and analysed by students using the:</p> <ul style="list-style-type: none"> • Self -Assessment Tool (minimum twice a term). Improvement of minimum 1 Achievement Level from A to E in the Respect topic for each student from mid-term to end of term for each student. • School report card (Each term)- SAT Data. 	<ul style="list-style-type: none"> • Information afternoon for parents with John Hendry- Positive Education- Kindness and Forgiveness (Saturday 18 March 2017) • All students have opportunities through Project Based Learning (PBL) to engage with community • Restorative practices across school • Learning design incorporates the Personal and Social Capabilities (Australian Curriculum General Capability) • Choice Theory and Reality Therapy • Safe school- Everybody has the right to feel safe from harassment and discrimination based on race, gender, sexuality and disability • Staff-Daily Check-in, Check out • Students learn through the Child Protection Curriculum • 	<p>Term 1, 2017</p>	<p>Human Physical Financial</p> <p>Educational Research</p>	<ul style="list-style-type: none"> • Relationships and Wellbeing Framework • Protective Practices • Wellbeing and Learning for Life • TEFL <p>Students assessed to the Learning Continuum of the Personal and Social Capabilities</p>