

School plan 2018-2020

Bowraville Central School 1336



School background 2018–2020

School vision statement

To continually create a healthy school of equity and high expectations for all – connected to the whole school community through best practice teaching and learning.

School context

Bowraville Central School is a K–12 campus serving a diverse community within the Nambucca Valley, Mid–North Coast, NSW. With a long and proud history dating from 1875, the school's first ever Year 12 candidates completed their Higher School Certificate examinations in 2008. The school's high quality built environment is structured so as to facilitate students' learning from Kinder to Year 12. The school also boasts a five acre farm that enables our highly recognised agriculture programs to flourish. In addition to a full, high expectations academic program, Vocational Education courses offered to secondary students include: Primary Industries, Construction, Metals & Engineering, Hospitality, and Hairdressing. For several years, the school has been a recipient of additional equity funding. Annually totalling approximately \$200000, these resources enable staff and community to work together to create innovative programs of support for students, regardless of their age or background, within a caring and supportive environment. Since 2012 the school has also been an Early Action for Success school: improving literacy and numeracy outcomes in the early years. A further highly significant initiative that was launched in 2011 was the Bowraville Central School Community Garden project; a cross–sectoral innovation that is enhancing the learning and well–being of students and the broader community. As a proud member of the Nambucca Valley Community of Public Schools Bowraville CS is committed to the Aboriginal Education and Training Policy. The school's involvement with The Stronger Smarter Institute since 2009 continues to create a culture of high expectations for students, staff and community of all backgrounds.

School planning process

Data/evidence gathering and analysis commenced in Term 3 2017 by relevant teams analysing achievements against 2017 School Plan. Explanation sessions re new school planning process conducted in Term 4 by Principal to staff and then P&C Executive staff met to create a strategy for collaboration and implementation. This included dedicated sessions at whole staff meetings and School Development Days. Community members were invited to join the relevant session on School Development Day at the end of Term 1 2018 so as to both see progress on the evaluation and planning process and offer their input into future strategic directions and initiatives. All members of the school community have been welcome in this process. Aboriginal staff – including AECG representatives – have made key contributions to collaborative planning sessions. Student consultation conducted by Principal and Executive through SRC discussions in Term 4 2017 and Term 1 2018

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Excellence in Learning

Purpose:

Facilitate individualized learning for every student through the explicit teaching of positive learning behaviours.



**STRATEGIC
DIRECTION 2**
Connectedness

Purpose:

To co–create with the Bowraville community a learning hub to which all feel a sense of connectedness and sense of culture.



**STRATEGIC
DIRECTION 3**
Excellence in Teaching

Purpose:

To enable the use of school wide student assessment data to identify student achievements and progress, to inform and reflect on teacher effectiveness and future school directions.

Strategic Direction 1: Excellence in Learning

Purpose

Facilitate individualized learning for every student through the explicit teaching of positive learning behaviours.

Improvement Measures

Staff asked in the PBL School-wide Evaluation Tool (SET) survey state that teaching of behavioural expectations to students has occurred in the classroom in the past month.

Increased number of staff asked in the PBL SET survey have delivered a reward (other than verbal praise) to students for expected behaviour over the past two months.

Increased number of students surveyed can clearly articulate links between PBL values and learning.

People

Staff

Demonstrate and explicitly teach lessons that unpack the positive behaviours for learning, as identified by the school and community.

Leaders

Facilitate professional learning opportunities for staff in PBL.

Parents/Carers

Communication with Parents / Carers

– letters sent home

–awards at Term assemblies

Students

Students will articulate and demonstrate Positive Behaviours for Learning.

Processes

Positive Behaviours for Learning (PBL) Team

Identified roles within the PBL team including team leader, coach, data analyst, promotion, marketing, minute taker, timekeeper.

Diverse representation on PBL team, including Principal.

Tier 1 – PBL Classroom Systems

Professional Development of two Team members

Timetable for implementation of Tier 1 Classroom Systems planned and implemented.

PBL Team Members use School Staff meetings to provide Professional Development to teachers in research based practices identified by the team.

Reward systems implemented.

Targeted intervention

Targeted behaviours identified through analysis of data. Students in top tier of data triangle identified and interventions planned and put in place.

Evaluation Plan

Best Practice Evaluation Management checklist updated each term by PBL team

Analysis of Sentral data reported to the PBL team each term.

SET survey conducted annually

Practices and Products

Practices

Meet fortnightly to plan and evaluate implementation of PBL.

Students identify PBL values that link to their learning and implement appropriate strategies.

Awards

Teacher's acknowledge and reward behaviours using Garriil's , Feathers and PBL certificates.

Pop-up days occurring and related to values.

Stronger Smarter day.

Communication to Parents/Carers

Letters sent home to acknowledge student successes.

Social media used more effectively to promote successes within the school.

Use of text facilities for immediate communication (via Sentral, Skoolbag or other).

Awards assembly.

Targeted interventions

Students identified.

Interventions put in place.

Pop Up Activities reward changes in behaviour.

Products

Strategic Direction 1: Excellence in Learning

Processes

Students surveyed by PBL team each term

Classroom Systems Time line reviewed by PBL team twice a term.

PBL training of staff each term at staff meetings and Staff Development Days.

BoQ completed.

Practices and Products

Succession plan in place for PBL team.

Key roles rotated, new members joining.

Signage in the classroom.

The physical classroom setting is organised in a manner that promotes learning and independence.

Scope and Sequence of PBL lessons created.

Lessons being regularly delivered in all settings.

Students articulate link of value to learning

PBL values included in teaching programs in all KLAs.

Improvement in SET data.

Incident data routinely being analysed and fed back to all staff.

–Reduced number of negative incidents over time.

Increase in the number of students making positive PBL levels, and improved communication of these successes.

PBL values being reported on each Semester.

Strategic Direction 2: Connectedness

Purpose	People	Processes	Practices and Products
<p>To co–create with the Bowraville community a learning hub to which all feel a sense of connectedness and sense of culture.</p>	<p>Staff</p> <p>Establishment of Community use of school facilities team</p>	<p>Community use of school facilities</p> <p>Follow Community use of school facilities policy</p>	<p>Practices</p> <p>Actively promote and encourage community groups using facilities such as gymnastics, markets etc.</p>
<p>Improvement Measures</p>	<p>(Executive, Aboriginal Education Officer (AEO), teachers, Community Representative, School Counsellor, Careers Adviser, students</p>	<p>https://education.nsw.gov.au/about-us/usin-g-school-facilities</p>	<p>All staff understand and utilise agency/group support referral services via school processes</p>
<p>Increased use of school facilities by community groups.</p>	<p>Community Partners</p>	<p>Career Enterprise</p>	<p>Supplement funding for Makerspace Facilitator for 2018</p>
<p>Register of these activities created.</p> <p>Letter of appreciated generated for groups.</p>	<p>Nambucca Valley Aboriginal Education Consultative Group (AECG)</p> <p>Interagency support groups working with Bowraville Central School students</p>	<p>Development of a K–12 Careers and Vocation Plan</p>	<p>Increased understanding of local Aboriginal perspectives</p>
<p>2019 Careers Continuum finalised.</p> <p>Students complete SOA or Full Certificate in FSK.</p>	<p>Parents/Carers</p> <p>All parents</p> <p>Parents and Citizens group</p>	<p>Aboriginal perspectives</p> <p>Nambucca Valley local Aboriginal Education Consultative Group (AECG) plan and Deliver training.</p>	<p>Products</p> <p>Adult education delivered at school.</p> <p>Existing School and Community events listed on tracker document.</p>
<p>Successfully complete 3 student run events targeting increasing their employability skills.</p> <p>Doubling the number of students involved in targeted Science, Technology, Engineering and Mathematics (STEM) lessons from 4 students per session to 8 students per session.</p>	<p>Staff</p> <p>Bowraville Central School Executive team</p>	<p>Students connection to support services monitored</p> <p>BCS executive plan a three year cycle.</p>	<p>Uniform for SWEEP– shirts – order</p> <p>Purchase of a badge maker.</p> <p>Increased Makerspace resources.</p>
<p>All staff at Bowraville Central School are given the opportunity to participate in Connecting to Country professional learning through the Nambucca Valley local Aboriginal Education Consultative Group (AECG) on a three year cycle.</p>		<p>Evaluation Plan</p>	<p>High quality local professional development delivered by</p> <p>Nambucca Valley local Aboriginal Education Consultative Group (AECG).</p>
<p>Increased use of support services in the town, valley, region, state and nation.</p>		<p>Community Use agreement signed.</p> <p>Rural and Remote Grant received and equital processes in place.</p> <p>Connecting to Country professional learning delivered to all staff and 3 year plan generated by Aboriginal Education team.</p>	

Strategic Direction 3: Excellence in Teaching

Purpose

To enable the use of school wide student assessment data to identify student achievements and progress, to inform and reflect on teacher effectiveness and future school directions.

Improvement Measures

School self evaluation against the School Excellence Framework Version 2 (SEF2) indicates a movement from delivering to sustaining and growing in the Teaching Domain element Assessment and Data Skills and Use.

Increased achievement in Year 3, 5, 7 and 9 NAPLAN in Numeracy and Literacy. With a focus on Spelling and Multiplication.

Improved student performance on internal school assessments.

Increase quality of school assessment tasks as measured against NSW Quality Teaching Assessment Practices.

People

Staff

Understand and use the three forms of assessment to enhance the teaching and learning cycle.

Leaders

Build their capacity to co-ordinate and oversee whole school assessment practices

Parents/Carers

Parents understand the role of assessment in Teaching and Learning.

Processes

Improved Assessment and Evaluation

Advise future focuses for Teams in Literacy and Numeracy.

School Staff meetings provide PL to teachers in research based assessment practices identified by team.

Instructional Leadership

Co-ordinate implementation and support of research based teaching practices that facilitate and support ongoing quality assessments and feedback in classrooms K-10.

Evaluation Plan

NAPLAN Literacy and Numeracy.(Spelling and Multiplication)

Teacher Focus Groups.

Classroom observation.

Assessment task review using NSW Quality Teaching Assessment Practices.

Student Surveys.

Numeracy and Literacy progressions.

Practices and Products

Practices

Improved Assessment and Evaluation

Team Leaders meet weekly to plan and evaluate assessment procedures.

Teachers gather and evaluate data through internal assessment processes.

Instructional Leadership

Team Members lead staff in the use of the following assessment tools to improve student achievement in Literacy and Numeracy

- syllabus.nesa.nsw.edu.au/support-materials/k-6-assessment-strategies/
- The use of National Literacy and Numeracy Learning Progressions

Products

Improved Assessment and Evaluation

A K-10 assessment and evaluation policy which identifies clear expectations and timelines for internal assessment and evaluation processes.

Student work samples are consistency judged using the Numeracy and Literacy Progressions.

Instructional Leadership

The use of data to inform teacher practice is evident in teaching and learning programmes.