School plan 2015 – 2017

Bowraville Central School
<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
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<tbody>
<tr>
<td>To continually create a school of equity and high expectations for all - connected to the whole school community through best practice teaching and learning.</td>
<td>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 &amp; 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.</td>
<td>Data/evidence gathering and analysis commenced in Term 3 2014 by relevant teams analysing achievements against 2014 School Plan. Explanation sessions re new school planning process conducted in Term 4 by Principal to staff and then P&amp;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 4 (18/12/14) 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 2014 and Term 1 2015.</td>
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School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Enable the delivery of best practice, engaging Teaching and Learning

To facilitate student growth and the development of life-long learners.

STRATEGIC DIRECTION 2
Facilitate individualized learning for every student where a scaffold of support and extension is built upon a platform of knowledge and understanding

To ensure that every student experiences learning environments that: recognise their unique needs; honour their cultural lens; and extend them beyond their perceived abilities.

STRATEGIC DIRECTION 3
To co-create with the Bowraville community a learning hub to which all feel a sense of connectedness

To provide an open and collaborative place of life-long learning and social citizenship that is embraced by all.
## Strategic direction 1: [Enable the delivery of best practice, engaging Teaching and Learning]

### PURPOSE (creativity)

**Why do we need this particular strategic direction and why is it important?**

To facilitate student growth and the development of life-long learners.

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### PEOPLE (capacity and contribution)

**How do we develop capabilities of our people to bring about transformation?**

**Students:**
- To expand students’ awareness of their own learning journey

**Staff:**
- To facilitate staff to know and understand the pedagogy which aligns beliefs to practice

**Parents:**
- Develop a shared responsibility for student learning between parent / care givers and the school.

**Community partners:**
- Develop meaningful partnerships with the community

### PROCESSES (collaboration and coordination)

**How do we do it and how will we know?**

**Students:**
- To actively engage in a lifelong learning journey that adapts to changes in society.
- To develop and strive for personal goals and improvement in individual skills.

**Mentoring and facilitation of individualised learning**

**Staff:**
- Collect and use data for assessment for learning
- Staff trained in differentiated learning in the classroom

**To develop a template for program and lesson planning which is reflective of the principles of Visible Learning**

**To develop a template for student and peer supervisor feedback to teacher**

### PRODUCTS AND PRACTICES (the creation; the culture)

**What is achieved and how do we know?**

**Products:**
- Staff involvement in team based professional learning increases to 75% of both Primary and Secondary involved in observations during both Terms 2 and 3
- Percentage of staff involved in professional learning around Visible Learning increases to greater than 50%

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practices:**
- Supervisor and peer review analysis completed each term
- Performance and Development Framework implemented and enacted for all staff

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**IMPROVEMENT MEASURE/S**

- Staff involvement in team based professional learning increases to 75% of both Primary and Secondary involved in observations during both Terms 2 and 3
- Percentage of staff involved in professional learning around Visible Learning increases to greater than 50%
**Strategic direction 2:** [Facilitate individualized learning for every student where a scaffold of support and extension is built upon a platform of knowledge and understanding]

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<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we know?</strong></td>
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<td>To ensure that every student experiences learning environments that: recognise their unique needs; honour their cultural lens; and extend them beyond their perceived abilities.</td>
<td>Students: Initiate and maintain student centred learning experiences that address both strengths and weaknesses in the student body at BCS. Staff: Provide resources and training that allow the identification of student needs at BCS. Facilitate the opportunities for greater classroom differentiation</td>
<td>Students: Students will be better able to articulate personal learning goals through student interviews. Staff: All K-8 students placed on continuums. Performance reviews demonstrate evidence of the use of three forms of assessment. Through the facilitation and development of Quality Learning Environments that allow greater differentiation K-12.</td>
<td>Products: Programs with evidence showing greater differentiation, learning intentions and success criteria. Student teams established and involved in small group work/collaboration project-based learning including school magazine digital animation, film promotion of school Student Personal Learning Plans drawing upon PLAN information to set learning goals. Positive Behaviour for Learning program implemented K-12. K-12 school assessment policy in place.</td>
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<td><strong>IMPROVEMENT MEASURE(S)</strong></td>
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<td><strong>Practices:</strong> Whole School Initiatives that give students clear explicit goals for learning and behaviour: Positive Behaviour for Learning Whole school assessment policy Support Mentor Inspire Listen Encourage (SMILE), Rock and Water Gifted and Talented initiatives</td>
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**Strategic direction 3:** [Co-create with the Bowraville community a learning hub to which all feel a sense of connectedness]

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<td>To provide an open and collaborative place of life-long learning and social citizenship that is embraced by all</td>
<td>Students: Enabling students to become involved and lead community events</td>
<td>Students: Through regular surveys (e.g. Tell Them From Me) there will be evidence of a greater number of students both participating in and involved in leading community activities and events</td>
<td>Products: Junior AECG established, involving at least 50% of ATSI students</td>
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<td>Support students in the creation of a Junior AECG</td>
<td>Staff: Improving staff skills and capabilities to interact with a wider range of stakeholders in our community</td>
<td>Yarning Circle complete and utilized by 100% of students on at least one occasion</td>
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<td>Staff: Improving staff skills and capabilities to interact with a wider range of stakeholders in our community</td>
<td>Parents: Providing meaningful activities and opportunities to become engaged with the school learning community</td>
<td>Pizza oven complete and utilized by 100% of students on at least one occasion</td>
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<td>Parents: Providing meaningful activities and opportunities to become engaged with the school learning community</td>
<td>Community partners: Expand the opportunities offered at the Garden for the whole community’s enjoyment, including the Yarning Circle, pizza oven, improved entrance and Café</td>
<td>School entrance upgraded, and café operational, leading to an increase in parental visits on campus of 25%</td>
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<td>Community partners: Expand the opportunities offered at the Garden for the whole community’s enjoyment, including the Yarning Circle, pizza oven, improved entrance and Café</td>
<td>Leaders and Elders: Providing a greater range of opportunities for students, staff and community to exhibit and support leadership</td>
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<td>Leaders and Elders: Providing a greater range of opportunities for students, staff and community to exhibit and support leadership</td>
<td><strong>IMPROVEMENT MEASURE/S</strong></td>
<td>Practices: Students’ participation in leadership opportunities expands beyond the Student Representative Council to also include the Junior AECG</td>
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<td>Junior AECG established, involving at least 50% of ATSI students</td>
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<td>Yarning Circle complete and utilized by 100% of students on at least one occasion</td>
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<td>The broader community will utilise all community agencies, businesses and links</td>
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<td>Students participation in leadership opportunities expands beyond the Student Representative Council to also include the Junior AECG</td>
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<td>Spring Fair and other events have been collaboratively planned, occurred, and evaluated</td>
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