School plan 2018-2020

Bomaderry Public School 1287
### School vision statement

Bomaderry Public School aims to be the centre of the Bomaderry community. A place where students, families and staff work together to create a learning environment where all stakeholders are valued, safe and happy.

Learning, high quality teaching, positive outcomes, high expectations and reaching our goals are the centre of all that we do.

We aim high in order to achieve high.

### School context

Bomaderry Public School is on the northern side of the Shoalhaven River in Bomaderry.

Currently the school has 13 main stream classes and 7 support classes – District Early Intervention Unit, 2 IO classes, an IM class, 2 Autism classes and an MC class. The school has 30% Aboriginal student enrolments.

At Bomaderry Public School a variety of quality programs exist to support learning for all students. Staffing and school funding (specifically Instructional Leadership through Early Action for Success) is used to support literacy and numeracy programs, teacher training and Stage–based leadership and collaborative planning – all with the ultimate aim of improving the quality of teaching and support in every classroom, for every student.

Early intervention, Positive Behaviour for Learning, a whole school focus on using the NSW Quality Teaching Framework and a highly effective Learning Support Team exist to promote engagement and a quality learning environment.

Equity funds have made it possible to run “HeadStart”, a free transition to school program, and to employ additional staff supporting improved student outcomes and wellbeing.

The school motto, which is incorporated into everyday practice, is: "Aiming High".

### School planning process

During 2015–2017, rigorous, ongoing data collection and consultation took place at Bomaderry Public.

The school predominantly collated student learning data, but also other information from staff, parent and student surveys, school planning documents, and school assessment, attendance and ebs4 behaviour information. Lesson observations were also carried out.

The ‘big picture’ built up from this data, allowed transparency and clear triangulation.

Findings from the data were analysed regularly and as a result were formed into recommendations. These recommendations were then referred for whole staff feedback and used to draft each strategic direction, including the purpose, people, processes, practices and products.
**Purpose:**
Being literate and numerate are critical life skills. We aim for all students to acquire the key ideas and skills of both literacy and numeracy.

Internal and external school performance data shows that our overall school literacy and numeracy levels require improvement.

Bomaderry Public School aims to ensure embedded explicit systems for: collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in literacy and numeracy teaching practice and student outcomes.

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**Purpose:**
We aim for our school to be the centre of our community where families, agencies, clubs and groups work together with staff for students, as well as the good name of Bomaderry Public.

The school focus on personalised learning and early identification and intervention support are becoming planned and strategic in order to achieve the highest outcomes possible for students, Preschool to Year 6 and beyond; engagement, wellbeing & learning.

Personal student information is translated into goals and aspirations, which are ‘aimed for’ by school and family and achieved by collaboration and by using explicit feedback and support.

Increased community involvement is sought in order to help promote our culture of high expectations and improved attendance.

Positive Behaviour for Learning drives classroom and playground climates and the Learning Support Team supports all students to connect, thrive and succeed.

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**Purpose:**
We aim to provide the best quality teaching possible for Bomaderry Public School students. Time and professional learning funds spent on building teachers capacity to reflect on and strengthen classroom practice is paramount to improving student learning outcomes. Part of this improvement is a necessary focus on the use of quality, formative assessment.

It is crucial to give students an opportunity to apply skills and knowledge in a range of curriculum areas, BPS endeavour to do this through the introduction of increased STEM programs. Research shows this will boost problem-solving skills and motivation. Using an inquiry-based or active learning approach, and giving students challenges linked to real-world problems, have also been found to be valuable.

COS – Working collaboratively across our local Community of Schools
Strategic Direction 1: High quality English and Mathematics teaching and learning

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<th>Purpose</th>
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<tr>
<td>Being literate and numerate are critical life skills. We aim for all students to acquire the key ideas and skills of both literacy and numeracy. Internal and external school performance data shows that our overall school literacy and numeracy levels require improvement. Bomaderry Public School aims to ensure embedded explicit systems for: collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing, school-wide improvement in literacy and numeracy teaching practice and student outcomes.</td>
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<tr>
<th>Improvement Measures</th>
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<tbody>
<tr>
<td>Professional learning will lead to teachers having expert contemporary English and Mathematics syllabus knowledge and the ability to deploy effective teaching strategies resulting in improved student learning progression.</td>
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<tr>
<td>By 2020, BPS will be excelling in the Curriculum, Assessment and Reporting areas of the School Excellence Framework (SEF v2), Learning Domain. Increase % of K, Year 2, 4 &amp; 6 students &quot;always&quot; achieving stage syllabus English and Mathematics outcomes to 80% (PLAN2) Increase the proportion of Aboriginal students in the top two bands of NAPLAN, by targeting students in the middle two bands for improvement.</td>
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<tr>
<th>People</th>
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<tr>
<td><strong>Students</strong></td>
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<tr>
<td>Continue to set personal literacy and numeracy learning goals. Strive to achieve stage syllabus outcomes and quality work. Provide timely and respectful feedback to teachers on their learning experiences. Use assessment and feedback to reflect on their learning.</td>
</tr>
<tr>
<td><strong>Staff</strong></td>
</tr>
<tr>
<td>Enable students to set and achieve their learning goals. Engage in professional learning to refine classroom practice and differentiate their teaching and learning activities to cater for all ranges of abilities. Collect, analyse and report student performance data to inform planning for groups and individual students.</td>
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<tr>
<th>Processes</th>
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<tbody>
<tr>
<td><strong>Professional Learning</strong></td>
</tr>
<tr>
<td>Strengthen collaborative teaching culture to drive and sustain school wide improvement of literacy and numeracy pedagogy. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.</td>
</tr>
<tr>
<td><strong>Instructional Leadership</strong></td>
</tr>
<tr>
<td>Early Action for Success (K–3), School–funded Instructional Leadership (3–6) and Instructional Leadership Aboriginal Students strategies are being actioned: K–6 teachers provided with high level professional development and support that</td>
</tr>
<tr>
<td><strong>Data analysis and Action Plan Development</strong></td>
</tr>
<tr>
<td>Staff analyse data to reflect on and refine classroom practice and develop individual and group action plans; to enable improved outcomes for students. These are matched to all other learning plans, including Personalised Learning Pathways.</td>
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<table>
<thead>
<tr>
<th>Practices and Products</th>
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<tbody>
<tr>
<td><strong>Practices</strong></td>
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<tr>
<td><strong>Professional Learning</strong></td>
</tr>
<tr>
<td>Teachers set goals to improve teaching practice and student outcomes. Structures are in place to allow for professional learning and collaborative planning.</td>
</tr>
<tr>
<td><strong>Instructional Leadership</strong></td>
</tr>
<tr>
<td>Instructional leaders support staff to use evidence–based teaching strategies and pedagogies to plan for and deliver quality learning experiences.</td>
</tr>
<tr>
<td><strong>Data Analysis and Action Plan Development</strong></td>
</tr>
<tr>
<td>Explicit teaching occurs as a result of teachers engaging in data analysis to inform teaching and learning.</td>
</tr>
<tr>
<td><strong>Products</strong></td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
</tr>
<tr>
<td>Classroom practice and teaching programs reflect deep understanding of the teaching and learning cycle as a result of focused professional learning.</td>
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<tr>
<td><strong>Instructional Leadership</strong></td>
</tr>
<tr>
<td>Teachers use evidence–based teaching strategies and data to monitor student achievement and learning to maximise learning opportunities.</td>
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<tr>
<td><strong>Data Analysis And Action Development</strong></td>
</tr>
<tr>
<td>Systems are embedded where teachers make informed and consistent judgements about student progress.</td>
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## Strategic Direction 1: High quality English and Mathematics teaching and learning

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
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<tbody>
<tr>
<td>Aboriginal students in their learning – deliver tailored interventions and strengthen personalised learning.</td>
<td>What does the student learning data tell us? (specific sub–elements of the learning progressions, teacher reflections, formative and summative assessments – growth and benchmark analysis)</td>
</tr>
<tr>
<td>Embed explicit systems for collaboration, classroom observation and feedback and establish structures and processes to identify, address and monitor student data and staff (PDPs) learning.</td>
<td>Have action plans been developed for supporting all students? (class teachers, LSTs, ILs)</td>
</tr>
<tr>
<td><strong>Parents/Carers</strong></td>
<td></td>
</tr>
<tr>
<td>Collaboratively develop learning goals with student and teacher. Attend Personalised Learning Pathways meetings (PLPs).</td>
<td>What is the percentage of students &quot;always&quot; achieving stage syllabus outcomes – PLAN 2?</td>
</tr>
<tr>
<td>Support students in achieving learning goals by engaging in literacy and numeracy learning activities at home.</td>
<td>Are Year 3 and 5 Aboriginal students achieving in the top two bands of NAPLAN?</td>
</tr>
<tr>
<td></td>
<td>In what areas of the learning domain in the School Excellence Framework are we excelling?</td>
</tr>
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</table>
Strategic Direction 2: Students learn and achieve positive outcomes

### Purpose

We aim for our school to be the centre of our community where families, agencies, clubs and groups work together with staff for students, as well as the good name of Bomaderry Public.

The school focus on personalised learning and early identification and intervention support are becoming planned and strategic in order to achieve the highest outcomes possible for students, Preschool to Year 6 and beyond; engagement, wellbeing & learning.

Personal student information is translated into goals and aspirations, which are ‘aimed for’ by school and family and achieved by collaboration and by using explicit feedback and support.

Increased community involvement is sought in order to help promote our culture of high expectations and improved attendance.

Positive Behaviour for Learning drives classroom and playground climates and the Learning Support Team supports all students to connect, thrive and succeed.

### Improvement Measures

#### PBL

- Reduce the number of negative incidents of behaviour in the classroom from 697 in 2017
- Reduce the number of annual short suspensions from 61 (in 2017)

#### Learning & Wellbeing

- Increase whole school attendance average from 91% to 93% (including

### People

#### Students

Students are self aware, build positive relationships and actively contribute to the school, the community and society in which they live.

Students will engage with the PBL framework in all setting of the school. Students will be acknowledged for showing the expected behaviours.

Students will strive for 100% attendance and be engaged in all aspects of school.

Students talk about their abilities, interests and aspirations.

#### Staff

Facilitate PLPs – striving for 100% parent/carer participation

Implement a whole school based approach that has clearly defined behavioural expectations across all areas of the school.

Create a positive teaching and learning environment as they implement lessons.

Maintain accurate records of behaviour incidents across all areas of the school so that data is accurate and timely.

Utilise the LST referral process of early identification, action plans and PLP and implement LST recommendations.

Community Engagement Officer (CEO) will collect PLP data and strengthen links between PDHPE team, Community and Sporting groups.

### Processes

#### PBL

High quality whole–school implementation and data driven lessons that teach, model and acknowledge the behavioural expectations in specific areas across the school.

#### Learning & Wellbeing

Ensure all stakeholders are aware of the Learning and Wellbeing processes; referrals, implementing plans, providing feedback, linking with agencies, PLPs, and school attendance (BPS Learning and Wellbeing Policy)

#### Extra Curricular

Deliver quality, child centred, culturally appropriate extra–curricular opportunities for all students to engage in at school.

### Evaluation Plan

All data will be analysed collaboratively:

- Attendance
- NCCD
- PBL
- suspension
- Parent survey – PLP
- LST lists & action plans
- Aboriginal Student Data
- Active After Schools/clubs and school representation
- Strategic Direction team meeting notes
- OOHC, RA, BMP – student plans
- Access Requests

### Practices and Products

#### Practices

- PBL team develop data driven lessons, provide TPL and support on delivering lessons.
- Teachers implement lessons and provide feedback to PBL team.
- PBL team review data to develop new lessons to meet the current needs of the school.
- Learning & Wellbeing processes are clearly defined so staff can follow and implement recommendations and give feedback to the LST.
- Parents are informed of LST referral process and given regular feedback of student outcomes recommendations and intervention.
- Routine meetings are scheduled and attended by all stakeholders e.g. Review, PLP, Return from Suspension, Attendance Improvement Plan (AIP), FACS Caseload, School Counselor
- FRS worker establishing referral pathways to services in the community and delivering integrated case coordination plans

#### Extra Curricular

CEOs provide surveys for staff to conduct in PLP meetings and sources community sporting organisations and agencies to meet these needs.

PDHPE team monitor student involvement data
## People

### Leaders

Provide appropriate Professional learning in LST referral processes and implementing recommendations

Connecting and co-ordinating support programs across the school, agencies and community.

Provide staff with professional learning to teach PBL

Connect learning, wellbeing and engagement in the school, home and community through a range of projects and sources – employ CEO, meet with FRS worker, SC, HSLO, ASLO, NDIS providers

### Parents/Carers

Continue a functioning and contributing P&C committee

Actively participate in PLPs and action plan meetings to discuss aspirations, goal setting and extra curricula engagement.

Strive for 100% attendance and explain absences.

Be aware of opportunities, pricing and contact details for each sporting club, agency and group within our community.

### Community Partners

P&C committee are authentic collaborators in school processes, planning, fundraising, initiatives and policies

Be informed, welcomed and engaged in all aspects of our school community.

## Processes

- SC, NDIS providers. FRS data

Wellbeing (in the Learning Domain) will be assessed using the SEF – at excelling level

## Practices and Products

### PBL

Safe Respectful Learners in all settings are evident and wide spread among students and staff. School values promote school wellbeing to ensure optimum conditions for student learning across the whole school.

### LST

The LST has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.

### Extra Curricular

Students contribute to their own physical, social and emotional wellbeing as the school connects learning, wellbeing and engagement through drawing on the expertise and contributions from community and sporting bodies.

## Improvement Measures

- Aboriginal students meeting the whole school average)
  - Decrease number of unjustified whole day absences – (2555 in 2017)
  - 100% of students have a Personalised Learning Pathway with updated learning goals and aspirations which are collaboratively devised with students, family and teacher.
  - Learning Support Team process is best practice catering for all students – at excelling level in School Excellence Framework

## Extra–Curricular

- Increased percentage of students participating in community based programs after school (BPS After School Sports and local club/groups) – from 33% AAS and 2% clubs in 2017
  - Increased percentage of students participating in sporting or other representation beyond school level (District carnivals and trials) – from 4% in 2017
People

Our partnership organisations and agencies (Cullunghutti, SCC, PCYC, AMS, NRL, Mens Shed, Rotary, local businesses and more) – communicate, donate, attend and work with us.

Family referral service worker – establishing referral pathways to services in the community outside the school gates, and developing and delivering integrated case coordination plans to ensure students attend school regularly and engage with the curriculum.
Strategic Direction 3: Quality Teaching and Learning programs

**Purpose**

We aim to provide the best quality teaching possible for Bomaderry Public School students. Time and professional learning funds spent on building teachers' capacity to reflect on and strengthen classroom practice is paramount to improving student learning outcomes. Part of this improvement is a necessary focus on the use of quality, formative assessment. It is crucial to give students an opportunity to apply skills and knowledge in a range of curriculum areas. BPS endeavour to do this through the introduction of increased STEM programs. Research shows this will boost problem-solving skills and motivation. Using an inquiry-based or active learning approach, and giving students challenges linked to real-world problems, have also been found to be valuable.

**COS – Working collaboratively across our local Community of Schools**

**Improvement Measures**

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<th>STEAM</th>
<th>STEAM is embedded and embraced by staff, students and the community.</th>
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<td><strong>Community of Schools</strong></td>
<td>Strengthen the connectedness of our community of schools through providing opportunities to work together, share collegial expertise and professional learning.</td>
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</table>

**People**

**Students**

Provide timely and respectful feedback to teachers on their learning experiences.

Engage with STEAM activities at home and at school.

**Staff**

Participate in professional learning around STEAM and introduce STEAM activities to build interest.

Collaboratively plan to integrate STEAM across key learning areas.

Collaborate with colleagues across COS schools.

Provide workshop leadership at COS professional learning events where applicable.

**Leaders**

Ensure all staff are beginning to engage students in STEAM.

Manage resources (including employment of part-time designated tech teacher) to ensure meaningful programs are embedded across the school.

Participate in the COS school planning team organising the combined Staff Development Day

Encourage and support teachers to present workshops within and across schools

**Parents/Carers**

**Processes**

**STEAM**

Develop integrated programs and implement STEAM throughout all KLA's at home and school.

Students participate in whole school project; Eco-Warriors Save the Bomaderry Zieria, enrichment and extension groups and external competitions (Tournament of the Mind and FIRST Lego League).

**Community of Schools**

Provide collaborative Staff Development event for Community of Schools

**Evaluation Plan**

All data will be analysed collaboratively by:

- Analysis of teaching programs
- STEAM professional learning
- Lesson observations
- Teacher confidence survey

COS team will collect data from COS schools regarding professional learning needs – has this been used to provide opportunities? Was it well attended?

Feedback sought following the Staff Development Day – areas for improvement? which workshops, areas of learning might be requiring followup? are any possible cross school teams forming?

**Practices and Products**

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<tr>
<td><strong>STEAM</strong></td>
<td>Teachers have established a learning environment that provides regular opportunities for STEAM activities.</td>
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<tr>
<td><strong>Community of Schools</strong></td>
<td>The connectedness and effectiveness of our community of schools (through providing opportunities to work together, share collegial expertise and professional learning) has increased</td>
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Printed on: 16 April, 2018

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<td>Work in partnership with school to support their child's learning.</td>
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<td>Encourage students to participate in STEAM activities at home.</td>
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<td>Engage in school days/ events based around STEAM.</td>
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<td>Support COS initiatives where appropriate</td>
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