



School plan 2018-2020

Bogangar Public School 4632



School background 2018–2020

School vision statement

Bogangar Public School is committed to nurturing, guiding, inspiring and challenging students to find the joy in learning to build their skills and understanding and to make sense of their world. It provides a high quality education in an inclusive learning environment so that all students can become active, confident and informed citizens.

School context

Bogangar Public School is located on the beautiful Tweed Coast in the community of Bogangar / Cabarita Beach. Parent feedback has identified the school as a “welcoming, nurturing and caring learning environment with approachable staff”. The school motto, *Excellence, Innovation, Opportunity and Success* is clearly evident in all that we do.

The school has seen steady enrolments since opening in 2004, with anticipated 2018 enrolments of 280 students; 8% of our cohort identify as Aboriginal and Torres Strait Islander while 5% are of non- English speaking background. Our school employs an enthusiastic, committed staff who have strong genuine relationships with parents and colleagues.

Teaching and learning at Bogangar Public School is underpinned by evidence based research, with teachers being supported to provide high quality and high equity programs enabling every child to succeed. Academic programs, with a focus on literacy and numeracy are complemented by strong extra curricula programs and activities.

The school is one of the largest entities in the Bogangar community and provides a common link that families in the community share. The school is very well supported by a strong Parents and Citizens Association (P&C), local service clubs and Cabarita Bowls and Sports Club.

School planning process

The planning process for a shared school vision involved students, staff and community members to inform the three strategic directions. Staff, parents and students were given opportunities to provide feedback by completing surveys, use of suggestion box and recording of student voice. Two community consultations were held on 24th October and 14th November 2017. Focus groups involved discussions around engagement in quality learning experiences with analysis of feedback from all stakeholders informing our current practices, processes and school data.

School strategic directions 2018–2020



Purpose:

To develop a School culture that fosters wellbeing by embracing the Positive Behaviour for Learning (PBL) mindset and framework.

Working in partnership with the school community to support and engage students in opportunities to connect, succeed, thrive and learn, developing the vital skills to flourish now and in the future years.

Purpose:

To develop a transparent, growth minded learning culture where teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods to achieve Department of Education (DoE) targets. The highest priority is given to evidence-based teaching strategies, derived from ongoing analysis of student assessment data and underpinned by high expectations.

Purpose:

To promote a culture of effective communication, high expectations and proactive community engagement, evident in all school activities, resulting in, continuous sustained whole school improvement.

Strategic Direction 1: Excellence in LEARNING – WELLBEING

Purpose

To develop a School culture that fosters wellbeing by embracing the Positive Behaviour for Learning (PBL) mindset and framework.

Working in partnership with the school community to support and engage students in opportunities to connect, succeed, thrive and learn, developing the vital skills to flourish now and in the future years.

Improvement Measures

- The successful investigation and implementation of school wide system to address student well-being
- Increased proportion of students demonstrating active engagement with their learning as measured on the Tell Them From Me (TTFM) survey
- Reduction in the number of negative behaviour incidents reported
- Improved whole day attendance data
- Students demonstrate an increased level of respect and engagement through our Positive Behaviour for Learning (PBL) strategies

People

Staff

- Engage in professional learning on the wellbeing and PBL frameworks
- Maintain accurate records and documentation pertaining to student wellbeing
- Explicitly model and teach skills required to maintain respectful relationships.
- Consistently implement school expectations

Leaders

- Adopting a coordinated approach to well-being across the school
- Promoting education and promoting consistent whole day attendance

Students

- Building student resilience and ability to self-advocate
- Students engage in learning experiences about how to maintain and grow positive, respectful relationships
- Students understand and demonstrate the school expectations

Parents/Carers

- Engage in information session on wellbeing and PBL framework and demonstrate support

Processes

- Complete the wellbeing self-assessment tool
- Engage with School services to support staff in the development of a systematic approach to wellbeing
- To develop in collaboration with staff students and parents a whole school approach to wellbeing
- Data is regularly reviewed and accurately maintained and analysed to maintain student wellbeing
- Work with School Services PBL Assistant Principal to establish the foundations of the PBL framework within our school context.
- Liaise with School Services Wellbeing Officer to complete the Wellbeing Framework Self-Assessment tool.

Evaluation Plan

- Consultation with parents, staff, children and all community members to complete the PBL Matrix that will guide the development of the expectations and positive behaviours at Bogangar Public School.
- Effective K-6 PBL lessons and support resources accessible to and being implemented by trained staff.
- Data reflects an improvement in whole day student attendance, decrease in negative behaviour incidents and an increase in student engagement.

Practices and Products

Practices

- Positive respectful relationships are evident and wide spread among students and staff.
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- School wide collective responsibility for student learning and success which is shared by staff, parents and students.
- A common language is used by all staff to encourage all students

Products

- School wide PBL system is embedded in classroom and non-classroom settings.
- Implementation of DoE policies and systems through SALM

Strategic Direction 2: Excellence in TEACHING

Purpose

To develop a transparent, growth minded learning culture where teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods to achieve Department of Education (DoE) targets. The highest priority is given to evidence-based teaching strategies, derived from ongoing analysis of student assessment data and underpinned by high expectations.

Improvement Measures

Increase the percentage of students demonstrating the expected growth in literacy and numeracy.

At least 80% of students demonstrating expected growth over semester across DoE literacy and numeracy progressions relevant to expected timeframes.

To increase the proportion of students in the top 2 bands by 8% in reading and numeracy by 2019 NAPLAN data, including 30% of Aboriginal and Torres Strait Islander Students.

People

Staff

- Engage in professional learning to build personal skills in and around literacy and numeracy best practice
- Participate in professional learning and implement strategies to motivate and inspire students
- Set high expectations for self, colleagues and students

Leaders

- Facilitate involvement in professional learning
- Identify and /or deliver professional learning
- Model, promote and recognise high expectations
- Model reflective practices

Students

- Participate in activities that are aimed at developing a growth mindset
- Set SMART goals

Parents/Carers

- Engage in regular information sessions about school practice, goal setting, support at home, school milestone achievement
- Actively support school practice at home

Processes

- Evaluate Literacy and Numeracy practice across K–6
- Develop our learning culture and growth mindset
- Audit resources to provide equitable access to parents and classrooms
- Data is regularly and accurately maintained and analysed.

Evaluation Plan

- Whole school data reflects evidence of expected or greater growth in literacy and numeracy for Aboriginal and Torres Strait Islander students and in line with Bump it Up.
- Effective whole school literacy and numeracy programs are being implemented and evidenced in teaching and learning programs
- Literacy and numeracy resources are available in all teaching spaces
- Survey data reflects teachers' high expectations and students' growth mindedness.

Practices and Products

Practices

- School wide culture reflects a growth mindset, collaborative and transparent practices to implement quality teaching programs to support students to consistently achieve DoE benchmarks.

Products

- Whole school Numeracy program
- Whole school Literacy program
- K–6 curriculum scope and sequence
- Literacy and numeracy resources are available in every teaching space
- Whole school data system (e.g. PLAN2, Excel spreadsheet)

Strategic Direction 3: Excellence in LEADING

Purpose

To promote a culture of effective communication, high expectations and proactive community engagement, evident in all school activities, resulting in, continuous sustained whole school improvement.

Improvement Measures

Improved communication and consultation practices across the school community as evidenced by increased satisfaction in feedback from staff, students and community.

People

Staff

- Understand what they need to do to support the school plan, strategic directions and school expectations
- Apply a whole school approach to consistent communication practices
- Evaluate and applies a process of continual improvement to administrative systems and processes, ensuring communication is time sensitive and proactive

Leaders

- Will be responsive to student, staff and community feedback

Students

- Will have an improved educational experience due to whole school approach to communication, that is responsive to school community feedback

Parents/Carers

- Collaborate in school decision making processes

Processes

- Improved profile of Bogangar Public School and Public Education in collaboration with Coastal Learning Community
- Development of a communication strategy including meeting protocols and clarification of roles and responsibilities
- Increased number of opportunities for parent and community consultation

Evaluation Plan

Improved

- communication
- procedures
- expectations
- protocols

as identified and measured in the

- 360 Reflection Tool
- Internal Survey Monkey
- Tell Them From Me Survey

Practices and Products

Practices

- Consistent use of communication procedures, expectations and protocols

Products

- Whole school communication strategy