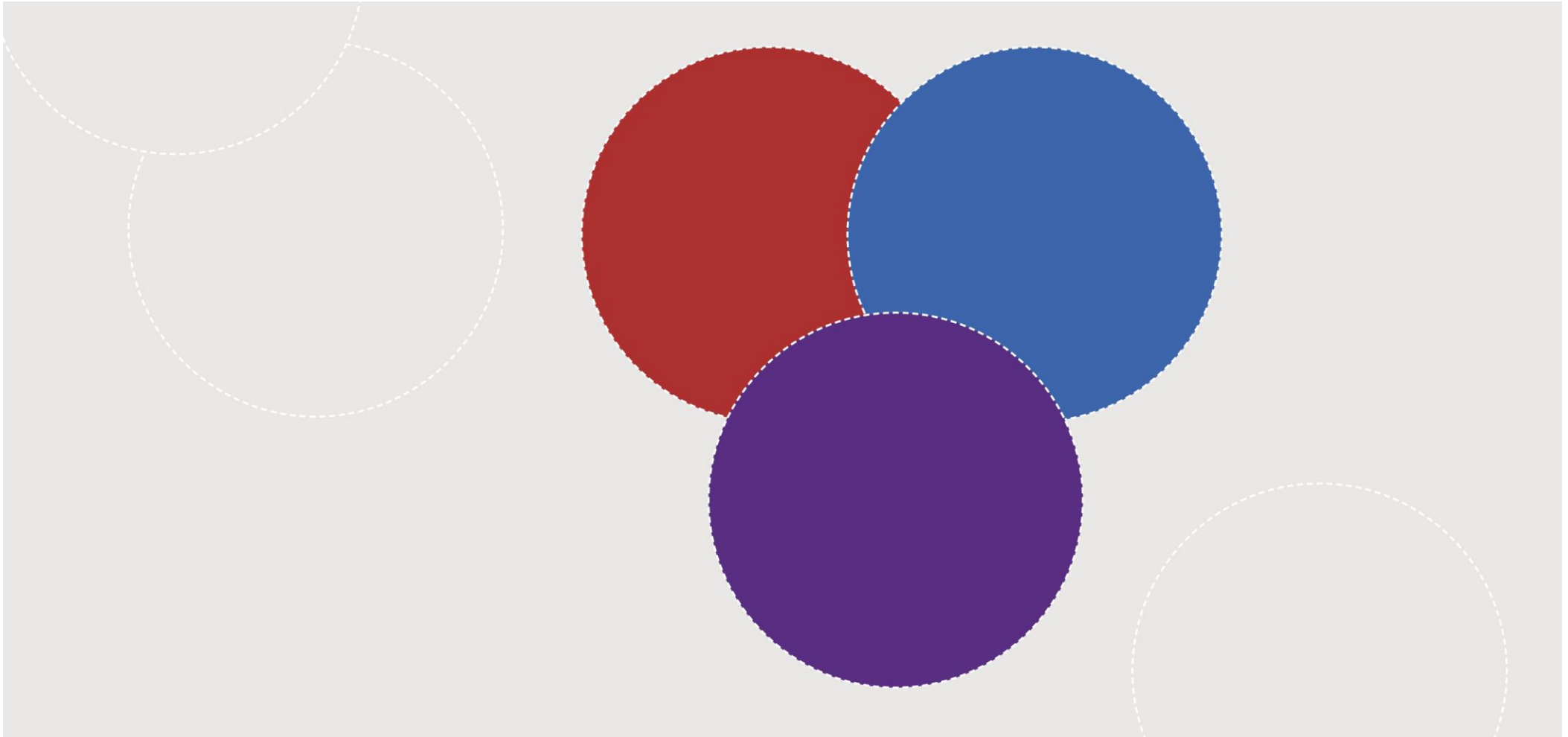


School plan 2015 – 2017



School background 2015 - 2017

SCHOOL VISION STATEMENT

Bowen Public School believes in Growing through Learning. We aim to provide an inclusive educational environment that is focused on producing learners who are respectful, safe, confident, creative and equipped to be productive citizens in the 21st Century.

SCHOOL CONTEXT

Bowen Public School has approximately 190 students and serves a diverse population within a generally low socio-economic area in East Orange. The school is modern, well-resourced and receives generous funding through the Resource Allocation Model (RAM) to support student and staff learning.

The school implements a range of strong, research based, academic programs to achieve positive student learning outcomes. The core values of the school are emphasised through the 'Positive Behaviour for Learning' program, which focuses on the school's expectations: We Are Learners, We Are Respectful and We Are Safe. Student Welfare practices are varied, promote a happy, safe learning environment and aid the development of resilient citizens who are responsible and tolerant of others. The school has further developed its Student Welfare Policy linking PBL and the school's reward system to support positive behaviour.

Forty percent of the school population identify as Aboriginal or Torres Strait Islander and four percent as multicultural. The school caters for a range of students with special learning needs through support classes, the successful integration of students with disabilities and the implementation of targeted student support programs.

The application of RAM funding enables a fundamental change in the nature of staffing for Bowen Public School. A team teaching model has been implemented in Stages 1 and 2 to foster collegial Professional Learning in the form of modelling best practice and modelling / mentoring teaching and learning strategies across the school.

Professional Learning in Literacy and Numeracy at Bowen Public School is further enhanced by the knowledge, support and direction of an Instructional Leader.

SCHOOL PLANNING PROCESS

In 2014 and early 2015, a comprehensive process was undertaken across the school community to review current practices and collect evidence, including student results, attendance, behaviour and participation, along with survey data from staff, students and parents. This evidence was gathered at a number of events and from a number of sources, which included P&C meetings, school executive, staff and stage meetings, presentation day assembly, Facebook surveys, at the gate surveys and student surveys. The data was then sorted by the executive team to identify the priorities for the 2015-2017 plan. This process included a review of the strengths, opportunities and areas for development across the school. The results were then delivered for review and comment, to the school community again at a P&C meeting and via social media sites. As a result of the feedback obtained, three key strategic directions were identified as a basis for a shared commitment to future developments across the school. These are:

- 21st Century Learning
- Resilience, Relationships and Engagement
- Quality Systems in the School Setting

The Bowen Public School Plan 2015-2017 flows from the strategic directions and sets clear improvement measures. It forms the basis for the school's improvement and development efforts for the next three years, across the entire school community.

Each strategic direction provides details of the purpose, people, processes, products and practices that are involved in implementing the school's strategic plan.



21st Century Learning

To build the capacity of all students to be critical and creative thinkers, able to access, collaborate, analyse, reflect upon, adapt and respond to their learning.

Resilience, Relationships and Engagement

To build the social and emotional capacity of all students, enabling them to participate productively in school life and the wider community.

Quality Systems within the School Setting

To create efficient systems that support and optimise communication, student well-being and teaching and learning practices.

Strategic direction 1: 21st Century Learning

PURPOSE

To build the capacity of all students to be critical and creative thinkers, able to access, collaborate, analyse, reflect upon, adapt and respond to their learning.

PEOPLE

Students: Provide students with access to appropriate learning opportunities, technologies and support.

Staff: Provide staff with targeted professional learning opportunities, access to technology and on-going support.

PROCESSES

Cycle hardware through the senior primary years to support their transition to secondary education.

Provide professional learning opportunities for staff to enhance quality teaching and learning practices that enrich student learning outcomes.

Connect with the wider school community and the Pre2 schools network to assist with the professional learning and the implementation of programs and pedagogies.

PRODUCTS AND PRACTICES

Products:

'Creative and Critical Thinking' and 'Information and Communication Technology Capabilities' are prioritised in class programs and are evidenced in teaching and learning. Increasingly, student work is creatively presented in a variety of electronic formats and enhanced through skill development

Practices:

Students are provided with opportunities to develop critical and creative thinking by seeking new pathways or solutions when evaluating knowledge, ideas and possibilities.

An increase in the 'hands on' technology time and explicit teaching provided to introduce, practise and refine the skills needed to be successful 21st Century learners (Accessing information, collect, analyse and represent data, model and interpret concepts and relationships, and communicate technological ideas, processes and information through a variety of media).

Staff and students reflect and report on the achievement of their own learning and leadership.

IMPROVEMENT MEASURES

An increase in the 'hands on' technology time and explicit teaching provided to introduce, practise and refine the skills needed to be successful 21st Century learners.

Increasingly, student work is creatively presented in a variety of electronic formats and enhanced through skill development.

Strategic direction 2: Resilience, Relationships and Engagement

PURPOSE

To build the social and emotional capacity of all students, enabling them to participate productively in school life and the wider community.

PEOPLE

Staff: Provide professional learning surrounding Learning Support Teaching, Home School Liaison Officer referral system, data analysis and access to resilience programs.

Parents: Provide opportunities for parents to engage in learning about 'how children learn', how they can assist their children and what their children need to learn to be productive citizens in the 21st Century.

Community: Parents as Teacher and Classroom Helpers program training, School Chaplaincy, Men's Shed, IGA and Mountain Hope Breakfast Programs.

PROCESSES

On-going Professional Learning surrounding Sentral data, PBL and social skills programs.

Maintain and develop connections with community partners and associated programs e.g. Men's Shed and IGA Breakfast Program

Implement the Parents as Teacher and Classroom Helpers program to grow parent involvement in the school.

PRODUCTS AND PRACTICES

Products:

There will be increased rates of participation in a variety of social skills programs and initiatives. 25% decrease in the rate of referrals to planning room and suspensions.

Parents are more engaged in school life and demonstrate greater understanding of their children's learning.

The whole school community is aware of the impact and importance of regular attendance and engagement resulting in a 2% improvement in overall school attendance.

Practices:

Students will be responsible for the decisions they make and demonstrate key skills that support them in social situations.

Students will be at school on time and more often.

IMPROVEMENT MEASURE/S

25% decrease in referrals to planning room.

25% decrease in suspension rates.

2% increase in overall attendance.

Strategic direction 3: Quality Systems within the School Setting

PURPOSE

To create efficient systems that support and optimise communication, student well-being and teaching and learning practices.

PEOPLE

Students: Involvement in Language Learning Literacy (L3), Teaching Early Numeracy (TEN), Positive Behaviour for Learning (PBL) and other intervention programs.

Staff: Utilise an Instructional Leader to provide professional learning, in-class support and facilitate intervention programs.

Teachers are supported by the Early Action for Success Program, including Language Learning Literacy and Targeted Early Numeracy.

PROCESSES

On-going Professional Learning in quality literacy and numeracy practices

Collaborative planning for whole school scope and sequences and policies.

Utilising multiple modes of communication to inform staff and parents.

PRODUCTS AND PRACTICES

Products:

Staff have knowledge of, and are proficient in using appropriate processes to support student learning, engagement and wellbeing.

Teachers are supported by the Early Action for Success Program, including Language Learning Literacy and Targeted Early Numeracy.

Whole school scope and sequences are developed and implemented in line with new syllabus documents.

Systems for disseminating information are developed and applied.

Practices: The whole school community is informed through multiple methods of communication.

Teachers are proficient in the implementation of a range of quality teaching and learning pedagogies.

Student attendance, well-being and learning data is consistently tracked and analysed.

IMPROVEMENT MEASURE/S

Parents and school are informed about students' attendance and permissions in a timely manner.

Increased parent attendance at school functions.

The successful completion of whole school scope and sequences.

Learning and well-being data will be readily available through Sentral and PLAN software.