School plan 2015 – 2017

Boggabilla Central School 1275
School vision statement

Our vision for Boggabilla Central School is to create a school which:

- Engages all students in a wide range of academic, cultural, artistic and sporting activities.
- Provides opportunities for all students to reach their potential.
- Promotes students' achievement, self-esteem, respect, pride, responsibility and confidence.
- Prepares students for the 21st century.
- Provides students with the full range of career and life options.
- Provides a stimulating, relevant, safe and challenging learning environment.
- Provides high quality teaching and learning in a proud, respectful and welcoming environment which has strong community links and promotes cultural learning and perspectives.

School context

Boggabilla Central School is part of the Connected Communities strategy and sits on Kamilaroi country. Our school of 112 students from Preschool to Year 12 can be found in North West New South Wales on the Queensland border, on 44 beautiful acres near the Macintyre River.

The majority of our students are drawn from the communities of Boggabilla and Toomelah, 98% of students are of Aboriginal heritage. We are a vibrant learning community with committed staff using cutting edge technology to achieve improved student outcomes. Our NAPLAN results are significantly below state average. Year 11 and Year 12 students are part of the Northern Borders Senior Access Program (NBSA), with many subjects being delivered by video conferencing.

A variety of issues impact heavily on our students and their learning, significantly affecting academic results. Students at the school are mobile transferring in and out during the year. Schooling for students is interrupted as there is usually a delay in leaving one school and enrolling in another. Attendance rates for the school are significantly below that of region and state figures. Secondary students often disengage with education and attendance is poor.

There has been a significant staff turnover in the past three years and instability in the executive team.

The school has a School Reference Group and the school works in partnership with our local AECG which was re-established at the start of 2014 and now meets regularly throughout the year.

School planning process

Our strategic directions have been created from multiple data sources and developed by staff, parents and students.

Parents and community were engaged in consultation through parent/community forums, and students through student surveys. Staff participated through a school planning day. Analysis of feedback from all stakeholders (Key stakeholders included the School Reference Group and the AECG) established an evidence base of current practices, processes and results of learning in the school. The school leadership team throughout the planning process considered parent, student and teacher ‘Tell Them From Me school survey results, and other school data including NAPLAN, ESSA, and HSC results, attendance figures, suspension records, SMART and Secondary Data Summary Sheet information.

Our progress in the three strategic directions is monitored and evaluated throughout each year. All of the strategic directions are long term aspirations and will take a number of years to show significant, embedded cultural change. We believe this will bring about growth and transformation over three years, ensure that students are consistently engaged in quality learning experiences, producing optimum learning outcomes, be evidence based, and progress students as self-motivated learners to become confident creative individuals with the personal resources for future success and wellbeing.
Purpose: To embed and celebrate Gamilaraay language and culture programs with the purpose of respecting and strengthening students’ identity and wellbeing, and building staff cultural understandings and connections with the community.

Purpose: To establish a strong professional learning community that focuses on excellence in teaching and learning to improve teaching practice that has high impact on learning.

Purpose: To ensure Aboriginal families, students and community are actively engaged in school governance and effective partnerships are in place to position the school as a community hub that enables it to deliver key services and support children and young people from birth through school into further training, study and employment.
Strategic Direction 1: Culture, Language and Wellbeing

**Purpose**  
Why do we need this particular strategic direction and why is it important?  
To embed and celebrate Gamilaraay language and culture programs with the purpose of respecting and strengthening students’ identity and wellbeing, and building staff cultural understandings and connections with the community.

**People**  
How do we develop capabilities of our people to bring about transformation?  
**Students:** Students are supported to achieve individual goals through personalised programs and extra-curricular activities that take into account the learners’ needs and strengths, talents and aspirations. All students identified with additional learning needs to have access to individual learning programs and specialist interventions and support. Students participate in Gamilaraay language and cultural programs. Students are provided the opportunity to participate in and access culturally inclusive trauma and healing programs that address their needs and reflect their aspirations.  
**Staff:** Staff are supported to design teaching and learning programs that develop the skills, knowledge and general capabilities reflected in the new syllabus documents. Staff are provided with professional learning opportunities that build their capacity to personalise their teaching the meet the learning needs of all students in their classes. Staff have a shared understanding of Positive Behaviour for Learning (PBL) principles that are consistently promoted. Learning & Support work collaboratively with classroom teachers to build capacity in supporting students with learning needs. Staff are supported and provided professional learning opportunities to build their cultural understandings and connections with the community.  
**Parents:** School expectations are communicated with parents and caregivers to develop shared understanding. The school supports parents and caregivers to access community agencies that address family needs. Parent and caregivers, elders and community members are working alongside school staff to support students and staff learning. Sharing of parent’s skills and expertise within the school community.

**Processes**  
How do we do it and how will we know?  
- Implement teaching and learning programs that take into account the students background, interests and approach to learning.  
- Develop processes that identify students with additional learning needs and match them to relevant intervention and support.  
- Provide a variety of opportunities for students to participate in extra-curricular events to build on students’ strengths and talents, and build confidence in a variety of settings.  
- Develop attendance strategy and partnerships to improve attendance rates for Aboriginal students.  
- Develop a Gamilaraay language and culture program that reflects the elders and students needs and aspirations.  
- Develop a Trauma and Healing program and framework that heals and addresses trauma, whilst empowering students, elders and families.  
- Articulate clear expectations for learning and behaviour to foster positive and supportive relationships between students, teachers and the community. Student achievement is publicly acknowledged.

**Evaluation plan:**  
- Parent, staff and student surveys.  
- Teaching and learning programs.  
- Student tracking/recording programs (Well-being, attendance utilised).

**Products and Practices**  
What is achieved and how do we know?  
**Products:**  
- All students have access to differentiated programs that are engaging and support their specific needs. Programs are developed in response to new and changing needs with a variety of extra-curricular activities for students to engage in.  
- All students have access to Gamilaraay language and culture program.  
- All students with additional learning needs are identified and placed on Individualised Learning Plans. Learning & Support Teams work collaboratively with classroom teachers to provide learning that is equitable and supportive.  
- Improved student attendance rate as students are engaged in high quality lessons, Gamilaraay language and culture programs, trauma and healing programs and increased parent and student engagement and say.  
- Students are resilient and act in a manner reflecting of the values of PBL.  
**Practices:**  
- Teachers understand and consistently follow school PBL and L&S procedures.  
- Teachers implementing highly engaging, differentiated lessons using a variety of forms of technology in all KLAs.  
- Students regularly participating in extra-curricula events such Regional Sports, Leadership development training, Public Speaking, Sydney Boys High and community events.  
- Teachers and School Reference Group work together to develop and deliver language and culture programs.

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**Improvement Measures**

- 100% of staff clearly understand and implement school PBL and L&S procedures.  
- A 10% increase in the number of students participating in extra curricula activities.  
- A 30% increase in the schools attendance rate from 60% to 90%.  
- 100% of students with additional learning needs are provided with Individual Learning Plans.  
- 100% of staff participates in cultural induction.  
- Students from Preschool to year 10 participating in Gamilaroi culture program.  
- Students from Preschool to year 9 participating in Gamilaraay language program.

*Note: this links to the first bullet-points (•) in the Products and Practices column*
Community partners: Develop community partnerships that support the delivery of tailored programs and initiatives for identified students. Develop a partnership agreement with AECG to support the implementation and development of the Connected Communities Strategy.

Leaders: Collaborative planning and consulting with professional learning communities externally to build teacher capacity and leadership across schools.

- Teachers and School Reference Group work together to develop and deliver trauma and healing programs.
- Aboriginal students are staying at school until Year 12 (or equivalent training).
- Aboriginal students are transitioning from school into post school training and employment.
## Strategic Direction 2: Quality Teaching and Learning

### Purpose

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

To establish a strong professional learning community that focuses on excellence in teaching and learning to improve teaching practice that has high impact on learning.

### Improvement Measures

- Increase of students achieving or exceeding grade appropriate benchmarks.
- Increase of students meeting EAFTS benchmarks.
- 100% of staff engaged in school based professional learning to support the implementation of literacy and numeracy programs that cater for the individual needs of every student.
- 100% of staff supported to reach professional learning goals through the Professional Development Framework process, accreditation process and professional learning plans.

*Note: this links to the first bullet-point (related to processes) in the Products and Practices column*

### People

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

**Students:** promote learning environments where learning intentions and success criteria are clear, and feedback is a two way process that allows students to communicate what they are learning, how they will achieve set goals, and where they need to go next.

**Staff:** All staff to engage in professional learning to apply research and evidence based pedagogy that will support excellence in practice. Staff will be supported with ongoing professional learning to embed formative assessment in teaching programs that drive high quality programs and support the design of tailored learning and student self-regulation of learning.

**Parents:** Communicating learning intentions to parents/carers and providing information and feedback on skills, knowledge and concepts needed at different stages of learning.

**Community partners:** Promoting collective efficacy through the development of school network, sharing information and resources that support learning.

**Leaders:** Collaborative planning and consulting with professional learning communities externally to build leadership capacity laterally across schools.

### Processes

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

- **Lesson Study with Assistant Principal, Head Teacher Secondary Studies and Instructional Leader to implement current pedagogy that supports the design of high quality teaching and learning programs that are underpinned by Syllabus documents and learning continuums.**
- **Building capacity and professional growth of teaching and leaders through the development of personalised learning plans that are based on the National Professional Teaching Standards, and target professional learning that is identified through teacher and executive annual review schedules.**
- **Whole school professional learning and implementation of programs that support the use of formative assessment and differentiated learning.**
- **Collaboration with Northern Borders Community of Schools and school networks to share and refine best practice. (Instructional Rounds)**

**Evaluation plan:**

- Surveys & Professional Learning Plans used to monitor professional learning.
- Instructional Rounds – to evaluate the use of formative assessment and feedback that ensures students are actively involved in their learning.
- Data is monitored and analysed to inform teaching and learning programs.

### Products and Practices

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

**Products:**

- Teaching excellence is maintained through continuous and differentiated professional learning. Staff are supported to meet accreditation requirements and design a professional learning plan with reference to the National Teaching Standards.
- Continuous development of teachers to support the ongoing improvement of student outcomes through professional learning that is school based and embeds current research based pedagogy into daily practice.
- Establishment of a professional learning community and network, sharing and researching best practice.
- Teaching and learning programs show evidence of formative assessment processes that allow students to self-regulate learning and work towards achievement of their personal goals in collaboration with teachers and parents/carers.

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

**Practices:**

- A collaborative approach to professional learning that is school based and responsive to student needs.
- The National Professional Standards used to evaluate and guide professional learning.
- Students are active in decisions and choices around their learning as they collaborate with teachers and parents/carers to improve outcomes.
Strategic Direction 3: Community Governance and Partnerships

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

To ensure Aboriginal families, students and community are actively engaged in school governance and effective partnerships are in place to position the school as a community hub that enables it to deliver key services and support children and young people from birth through school into further training, study and employment.

Improvement Measures

- An active School Reference Group that collaborates with teachers and school executive, where regular meetings are driven by change in school targets and feedback from students (SRC and Youth Council), and feedback from staff.
- Aboriginal parents and carers report that service delivery from the school site is flexible and responsive to their needs.
- Aboriginal families and community members are actively engaged in the school.
- Aboriginal students and community reports that the school values their goals and aspirations.

Note: this links to the first bullet-points (❖) in the Products and Practices column

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

Students: Promote learning environments where students are involved in the decision making around their learning. Students are given a platform to voice their opinions about how the school community can better support them in their learning.

Staff: All staff engage in professional learning to reflect on the opinions, feedback and advice of the wider school community, including students SRC and School Reference Group. Professional learning on effective communication methods and processes to ensure school programs, activities and student progress are communicated clearly to parents.

Parents: Regular opportunities created for authentic two-way communication with parents and caregivers through the School Reference Group to ensure transparent and accountable decision making that benefits all stakeholders. A variety of communication modes used to inform and communicate information.

Community partners: Stronger links and communication with outside agencies, networks, and organisations that enable collaborative planning and decision making to benefit the school community.

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

- School Reference Group will work in collaboration with staff to engage in regular opportunities that promote discussion, feedback and decision making around school governance. Empowering students to take an active part in decision making around their learning through the Student Representative Council (SRC) and Youth Council.
- Develop and improve modes of communication between home, school and the wider community through the use of school website, social media, Facebook, Yarn-Up, Communication books, School Newsletter, AECG meetings and community forums.
- Elders, AECG and Community involvement in key transition points and significant programs and strategies (Lingo, Culture Program, Healing Programs, Connecting to Country, Induction, Playgroup, Northern Borders Senior Access)
- Develop strong partnerships with community agencies and organisations, universities, TAFE, RTO’s and school clusters, professional networks and businesses. Seek opportunities for Cluster School-Family-community Partnership activities that support the needs of students and their families.

Evaluation Plan:

- Surveys/feedback from community consultation and parents.
- Observations and data collection – transition to school program, playgroup, school to work.

Products and Practices
What is achieved and how do we know?

Products:

- Regular School Reference Group meetings that utilise a decision making process that are respectful, collaborative, transparent and accountable that reflects the partnership and co-leadership with the Aboriginal community.
- Achievement of student success, including support at key transition points, and with significant programs and initiatives, that are bound by collective and shared responsibility between the school, parents and caregivers, community, agencies and organisations and businesses. An increase in participation of school transition programs, significant programs and initiatives by students and community members.
- Parents and students have an active role in the decision making around student learning ensuring their values and aspirations are reflected in school plans.
- Increased parent consultation and feedback contributing to school planning and future directions.

Practices:

- The school plan and future directions are informed by two-way communication and collaborative decision making that ensures a shared school vision.
- A school culture is established where community works alongside the school and the resources from partners are embedded in school practice.
- Inclusive modes of communication and support are developed to ensure all stakeholders are well informed and involved in school events.
- AECG feedback and School Reference group.
- Parent/carer and community attendance and involvement in school assembly’s and events