

School plan 2018-2020

Bigga Public School 1223



School background 2018–2020

School vision statement

Our aim is that all students will have equal opportunities to reach their full potential within an environment of high expectations, addressing the individual growth and development of the cognitive, emotional, social, physical and spiritual wellbeing of all school members. Each child will be supported by the school, the parents and the community, to produce confident and self-regulated students who are learning to actively contribute to the community and society in which they live.

We care. We learn. We achieve.

School context

Bigga Public School is a small isolated school in the South West of NSW. It is very well resourced and provides quality educational programs. It has a dedicated and professional staff, committed to developing the success of every student in the school. The school is staffed by a teaching principal with the support of a part time teacher. It has a part time School Administration Manager, 3 part time School Learning Support Officers (SLSO) and a general assistant who provide efficient and valued support. Our school places great emphasis upon providing opportunities for all students to grow to their full potential both in and out of the classroom. As a small school it provides ample opportunities for close and positive working relationships to develop between staff and students. These relationships are highly advantageous to the students in developing their individual abilities and achieving to their highest expectations. The school is committed to providing social and cultural opportunities to help overcome the isolation which can exist when living in a small rural community. In seeking to meet these needs we take the opportunity to work with the neighbouring local small schools network on a regular basis. Bigga is a proud and productive small school that has a tradition of supplying a quality education for all children and maintaining a strong relationship with the community.

School planning process

The school assessment and planning process has been held in conjunction with the students, staff and community members of Bigga Public School. Consultation began in Term 4 with a meeting of the P&C and community to begin our planning process. Following meetings have been held throughout Term 1, advertised through the school newsletter. Parent and community members have all been forthcoming verbally with ideas for the planning process over this time, at meetings and also with individual feedback. These meetings had a high attendance by stakeholders in the community.

Consultation with the AECG and Aboriginal community has begun and will be a focus throughout 2018.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching and Learning

Purpose:

To provide a positive and creative learning culture with high expectations which is focused and differentiated, thereby enabling students to develop strong identities as self-regulated learners.



**STRATEGIC
DIRECTION 2**
Wellbeing and Collaboration

Purpose:

To foster a supportive and collaborative learning environment by providing programs that develop and maintain the cognitive, emotional, social, physical and spiritual wellbeing of all school community members.

Strategic Direction 1: Quality Teaching and Learning

Purpose

To provide a positive and creative learning culture with high expectations which is focused and differentiated, thereby enabling students to develop strong identities as self-regulated learners.

Improvement Measures

Students will achieve in the top two bands of NAPLAN for Literacy and Numeracy.

Expectations that all students will achieve a year of appropriate growth in literacy and numeracy.

People

Students

Self regulated learners with developing critical thinking, problem solving, collaborative and communication skills who can articulate and attain their individual learning goals.

Staff

Implement a high quality co-ordinated approach to the teaching of Literacy and Numeracy using a differentiated curriculum informed by data.

Leaders

Facilitate the provision of opportunities for staff to develop capacity to implement a coordinated, evidence based approach to the teaching of Literacy and Numeracy.

Maintain PDPs and Professional Learning in areas necessary to provide high quality support to all students.

Parents/Carers

Work collaboratively in a partnership to support student learning aims and outcomes in Literacy and Numeracy.

Processes

Teachers clearly understand and develop a full range of assessment strategies to inform their teaching and meet the learning needs of students.

Students are provided with tailored support, extension and enrichment activities, including Aboriginal and cultural perspectives, to maximise learning outcomes.

Teachers review learning, collaborate with their peers, reflect on their own practice and engage in professional learning to improve their practice.

Evaluation Plan

Ongoing review of NAPLAN, PLAN and learning progression data to inform future, quality teaching programs.

Regular reflection and analysis of classroom practice.

Regular monitoring and review of personalised learning plans.

Students understanding of their own learning and self assessment through use of individual learning goals and classroom collaboration.

Practices and Products

Practices

Implementation of collaborative, evidence based, quality teaching programs with a focus on Literacy and Numeracy.

A quality learning environment is promoted, enabling the development of self-regulated, independent and resourceful working skills.

Consistent ongoing data collection and analysis to inform differentiated teaching practice which recognises the needs of all students and, in particular, the specific needs of Aboriginal students.

Products

Analysis of the individual progress of students through differentiated curriculum informed by data and evidenced in student work samples.

Ongoing, improved student outcomes in Literacy and Numeracy

A motivated and competent staff who have a sound understanding of student assessment and data concepts which informs of student progress through analysis of internal and external achievement data.

Strategic Direction 2: Wellbeing and Collaboration

Purpose

To foster a supportive and collaborative learning environment by providing programs that develop and maintain the cognitive, emotional, social, physical and spiritual wellbeing of all school community members.

Improvement Measures

Expectations of behaviour, developed with students, staff and community are explicitly, consistently and supportively applied across the school.

Increased student knowledge and application of resilience and positive behaviour techniques evident through observation.

Improved levels of student wellbeing and increased engagement with the development of optimum conditions for learning across the school.

People

Students

Students understand their part in creating respectful and caring relationships which will develop a positive and inclusive culture within school and community settings.

Staff

Provide positive and respectful relationships between all school community stakeholders through the provision of programs that develop and maintain student well being and optimal opportunities for student learning.

Respect cultural diversity and embed those beliefs into their daily teaching practice.

Leaders

Maintain collaborative partnerships which provide essential support and interest in the school and parent body, developing enthusiasm and a sense of value in achievement by all involved parties.

Establish proactive learning alliances with other schools and community members.

Parents/Carers

Are partners in developing the wellbeing culture of the school and promote positive, caring and respectful relationships with staff students and the wider community.

Community Partners

Work collaboratively with school staff and their skills, experience and knowledge aid the enhancement of learning.

Processes

Develop positive and respectful relationships across the school community which underpin a productive and self-regulated learning environment, supporting students strong identity as

Plan for and monitor student wellbeing, engagement and individual success by rewarding and promoting high expectations of behaviour.

Evaluation Plan

Feedback from parent, staff and community surveys to indicate an increasingly positive culture of inclusion and respect.

Teachers to collect and analyse student behaviour data based on wellbeing programs.

Student wellbeing progress to be measured using observation and data as identified through a wellbeing and positive reward program.

Practices and Products

Practices

A culture of high expectations and engaged successful learners is promoted in a stimulating and inclusive learning environment.

Programs to create a caring, nurturing and inclusive learning environment which celebrates individual differences and supports the well being of all its students.

Products

Positive, valued and respectful relationships within the school community underpin a productive learning environment.

A school wide, collective responsibility for student learning and success with high levels of student, staff and community engagement.

Implemented evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement in learning.