

# School plan 2018-2020

## Bobin Public School 1269



# School background 2018–2020

## School vision statement

Students are respectful, caring and tolerant lifelong learners who are responsible and motivated global citizens.

## School context

Bobin Public School is a small rural school situated in a beautiful rural setting 25 kilometres from Wingham on the Mid North Coast. It has an enrolment of 20 students who are taught in one multi-stage class. In addition to the Key Learning Areas we participate in a range of extra-curricular activities and programs that foster a lifelong love of learning. Activities include music, ukulele and choir, bike safety, school garden, sustainability and art.

Bobin is strongly supported by its local community where students, staff, parents and the community work together to provide a happy and engaging learning environment. Parent and community involvement is highly valued and visible in our school and the school has a committed and active P&C.

We aim to achieve excellence in literacy, numeracy, the arts and student wellbeing and provide students with the necessary social and technological skills to participate fully in an ever-changing world.


Bobin School is a proud member of the Community of Wingham Schools and enjoys strong links with Elands and Mt George Public Schools. These links provide academic, social, sporting and cultural opportunities for students as well as professional learning and leadership development for staff.

## School planning process

Over a period of time, Bobin Public School consulted with parents, teachers, community members and students to ascertain what they believe are our strengths and weaknesses. We also sought opinions and ideas in regard to any additional activities/programs or people that they would like to see at our school. We gathered and analysed this information through staff meetings, P&C meetings, forums and surveys.

School planning has also responded to key education reforms in the NSW Department of Education including Great Teaching, Inspired Learning, National Professional Standards for Teachers, Performance and Development Framework, School Excellence Framework and the Quality Teaching Framework.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1 STUDENTS AS LIFELONG LEARNERS

### **Purpose:**

To provide a high standard of education through curriculum resources and teaching and learning programs that inspire every student and teacher to excel. To ensure that learning is differentiated for every student. Students are responsible, caring and motivated global citizens, learning within a culture of collaborative, open and evidence based knowledge.



## STRATEGIC DIRECTION 2 LEADERSHIP AND LEARNING

### **Purpose:**

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership and organisational practices.

# Strategic Direction 1: STUDENTS AS LIFELONG LEARNERS

## Purpose

To provide a high standard of education through curriculum resources and teaching and learning programs that inspire every student and teacher to excel. To ensure that learning is differentiated for every student. Students are responsible, caring and motivated global citizens, learning within a culture of collaborative, open and evidence based knowledge.

## Improvement Measures

90% of students meet or exceed expected growth in literacy and numeracy.

Increased student skills in effective use of learning goals and success criteria from 2018 baseline.

Teachers move from delivery to sustaining and growing in the teaching themes of Teaching and Learning Programs and Differentiation, in the School Excellence Framework.

## People

### Students

Students gain the skills and knowledge necessary for being a quality learner in the school, wider community and global environment. Thus empowering them to become self-directed and self-motivated lifelong learners.

### Staff

Staff: Work together to engage students and maximise student learning. Model positive teaching and learning experiences to instill in students a love of learning.

### Leaders

Leaders: Develop staff workforce capabilities by implementing and sustaining quality school-wide systems and organisational structures to support the attainment of personal and collective ability, with a shared alignment to the school plan and vision. Maintain a collaborative and engaged learning community where teachers, parents, ancillary staff and community members work together to implement and improve educational programs and initiatives in the school.

## Processes

### Curriculum

Build consistency in teacher judgement and evidence based approaches, programs and assessments to identify, monitor and review individual student learning needs.

Implementation and use of both the literacy and numeracy progressions to support formative assessment to inform teaching and learning.

### Self Directed Learning

Enhancement of the quality of personalised learning plans and learning journals to ensure students are setting, working on and meeting individual goals including an improvement in their ability to describe their learning.

Learning intentions and success criteria are available to students enabling them to be engaged and active in the learning process. (Visible Learning)

All students have opportunities to meet with teacher/s who can provide support and assistance to enable them to progress and fulfil their potential.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- System and school data on student academic achievement.

## Practices and Products

### Practices

#### Curriculum

Teachers promote high-expectations of all students learning in literacy and numeracy.

Teachers encourage and implement a dynamic learning culture which is challenging, engaging and inclusive.

Teachers consistently differentiate instruction including learning intentions and success criteria in every lesson.

#### Self Directed Learning

All students produce and maintain personalised learning plans and learning journals.

Students articulate learning goals and monitor the progress of their learning.

### Products

#### Curriculum

90% of students to meet or exceed expected growth in literacy and numeracy as measured by the respective numeracy and literacy strategies.

Individualised curriculum for all students evident during classroom observations and in class programs.

Visible Learning is embedded across the school.

#### Self directed Learning

Learning goals and success criteria are aligned to syllabus requirements. Student

# Strategic Direction 1: STUDENTS AS LIFELONG LEARNERS

## Processes

- Teacher reflection, including: Journals, focus groups, interview.
- Document analysis, Including: PDP, Scope and Sequence documents, meeting minutes.
- Skills matrix.
- Community feedback.

## Practices and Products

learning goals are evident in journals, teacher anecdotal notes and assessments/rubrics.

# Strategic Direction 2: LEADERSHIP AND LEARNING

## Purpose

To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership and organisational practices.

## Improvement Measures

The school moves from delivering to sustaining and growing in the theme of collaborative practice and feedback within the School Excellence Framework.

The school moves from delivering to sustaining and growing in the theme of instructional leadership within the School Excellence Framework.

## People

### Leaders

Establish proactive learning/leadership opportunities with other schools and community members to introduce a culture of effective, evidence based teaching and learning and on-going improvement for every student.

### Staff

Engage in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders. 'Visible Learning'.

## Processes

### School Planning, Implementation and Reporting.

Teaching staff to develop their ongoing capacity to implement a sustainable program of self-directed learning, where students 'learn how to learn' and engage with the world in a more authentic, evidence based and inquiring manner – 'Visible Learning'

### Educational Leadership

Development of distributed leadership capabilities with a focus on instructional leadership.

## Evaluation Plan

The progress and effectiveness of the plan will be evaluated as set out in the milestone document. Appropriate baseline, benchmark and/or comparison data will be used to strengthen the claims we can make about our school improvement efforts. Data sources include:

- System and school data on student academic achievement.
- Teacher reflection, including: Journals, focus groups, interview.
- Document analysis, Including: PDP, Scope and Sequence documents, meeting minutes.
- Skills matrix.
- Community feedback.

## Practices and Products

### Practices

#### School Planning, Implementation and Reporting.

Teachers and leaders engage in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all.

### Products

#### Educational Leadership

Leadership skills are developed across Wingham Community of Schools.

Staff have a shared and cohesive understanding of where they are and what they need to do to support the progress of our school's strategic directions.

Closer relationships with local schools via combined participation in 'Visible Learning', Life Education, NAIDOC and other curricular events.

Close relationships with regional teachers from across Australia via the Bell Shakespeare Regional Teachers Network.

Clear values established and promoted across school community as measured by student, staff and community embracement of agreed vision and values.