

Strategic Improvement Plan 2021-2024

Bobin Public School 1269



School vision and context

School vision statement

At Bobin Public School we foster high expectations for all students and staff members. We engage every student in creative learning opportunities and encourage them to grow to be respectful, caring and inspired lifelong learners, as well as responsible and motivated global citizens. We grow and learn within a culture of deep respect for the environment and for each other.

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 11 students who are taught in one multi-stage class. At Bobin, in addition to the Key Learning Areas, we participate in a range of extra-curricular activities and programs to inspire a lifelong love of learning and engage with the beauty of our local environment. These programs include: instrumental music, choir, bike safety, nature studies and the school garden.

In November 2019 our school was impacted by a bush fire. Five out of six buildings burnt down. The original school building, which is used as the school's library, remains. Demountable buildings were restored to the site by the first term of 2020 and the school received a large amount of support from the broader community.

The loss of all teaching resources and historical records meant that in 2020 a large amount of resources were used to purchase new curriculum materials and equipment. This provided an opportunity for us to assess all teaching and learning programs and make some changes. New spelling, reading-comprehension and numeracy programs have been researched and implemented. The results of these new programs will be monitored within the scope of this plan.

Based on the outcome of our Situational Analysis, we have determined that we need to maintain a strong focus on explicit teaching for differentiation and further develop our processes for collecting and analysing student data to inform and adapt teaching practices. Analysis of student attendance data indicated that while overall attendance has been good, it was below the expected target. Developing measures to improve student attendance will include embedding systematic processes for monitoring and improving attendance to ensure that student absences do not impact learning outcomes. We will also continue to prioritise the re-building of a connected school culture of high expectations to ensure all students feel a sense of belonging and are continually inspired by their learning.

Bobin has a strong history of community support. Staff, students, parents and the community work together to provide a supportive and engaging learning environment. We share a whole school vision to achieve excellence in literacy, numeracy, science, creative arts and student wellbeing and to provide students with the necessary social-emotional and technological skills to participate fully in an ever changing global environment.

Bobin School is a proud member of the Community of Wingham Schools and enjoys strong links with: Wingham High School, Wingham Public, Wingham Brush, 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.

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student achievement in Literacy and Numeracy through explicit teaching for differentiation, and the consistent use of student assessment data, to respond to the unique learning needs of every student.

Improvement measures

Target year: 2022

System Negotiated Top Two Bands Reading Target

Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading from 40.0% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 45.4 %.

Target year: 2022

System Negotiated Top Two Bands Numeracy Target

Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5 %.

Target year: 2024

Literacy Learning Progressions

Every student to achieve, or exceed, expected growth in literacy, with a focus on spelling, reading-comprehension and writing, based on internal and external standard measures.

Target year: 2024

Numeracy Learning Progressions

Every student to achieve, or exceed, expected growth in numeracy, with a focus on whole number and problem solving strategies, based on internal and external standard measures.

Initiatives

Explicit teaching for differentiation

To achieve the identified improvement measures for students in Literacy and Numeracy we will:

Literacy

- continue to implement and monitor evidence based literacy programs which are explicitly taught and differentiated, including: SMART Spelling; Close Reading; and Seven Steps for Writing Success;
- participate in further professional learning to co-construct and deconstruct learning intentions and success criteria with students;
- teaching staff will review and refine the school english scope and sequence; and
- professional learning and implementation of MacqLit tutoring program for targeted students.

Numeracy

- engage in data driven evidenced based activities to support achievement of system negotiated numeracy targets;
- teaching staff will participate in professional learning to further develop explicit teaching of numeracy, including participation in the Mathematics Growth Team project and utilisation of Numeracy Hub resources;
- ongoing specialist tutoring in numeracy for gifted and talented students;
- School partnership with Aurora College, including the co-enrolment of gifted and talented student in maths and science; and
- teaching staff will review and refine the school numeracy scope and sequence.

Assessment data collation and analysis

To achieve the identified improvement measures for students in Literacy and Numeracy we will:

Success criteria for this strategic direction

Initiative 1: Explicit teaching for differentiation

- The explicit teaching of literacy and numeracy to students is embedded at all levels of achievement, in all subject areas.
- Students are able to identify what is expected of them and what their success will look and feel like, due to their familiarisation with 'Learning Intentions' and 'Success Criteria', which are embedded into every lesson.
- Students will identify themselves as lifelong learners who take responsibility for their own learning, are aware of their challenges and feel confident in their abilities.
- The school demonstrates an integrated approach to quality teaching, curriculum planning and delivery, and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

Initiative 2: Assessment data collation and analysis

- Teachers use systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement.
- Teachers are confident in their use of PLAN2 and can map student progress according to the Literacy and Numeracy Learning Progressions.
- The school uses embedded systems that facilitate the collection and analysis of assessment data, and teacher collaboration, to develop Individual Education Plans for each student.
- Consistent school-wide practices for assessment are

Strategic Direction 1: Student growth and attainment

Improvement measures

Target year: 2023

Increase in the percentage of students achieving expected growth in NAPLAN reading and numeracy to be at or above the lower bound system negotiated target of 60%.

Initiatives

Assessment data collection

- review and refine our whole-school assessment schedule to include the use of Essential Assessment;
- establish baseline assessment data for every student in common core areas of literacy and numeracy at the pre, mid and end-of-year levels; and
- embed quality assessment opportunities within teaching programs, to ensure that all students can demonstrate what they have learned in a meaningful way.

Assessment data analysis

- teaching staff to participate in professional learning in PLAN2, to monitor student achievement according to the Literacy and Numeracy Learning Progressions and syllabus outcomes;
- teaching staff to participate in professional learning with learning and support specialist to further develop individual education plans for each student; and
- regularly dedicate time for collecting, collaborating and effectively using meaningful data.

Success criteria for this strategic direction

used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.

- Students consistently perform at high levels on external and internal school performance measures and equity gaps are closing.
- Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions.

Evaluation plan for this strategic direction

Question: To what extent have we achieved the purpose of this strategic direction and can we demonstrate impact and improvement in student attainment and growth?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of this strategic direction:

- NAPLAN data;
- PLAN data;
- Classroom assessment data (including Essential Assessment, CAMS and CARS and SA Spelling Test);
- Literacy and Numeracy Learning Progressions;
- Individual Education Plans;
- Classroom observations;
- Student work samples;
- Classroom teaching and learning programs;
- Professional Learning register and evaluation;
- Professional Development Plans; and
- SEF - SaS.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring.

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

Annually the school will review progress towards the improvement measures.

In 2021 the school will also self-assess through an external validation process.

Implications: The findings of the analysis and external validation will inform the school's future directions.

Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual Report will also be tabled at a P&C meeting.

Strategic Direction 2: A connected culture of high expectations for student wellbeing

Purpose

To ensure all staff, students and their families work together as a supportive and dynamic learning community, which fosters high expectations for student engagement, attendance and wellbeing.

Improvement measures

Target year: 2022

Attendance

Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%

Target year: 2023

Student Wellbeing

Increase the percentage of students with positive wellbeing to be above the system negotiated lower bound target of 90.9%.

Target year: 2024

School connectedness and belonging

Increase the percentage of students who have a positive sense of belonging to be above 95%.

Initiatives

High expectations for increased attendance

To achieve a school culture of high expectations for increased attendance we will:

- review and refine school attendance procedures;
- review and enhance all communication channels with parents (newsletter, website, emails, apps);
- review school newsletter to include spotlights on attendance, increased classroom news and student voice - to ensure students and parents feel connected to what is happening within the school;
- Introduce See Saw as a method of capturing student work for parents to see in real time; and
- teachers to review Gifted and Talented policy and ensure implementation across the school.

A connected community for student wellbeing

To achieve the improvement measure for student wellbeing we will:

- implement the use of 'Bounce Back' and/or 'Be You' as a whole-school wellbeing program to explicitly teach social-emotional skills and resilience to add to our existing 'Window of Safety';
- review Environmental Education Policy for schools and embed 'nature studies' as a priority within our school curriculum; develop partnerships with local environmental agencies; and develop school infrastructure to facilitate further studies of our local environment.
- review and enhance Creative Arts and PDHPE teaching programs with a view to incorporating outcomes from the NSW Wellbeing Framework for Schools;
- regular meetings with school counselor to monitor supports for targeted students;
- prioritise inter-school visits and excursions so that students feel connected to the broader community;
- prioritise professional development and staff

Success criteria for this strategic direction

Initiative 1: High expectations for increased attendance

- Teachers, parents students and the community work together to support consistent and systemic processes that ensure student absences do not impact learning outcomes.
- The school is deeply embedded within the community, with multiple channels of communications being used creatively and effectively.
- Students know what their strengths and challenges are, and feel supported to achieve their personal best.
- The school will move from 'Delivering' to 'Sustaining and Growing', in the Learning Culture Element of the Learning Domain within the School Excellence Framework.
- The school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

Initiative 2: A connected community for student wellbeing

- There is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so they can connect, succeed, thrive and learn.
- Students report a high level of wellbeing and school-connectedness.
- Explicit teaching of social emotional skills and resilience is an integral component of our wellbeing programs.
- High Potential and Gifted Policy fully implemented and embedded across the school.
- The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.

Strategic Direction 2: A connected culture of high expectations for student wellbeing

Initiatives

- collaboration opportunities with other schools; and
- regularly invite community members to share their skills with students.

Evaluation plan for this strategic direction

Question: To what extent have we achieved our purpose and can we demonstrate impact and improvement for attendance and student wellbeing through high engagement and expectations?

Data: The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvement measures of the strategic direction.

- School newsletters;
- School website;
- See Saw;
- Attendance data reports;
- Student surveys;
- Parent surveys;
- Meeting notes;
- Classroom teaching and learning programs; and
- School policies.

Analysis: Analysis will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

In 2021 the school will self-assess through an external validation process.

Implications: The findings of the analysis and external validation will inform future directions. Annual reporting on school progress measures will be published in the Annual Report through the school website. The Annual report will also be tabled at a P&C meeting.