

Strategic Improvement Plan 2021-2025

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 be inspired lifelong learners, and responsible 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. We have an enrolment of 9 students who are taught in one multi-stage class.

In addition to the Key Learning Areas, Bobin Public School participate in a range of extra-curricular activities and programs to inspire a lifelong love of learning and to engage with the beauty of our local environment. These programs include: instrumental music, specialist sporting programs, nature studies and the school garden.

In November 2019 our school was impacted by a bush fire. Four out of five buildings were destroyed. The original school building, 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.

Based on the outcome of our Situational Analysis in 2020/21, we have developed a strong focus on explicit teaching for differentiation. We also prioritise building strong relationships with our students and their families, to create a connected school culture of high expectations.

We share a whole school vision to achieve excellence in literacy, numeracy, science, creative arts and student wellbeing and 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, 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 achievements 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

Literacy Learning Progressions

Achieve by year: 2025

School Based Targets

Writing

- At least 80% of students will have achieved their end of year milestones for Creating Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 5, Year 2 = Level 6, Year 3 = Level 7, Year 4 = Level 8, Year 5 = Level 9 & Year 6 = Level 10.

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in 'Understanding Texts', in the literacy progression, over the year.

Numeracy growth

Achieve by year: 2023

All K-2 students are able to demonstrate growth and achievement in 'Number and Place Value', in the numeracy progression, over the year.

All 3-6 students are able to demonstrate growth and achievement in 'Quantifying Number', in the numeracy progression, over the year.

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; 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; and
- School partnership with Aurora College, including the co-enrolment of gifted and talented student in maths and science.

Assessment data collation and analysis

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

Assessment data collection

- review and refine our whole-school assessment schedule to include the use of Essential Assessment;

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'.
- 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 growth.
- 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 Personalised Learning Plans for each student.
- Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is

Strategic Direction 1: Student growth and attainment

Initiatives

- 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

integrated into teaching practice, reflection and adjustments.

- Students demonstrate consistent growth on external and internal school performance measures and equity gaps are closing.
- Student assessment data is regularly used school-wide to identify student growth, 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;
- Check-in Assessment data;
- PLAN2 data;
- Classroom assessment data including: Essential Assessment, Whedell's Assessment of Reading Progress (WARP); Little Learners Assessment of Reading Skills (LLARS); Interview for Student Reasoning (IfSR); and SA Spelling Test;
- Personal Learning 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 2023 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

Attendance (>90%)

Achieve by year: 2023

Attendance

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

Wellbeing

Achieve by year: 2023

Student Wellbeing

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

School connectedness and belonging

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

Wellbeing

Achieve by year: 2023

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, and School Bytes);
- 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;
- all-staff training in Sensory Awareness and Trauma-Informed Education models;
- all-staff review of Behaviour Management Policy and procedures; and
- teachers to review high Potential and Gifted Education policy to 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 the Berry Street Education Model as a whole-school wellbeing program to explicitly teach social-emotional skills and resilience to add to our existing 'We are One Tree' wellbeing model;
- embed 'nature studies' as a priority within our school curriculum, including the review of teaching programs to incorporate outdoor learning where possible; the development of partnerships with local environmental agencies; and the development of school infrastructure to facilitate further studies of our local environment;
- review and enhance Creative Arts and PDHPE teaching programs with a view to incorporate therapeutic outcomes where appropriate;

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 Education Policy is 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

- 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 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;
- School Bytes;
- Attendance data reports;
- Student surveys;
- Parent surveys;
- Staff meeting notes;
- P&C meetings and events;
- 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 2023 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.