Bobin Public School Plan
2015 – 2017
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>SCHOOL VISION STATEMENT</th>
<th>SCHOOL CONTEXT</th>
<th>SCHOOL PLANNING PROCESS</th>
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<tbody>
<tr>
<td>Grow to be respectful, caring and tolerant lifelong learners, as well as responsible and motivated global citizens.</td>
<td>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 9 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 engage students in a lifelong love of learning e.g. Music including 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&amp;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.</td>
<td>During Semester 2, 2014- Bobin Public School consulted with parents, teachers, community members and students to ascertain what they believed were our strengths and weaknesses. We also sought their opinions and ideas in regard to any additional activities/programs or people that they would like to see at our school. We gathered this information through staff meetings, P&amp;C meetings, forums and surveys. School planning has also responded to key education reforms in the NSW DEC including Great Teaching, Inspired Learning, National Professional Standards for Teachers, Performance and Development Framework, School Excellence Framework, Quality Teaching documents, Public Schools Strategic Directions 2015-2017 etc.</td>
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Purpose of Strategic Direction 1
To provide a high standard of education through a combination of curriculum resources, ICT and teaching and learning programs that inspires every student and teacher to excel and learn to their full potential. To ensure that learning is personalised and differentiated for every student. Students become responsible, caring and motivated global citizens. Encourage, develop and nurture a culture of collaborative, open and evidence based knowledge.

Purpose of Strategic Direction 2
To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership and organisational practices. As well as implement practices to support leadership design, learning alliances, organisational innovation and leadership sustainability.

Purpose of Strategic Direction 3
To increase school/community support of our students through a school-wide focus on student learning, equity and well-being programs. To work together as a learning community to give our students the knowledge, skills and experiences to achieve their personal goals and lead successful lives. To develop community involvement and strategic support to ensure students become successful lifelong learners, confident and creative individuals, active and informed citizens and future leaders.
Strategic direction 1: STUDENTS AS LIFELONG LEARNERS

**PURPOSE**
To provide a high standard of education through a combination of curriculum resources, ICT infrastructure, teaching and learning programs that inspires every student and teacher to excel and learn to their full potential. To ensure that learning is seen as a lifelong process and personalised/differentiated for every student. Every student in our care to be actively engaged in meaningful, challenging and future-focused learning experiences to achieve and thrive as learners, leaders and responsible, productive citizens.

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

Leaders: To 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.

To establish and 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**
Implement ‘Window of Safety’ through initial meetings with students, staff, parents and community to instil our shared school vision and purpose.

Continuity of personalised learning plans to ensure students are setting, working on and meeting individual goals including celebration of achievements.

Build consistency in teacher judgement. More in depth knowledge and use of both the literacy and numeracy continuums.

Lessons including a wider range of interactive whiteboard resources. Students experience a wider range of learning activities and interact with culturally and academically different groups within the course of their schooling.

**PRODUCT AND PRACTICES**
Product: For 90% of students to meet or exceed expected (age/stage appropriate) growth in literacy and numeracy as measured by the respective numeracy and literacy continuums.

Practices: Teachers involve students and parents in planning to actively support students as they progress through the stages of education.

Product: Individualised curriculum for all students as observed in class programming. Commitment to personalised learning as evidenced in students personalised learning plans.

Practice: Dynamic learning culture which is challenging, engaging and inclusive.

Quality whole school systems for all stakeholders resulting in high expectations and measurable whole school improvement.
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<td>To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication and empowered leadership and organisational practices.</td>
<td>Leaders: To establish proactive learning/leadership opportunities with other schools and community members to introduce educational and organisational innovations that improves school-wide systems and practices. Staff: Engage all staff in professional development that is, relevant, future focused and shaped by research, evidence and feedback to build their capabilities as learners, teachers and leaders.</td>
<td>Leaders: Wingham Community of Schools funds utilised to access ‘Art of Leadership’ course-Professional leadership learning-bring back and share skills developed with executive staff, Principals, school teams/stages to enable clear/efficient and innovative practices to promote student learning. Leadership and teaching are ongoing priority areas with a focus required in systems domain of management and quality teaching practices- implementation of Performance and Development Framework. Smooth transition into realm of Australian Curriculum implementation.</td>
<td>Practices: Whole school community involvement in development and implementation of school vision and purpose. Teachers and leaders are engaged in teaching and leadership practices and professional learning networks that are purposeful, inclusive and optimise success for all. As measured by increased involvement and participation in teaching and learning environments to maximise student outcomes. Product: Leadership skills are shared across Community of Schools. Product: Closer relationships with local schools. Product: Clear values established and promoted across school community as measured by student, staff and community embracement of agreed vision and values. Product: Full implementation of curriculum. Product: Full implementation of Performance and Development Framework.</td>
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### Strategic direction 3: ACTIVE COMMUNITY INVOLVEMENT AND SUPPORT

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<td>To engage and involve members of the local and wider community thus enabling us to gain a wider expertise, skill base and knowledge. Draw on the skills, involvement and support from community people/sources to enable students to become self-motivated and engaged lifelong learners. Strengthen relationships with parents/community members.</td>
<td>Staff, Leaders: Provide professional modes of communication that enhance school and community relationships. Work to create positive attitudes to learning and understandings of how students learn. Build understanding of positive influences that parent/community involvement in school life can have on students learning and motivation. Parents/Community: Participate and engage with school to develop school vision and purpose. More involved with policies and practices that build a sense of inclusion for all.</td>
<td>Continue to provide extra-curricular programs/activities: Music- Choir, ukulele School garden Reading Languages Sustainability in schools Art Bike Safety Encouraging and implementing an environment where the school vision reflects the traditional and emerging needs and ambitions of the whole school community. Implement 'Window of Safety' through initial meetings with students, staff, parents and community to instil our shared school vision and purpose.</td>
<td>Practices: To establish a culture of collaborative, supportive and engaging learning and sharing, between all stakeholders: students, teachers, parents, ancillary staff and community members as measured by stakeholder involvement. Product: Increased involvement in meaningful educational programs and experiences for all students. As measured by students engagement and motivation to achieve their best. Practices: Establish opportunities for parents and community members to engage in a wide range of school/educational activities as measured by parent/community involvement, participation and commitment to school life. Product: School community is actively involved and committed to the schools strategic directions and practices and this is reflected in community feedback. Product: Whole school community a part of development and implementation of school vision and purpose (Window of Safety).</td>
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