School plan 2015 – 2017

Bigga Public School 1223
### School background 2015 - 2017

#### School vision statement
Our school plan embodies our hopes and dreams for the next three years. It is part of a longer term vision which is embedded in research based from DEC policies and curriculum documentation, as well as collaboration with the parents, staff, students and community of Bigga Public School. We envisage that all students will have equal opportunities to achieve to individual ability levels in all areas of learning. We strive to provide opportunities to support the individual growth and development of the cognitive, emotional, spiritual, and physical wellbeing of all school members. Each child will be supported by the school, the parents and the community, their expertise and their resources, to produce confident and self-aware students who are learning to actively contribute to the community and society in which they live. We are deeply committed to achieving these goals. 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, teachers’ aides and a general assistant who provide efficient and valued support.

Our school places great emphasis upon providing opportunities for all students to reach their individual ability levels and their fullest potential, both in and out of the classroom. Being such 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. The school is also 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
Bigga Public School has worked with parents, students and staff collaboratively to develop the school plan. Through written surveys, meetings and ongoing feedback, followed by the analysis of our school and survey data the planning team has been able to develop strategic directions that reflected the vision and needs of our school.
Purpose:

- To develop students who are confident, active and creative, who are responsible for their own outcomes and are equipped to be 21st century learners.

- To provide high quality teaching programs which enable students to achieve at or above their stage level in literacy and numeracy.

Purpose:

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

- To create a positive school environment through inclusive social skills programs, health and sport programs, engagement with parents and the school community as well as partnerships with the wider community.
### Strategic Direction 1: Quality Teaching and Learning

#### Purpose
Why do we need this particular strategic direction and why is it important?

- To develop students who are confident, active and creative learners and who are responsible for their own outcomes and are equipped to be 21st century learners.
- To provide high quality teaching programs which enable students to achieve at or above their stage level in literacy and numeracy.

#### People
How do we develop the capabilities of our people to bring about the transformation?

- **Students:** will be confident, active participants in learning.
- **Staff:** will be engaged with professional learning that is purposeful and directly linked to a strategic literacy and numeracy plan.
  - will provide quality teaching and learning activities that meet individual learning needs.
- **Parents:** will be supportive and value the importance of the programs implemented in our school.
- **Community:** to utilise the local skills, experience and knowledge, to aid the enhancement of learning.
- **Collegial Network:** continued development of a community of schools approach to enhance professional knowledge to support implementation and evaluation of best practice.

#### Processes
How do we do it and how will we know?

- Whole school approach to using PLAN (Planning Literacy and Numeracy). Develop assessment planning, programming and teaching models for students K-6 in order to implement individual learning plans.
- Build capacity to collaboratively plan and differentiate programming and pedagogy in Literacy and Numeracy across all KLAs using the quality teaching elements.
- Support staff training in the Australian Curriculum syllabus documents in order to effectively implement the new curriculum as per BOSTES and DEC guidelines.
- Engage with our collegial network and embed the Quality Teaching Framework in teacher programs.
- Professional learning opportunities to be provided to all staff.

#### Products and Practices
What is achieved and how do we measure?

- **Products**
  - Students are independent learners who understand how and why they learn.
  - Students grow at appropriate rates as shown by internal and external data.
- **Practices**
  - Implementation of L3 practices and use of interactive mathematics programs across the whole school.
  - Students are able to track their own progress and achievements on the continuum
  - Quality teaching in literacy and numeracy to improve teaching programs and student result.
### Strategic Direction 2: Wellbeing and Community

<table>
<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why do we need this particular strategic direction and why is it important?</strong></td>
<td><strong>How do we develop the capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we measure?</strong></td>
</tr>
</tbody>
</table>
| - To foster a supportive and collaborative learning environment by providing programs that develop and maintain emotional, spiritual, mental and physical wellbeing of all school community members.  
- To create a positive school environment through inclusive social skills programs, health and sport programs, engagement with parents, as well as partnerships with the wider community. | **Students:**  
- Develop the resilience and confidence of our students to accept responsibility for positive behaviours and lifestyle choices, and to be thoughtful and aware of the rights and feelings of others.  
- **Staff:**  
- Will be engaged with ongoing professional learning.  
- Directing and encouraging students to make informed decisions concerning their wellbeing.  
- **Parents:**  
- Parents and community members will be involved in school events and routines. They will positively model school values and beliefs and respect diversity.  
- Record and observe growth of positive responses using data gained from Quality of Life School Surveys from students, staff and parents.  
- School data and observational activities shows that all students understand the school’s welfare policy and contribute positively to each other’s learning. | - School processes ensure that positive and respectful relationships are evident among staff and students, promoting student wellbeing and pleasant and successful learning conditions using The Fish Philosophy and chosen aspects of PBL.  
- Opportunities will be provided for students to actively participate in programs designed to support student wellbeing, health and sporting skills such as the Live Life Well@ School program.  
- Data to be obtained through the use of Quality of Life School surveys, reports on positive and negative classroom and playground behaviour as well as formal and informal reporting from parents.  
- Parents and community members will be encouraged to actively participate in a wide variety of school events. | **Products**  
- Positive and respectful relationships are modelled within the school environment and are reflected by improved student learning, health and wellbeing and increased participation in sporting programs.  
- Increase in positive responses to school as indicated by the Quality of Life School Surveys.  
- Parents access information from the school and take every opportunity to participate and collaborate in their child’s education.  
- **Practices**  
- Implement and improve positive behaviour and wellbeing programs.  
- Staff and community members to model positive and respectful behaviour practices.  
- Training provided for staff in health, wellbeing and sporting programs. Active parental involvement and improved communication with parents. |