## School background 2015 - 2017

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<th>School vision statement</th>
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<td>Binda Public School is a community school committed to providing an inclusive education in an engaging and nurturing environment which values the diversity of our community. We encourage our students to achieve their personal best as confident, creative and successful learners as they becoming resilient, courteous and considerate global citizens who possess perseverance, self-confidence and self-discipline.</td>
<td>Binda Public School is a progressive, well-resourced small village school. It is located on the Southern Tablelands, 20km west of Crookwell and on the traditional land of the Wiradjuri people. The staff is committed to providing learning programs which encourage engagement, thus bringing maximum personal and academic growth, as well as providing learning opportunities which take the students beyond their immediate vicinity. Through our welfare and values programs we provide opportunities for students to develop their social skills, self-confidence and independence, including programs that involve them in decision making and responsibility for various aspects of the school. The school has an active P&amp;C with parents and community members interacting positively for the benefit of our students across a range of activities. The current school enrolment sits at 12 students, with 6 students identifying as Aboriginal. Our staff comprises a Teaching Principal and a part-time teacher/Learning and Support Teacher. Binda Public School is part of the Small Schools Southern Tablelands Curriculum Innovation Project and also works in collaboration with Laggan and Bigga Public Schools.</td>
<td>An evaluation was led by the Principal utilising both formal and informal discussions and involved consultation with staff, students, parents and the P&amp;C Association. Surveys were distributed to each family with feedback covering areas such as having dedicated, quality staff, learning and the advantage of being a small school. Parents would like to see innovation in delivery of cutting edge teaching techniques. External assessment including NAPLAN and Best Start along with internal assessment data was analysed to inform directions and improvement measures. The ongoing school planning process will ensure our students are engaged in learning opportunities to acquire the knowledge, skills and experiences to allow each child to reach their full potential as learners in the 21st century.</td>
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School strategic directions 2015 - 2017

STRATEGIC DIRECTION 1
Quality teaching, learning and engagement

Purpose:
Every student at Binda Public School becomes successful, 21st Century learners who build their learning capacity through innovative, differentiated and reflective pedagogy. Teachers will continue to develop their knowledge and skills through shared professional learning, reflecting on their teaching to strengthen their classroom practice and improve student outcomes.

STRATEGIC DIRECTION 2
Quality relationships and partnerships to develop a positive school culture

Purpose:
Enhance entire school community relationships through shared values, collaboration, communication, strategic support and belief systems that underpin student social and emotional wellbeing. To strengthen the partnership between home and school, promoting community collaboration and engagement to support the achievement of student learning outcomes.
### Strategic Direction 1: Quality teaching, learning and engagement

#### Purpose

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

Every student at Binda Public School becomes successful, 21st Century learners who build their learning capacity through innovative, differentiated and reflective pedagogy. Teachers will continue to develop their knowledge and skills through shared professional learning, reflecting on their teaching to strengthen their classroom practice and improve students outcomes.

#### Improvement Measures

- School growth in school based assessments increases by 10% at the completion of each year in Literacy and Numeracy
- Naplan data indicates at or above average growth averaged over three years.

#### People

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

**Students:** Levels of achievement in literacy and numeracy will be improved through engaging, differentiated teaching and learning to meet student needs, levels of readiness, aspirations, interests and motivations.

GAT students or high achieving students identified and encouraged to take part in online courses and taught how to give effective and constructive feedback to course creators.

**Staff:** Skills developed by designing and implementing differentiated individualised professional learning. Staff gain confidence in the use of new ICT tools, learn how to use them and include this knowledge in their teaching programs.

**Parents/Carers:** Opportunities to develop understanding and awareness of programs through professional parent/carer learning to improve the intellectual quality of the school.

**Community Partners:** Establish proactive learning alliances with our local community of schools and participating schools in the Southern Tablelands.

**Leaders:** Ongoing professional learning; support, model, engage and implement initiatives. Increased awareness of the new DEC initiatives.

#### Processes

How do we do it and how will we know?

- Learning and Support team provides high levels of support for identified students
- Professional learning to support low-performing and high-performing students
- Teachers upskilled in designing rich leaning tasks incorporating ICT
- Student participation and teacher PL through the Small School Southern Tablelands Curriculum Innovation Project
- Staff build their capacity to differentiate programming and pedagogy in Literacy and Numeracy using the NSW continuum
- Explicit teaching of ICT skills to students through attendance at iPad boot camp (Macquarie University) and iTunes U courses available for use with staff and students
- Information sessions for parents
- NAPLAN, Best Start, benchmarking and internal assessment to inform teacher programming.

**Evaluation Plan**

Monitor NAPLAN and other school-based assessment to analyse student performance and develop programs to improve these areas as required.

#### Products and Practices

What is achieved and how do we measure?

- Students demonstrate continual growth on the literacy and numeracy continuum and in ICT skills. Naplan data indicates at or above average growth averaged over three years.

**Product:**

- Programs and assessment tasks reflect changes to pedagogy and curriculum.
- Individualised PL plans for staff

**Product:**

- All students are creative and productive users of technology.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**

- Teaching staff use a broad range of student achievement data for analysis to differentiate learning.

**Practice:**

- Students have access to a greater range of technology as a means of communication including online GAT courses.
## Strategic Direction 2: Quality relationships and partnerships

### Purpose

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

Enhance entire school community relationships through shared values, collaboration, communication, strategic support and belief systems that underpin student social and emotional wellbeing. To strengthen the partnership between home and school, promoting community collaboration and engagement to support the achievement of student learning outcomes.

### People

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

**Students:** Show empathy to others and value diversity. Have high expectations of themselves, develop leadership qualities and influence decision making.

Aboriginal culture integral to school life.

**Staff:** Model appropriate interpersonal behaviour in interactions with students, parents and the wider community. Enhance productive high level communication and consultation.

**Parents/Carers:** Support school initiatives and programs. The school provides opportunities for parents to work with students, attend workshops and information sessions.

### Processes

**How do we do it and how will we know?**

**Students:**
- Participate in school and community events that reinforce our shared values and citizenship.
- Student leaders participate in the GRIP Leadership Conference and organise a whole school event once per term.

**Staff:**
- Create a deeper, shared understanding of home/school partnerships to increase awareness and implications of current educational practices through information sessions and newsletter articles.

### Products and Practices

**What is achieved and how do we measure?**

- There is school-wide, collective responsibility for student learning and success with high levels of student, staff and community engagement.
- Positive and respectful relationships across the school community underpin a productive learning environment.

**Product:**
- Students show greater initiative with leadership capabilities.

**Product:**
- Parents participate in the promotion of student and school successes across all areas.
- Increase parent satisfaction through annual survey.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- GRIP Leadership and associated activities implemented.

**Practice:**
- Regular community events such to showcase student growth and achievements.