

# School plan 2015-2017

## Mitchells Island Public School 2580



# School background 2015–2017

## School vision statement

The core business of the school is teaching for learning, promoting student success. The school motto of “Living & Growing Together” demonstrates the shared vision the school community has to maximise learning. All staff initiate, maintain and monitor learning, focusing on raising the expectations for academic success, production of quality work and for optimising personal improvement.

Our vision is to educate students towards being:

- Independent learners.
- Compassionate, with empathetic understanding.
- With Internalised values
- Resilient and having responsibility.
- Literate, articulate and numerate students.
- Confident and with a love of learning.

## School context

Mitchells Island Public is on the Mid–North Coast, with an isolation index of 1.8. The school has been established since 1869. The current 39 students are composed of 12.8% aboriginal, 64.1% boys and 35.9% girls. 15.3% of the students are in Out of Home care.

The school has an average FOEI of 168 and 30.7% of students have a disability adjustment. The school is included in the Early Action for Success Small School's Programme.

The school has high standards in both teaching and student learning and actively promotes school unity. The overarching value of our school is respect for all. We have a Learning and Support Teacher allocation of .2

Mitchells Island Public School provides:

- Experienced, dedicated teachers
- Programs that cater for students' strengths, goals and interests
- Opportunities for all students to reach their full potential.
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- A safe and spacious playground.
- All teaching and learning supported by up to date technology.

## School planning process

The school community were consulted throughout the planning process through written and verbal communication.. Staff engaged in analysis of evidence of student achievement and engagement. This was gathered from student outcome assessments and student, staff and parent interviews

Shared decision making with the staff, students and the parents and carers identified directions to progress students into self– motivated learners, confident and creative, with the personal resources for future success and wellbeing.

These are

- 
- Engage students to be confident, resourceful and reflective learners.
- Build effective communication processes throughout the Key Learning Areas, the school and the community.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1 LEADING Effective Communication

### Purpose:

The school community recognises and respects the fundamental importance of effective communication as a vehicle to convey thinking to others.

We believe communication is fundamental to:

- create behavioural change
- build loyalty and credibility
- make problem solving easier
- show respect for others

## STRATEGIC DIRECTION 2 LEARNING Confident, resourceful and reflective learners

### Purpose:

Learning programs provide opportunities for students to be;

- creative
- reflective
- collaborative
- resourceful

Student engagement produces learning evidence that shows deep thought and logical thinking. Positive, respectful and trusting relationships underpin a productive learning environment in the school. When student thinking is communicated to others it shows literate, numerate, social, environmental and cultural awareness.

## STRATEGIC DIRECTION 3 TEACHING Innovative, challenging and inclusive teaching

### Purpose:

Teaching staff are:

- committed to produce effective teaching methods
- providing learning experiences that stimulate and develop students' critical, creative and ethical thinking abilities
- modelling effective, evidence based practice
- ensuring students have a path for improvement

# Strategic Direction 1: LEADING Effective Communication

## Purpose

The school community recognises and respects the fundamental importance of effective communication as a vehicle to convey thinking to others.

We believe communication is fundamental to:

- create behavioural change
- build loyalty and credibility
- make problem solving easier
- show respect for others

## Improvement Measures

A higher proportion of parents understand how to support their child with Literacy and Numeracy

It is evident that professional learning is targeted to school priorities and the professional needs of all staff.

Increase in parent and the wider community involvement and participation in school activities

## People

### Students

Actively involved & engaged in communicating classroom and school learning to the schools' community.

### Leaders

Shared responsibility is evident in leadership, teaching, learning and community to review improvements in learning.

### Staff

Development of capabilities in systems & structures to support students.. More opportunities for communication between home and school instigated

### Parents/Carers

Planning with teachers to understand the learning and support needs of their children.

An improvement of the number of parents having involvement in the school.

### Community Partners

Proactive learning alliances with other schools and community members to enrich collaborative learning of both staff and students.

An expansion of Small Schools and High School Collegial activities.

## Processes

### Growing communication skills

Increase student communication skills through public speaking, debating, school assemblies, presentations, performances & newsletters.

### Community Partnerships

To develop stronger relationships with the parents and the wider community

## Evaluation Plan

Staff members broaden the topics of parent discussions and interactions.

Student growth & confidence in Speaking & Listening outcomes is plotted and growth measured.

Professional Learning Plans reflect the School Plan's products & practices.

## Practices and Products

### Practices

Families and the school share responsibility for student learning and wellbeing.

A higher proportion of parents understand how to support their child with Literacy and Numeracy

Engage new, reluctant or disengaged parents.

Students are supported by positive attitudes to learning and shared understanding of how children learn.

Students move from passive learners to engaged, enthused and challenged learners who want to expand their learning and communicate it to others.

Leadership program for Stage 3 students is evident.

### Products

Community partnerships support improving student communication.

Embedded formal and informal processes to support families is evident in school organisation.

# Strategic Direction 2: LEARNING Confident, resourceful and reflective learners

## Purpose

Learning programs provide opportunities for students to be;

- creative
- reflective
- collaborative
- resourceful

Student engagement produces learning evidence that shows deep thought and logical thinking. Positive, respectful and trusting relationships underpin a productive learning environment in the school. When student thinking is communicated to others it shows literate, numerate, social, environmental and cultural awareness.

## Improvement Measures

Student work samples show improved quality due to the increased engagement of students in the learning process.

Students and teachers collaboratively develop individual learning goals which are used to guide self reflection and monitor progress.

There is an increased number of students achieving at Stage appropriate levels.

## People

### Students

Students have a commitment in being a quality learner.

Students are taught strategies to reflect on their achievements in learning.

### Staff

Develop student capabilities by designing & implementing systems to support and extend all students' achievements.

Setting of student goals is formalised.

Staff aim for improvement through their Performance and Development Plan.

Students are taught the skills necessary to negotiate how they arrange their work toward goal achievement.

Whole school Values Lessons are conducted.

### Parents/Carers

To establish opportunities for parents and teachers to work together to improve the intellectual quality of school focuses.

### Community Partners

Coordination of shared lessons and Focuses between Small Schools Community and Taree Learning Community.

## Processes

Learning alliances

Involvement in School Learning Community and Taree Learning Community Projects broaden the students' experiences.

Collaborative Learning

Future focused learning through enhanced learning environments

## Evaluation Plan

milestone monitoring will occur every 5 weeks and will involve all staff.

collection of work samples

review of PLPs

Review of PLAN data-5 weekly

## Practices and Products

### Practices

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Assessment is consistent, systematic and has evidence of holistic learning and is reflective of the engagement of students .

The raising of student expectations & enhancement of Quality student learning. shows improved student wellbeing and ability to work together on common goals.

Staff observing key lessons around the schools Strategic Directions.

### Products

Formal Student/Teacher meetings are part of Assessments.

Students have greater opportunities to work with students from other schools around a focus..

# Strategic Direction 3: TEACHING Innovative, challenging and inclusive teaching

## Purpose

Teaching staff are:

- committed to produce effective teaching methods
- providing learning experiences that stimulate and develop students' critical, creative and ethical thinking abilities
- modelling effective, evidence based practice
- ensuring students have a path for improvement

## Improvement Measures

Student and Teacher surveys show engagement and effective learning time of students has increased.

Student and parent interviews show the majority are aware of the classroom learning focus and why and how students are learning about it.

School and external assessments show a growth in student achievement against prior learning assessments.

## People

### Students

Students internalise the learning strategies to work independently or in groups around a given topic and teach their learning to others.

### Staff

Professional learning in the areas of curriculum presentation that reflects different learning styles and student engagement.

Parent, Teacher and Student interview to take place in the first semester.

Student results are plotted on the continuums of Literacy and Numeracy.

Professional Learning in identified areas of need through personal goals, school strategies or Department of Education priorities.

### Parents/Carers

Have an understanding of the shift in learning practices where the classroom teacher is not the only teacher of knowledge in the classroom.

## Processes

### Early Action for Success

Professional Learning and mentoring to bring about a change in teaching practice resulting in improved quality curriculum delivery and student learning K-6.

### Evaluation Plan

Analysis of student time on task when learning independently.

A higher % student learning takes place in community focuses.

## Practices and Products

### Practices

Parents are more involved in student learning due to student communication of the learning process.

Teachers are able to assess student learning through multi-modal deliveries.

Student driven learning around topics become integrated into the classrooms activities as they broaden their knowledge base.

Individual student results are available to parent/carers to deepen their understanding of progress monitoring.

### Products

Student driven learning around topics is evident in classrooms.

3 way interviews of parent/carer, student & teacher are encouraged where students can articulate their goals.

Early Action for Success strategies implementation shows improved student achievement.