

# School plan 2018-2020

## Mitchells Island Public School 2580



# School background 2018–2020

## School vision statement

The school motto of “Living & Growing Together” demonstrates the shared vision the school community has to maximise learning and build the educational aspirations and ongoing improvement for the whole school community..

Our vision is to educate students towards being:

- Future Focused, responsible, creative and critical resilient learners
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- 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 26 students are composed of 11% aboriginal, 78.8% boys and 22.2% girls. and 1.6% of the students are in Out of Home care.

The school has an average FOEI of 154 and 1.6% of students have a disability adjustment. The school is included in the Early Action for Success Small School’s Initiative.

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 0.2

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

In 2018 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.

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 2018–2020



**STRATEGIC  
DIRECTION 1**  
Mindset for Learning

**Purpose:**

To create a school wide culture of self-motivated, persistent lifelong learners who are invested in their own future focused learning. The school community understands the importance and purpose of providing differentiated and responsive learning programs.



**STRATEGIC  
DIRECTION 2**  
Expert Teaching Team

**Purpose:**

To create and grow a stimulating and engaging professional environment for educators, supported by a positive culture that develops skilled and high performing teachers.

# Strategic Direction 1: Mindset for Learning

## Purpose

To create a school wide culture of self-motivated, persistent lifelong learners who are invested in their own future focused learning. The school community understands the importance and purpose of providing differentiated and responsive learning programs.

## Improvement Measures

Students engagement improves as their understanding of the effective learning process increases, evidenced by progression along the creative and critical thinking and Information technology matrixes.

Exposure to a wide variety of educational experiences where students are risk takers and the community adopt a positive attitude towards learning and use the language of learning and the learning pit

## People

### Students

- Develop positive mind frames.
- Are engaged inquisitive learners who think differently.
- Use positive language and strategies around learning challenges/dispositions to explain who they learn.

### Staff

- Have high expectations
- Demonstrate and use the language of growth mindset.
- Are understanding and responsive to student learning needs.

### Leaders

- Have high expectations
- Demonstrate and use the language of growth mindset.
- Are understanding and responsive to student learning needs.

### Community Partners

- Understand the language of learning their child uses in relationship to their learning.
- Have high expectations for their child/children's learning.

## Processes

### Developing culture to support learning.

The school community provides a supportive environment to ensure students have a learning environment that supports them to thrive, succeed and grow. Students develop understanding around Growth mindset, The learning Pit, STEAM, You Can Do It and Creative and Critical Thinking.

### Responsiveness to learning needs

The school community caters for all students. Differentiation ensures all students are challenged and provided with learning opportunities responsive to their needs, Through the development of effective strategies for Gifted and Talented students, A deeper understanding around the History Syllabus and Personal Learning Plans

## Evaluation Plan

- Work Samples
- Surveys
- Student engagement
- Classroom Observations
- Program Monitoring
- Videos
- Reflection on the 5 weekly evaluations gathered through planned documentation in the milestones.

## Practices and Products

### Practices

#### Developing culture to support learning.

- Parents, Students and Teachers are working collaboratively establishing clear goals and monitoring progress
- Students are articulating and understanding their learning processes and required dispositions and demonstrating their next steps for learning.
- Teachers collaboratively engage with the professional learning community to draw on expertise and resources to develop their understanding around STEAM and Future Focused Learning
- Students, Teachers and Parents actions indicate a growth mindset within a culture of high expectations.

#### Responsiveness to learning needs

- Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.

### Products

#### Developing culture to support learning.

- Community of schools extracurricular activities are regularly scheduled.
- School wellbeing framework and practises are developed.
- Parent meetings/workshops regularly scheduled to inform parents learning programs.

#### Responsiveness to learning needs

# Strategic Direction 1: Mindset for Learning

## Improvement Measures

## People

## Processes

## Practices and Products

- Teaching and Learning programs show evidence of You Can Do It embedded with the learning dispositions and growth mindset.
- All members of the school community have high expectation sand demonstrate aspirational expectations for learning.

# Strategic Direction 2: Expert Teaching Team

## Purpose

To create and grow a stimulating and engaging professional environment for educators, supported by a positive culture that develops skilled and high performing teachers.

## Improvement Measures

Teaching and Learning Program and Teacher observations identify that teachers are meeting the individual needs of students through differentiation.

School self evaluation against the SEF, indicates a movement from sustaining and growing to excelling in the teaching domain element, Effective Classroom Practice and Data Skills and Use.

## People

### Students

Provide timely respectful and meaningful feedback to teachers on their learning experiences.

### Staff

Maintain accurate records, documentation and assessment data in order to evaluate and adjust their teaching strategies, to maximise positive impact on student learning.

Work collaboratively to ensure that their pedagogy aligns with practices that are shown through research to have a high probability of success.

### Leaders

Establish and improve processes which build the capacity of the school community to understand data and engage in evidence-based conversations about school improvement (particularly relating to teaching practices).

### Parents/Carers

Engage in literacy and numeracy information activities around assessment and teaching strategies.

## Processes

### Research Informed Pedagogy for Literacy and Numeracy

Teachers implement high quality professional understandings in literacy and numeracy teaching practices through participation in L3 and Professional learning around the Learning Progressions and differentiation.

### Evaluation Plan

- Observational rounds
- Regular gathering of data for analysis
- Reflection on the 5 weekly evaluations gathered through planned documentation in the milestones
- Analysis of school based assessment data ,lesson plans and teaching and learning programs
- Analysis work samples

## Practices and Products

### Practices

#### Research Informed Pedagogy for Literacy and Numeracy

- All teachers identify areas for development, through the teacher observation process, which are evident in programs and PDP's.
- There is a coordinated effort by school staff to engage the school community to reflect on student progress and achievement data and develop plans and strategies for improvement.

### Products

#### Research Informed Pedagogy for Literacy and Numeracy

- 100% of Teaching /Learning programs are data based, differentiated for individual student learning needs and demonstrate syllabus content measured by program review and student work samples.
- The structures are in place and there are regular meetings and opportunities to collaboratively plan, reflect, improve and deliver evidence informed pedagogy.
- Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, through continuous tracking of student progress and achievement against the learning progressions in Literacy and Numeracy.