

# School plan 2018-2020

## The Pocket Public School 2890



# School background 2018–2020

## School vision statement

The Pocket Public School provides a stimulating learning environment in cooperation with students, staff and parents. Our school fosters quality relationships in a caring and supportive environment.

Our vision is for all staff to confidently deliver an innovative and engaging curriculum that will both challenge and support student learning to promote a community of future focused learners who will develop a sense of autonomy and responsibility for their own learning journey.

We will work collaboratively with the Valley of Small Schools (VOSS) Learning Community to achieve a variety of initiatives to enhance student outcomes.

## School context

The students at The Pocket Public School are motivated, active learners who take advantage of the many opportunities a small school has to offer. They have strong friendships with their peers and teachers and a solid sense of community. The staff maintain a school-wide, collective responsibility for student learning and success.

The student body and community have embraced current innovations. Students learn in an environment that is nurturing and dedicated to them achieving their highest potential. The students are encouraged to use their learner dispositions to embed new learning.

## School planning process

Consultation with staff through ongoing staff meetings and professional dialogue.

- Regular meetings with learning community leaders VOSS meetings.
- Shared whole staff meetings with learning community at a planned VOSS staff meeting.
- Three sessions with Principal School Leadership and the VOSS Principals to work through the Strategic Directions which impact on our schools as part of the VOSS.

As a result we identified two key strategic directions from available data and consultation. These are

Innovative and inclusive practices.

Collaboration

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Innovative, Inclusive Practice

### Purpose:

To create a stimulating learning environment using well developed and evidence based approaches to cater for individual student learning needs.



## STRATEGIC DIRECTION 2

Collaboration

### Purpose:

The purpose of the VoSS plan is to provide a collaboration space for teachers and students to improve quality/innovative teaching and learning in all schools.

The purpose is to also to celebrate student improvement across the community.

The needs analysis shows small schools staff and students would benefit from opportunities to work collaboratively to both plan and teach to improve learning.

# Strategic Direction 1: Innovative, Inclusive Practice

Purpose	People	Processes	Practices and Products
To create a stimulating learning environment using well developed and evidence based approaches to cater for individual student learning needs.	<b>Students</b>  <b>Students</b> build skills on self assessment with a focus on school learning dispositions.	Draw on research to develop and implement high quality TPL in literacy and numeracy teaching practice.  <b>The Craft of Writing (L3 and Seven Steps)</b>  Collaboratively develop strategies to improve student writing and develop teacher practice using well developed and evidence based approaches.	<b>Practices</b>  Every teacher embeds pedagogies of L3 and / or Seven Steps into individual student learning practices guided by current teacher support materials.  Embed Visible Learning strategies with a focus on Learning Intentions, Success Criteria and individual student goals.
Improvement Measures			
By the end of the school planning cycle all students will demonstrate expected growth in writing. Measured through internal and external assessments.	<b>Parents/Carers</b>  <b>Parents and community</b> develop an understanding and demonstrate support of the models of learning that underpin the schools innovative, inclusive practice.	<b>Visible Learning</b>  Implement a whole school integrated approach for students to take responsibility for their own learning and teachers to make learning visible.	<b>Products</b>  Teachers display an increased knowledge of L3 and Seven Steps through programming and PDP processes.
100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed. .	<b>Staff</b>  <b>Staff</b> identify learning needs of students through assessment and evidence to differentiate the curriculum to meet the need of individual students. Teachers will take on relevant training to implement and deliver innovative practices to meet individual student learning needs. Teachers will actively collect, review and use appropriate data to track student learning.	<b>2019</b>  <b>Progressions / PLAN2</b>  To use learning progressions and PLAN2 as a resource to support the implementation of the curriculum.	Students will show evidence of age appropriate growth and progression in their writing samples measured through in school data, NAPLAN and literacy progressions.
By the end of the school planning cycle all students will demonstrate expected growth in writing. Measured through internal and external assessments.	<b>Leaders</b>  <b>Leaders</b> foster an expectation of improvement in literacy and numeracy standards across the school community.		Learning programs reflect the explicit teaching of the visible learning intention and success criteria.
100% of students will also demonstrate an ability self evaluate their learning and compose learning goals through collaboration with classroom teachers where needed.		<b>Evaluation Plan</b>  Regular gathering of data for analysis, reflection and reporting on the impact of planned activities identified in milestones.  Analysis of school based and external data.  Evaluate learning programs.  Teacher reflections, observations and community feedback.  Staff goals align with school priorities.	Student conferencing / feedback by evidence and data to inform individual student goals.

# Strategic Direction 2: Collaboration

## Purpose

The purpose of the VoSS plan is to provide a collaboration space for teachers and students to improve quality/innovative teaching and learning in all schools.

The purpose is to also to celebrate student improvement across the community.

The needs analysis shows small schools staff and students would benefit from opportunities to work collaboratively to both plan and teach to improve learning.

## Improvement Measures

Teacher collaboration within and across schools to ensure consistency of curriculum delivery including strategies for differentiation and consistency in teacher judgment.

Demonstrated growth of student outcome from base line VoSS base line data. is reflected the common assessment task.

## People

### Students

Students collaborate with other students to improve their learning.

### Staff

Teachers work collaboratively to create units of work.

Teachers collaborate on lesson study.

### Community Partners

The community celebrate student learning.

### Leaders

Leaders establish and improve processes to build the capacity of the school community to collaborate.

## Processes

### Collaborative VoSS Process

Teacher & student collaboration to improve quality of student outcomes.

### Engagement and enrichment project

Collaboratively develop strategies to improve student writing and develop teacher practice.

## Evaluation Plan

PLAN data

NAPLAN

PL feedback

Units of work

Work samples

Student reflections

Student voice

Teacher surveys

Teacher reflections

Community feedback

Lesson study Feedback

## Practices and Products

### Practices

Students refine their writing through enrichment camp.

Students at school take part in differentiated projects to build skills.

Inter school VC between students.

Teacher collaboration in teams and development of unit of work to increase engagement and enrichment.

### Products

Students success at writers&rsquo; camp as demonstrated at open day.

Structures are in place to enable opportunities to collaboratively plan, reflect, improve and deliver innovative pedagogy.

The collaborative development of the units result in improved student writing.