

# Mitchells Island Public School Plan 2015 – 2017

Implementation and internal progress monitoring

Strategic Directions 2580

Mitchells Island Public School

## Learning

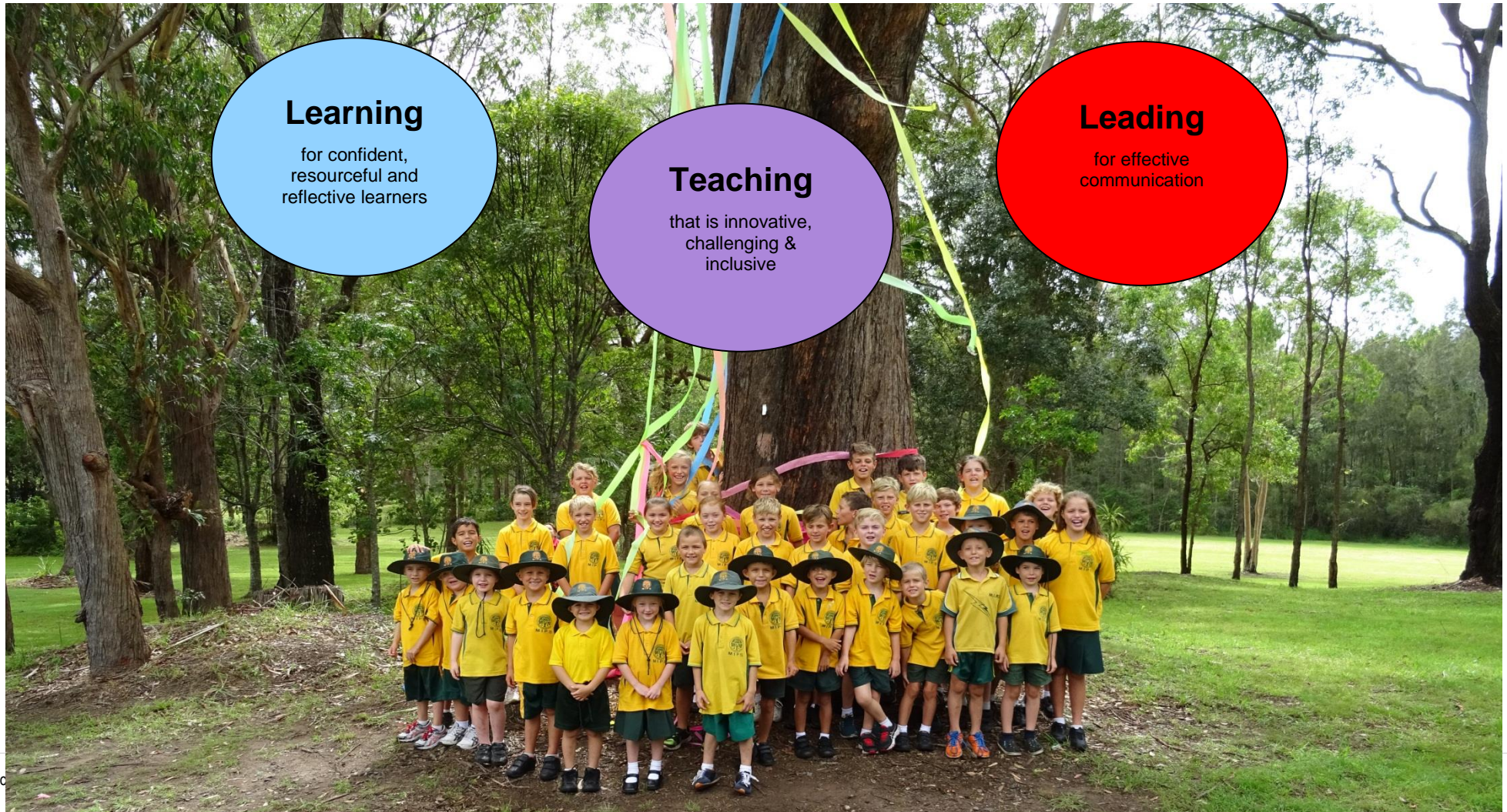
for confident,  
resourceful and  
reflective learners

## Teaching

that is innovative,  
challenging &  
inclusive

## Leading

for effective  
communication



# Mitchells Island Public 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.
- A safe and spacious playground.
- 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 3 directions to progress students into self- motivated learners, confident and creative, with the personal resources for future success and wellbeing.

These are:

- Curriculum delivery is innovative, challenging and inclusive.
- Engage students to be confident, resourceful and reflective learners.
- Build effective communication processes throughout the Key Learning Areas, the school and the community.

# Mitchells Island Public School's strategic directions 2015 - 2017

This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school's educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.



The school community recognise and respect 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
- Grow understanding and respect for others.



Learning programs provide opportunities for students are;

- 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.



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 .

## PURPOSE

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

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

Improved organisational system increases efficiency.

Evident Community understanding & support for the schools expectations and aspirations.

Professional Learning develops teacher capabilities.

The Staff are committed to & can articulate the purpose of the strategic directions for school improvement.

## PEOPLE

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

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

**Staff:** Development of capabilities in systems & structures to support students.

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

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

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

## PROCESSES

How do we do it and how will we know?

**Students:** Increase participation in communication skills through public speaking, debating, school assemblies, presentations, performances & newsletters.

**Staff:** Participate in Professional Learning around Local Management & Business Reform (LMBR) to streamline financial, administrative, communication & organisational effectiveness.

**Leading:** Build teacher capacity through Professional Learning Quality Teaching Framework & Professional Development Framework.

Build AITSL Professional Standards into TARS's process.

**Parents:** More opportunities for collaborative discussions both formal and informal.

### **Evaluation Plan:**

Staff members monitor the topics of parent discussions and interactions.

Student growth & confidence in Speaking & Listening outcomes.

Professional Learning Plans reflect the School Plan product & processes.

## PRODUCT AND PRACTICES

What is achieved and how do we know?

### **Product**

Community partnerships support student communication.

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

LMBR will become fully operational and staff will be competent in its use.

### **Practices**

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

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.

## PURPOSE

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

Learning programs provide opportunities for students who are;

- 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 engagement of students in the learning process.

Negotiated student and teacher goals for the classroom show a common purpose in the intent of learning.

More students at Stage appropriate levels.

## PEOPLE

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

**Students:** Students have a commitment in being a quality learner.

Are taught strategies to reflect on their learning.

**Staff:** To develop capabilities by designing & implementing systems to support and extend all students' achievements.

Undertake ongoing professional discussion & reflection on using & deep understanding of the aspects of the literacy and numeracy continuum.

**Parents:** 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.

**Leading:** Provision of time allocations for students, teachers and parents to work together and reflect on the learning processes needed.

## PROCESSES

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

**Students:** Reflection time each term with Teachers to plan for improved learning.

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

**Staff:** Assessments are focused on improved engagement and the process of reflection on learning. Data, including PLAN is updated & monitored to inform teaching & plan for learning. The instructional Leader co-ordinates the literacy & numeracy achievements.

Collaborative programs are embedded in the school's annual Teaching & Learning activities.

**Leading:** Staff to implement CORE Pedagogy to maximise students' achievements.

Time is planned for effective delivery of the strategic direction allowing for maximum impact on students engagement.

**Evaluation Plan**  
Students share in the assessment of their achievement against the outcomes they have been taught. They discuss and help set their goals for the next learning cycle.

Targeted goals are set for the classroom with negotiated student & teacher input.

## PRODUCT AND PRACTICES

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

**Product:** Formal Student/Teacher meetings are part of Assessments.

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

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

**Practices**  
Reporting to parents is reflective of the engagement of students.

Consistent, systematic Assessment has evidence of holistic learning.

The raising of student expectations & enhancement of Quality student learning.

Observational assessments show student improvement in engagement, demonstrating that they own, respond to and are empowered by their learning.

# MIPS. Strategic direction 3: TEACHING: Innovative, challenging and inclusive teaching

## PURPOSE

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

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.

## 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

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

**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.

Plan systematic and explicit (modelled guided & independent) teaching & learning activities to support student literacy progress across the curriculum.

**Parents:** Have an understanding of the shift in learning practices where the classroom teacher provides samples of literacy strategies to support students.

**Leading:** The staff will revisit learning using Quality Teaching along with Community, Ownership, Responsive, Empowering (CORE) principles.

**Community partners:** Sourced for their ability to use and demonstrate different methods of learning.

## PROCESSES

How do we do it and how will we know?

**Students:** Teacher & student conferences align teacher expectations & student goals with teaching & learning.

Group roles and responsibilities are modelled & systematically taught by students to students.

**Staff:** Change in teaching practice to allow a widening of student learning through Early Action for Success using a 3 tiered model of intervention to address need.

Lessons have less teacher directed facts & more independent, shared knowledge around a given topic.

Professional Learning and mentoring in teaching methods that improve quality curriculum delivery.

**Parents:** Communication with staff and children around school learning.

**Leaders:** Allocation of teacher time to collaborate with others who can model alternative learning styles.

**Evaluation Plan** Analysis of student time on task when learning independently.

A higher % student learning takes place in community focuses.

## PRODUCT AND PRACTICES

What is achieved and how do we know?

**Product:** 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.

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

### **Practices**

Parents are more involved in student learning.

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

Collegial Learning between Primary and High School enhances student learning and transition.