

School plan 2015-2017

Main Arm Upper Public School 3236



School background 2015–2017

School vision statement

At Main Arm Public School we are passionate about creating lifelong 21st Century visible learners in an engaging, quality learning environment supported by nurturing relationships.

Our purpose as a small schools collaborative community (Valley of Small Schools – VoSS), is to provide our students with outstanding learning opportunities across our unique learning settings to ensure our students are able to achieve and demonstrate their potential.

Our Vision

At Main Arm we support our students, staff, parents and wider community:

By providing diverse, engaging and challenging learning, in a caring, safe and sustainable environment and;

By embedding YCDI foundations in every aspect of learning, so that our students can achieve their best.

We support every member of our school community in achieving success and happiness by becoming lifelong, responsible learners.

VoSS Vision

Our Valley of Small Schools is committed to empowering our students in growing holistically as "learners for life" through creativity, critical thinking skills, communication, collaboration and compassion. VoSS schools are vibrant and creative, featuring strong leadership of staff and students within a diverse, environmentally aware and active community of schools.

School context

Main Arm Public School is one of several small PP5 schools within the Mullumbimby Valley serving a vibrant community committed to a nurturing and stimulating learning environment. Students are drawn from the Main Arm Valley and surrounding areas. The school population continues to change as a result of north coast tourism and families who continue to explore various school environments for their child.

Students come from a culturally diverse range of backgrounds including those from rural backgrounds, single parent families, low socio economic families and families from overseas. Our local communities are diverse and rich in intellectual, creative and cultural expertise and are very supportive of the need for collaboration across all the small schools.

Our small school provides our students and staff with a variety of VoSS learning opportunities, along with a strong literacy and numeracy focus. These are combined with an extensive range of enrichment programs which include gardening, music, cooking, sustainability and environmental programs, film making and art.

Our core values underpin everything we do; along with our open door policy this creates a unique and special relationship between staff, students and our community.

The school has a strong focus on the You Can Do It foundations. This program is embedded across all aspects of the school and current data indicates that the community and the school are aware of and value these foundations and thinking tools which are needed for our students' success and happiness as 21st century lifelong learners. Our goal is to continue to strengthen the collaborative learning within our school and across our small schools.

School planning process

In 2014, a planning process was undertaken across the whole school community and our small schools learning community to review current practices and to collect evidence from staff, students and the community.

Our school and small schools used surveys that were initiated by the school.

Our school, along with Goonengerry Public School participated in the Visible Learning Professional Learning workshop, which we all attended in October 2014 across several days.

The evidence collected from these workshops, along with school based surveys was then used in planning sessions involving community, students, staff within our own school and across our community of schools. We looked at the data and identified several priority areas for our 2015–2017 school plan. This was achieved through small focus groups, staff meetings as well as a collaborative staff development day at the end of 2014 within our Valley of Small Schools (VOSS).

The process used included reviewing the data that was collected and collated through 1–1 videos, interviews with students and surveys.

Main Arm staff analysed where our school was at in five visible learning strands – the visible learner, know thy impact, inspired and passionate teaching, effective feedback and Visible Learning Schools. This was shared at our VOSS meetings and discussed using data collected from the other small schools.

As a result we identified three key strategic directions identified from all the data. These are :-

Learn – Curriculum – Visible Learning focus (school focus) with VOSS.

Lead – Building Capacity (VOSS focus) with school

Connect – Working Together (VOSS focus) with school

School strategic directions 2015–2017



**STRATEGIC
DIRECTION 1**
Curriculum – Learning –
LEARN

Purpose:

Fostering the delivery of a high standard curriculum that is innovative and will inspire all students to achieve, grow and be successful visible learners.



**STRATEGIC
DIRECTION 2**
Working Together – CONNECT

Purpose:

Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VoSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework.



**STRATEGIC
DIRECTION 3**
Building leaders – LEAD

Purpose:

Building leadership capacity in innovative practices to deliver quality essential learning to all teachers and students in schools within the learning community.

Strategic Direction 1: Curriculum – Learning – LEARN

Purpose

Fostering the delivery of a high standard curriculum that is innovative and will inspire all students to achieve, grow and be successful visible learners.

Improvement Measures

All staff will be able to identify a quality writing sample for each cluster and create an annotated exemplar resource for their classroom.

All classes will know what is a good learner by using learning intentions and success criteria along with feedback in writing sessions. 50% of students will fully understand what these mean and feedback to students will be based around these.

People

Staff

Staff : Mindsets:—All staff value the importance of consistent and informed evaluation of student work tied to quality feedback

Capabilities: —Knowledge of an assessment capable learner – which includes a definition of what makes an effective learner at Main Arm and the ways that we can promote this. To develop knowledge in the use of learning intentions and success criteria in literacy and numeracy sessions, their purpose and how to write them and how to use them effectively especially when giving feedback. To develop knowledge and student understanding of assessment tasks through the success criteria and cluster progressions.

Parents/Carers

Parents: Mindset: —Talking to their children about what they are learning rather than what they did.**Capability:** —Increased awareness and understanding of what is a good learner and ways to support their children’s learning.

Processes

Students: – Will have an understanding of using learning intentions and success criteria while working and evaluating their work. Can identify how and when they are using the characteristics of an effective learner. Can identify where they are with their success criteria learning and what they need to do to keep improving.

Staff: – Staff Meetings revisiting learner dispositions, learning Pit, learning intentions and success criteria and revamping of LHTL Program.

Staff using clusters, bump it up walls and assessment plan – programs, staff meeting discussions, CTJ.

Using learning intentions, bump it up walls, learning dispositions and success criteria when giving feedback to students in writing.

Visits to other schools.

Classroom walkthroughs to observe and give formative feedback to each other.

Leaders Plan and Lead PL for staff.

Undertake walkthroughs to reinforce key messages.

Share learning at VoSS Meetings.

Evaluation Plan

Evaluation plan:

Visible Learning action plan with built in monitoring and evidence gathering.

Walkthroughs and “Learner video”.

Practices and Products

Practices

Staff will develop a consistent and effective assessment plan across our whole school in writing.

Students will understand and be able to articulate the characteristics of an effective learner, learning intentions and success criteria and know what they need to do to keep improving.

Products

Teachers will reinforce the effective learner profile through instruction, feedback, classroom displays and classroom talk.

Staff will be using a consistent and effective assessment plan across our whole school in writing.

Strategic Direction 1: Curriculum – Learning – LEARN

Improvement Measures

People

Processes

Practices and Products

Strategic Direction 2: Working Together – CONNECT

Purpose

Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VoSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework.

Improvement Measures

All schools plot student achievement using the writing continuums to establish and measure individual student growth.

People

Students

Students: Mindset: All students will want to recognise what quality writing is.

Capabilities: All students will be able to accurately assess their writing using markers and clusters. All students are able to use rubrics to self-reflect, and set goals and strategies for improvement.

Staff

Staff: Mindset: All staff recognises the importance of joint VOSS assessment tasks for writing. All staff appreciates the power of consistency of teacher judgement to improve writing outcomes.

Capabilities: Skills to develop quality writing tasks, rubric creation, using clusters and markers. Provide quality feedback to students. Develop understanding of, and improving teaching practice in, implementing and assessing student writing in a collaborative environment. Develop Consistent Teacher Judgement (CTJ) through moderation of shared assessment tasks and work samples.

Leaders

Leaders:

Mindset: Valuing all schools working together and commitment to VoSS collaborative learning.

Capability: Develop leadership skills across VoSS in writing.

Parents/Carers

Processes

Students are learning to set goals in writing based on feedback.

Direct instruction in class.

Staff are engaged in Professional learning, Surveys, Work samples/Joint marking, Up-skilling their understanding in the use of clusters and markers; Sharing scope and sequence.

Parents are involved through regular communication and the newsletter.

Evaluation Plan

Evaluation plan:

Increased participation in and commitment to VOSS activities (100% participation from every school).

Use of surveys to evaluate staff perceptions, skills, knowledge and confidence to consistently assess writing samples using markers and clusters.

Establish baseline data to set future growth goals.

Practices and Products

Practices

Development of K–6 writing assessment schedule across VoSS.

Increase average value of 2% in writing across VOSS.

Assessing of common writing tasks demonstrates 80% or higher consistency in use of continuum.

Products

Development of K–6 writing assessment schedule across VoSS.

Increase average value of 2% in writing across VOSS.

Assessing of common writing tasks demonstrates 80% or higher consistency in use of continuum.

Strategic Direction 2: Working Together – CONNECT

Improvement Measures

People

Parents:

Mindset: Understand the benefits of, and support VoSS working together to improve student writing.

Capability: Greater understanding of the characteristics of quality writing to support the student learning.

Processes

Practices and Products

Strategic Direction 3: Building leaders – LEAD

Purpose

Building leadership capacity in innovative practices to deliver quality essential learning to all teachers and students in schools within the learning community.

Improvement Measures

The indicators of success will be evident in improved learning outcomes through:-

* Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the four VOSS project portfolios. Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.

People

Leaders

Mindsets: Build and grow our leadership capacity.

Capability: Enhanced knowledge and skills to drive school.

Ability to deliver quality programs.

Staff

Mindset: Everyone is a leader. To be successful we work collaboratively and value the support gained by working together.

Capability: Enhanced knowledge and skill to deliver improved student outcomes.

Students

Mindset: Teachers are learners.

Capability: Self-directed learners able to display leadership.

Parents/Carers

Mindset: Exceptional leadership is a feature of the VoSS.

Capability: Greater understanding of improved teacher practice.

Processes

Leaders:

Provide structured learning opportunities for leaders to study innovative practice to enhance student growth.

Staff:

Provided with leadership opportunities.

Leaders deliver structured Professional Learning.

Students:

Student outcomes will be enhanced as the staff are mentored and trained in new initiatives.

Evaluation Plan

Leadership teams makes strategic use of partnerships to access resources to enhance student outcomes.

Practices and Products

Practices

Leaders report enhanced leadership skills, confidence and knowledge to drive growth.

Teachers will demonstrate increased leadership skills by sharing and modelling their evidence based practice.

Products

Products:

All leaders will demonstrate, through the use of evidence, a high level of skill to develop growth.

Increase the leadership collective efficacy across our schools.