

School plan 2018-2020

Main Arm Upper Public School 3236



School background 2018–2020

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 'You Can Do It' 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 P2 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, along with 'Mindfulness' and these programs are embedded across all aspects of the school. Current data indicates that the community and the school are aware of, and value these programs and thinking tools which are needed for our students' success, wellbeing 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 2017 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.

As a learning community we were involved in consultative meetings and surveys across our community of schools.

The evidence collected was then used in planning sessions involving community, students and staff. The data was analysed by focus groups and staff where several priority areas were identified for our 2018–2020 school plan.

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

Innovative Practices and Collaboration

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Innovative Practice

Purpose:

The purpose is to support passionate and skilled teachers to inspire life long learning. To create and maintain a stimulating and engaging professional environment for educators, supported by a positive culture that develops skilled and high performing teachers. Within this, we are particularly focused on the teaching of literacy and numeracy skills across all learning areas.

Research shows that the use of Visible Learning has significant impact on students achievement, to improve the quality of teaching practice and open dialogue to challenge practices.



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 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 Practice

Purpose

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Improvement Measures

Students and teachers reflect on assessment and feedback processes to plan learning improvement goals.

People

Students

Students will collaborate to improve their understanding, delivery and implementation of Visible Learning (VL) practices across the school.

Staff

Teachers will collaborate to improve their understanding, delivery and implementation of VL practices across the school.

Leaders

Leaders will establish and improve processes to support the learning and implementation of VL.

Parents/Carers

Parent/Carers will gain greater insight into innovative practices in our school.

Processes

- 2018 – Integrated unit of work with WALT and WILF, feedback and reflective practices.
- 2019 – STEM
- 2020 – STEAM

Evaluation Plan

- Student reflective journal
- Walk throughs
- Surveys
- Unit work

Practices and Products

Practices

- Students use success criteria to become assessment capable learners.
- Students use feedback to achieve learning goals.
- Teachers gain a greater understanding of VL practices.

Products

- Collaborative development of units of work results in students reporting their understanding of their learning to peers parents and teachers.
- Structures are in place to enable teachers to practice innovative pedagogy.

Strategic Direction 2: Collaboration

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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 greater than 1 year in student outcomes is reflected in standardized assessment tasks.

People

Staff

Teachers will work collaboratively to create units of work.

Students

Students will collaborate with other students to improve their learning.

Leaders

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

Parents/Carers

The community will celebrate student learning.

Processes

2018 – Engagement and enrichment project

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

Collaborative VoSS Process

- Teacher and student collaboration to improve quality of student outcomes

Evaluation Plan

- PLAN data
- NAPLAN
- PL feedback
- Units of work
- Lesson Study
- Work samples
- Student reflections
- Student voice
- Teacher surveys
- Teacher reflections

Practices and Products

Practices

- Students refine their writing through enrichment unit.
- Students at school take part in differentiated projects to build writing skills.
- Teachers collaborate to refine and improve lesson plans and delivery.
- Teacher collaboration in teams and development of unit of work to increase engagement and enrichment.

Products

- The collaborative development of the units result in improved student writing.
- Students' creative writing is published and launched at celebratory day.
- Structures are in place to enable opportunities to collaboratively plan, reflect, improve and deliver innovative pedagogy.