

School plan 2018-2020

Mascot Public School 2499



School background 2018–2020

School vision statement

Mascot Public School strives to achieve excellence and the provision of high quality educational opportunities for every child.

We aim to develop the academic, social, emotional, mental and physical wellbeing of each child.

We aim to maximise learning in each of these areas to enable students to become successful, lifelong learners with confidence, creativity and an ability to be active and informed citizens of Australia and the world.

We promote student achievement and wellbeing through social and emotional learning. We support the development of appropriate and responsible behaviour choices in students and empower them to become self-reflective individuals who consider the rights of others.

School context

Mascot Public School is situated in the cosmopolitan suburb of Mascot which is well-served by public transport, near Sydney's main domestic and international airports and adjacent to retail areas and industrial estates.

We are a dynamic, friendly school that caters for preschool to Year 6 students with a Before and After School Care Centre on site. We offer extracurricular activities to ensure that our students' interests and talents are catered for.

With almost 76% of our students from language backgrounds other than English, we value cultural diversity, respect and tolerance and a strong EAL/D (English as an Additional Language/Dialect) basis to our teaching and learning programs.

We are well-placed for 21st Century learners via our well-resourced library, dedicated computer room, connected classrooms, access to iPads and laptops, and flexible classrooms and learning spaces.

Our school grounds are extensively grassed with sports facilities and vegetable gardens included.

Involvement and participation of our families is valued and both a P&C and a School Council exist to encourage and nurture this.

School planning process

Over the course of the 2017 school year, staff, students, parents and the wider community were formally and informally consulted about their experiences of and opinions about the way that Mascot Public School delivered quality educational programs to their students.

Staff feedback was gathered through the use of tools such as the School Excellence Framework self-assessment survey, informal and formal staff meetings, staff conferences, one-on-one coaching opportunities, and analysis of available data at a whole school, stage/grade or individual class level (NAPLAN, attendance, student welfare, as examples).

Student leaders were interviewed and posed a series of futures focused questions. Strengths, weaknesses, ideas for improvement and individual student vision for the school set the theme for the questions.

Parental input was gathered informally through anecdotal conversation and feedback, and formally through surveys, one-on-one and small group parent meetings and consultation with the P&C and the School Council.

Our Principal consulted with the school's executive team and the school's designated Principal School Leadership about the findings of the above procedures.

As a result of all levels of consultation, three areas were identified as requiring our immediate attention which are embedded in the 2018–2020 School Plan.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1 Whole School Wellbeing

Purpose:

To build a culture where all members of the school community feel respected, valued, supported and connected in order for our students to succeed and thrive

STRATEGIC DIRECTION 2 Future-Focused Teaching and Learning

Purpose:

To design learning which reflects how the best teachers teach and how today's students learn for tomorrow

STRATEGIC DIRECTION 3 Data-Informed Best Practice

Purpose:

To provide a school-wide collaborative approach to evidence-informed assessment, feedback and reporting to support the diverse learning needs of all students and promote school excellence

Strategic Direction 1: Whole School Wellbeing

Purpose	People	Processes	Practices and Products
To build a culture where all members of the school community feel respected, valued, supported and connected in order for our students to succeed and thrive	Students Engage in developing capabilities of resilience, self-confidence and self-worth which promotes physical, spiritual, mental, social and emotional wellbeing	Wellbeing Embed a whole school approach to wellbeing	Practices All staff consistently implement whole school student wellbeing systems across all school settings
Improvement Measures	Staff Establish and nurture respectful relationships to support the wellbeing of the school community	Partnerships and Connections Embed a culture of inclusivity whereby all community members feel valued as partners in their child's educational journey	Staff are supported to share professional learning and knowledge through collaborative processes
Improved student and wellbeing data	Participate in professional learning and embed into practices	Evaluation Plan Wellbeing Framework for Schools	A variety of forums engage families in learning processes and practices to enhance understanding and provide an open and safe environment
Improved staff satisfaction data	Leaders Facilitate innovative whole school programs to support, maintain and enhance wellbeing and promote high expectations across the whole school environment	Wellbeing Framework Self-assessment Tool	Products Students are aware of explicit expectations
Improved family satisfaction data	Parents/Carers Embrace and engage in whole school programs	School Excellence Framework data	Reduction in reported incidents
	Community Partners Embrace opportunities to develop positive external relationships	Tiered Fidelity Inventory	Consistent, common language for wellbeing is spoken amongst all stakeholders
	Work collaboratively to provide a range of experiences in order to enrich self-identity	Teaching programs	Positive respectful relationships are evident across the school
		Student PLPs	Communication and engagement is more evident and occurs within a variety of medias
		Staff PDPs	Partnerships with parents and students support clear improvement aims and planning for learning
		Student, staff and family wellbeing surveys	
		Attendance at school events	
		Tell Them From Me surveys	
		Staff attendance at social events	
		SkoolBag and website usage	
		Observations and anecdotal records	
		L&ST data	
		Focus groups and forums	

Strategic Direction 2: Future–Focused Teaching and Learning

Purpose	People	Processes	Practices and Products
To design learning which reflects how the best teachers teach and how today's students learn for tomorrow	Students Use digital technologies and develop competence in digital literacy, critical thinking, creativity, presentation and design to improve enterprise skills	Digital Technologies Implement effective processes and practices in digital technologies across the whole school	Practices Digital technology is embedded across the school Learning and teaching design incorporates future–focused skills An adaptive culture of continuous learning is sustained
Improvement Measures	Staff Teachers: adjust their teaching and learning design, including flexible learning styles and spaces, embedded digital technologies and STEM pedagogical practices ICT Team: align with digital technology and STEM processes SASS: upskill in new digital processes	STEM Embed STEM teaching and learning practices to improve student outcomes and enterprise skills	Products Improved consistency in classroom practices and whole school communication Students and teachers use future–focused learning strategies across all subject areas
Increased skill set of staff	Leaders Build capacity of key stakeholders by supporting and guiding parents, staff and students through key changes and skills development	Teacher Pedagogy Embed an evaluative culture of future–focused flexible teaching practices	
Improved student engagement data in future–focused skills	Parents/Carers Engage in new digital processes	Evaluation Plan School Excellence Framework Tell Them From Me surveys Literacy and numeracy progressions Google Analytics (online media) Scout What Works Best Reflection Guide survey Teaching programs Student samples from digital platforms Audio–visual recordings of a class Classroom observation cycle data PDPs Student engagement survey Transcripts from parent focus groups	
Increased skill challenge data	Community Partners Partner with Mascot Public School to assist in effective delivery of STEM pedagogical practices		
Students achieve expected growth around ACARA capabilities			

Strategic Direction 3: Data-Informed Best Practice

Purpose	People	Processes	Practices and Products
To provide a school-wide collaborative approach to evidence-informed assessment, feedback and reporting to support the diverse learning needs of all students and promote school excellence	Students Set goals and reflect on their learning to self-regulate and manage their own motivation towards learning Reflect on their learning through feedback received from teachers Provide timely and appropriate feedback to teachers on their learning experiences	Collaborative Practice Embed explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers Evidence-based Assessment and Feedback Establish and embed a whole school systematic approach for staff to collect, record, analyse, interpret, track, evaluate and feedback on student progress Develop processes to give and receive feedback and reflect on teaching and learning practices to inform current and future education	Practices Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular student groups Qualitative and quantitative evidence of student achievement and student engagement are collected, collated, analysed and evaluated Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data Learning intentions, success criteria and assessment practices are visible in learning activities
Improvement Measures	Staff Ensure pedagogy aligns with evidence-based best practice Improve practice through reflection on feedback from colleagues Set criteria for student assessment and have in place principals of consistent assessment and moderation Maintain accurate records, documentation and assessment data in order to evaluate and adjust strategies and programs Maintain proficiency	Evaluation Plan Student pre-and post-data Student interviews and surveys Success criteria PLAN2 data Tell Them From Me surveys Teacher AITSL evaluation survey Student engagement observation data	Products Systems are embedded where teachers make informed and consistent judgements about student progress based on deep knowledge and understanding of the literacy and numeracy progressions and syllabus Formative and summative assessment and external testing is used to inform effectiveness of teaching practice, student performance and whole school performance All teachers develop high quality, evidence-based teaching and learning programs, assessment tasks and student-friendly and syllabus-based

Strategic Direction 3: Data–Informed Best Practice

Practices and Products
Individual student reports include descriptions of the student's learning progression, achievements and areas for further development
Teachers provide explicit, specific and timely formative feedback related to defined success criteria
Students constantly monitor their learning, understand what they need to do to achieve their set goals and achieve them