

# School plan 2018-2020

## Mosman Public School 7430



# School background 2018–2020

## School vision statement

As school staff, we accept the challenge to empower the students of today with the skills, knowledge and confidence that will enable them to rise to the challenges of their tomorrows.

As students, we accept the challenge to take pride in our school and see it as a place of learning, making friends, developing resilience and developing the skills and confidence to be successful in our future endeavours.

As parents and community members, we accept the challenge to work in partnership to support the learning objectives of the school, nurturing an environment where our children can receive a well–rounded education, and flourish as individuals.

## School context

Mosman Public School is a growing school in a vibrant suburb of Sydney's lower north shore. In 2016, there are 717 [32% non–English speaking background] students placed in 29 classes taking the school to full capacity with all permanent homebases occupied. The enrolment trend is expected to continue, which will impact on the limited playgrounds, making creative use of all available spaces essential.

Our school continues to focus on the development of quality outcomes in all key learning areas and caters for a broad range of activities for the performing arts, cultural, leadership, sporting, environmental and academic pursuits. Our staff strives to provide students with the skills, knowledge and values necessary for success in education and in life with a focus on changing pedagogy to engage our twenty–first century learners.

Strong community involvement complements the high parent expectations, and students are provided with a diverse learning program.

## School planning process

The three strategic directions have been determined following a rigorous and multi–faceted evaluation and data collection process involving all stakeholders [students, staff, parents] including:

- SRC focus groups discussions about student needs and wants;
- student, parent and staff meetings to discuss what school programs, processes and procedures to KEEP, CHUCK, CHANGE, & ADD;
- student, parent and staff survey to determine perception of the school culture;
- analysing NAPLAN & PLAN data to establish trends and areas for focus;

Consultation has been achieved through:

- student, parent and staff meetings to discuss and realign the School Vision Statement;
- student, parent and staff meetings and survey; and
- regular planning time for all staff to develop the 5P school plan;
- support from the Principal School Leadership.

The Melbourne Declaration was used as springboard for discussions on purpose, whilst DEC reforms provided the operational context:

- Great Teaching, Inspired Learning;
- Local Schools, Local Decisions;
- Resource Allocation Model;
- Literacy and Numeracy Action Plan;
- Every Student Every School;
- Connected Communities;
- Early Childhood Education;
- Rural and Remote; and

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1 Core Teaching & Learning

### Purpose:

To work towards excellence in teaching and learning by using an integrated approach to quality teaching, curriculum planning and delivery, incorporating assessment which promotes excellence in meeting 12 months of growth in learning in a 12month period.

### Key Areas:

Curriculum, planning, assessing & reporting;

Collective Efficacy;

Contemporary learning environments & pedagogy

## STRATEGIC DIRECTION 2 Beyond the Core

### Purpose:

To enhance the core curriculum and well being of students by providing high quality learning opportunities in order to remain a high-achieving school.

### Key Areas

Extra-curricular learning:

HL: sport / Stage 3 events

BT: music, dance, drama, choir, recorder ; Instrumental Program liaison

Contemporary learning:

SD: Technology / STEM

## STRATEGIC DIRECTION 3 Engaged Stakeholders

### Purpose:

To develop strong relationships as an educational community through staff and student leadership opportunities, clear communication with parents and creative utilisation of the school environment.

### Key Areas

Enhancing Community Participation

Leadership [student, staff, parent]

Wellbeing:

VG: Student & staff well-being

# Strategic Direction 1: Core Teaching & Learning

## Purpose

To work towards excellence in teaching and learning by using an integrated approach to quality teaching, curriculum planning and delivery, incorporating assessment which promotes excellence in meeting 12 months of growth in learning in a 12month period.

### Key Areas:

Curriculum, planning, assessing & reporting;

Collective Efficacy;

Contemporary learning environments & pedagogy

## Improvement Measures

1. Students are within or beyond cluster entitlement [learning progressions TBC] & DoE: Increased proportion of students in the top 2NAPLAN bands for writing, reading & numeracy.

2. 100% of teachers engaged and accountable in Spirals of Inquiry, and developing evidence of pedagogical enhancement through PDF processes.

3. Contemporary pedagogy evident in all learning spaces throughout the school [learning styles, student grouping, FWAP, technology].

DoE: Every student, teacher, leader, school improves every year.

All young people have a strong foundation in literacy and numeracy; deep content knowledge and confidence in their ability to learn, adapt and be responsible citizens.

## People

### Students

- understand, use and reflect on lesson goals, feedback and success criteria
- articulate the *where to next?* in their learning
- utilise the learning environment to best meet their learning needs & style

### Staff

- have a growth mindset to embrace a change in learning culture
- adapt pedagogy and learning environments to reflect contemporary learning styles
- be conversant with pedagogy, curriculum content and stage expectations through engaging in Spirals of Inquiry
- interpret and manipulate internal & external data sources to inform teaching & learning programs
- demonstrate CTJ in interpreting and reporting on student achievement

### Parents/Carers

- engage with their child/ren in feedback based on their learning goals
- participate in formal / informal interviews with teacher about their child/ren's learning

## Processes

**PROJECT 1:** Curriculum, planning, assessing & reporting is high quality and consistent in delivery

**PROJECT 2:** Collective efficacy to promote professional learning.

**PROJECT 3:** Contemporary learning environments & practices

### Evaluation Plan

Evaluate NAPLAN & PLAN data

CESE liaison

Staff & Student survey

## Practices and Products

### Practices

**PROJECT 1:** Professional learning in current syllabus documents and the learning progressions, with particular focus on writing, early arithmetic strategies, place value and problem solving.

**PROJECT 1:** All staff implementing responsive and collaborative programming practices with a balance of formative and summative assessment to direct teaching and learning and to provide immediate and quality feedback.

**PROJECT 2:** Spirals of Inquiry utilised to improve professional practice aimed at developing pedagogical knowledge and improved student outcomes.

**PROJECT 3:** Working group to investigate flexible learning spaces through the futures unit and visits to lighthouse schools.

**PROJECT 3:** Staff professional learning on best practice using flexible learning spaces, grouping, technology.

### Products

**PROJECT 1:** PLAN data up to date at the end of each term in all critical aspects of English and Mathematics to identify student strength and areas for development.

**PROJECT 2:** Student work moderated through Consistent Teacher Judgement practices within grades/stages and across the school.

**PROJECT 3:** Learning at school connected to home through relevant, digital opportunities [blogs, Edmodo, Seesaw].

# Strategic Direction 1: Core Teaching & Learning

## Improvement Measures

Increased number of schools with high valued add.

# Strategic Direction 2: Beyond the Core

Purpose	People	Processes	Practices and Products
<p>To enhance the core curriculum and well being of students by providing high quality learning opportunities in order to remain a high-achieving school.</p> <p><b>Key Areas</b></p> <p>Extra-curricular learning:</p> <p>HL: sport / Stage 3 events</p> <p>BT: music, dance, drama, choir, recorder ; Instrumental Program liaison</p> <p>Contemporary learning:</p> <p>SD: Technology / STEM</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• participate in extra-curricular and wellbeing opportunities</li> <li>• build skills to use technology to enhance their learning</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>• engage in professional learning to develop a deeper understanding of, and implement future-focussed pedagogies.</li> <li>• share their expertise with students and other members of staff</li> <li>• use a wide range of technology to enhance teaching and learning</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• share their skills and expertise within and about the learning environment</li> <li>• share in their child's use of technology.</li> </ul>	<p><b>PROJECT 1:</b> Build upon a strong network of extra-curricular learning and performance opportunities.</p> <p><b>PROJECT 2:</b> Expand core learning opportunities through the integration of innovative learning to meet the needs of future focussed learners, teachers and the wider the school community [4Cs, STEM, Technology].</p> <p><b>PROJECT 3:</b> Whole school wellbeing initiatives promote positive interactions between all stakeholders.</p> <p><b>Evaluation Plan</b></p> <p>Survey of stakeholders – culture and learning opportunities.</p> <p>Analysis of behaviour data</p> <p>Program/ timetable supervision</p> <p>Lesson observations / PDF</p>	<p><b>Practices</b></p> <p><b>PROJECT 1:</b> Establish proactive learning alliances with other schools and community members to support pedagogical innovation.</p> <p><b>PROJECT 2:</b> Staff engage in professional reading and action research teams to embed pedagogical innovation for future focussed learning.</p> <p><b>PROJECT 3:</b> Wellbeing initiatives are regularly implemented and enhanced through collaboration.</p> <p><b>Products</b></p> <p><b>PROJECT 1:</b> Learning alliances developed with 'like' schools, businesses and other agencies to support the development of an innovative and dynamic learning and working environment.</p> <p><b>PROJECT 2:</b> Students are provided with innovative learning opportunities to enhance their future focussed learning capabilities.</p> <p><b>PROJECT 2:</b> Classrooms reflective of future focussed pedagogies.</p> <p><b>PROJECT 3:</b> MPS procedures reflective of DoE policy &amp; NESA Syllabus requirements.</p>
Improvement Measures			
1. Increased learning opportunities for students and staff in core curricular and extra-curricular learning.			
2. Teaching & learning programs incorporate future focussed learning opportunities.			
3. Increased percentage of students and staff involved in wellbeing initiatives.			
DoE: Increased proportion of students reporting a sense of belonging, expectations for success and advocacy at school.			

# Strategic Direction 3: Engaged Stakeholders

Purpose	People	Processes	Practices and Products
<p>To develop strong relationships as an educational community through staff and student leadership opportunities, clear communication with parents and creative utilisation of the school environment.</p> <p><b>Key Areas</b></p> <p>Enhancing Community Participation</p> <p>Leadership [student, staff, parent]</p> <p>Wellbeing:</p> <p>VG: Student &amp; staff well-being</p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>engage in community projects</li> <li>participate in leadership programs [SLIPS, SRC, peer support, buddies]</li> </ul> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>follow MPS procedures consistently to reflect DoE policy</li> <li>engage with parents in school events</li> <li>streamline channels of communication</li> </ul> <p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>participate and share in school events / workshops / formal &amp; informal events / vege garden / working bees</li> </ul>	<p><b>PROJECT 1:</b> Expand and strengthen relationships and communication with the parent community to ensure parents feel connected and included in the life of the school.</p> <p><b>PROJECT 2:</b> Leadership opportunities increased across the school for students and staff.</p> <p><b>Evaluation Plan</b></p> <p>Student voice survey</p> <p>Workshop attendance data</p> <p>Feedback from parents</p>	<p><b>Practices</b></p> <p><b>PROJECT 1:</b> Utilise parent expertise and support [volunteering] to enhance school initiatives.</p> <p><b>PROJECT 2:</b> Provide opportunities for students to be positive role models [buddies, SRC, etc].</p> <p><b>PROJECT 2:</b> Staff aspiring to Highly Accomplished and Lead levels of accreditation.</p> <p><b>Products</b></p> <p><b>PROJECT 1:</b> Whole school events and initiatives foster positive partnerships [CEG]</p> <p><b>PROJECT 1:</b> Parent workshops inform parents about teaching and learning programs</p> <p><b>PROJECT 2:</b> Students to articulate and demonstrate clear expectations of their leadership roles [SLIPS]</p> <p><b>PROJECT 2:</b> Distributed leadership model adopted to enabling aspiring leaders to develop their leadership skills.</p>
Improvement Measures			
1. Increased parent participation rates in school events and initiatives.			
2. Increased participation in leadership opportunities by students and staff.			
<ul style="list-style-type: none"> <li>DoE: Increased number of teachers accredited at <i>highly accomplished</i> and <i>lead</i> teacher levels</li> </ul>			