Strategic Improvement Plan 2021-2024

Mascot Public School 2499

School vision and context

School vision statement

At Mascot Public School every staff member inspires and guides students towards a dynamic future. An integrated, comprehensive, explicit and creative curriculum is paramount to meeting the academic, social and emotional needs of our learners. Our staff implement innovative quality teaching practices, developed through consistent collaboration and professional learning. We promote a strong sense of social awareness and responsibility and provide clear, consistent and efficient communication which ultimately improves student outcomes. The continual development of positive, respectful relationships between students, parents, community and staff builds an atmosphere of warmth, support and well being. All community members recognise the importance of embedding appropriate values and developing positive personal attributes. These ideals underpin everything we do.

School context

Mascot Public School is situated in the cosmopolitan suburb of Mascot which is well-serviced 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 a P&C exists to encourage and nurture this.

Strategic Direction 1: Student growth and attainment

Purpose

To embed evidenced-based pedagogues and systems which foster a learning culture focused on improving outcomes for all students.

To ensure all learners at Mascot achieve maximum personal learning growth. Our students and staff will be self-directed, confident, curious, reflective and highly engaged learners.

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.

Improvement measures

Target year: 2022

Achievement of 2022 system negotiated targets:

- Top two bands NAPLAN Reading to be at or above lower bound system negotiated target of 41.4%

Target year: 2022

- Top two bands NAPLAN Numeracy to be at or above lower bound system negotiated target of 39.3%

Target year: 2023

Achievement of 2023 system negotiated growth targets:

- Increased percentage of students achieving expected growth NAPLAN Reading at or above the lower bound target of 61%

Target year: 2023

- Increased percentage of students achieving expected growth NAPLAN Numeracy at or above the lower bound target of 67.7%

Target year: 2024

Initiatives

Data Driven Practice

Ensure effective strategies and processes for data analysis and reflection are used for responsive curriculum delivery.

- PL in data literacy, data analysis and data use in teaching for all staff. This is linked to gap analysis data.

- Establishing and using teacher leaders to work with staff using data to monitor and assess student progress and design future learning on a whole class, group and individual level.

- Review and adapt practices to ensure reliable summative assessment tasks are used to analyse student progress, evaluate growth over time and report student achievement.

Excellence in Teaching

- Establish curriculum teams to drive best practice in literacy and numeracy.

- PL on the use of the literacy and numeracy progressions to personalise learning and understanding.

- Exemplars and work samples are created as a model for student achievement.

- Financial and human resources are used strategically to drive improvement in literacy and numeracy.

Success criteria for this strategic direction

A whole school system of quality teaching, curriculum planning, delivery and assessment promotes a learning culture shared by students, staff and parents that is responsive to student needs and promotes growth and excellence for all. (SEF Learning Culture, Curriculum, Educational Leadership)

School data shows that the student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures (SEF Student Performance Measures)

Staff analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice (SEF Data skills and use)

Student progress is informed by the analysis of internal and external student achievement data. Progress is monitored through collection of quality, valid and reliable data. (SEF Data skills and use)

All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data. (SEF Professional Standards)

A whole school approach ensures the most effective, evidence-based teaching methods optimize learning progress for all students across the full range of abilities. Teachers employ evidence based effective teaching strategies. Effective methods are identified, promoted and modelled, and students learning improvement is monitored, demonstrating growth. (SEF Effective classroom practice)

The leadership team deploys teaching and non-teaching staff to make best use of available expertise to meet the needs of the students (SEF School Resources)

Strategic Direction 1: Student growth and attainment

Improvement measures

- Value added data remains at Sustaining and Growing for 3-5 and approaches Excelling

Target year: 2024

- Value added data remains at Sustaining and Growing for 5-7 and approaches Excelling

Evaluation plan for this strategic direction

The school will use the following data sources to regularly analyse the effectiveness of the initiatives in achieving the purpose and improvements measures of the strategic direction. This analysis will guide the school's future directions.

- NAPLAN data
- Scout - Value added data
- Student work samples
- Literacy and numeracy PLAN 2 data
- Student PLPs
- Student focus groups
- Schoolwide data collection systems

School targets:

- PM Benchmark: ES1 9, S1 23, S2 30+
- DIBELS - DORF Stage Expected Targets
- Cars and Stars - Grade Expected Level
- Essential Assessment - NSW Common Grade Number K-6
- SENA 1,2,3,4 - Expected stage syllabus outcome
- Phonological Awareness Diagnostic Task - Expected progression indicators
- Get Reading Right Phoneme and Camera Word Assessments - achievement of grade target representations

The evaluation plan will involve:

- Regular review of these data sources to provide clarity around whether we are on track for achieving the intended improvement measures.

Strategic Direction 2: Connected Learning

Purpose

To create a sense of belonging and a clear focus on learning through strong partnerships and open communication to engage all school members in a safe, challenging and supportive learning environment.

To establish an outward-facing school community to improve student outcomes through positive partnerships with parents, educators and other agencies.

To build on a positive school culture, underpinned by respectful relationships, a strong sense of contentedness, quality community partnerships and characterized by high levels of student, staff and community well being.

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.

Improvement measures

Target year: 2024

Positive Partnerships

- thorough documenting of wellbeing information in Sentral

Target year: 2024

Positive Partnerships

- Targeted questions in TTFM Surveys show increased community satisfaction with communication

Target year: 2024

Positive Partnerships

- UNSW Cultural Residency Program Survey shows increased cultural awareness amongst staff

Target year: 2024

Initiatives

Positive Partnerships

The school will build positive partnerships with all key stakeholders, developing a culture of respect, inclusivity and strengthened relationships within the community through:

- Sentral being utilised effectively to record student wellbeing information.
- Effective communication with the community through updated school website, the Sentral Parent Portal and Seesaw
- Developing partnerships with external providers including The Fathering Project, Got It The UNSW Cultural Residency Program and Grow Your Mind, Souths Cares, The Go Foundation and 3Bridges Community.
- Creating of a 'Cultural Hub' for community use
- Introducing the 'Share our space' program
- Opportunities for aspiring teachers to lead school wide initiatives
- Opportunities for students to lead school wide initiatives

High Expectations

The whole school community demonstrates aspirational expectations of learning progress and achievement for all students and staff, and is committed to the pursuit of excellence through:

- Attendance monitoring system created and implemented, including consistent data collection and strong partnership with HSLO
- Consistent use of school wide wellbeing framework making behaviour expectations clear
- PL is provided to build the capacity of teachers to identify, understand and implement the most effective classroom management strategies to ensure all students can engage in productive

Success criteria for this strategic direction

- Wellbeing incidents and wellbeing meetings are recorded in Sentral
- TTFM target questions show improved schoolwide communication
- The school collaborates with the local community where appropriate on decisions about - and access to - school assets and resources, delivering benefit to both the school and the community
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement.
- There is a whole school approach to improving service delivery and customer experience (SEF - Management Practices and Processes)
- The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required (SEF - Administrative systems and processes)
- The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school (SEF - Educational Leadership)
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership)
- The school demonstrates a high performance culture with a clear focus on student progress and achievement and high quality service delivery.(SEF - Educational Leadership)
- All students are taught by high performing teachers, and the leadership team supports the recognition of this through the teacher accreditation process. (SEF - Educational Leadership)
- The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation. (SEF Professional Standards)

Strategic Direction 2: Connected Learning

Improvement measures

Positive Partnerships

- Grow Your Mind language and strategies are embedded school wide and used by all teachers and students

Target year: 2024

Positive Partnerships

- Teacher data from What Works Best: Summary Report (Wellbeing) Increases from 4.12 to 5.0 in the category of 'proactive relationship strategies'.

Target year: 2024

Positive Partnerships

- Teacher data from What Works Best: Summary Report (Wellbeing) Increases from 3.60 to 5.0 in the category of 'Opportunities for student voice'.

Target year: 2022

High Expectations

- Increased percentage of student attendance expected growth from 78.6% to 84.5%

Target year: 2024

High Expectations

- Teacher data from What Works Best: Summary Report (Wellbeing) Increases from 4.16 to 5.0 in the category of 'explicitly teach positive behaviour'.

Target year: 2024

Initiatives

learning.

- Opportunities for students to be encouraged to reach their highest potential.

- Professional learning and reflection on practice ensure administrative systems and processes underpin ongoing school improvement

- The PDP process provides opportunities for teachers to set high expectations for themselves

Success criteria for this strategic direction

- All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. (SEF Professional Standards)

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received. (SEF Reporting)

Evaluation plan for this strategic direction

- 360 degree survey
- TTFM Survey
- What Works Best Summary Report
- SEF
- School developed surveys
- Student voice
- Teacher voice

Strategic Direction 2: Connected Learning

Improvement measures

High Expectations

- Teacher data from What Works Best: Summary Report (Wellbeing) Increases from 4.44 to 5.0 in the category of 'positive classroom environment'.

Target year: 2024

High Expectations

- Targeted questions in TTFM Surveys show increased student engagement within the classroom

Target year: 2024

High Expectations

- Targeted questions in TTFM Surveys show increased student engagement within the school community

Target year: 2024

High Expectations

- Administrative systems, structures and process underpin ongoing school improvement and the professional effectiveness of all school members

Target year: 2024

High Expectations

- Increased achievement of PDP goals for all staff.

Target year: 2024

High Expectations

- Growth in the number of parents attending learning

Improvement measures

conferences from 62% in 2021 to 95%

Strategic Direction 3: Innovative Learning

Purpose

To build individual and collective capabilities through a positive, collegial culture to develop passionate and inspired evaluators of learning.

To inspire a community of learners and explorers who think critically and creatively to design and manage projects, solve problems and make effective decisions using a variety of digital tools and resources.

To foster a student-centered environment where risk taking is encouraged and learners develop greater resilience to celebrate success and learn from mistakes. to present open-ended problems to engage learners and challenge them to shift their thinking beyond the classroom.

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

Improvement measures

Target year: 2024

Effective Feedback

- Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve based on the learning intention and success criteria. Student feedback is elicited by teachers and informs their teaching.

Target year: 2024

Effective Feedback

- Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.40 to 5.0 in the category of 'student understanding of how to improve their work'.

Target year: 2024

Initiatives

Effective Feedback

We will create and sustain a learning culture that enables students to give and receive feedback on their learning, identifying successes and recognising areas for development. Opportunities for the following types of feedback will be embedded:

- Teacher-to-student
- Student self-reflection and self-assessment
- Peer-to-peer
- Student-to-teacher

Students will give and receive feedback based on Learning Intentions and Success Criteria, as well as individual learning goals.

- Incorporate reflection into lessons, providing opportunity for feedback on LI/SC.
- Feedback to a student about aspects of their performance can be provided by a teacher, peer or through self-reflection.
- PL on the development and implementation of individual learning goals
- PL on the use of syllabus, literacy and numeracy progressions and assessment data to develop individual learning goals that are dynamic and change over time.
- MPS 'Feedback Toolkit' is developed and implemented in all classrooms by all teachers, with teacher-to-student, peer-to-peer and student-to-teacher feedback being utilised as appropriate.

Student Collaboration

We will create and sustain a learning culture that allows students to develop increasing skills of collaboration and engage with collaboration learning tasks, enhancing their general capabilities and driving engagement in learning.

- Development of continuum for Student Collaboration,

Success criteria for this strategic direction

Teachers routinely review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve. Student feedback is elicited by teachers and informs their teaching. Student errors and misunderstandings are explicitly addressed until teachers and students are confident that mastery is demonstrated. (SEF- Effective Classroom Practice)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies (Learning Intentions, Success Criteria & Individual Learning Goals). Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF-Effective Classroom Practice)

Explicit teaching of skills of collaboration and collaborative learning tasks are evident in teaching & programs across all grades.

Students achieve the desired skills of collaboration, as informed by the Social Management element of the ACARA General Capabilities continuum.

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities. (SEF- Effective Classroom Practice)

The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, schoolwide improvement in teaching practice and student results. (SEF- Learning and Development)

Strategic Direction 3: Innovative Learning

Improvement measures

Effective Feedback

- Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.2 to 5.0 in the category of 'student self assessment'.

Target year: 2024

Effective Feedback

- Teacher data from What Works Best: Summary Report (Effective Feedback) Increases from 3.32 to 5.0 in the category of 'feedback on my teaching'.

Target year: 2024

Effective Feedback

- Across the school there is evidence that individual learning goals have been set to address student needs. Teachers involve students and parents in planning to support learning goals, and share expected outcomes.

Target year: 2024

Student Collaboration

- Students reach their expected stage level for 'Working Collaboratively' in the Social Management domain of the ACARA General Capabilities continuum.

Target year: 2024

Teacher Collaboration

- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers.

Initiatives

utilising the ACARA General Capabilities continuum to identify key skills of collaboration.

- Explicit teaching of skills of collaboration.

- Creation and implementation of collaborative learning tasks (including STEM), ensuring tasks are well-designed so that working together is effective and efficient.

- Reflection on skills of collaboration developed using the ACARA General Capabilities continuum for 'Working Collaboratively.

- Development of MPS Collaboration Framework, outlining the importance of and ways of collaborating at MPS.

Teacher Collaboration

We will create and sustain a learning culture that prioritises and supports effective teacher collaboration. Teacher collaboration involves teachers working together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem solving.

Teacher collaboration will be frequent and ongoing, in both formal and informal ways.

Collaboration is a priority as it enhances engagement in practice, increases teacher collective efficacy (Donohoo, Hattie & Eells 2019), which is the number one factor that influences student achievement (Hattie, 2019).

- Planned, frequent and ongoing conversations about pedagogy and teaching practice are scheduled into PL and stage meetings.

- Stage & School teams work together to research, plan and design effective teaching strategies and programs.

- Resources and timetables are utilised to support collaboration.

- Teachers engage in regular classroom observation and feedback and can articulate how changes in

Evaluation plan for this strategic direction

Data:

We will use a combination of data sources. These will include:

- Survey

- Observation

- Collecting student voice

- Document analysis

Analysis:

Analysis will be embedded within the initiatives on a termly/semester basis. Annually. the school will review progress towards the improvement measures. The findings of this analysis will inform future actions and Annual Reporting on school progress measures.

Strategic Direction 3: Innovative Learning

Improvement measures

Target year: 2024

Teacher Collaboration

- Teacher data from What Works Best: Summary Report (Collaboration) Increases from 3.80 to 5.0 in the category of 'collaboratively planning'.

Target year: 2024

Teacher Collaboration

- The MPS Collaboration Framework is embedded across the whole school, with teachers utilising various co-teaching models as part of their programs and incorporating different learning modes into teaching and learning.

Initiatives

their practice impact on student outcomes (Learning Walks)

- Development of MPS Collaboration Framework, outlining the importance of and ways of collaborating at MPS, inducting staff into a collaborative culture.

- Development of coteaching practice at MPS, implemented as a means of improving teaching practice and to implement…change (Sharrat & Fullan, 2012). Teachers will engage in learning about the various co-teaching models and the learning modes that can be implemented in their teaching and learning.