

# Strategic Improvement Plan 2021-2024

## Mosman Public School 7430



# School vision and context

## School vision statement

At Mosman Public School we strive to ensure that every student is provided with opportunities to develop their capabilities each year. We strive to provide professional learning and diverse opportunities for every teacher and every leader to develop their capabilities and professional practice each year.

We are committed to creating the greatest impact and growth for all students across all domains of potential (intellectual, creative, physical, socio-emotional) with every student engaged and challenged to continue to learn.

We encourage students to accept the challenge to take pride in their school as a place of learning, making friends, developing resilience and developing the skills and confidence to be successful in their future endeavours.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

### Aboriginal Education Statement - 2021

As a school, we are committed to enacting the AECG & DoE Partnership Agreement to ensure every student understands the heritage and culture of the Aboriginal Peoples on whose land they live.

Aboriginal heritage and culture, as well as the history of the interaction between Indigenous and non-Indigenous Peoples are integrated in our English, Human Society & Its Environment, and Creative Arts teaching and learning programs. All school functions commence with acknowledgement of country with the aim of ensuring all present understand the heritage and culture of the traditional owners of the land upon which our school belongs.

## School context

A comprehensive situational analysis has been conducted which led to development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG.

Established in 1880, Mosman Public School has a rich history and values its traditions. In 2021, there are 649 students [34.25% non-English speaking background] placed in 26 classes. The learning environment of Mosman Public School reflects innovation in teaching and learning taught in increasingly flexible learning spaces with authentic integration of technology. There is a focus on differentiated quality literacy and numeracy programs that are responsive to student need.

Our school caters for a broad range of enrichment opportunities in the creative and performing arts, leadership, sports, 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 evidence-based contemporary pedagogy to engage all learners.

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

We have identified the need to increase the use of data-driven practices to ensure that teaching is targeted to meeting individual student needs with an explicit focus on expected growth. Professional learning will focus on further developing quality formative and summative assessment tasks and data collection practices to develop greater consistency of teacher judgement within and across the school. Rigorous and ongoing data analysis will inform individual teaching and learning programs.

Personalised student learning experiences will be underpinned by evidence-based contemporary pedagogy delivered in increasingly flexible learning environments. A strong focus on effective differentiation including adjustments will cater for the needs of all students including those requiring remediation as well as those identifying as high potential and gifted.

Our planned approach to wellbeing, aligned to our system-generated targets, will determine best practice for measuring and tracking student wellbeing. Integral to this will be a review of school procedures with a focus on social-emotional wellbeing. Enhanced engagement will focus on increasing the number of flexible learning spaces and a greater integration of technology.

# Strategic Direction 1: Student growth and attainment

## Purpose

Consistent school-wide practices for assessment will be enhanced and used to monitor, plan and report on student learning across the curriculum. Assessment will be integrated and responsively used in teaching practices, confirming that students learn what is taught. MPS will develop and refine processes to support teachers' consistent, evidence-based judgements and moderation of assessments.

## Improvement measures

### Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases by 5.9% to lower bound system-negotiated target

### Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 3.9% (lower bound system-negotiated target)

### Target year: 2022

The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy increases by 7% to lower bound system-negotiated target

### Target year: 2023

Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 7.4% to achieve lower bound system-negotiated target

### Target year: 2024

All students achieve at or above expected growth in literacy and numeracy using internal and external data sources

### Target year: 2024

'Excelling' in the theme *Data use in teaching* within the SEF element *Data skills and use*

## Initiatives

### Reading - data literacy and assessment

This initiative will develop and embed sustainable and consistent whole school processes for assessment and the collection and analysing of data for reading.

A robust assessment schedule will be created to ensure consistency of assessment and data collection across the school.

Teachers will receive professional learning on how to use data to monitor and assess student progress and to design future learning at a whole class, group and individual level.

Student progress will be analysed over time and data trends evaluated to inform future focuses as a school.

The analysis and evaluation of data will regularly be used to inform:

- \* the selection of teaching strategies in relation to student learning needs

- \* the impact of the implemented strategies on student learning

- \* teacher professional learning and school resourcing

### Numeracy - data literacy and assessment

This initiative will develop and embed sustainable and consistent whole school processes for assessment and the collection and analysing of data for numeracy.

A robust assessment schedule will be created to ensure consistency of assessment and data collection across the school.

Teachers will receive professional learning on how to use data to monitor and assess student progress and to design future learning at a whole class, group and individual level.

Student progress will be analysed over time and data

## Success criteria for this strategic direction

Student progress and achievement data is analysed alongside a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. (SEF - Assessment)

Teachers clearly understand, develop and apply a full range of assessment strategies - assessment for learning, assessment as learning and assessment of learning - in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness. (SEF- Data skills and use).

The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data. (SEF - Student performance measures)

Student assessment data is regularly used school-wide to identify student achievements and progress, in order to reflect on teaching effectiveness and inform future school directions. (SEF - Data skills and use)

All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Data skills and use)

Learning goals for students are informed by teams collaborating to analyse internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis. (SEF-Data skills and use)

## 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 improvement measures of the strategic

# Strategic Direction 1: Student growth and attainment

## Initiatives

trends evaluated to inform the school's future focus areas.

The analysis and evaluation of data will regularly be used to inform:

- \* the selection of teaching strategies in relation to student learning needs
- \* the impact of the implemented strategies on student learning
- \* teacher professional learning and school resourcing

Assessment schedule [incl FA / SA = develop S&S]

Data tracking system [incl annual rollover]

Data literacy of teachers [collection, collation, analysis & use thereof / incl in induction process]

## Evaluation plan for this strategic direction

direction. This analysis will guide the school's future directions:

- Internal assessment, eg. PLAN2 , PAT assessments
- External assessment, eg. NAPLAN
- Surveys
- Observation
- Focus groups
- Student voice
- Interviews
- Program analysis

### 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. Regular professional discussion around the School Excellence Framework elements and themes.
- Executive team and whole staff reflective sessions.
- Term by term review and triangulation of data sources including quantitative and qualitative, internal and external data to corroborate conclusions.

Deep analysis of the data will guide future school planning to provide ongoing improvement to maximise student learning outcomes .

## Strategic Direction 2: Effective practice

### Purpose

In order to maximise student learning outcomes in reading and numeracy, all teachers will identify, understand and implement the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies, resulting in sustained and measurable whole school improvement.

### Improvement measures

#### Target year: 2022

100% of teachers (who have taught at MPS for 12 months or more) as assessed on the School Excellence Framework:

#### Teaching:

- Effective classroom practice - Maintain Excelling
- Curriculum - Maintain Excelling

#### Target year: 2022

100% of teaching and learning programs [of teachers who have taught at MPS for 12 months or more] for reading & numeracy are differentiated using a variety of data sources.

#### Target year: 2023

100% of teachers participate in the lesson study model to improve teaching practice in Reading and Numeracy.

#### Target year: 2024

100% of teachers (who have taught at MPS for 12 months or more) are adapting their pedagogy to engage students using flexible learning spaces.

#### Target year: 2024

100% of teachers implementing current syllabus documents following the school's associated scope and sequences of learning.

### Initiatives

#### Reading - differentiation and pedagogy

This initiative will develop planning and programming practices for reading using evidence-based teaching strategies and contemporary pedagogy. There will be a strong focus on effective differentiation, including adjustments for all students to ensure sustained and measurable improvement for all students in reading.

We will embed and use a variety of professional learning models to build teacher capabilities and collective pedagogical practice. Teachers will receive professional learning in the following areas:

- Differentiation (planned from expert use of assessment) in order to provide personalised and responsive learning for all students to meet expected growth.
- Strategies for identifying and extending high potential and gifted students.
- Contemporary evidence-based pedagogy
- Learning modes and learning dispositions to develop student agency and empower students to become increasingly self-regulated learners.

#### Numeracy - differentiation and pedagogy

This initiative will develop planning and programming practices for numeracy using evidence-based teaching strategies and contemporary pedagogy. There will be a strong focus on effective differentiation, including adjustments for all students to ensure sustained and measurable improvement for all students in numeracy.

We will embed and use a variety of professional learning models to build teacher capabilities and collective pedagogical practice. Teachers will receive professional learning in the following areas:

- Conceptual programming to support student understanding of mathematical concepts rather than processes.

### Success criteria for this strategic direction

Teaching and learning programs are dynamic, showing evidence of revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. (SEF - Curriculum)

Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes. (SEF - Curriculum)

All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. (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. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF - Effective classroom practice)

The principal and school leadership team model instructional leadership and support a culture of high expectations, resulting in sustained and measureable whole school improvement. (SEF - Educational Leadership)

Strategies implemented reflect research on best practice and include ongoing monitoring of success. (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)

The school uses embedded and explicit systems that

## Strategic Direction 2: Effective practice

### Initiatives

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- Differentiation (planned from expert use of assessment) in order to provide personalised and responsive learning for all students to meet expected growth.
- Strategies for identifying and extending high potential and gifted students.
- Contemporary evidence-based pedagogy
- Learning modes and learning dispositions to develop student agency and empower students to become increasingly self-regulated learners

Differentiation

Scope and sequences [incl spelling + A&R]

Contemporary pedagogy [incl FLE / programming / planning]

### Success criteria for this strategic direction

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facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. (SEF - Learning and development)

Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success (SEF - Learning and development)

### Evaluation plan for this strategic direction

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Question:

To what extent are our student learning experiences being personalised and targeted to individual need?

Data:

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

- Program analysis
- Classroom observations
- Teacher surveys
- External assessment, eg, NAPLAN
- Internal assessment, eg, PLAN2 and Progressive Achievement Tests
- Student voice

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. Data will be analysed to check that every student is being targeted to make expected growth each year through personalised learning and differentiation. Annually the school will review progress towards the improvement measures.

## Strategic Direction 2: Effective practice

### Evaluation plan for this strategic direction

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Implications:

The findings of the analysis will inform:

- Future actions
- Where to focus targeted professional learning and support to teachers
- Annual reporting on school progress measures (published in the Annual Report each year and on the School Website).

## Strategic Direction 3: Learning Culture

### Purpose

The learning culture will focus on engaging all stakeholders [students, staff & parents] in personalised learning opportunities.

In order for our students to connect, succeed, thrive and learn, our school's culture will be underpinned by the development of shared understanding and commitment to the development of *contemporary* pedagogy within a *contemporary* learning environment.

### Improvement measures

#### Target year: 2022

Uplift of 7.6% in the attendance rate (system negotiated target).

#### Target year: 2022

TTFM wellbeing data (advocacy, belonging, expectations) improves to between the lower bound system-negotiated target of 90.8% and upper bound target of 98.5%.

#### Target year: 2024

Improvement as measured by the School Excellence Framework:

**Learning:** Wellbeing - Excelling

### Initiatives

#### Engagement

This initiative will focus on improving engagement and attendance rates of students through the development of strategies to heighten engagement including:

- **digital literacy**
- **Flexible learning spaces** that: are mobile, varied and connected; provide students with choice in where and how they learn; can be adapted to accommodate learning modes and technology; and support collaborative learning and teaching for students and teachers.

Staff engagement in **differentiated professional learning** will be enhanced by the establishment of inter-school PL events each term that are linked to personal professional areas of development in each teacher's PDP.

**Community participation** will be enhanced through the Community Engagement Group (CEG) and P & C with the expansion of parent learning opportunities. The Principal Support Officer will play a key role in ensuring clear and timely communication will result in increased attendance rates at parent / community events.

#### Wellbeing

Our planned approach to wellbeing will focus on student, staff and parent wellbeing to ensure all stakeholders feel a sense of belonging, connectedness and engagement with the school. This will encompass a **review of the Mosman Behaviour Code**, and developing student **socio-emotional wellbeing**. The 'Got It' program that will be introduced at a whole-school level with lessons explicitly taught to develop resilience and social skills.

The review of the Mosman Behaviour Code will include improving internal tracking measures to ensure that all students are supported and have a clear understanding and ownership of expectations. Through student voice, we will gain greater insight into the wellbeing needs of our students.

### Success criteria for this strategic direction

All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning. (SEF- Effective classroom practice)

The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. (SEF- School resources)

Technology that supports learning is available and expertly integrated in lessons by teachers. Administrative staff are expert users of available technology and systems. (SEF - School resources)

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. (SEF Wellbeing)

Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. (SEF Wellbeing)

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. (SEF Wellbeing)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF Learning Culture)

### Evaluation plan for this strategic direction



## Strategic Direction 3: Learning Culture

### Evaluation plan for this strategic direction

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**Question:** To what extent have we achieved our purpose and can demonstrate impact and improvement of student engagement and wellbeing?

**Data:** We will use a combination of data sources including:

- \* Surveys
- \* Observation
- \* Focus groups
- \* Student voice
- \* Interviews
- \* Internal tracking of behaviour incidents

**Analysis** will be embedded within the initiatives through progress and implementation monitoring. Annually the school will review progress towards the improvement measures.

**Implications** of the analysis will inform:

- \* Future actions
- \* Annual reporting on school progress measures (published in the Annual Report each year and in the Whaler and on the School Website throughout the year).

The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning.