**School background ~ 2015 - 2017**

**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 2015, there are 727 [33% 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 English, Mathematics and engagements 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
- Smart and Skilled.
This page identifies the 3 strategic directions and the purpose of each one. Each strategic direction will:

- define the key improvements which combine for the school to achieve excellence
- represent a high level and future-focused educational priority which is evidence based and data informed
- be a succinct statement that drives the development of the school’s educational and organisational leadership culture
- make explicit links to the dimension of the school excellence framework.

**STRATEGIC DIRECTION 1**

Quality Teaching and Learning

To enable all students to become literate, numerate, creative and productive participants in our constantly changing world.

**Key Areas:**
- Teaching & learning
- Assessment & reporting

**STRATEGIC DIRECTION 2**

Quality Systems

To build quality systems and organisational practices that enable effective communication and support of students and teachers in order to remain a high-achieving school.

**Key Areas**
- Organisation
- Staffing
- Policy

**STRATEGIC DIRECTION 3**

Enhanced Engagement Levels

To develop strong relationships as an educational community through the provision of leadership opportunities, expectation of respectful relationships and creative utilisation of the school environment.

**Key Areas**
- Learning environment
- Student well-being
### Strategic direction 1: Quality Teaching & Learning

<table>
<thead>
<tr>
<th><strong>PURPOSE [WHY]</strong></th>
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<td>To enable all students to become literate, numerate, creative and productive participants in our constantly changing world.</td>
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<tr>
<th><strong>PEOPLE [WHO]</strong></th>
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<tr>
<td>Students understand, use, and reflect on lesson goals and success criteria.</td>
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<td>All staff can interpret and manipulate internal &amp; external data sources to inform teaching &amp; learning programs.</td>
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<tr>
<td>Staff demonstrate CTJ in interpreting and reporting student achievement.</td>
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<td>All stakeholders conversant with pedagogy, curriculum content and stage expectations.</td>
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<tr>
<th><strong>IMPROVEMENT MEASURE/S</strong></th>
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<tr>
<td>All students are within or beyond grade appropriate cluster on the literacy and numeracy continua and at or above National Minimum Standard [NAPLAN].</td>
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<td>EALD students are at learning progression according to their phase of development.</td>
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<tr>
<th><strong>PROCESSES [HOW]</strong></th>
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<td>Professional learning in current syllabus documents and the continua.</td>
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<tr>
<td>Regular plotting in all critical aspects of English and Mathematics to identify student strength and areas for development.</td>
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<tr>
<td>Connecting learning at school &amp; home through relevant, digital opportunities [blogs, edmodo]</td>
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<tr>
<td>Refine programming practices and supervision thereof.</td>
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<tr>
<td>Professional learning in CTJ across networks of schools.</td>
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<tr>
<td>TPL in assessment [formative, summative, FOR &amp; OF learning].</td>
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<td>Develop individual professional learning plans explicitly targeted at developing teacher capacity to cater for learner diversity.</td>
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<thead>
<tr>
<th><strong>PRODUCT AND PRACTICES [WHAT]</strong></th>
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<tr>
<td><strong>PROJECT 1:</strong> To increase the percentage of students at or above National Minimum Standard in reading and numeracy.</td>
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<tr>
<td>All non-ILP students K-6 at or above entitlement on the Literacy &amp; Numeracy continua.</td>
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<tr>
<td><strong>PROJECT 2:</strong> Quality teaching &amp; learning programs developed by all teachers, which incorporate learning intentions &amp; success criteria as well as embedded assessment practices [formative &amp; summative].</td>
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<tr>
<td><strong>PROJECT 3:</strong> Teachers use assessment data to differentiate the curriculum to cater for the abilities and learning styles of all students.</td>
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<th><strong>EVALUATION PLAN:</strong></th>
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<td>Performance &amp; Development Plan meetings review teaching programming &amp; practices.</td>
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<td>Evaluate NAPLAN &amp; PLAN data.</td>
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## Strategic direction 2: Quality Systems

### PURPOSE
To build quality systems and organisational practices that enable effective communication and support of students and teachers in order to remain a high-achieving school.

### PEOPLE
- All staff implementing their own Performance and Development Plan.
- School leaders equipped with the skills to coach and mentor staff.
- Embedding school vision in to daily practice.
- Well-informed and skilled leaders support staff learning and capabilities by implementing and sustaining quality school-wide systems, policies, procedures and organisational structures.
- Strategic human resourcing to enable flexibility in stage planning to implement whole-school pedagogical excellence.
- Continue the collaboration between parents/carers and school staff to work together to improve the educational programs for our students.
- Establish proactive learning alliances with other schools and community members to support pedagogical innovation.

### PROCESSES
- Build leadership capacity in others.
- Develop personalised Performance and Development Plan with focus on development of self and fulfilment of school vision.
- Quality induction of new staff on MPS policy and procedures.
- Staff engage in professional reading and action research teams to embed pedagogical innovation.
- Learning alliances developed with ‘like’ schools, businesses and other agencies to support the development of an innovative and dynamic learning and working environment.

### PRODUCT AND PRACTICES
- **PROJECT 1:** Performance and Development Framework utilised to ensure continued professional growth. Teacher Professional Learning is responsive to teacher need.
- **PROJECT 2:** School policy and procedures reviewed regularly and implemented across the school to ensure consistency.
- **PROJECT 3:** Partnership with parents, community members / agencies and ‘like’ schools to enrich the opportunities for students.

### IMPROVEMENT MEASURE/S
- Increased leadership and mentoring opportunities.
- All teachers have a Performance and Development Plan.
- Heightened engagement with learning alliance partners.

### EVALUATION PLAN:
- Survey of stakeholders – culture and leadership.
- Progress on Performance and Development Plans.
### Strategic direction 3: Enhanced Engagement Levels

#### PURPOSE
To develop strong relationships as an educational community through leadership opportunities, respectful behaviour and creative utilisation of the school environment.

PBL Statement of Purpose: Together we will promote a positive learning environment where we will accept the challenge to be respectful, responsible learners.

#### PEOPLE
All stakeholders in the school community work collaboratively to provide knowledge, skills and resources to cater for the changing demands of the school environment.

Staff to facilitate student leadership opportunities to incorporate an active student voice in whole school initiatives.

Teachers educate parents and students to learn and uphold an explicit set of school rules that can be reinforced through the school and home environment.

#### PROCESSES
Manage available space in the school so that the learning environment is used optimally for all students, teachers and the community.

1. Maintenance of physical facilities
2. Manage school space
3. Equitable access to facilities & resources

Build a supportive and proactive leadership culture:

1. Provide students with responsibilities which enhance / foster initiative and intrinsic motivation.
2. Create opportunities for teachers and students to be positive role models [buddies, SRC, etc].
3. Students to articulate and demonstrate clear expectations of leadership roles.

Students engage in well-being programs.

1. Increase communication between school and home in respect to student well-being.
2. Encourage home support of MPS student well-being policy
3. Consistent standards of respectful behaviour throughout the school by all stakeholders.

#### PRODUCT AND PRACTICES

| PROJECT 1: | Manage and/or adapt the learning environment to meet the needs of 21st century learners, teachers and the community. |
| PROJECT 2: | Expanded student leadership structure to enable more students to be involved in formalised roles. Student voice heard in whole-school decision making through the Student Representative Council. |
| PROJECT 3: | Develop a respectful culture of positive interactions between all stakeholders by consistently reinforcing DoE and MPS well-being policies. |

#### IMPROVEMENT MEASURE/S
Whole-school student well-being practices formalised in policy and embedded consistently.

The learning environment and pedagogy is adapted to meet the learning needs of 21st century learners.

EVALUATION PLAN:
Monitor planning room and attendance data. Survey stakeholders – learning & teaching.