Build a strong school culture

Build staff capacity and quality teachers and leaders

Build a high performing, dynamic learning school

School plan 2015 – 2017

Mascot Public School - 2499
## School background 2015 - 2017

### 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-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 90% of our students from language backgrounds other than English, we value cultural diversity, respect and tolerance and a strong EAL/D* basis to our teaching and learning programs.

We have a well-resourced library, a computer room and two connected classrooms. Our school grounds are extensively grassed with sports facilities and vegetable and indigenous gardens included.

Parent involvement and participation is valued and both a P&C and a School Council exist to encourage this.

* = English as an Additional Language/Dialect

### School planning process

Over the course of the 2014 school year, staff, students, parents and the wider community were formally and informally consulted about their experiences and opinions of 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 National School Improvement Tool, the School Excellence Framework 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, etc).

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.

Parent 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 School Council.

As a result of this consultation, three areas were identified as requiring our immediate attention and were embedded into the 2015-2017 School Plan. They are the culture of the school, the quality of the teachers and leaders in the school and the achievement of educational outcomes of our students.
Purpose: To create a culture where staff, students and parents are committed to continuous improvement through being leaders and learners.

STRATEGIC DIRECTION 1
Build a strong school culture

Purpose: To build positive, professional relationships to enhance school culture and empower staff to achieve potential through collective efficacy; and to provide quality and innovative teacher education within our school and across our community of schools so that students can achieve their highest potential in the changing global context of the 21st century.

STRATEGIC DIRECTION 2
Build staff capacity and quality teachers and leaders

Purpose: To provide a collective commitment to nurture, guide, inspire and challenge students; to build students’ skills and understandings; to develop self-motivated learners; and to assist every student towards achieving their individual potentials.

STRATEGIC DIRECTION 3
Build a high performing, dynamic learning school
## Strategic Direction 1: Build a strong school culture

### Purpose
To create a culture where staff, students and parents are committed to continuous improvement through being leaders and learners.

### Improvement Measures
- 80% of the school community feels empowered and united in a shared vision of a successful school culture, from a baseline of 39%.
- 100% of staff participate in formalised professional learning communities intraschool and interschool, from a baseline of 60%.
- 100% of staff actively participate in action research project teams focused on school-identified needs, from a baseline of 80%.
- 80% of our parents, families and community members identify that we are applying effective school, family and community engagement practices, from a baseline of 55%.
- 100% of our teachers rate our school culture as a 4 or 5 (out of a possible 5) for all elements on the School Culture Triage Survey, as opposed to 60%.
- 95% of students attend school for the required percentage of time, from a baseline of 93.7%.

### People
**Students**: Students take responsibility for their learning by actively participating in the new student wellbeing policy and accompanying program (Positive Behaviours for Learning). Students participate in the democratic processes of the school, for example SRC, surveys and direct action programs. The school community listens to the collective student voice and uses this data to increase engagement of students in their learning and general school life.

**Staff**: Staff will utilise positive, open and consistent communication to develop respectful, successful working relationships. They will work in teams on change management projects that are identified by all stakeholders as a school need, and create and actively participate in professional learning communities.

**Parents/Carers**: Parents understand and support the new student wellbeing policy. Parents understand that high attendance rates improve students' achievement in educational programs within the school and, as such, support the school's efforts to improve attendance rates for students. Parents lead the development and agenda of community forums relevant to their needs. Parents have a voice in the formation, implementation and evaluation of school plans and practices.

**Community Partners**: Use the professional learning community ethos to strengthen existing networks and/or build others with like-minded and like-need schools.

### Processes
**How do we do it?**
- Students are explicitly taught learning skills and the appropriate behaviours that improve learning, as identified in the Positive Behaviours for Learning program (see ‘People’).
- The Principal will actively work with staff to help them reflect on their behaviour and attitudes and identify where their own attitudes and behaviour and/or interpretation of their attitudes and behaviour may be constraining their ability to work effectively with a staff member or group of staff members. This will be done via professional supervision, regular feedback and coaching programs.
- Regular parent information sessions will be held, ideally before P&C meetings. Topics to cover include the new student wellbeing policy and the updated attendance policy, as created in consultation with parents and via the P&C and School Council.
- Establish project based consultative groups to get input from parents, families and/or community members into school policies and decisions affecting students and their families.
- Establish professional learning communities (PLCs) within our school; use the collaborative processes of the PLCs to help staff reflect on their teaching practices and to share skills, experiences

### Products and Practices
**Products:**
- 80% of the school community feels empowered and united in a shared vision of a successful school culture, from a baseline of 39%
- 100% of staff participate in formalised professional learning communities intraschool and interschool, from a baseline of 60%
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- 95% of students attend school for the required percentage of time, from a baseline of 93.7%

**Practices:**
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning
- Staff value one another, share their teaching strategies and support one another professionally and personally.
- The school identifies expertise within its staff and draws on this to further develop its professional learning
Leaders: Leaders consistently model desired attitudes, language and behaviour, and set clear expectations for how staff are required to interact with students, their parents/families and other staff. Distribute leadership opportunities across the whole teaching staff to build leadership capacity and capabilities. Create a professional learning community within our school and with other schools.

Leaders adopt a reflective teaching and management process and encourage staff feedback on their performance. Leaders will put in place a formal 360 degree feedback and evaluation process to review their own performance, and be responsive to the identified needs.

Evaluation Plan:

- Bi-annual collection of completed diagnostic tool Reflective Teaching Practice (from Successful Schooling: Techniques and Tools for Running a School).
- Use structured staff evaluation, professional development and performance management processes to assess staff performance, support ongoing development and improvement, and drive accountability for performance.
- Use the diagnostic tool School, Family and Community Engagement (from Successful Schooling: Techniques and Tools for Running a School).
- Use the School Culture Triage Survey and the National School Improvement Tool (chapter 3).

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- Use the School Culture Triage Survey and the National School Improvement Tool (chapter 3).
### Strategic Direction 2: Build staff capacity and quality teachers and leaders

**Purpose**

To build positive, professional relationships to enhance school culture and empower staff to achieve potential through collective efficacy; and to provide quality and innovative teacher education within our school and across our community of schools so that students can achieve their highest potential in the changing global context of the 21st century.

### Improvement Measures

- 100% of teachers work collaboratively to plan and program in all key learning areas, from a baseline of 60%.
- 80% of teachers rate our achievement as high to outstanding in the National School Improvement Tool (chapter 5), as opposed to medium.
- 80% of teachers rate our achievement of curriculum delivery as high to outstanding in the National School Improvement Tool (chapter 6), as opposed to medium.
- 80% of teachers rate our achievement of differentiated teaching and learning as high to outstanding in the National School Improvement Tool (chapter 7), as opposed to low.

**People**

**Students:** Students will be exposed to collaborative learning environments. The school community listens to the collective student voice and uses collected data to increase engagement of students in their learning and general school life.

**Staff:** Have target-focused teacher professional learning. Use the professional learning communities to provide a regular forum for staff to share and learn from one another’s experience and access professional advice and support. Actively contribute to the collaborative development of teaching and learning programs. Be actively involved in action research projects.

**Parents/Carers:** Parents have a voice in the formation, implementation and evaluation of school plans and practices.

**Community Partners:** Use the professional learning network with Maroubra Junction PS and La Perouse PS to enable discovery and/or reinforcement of best practice, and professional support.

**Leaders:** Distribute leadership opportunities across the whole teaching staff to build leadership capacity and capabilities. Create, in consultation with the Principal, professional development plans for identified leaders. Provide opportunities for action research based projects to enable change management. Leaders encourage the use of research.

### Processes

**How do we do it?**

- Invest resources, time and effort to make sure that staff: have a clear understanding of what is expected of them; receive regular and frequent feedback on their teaching to help them to improve; have regular opportunities to share their experiences and learn from colleagues; and participate in internal and external training and development activities.
- Establish professional learning communities where staff can debrief on what is happening in their classrooms, reflect on their teaching practice and work on developing their professional skills.
- Conduct formal performance evaluations for all staff on a regular basis. School leaders proactively manage staff non-performance.
- Dedicate staff meeting time to professional learning and development activities on a regular basis, for example fortnightly or monthly. Likewise, dedicate staff meeting time to stage meetings and professional learning communities meetings.
- Embed best practice into teaching and learning programs and utilise assessment data for learning and as learning.

### Products and Practices

**Products:**

- 100% of teachers work collaboratively to plan and program in all key learning areas, from a baseline of 60%.
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- 80% of teachers rate our achievement of differentiated teaching and learning as high to outstanding in the National School Improvement Tool (chapter 7), as opposed to low.
- 80% of teachers rate our achievement of effective pedagogical practices as high to outstanding in the National School Improvement Tool (chapter 8), as opposed to medium.

**Practices:**

- There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.
- Teachers understand and use effective teaching methods to maximise student learning.
- Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.
80% of teachers rate our achievement of effective pedagogical practices as high to outstanding in the National School Improvement Tool (chapter 8), as opposed to medium.

Based teaching practices in all classrooms to ensure that every student is engaged, challenged and learning successfully.

Evaluation Plan:

- Use student value-added performance data to assess improvement in student performance.
- Use a combination of direct observations and assessments, structured surveys to obtain feedback on staff performance from supervisors and peers, structured self-reflections processes or surveys to assess teacher performance and student learning, and structured surveys to obtain feedback on staff performance (whole school and/or individual) from students and parents.
- As above, for leaders as well.
- Regular evaluation of professional development plans.
- Regular review and reflection of teaching and learning programs.

- Staff are self-aware, build positive relationships and actively contribute to the school and the school community.
- The school’s leadership strategy promotes succession planning, distributed leadership and organisational best practice.
**Strategic Direction 3: Build a high performing, dynamic learning school**

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<thead>
<tr>
<th>Purpose</th>
<th>People</th>
<th>Processes</th>
<th>Products and Practices</th>
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| To provide a collective commitment to nurture, guide, inspire and challenge students; to build students’ skills and understandings; to develop self-motivated learners; and to assist every student towards achieving their individual potentials. | **Students:** Run programs for students based on interests to engage them and to actively encourage them to attend school and be motivated to put in an effort to achieve. Explicitly teach students about how their behaviour influences/impacts on their learning. Explicitly teach students how to be responsible, respectful learners.  
**Staff:** Utilise the skills of support staff in addition to classroom teachers to work with students and their parents/families to address issues that potentially act as barriers to attendance, participation and learning. Be actively involved in action research projects. Provide mentoring and coaching principles to enable effective EALD pedagogy in every classroom.  
**Parents/Carers:** Help parents/families to support their children to engage at school and to learn.  
**Community Partners:** Participate in and/or offer extracurricular programs as much as possible, either as/for individual students, a collective of students or the whole student body. Utilise specialist services in the wider community that enhance student learning.  
**Leaders:** Create a professional learning community within our school and with other schools. | **How do we do it?**  
- Educate parents about the pedagogy behind the Positive Behaviours for Learning program.  
- Utilise the structures and procedures of the Learning and Support Team to identify students who require additional support.  
- Utilise the expertise of learning and support teachers and English as an Additional Language/Dialect teachers to improve pedagogical practices in classrooms.  
- Use change management processes to effect improvements in identified areas of need for all stakeholders.  
- Implement specialist programs such as speech therapy and occupational therapy to support students with identified needs.  
- Implement volunteer programs on offer from nearby resources such as the University of NSW or Sydney University.  
- Provide professional learning for all teachers on topics such as; explicit instruction techniques; monitoring student progress and providing effective feedback; and TELL (teaching English language learners).  
**Evaluation Plan:**  
- Use student value-added performance data to assess improvement in student | **Products:**  
- 80% of teachers rate our achievement as high to outstanding in the National School Improvement Tool (chapter 2), as opposed to medium.  
- 80% of students are at or above national minimum standards and are showing expected growth on external performance measures, as opposed to medium.  
- 80% of surveyed students rate our school programs as meeting their interests, talents and learning needs, from a baseline of 70%.  
- 100% of teachers embed assessment practices into teaching and learning programs to guide differentiation for students, from a baseline of 50%.  
**Practices:**  
- Expectations of behaviour are explicitly taught to students and relate to the variety of school settings such as classroom, playground, hallways, canteen and assemblies.  
- Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development.  
- Individual learning is supported by effective use of school, system and community expertise and resources through contextual decision-making and planning.  
- Teachers differentiate curriculum delivery to meet the needs of individual students. |

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**Improvement Measures**

- 80% of teachers rate our achievement as high to outstanding in the **National School Improvement Tool** (chapter 2), as opposed to medium.  
- 80% of students are at or above national minimum standards and are showing expected growth on external performance measures, as opposed to 65%.  
- 80% of surveyed students rate our school programs as meeting their interests, talents and learning needs, from a baseline of 70%.
<table>
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<tr>
<th>Performance Components</th>
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<tbody>
<tr>
<td>- Regular use of templates such as <em>Giving Feedback</em> and <em>Receiving Feedback</em> (from <em>Successful Schooling: Techniques and Tools for Running a School</em>).</td>
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<td>- Utilise the <em>National School Improvement Tool</em> to evaluate the school's ability to analyse and discuss data.</td>
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<td>- Regular assessment data collection and entry into PLAN.</td>
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<td>- Longitudinal NAPLAN data analysed and used to inform teaching.</td>
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<td>- Use structured staff evaluation, professional development and performance management processes to assess staff performance, support ongoing development and improvement, and drive accountability for performance.</td>
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<td>- The school provides a range of extra-curricular offerings for student development.</td>
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