School Plan 2015 – 2017

Mimosa Public School

STUDENT LEARNING

COMMUNITY PARTNERSHIPS

STAFF CAPACITY
<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Mimosa Public School is a nurturing, dynamic and innovative learning community. We are committed to everyone reaching their personal best in a supportive and respectful environment. We promote excellence and equity to ensure all students become successful learners, confident and creative individuals and active informed citizens of the future.</td>
<td>Mimosa Public School is a primary school located on the Northern Beaches of Sydney providing quality education for over 480 students from Kindergarten to Year 6. It is a dynamic school where all the stakeholders work collaboratively to achieve the best possible outcomes for all students. The school has a strong focus on quality teaching including literacy, numeracy and the engagement of students through information technologies, sport and the performing arts. Mimosa Public School values respect, responsibility, resilience and effort, with each student striving to achieve his or her personal best. The school is a member of the Warringah Community of Schools and benefits from working collaboratively with its local primary and high school neighbours. The school has an actively engaged P&amp;C and enjoys a close partnership with its parent community. Mimosa PS has a vision to deliver high quality education in an inclusive, respectful and nurturing environment. The school aims to ensure every child has the opportunity to develop life-long 21st Century skills including creativity, collaboration, communication and critical thinking.</td>
<td>The school planning process involved all stakeholders – staff, parents and students to ensure comprehensive and accurate data and information was available for analysis to inform the three key strategic directions for the future of Mimosa PS. Teachers were surveyed using the 'Tell Them From Me' teacher survey and discussions took place around school-wide, 'big picture' plans for the future of MPS. Parents were given the opportunity to express their ideas, thoughts and opinions centred on school improvement and future directions through parent discussion groups. Specific data from NAPLAN, school-based assessments, data from Literacy and Numeracy Continuums, PBEL data, LST data and special programs along with anecdotal data was collected to inform the school plan. In addition, our planning and vision was guided by directions and information gathered from the Melbourne Declaration on Educational Goals for Young Australians, the DEC's Great Teaching, Inspired Learning reform, The DEC 5 Year Strategic Plan 2012-2017 and the School Excellence Framework. Executive staff members were given the opportunity to workshop collaboratively to gain a better understanding of the implementation and development of the school plan. The 2015-2017 School Plan strongly demonstrates our school’s pursuit of excellence in a supportive, nurturing environment through the delivery of three strategic directions that will ensure high quality practice across the three areas of learning, teaching and community partnerships.</td>
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Purpose:
To provide a supportive, positive learning environment which enhances the well-being, engagement and development of all students. In addition, to promote a culture of personal excellence through the provision of high quality, challenging educational programs that aim to fulfil the diverse capabilities of learners.

STRATEGIC DIRECTION 1
STUDENT LEARNING

Students are active, creative and engaged learners.

Purpose:
To build staff capacity, knowledge and skills by providing quality, differentiated professional learning which focuses on new curriculums, innovative pedagogies and current worldwide educational research.
In addition, to build a culture where teachers engage in professional dialogue, learn from each other and seek feedback in order to modify and improve on their current practices.

STRATEGIC DIRECTION 2
STAFF CAPACITY

Teachers are lifelong learners who embrace change, innovation and current educational practices.

Purpose:
To enhance community involvement and further develop partnerships in all aspects of school life so that all stakeholders have a shared vision for the future of the school and the learning needs of its students.
Effective, well-developed communication channels will ensure all school community members are actively engaged partners at all times.

STRATEGIC DIRECTION 3
COMMUNITY PARTNERSHIPS

Valued partnerships exist with parents, Community of Schools and the wider community.
Strategic Direction 1: Students are active, creative and engaged learners in a supportive and challenging educational environment.

**Purpose**
To provide a supportive, positive learning environment which enhances the well-being, engagement and development of all students.

In addition, to promote a culture of personal excellence through the provision of high quality, challenging educational programs that aim to fulfil the diverse capabilities of learners.

**People**
Students - Students have a clear understanding of their current skills and understanding and the goals required to achieve growth and attainment of personal best. Students engage in activities that promote 21st Century capabilities including collaboration, co-operation, creativity and critical problem-solving.

Staff - Teachers have the opportunity to engage in differentiated professional learning in the areas of Quality Teaching, Technology, Gifted & Talented Education and Student Wellbeing. Teachers collaboratively plan teaching and learning programs that focus on individual student needs, high student expectations and promote student engagement.

Parents - Parents have the opportunity to work in partnership with teachers and the school to ensure all stakeholders are working together and towards the same goal. Opportunities exist for parents to receive constructive feedback relating to their child’s progress and collaborative plans are formed to meet student needs.

Community partners - Extended partnerships with Davidson HS, Mimosa Kids Pre-school Mimosa MOOSH and Warringah Community of Schools to strengthen links and cross campus programs for the mutual benefit of all students.

**Processes**

1. **Literacy**
   Embed whole school philosophy based on best practice in literacy. This will be achieved by:
   - Project team trained in ‘Focus on Reading Strategy’ to develop and enhance student reading skills.
   - Implement ‘Big Write’ project to raise attainment level in speaking, listening and writing.
   - Project team to focus on establishing frameworks for explicit and systematic teaching of spelling.
   - PLAN data used to inform teaching and learning programs with all teachers K-6 plotting student achievement.

2. **Curriculum**
   Implementation teams to focus on establishing frameworks in learning for consistent high practices in Mathematics, Science and Technology and History to fulfil the diverse capabilities of learners.

3. **Differentiated programming**
   Develop efficient school based systems for the development, implementation and analysis of student learning and assessment. Focus will be on the development of Gifted and Talented Educational practices.

4. **Digital technologies**
   Effective integration of devices across the curriculum to enhance student learning outcomes.

**Products and Practices**

**Product**
All students achieving at ‘expected growth or above’ in NAPLAN performance in both Literacy and Numeracy. In addition, all students meet Literacy and Numeracy cluster measures as outlined by the K-6 Literacy and Numeracy Continuums.

**Product**
All school literacy programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.

**Product**
All teaching and learning programs cater for the diverse capabilities of learners.

**Practice**
Students demonstrate confidence as learners and map their progress against their personal learning.

**Practice**
Teaching and learning programs incorporate the Quality Teaching Framework in all curriculum areas.

**Practice**
Literacy and Numeracy Continuums used as a formative assessment strategy to inform differentiated teaching and learning programs in order for students to achieve appropriate cluster levels.

**Improvement Measures**

- All students achieving at ‘expected growth or above’ in NAPLAN performance in both Literacy and Numeracy. In addition, all students meet Literacy and Numeracy cluster measures as outlined by the K-6 Literacy and Numeracy Continuums.

- All school literacy programs, assessment tasks and rubrics reflect changes to pedagogy and curriculum.
Strategic Direction 2: Teachers are lifelong learners who embrace change, innovation and current educational practices. A collaborative culture exists where professional feedback is sought and evaluated.

**Purpose**
To build staff capacity, knowledge and skills by providing quality, differentiated professional learning which focuses on new curriculums, innovative pedagogies and current worldwide educational research. In addition, to build a culture where teachers engage in professional dialogue, learn from each other and seek feedback in order to modify and improve on their current practices.

**People**
Students – Students have access to quality teaching and learning programs that engage them and allow them to explore the curriculum using 21st Century capabilities – creativity, collaboration, problem solving and critical thinking.

Staff – Staff members are adept at using the Quality Teaching Framework to improve teaching and learning programs. Teachers are motivated to improve their teaching capabilities and have access to differentiated professional learning with their own learning goals.

Parents – Parents will have a clear understanding of the direction the school is heading and support the school in its development. Parents will work in partnership with the school and support home-school relations.

Community partners – Warringah Community of Schools partners will work collaboratively on projects and professional learning to support the staff in its schools.

Leaders – School Executive Team will be engaged in professional learning targeted at improving leadership skills and capacity including Growth Coaching and mentoring programs. The team will evaluate teaching and learning programs to identify and promote best pedagogical practices and quality teaching strategies.

**Processes**
1. Quality Teaching
   Develop a deeper, shared understanding of the Quality Teaching Framework. Extend this to include Quality Teacher Rounds with staff in order that they have a framework for reflection and for receiving quality, constructive feedback.

2. Feedback
   Develop school systems and opportunities for teacher self-evaluations, lesson observations, feedback and Performance and Development Plans in accordance with the Australian Professional Standards for Teachers.

3. Professional Learning
   Focus on building teacher capacity through quality and differentiated professional learning.

4. Leadership Development
   Support for aspiring executive through the Aspiring Executive Mentor Program.

5. Establish a ‘Professional Reading Club’ for staff to discuss and analyse research, educational articles and online media, eg TDP Talks, YouTube clips to develop a culture of life-long learning where research and reflection helps to guide practice.

**Products and Practices**
Practice
All staff have developed and implemented a differentiated professional learning plan targeted at improving individual pedagogical practices.

Practice
High quality teaching and learning practices demonstrated and supported across the school through teaching and learning programs, assessment, Performance and Development Plans and improved learning outcomes.

Practice
Staff members understand the importance of feedback on their practice and use it to improve their teaching.

Practice
All staff members are engaged in regular reflection, research and the use of formal and informal feedback to develop insights into the effectiveness of their own teaching practice.

Product
All teaching staff members attain BOSTES accreditation standards.

Product
All staff members engaged in school-wide Work Health and Safety practices and performance development practices.
### Strategic Direction 3: Valued partnerships with parents, Community of Schools and the wider community.

#### Purpose

To enhance community involvement and further develop partnerships in all aspects of school life so that all stakeholders have a shared vision for the future of the school and the learning needs of its students.

Effective, well-developed communication channels will ensure all school community members are actively engaged partners at all times.

#### Improvements Measures

- Parents are supported to participate in their child’s learning and are partners in their child’s education. Parents are involved and engaged in school projects and initiatives.
- High quality teaching and learning practices demonstrated and opportunities given for involvement in extension and enrichment programs across Warringah CoS resulting in improved learning outcomes.

#### People

<table>
<thead>
<tr>
<th>Students</th>
<th>Students will be engaged partners in their learning with opportunities for enrichment undertaken within their own school and the broader learning community.</th>
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<tbody>
<tr>
<td>Staff</td>
<td>A collaborative culture among colleagues from all schools in the Warringah CoS will exist in order to share expertise, skills and knowledge of curriculum, pedagogical practices and systems supporting student well-being.</td>
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<tr>
<td>Parents</td>
<td>Parents collaboratively work with MPS staff and students to support and enhance educational and well-being programs at the school.</td>
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#### Processes

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<th>Community of Schools</th>
<th>Build proactive learning alliances and networks with the Warringah Community of Schools to:</th>
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<tr>
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<td>• Provide students with opportunities to access a variety of inter-school programs.</td>
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<td></td>
<td>• Develop teacher skills and knowledge through accessing professional learning opportunities from expertise within the Warringah Community of Schools.</td>
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<td>• Create a mutually beneficial working relationship with Davidson High School to establish K-12 links to foster a strong partnership for the future.</td>
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<th>Communication and Engagement</th>
<th>Enhance current communication practices for existing and prospective families through innovative marketing, advertising and effective channels of providing information.</th>
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<td>Practice</td>
<td>Parents are supported to participate in their child’s learning and are partners in their child’s education. Parents are involved and engaged in school projects and initiatives.</td>
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<td>Practice</td>
<td>Increased opportunities for MPS students and staff members to work collaboratively on projects and initiatives with Davidson HS students and staff.</td>
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#### Products and Practices

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<th>High quality teaching and learning practices demonstrated and opportunities given for involvement in extension and enrichment programs across Warringah CoS resulting in improved learning outcomes.</th>
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<td>Practice</td>
<td>Staff members participate and are engaged in meaningful professional learning with colleagues from Warringah Community of Schools.</td>
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<td>Practice</td>
<td>Demonstrated increase of students displaying the school values Respect, Responsibility, Resilience and Effort in all playground settings.</td>
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<tr>
<td>Practice</td>
<td>Demonstrated increase of the school community’s understanding and engagement with the school values.</td>
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<tr>
<td>Practice</td>
<td>Increase in prospective families having a clear understanding of MPS’s culture, ethos, priorities and future directions.</td>
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