



Public Schools NSW

Mosman High School 8326

School Plan 2015 – 2017

World Class
Global learners
with 21st century
skills and real
world connections

High Quality
teaching and
learning focusing
on literacy,
numeracy, student
well-being and
engagement

Pedagogy with
challenging and
inclusive
curriculum,
assessment and a
focus on individual
student learning



MOSMAN HIGH SCHOOL PLAN 2015 - 2017



School Vision Statement

We see our mission as 'Education for Life' and we believe that we assist students to progressively accept more responsibility for self-discipline, to develop self-respect, to contribute to the community, to develop a love of learning and to strive for excellence. We believe that students are individuals with rights and responsibilities and offer an environment that reflects our society and better prepares students for their future lives. Our Mission Statement reflects our vision - 'A school community fostering creativity, individuality and leadership while striving for excellence in teaching and learning.'

School Context

Mosman High is a comprehensive, coeducational secondary school of approximately 950 students with an outstanding reputation for academic achievement and success in the creative and performing arts. The school is conveniently located on Sydney's lower North Shore, in the business and shopping district of Mosman - a harbourside suburb just five kilometres from the heart of Sydney, near Balmoral Beach and the famous Taronga Park Zoo, with easy access to bus and ferries. The school has a high community profile and is proud of the very active involvement of its parents and the community.

School Planning Process

In 2013 and 2014, a comprehensive process was taken across the school to review current practices and collect evidence including student results, attendance, behaviour and participation along with survey data from staff, students and parents. Using this data, representatives from Mosman High School's parents, students and staff developed and affirmed the priorities for the 2015-2017 Plan. The development of this plan reflected on the strengths, opportunities and areas for development at Mosman High School over the upcoming three years. As a result three key strategic directions were identified as a basis for shared commitment to future development at Mosman High school. These are:

- + World class global learners, with twenty-first century skills and real world connections both locally and internationally*
- + High quality teaching and learning with a focus on literacy, numeracy, student well-being and student engagement*
- + Pedagogy that contains a diverse, inclusive and challenging curriculum, assessment for, as and of learning with a focus on individualised student learning*

The Mosman High School Plan 2015-2017 sets clear improvement measures and forms the basis for the school's improvement and development over the next three years. It is based on analysis of diverse and valid data obtained from a number of sources. Each strategic direction provides details of the purpose, people and processes and products and practices that are to be realised through implementation of the plan.



MOSMAN HIGH SCHOOL PLAN 2015 - 2017

World class global learners, with twenty-first century skills and real world connections both locally and internationally

Purpose of Strategy
Direction 1

Our focus is on learning in a global context. With expanded language options, increasing sister schools, international teacher exchange, ICT connected learning; Professional Learning identifies world's best practice and embeds this into teaching and learning, enhancing student engagement

High quality teaching and learning with a focus on literacy, numeracy, student well-being and student engagement

Purpose of Strategy
Direction 2

Annual Professional Learning plans reflect analysis of data and direct staff learning in pedagogy with a focus on the Quality Teaching framework, literacy and numeracy as well as specific areas in "wellbeing" including issues of student anxiety, student transition, risk taking behaviours and student engagement

Pedagogy that contains a diverse, inclusive and challenging curriculum, assessment for, as and of learning with a focus on individualised student learning

Purpose of Strategy
Direction 3

Differentiation of teaching practice, learning and assessment, enhances individual student engagement; as does a diverse curriculum that is contextual, rigorous and flexible. The Quality Teaching framework is the pedagogical basis that facilitates teaching practice to support individual student learning

Mosman High School Plan 2015 - 2017

Strategic Direction 1 – World class global learners, with twenty-first century skills and real world connections both locally and internationally

Purpose (Why are we doing it?)	People (students, staff, parents)	Processes (How are we doing it?)	Products/Practices (What does it look like?)
<p>1.1 Our focus on learning is in a global context. With expanded language options, increased sister school relationships and international teacher exchange.</p> <p>1.2 Professional Learning identifies world's best practice and embeds this into teaching and learning, enhancing student engagement.</p> <p>1.3 Embedding 21st century skills as identified in the Melbourne Declaration (collaboration, critical thinking, creativity) into cross-curricular programs with project based learning.</p> <p>1.4 Strengthening and expanding local links with the community, the Harbourside Schools, the Lower North Shore Community of Schools and a rural school with a large Aboriginal population</p> <p>1.5 Strengthening university links and partnerships with Sydney University and UNSW</p>	<p>Students will:</p> <ul style="list-style-type: none"> - participate in student exchange, - choose languages in Stage 5 and 6, - follow cross-curricular Problem Based Learning programs - participate in leadership and learning with local schools <p>Staff will:</p> <ul style="list-style-type: none"> - develop their capability through PL that is directed by the SP, - participate in teacher exchange with sister schools, - ensure that T&L uses 21st century tools within PBL context - develop faculty and group links with local school networks and university groups - embrace and explore new technologies in their classrooms 	<p>Employment of teaching staff who have a range of abilities in teaching different languages Link MPS with Jingshan Visit OS schools as part of musical exchange</p> <p>Focus again on QT framework and include in PL and SDD</p> <p>Write a PBL unit for Year 8 with a focus on Sustainability and embed 21st century skills</p> <p>Regular meetings with Harbourside and LNCS principals as well as meetings of targeted teacher groups with focus on student learning and PL</p> <p>Increased numbers of teachers attending SydU PL, increased practicum students from these Unis</p> <p>PL of teachers has a focus on instructional leadership</p>	<p>Product: MHS and MPS linking with Jingshan will strengthen Chinese language learning Four MPS will visit Jingshan in 2015 MHS forms new sister school with Xuzhou No. 1 Middle School</p> <p>Practice: Teachers will observe colleagues' practice in the classroom and through discussion improve their practice using the QT framework</p> <p>Product: Cross faculty team will write new PBL unit on <i>Sustainability</i> with an emphasis on 21st century skills</p> <p>Practice: Identify rural schools with a large Aboriginal population and establish principal to principal links to discuss a way forward to improve the learning of students in both schools</p> <p>Product: LNCS continue the beginning teachers network</p> <p>Product: Harbourside schools continue transition meetings with focus on literacy, numeracy and GATS and technology</p> <p>Product: Increased use of devices in classroom with 21st century skills being</p>

<p>1.6 Developing the existing BYOD program to use technology to enhance pedagogy in the classroom as well as to improve systems within the school</p>	<p>Parents will:</p> <ul style="list-style-type: none"> - support student exchange by hosting billets, - encourage the choosing of languages - support the BYOD program by purchasing a computer for their student and support the use of technology in the school - use contacts to foster and expand university links, including provision of guest speakers 		<p>facilitated by teachers and more independent learners</p> <p>Practice: Teachers using the flipped classroom approach/Edmodo etc to engage student learning</p> <p>Product: Students who do not have a device borrow one from the library and teachers check why a student does not have their device in each classroom</p> <p>Practice: MHS and faculties promote student and faculty achievement in innovation</p> <p>Product: MHS teachers and executive visit sister schools</p> <p>Product: Harbourside students participate in learning in Confucius Classroom</p> <p>Practice: Identified teacher mentors support PL for staff in online learning, new software programs and digital pedagogy</p>
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Improvement measures

- Increase MHS sister school relationships both in number and depth of relationship
- Increase the number of students studying languages in Stage 4 and 5
- Develop increased and more diverse links with local school networks, universities and the community
- All teachers using a variety of appropriate technologies in the classroom and in their systems practice
- Increase the number of cross-curricular programs and programs that use Program Based Learning

Mosman High School Plan 2015 - 2017

Strategic Direction 2 – High quality teacher learning and teaching with a focus on literacy, numeracy, student well-being and student engagement

Purpose (Why are we doing it?)	People (students, staff, parents)	Processes (How are we doing it?)	Products/Practices (What does it look like?)
<p>2.1 Our focus on learning is through the prism of the Quality Teaching (QT) framework with programs containing all elements and elements will be mapped for each program showing a continuum for stage 4 and 5</p> <p>2.2 Improvement of student transitions, through particular points on the continuum of student learning</p> <p>2.3 Students experiencing difficulty with engagement are supported and provided with alternative learning programs</p> <p>2.4 Improved student literacy and numeracy in all subject areas to ensure access to learning and higher achievement</p>	<p>Students will:</p> <ul style="list-style-type: none"> - actively monitor and evaluate their own learning, - have a positive attitude to learning leading to fewer classroom issues and improvement in student learning outcomes, - can connect learning experiences - indicate improved attendance - have on-task computer use <p>Staff will:</p> <ul style="list-style-type: none"> - develop PL plans that reflect MHS ASR and SMP targets - identify personal strengths, weaknesses and goals from SMP - complete an implement PL plan as part of Performance Management, - develop faculty PL needs 	<p>Emphasis is placed on the elements of intellectual quality, significance and use of ICT</p> <p>Stages 4 and 5 engaged in at least one Project Based Learning unit</p> <p>Use faculty meeting time to encourage innovative and creative pedagogy including Tony Ryan's thinking keys</p> <p>Development of Individual Plans as soon as possible</p> <p>Stage 6 student mentor program expanded and enhanced</p> <p>Student leadership will be promoted through – SRC, Duke of Edinburgh, debating, community work, sport, school service</p> <p>Programs for wellbeing will form a continuum through secondary school using outside experts and welfare</p>	<p>Product: Students will show value-added performance based on data from NAPLAN, ESSA and HSC results</p> <p>Product: Programs show QT Framework indicators throughout</p> <p>Product: Increased numbers of students will have access to SLSO, LST, ESL and other specific support</p> <p>Practice: subject programs and classroom lessons will include strategies to support GATS based on GAT theories</p> <p>Practice: staff attending PL provide a report to either faculty or staff meeting within an allocated time</p> <p>Product: students access different learning programs in the classroom depending on their needs</p> <p>Practice: teaching programs are reviewed to ensure that tasks are contextual, interesting, challenging and important</p> <p>Product: enhanced HSC results in all subjects</p>

	<ul style="list-style-type: none"> - share examples of excellent QT with other teachers - use flexible delivery methods to cater for individual student learning <p>Parents will:</p> <ul style="list-style-type: none"> - support and where possible PL of staff - provide subject specific expert help - indicate a positive approach to the school 	<p>strategies</p> <p>The MHS literacy and numeracy toolkits are updated</p> <p>Faculties use specific strategies to improve literacy and numeracy</p> <p>Numeracy focus week coordinated by MHS maths staff will continue</p>	<p>Product: Improved literacy and numeracy results overall in NAPLAN and in particular in writing and measurement as shown by value-added data and comparison with like school groups</p> <p>Practice: 0 week for Year 7 evaluated and improved</p> <p>Product: Less HSC students will be identified and need support for stress</p> <p>Product: Literacy and numeracy outcomes are reported on all Stage 4 and 5 reports</p>
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Improvement measures

Professional Learning of staff is translated into improved teaching practice and improved student outcomes
 Aspects of literacy (writing) and numeracy (measurement, space and geometry) show improvement as measured by NAPLAN data
 Fewer students seek referrals with anxiety issues
 Educational transitions from Year 6 to 7, Year 10 to 11, Year 11 to 12 and Year 12 to post-secondary pathways are smoothly facilitated
 Increased levels of student satisfaction are identified (Tell them from me survey etc.)

Mosman High School Plan 2015 - 2017

Strategic Direction 3 – Pedagogy that contains a diverse, inclusive and challenging curriculum, assessment for, as and of learning with a focus on individualised student learning

Purpose (Why are we doing it?)	People (students, staff, parents)	Processes (How are we doing it?)	Products/Practices (What does it look like?)
<p>3.1 Flexible or differentiated teaching, assessment and feedback is provided to all students to ensure improved learning, engagement and outcomes leading to successful career pathways</p> <p>3.2 GATS have their needs addressed through school programs and in the classroom</p> <p>3.3 Students with Learning Difficulties have their needs addressed through school programs and within the classroom</p>	<p>Students will:</p> <ul style="list-style-type: none"> - access different learning programs in the one classroom that reflect individual learning needs, - different ways of thinking and knowing, - different assessment modes appropriate to their needs - be challenged and engaged whether accelerated or in Special Programs - supported if they have learning difficulties - students understand and apply assessment criteria effectively <p>Staff will:</p> <ul style="list-style-type: none"> - develop their capacity through PL to differentiate learning in their classroom, - provide detailed, specific and constructive feedback to students, 	<p>Teachers use a diverse range of teaching strategies in their classroom</p> <p>Scaffolds are provided to students to suit their learning needs and their assessment needs</p> <p>Organisational skills are an identified focus in all subject classrooms and are specifically taught by all teachers</p> <p>Faculties encourage staff to engage in PL regarding curriculum and assessment and share their learning at faculty level</p> <p>Programming of assessment tasks emphasises that each task is interesting, challenging and important as well as contextual</p>	<p>Product: Students have a positive attitude to learning leading to few classroom issues</p> <p>Practice: A greater partnership between student and teacher occurs in the preparation of assessment</p> <p>Practice: Students understand and apply assessment criteria effectively</p> <p>Product: students show improved focus on learning goals and become independent learners and work autonomously</p> <p>Practice: students show improved research skills and note-taking</p> <p>Product: students show improved attendance and decreased negative welfare data including N awards</p> <p>Practice: the school will support NAIDOC activities and all programs will include an Aboriginal perspective</p> <p>Practice: teachers discuss individual students needs at the transition from one year to the next</p>

	<ul style="list-style-type: none"> - consistently apply effective principles of assessment, using evidence to inform teaching and support students to meet their learning goals - apply Individual Learning Plans in their classroom - have a good understanding of Aboriginal education and Training Policy 2008 and apply it in their programs and classroom <p>Parents will:</p> <ul style="list-style-type: none"> - inform the school of specific learning issues of their student, - encourage their student to complete homework and assessment tasks in a timely manner, - inform the school of health issues of their student 		
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Improvement measures

Students of all abilities have their learning needs understood and addressed by teachers
 Every teacher applies differentiation within their classroom to support the learning of all students
 Students are challenged and supported such that their learning continues to improve and they show continued value added
 Head Teachers of faculties drive the use of meaningful, specific and constructive feedback to students through systems practice
 Assessment is diverse, accessible to all students and criteria are clearly explained and understood