



# School plan 2018-2020

**Mosman High School 8326**

# School background 2018–2020

## School vision statement

### 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

### School Context

Mosman High is a comprehensive, coeducational secondary school of approximately 1100 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

### School Planning Process

In 2016, a comprehensive validation 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 2018–2020 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:

1. *To improve literacy and numeracy for all students and to ensure positive transitions, improved pedagogy and curriculum and integration of national and international best practice for student learning.*
2. *To ensure student wellbeing by developing programs, pedagogy and assessment that is differentiated with a specific feedback focus. Where assessment of informal, formative and summative, programs address novice, developing and expert groups and where all students are catered for individually*
3. *Programming and teaching has an increasing focus on cross-curricular units of work using project based learning. twenty-first century skills of creativity, critical thinking and collaboration and in depth research are embedded.*

The Mosman High School Plan 2018–2020 sets clear improvement measures and forms the basis for the school's improvement and development over the next three years. Each strategic direction provides details of the purpose, people, processes and products and practices that are to be realised through implementation of the plan.

# School strategic directions 2018–2020

## STRATEGIC DIRECTION 1

Improved literacy and numeracy through positive transitions through improved pedagogy and curriculum

### Purpose:

To improve literacy and numeracy for all students by ensuring positive transitions, improved pedagogy and curriculum, through integration of international and national best practice for student learning. Our focus is to implement the Mosman High School Literacy and Numeracy Plan through close relationships with our network of primary school and secondary school colleagues, a collaborative and shared approach and through addressing increasing effect sizes in reading, writing and numeracy. Common goals in literacy and numeracy support positive transitions from Stage 3 through to Stage 6 and to post school destinations.

## STRATEGIC DIRECTION 2

Ensuring student wellbeing supported by Quality Teaching & Learning where programs are differentiated with a feedback focus

### Purpose:

To ensure student wellbeing by developing and implementing programs, pedagogy and assessment that is differentiated with a specific feedback focus. Where assessment is informal, formative and summative; programs address novice, developing and expert and where all students are individually catered for in the classroom. Our focus is to create and implement programs and assessment that is underpinned by catering for the diverse needs of all students. Where differentiation of curriculum, pedagogy and assessment is flexible, reflective, relevant and dynamic and where feedback is specific and tailored to the individual.

## STRATEGIC DIRECTION 3

Twenty first century pedagogy underpins learning and our focus is on cross-curricular units using Project Based Learning

### Purpose:

Programming and teaching has an increasing focus on cross-curricular units of work using project based learning (PBL). PBL has embedded the twenty first century skills of creativity, critical thinking, and collaboration and in depth research. Technology is increasingly used as the preferred tool to enhance and communicate learning; with technological learning platforms being used in all aspects of pedagogy. Teaching staff identify opportunities to compact the curriculum and also focus on the linking of shared outcomes to produce units of work that are engaging and relevant.

# Strategic Direction 1: Improved literacy and numeracy through positive transitions through improved pedagogy and curriculum

## Purpose

To improve literacy and numeracy for all students by ensuring positive transitions, improved pedagogy and curriculum, through integration of international and national best practice for student learning. Our focus is to implement the Mosman High School Literacy and Numeracy Plan through close relationships with our network of primary school and secondary school colleagues, a collaborative and shared approach and through addressing increasing effect sizes in reading, writing and numeracy. Common goals in literacy and numeracy support positive transitions from Stage 3 through to Stage 6 and to post school destinations.

## Improvement Measures

1.1 All faculty programs will cater for the novice, developing and expert students and show evidence of planning for delivery of differentiation as well as literacy and numeracy strategies.

1.2 All student reports will show evidence of one to two sentences of feedback regarding literacy and numeracy.

1.3 The effects of self reflection and collaboration by teachers are evident in improvements in literacy and numeracy of 0.4 for all Y9 classes.

1.4 There is an increased percentage (5%) of students stating they have high skill/high challenge in the classroom in the Tell it From Me Survey based on 2017 data.

1.5 Over three years of this plan Stage 5 NAPLAN data shows improvements that represent growth in writing & measurement by +2.

## People

### Staff

- will know and understand literacy and numeracy strategies and implement the literacy and numeracy plan. ( 2.5.2)
- will work collaboratively with MHS staff and the LNCoS to achieve increased effect size of 0.4 ( DoE growth 2.5).

### Community Partners

#### Transition meetings

- will focus on outcomes that target an effect size of 0.4+ in literacy and numeracy through collaborative relationships from stage 3 to stage 4.

### Students

- will focus in setting goals towards achieving literacy and numeracy benchmarks

### Parents/Carers

- will support the implementation of the literacy numeracy plan

## Processes

- analyse NAPLAN data for value added and increased effect size of 0.4 in literacy and numeracy.
- analyse Tell it From Me data for improvement in classroom delivery of high skill/high challenge learning opportunities.
- use assessment for learning strategies to shape learning intentions and success criteria to support students in goal setting re knowing and understanding literacy and numeracy skills.
- teachers are supported in using feedback to enable students to meet literacy and numeracy benchmarks.
- teachers model for the novice, developing and expert students, critical and creative thinking skills to support evaluative writing.
- transition meetings are planned to support positive literacy and numeracy development across stage 3 to stage 4.
- Innovative curriculum LRN and Year 9 HOT elective focus on literacy and numeracy skill development.
- stage 4 staff collaboratively share work samples of literacy and numeracy achievement of the novice , developing and expert student/s
- engage an external expert to support novice students in literacy to achieve the HSC minimum standards

engage extra EALD support for Stage 4 students

## Practices and Products

### Practices

- teachers are using pretest, student self and peer reflection statements and feedback to enable students to improve literacy and numeracy benchmarks.
- teachers incorporate student goals and feedback into lesson planning including success criteria and learning intentions.
- PDPs include goals and processes relating to 2.5.2 are encouraged as part of whole school goal setting.
- communication processes ie High Flyer and reports support parents to know and understand literacy and numeracy development
- In faculty time Head Teachers provide professional Learning in the Literacy and Numeracy benchmarking

### Products

- faculty meetings show more time is allocated to faculty professional learning re literacy and numeracy teaching and learning.
- cross faculty meeting minutes show discussion and delivery around shared outcomes.
- Increased growth data and effect size in Year 7 and Year 9 NAPLAN
- innovative curriculum highlighting literacy and numeracy teaching and learning strategies are shared with staff.

# Strategic Direction 1: Improved literacy and numeracy through positive transitions through improved pedagogy and curriculum

## Processes

### Evaluation Plan

1. Results in Year 9 NAPLAN 2018 show an increase in students achieving above Band 8 in reading, writing and numeracy compared with 2017
2. By the end of 2018 very few if any students have not satisfied the literacy and numeracy requirements for their HSC
3. Data from the TTFM will show improvements in attitudes by students to curriculum areas and their valuing of welfare support
4. Teachers' report comments will show specific and valuable feedback

# Strategic Direction 2: Ensuring student wellbeing supported by Quality Teaching & Learning where programs are differentiated with a feedback focus

## Purpose

To ensure student wellbeing by developing and implementing programs, pedagogy and assessment that is differentiated with a specific feedback focus. Where assessment is informal, formative and summative; programs address novice, developing and expert and where all students are individually catered for in the classroom. Our focus is to create and implement programs and assessment that is underpinned by catering for the diverse needs of all students. Where differentiation of curriculum, pedagogy and assessment is flexible, reflective, relevant and dynamic and where feedback is specific and tailored to the individual.

## Improvement Measures

2.1 All faculty programs show evidence of the Quality Teaching Framework (QTF) and PDPs reflect the Australian Professional Standards for Teachers in their teaching

2.2 Student assessment data at particular points on the continuum of student learning for students on Learning Plans show teachers adjustments increase student achievement

2.3 Formative assessment is observed in all classrooms and includes specific feedback as well as informing further teaching practice

2.4 Student learning is supported by regular meetings of learning alliances with other schools including LNSCoS and Harbourside CoS

2.5 Students, parents and teachers take collective responsibility for student learning success as evidenced by increased

## People

### Students

- use Visible Learning to reflect upon if their needs are being met and articulate to their teacher if they have concerns
- develop personal learning goals to suit their needs
- will know about and access Wellbeing Programs
- will be aware of and use Learning Intentions and Success Criteria for lessons and units of work
- will use specific feedback to improve their learning practice
- learn from others including peers, parents and community members
- will seek opportunities for leadership in the classroom in the school and in the community

### Staff

- communicate effective learning intentions with effective success criteria such that student learning is visible
- create and implement evolving programs using 3 levels of questions catering for novice, developing and expert
- will in the classroom ensure teaching strategies cater for novice, developing and expert learners
- increasing numbers of teachers will be involved in and lead wellbeing in the school

## Processes

- teachers regularly use student progress and achievement data such as RAP, NAPLAN, SMART, SCOUT to inform lesson planning
- teachers use reliable and valid assessments (including formative, summative and informal) to capture information about student learning
- teaching strategies are designed that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds
- teaching strategies are diverse and are used to develop knowledge, skills, problem solving skills and critical and creative thinking skills
- students' wellbeing and safety is assured within the school by implementing school, system, curriculum and legislative requirements
- feedback is timely, effective and appropriate to students from teachers and indicates the students achievement relative to their learning goals
- assessment is moderated to match the three levels of novice, developing and expert
- students learning and courses of study are monitored longitudinally (7–12) to ensure continual challenge
- students experiencing difficulty with engagement are supported and provided with alternative learning programs including Raise, TAFE, staff mentoring
- An identified staff member meets with

## Practices and Products

### Practices

- every student can identify a staff member to whom they can confidently turn for advice and assistance at school
- more staff are working toward accreditation at higher levels
- all teachers participate in regular professional learning to ensure understanding of data that supports improved student learning
- The MHS Wellbeing Framework will be implemented throughout the school.

### Products

- well-developed and evidence-based approaches to programs and assessment processes **identify, regularly monitor and review** individual student learning needs
- all staff maintain accreditation
- student leadership is more visible through mentoring, participation at assemblies and other learning and whole school opportunities
- reports and registration show teacher knowledge of the students as well as their subject and how to they have taught it.

# Strategic Direction 2: Ensuring student wellbeing supported by Quality Teaching & Learning where programs are differentiated with a feedback focus

## Improvement Measures

attendance in school promoted activities.

2.6 That MHS data shows that student progress and achievement is greater than SSG and shows strong student progress on internal and external measures

## People

– who are new to the school will actively participate in the staff induction program and be mentored throughout their first year

– use the parent information portals to disseminate information

– initiate and embrace feedback from students

– consciously give feedback to students and at the appropriate level

## Parents/Carers

– actively refer to the schools online calendar and monitor their student's activities and assessments

– gain access to Edmodo for their student and monitor their students completing of tasks including assessment

– communicate their needs and develop initiatives through P&C committees

– plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their student's learning

## Processes

individual students in Y12 on a regular basis to provide advice, support and assistance

## Evaluation Plan

1. to improve NAPLAN data in Year 9 so that MHS out performs SSG and increases from delivering in all measures

2. MHS has a successful and well-received wellbeing week in term 1, week 4, 2018 as evaluated by staff, students and parents

3. Programs have increased formative assessment processes embedded into new programs as part of teaching strategies

4. all staff successfully address accreditation at their appropriate level in 2018

5. All policies within the Wellbeing Framework have been revised

# Strategic Direction 3: Twenty first century pedagogy underpins learning and our focus is on cross-curricular units using Project Based Learning

## Purpose

Programming and teaching has an increasing focus on cross-curricular units of work using project based learning (PBL). PBL has embedded the twenty first century skills of creativity, critical thinking, and collaboration and in depth research. Technology is increasingly used as the preferred tool to enhance and communicate learning; with technological learning platforms being used in all aspects of pedagogy. Teaching staff identify opportunities to compact the curriculum and also focus on the linking of shared outcomes to produce units of work that are engaging and relevant.

## Improvement Measures

3.1 The new HOT programs are progressively evaluated in 2018 for increased understanding of citizenship

3.2 To ensure that Project Based Learning (PBL) programs foster student engagement and that they are skills focused using technology, creativity and collaboration.

3.3 PBL programs ensure a learning process that reflects novice, developing and expert levels and formative assessment.

3.4 all staff and students are adept in using learning platforms including Google drive and Edmodo, to improve teacher efficacy and parent involvement and student engagement

3.5 Assessments show evidence of experimentation, evaluation and risk taking with learning is evident in students as learners

3.6 Programs and classroom delivery

## People

### Staff

– will develop their capacity to run PBL and collaborate and write cross-faculty programs

– will always include success criteria and learning intentions in lessons and programs

– will consistently provide a culture of high expectations in the classroom, faculty and school

– will differentiate their teaching to ensure challenge and success for all students

– know the teaching standards and use them in their classrooms

– follow a pathway of accreditation to HAT and LEAD

– will choose as part of their PDP a whole school goal that projects toward HAT and LEAD

– will relate learning to social and global awareness

### Students

– will embrace experimentation and risk-taking in their learning

– will act responsibly as digital world citizens

– will use cloud based technologies in all aspects of their learning

– take responsibility for their learning and develop independent learning goals

## Processes

• teachers from different faculties will work together to program cross-curricular units with a PBL focus

• classroom teachers will facilitate creative thinking, collaboration, and writing in lessons with an acceptance and focus on experimentation

• teachers will have opportunities for Professional Learning on how to facilitate PBL in their classroom as well as write cross-curricula programs

• staff and students will be given training on the use of different learning and platforms and where necessary staff will be provided with a mentor

• staff will be trained in writing success criteria in all aspects of pedagogy

• students will be encouraged to enter real world competitions

• students and staff will be supported to engage in global experiences

• teachers will use technology to bring external expertise to collaborate both within and beyond the classroom

• student reflection is valued and regularly encouraged during and at the end of class

• students are supported in the creation and maintenance of digital logbooks

## Evaluation Plan

1. To increase the number of cross-curricular units in each year of the three year plan

2. All teachers have a cloud based

## Practices and Products

### Practices

• success criteria are embedded into lessons and programs

• Cross-curricular units of work are developed (at least two per year group for Years 7–10) for example a unit "Cities of the Future"

• students are confident to generate questions in cross-curricular PBL units and to work collaboratively

• teachers use flipped learning and programmed learning for example MathSpace to enable self-paced learning where all students can achieve success

• all students abilities (using a pre-test) are identified and assessed so that students have and are supported in a growth mindset

### Products

• Y9 Higher Order Thinking unit has a focus on global citizenship

• Year 7 have demonstrated as part of O week, how to use Google classroom and Edmodo

• skills are an overarching requirement in programmed units of work where each faculty contributes with inputs into this achievement

• classroom walls extend beyond the physical space and where parents are encouraged to be part of student learning using digitised learning platforms

• the school uses compaction,



# Strategic Direction 3: Twenty first century pedagogy underpins learning and our focus is on cross-curricular units using Project Based Learning

## Improvement Measures

demonstrate high expectations are embedded into all teachers teaching as well as systems practice as evidenced by classroom learning intentions and success criteria.

3.7 All teachers understand standards accreditation and have high expectations for themselves and increasing numbers of teachers embrace higher levels of accreditation

## People

– will be involved in the planning of cross-curricular units

### Parents/Carers

– will actively participate in supporting their students learning through using digital platforms

– support the use of innovative cross-curricula approaches to learning

– actively provide their expertise to enhance student learning

– will consent to be part of a data base that includes skills and experiences

## Processes

Learning Management System account and use it in their pedagogy

3. Increased numbers of teachers are engaged in HAT and LEAD

4. Increasing numbers of students are in the highest bands in NAPLAN and the HSC

## Practices and Products

acceleration and alternative pathways to address the needs of all students

• assessment has a greater focus on the making of a product that responds to the initial question