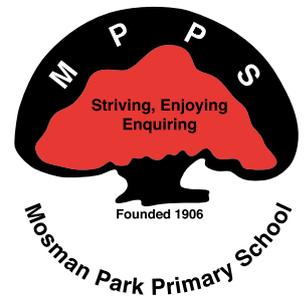


Mosman Park Primary School



Striving, Enjoying, Enquiring



Business Plan 2019 - 2021

Welcome to Mosman Park Primary School

Mosman Park Primary School is an Independent Public School ideally located between the river and the ocean with a vibrant community of staff, parents, students and volunteers

The school community prides itself on its sense of inclusivity and connection across a multicultural and diverse mix of families. We are co-located with the Mosman Park School for Deaf Children providing an opportunity for our staff and students to communicate using AUSLAN (the sign language of the Australian deaf community).

With priorities for personal excellence, a challenging and engaging curriculum and a culture of high expectations we have a strong emphasis on Literacy and Numeracy and offer specialist programs in Digital Technologies, Visual Arts, Music, Japanese and Physical Education.

In addition, our dedicated staff offer a broad range of initiatives which provide pastoral care and develop personal growth, academic attainment and leadership skills within our diverse community. Included amongst these are enrichment and extension programs in both the

early and upper years. Currently these include - an extensive learning support program, a robotics club, a debating club, an Aboriginal homework club, on-site speech therapy intervention services, a volunteer intervention program, a full time chaplain service, and a school garden project.

The Parents and Citizens Association and School Board play an active in our school to support us in our endeavours. This includes their contribution to whole school events such as the School Musical, 'Ride2School' Day and The Feast (our unique culinary celebration of our multicultural community). Their support has also led to the development of play areas such as our extensive Nature Play, further enhancing our sizeable playground which has access to Mann Oval for our Years 3-6 students as well as large shaded areas under the canopy of our massive Morton Bay fig tree.



VISION

At Mosman Park Primary School, we empower students to achieve their personal best, to become confident and creative life-long learners and to make a valued contribution to their wider community.

AT MOSMAN PARK PRIMARY WE VALUE

Excellence	Respect and Responsibility	Impact and Innovation	Community
Striving to achieve our personal best in everything we do and to develop a passion for learning	Being respectful of ourselves, others, our community and the environment Being responsible for our thoughts, words and actions	Exploring and implementing innovative practices and high impact teaching strategies which support both student engagement and learning	Working in partnership with families and the wider community to build a school culture that is focused on a continual cycle of improvement

AT MOSMAN PARK PRIMARY WE EXPECT

Academic rigour that enables personal excellence

An engaging & challenging curriculum

A culture of high expectation

A safe, welcoming and inclusive environment across all facets of our school

Meaningful and productive partnerships that support a culture of shared responsibility with both group and individual accountability



Success for all Students

Enable students to achieve success, reach their potential and develop essential skills in an environment that supports engagement, creativity, innovation and personal excellence

PRIORITIES



Support learning through the provision of a creative and engaging learning environment that develops robust and resilient learners.



Meet the needs of the learner through early identification and intervention/enrichment and the provision of a differentiated and contemporary curriculum

Pursue and celebrate personal excellence and academic rigour

STRATEGIES

- Provide students with learning environments which are safe, caring and inclusive and that promote both personal and social growth
 - Develop and implement strategies to support improved Attendance across all year levels
 - Ensure the Positive School Behaviour Policy is supported and implemented across the school
 - Partner with FORM to implement the Art of Learning program and introduce and utilise the 'Key Habits of Mind' across daily curriculum practice
 - Embed guided inquiry and project based learning with a focus on student needs and interests, across all aspects of the curriculum
 - Ensure all students have access to learning the following languages - Auslan (K-6), Japanese (Year 1 - 6)
 - Provide a balanced early childhood curriculum - with an emphasis on the role of play-based learning in the K and PP programs
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- Implement and monitor the effectiveness of individualised learning plans for students with additional educational needs and those identified as performing outside expected performance levels
 - Enhance the Extension and Enrichment programs across the school with a focus on provision for all year levels
 - Provide staff with ongoing support and professional learning to ensure students' needs are being met through differentiated class programs, including the use of Case Management strategies and Formative Assessment
 - Implement a comprehensive SAER program which supports students requiring Tier 2 and Tier 3 levels of support
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- Support students to set high expectations and personal targets in learning which include self-reflection and goal setting
 - Provide a learning environment that is engaging and that promotes and celebrates intellectual rigour and personal excellence (striving for personal best) across all year levels

ACHIEVEMENT TARGETS

- Maintain or improve the percentage of students making expected progress in literacy and numeracy between Pre-Primary On Entry testing and Year 3 NAPLAN
- Demonstrate positive trends in the percentage of students with moderate/high/very high progress (NAPLAN Reading and Numeracy) in the Year 3 - Year 5 stable cohorts
- Increase the number of students who perform 'consistently' (using Attitude Behaviour Effort reporting data) across all year levels
- Implement strategies and support processes to improve Attendance across all year levels. Decrease levels of At Risk Moderate/Severe non-attendance
- Implement processes to support and track students at or below the national minimum standard in NAPLAN and as identified in On Entry Assessment to ensure satisfactory/good progress is achieved



High Quality Teaching and Effective Leadership

Support teachers to provide all students with high quality learning opportunities, focusing on innovative, connected and contemporary teaching, assessment and reporting practices

PRIORITIES

Build upon a whole school focus of strengthened contemporary curriculum and assessment implementation

- Enhance teaching and learning through the use of high impact teaching and assessment strategies
 - Formative assessment
 - Explicit teaching strategies embedded across the school
 - Maintain currency of curriculum file and ensure consistent utilisation by all teaching staff
- Engage with wider networks, TDS and lighthouse schools to access exemplars of best practice
- Use On-Entry, NAPLAN and other standardised assessments to monitor student progress and inform school planning across the school
- Monitor National Quality Standards and seek external validation
- Increase opportunities for staff collaboration through common DOTT and regular Professional Learning Community meetings
- Ensure staff have access to quality professional learning that is clearly linked to school or Department of Education priorities

Build staff capacity and empower leadership

- Align performance and development processes, including classroom observations, to the AITSL Professional Standards and ensure opportunities for ongoing self-reflection and self-assessment
- Enhance and provide leadership opportunities for all staff through a distributed leadership model and opportunity to lead and participate in curriculum and school committees
- Identify and support school leaders to drive the process of school improvement

Identify and implement opportunities for students to develop and exhibit the general capabilities of critical thinking, creativity and entrepreneurship, including through STEAM

- Provide an integrated curriculum which emphasises visible thinking routines and project based learning
- Identify and engage with opportunities to implement cross-curricula priorities into classroom teaching
- Provide focused opportunities for students to develop general capabilities of critical thinking, creativity and entrepreneurship

Support the physical, mental and social wellbeing of students and staff through pro-active policies and practices

- Form Wellbeing Team with representation from staff, P&C and School Board. Develop, implement and resource strategic plans to support community wellbeing
- Promote student participation in a range of health and wellbeing activities which include – whole school, classroom-based and/or individual
- Provide student wellbeing and support services to deliver mental health, pastoral care and psychological support at point of need

ACHIEVEMENT TARGETS

- Embed and consistently utilise a whole school approach that supports a coordinated and consistent framework of effective teaching, assessment and classroom practice
- Show longitudinal improvement in student progress and achievement in the area of Writing
- Show longitudinal improvement in student progress and maintain or improve student achievement in the areas of Reading, Numeracy, Spelling, Punctuation & Grammar
- Ensure active participation by all staff in established Professional Learning Communities and engagement in leadership opportunities across the school
- Ensure effective teacher use of Information and Communication Technologies (ICT) to encourage and enhance student engagement and learning
- Identify/develop tools to measure student and staff wellbeing and show evidence of improvement across all year levels



A positive school culture that sustains partnerships and promotes a distinctive school identity

Enrich the learning of all students through the development of strong, sustainable and strategic partnerships which embrace the opportunities available, particularly those unique to our school community

PRIORITIES

Ensure quality, safe facilities and infrastructures that enhance student learning

Maintain and strengthen the strong school-community and external partnerships which have been developed

Develop public relations and communication strategies to promote the school

Create environmentally focused and educationally stimulating outdoor learning and play areas with a focus on sustainability

Develop and implement strategies that support cultural responsiveness across all domains of the Aboriginal Cultural Standards Framework

STRATEGIES

- Develop and support School infrastructure committee
- Undertake long term planning and budgeting for site facilities

- Provide a safe, caring and inclusive school environment which focuses on the active involvement and contribution of all community members
- Provide formal and informal involvement of our community in the identification and implementation of future and strategic directions
- Maintain and strengthen Educational, Business and Community partnerships and actively seek new prospects to support enhanced learning opportunities for all students
- Seek grant and funding opportunities that support the vision and future directions of the school

- Further develop and maintain nature-play and student recreation areas in collaboration with the local council, school community and other relevant stakeholders
- Incorporate outdoor learning areas into regular classroom activities and support teachers in the effective use of these areas in everyday curriculum planning
- Maintain a whole-school approach to sustainability and ensure all classes access the environmental programs and strategies provided across the school

- Fully implement the Aboriginal Cultural Standards Framework to ensure improvement of outcomes for Aboriginal students is a focus of the entire school community
- Utilise, and report upon, the Aboriginal Cultural Standards Framework as an integral part of the school's self-assessment practices
- In partnership with our local community, explore the history, culture and experiences of Aboriginal people in both the local and extended context. Increase the capacity of staff to use this knowledge in classroom practice
- Provide a supportive environment that encourages active participation by Aboriginal families across all facets of school life

ACHIEVEMENT TARGETS

- Improve and maintain student, parent and staff satisfaction (National School Survey Tool) at 80% or above
- Maintain an engaged and effective School Board with strong school and wider community relationships
- Establish a culture of sustainable practices with a focus on the use of the outdoors as a place of learning
- Develop to the level of cultural competence/responsiveness across all domains of the Aboriginal Cultural Standards Framework
- In collaboration with all stakeholders develop a long-term strategic plan for improvement of the school infrastructure and grounds



I like the teachers and the staff at this school and I like competing at sport carnivals. I have many friends. I like the way the school is run. Also, that we can learn Auslan, unlike other schools.



This school allows people to be unique and themselves. I enjoy Mosman Park PS because I have great friends and fun incursions and excursions. We do interesting subjects and I have loads of fun learning and working with friends.



I like that everyone is very friendly and there are lots of volunteers, that we have the freedom to be creative (especially movie making).

We have the right amount of time of being outside and learning. We can work with other year groups because of buddies and having split classes.



I feel a sense of belonging here, MPPS is a friendly school with helpful teachers. I really enjoy subjects like Art, Music and Maker Kids (which should be run every year.) Overall, MPPS is a fun school and will be enjoyed for many years to come.



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MOSMAN PARK PRIMARY SCHOOL SONG

'Under the Big Tree'

Welcome to learning, growing, walking on fig jam
 Learning to win and lose and do the best you can
 Our sun rises on the river
 And it sets into the sea
 To the north and south are many places
 But no place that I would rather be
 Than under the big tree (Mosman Park)
 Under the fig tree (Primary)
 Under the big fig tree

Welcome from everywhere, together we're so cool
 Because without us these buildings wouldn't be a school
 Our sun rises on the river
 And it sets into the sea
 While we learn and grow we need some shelter
 That's why we have this community
 Under the big tree (Mosman Park)
 Under the fig tree (Primary)
 Under the big fig tree (Mosman Park Primary!)

Written and composed by Simon Nield

