

# School plan 2018-2020

## Mogo Public School 2586



# School background 2018–2020

## School vision statement

### Vision

Mogo understands the need to nurture a love of learning so that all students have the opportunity to engage in society to their maximum potential.

### Purpose

In achieving our vision, the staff and wider community of Mogo Public School deliver high standard education to develop the individual talents, interests and abilities of our students in a stimulating, friendly and caring environment.

## School context

Mogo Public School is situated, ten kilometres south of Batemans Bay and sixteen kilometres north of Moruya, on the Princes Highway.

Mogo Public School's student population fluctuates between 35–55 in any given school year. We hope to maintain approximately 40 students for the 2018 year. The school community extends from Batemans Bay to Moruya, taking in the villages of Broulee, Tomakin, Mossy Point and Mogo. There are three main buildings, which include: one permanent classroom block housing the library and a primary class, the administration block, and a separate double classroom for the K/1 class and other primary class.

Mogo Public School has an active Parents & Citizens' Association and Aboriginal Community Group which meet on a regular basis. The school's strong Aboriginal Education program includes mandatory cultural units for each class, with special focus and cultural days throughout the year. "Dhurga" the local Aboriginal language, is taught across the school and at the local Mogo Pre-School.

Mogo Public School is a part of the Eurobodalla Learning Community and enjoys participating in leadership, creative arts and other educational activities such as academic challenges with other schools in its area.

The core value of the school is CARE – Confidence, Achieve, Respect and Engage.

## School planning process

In the development of this School Plan, a consultative group was formed within the school comprising the Principal, staff, students and parents/carers and community members.. A school survey was devised seeking the community's evaluation of the School's Vision and Purpose statement.

Through the thorough evaluation of a range of internal and external school data sources, led to the formation of two key Strategic Directions for the school to pursue over the lifetime of the 2018 – 2020 School Plan.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Welfare and Wellbeing

### Purpose:

The school's wellbeing approach focuses on creating an effective environment for learning where expectations of behaviour are co-developed with students, staff and the community, and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.



## STRATEGIC DIRECTION 2

Quality Education For All

### Purpose:

Create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.

# Strategic Direction 1: Welfare and Wellbeing

Purpose	People	Processes	Practices and Products
<p><b>The school's wellbeing approach focuses on creating an effective environment for learning where expectations of behaviour are co-developed with students, staff and the community, and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</b></p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>Students are encouraged and supported in developing leadership qualities and demonstrating leadership within the school.</li> </ul>	<p><b>Evidence Based Practices</b></p> <ul style="list-style-type: none"> <li>Well developed and evidence-based approaches, programs and assessment processes are in embedded which support teachers to regularly review and monitor student learning needs.</li> </ul>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>Teachers regularly review student data to ensure that their classroom practices are catering for the individual needs of the students and reflecting in the teaching and learning processes.</li> </ul>
<p><b>Improvement Measures</b></p> <p>A reduction of unexplained absences. 8% reduction by end of 2018.</p> <p>Increase school attendance rate. Target for 2018 increased by 2%.</p> <p>PBL practices visible in the classrooms and across the school.</p>	<p><b>Staff</b></p> <ul style="list-style-type: none"> <li>All staff provided access to professional development and school meetings to support effective learning conditions.</li> <li>Create opportunities for staff to monitor their own wellbeing.</li> </ul>	<p><b>Student Behaviour</b></p> <ul style="list-style-type: none"> <li>To develop procedures that promote respectful relationships across the student, staff and community and strengthen student wellbeing to ensure positive learning conditions across the whole school.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching strategies are based on knowledge of individual students, physical social and intellectual development and characteristics to promote student learning.</li> </ul>
	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>Community support staff in implementing school and DEC policies.</li> </ul>	<p><b>Community Partnerships</b></p> <ul style="list-style-type: none"> <li>Develop dynamic and diverse community and external agency partnerships which enhance and support student wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>All staff collaborate with our local community in relation to assisting individuals and families to support student wellbeing as a whole school approach.</li> </ul>
	<p><b>Community Partners</b></p> <ul style="list-style-type: none"> <li>Community partners collaborate with school staff and students to ensure students have access to services and support to best meet learning needs.</li> </ul>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Increase student attendance.</li> <li>A nurturing, safe and supportive environment (for staff and students).</li> <li>Expected behaviours and exemplary achievement is recognised through the school award/reward system.</li> <li>School plans, procedures and policies expectations are being demonstrated and are in place.</li> <li>Support opportunities where students are engaged in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>All staff ensure that the school environment is a happy and positive place by embedding a positive culture into daily practises, school structures, planning, organisation and management.</li> </ul>
	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>To provide staff best practice and up to date research in relation to student wellbeing.</li> </ul>		<p><b>Products</b></p> <ul style="list-style-type: none"> <li>Individual learning plans are created to meet individual learning needs and promote student wellbeing.</li> <li>Respectful relationships exhibit through school wide positive behaviours towards peers, staff and community.</li> <li>Regular analysis of attendance and behaviour data (Sentral &amp; Ebs Central) supporting student wellbeing.</li> <li>Level of parent/carer feedback and input relating to school processes (verbal and written feedback).</li> </ul>

# Strategic Direction 2: Quality Education For All

Purpose	People	Processes	Practices and Products
<p><b>Create a stimulating and engaging learning environment underpinned by high expectations and teaching practices to accelerate learning with a differentiated curriculum that is flexible, reflective, relevant and dynamic to meet the diverse needs of our students, staff and community.</b></p>	<p><b>Students</b></p> <ul style="list-style-type: none"> <li>• Motivate students to want to come to school everyday and on time.</li> <li>• Encourage students to be inquisitive and to take risks in their learning.</li> <li>• Immerse cultural perspectives across the school to engage ATSI learners.</li> </ul>	<p><b>Quality Teaching</b></p> <ul style="list-style-type: none"> <li>• Processes are embedded which support teachers to identify and monitor specific areas of development or continual improvement.</li> </ul>	<p><b>Practices</b></p> <ul style="list-style-type: none"> <li>• Motivating teaching and learning lessons and learning opportunities across the school to improve student engagement which will be demonstrated in Literacy &amp; Numeracy lessons.</li> </ul>
Improvement Measures	Staff	Evidence Based Practices	Proactive teachers who are focussed on integrating technology to support student engagement and quality teaching.
<ul style="list-style-type: none"> <li>• PLP's to be supported and implemented.</li> <li>• All students literacy and numeracy goals included in student academic reports.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide staff access to training in Literacy and Numeracy Progressions, PLAN 2.</li> <li>• Create opportunities for teachers to discuss with parents/carers their child's learning progress and goals.</li> <li>• Support and educate peers to develop their leadership, quality teaching skills and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise assessment data to determine areas of need and drive differentiated learning to improve student learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• All staff are demonstrating and promoting cultural sensitivity and understanding.</li> </ul>
<ul style="list-style-type: none"> <li>• Documented evidence of achievement using Best Start, PLAN2 data and NAPLAN data.</li> </ul>	<p><b>Parents/Carers</b></p> <ul style="list-style-type: none"> <li>• Create an environment that encourages parents/carers to engage and participate in their children's education through staff contact and school events.</li> </ul>	<p><b>School and Community Partnerships</b></p> <ul style="list-style-type: none"> <li>• Ensure staff have the best support and materials available to facilitate learning programs to raise student learning expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Personal Learning Plan for ATSI students are developed and are effectively implemented.</li> <li>• All students use learning goals to stimulate motivation.</li> </ul>
	<p><b>Leaders</b></p> <ul style="list-style-type: none"> <li>• Capabilities are developed through training and school wide system and structures.</li> <li>• Provide staff training, mentoring and access to data to inform teaching practices.</li> </ul>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Increase level of student attendance &amp; engagement.</li> <li>• Whole school assessment approach.</li> <li>• Scope and Sequences across the school.</li> <li>• Technology implementation, including professional learning.</li> <li>• Cultural awareness and support for ATSI students.</li> <li>• Staff completing professional development (literacy &amp; numeracy)</li> <li>• Improving the educational outcomes for ATSI students.</li> <li>• All students can identify their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use many and varying resources to facilitate culturally based activities including excursions, sporting opportunities, visitors and lessons.</li> </ul>
			<p><b>Products</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Progressions tracking student's progress to be displayed, reviewed and analysed to allow explicit teaching to occur.</li> <li>• All Early Stage 1 &amp; Stage 1 teaching staff trained in Language, Literacy and Learning (L3), and continue to support ongoing professional development.</li> <li>• PDP process supporting all staff goals to provide quality teaching to best support school context, as well as reflect personal aspirations.</li> </ul>