

Strategic Improvement Plan 2021-2024

Mogo Public School 2586



School vision and context

School vision statement

Mogo Public School understands the need to develop a love of learning allowing all students to progress each year academically, socially and culturally so that they can then positively engage in society.

School context

Mogo Public School is situated between Batemans Bay and Moruya on the Princes Highway. Mogo's current enrolment is 37, however this can fluctuate between 35 - 45 in any school year. Presently, 73% of our cohort identify as Aboriginal, and our FoEI is 180, which identifies us in a low socio-economic rural school demographic, and our community extends from Batemans Bay, through to Tomakin and Moruya. Mogo P.S was significantly affected by the 2020 bushfires through the devastation caused throughout the wider Mogo township. While, the school itself received damage to the grounds only, many students and existing staff were affected through their relationships with people in the wider community.

The school prides itself on a strong cultural understanding and offers many culturally relevant activities and programs to support engagement of both students and community in any given school year. We are supported by a small P&C, as well as several school patrons, all of whom provide additional educational and social opportunities to our students.

Our previous Strategic Plan focused on creating optimal conditions for learning through enhanced welfare and well-being programs, and strengthened differentiated learning strategies. Through our situational analysis, we have identified the need for an emphasis on embedding quality evidence-based teaching practices in the classrooms, including innovative programs for attendance improvement, so that we can achieve greater ongoing individual growth and attainment by all students.

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy, demonstrating individual student growth every year. Additionally, we will further develop and refine our system for all attendance matters, to promote, and increase student overall attendance and engagement at school.

Improvement Measures

NAPLAN

- Percentage of students achieving in the top 2 bands of NAPLAN in reading to be trending towards the upper bound of the system negotiated target.
- Percentage of students achieving in the top 2 bands in NAPLAN in numeracy to be trending towards the upper bound of the system negotiated target.
- Improvement in the percentage of students achieving expected growth in NAPLAN reading to be trending towards the upper bound of the system negotiated target..
- Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards the upper bound of the system negotiated target.

PROGRESSIONS

- All students achieve or exceed expected growth in determined literacy and numeracy school identified targets using the Literacy and Numeracy progressions, PLAN2 data and syllabus indicators.

SEF

Improvement as measured by the School Excellence Framework:

- **Learning Domain : Curriculum**

-from Delivery to Sustaining and Growing or Excelling

Initiatives

Build all teachers capabilities and understandings in analysing collected data, as well as ensuring that data is used in curriculum differentiation, informing teaching focus, and feedback for students, so that learning is maximised for all.

- Systematic analysis and use of Literacy and Numeracy Progressions to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Consistent use of Self-Assessment processes to embed reflective practices for all school teaching and learning opportunities.

Rigorous review and re-development of Scope and Sequences to ensure syllabus outcomes are the key reference points for decisions about student learning, progress and achievement.

Development of a contextualized Attendance Plan that recognises individuals achievement as well as whole school achievement, with a target of 94% attendance for all students.

Success criteria

- All teachers have a sound understanding of student assessment and data concepts and use this to inform planning, identify interventions and modify teaching practice.
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy.
- Data and feedback inform teaching practice and direct learners and learning.
- The school identifies expected growth for each student. Students are achieving at or above the expected growth on internal school progress and achievement data.
- Curriculum Scope and Sequences including Assessments are implemented across the whole school to ensure entirety of syllabus outcome teaching and learning opportunities.
- Classrooms exhibit visible learning practices and all students articulate, understand and achieve their identified learning goals consistently.
- Student attendance is stable with students consistently engaged in schooling.

Evaluation plan

Strategic Direction 1: Student growth and attainment

Improvement Measures

- **Learning Domain : Assessment**

-from Delivery to Sustaining and Growing or Excelling

SELF-DIRECTED LEARNING

- Embedded Practice of Learning Intentions exhibited in all classrooms with students engaging in self assessment and peer-assessment using success criteria for their literacy and numeracy goals
-

ATTENDANCE

- Increased percentage of students to be attending 90% of the time to be trending towards the upper bound or above system negotiated target.

Strategic Direction 2: Strengthening Teaching Practices

Purpose

To improve student achievement, growth and performance in all areas of schooling through enhancing teaching expertise in effective evidence-based practices.

Improvement Measures

SEF

Improvement as measured by the School Excellence Framework:

- **TEACHING DOMAIN** : Effective Classroom Practice
 - from Sustaining & Growing to Excelling
- **TEACHING DOMAIN** : Learning and Development
 - from Sustaining & Growing to Excelling
- **LEADING DOMAIN** : Educational Leadership
 - from Sustaining & Growing to Excelling
- **LEARNING DOMAIN** : Learning Culture
 - from Sustaining & Growing to Excelling
- **LEARNING DOMAIN** : Assessment
 - from Delivering to Sustaining & Growing
- **LEARNING DOMAIN** : Curriculum
 - from Delivering to Sustaining & Growing or Excelling

TTFM TEACHER SURVEY

- Score in Quality Feedback to have remained at NSW Govt Norm or greater.
- Score in Challenging and Visible Goals to have remained at NSW Govt Norm or greater.
- Score in Learning Culture to have remained at NSW Govt Norm or greater.
- Score in Teaching Strategies to have remained at NSW Govt Norm or greater.

Initiatives

Establish and embed a culture of agreed practices in the delivery of quality teaching through Quality Teaching Rounds that produces a shared understanding and demonstration of quality teaching and learning.

- Teachers engage in collaborative professional learning focusing on pedagogy.
- Teachers analyse their own and others' teaching through QTR and are provided with specific feedback about their lessons.
- Teachers work collaboratively to ensure their pedagogy aligns with QT practices that are shown through research to improve student outcomes.
- High Impact Professional Learning (HIPL) processes are utilised.

Development of a comprehensive and ongoing staff professional learning program to enable continuous teacher capacity building informed by research such as 'What Works Best in Practice' and High Impact Professional Learning, and is supported through Quality Teaching Rounds.

Strengthen collaborative support for teacher performance development and evidence-based programs guided by the School Excellence Framework.

Embed the use of formative data collection and feedback and reflection on teaching effectiveness.

A renewed approach for staff engagement in the PDP process ensuring that all staff identify goals that meet both personal aspirations as well as school strategic directions.

- Opportunities for individual PL as well as group approach
- Leadership opportunities
- High Expectation goal setting based on the Australian Professional Standards for Teachers

Success criteria

- The school uses QTR as an embedded and explicit system to facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice.
- Enhanced teacher practice is evident through classroom observations and improvement in student engagement and achievement, with teachers utilising the most effective evidence-based teaching methods.
- Teachers collaborate to share student data, curriculum knowledge and effective teaching and classroom management strategies.
- All staff Performance and Development Plans (PDPs) explicitly demonstrate a focus on genuine improvement in teacher practice.

Evaluation plan

Strategic Direction 2: Strengthening Teaching Practices

Improvement Measures

TTFM STUDENT SURVEY

- Student Learning in the Classroom - A consistent upward trend from 2022 percentage of students choosing the Strongly Agree option to the question *My teacher supports my learning in the classroom using a variety of different options* will be evidenced.
 - Score in Expectations for Success to have remained at NSW Govt Norm or greater.
-