

Strategic Improvement Plan 2021-2025

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 historic enrolment has fluctuated between 35 - 45 in any school year. Approximately 75% of students identify as Aboriginal. Our FoEI is high, approaching or exceeding 200, which reflects some of the socio-economic challenges of this rural small school.

The school was significantly affected by the 2019/2020 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 either directly affected or indirectly 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 wellbeing programs, and strengthened differentiated learning strategies. Through our situational analysis and community consultation, we have identified the need for an emphasis on embedding quality evidence-based teaching practices in the classrooms, as well as the inclusion of 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

Numeracy growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in quantifying numbers over the year, using the learning progressions.

Reading growth

Achieve by year: 2023

All students are able to demonstrate growth and achievement in reading fluency over the year, using the learning progressions.

Initiatives

Data Analysis and Use

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 a range of student progress data to personalise learning and differentiate teaching for all students, as well as track progress and growth.
- Teachers analyse, interpret and extrapolate data, and collaboratively use this to inform planning, identify interventions and modify teacher practice.

Rigor in Curriculum Planning

Rigorous review of school planning documents to ensure syllabus outcomes and individualised student needs are the key reference points for decisions about student learning, progress and achievement.

- High expectations for student learning is deeply embedded in the school's curriculum provision. Continuous evaluation of teaching programs and assessment promotes learning excellence and responsiveness in meeting the needs of all students.
- Teachers involve students and parents in planning to support learning. Adjustments are identified to address individual student needs.

Success criteria for this strategic direction

- All teachers use reliable assessments to capture data and use this to inform their teaching, identify interventions and modify teaching practice to meet student needs.
- Teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which meet the learning needs of all students.
- The school analyses student related data to enable identification of trends and progression..
- 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 students articulate and understand their identified progressive learning goals.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose in maximising student growth in literacy and numeracy, and can demonstrate individual student growth?

Data:

Use of a range of data sources including:

- Internal assessment, eg. PLAN2, SENA, PM Benchmarking
- External assessment, eg. NAPLAN, Check-In, Best-Start
- Survey
- Observation
- Interview
- Document analysis
- Differentiated Teacher Learning Programs

Strategic Direction 1: Student growth and attainment

Evaluation plan for this strategic direction

- Adjustments to Learning Tasks: ILP's, PLP's
- Marking Rubric's, Criteria and Work samples

Analysis:

Analysis will be embedded within the initiatives through progress and implementation monitoring. The school will systematically review progress towards the improvement measures every 5 weeks.

Implications:

The findings of the analysis will inform:

- * Future actions including budget and resource allocation
- * Annual reporting on school progress measures (published in the Annual Report each year and in the newsletter and on the School Website throughout the year)

Strategic Direction 2: Strengthening Practice

Purpose

To improve student achievement, growth and wellbeing in all areas of schooling through enhancing evidence-based practices.

Improvement measures

Effective Classroom Practice

Achieve by year: 2025

SEF

Improvement as measured by the School Excellence Framework:

TEACHING DOMAIN : Effective Classroom Practice - Excelling

Achieve by year: 2025

TTFM TEACHER SURVEY

Exceed the NSW Govt Norm in the TTFM Teacher Survey Results relating to

- Quality Feedback
- Challenging and Visible Goals
- Learning Culture
- Teaching Strategies

Learning Culture

Achieve by year: 2025

SEF

Improvement as measured by the School Excellence Framework:

LEARNING DOMAIN : Learning Culture - Excelling

Attendance (>90%)

Achieve by year: 2023

Increase the proportion of students attending school

Initiatives

Effective Teaching Practice through High Impact Professional Learning

Establish and embed a culture of agreed practices in the delivery of quality teaching through rigorous professional learning in evidence based programs that support these teaching and learning practices.

- 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*, the *School Excellence Framework* and *High Impact Professional Learning*, and guides effective evidence-based practice.
- Effective teaching methods are identified, promoted and modeled through Instructional Leadership and students' learning improvement is monitored, demonstrating growth.
- Processes that are developed which strengthen collaborative support for teacher performance development, embed formative data collection and analysis, feedback and reflection on teaching effectiveness.
- Teachers engage in collaborative professional learning focusing on pedagogy.
- Teachers analyse their own and others' teaching through initiatives and programs and are provided with specific feedback about their lessons.
- Teachers work collaboratively to ensure their pedagogy aligns with quality teaching practices that are shown through research to improve student outcomes.

Wellbeing Practices

A whole school approach to wellbeing ensures learning progress for all students is optimised using the most effective evidence-based methods. Teachers, parents and the community work together to support consistent and systematic processes for wellbeing and attendance.

- Teachers engage in evidence-based Professional

Success criteria for this strategic direction

- The school uses an evidence-based process 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 and wellbeing 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 in relation to student achievement and wellbeing.
- Whole school and individual initiatives are improving wellbeing and consistent attendance for all students.
- Effective partnerships in learning with parents and students.

Evaluation plan for this strategic direction

Question:

To what extent have we achieved our purpose of improving overall student achievement and wellbeing through enhanced teacher capacity and growth using evidence-based practices?

Data:

Data sources will include:

- Internal assessment, e.g. PLAN2; marking rubrics; SENA; PM benchmarking, attendance and Sentral data.
- External assessment, e.g. NAPLAN; Check-In Assessment
- TTFM Survey
- Observation and analysis using evidence-based

Strategic Direction 2: Strengthening Practice

Improvement measures

greater than 90% of the time or more to meet the system-negotiated target of 70%.

Wellbeing

Achieve by year: 2025

SEF

Improvement as measured by the School Excellence Framework:

LEARNING DOMAIN : Wellbeing - Excelling.

Initiatives

Learning focusing on Trauma Informed Practice.

- Teachers analyse and reflect upon their own practice and others in relation to wellbeing including attendance strategies and are provided with specific feedback.
- Development of contextualised plans and programmes that recognise attainment of specific targets.
- Teachers embed evidence-based wellbeing practices into everyday classroom lessons and playground interactions.
- Teachers work collaboratively to analyse and reflect upon whole school practices and procedures in line with the Department of Education Policy.

Evaluation plan for this strategic direction

processes

- Teaching programs and lesson observation feedback
- Teacher evaluation of PL opportunities

Analysis:

Ongoing analysis will measure the success of initiatives and identify areas for improvement or modification.

Whole school evaluative strategies and reflection will be strategically implemented every five weeks directly relating to student improvement progress.

Implications:

The findings of the analysis will inform:

- Future Strategic Improvement Plan directions.
- Future directions and budget resource allocation.
- Analysis of student improvement progress will align with effective teacher practice.