Matraville Public School
Plan 2015 – 2017

- Improved Learning
- Quality Teaching
- Effective and Enabling Leading and Systems
At Matraville Public School, we aspire to provide an environment that equips young people with the knowledge, understanding, skills and values to be successful learners and become confident, creative individuals who are motivated to reach their full potential and are well prepared to embrace the changes and challenges of the 21st century.

Matraville Public School provides high quality education for its students in the south eastern suburbs of Sydney. It services the Hillsdale and Matraville local communities. Two hundred and forty students attend Matraville Public School. Over forty different language backgrounds are represented in the community with approximately 84% of students possessing English as an additional language or dialect. Matraville Public School is characterised by its community’s high regard for education, commitment to learning and embraces the rich cultural makeup and the opportunities provided, to build a strong, cohesive and successful multicultural community.

Matraville enjoys a mix of experienced staff with a wide breadth of knowledge and skills and a number of early career teachers who provide exemplary skills in preparing students for 21st century learning. The staff works cohesively and for the betterment of the school, its students and the community it serves. The staff values, celebrates and draws on the richness of the multi-culturally diverse setting.

Matraville was fortunate to receive significant funding from the Commonwealth Government in term two, 2013, the second instalment of which was received in 2014. The Improving Literacy and Numeracy- National Partnership (ILNNP) has resulted in a focus on improving students’ comprehension and reading text abilities and has a strong focus on teacher quality and improved practice. The project was considered an exemplar for its focus on professional learning, lesson study and key leadership practices.

The school enjoys the benefits of being part of Little Bay Community of Schools (LBCoS) and the programs and initiatives which are shared across the community. Some of these initiatives include gifted and talented initiatives; middle years’ programs and language enrichment classes.

The school was interested in gathering data about the planning, teaching and learning practices of the school, from all key stakeholders, in preparation for the development of the 2015-2017 school plan. In 2013, the school sought the opinions of students, parents and teachers in relation to the current school planning processes. Then, in 2014, the school sought opinions in relation to the teaching practices in the school and the learning of students in a curriculum area. This feedback contributed to the beginning dialogue regarding identifying three areas of priority for the school for 2015-2017. The school had implemented a range of planning mechanisms and improved teaching practice in 2012-2014 and the results of this work were evaluated through a number of student, staff and parent surveys as well as community forums. 90% of respondents indicated that the school almost always or usually involved staff, students and parents in its planning and 92% of respondents indicated that the areas of focus for the school almost always or usually reflected the needs of students. 95% of respondents indicated that the main purpose of the school targets was to improve student outcomes.

In relation to teaching, respondents noted that the school provided relevant and challenging tasks for students, which were interesting and engaging. A common element to the feedback was that parents and caregivers were keen to know about what their child was learning and how to assist their development. The surveys identified that collaborative planning for school improvement was established and valued in the current school climate. They also identified that explicit teaching, specific feedback and regular discussions between students, teachers and parents were a highly valued element of the school culture.

The evaluation and school planning process also consisted of a variety of focus group discussions with staff, students and parents where the strengths, opportunities and areas for development in relation to improvement of student learning outcomes, were identified. Information sharing about the school planning process, current agendas of Great Teaching, Inspired Learning, Every Student, Every School and Local Schools, Local Decisions, as well as the Melbourne Declaration of Educational Goals for Young Australians were integral to the focus group discussions to enable all stakeholders to participate with an understanding of the current educational climate and develop a shared vision of quality education at Matraville Public School. The School Excellence Framework provides a clear description of effective school practice across the three key elements of education: learning, teaching and leading and along with the National School Improvement Tool, underpins the school plan at Matraville Public School.

The outcome of the evaluation process was the establishment of an evidence base of the current school situation in terms of the processes and results of learning in the school. As a result of undertaking the school planning process, the school and community collectively, identified three strategic directions to be pursued by the school. These are: Improved Learning, Quality Teaching and Effective and Enabling Leading and Systems.
School strategic directions 2015 – 2017- Matraville Public School

STRATEGIC DIRECTION 1

Improved Learning
To create a culture of learning and engagement, which ensures our students become successful, confident and creative individuals, active and informed citizens and future leaders.

STRATEGIC DIRECTION 2

Quality Teaching
To develop a high performing, quality-learning environment, which bases its practice on pedagogies that are evidence-based, innovative and responsive to student need.

STRATEGIC DIRECTION 3

Effective and Enabling Leading & Systems
To enable leadership practices which support student, staff and community engagement and partnership and build the capacity of all members of the learning community.

To provide best practice in education through a focus on continual improvement, professional learning and the provision of teaching and learning programs that inspires every student to achieve their potential and to ensure that all practice embeds the quality teaching framework.

To create learning opportunities which give our students the knowledge, skills and experiences to achieve their personal goals and become active, lifelong learners. To ensure that leaning is differentiated for each student.

To build an educational community that inspires collaboration, communication, empowered leadership and organisational practice. To support students through a school wide focus on student equity, well-being and welfare programs which allow students to achieve their full potential and lead successful lives in the 21st century.
Strategic direction 1: **Improved Learning:** To create a culture of learning and engagement, which ensures our students become successful, confident and creative individuals, active and informed citizens and future leaders.

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<td>To create learning opportunities which give our students the knowledge, skills and experiences to achieve their personal goals and become active, lifelong learners. To ensure that learning is differentiated for each student.</td>
<td><strong>Students:</strong> Engage students in the development of clear and explicit criteria for learning. Teach strategies for empowering students to reflect on their own learning and performance. <strong>Staff:</strong> Provide a program of personalised professional learning for all staff which focuses on the quality teaching framework, feedback, the development of explicit quality criteria and the sharing of professional practice. <strong>Parents:</strong> Engage parents and carers in the development of personalised learning plans and opportunities to engage in information sharing sessions at the school (Parents as Partners). <strong>Community partners:</strong> Share the strategic directions of the school with community partners to enable their participation in the aspirations of the school.</td>
<td><strong>1. Curriculum and Learning</strong> Differentiate student learning and support including the development of Individual Learning Plans for students requiring modifications or accommodations. <strong>2. Assessment and Reporting</strong> Regularly analyse and discuss student learning data and integrate “for”, “as” and “of” learning in classrooms K-6. <strong>3. Learning Culture</strong> Offer wide, varied and rich curricula opportunities which promote engagement and include gifted and talented initiatives. <strong>4. Effective Classroom Practice</strong> Integrate 21st century technologies into classroom teaching practice.</td>
<td><strong>Products:</strong> 1. The school uses data to identify starting points for improvement and to monitor progress over time. This is evidenced by: - Increase overall percentage of students working at or above expected cluster level in PLAN literacy assessments to 85% by 2017. - Increase overall percentage of students working at or above expected cluster level in PLAN numeracy assessments to 85% by 2017. 2. Teaching practices across the school reflect the belief that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. Teachers encourage and assist students to monitor their own learning and to set goals for the future. This is evidenced by: - Targeted observations, work samples, survey results and anecdotal records. - 20% increase of students who...</td>
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• Increase overall percentage of students working at or above expected cluster level in PLAN literacy assessments to 85% by 2017.

• Increase overall percentage of students working at or above expected cluster level in PLAN numeracy assessments to 85% by 2017.

2. Teaching practices across the school reflect the belief that although students are at different stages in their learning and may be progressing at different rates, all students are capable of learning successfully if motivated and given appropriate learning opportunities and necessary support. Teachers encourage and assist students to monitor their own learning and to set goals for the future. This is evidenced by:

• Targeted observations, work samples, survey results and anecdotal records.

• 20% increase of students who feel challenged in English and Mathematics classes and feel confident of their skills in these subjects, evidenced in the Tell Them from Me survey results: Skills - challenge.

• Increase student rating of Teachers’ expectations for Academic success from 8.4 out of 10 in 2015 to 9.0 in 2017, evidenced in the Tell Them from Me survey results: Expectation for success.
**Strategic direction 2: Quality Teaching:** To develop a high performing, quality-learning environment, which bases its practice on pedagogies that are evidence-based, innovative and responsive to student need.

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<td>To provide best practice in education through a focus on continual improvement, professional learning and the provision of teaching and learning programs that inspires every student to achieve their potential and to ensure that all practice embeds the quality teaching framework.</td>
<td><strong>Students:</strong> Develop student abilities in analysing and improving their overall learning progress and performance, making judgements about their success and confidence as learners and their performance against explicit, quality criteria.</td>
<td>1. <strong>Learning and Development</strong> Implement a professional learning agenda which focuses on Quality Teaching, implementation of NSW syllabus and assessment and reporting processes.</td>
<td><strong>Products:</strong> All teachers demonstrate a high commitment to the continuous improvement of their own teaching and are focused on the development of knowledge and skills required to improve student learning. This is evidenced by:</td>
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<td><strong>Staff:</strong> Develop staff capacity to reflect on and analyse student learning data, develop assessment strategies “as”, “of” and “for” learning”. Engage all staff in lesson study, focussed observation and collaboration on unit development as a means to improve teaching and learning.</td>
<td>2. <strong>Professional Standards</strong> Formulate and develop learning alliances within and beyond the school and mentor teachers in relation to the Performance and Development Framework.</td>
<td>• Lesson study observations; critical reflection and feedback; planned, regular discussion of student data and work samples, including the moderation of student work and identification of strategies to achieve improvement.</td>
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<td><strong>Parents:</strong> Develop a communication strategy to inform parents and carers of student performance and goals for learning and provide regular opportunities for teachers to engage with parents and carers about each student’s learning and progress.</td>
<td>3. <strong>Curriculum and Learning</strong> Develop systematic curriculum implementation K-6 through the development of expert pedagogies and practices and scope and sequence.</td>
<td>• Increased percentage of students achieving at or above expected growth in NAPLAN Numeracy from 50% in 2014 to 75% by 2017. Interim improvement measures to achieve this will be 60% in 2015 and 68% in 2016.</td>
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<td>4. <strong>Collaborative Practice</strong> Build the existing culture of collaboration in planning, teaching and assessment at stage/grade level.</td>
<td>• Increased percentage of students achieving at or above expected growth in NAPLAN Reading from 73.9% in 2014 to 85% by 2017. Interim improvement measures to achieve this will be 78% in 2015 and 82% in 2016.</td>
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**IMPROVEMENT MEASURE/S**

All teachers demonstrate a high commitment to the continuous improvement of their own teaching and are focused on the development of knowledge and skills required to improve student learning. This is evidenced by:

- Lesson study observations;
critical reflection and feedback; planned, regular discussion of student work samples, including the moderation of student work and identification of strategies to achieve improvement.

- Increased percentage of students achieving at or above expected growth in NAPLAN Numeracy from 50% in 2014 to 75% by 2017. Interim improvement measures to achieve this will be 60% in 2015 and 68% in 2016.
- Increased percentage of students achieving at or above expected growth in NAPLAN Reading from 73.9% in 2014 to 85% by 2017. Interim improvement measures to achieve this will be 78% in 2015 and 82% in 2016.

2. The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of schooling which makes clear what (and when) teachers should teach and students should learn. This is evidenced by: quality units of work which reflect current syllabus requirements and provide for differentiated instruction; the embedding of the quality teaching framework into all classroom programs and the implementation of scope and sequence which reflect the key ideas of new syllabus.

Community partners:

Share the strategic directions of the school with community partners to enable their participation in the aspirations of the school through projects such as mentoring and enrichment.

Establish learning alliances which allow for the participation of students, staff and community beyond the school.

Leaders:

Build leadership team capacity to mentor, coach and evaluate practice utilising research based approaches.

Evaluation plan:

Staff utilise the National School Improvement Tool to undertake evaluation in the domains of:

- An Expert Teaching Team
- Systematic Curriculum Delivery
- Effective Pedagogical Practice

This evaluation enables the school to make judgements about where we are on the improvement journey, to set goals and design future strategies for improvement, and to monitor and demonstrate school improvement over time.

Practices:

An Expert Teaching Team

All teachers are highly committed to the continuous improvement of their own teaching and are focused on the development of knowledge and skills required to improve student learning.

Systematic Curriculum Delivery

The school has an explicit, coherent, sequenced plan for curriculum delivery across the years of schooling which makes clear what (and when) teachers should teach and students should learn.

Effective Pedagogical Practices

The school leadership team keeps abreast of research on effective teaching practices.

School leaders provide teachers with ongoing detailed feedback on their classroom practices.
Strategic direction 3: Effective and Enabling Leading and Systems: To enable leadership practices which support student, staff and community engagement and partnership and build the capacity of all members of the learning community.

### PURPOSE

Why do we need this particular strategic direction and why is it important?

To build an educational community that inspires collaboration, communication, empowered leadership and organisational practice. To support students through a school wide focus on student equity, well-being and welfare programs which allow students to achieve their full potential and lead successful lives in the 21st century.

### PEOPLE

**Students:** Develop leadership qualities of students from early stage one through to stage three that focus on independence, critical/creative thinking, respect and responsibility.

**Staff:** Develop staff capacity to build strong community relations between students, parents/carers and teachers.

**Parents:** Build upon the school-community partnerships by increasing the engagement of the community in the education of students in relation to wellbeing, learning, capabilities and lifestyle.

**Community partners:**
Establish and build upon learning alliances which allow for the participation of students, staff and community beyond the school in exploring innovative practice.

**Leaders:**
Develop leadership team understanding of the LMBR and the continued development of future based pedagogies.

### PROCESSES

1. **Management Practices and Processes**
   Implement administrative procedures and organisational systems which ensure the streamlining of financial, administrative, and communication processes.

2. **School Resources**
   Resource curriculum initiatives to ensure that students have access to the most up to date, relevant and engaging learning materials and teaching staff have opportunities to build capacity and expertise.

3. **Leadership**
   Connect home and school through open communication, regular sharing of student progress and opportunities for information sharing.

4. **Wellbeing**
   Facilitate student wellbeing programs and initiatives that maximise student learning success, build leadership qualities and cater for emerging needs.

### PRODUCTS AND PRACTICES

**Products:**
The school works to maintain a learning environment which is safe, respectful, tolerant and inclusive and that promotes intellectual rigour. This is evidenced by:

- increased parent participation in school-home learning partnerships by 20% to support engagement in student learning and wellbeing programs at the school. This is evidenced by: data indicating attendance and participation at parent programs, parent/teacher interviews and informal parent/teacher contact.

- 7% Increase of students with a positive sense of belonging and positive relationships evidenced in the Tell Them from Me survey results: Positive relationships.

- Increase student rating of rigour, including students finding the classroom instruction is well organised, with a clear purpose and with immediate and appropriate feedback, from 7.7 out of 10 in 2015 to 9.0 in 2017, evidenced in the Tell Them from Me survey results: Rigour.
5. **Leadership**

Build the leadership capacity of students, staff and parents through mentoring, collaboration and information sharing.

**Evaluation plan:**

Staff utilise the National School Improvement Tool to undertake evaluation in the domains of:

- A Culture that Promotes Learning
- Targeted Use of School Resources
- School Community Partnerships

This evaluation enables the school to make judgements about where we are on the improvement journey, to set goals and design future strategies for improvement, and to monitor and demonstrate school improvement over time.

**Practices:**

**A Culture that Promotes Learning**

The school promotes and maintains an environment reflective of its high expectations that all students will learn successfully.

**Targeted Use of School Resources**

Flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learners. The school budget aligns local and system priorities.

**School Community Partnerships**

The school builds partnerships with parents, families, local businesses and community organisations (including allied health and family support) to improve opportunities and outcomes for students.

The school works to maintain a learning environment which is safe, respectful, tolerant and inclusive and that promotes intellectual rigour. This is evidenced by:

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