**School vision statement**

Engaged students achieving to potential and demonstrating learning for the 21st century; happy, supportive and involved parents and community members; staff fulfilling DEC and Equity Programs’ requirements whilst gaining career satisfaction.

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**School context**

Mathoura Public School is situated in a small rural community located in the Southern Riverina, between the townships of Deniliquin and Echuca. Mathoura is the administrative centre of the Shire of Murray. Mathoura Public School is the only school in the town, which has a population of approximately 700 people.

School structure consists of 57 students, three composite classes, with three full time teachers and a part time teacher. The school is highly valued by its vibrant learning community.

RAM Equity Loadings, Literacy & Numeracy, Learning Support Flexible funding as well as global allocation provide vital teaching and learning support time as well as resources.

Mathoura Public School features: highly qualified, enthusiastic and dedicated teachers and staff; a focus on literacy and numeracy while providing all students with opportunities to participate in performing arts and sporting activities; a strong, well-resourced technology computer network; ongoing professional learning for all teachers to ensure best practices to engage students quality learning programs and close partnerships between parents, teachers and students.

The school boasts an active and enthusiastic Parents & Citizens (P&C) determined to make a real and positive difference in opportunities and resourcing.

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**School planning process**

The P&C was consulted on how it wished to have input into the new school plan. Answer: “Surveys!”

Surveys were conducted during the months of August and September 2014.

One group involved parents & community, the other only community.

Thirty five returns were received. This high number allowed for participation reflecting a range of views, comments and ratings on school practices.

Two P&C meetings requesting School Plan input & preference were held Term 4 2014 and Term 1 2015).

A reminder for final input from parents and community was placed on the school newsletter during Week 2, Term 1 2015.

Staff input followed a review of the 2014 plan.
School strategic directions 2015 - 2017

**Purpose:**
Every student to be actively engaged in meaningful, challenging and lifelong learning experiences.

We have high expectations for every student to succeed. We promote quality teaching and leadership, because we know they are crucial to improving student learning outcomes, (Michele Bruniges, DEC Strategic Plan for 2012-2017).

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**Purpose:**
Teachers and leaders are engaged in teaching and leadership practices and professional learning that is purposeful, inclusive and optimises success for students.

Quality teaching is essential to the success of our students. A strong emphasis will be on improving literacy and numeracy outcomes and creating lifelong learners.

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**Purpose:**
Teachers’, parents’ and students’ expectations of themselves and others are mutually shaped, and the influence of ‘expectations’ cannot be considered without recognising the important role played by others.

A congruence of goals, expectations, understandings and actions between the school and community leads to raised expectations and increased mutual trust, respect and understanding in support of lifelong learners, (Priority Schools Funding Program).
Strategic Direction 1: Quality Learning

**Purpose**
Every student to be actively engaged in meaningful, challenging and lifelong learning experiences.

We have high expectations for every student to succeed. We promote quality teaching and leadership, because we know they are crucial to improving student learning outcomes, (Michele Bruniges, DEC Strategic Plan for 2012-2017).

**Students:**
- Students are expected to be the best learners they can be, ie. reaching academic potential.

**Teachers/Leaders:**
- Teachers trained in learning programs.
- To have high expectations of student work and behaviours, to demonstrate a positive, inclusive and high expectations school culture.
- To teach explicitly the NSW Australian Curriculum and meeting BOSTES standards.

**Parents/Carers:**
- To be partners in decision making about their child’s schooling.
- Parents from low socio-economic backgrounds are more likely to see education as crucial to their children’s chances of future success, and hold higher expectations for their children than they held for themselves, (Jenny Ruge).

**Learning Community:**
Includes:
- Mathoura Preschool
- High schools (Deniliquen H.S & Echuca College)
- Mathoura Township

**Processes**

**Students:**
- Learning project to support development of students in early years.
- Personalised Learning Plans (PLPs) and/or Individual Education Plans (IEPs) created in consultation with parent/s.

**Staff:**
- School to implement teaching and learning programs that provide opportunities to develop skills in every child.
- Employment of SLSOs to assist in the classroom to enable additional support for students.
- Supported online professional learning courses: autism, behaviour, speech language, dyslexia and significant reading difficulties.

**Evaluation Plan**
Inclusion of analysis of SMART data, PLAN, AEDC, NCCD in review of school plan’s effectiveness.
Supervisor evaluation of classroom teacher programs and practices to ensure explicit teaching for quality learning.

**Improvement Measures**
- PLAN assessments, Australian Early Development Census Information (AEDC), Nationally Consistent Collection of Data (NCCD) on students with disability and PLPs to be used to direct teaching and learning programs.
- Student assessment data shows growth for each student.

**Products and Practices**
**Product:** Students on individualised learning programs (including Aboriginal students on PLPs) to achieve goals created in collaboration with parents/carers.

**Practice:** Classroom programming demonstrating quality teaching and learning programs meeting BOSTES standards, use of K-6 literacy and numeracy continuums, and differentiated learning programs for students requiring modifications.

**Product:** Year 3 & 5 NAPLAN results to reflect individual student endeavours with Yr 3 to Yr 5 gain to be in line with national progress.

**Practice:** Classroom programming demonstrating quality teaching and learning programs meeting BOSTES standards, use of K-6 literacy and numeracy continuums, and differentiated learning programs for students requiring modifications.

**Product:** Students from low socio-economic background and rural and remote regions to be supported to achieve similar opportunity as those students from higher socio-economic areas.

**Practice:** Increasing opportunities in areas of sport and arts that are not readily available to rural and remote areas.
## Strategic Direction 2: Quality Teaching and Leadership

### Purpose
Teachers and leaders are engaged in teaching and leadership practices and professional learning that is purposeful, inclusive and optimises success for students.

Quality teaching is essential to the success of our students. A strong emphasis will be on improving literacy and numeracy outcomes and creating lifelong learners.

### People

| Students: | To optimise individual success and in moving towards becoming lifelong learners. |
| Teachers/Leaders: | To demonstrate a deep knowledge and understanding of the Australian Professional Standards for teachers. To manage school resources to optimise learning. To provide opportunities for leadership mentoring. |
| Parents/Carers: | To be partners in their child’s education, to set and work towards achievement of goals. |
| Community Partners: | To engage in practices that foster mutual respect and learning. |

### Processes

| Students: | To be guided by The Well Being Framework. |
| Teachers: | Engaging in professional learning to confidently and successfully implement the new national curriculums and by developing individualised professional learning plans explicitly targeting areas of further growth. To provide opportunities for leadership development through mentoring of colleagues, professional learning involving leadership development, supervision of colleagues’ programs and being responsible for programs. |

### Products and Practices

| Product: | Staff performance development that demonstrates professional growth maximising teaching and learning. |
| Practice: | Teacher works with the supervisor to systemically and strategically review progress based on evidence, self-reflection and feedback from the previous cycle. Collaboratively develop and articulate the professional goals, the strategies and support required to achieve those goals, (Performance and Development Framework). |
| Product: | Achievement of BOSTES accreditation at proficient/higher levels for teachers. |
| Practice: | Mentor teachers through the accreditation process. |
| Product: | Leadership succession that demonstrates opportunities for aspiring leaders. |
| Practice: | Relevant professional learning for future leaders. Relieving principal roles and duties. Mentoring. |

### Improvement Measures

- Staff performance development that demonstrates professional growth including achievement of BOSTES accreditation at proficient/higher levels for teachers.
- Leadership succession that demonstrates opportunity for aspiring leaders.
### Strategic Direction 3: Community Relationships

#### Purpose

Teachers’, parents’ and students’ expectations of themselves and others are mutually shaped, and the influence of ‘expectations’ cannot be considered without recognising the important role played by others.

A congruence of goals, expectations, understandings and actions between the school and community leads to raised expectations and increased mutual trust, respect and understanding in support of lifelong learners, (Priority Schools Funding Program).


#### People

<table>
<thead>
<tr>
<th>People</th>
<th>Processes</th>
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<tbody>
<tr>
<td><strong>Students:</strong> To be positive carriers and interpreters of attitudes and expectations between home, school and community.</td>
<td>Review and implement The Wellbeing Framework to enhance relationships with all stakeholders.</td>
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<tr>
<td><strong>Staff/Leaders:</strong> To develop knowledge and understanding of the strengths and expectations of the families and communities as a crucial step in building bridges between home, school and communities.</td>
<td><strong>Evaluation Plan</strong> Greater use of publicly funded school facilities. Feeder schools collaborate with the preschool and designated high schools to facilitate smooth transitions, lessening anxiety for students and parents. Homework activities clearly explained and assistance given where required. Class news information given on a weekly basis/website.</td>
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<td><strong>Parents/Carers:</strong> To support children’s learning at home, at school, in social situations, within family activities and at sporting and creative events.</td>
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<td><strong>Community Partners:</strong> To help schools with extra resources and experiences.</td>
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#### Improvement Measures

Developing and maintaining partnerships among members of the school community leading to:

- Raised expectations and common goals among home, school and community.

#### Products and Practices

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<td><strong>Product:</strong> Developing and maintaining partnerships among all members of the school community leads to:</td>
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<tr>
<td>- A positive impact on students’ learning outcomes.</td>
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<td>- Raised expectations and common goals among home, school and community.</td>
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<td>- Building of mutual trust and confidence among all members of the school community.</td>
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<tr>
<td>- Supporting and promotion of public education.</td>
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<td>- A positive impact on students’ learning outcomes.</td>
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<td>- Social justice and equity principles for all.</td>
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**Practice:**

- Community members and parents support the school in developing a comprehensive school plan.
- Community members and teachers collaborate to provide information and resources to help parents effectively support students’ learning.
- Students, parents and teachers collaborate on projects, both within and outside of the school.