

# School plan 2018-2020

## Lawrence Public School 2379



# School background 2018–2020

## School vision statement

At Lawrence Public School our vision is to provide a quality education for all students in an equitable, caring, diverse and engaging environment that supports and develops confident, creative and independent learners. All students are valued as individuals and are equipped to participate and achieve in an ever changing and diverse society.

## School context

Lawrence Public School is a rural small school in the town of Lawrence situated 34km North East of Grafton and 13km South West of Maclean on the Clarence River. It is a small school with a Teaching Principal.

In 2018 the school has an enrolment of 65 students from Kindergarten to Year 6. It operates with 3 classes. As a result classes will not be stage based, but operate across multi-stage cohorts.

Our families and community members, including the Parents and Citizens' Association enable us to regularly celebrate success and promote a sense of community. Many families have had generations pass through the school.

Our staff focuses on developing quality teaching and learning programs across all Key Learning Areas. We offer a diverse range of programs and activities to optimise the total development of our students, maximising student-learning outcomes. In 2017 we joined the Early Action For Success project and have a 0.4 Deputy Principal Instructional Leader working to improve literacy and numeracy.

Our teaching staff is experienced and enthusiastic. They keep themselves up-to-date via quality Teacher Professional Learning to enable them to deliver best practices and quality lessons to the students in their care.

The school is a member of the Clarence Community of Small Schools, and also works cooperatively with the Lower Clarence Schools network.

The school attracts equity funding to support the needs of students based on Socio-economic background, Aboriginal Background and Low level adjustment for disability.

## School planning process

Our School plan reflects the identified needs of our students, the preferences of the families, and requirements of the community in which we operate.

All Staff were involved in meetings and provided with opportunities to contribute during each stage of the planning process. They evaluated the previous plan, identifying strengths and future directions. The strategic directions were established collaboratively with staff identifying priorities, their own professional development and research into what is current best educational practice.

The parent community was consulted through the process. They were engaged through surveys, P&C meetings, face to face discussions, and "at the gate" conversations.

Students contributed their ideas during brainstorm sessions about their school, engagement and preferred learning. Information from the tell them from me survey was also utilised.

Consultation also involved Principals from the Lower Clarence Community of Small Schools and other schools in the Maclean area.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Excellence in Learning

### Purpose:

Develop a school culture that is strongly focussed on learning, supported by whole school well being processes that allow students to connect, succeed, thrive and learn. Students are engaged, self directed and resilient learners with foundation skills in literacy and numeracy.



## STRATEGIC DIRECTION 2

Excellence in Teaching

### Purpose:

To build the capacity of teachers so that they have a sound understanding of student assessment and data concepts to inform teaching. They identify, understand, and implement the most effective teaching programs and practices, focussed on continuous improvement and innovation .



## STRATEGIC DIRECTION 3

Excellence in Leading

### Purpose:

To develop a self improving school culture with a shared sense of responsibility for student engagement, learning development and success through effective instructional leadership, systematic planning and evaluation, and strategic resource management.

# Strategic Direction 1: Excellence in Learning

## Purpose

Develop a school culture that is strongly focussed on learning, supported by whole school well being processes that allow students to connect, succeed, thrive and learn. Students are engaged, self directed and resilient learners with foundation skills in literacy and numeracy.

## Improvement Measures

School Welfare Policy and Well-being Practices evident throughout school..

TTFM survey shows increase in student engagement and well being

Documented growth in Literacy and Numeracy for students receiving targeted interventions.

## People

### Students

- Are engaged as quality learners and active participants in the learning processes.
- Understand where they are in their learning and where to next
- Utilise feedback to improve understandings.

### Staff

- Ensure that the school environment is a happy and positive place by embedding a positive culture into daily practise, school structures, planning, organisation and management,

### Parents/Carers

- Support the school in its implementation of school and DOE policies.
- Engage with their child's learning, including contributing to any ILP's.

## Processes

Implement a whole school integrated approach to well-being in which students, staff and community can connect, succeed, thrive and learn.

Develop quality teaching and learning environments which support improved student outcomes in literacy and numeracy.

Successfully identify and support students with specific needs to achieve improved learning outcomes.

## Evaluation Plan

TTFM Survey, Parent and Students surveys, Analysis of Sentral Data.

## Practices and Products

### Practices

Student Well being framework underpins teacher interactions with students across the school.

Students and staff reflect on their wellbeing.

Support teachers work collaboratively wok classroom teachers to develop targeted interventions and support programs across the school.

### Products

A nurturing safe and supportive school environment.

Students with specific needs are supported with targeted interventions, differentiated learning and/or Individualised learning plans.

School policies, plans, and expectations are eing demonstrated

# Strategic Direction 2: Excellence in Teaching

## Purpose

To build the capacity of teachers so that they have a sound understanding of student assessment and data concepts to inform teaching. They identify, understand, and implement the most effective teaching programs and practices, focussed on continuous improvement and innovation.

## Improvement Measures

All students demonstrate growth as evidenced by continued progress against the Literacy and Numeracy Learning Progressions relevant to expected timeframe.

NAPLAN reading and numeracy results show an increase of 8% in the number of students in the top 2 bands and a 30% increase in the number of ATSI students achieving in the top 2 bands.

All teaching programs show use of assessment guided planning and informed pedagogy.

## People

### Students

- Engage as quality learners in Literacy and Numeracy.
- Demonstrate effective skills to reflect on their learning

### Staff

- Develop skills and understandings to utilise Learning Progressions to assess, plan lessons and teach students.
- Engage in targeted Professional Learning and utilise pedagogy in the classroom.
- Work collaboratively with teachers at LPS and across the Clarence Community of Small Schools to develop quality teaching practices.

### Parents/Carers

- Engage in learning activities and on going communication regarding how to support their children in Literacy and Numeracy.

### Leaders

- Recognise, encourage and support professional learning of research driven quality teaching practices.
- Develop processes to collaboratively review teaching practices to affirm quality performance

## Processes

Staff work collaboratively with the community of small schools to improve student outcomes in writing and increase teacher capacity to deliver quality teaching programs.

Teaching programs use assessment data to determine areas of need and drive differentiated learning to improve student Literacy and Numeracy learning outcomes across school.

Review and implement targeted literacy and Numeracy strategies in every classroom.

## Evaluation Plan

PLP's NAPLAN data, Internal assessment data, Teaching and Learning Programs, classroom observations and feedback, Teacher's Professional Development Plans

## Practices and Products

### Practices

Implementation of quality teaching and learning programs, including L3, TEN, and Reciprocal teaching, which lead to improved student outcomes.

Teachers use evidence based assessment to track student learning against Learning Progressions and develop differentiated lessons and targeted support for students

Teachers are supported by a coordinated whole school approach to build capacity and identify and monitor specific areas for development.

Staff network, share resources, and learn from colleagues internally and across the Clarence Community of Small Schools.

### Products

Teachers employ evidence based effective teaching strategies.

Student growth demonstrated on the Literacy and Numeracy Progressions.

Teachers use professional standards and Professional Development Plans to identify areas for continual improvement.

Collaborative practices across Clarence Valley community of Small Schools are established and support the sharing of resources and teacher training.

# Strategic Direction 3: Excellence in Leading

## Purpose

To develop a self improving school culture with a shared sense of responsibility for student engagement, learning development and success through effective instructional leadership, systematic planning and evaluation, and strategic resource management.

## Improvement Measures

Student survey data shows increased engagement due to flexible learning environments and technology use.

Future focussed pedagogies evident in teaching programs.

School wide system in place to support regular teacher mentoring, coaching and collaboration.

## People

### Students

- Engage in STEM activities that develop their key capabilities.

### Staff

- Implement future focused learning practices aligned to continuous improvement in teaching and learning.
- Share teacher expertise, through collaborative meetings, mentoring and coaching to encourage ongoing staff learning..

### Leaders

- Research, establish and support structures and feedback processes designed to ensure collaborative practice. improved teacher practice and measureable student learning improvements.
- Strategically resource school to enable future focussed learning

## Processes

Develop a whole school approach to future focused learning and technology.

Engage all staff in personalised professional learning through a range of strategies focusing on feedback, self-reflection and evaluation.

## Evaluation Plan

Teaching & learning programs, classroom observations and feedback, professional dialogue, teacher's Professional Development Plans, TTFM surveys

## Practices and Products

### Practices

The staff engages in professional learning as mentors, instructional leaders and learners. Professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers and leaders are embedded practice..

Implementation of a whole school STEM program that builds the future learning of students and capacity of staff.

Students successfully use technology to learn.

### Products

Whole school relationships, systems and structures provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers.

Students engage in collaborative practice to generate ideas, create and problem solve using increasingly sophisticated meta-language and demonstrating resonance in their leaning

Future focussed classrooms are established, where students are engaged and challenged.