

School plan 2018-2020

Lawson Public School 2381



School background 2018–2020

School vision statement

Lawson Public School is a learning community committed to providing quality education through excellence in teaching, engagement in learning and strong partnership with our community. We work together as a whole school to ensure our students achieve their full potential.

School context

Lawson Public School comprises 8 mainstream classes and 3 classes in the support unit. The school has an enrolment of 218 students. Our committed staff provide evidence-based quality learning experiences designed to cater for each student's individual needs. The students come from a range of backgrounds and we strive to connect and partner with each family to ensure the educational goals of each child are a priority. We have a strong Positive Behaviour for Learning culture within the school which fosters safe, respectful and responsible learners. The staff focus on continual improvement in teaching practice with evidence-based professional practice at the core of all professional development. School and community partnerships are fostered through our proactive P & C, Community Assemblies and events and teacher/parents ongoing communication. The school belongs to both the Upper Blue Mountains and Mid Mountains learning communities and participates in combined professional learning and projects, transition programs for Kindergarten students, as well as Year Six students who are preparing for High School.

School planning process

Authentic collaborative processes have been used to ensure this school plan is responsive and current to the future positive direction of improvement for Lawson Public School. They include School Self-assessment through the 2017 External Validation Process, Community surveys, Staff analysis of the School Excellence Framework and feedback on ways forward, Executive surveys and responses, P & C input.

School strategic directions 2018–2020



**STRATEGIC
DIRECTION 1**
Quality Teaching

Purpose:

Develop a learning community with all teachers implementing evidence-based professional practices to support all students reach their full potential.



**STRATEGIC
DIRECTION 2**
Quality Learning

Purpose:

Maximise students engagement in learning and success with a focus on whole school assessment and feedback to learners and carers.



**STRATEGIC
DIRECTION 3**
Quality Community

Purpose:

Develop a culture of proactive communication and support within our whole learning community – staff, students and carers.

Strategic Direction 1: Quality Teaching

Purpose
Develop a learning community with all teachers implementing evidence-based professional practices to support all students reach their full potential.
Improvement Measures
All teachers using data to identify student achievement and planning teaching and learning activities.
Whole school programmed and sequenced Literacy and Numeracy Blocks as evidenced in teaching programs
PDP progress evidenced through authentic observation and feedback cycle. Teacher use of Professional journal for professional reflection.

People
Staff
Develop data analysis skills
Open to collaborative practices and proactive professional development
Leaders
Development of sharing capacity in relation to school wide data
Adopts a cohesive school – wide approach to collaboration and professional learning

Processes
Instructional Leader to develop the Learning Community capacity through targeted professional learning, team-teaching, program supervision , data analysis and collaborative feedback processes.
Performance and Development Plans focused on the elements of collaborative planning, teacher reflection and improvement in teaching practice
School– wide implementation of the PLAN 2 Literacy and Numeracy Continuum as an analysis of student achievement and areas for growth to provide a basis for consistent teacher judgement and programming
Evaluation Plan
Data Driven instruction systems established across the school with additional PLaAST Professional Learning in PLAN 2, and formative assessment
Data skills evidenced by use of PLaAST, PLAN 2 and Formative assessment

Practices and Products
Practices
Consistent whole school collaborative designing and programming of Quality English Block utilising evidence based practice and incorporating rigorous educational data to provide continuous improvement for all students
Consistent whole school collaborative designing and programming of Quality Maths Block utilising evidence based practice and incorporating rigorous educational data to provide continuous improvement for all students
Teachers model and share a flexible repertoire of strategies and demonstrate and share their expertise with other teachers .
Products
Whole School collaboratively developed Literacy and Numeracy Blocks for each stage of learning
Collaboratively developed programs responsive to the current cohort of Learners
Development of a proactive and positive staff committed to high educational performance

Strategic Direction 2: Quality Learning

Purpose

Maximise students engagement in learning and success with a focus on whole school assessment and feedback to learners and carers.

Improvement Measures

All student meet or exceed expected growth in Literacy and Numeracy.

All students articulate Learning Intentions and Success criteria

People

Students

Students are able to articulate their learning and understand what they need to know to enable continuous improvement

Will provide timely and respectful feedback to teachers on their learning experience.

Staff

Staff collaboratively develop and implement rich and engaging learning opportunities focused on rich data from formative assessment.

Staff proactively participate in communicating educational achievements with Students and carers

Will maintain vigilance in relation to data gathering to ensure.

Leaders

Instructional Leader collaborates and coordinate the development of a culture of feedback and growth in relation to professional practice and formative assessment

Parents/Carers

understanding of visible learning and a student centred approach in relation to all areas of learning

recognise that they are an essential partner in their child's education.

Processes

Instructional Leader working with in the development of school wide formative assessment practices which will be embedded in each stage and grade consistently.

Visible Learning Strategies present in all classrooms in all learning areas for all students academic levels. Formative feedback available to all stakeholders school wide.

Evaluation Plan

Marking Rubrics and Visible Criteria usage across the school

PLAN Data

NAPLAN Data

Individualised Learning Plans – % of students with plans , % of students meeting goals

Internal Surveys

Practices and Products

Practices

Students articulate collaboratively developed learning intentions

Teachers are engaged in an Instructional Leadership cycle – observation, feedback and reflection

Teachers collaborate on designing high quality evidence based teaching and learning activities in response to their students needs.

Products

Learning goals for students are explicit and individualised and each students has a clear understanding of how to improve

Teaching and Learning Programs are dynamic, showing evidence of revisions based on feedback, consistent and reliable student assessment and continuous tracking of student progress and achievement.

Strategic Direction 3: Quality Community

Purpose

Develop a culture of proactive communication and support within our whole learning community – staff, students and carers.

Improvement Measures

Communication processes meet the needs of the school community.

Increase in % attendance at school events compared to 2018 baseline data.

People

Students

are active participants in communication systems across the school

articulate ideas and be involved in decision making practices across the school

engage in all school events with a positive mindset

Staff

collaboratively develop forward activity plans

are proactively engaged in and promote communication protocols

plan and engage in school extracurricular activities

Leaders

commitment to and support for the development of a shared purpose

engage parents in the development of communication protocols

overseeing planned events for suitability, sustainability and frequency in relation to developing a positive school culture

Parents/Carers

proactive in seeking clarification of issues, positive and respectful in all interactions with the school and given opportunities to understand the processes and systems of the Lawson Learning Community

Processes

Enhancing community engagement amongst all stakeholders within the school.

Staff professional learning – Respect, Reflect, Reset – creating a positive and proactive workplace.

Development of communication protocols and planning event processes across the whole school.

Evaluation Plan

Monitoring and data gathered from attendance at events

Communications surveys

Analysis of feedback for school based events

Analysis of data from communication processes

Practices and Products

Practices

All Staff are involved in recognition of positive workspace strategies with strategic implementation of practical, respectful processes for communication amongst all staff

Proactive respectful conversations and communications are part of our culture with regular planned opportunities for learning conferences

Products

Visible and explicit strategies and processes for communication within the school

Strong community involvement through planned activities and opportunities for communication amongst all stake holders