

Strategic Improvement Plan 2021-2024

Lawrence Public School 2379



School vision and context

School vision statement

Our vision is to help our students discover their innate talents and unlock their full potential within the context of a supportive and nurturing environment. Our dedicated teachers deliver outstanding and innovative learning programs, inspiring our students to imagine the possibilities, believe in themselves and create their brightest future. Each and every Lawrence student is known, cared for and valued as an individual. They are becoming caring, well-balanced and confident learners who are resilient, actively engaged in their learning and striving for improvement. Our teachers are innovative, guided by data and evidence-based practice. Teaching and learning programs include the purposeful use of technology and the creative use of learning spaces. Our physical environment reflects our commitment to continuous improvement. We work collaboratively with our community to ensure students maximise their potential in all aspects of their lives.

School context

Lawrence Public School is a rural small school in the town of Lawrence situated on the Clarence River. It is a small school with a teaching principal. In 2020 LPS completed an extensive situational analysis to determine the needs of the school community.

In 2021 the school has an enrolment of 60 students from Kindergarten to Year 6. We have been trialing Stage based classes to improve explicit instruction and feedback due to smaller class sizes and continuity of stage outcomes.

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. Parents want their children to feel safe and happy at 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. 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.

Our situation analysis highlighted how connected our students feel to the school with a high sense of belonging and advocacy. However it also showed the need to improve regular attendance at school, especially for students at risk, and the need to develop a whole school approach to student wellbeing. Summative data has been systematically collected and the focus now will be to use analysis to drive whole school planning and classroom teaching and learning.

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.

This strategic improvement plan was developed in consultation with LPS Staff, parents, the P&C, other community members and LPS students.

Strategic Direction 1: Student growth and attainment

Purpose

To develop a school wide culture of continuous improvement by implementing and refining data driven and evidenced based teaching practices that are responsive to student learning needs to enhance student growth and attainment.

Improvement measures

Target year: 2022

NAPLAN Top Two Bands

- The percentage of Year 3 and Year 5 students in the top two bands NAPLAN Numeracy increases from baseline data by 5%
- The percentage of Year 3 and Year 5 students in the top two bands NAPLAN Reading increases from baseline data by 5%

Target year: 2024

Learning Progressions

- 90% of students K-6 are completing stage expected learning indicators within the quantifying numbers sub element of the numeracy progressions.
- All students have achieved or exceeded expected growth in Literacy and Numeracy Progressions in PLAN2 data

Target year: 2024

School Excellence Framework

SEF Learning- Assessment: from Delivering to Sustaining and Growing

SEF Teaching- Effective Classroom Practice from Sustaining and Growing to Excelling

SEF Teaching -Data Skills and Use from Delivering to

Initiatives

Effective classroom Practice

Ensure Explicit teaching strategies are studied, developed, utilised and embedded in every classroom with the aid of supportive school structures

- Embed and use high impact professional learning to build teacher capacities and collective pedagogical practices in explicit teaching strategies
- Explicit teaching practices are modelled and evaluated through regular classroom observation, including in Quality Teaching Rounds.
- Improve personalised learning and group structures and strategies to meet students at their point of need.
- Develop flexible class structures reduce class size to allow for implementation of effective pedagogy with use of additional teaching and support staff.

Data Skills and Use

Ensure effective strategies and processes for data collection, analysis and reflection are used for responsive curriculum delivery.

- Improve school wide processes for the collection and analysis of assessment data including to inform whole school planning.
- Build teacher capacity to use data to monitor and assess student progress and design future learning on a whole class, group and individual level through an instructional leadership model.
- Provide regular opportunities for collaboration, collegial discussion, and moderation to inform consistent assessment practices and judgement.
- Review and adapt practices to ensure formative and summative assessment tasks, supported by research are used to analyse student progress, evaluate growth over time and report student achievement.

Success criteria for this strategic direction

Valid and reliable assessment data is regularly collected, monitored and deeply analysed in reading and numeracy to inform whole school planning, identify interventions and impact classroom teaching and learning.

Teaching and learning programs are responsive to the needs of learners, with evidence or revisions based on student assessment and continuous tracking of student progress.

Learning Support and Teaching teams are collaborative, build the capabilities of all teachers and are an integral component of whole school approaches to literacy and numeracy programs.

All teachers use formative and summative assessments data to accurately track and monitor student achievement across literacy and numeracy progressions.

Explicit teaching. Feedback and data to inform practice are embedded into classroom practice.

Evaluation plan for this strategic direction

Question

How do we know that teachers are improving their practice based on current research? To what extent has this improved practice impacted on student growth and attainment?

Data

- NAPLAN
- Scout data
- Internal assessment data (PAT, running records, SENA,)
- Student work samples
- PLAN2 data
- Check in assessment

Strategic Direction 1: Student growth and attainment

Improvement measures

Sustaining and Growing

Target year: 2023

NAPLAN Value-Add

- The percentage of Year 3 and Year 5 students achieving or exceeding expected growth in NAPLAN reading will be between 60-100% (small school system negotiated target).
- The percentage of Year 3 and Year 5 students achieving or exceeding expected growth in NAPLAN Numeracy will be between 60-100% (small school system negotiated target)

Evaluation plan for this strategic direction

- Observations and Instructional Rounds
- Teaching and learning programs

Analysis:

Implications:

Strategic Direction 2: Well being and Engagement

Purpose

To create and nurture a supportive and engaging social and physical environment where children and staff are empowered to connect, thrive succeed and learn.

Improvement measures

Target year: 2022

Increase the proportion of students attending more than 90% of the time from baseline data by 6%

Target year: 2024

Schools Excellence framework

SEF Learning- Learning Culture Move from Delivering to Sustaining and growing

SEF Learning- Wellbeing Move from Delivering to Sustaining and Growing

Target year: 2024

The tell them from wellbeing survey data will continue to show improvement in all three areas; Expectations for Success 95.83, Advocacy 91% and Sense of Belonging 83.3% baseline data.

Initiatives

Success through Leadership

Embed a whole school approach to student wellbeing into school culture by implementing researched and evidenced based practice. This will be achieved through

- Ongoing high impact professional learning in the Leader in Me and PAX Good behaviour game
- Explicitly teaching of the Leader in Me Program across the school and embedding a leadership culture
- Collectively monitoring, analysing, and evaluating impact of wellbeing programs on student behaviour and wellbeing

Connection and engagement

To implement practices that foster students sense of belonging, engagement and connection to school and their learning. This will be achieved through

- the implementation of attendance improvement initiatives, structures and processes.
- delivering engaging pedagogy and curriculum that forges learning connections through technology, indoor/ outdoor learning spaces and cultural awareness
- Strengthening community consultation to help enhance programs and directions.

Success criteria for this strategic direction

Teachers diligently implement whole school well being practices to lead to measurable improvements in student behaviour, attendance, wellbeing, learning and engagement.

Respectful and positive relationships are evident throughout the school

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk.

There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

Evaluation plan for this strategic direction

Question

To what extent have programs, structures and initiatives to improve wellbeing and engagement positively impacted on student attendance, advocacy, sense of belonging and expectations for success?

Data

Tell them From Me data (advocacy, belonging, expectations for success)

Tell them From ME data (Student engagement in learning)

Attendance data

School satisfaction survey

Strategic Direction 2: Well being and Engagement

Evaluation plan for this strategic direction

Reflective and evaluative teaching practice as evidenced through teacher programs

Sentral Wellbeing Data

Analysis:

Implications: