School plan 2015 – 2017

Lawrence Public School 2379

- Quality Teaching And Learning
- 21st Century Learning
- Connected Community
## School background 2015 - 2017

### 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 P5 school with a Teaching Principal. In 2015 the school has an expected enrolment of 72 students from Kindergarten to Year 6. This has meant a restructure from the 4 classes it has operated with for the past few years, to 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. As a result, community feel a belonging to the school and support our initiatives with a sense of pride.

Our staff focus 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.

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’s purpose is to maintain and sustain a positive, safe and happy learning environment that focuses on the growth of the student as an individual. We feel it is important to offer diverse educational experiences.

### School planning process

In the development of this plan, the process began with community consultation to assist in developing a vision statement involving the shared aspirations of staff, students and community. This process involved surveying and conducting discussion based meetings with each of the stake holder groups. The vision statement was formed collaboratively with staff and feedback was requested from community through the school newsletter.

The strategic directions were established collaboratively with staff and community and feedback was requested through P&C meetings, newsletter and staff meetings.

The school consulted on the development of the 5P planning page for each strategic directions by conducting direct conversations with staff allowing them to contribute their ideas on how each strategic direction would evolve, priorities of the school, their own professional development and what is currently best educational practice. The plan was then presented to the P&C for feedback, and adjustments made.
School strategic directions 2015 - 2017

Quality Teaching and Learning

Purpose:
To provide a learning environment of high expectations, where the teaching is differentiated and focused on the needs of students. Academic skills are developed to allow students to be active, independent learners.

21st Century Learning

Purpose:
To equip students with the skills that they will need in an ever changing world. Students need to develop skills to participate in careers and utilise technologies that do not yet exist. This includes the 21st Century Learning of Communication, Collaboration, Critical thinking and Creativity.

Connected Community

Purpose:
To provide opportunities for staff and students to collaborate and connect with the broader learning community on a local and global level to improve access to expertise, resources and social dynamics.
## Strategic Direction 1: Quality Teaching and Learning

### Purpose

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

To provide a learning environment of high expectations, where the teaching is differentiated and focused on the needs of students. Academic skills are developed to allow students to be active, independent learners.

### People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Engage in their learning.
- Reflect on their learning and achievement and set personal learning goals.

**Staff:**
- Participate in professional learning that will increase skills in developing engaging teaching and learning programs that meet the specific needs of students.
- Support and mentor their peers to develop their leadership, quality teaching skills and confidence.
- Support and extend all children by differentiating the curriculum to cater for all children equally.

**Parents and Community Partners:**
- Work with staff to improve the range and quality of opportunities for students.
- Support students to engage in their learning through participation in programs and activities.

**Leaders:**
- Provide staff the opportunity to partake in professional development, lesson observation and professional dialogue to refine and improve their pedagogy.
- Initiate and facilitate programs to ensure students are provided with excellence in education.

### Processes

How do we do it and how will we know?

- Utilise innovative and flexible class structures, stage based groupings and specialist teachers to enhance capacity to meet learning needs of students in each KLA.
- Continue to develop individualised learning plans for students with learning difficulties that utilise Dejhui Maths and MultiLit English Programs.
- Investigate and implement specialist programs to target Literacy learning needs including L3 and 7 Steps to Writing Success.
- Targeted Professional Development for teachers to provide a curriculum which is rich and diverse.
- Continue the provision of staff training in the National Curriculum in order to implement the new syllabus documents.
- Provide opportunities to benchmark student work samples using BOSTES work samples to ensure consistent teacher judgment in assessment outcomes.

### Products and Practices

What is achieved and how do we measure?

**Product:**
- Student growth in Literacy and Numeracy evidenced in PLAN, NAPLAN, continuum data and class based assessments that indicate all students have grown at appropriate benchmarks.

**Practice:**
- Individual learning plans are developed for all Aboriginal students and students with learning difficulties.

### Improvement Measures

- Documented growth in Literacy and Numeracy for students receiving targeted interventions.
- Documented evidence of achievement using NAPLAN, PLAN continuum and class assessment data.
- Increase in student engagement.

### Evaluation Plan

- Analysis of internal and external data.
- Formal and Informal surveys.
- Evaluation of Teaching programs.
## Strategic Direction 2: 21\textsuperscript{st} Century Learning

### Purpose
Why do we need this particular strategic direction and why is it important?
To equip students with the skills that they will need in an ever changing world. Student need to develop skills to participate in careers and utilise technologies that do not yet exist. This includes the 21st Century Learning of Communication, Collaboration, Critical thinking, Innovation and Creativity.

### People
How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Engage with leadership programs and opportunities to lead within the school.
- Utilise technology to support their own learning.
- Develop and apply 21\textsuperscript{st} Century skills to their learning and everyday lives.

**Staff:**
- Embed 21\textsuperscript{st} Learning Skills into teaching and learning programs across KLA’s.
- Explicitly teach 21\textsuperscript{st} Century Learning skills.
- Utilise technology including iPads, and interactive devices to enhance teaching and learning programs.
- Empower students to practice leadership skills.

**Parents and Community Partners:**
- Support and reinforce school learning programs.
- Engage with the leader in me program by discussing habits with children and integrating into expectations in the home.

**Leaders:**
- Communicate 21\textsuperscript{st} Century Learning skills to whole school community.
- Model positive leadership and 21\textsuperscript{st} Century Learning skills.
- Facilitate Professional Learning to support 21\textsuperscript{st} Century Learning.

### Processes
How do we do it and how will we know?
- Improve school infrastructure and technology resources to enhance student and staff access to tools for supporting 21\textsuperscript{st} teaching and learning across KLA’s.
- Ensure 21\textsuperscript{st} century learning skills of Collaboration, Critical thinking, Communication, Innovation and Creativity are embedded in all teaching and learning programs.
- Continue to develop the Leader in Me program across the school, utilising Peer support program to facilitate.
- Develop student leadership for Stage 3 students by explicitly teaching leadership skills, engaging with leadership programs and extending opportunities to utilise peer support groups and buddies in other school programs.
- Targeted Professional Learning around 21\textsuperscript{st} Century Learning skills and technology application.

### Products and Practices
What is achieved and how do we measure?

**Product:**
- Teaching/Learning Programs and classroom observations reflect new syllabus outcomes and content incorporating 21\textsuperscript{st} Century Learning Skills and computer technology.

**Product:**
- Students practise “Leader in Me” strategies in everyday situations

**Product:**
- Students are equipped with skills to thrive in 21st Century Learning environment

What are our newly embedded practices and how are they integrated and in sync with our purpose?

**Practice:**
- Teachers successfully utilise available technology to support teaching and learning programs.

**Practice:**
- Teachers plan opportunities to explicitly teach 21\textsuperscript{st} Century Learning skills and embed utilising these skills in classroom practice.

### Improvement Measures
- Evidence of 21\textsuperscript{st} Century Learning skills being taught during classroom observations and in Teaching and Learning Programs

### Evaluation Plan
- Evaluation of Teaching programs
- Observations of teaching practice

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# Strategic Direction 3: Connected Communities

## Purpose
Why do we need this particular strategic direction and why is it important?
To provide opportunities for staff and students to collaborate and connect with the broader learning community on a local and global level to improve access to expertise, resources and social dynamics.

## People
### How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Engage in activities with students and staff from other schools on a personal, social and educational level, building their confidence, capabilities and knowledge.
- Learn about their local community and its place in the world.
- Actively participate in consultation and decision making processes.

**Staff:**
- Provide open communication about programs and initiatives
- Utilise community partnerships and community of schools in the development, implementation and evaluation of engaging educational programs

**Parents and Community Partnerships**
- Work together with the school to develop meaningful and engaging education programs.
- Actively participate in consultation and decision making processes.

**Leaders:**
- Foster community contribution and involvement in the school
- Lead and actively develop partnerships with broader community including members of Maclean Community of Schools and Community of Small Schools.
- Support the local community members and events.

## Processes
### How do we do it and how will we know?

- Actively engage in opportunities to forge partnerships with the broader community including members of Maclean Community of Schools and Community of Small Schools.
- Participate in community celebrations and support community events and activities
- Participate in professional learning and exchanges of ideas with Community of Schools groups.
- Facilitate opportunities for students to work with the wider community, and community of schools groups during internal and external activities and excursions including GATs initiatives.
- Improve communication with community through use of school website, social media, newsletters and community forums
- Opportunities regularly provided for parent involvement in information sessions and school planning through P&C meetings, focus groups, surveys and parent teacher meetings.

## Evaluation Plan
- Formal and informal surveys
- Records of attendance at events.

## Products and Practices
### What is achieved and how do we measure?

**Product:**
- Partnerships with surrounding schools and the use of expertise, resources and increased social dynamics for students and teachers.

**Product:**
- Community actively and regularly involved in school activities and planning processes.

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Enhancing teaching and learning by utilising skills, resources and programs of local schools and community groups.

**Practice:**
- Increased parental engagement in all areas of school programs

**Practice:**
- Regular opportunities created for community consultation, communication and participation

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