School plan 2015 – 2017

Lawson Public School 2381

Innovative Staff

Successful Students

Connected Community
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students at Lawson Public School are provided with excellent educational experiences, in a safe and caring setting whereby they are supported to develop to their full potential, across all areas of their schooling. A culture of inclusivity, respect and acceptance of individuality is fostered across all levels of the school community. The school core values (At Lawson Public School we are Safe, Respectful, Responsible learners) are reflective of the school's commitment to ensuring quality teaching and learning experiences are provided within a safe, caring, positive learning environment. Students are consistently encouraged to think and act responsibly and respectfully and this, together with the strong emphasis on positive connections between the school, home and community will equip students to live and achieve in a rapidly changing world. Our school vision aligns with the Melbourne Declaration.</td>
<td>Lawson Public School comprises 9 mainstream classes and 3 classes in the support unit. The school has an enrolment of 242 students. All students are provided with a broad, quality curriculum within a safe, caring learning environment. The school actively engages the community through attendance and presentation at a range of events such as the Love Lawson Festival, Magpie Markets, Elders Luncheon, Hub Meetings and other events conducted in the Blue Mountains. 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 new kindergarten students, as well as year six students who are preparing for high school. Productive partnerships with Lawson Community Preschool is valued by the broader school community. The preschool attends special events such as the Easter Hat Parade, Book Week, performances and assemblies, as well as the popular ‘Leap into Learning’ kindergarten orientation program. Aboriginal perspectives are included in all teaching and learning programs and Lawson Public School takes part in several Creative and Practical Arts activities each year, resulting in strong partnerships between the school and the local Aboriginal community. Staff feel privileged and honoured to host the annual Reconciliation Art Exhibition, showcasing artworks from students across many of our local schools, as well as Aboriginal Artists. The school is very well supported by an active P&amp;C Association.</td>
<td>Collaboration with the school P&amp;C at monthly meetings included identification of trends, opportunities and challenges from a community perspective. Ongoing dialogue during P&amp;C meetings provided up to date feedback during the consultation process. Within our Community of Schools, staff from all schools completed ‘Best and Worst Frames’ for two of the learning communities identified practices and data was collected and collated to identify commonalities across schools. Key directions were identified. Lawson staff identified trends, opportunities and challenges within current practices at Lawson PS. Staff worked as groups in each of the focus areas and completed the collaborative activity to identify what currently characterises Lawson PS with regards to Student Learning and Staff Learning, across the 5Ps. Student and parent surveys have provided broader community feedback with regards to effectiveness of current practices at the school. Collation and analysis of data to identify commonalities across the broader school community has been a crucial part of the planning process. Comparison of needs of the two communities of schools in which Lawson PS sits, has also highlighted similarities across schools in the mid and upper Blue Mountains.</td>
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</tbody>
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Purpose:
To provide all students the opportunity to become literate, numerate and skilful technology users who embrace learning in the 21st Century.

Highly qualified collaborative and supportive teachers will lead student learning, which is underpinned by high quality, evidence based teaching.

Students will be encouraged to play an active role in their learning.

Purpose:
To develop the capabilities of all students so they are active contributors to the planning and monitoring of their learning development. Students take ownership of their learning goals and become intrinsically motivated to achieve them.

Purpose:
To foster collaborative relationships across the learning and wider school community to support and enhance student learning in a dynamic, holistic and integrated way.
### Strategic Direction 1: Innovative Staff

#### Purpose
To provide all students the opportunity to become literate, numerate and skilful technology users who embrace learning in the 21st Century.

Highly qualified collaborative and supportive teachers will lead student learning, which is underpinned by high quality, evidence based teaching.

Students will be encouraged to play an active role in their learning.

#### Improvement Measures
- 100% of staff effectively use the Literacy and Numeracy continuums to plan, assess and track student progress and achievement.
- 100% staff are actively engaged with the Performance and Development Framework, using evidence to demonstrate progress towards professional goals.

#### People

**Students:**
- Develop the skills to reflect on their own learning, use feedback to set goals to take steps towards addressing their own learning needs.

**Staff:**
- Build relationships through networking opportunities presented through the Learning Community.
- Engage with the Performance and Development Framework, actively planning, engaging in and reflecting on their professional learning in line with school and personal goals.
- Explore a broad range of technologies to ensure students are highly skilled and confident in the use of ICT across all facets of their learning.

**Parents:**
- Understand the importance and commitment of staff to continuing professional learning.
- Recognise the importance students as productive and creative users of ICT.

**Leaders:**
- Develop leadership capabilities of staff.

#### Processes

**Development of:**
- Whole school assessment framework
- Skills to ensure consistency of teacher judgement in writing
- Framework for data collection to ensure effective handover of student data

Teachers engage in quality professional learning, drawing on expertise from within the school and Community of Schools on school identified priorities.

Teachers engage in the Performance and Development Cycle.

**Evaluation plan:**
- Program monitoring
- Cyclical review of Teacher Performance and Development Plan
- Staff Surveys
- Data collection

#### Products and Practices

**Products:**
- 100% of staff effectively use the Literacy and Numeracy continuums to plan, assess and track student progress and achievement.
- 100% staff are actively engaged with the Performance and Development Framework, using evidence to demonstrate progress towards professional goals.

**Practices:**
- Facilitate development of common, deep understanding of quality, relevant teaching and learning practices to support students in the 21st century, including a framework for teacher self-evaluation and reflection, lesson observations, feedback and the teacher evaluation/professional development process.
## Strategic Direction 2: Successful Students

### Purpose

To develop the capabilities of all students so they are active contributors to the planning and monitoring of their learning development. Students take ownership of their learning goals and become intrinsically motivated to achieve them.

### People

| Students: | Identify, publish and monitor their own learning goals. |
| Staff: | Support students to maintain a commitment to their own learning and ensure delivery of high quality, differentiated teaching and learning programs to maximise student engagement. |
| Ensure systematic and collaborative implementation of the new Board of Studies Syllabuses. |

### Processes

| Teacher Professional Learning: |
| Goal setting and feedback |
| Data to drive instruction (data wall) |
| Review Learning and Support Team processes. |
| Students communicate and foster relationships with parents/community through: |
| Lawson Learners Stall |
| School Captains Report |
| SAKG |

### Products and Practices

| Products: |
| 100% of students demonstrate positive growth of at least 1 skill band from Year 3 to Year 5 in NAPLAN. |

100% of students, propelled by the formative assessment process, understand and use learning targets, set their own learning goals and assess their own learning progress.

### Practices:

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision-making and planning.

Students are self-aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

### Improvement Measures

100% of students demonstrate positive growth of 1 skill band from Year 3 to Year 5 in all external assessments.

100% of students, propelled by the formative assessment process, understand and use learning targets, set their own learning goals and assess their own learning progress.
## Strategic Direction 3: Connected Community

### Purpose
To foster collaborative relationships across the learning and wider school community to support and enhance student learning in a dynamic, holistic and integrated way.

### Improvement Measures
- High levels of community connectedness, participation, satisfaction and trust in the school.
- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

### People
#### Students:
- Develop skills and capabilities to achieve their potential.

#### Staff:
- Engage in professional learning in student social and emotional wellbeing.
- Engage professionally with colleagues in the learning community.

#### Parents:
- Parents have an understanding that positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.

#### Community partners:
- Student learning is supported by the effective use of school, system and community expertise and resources.

#### Leaders:
- Foster a culture of inclusivity and connectedness with the broader school community to promote a dynamic learning environment for all students.

### Processes
#### Consolidate and embed into all classroom teaching and learning programs philosophies of:
- **BounceBack**
- **Kids Matter**
- **Introduce White Ribbon**

#### Develop a framework for reporting to parents.

#### Develop and maintain positive community relationships through:
- **SAKG**
- **Totem Project**

### Products and Practices
#### Products:
- High levels of community connectedness, participation, satisfaction and trust in the school.
- The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.

#### Practices:
- Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.
- Explicit teaching of strategies which are most effective for reinforcing positive learning around students' social and emotional wellbeing.

### Evaluation plan:
- Survey to determine values and attitudes of students, staff and parents regarding aspects of social and emotional wellbeing.
- Impact milestones monitored to ensure frameworks around reporting to parents are implemented.