**Ladysmith Public School 2353**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
| **School vision statement** |  | **School context** |  | **School planning process** |
| At Ladysmith Public School we believe in excellence in teaching and learning for all school members.  Our school will provide, within a caring, safe and happy environment, superiority platforms which focus on continuous growth for students, staff and parents through ongoing quality teaching and learning. All students will be provided opportunities to excel through ongoing development of superior tailored programs which meet their needs and are enhanced by students and teachers who excel in self-directed learning.  We will raise expectations and celebrate results. |  | Ladysmith Public School is a small rural school 25kms from Wagga Wagga which provides a unique education for a wide range of students and their families.  With around 42 students we take advantage of Local Schools Local decisions and ensure each child has an equal opportunity to learn in a small group. We have three teachers 4 days a week which enables us to have three small classes.  On the 5th day we cover all our creative arts and sport sessions.  Ladysmith’s multi-skilled professional staff enhances students’ educational outcomes on a daily basis.  In recent years major initiatives in Literacy, Numeracy, Science and Performing Arts have brought about recognition of excellence in the local and wider community.  The school maintains a culture where continuous growth and improvement are a high priority for staff and students.  Ongoing lifelong learning skills are embedded in our everyday culture and play a big part in our culture.  Ladysmith Public School’s community is committed to the long jeopardy of our school and support the opportunities and programs presented to the students.  We believe in promoting student success through an innovative quality education. |  | During 2014 our school community were involved in a consultative process and will continue to be involved as the plan evolves and grows over the three years.  Through consultation we developed a deeper understanding of the reforms that underpin the new planning process.  We all agreed Ladysmith Public School will provide opportunities for everyone to become a confident, creative independent learner who will become an active and informed citizen.  The evaluation process included a review of the current strengths and weaknesses of our learning environment as well as where we would like to be in 5-10 years’ time.  During 2014 and 2015 consultation took place with staff meetings at the school level as well as combined Community of Schools (CoS)meetings.  Students were consulted on an individual basis with surveys and group discussions. Staff also interviewed Stage 3 students from the Community of Schools as an individual cohort providing us with their thoughts on how the CoS can grow and benefit their learning.  During 2014 parents were involved in an evening of sharing of ideas and were invited to represent our school at a CoS parents session where joint ideas were discussed and plans established.  Ongoing consultation occurred throughout the writing process with group discussions, surveys and feedback sessions, with staff, parents and students. |
|  |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | | | | |
|  |  |  |  |  |
| **Purpose:**  To provide an environment of quality focused teaching and learning which promotes high performance and promotes independent learning throughout the school community.  To increase expectations of teachers and students in an environment that expects the bar to be raised regularly.  Our teachers will all be superior educators who are continually aiming to increase the learning outcomes of themselves and their students. |  | **Purpose:**  All community members demonstrate a collaborative approach to decision making that will strengthen trust and respect within the greater community.  To work together as a learning community to give our students the knowledge, skills and experiences to achieve their goals.  Build a school partnership that engages in ongoing relevant evidence based learning.  Build capacity through collaboration. |  | **Purpose:**  To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practices.  Embedding quality leadership and organisational practices to support leadership design, learning alliances, organisational innovation and leadership sustainability |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategic Direction 1: Provide high performance teaching resulting in excellence in learning | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To provide an environment of quality focused teaching and learning which promotes high performance and promotes independent learning throughout the school community.  To increase expectations of teachers and students in an environment that expects the bar to be raised regularly.  Our teachers will all be superior educators who are continually aiming to increase the learning outcomes of themselves and their students |  | Students will: Understand what is required for high performance in all learning and have high expectations of themselves.    Staff will: Collaborate within the school and across the CoS to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement. They will draw on and implement evidence-based research to improve their performance and development.  Parents/Carers will: Become familiar with school programs and syllabus expectations for all students.  Be engaged and supportive in their child’s learning  Have high expectations of their child. |  | Professional development around teaching practices which effectively develop the knowledge, understanding and skills of all students underpinned by a culture of high expectations using effective evidence –based teaching practices.  Staff will draw on and implement evidence based research to improve their performance and development of and use of assessment for learning, assessment as learning and assessment of learning to provide evidence for ongoing teaching cycles.  Students will regularly review their learning with teachers ensuring a clear understanding of how to improve their learning.  They will have a full understanding of the continuums and where to next in their learning. Students are self-aware of their Learning Intentions and expectations of what they are learning to do.  **Evaluation Plan**  Lesson observations  Continuums  Learning of learning assessment data  PLAN data  NAPLAN data |  | **Product**  All curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices resulting in 100% of students progressing along the continuums with an annual growth of the equivalent of 1.5 years learning.  All learning opportunities are significant, and support student development. They are strongly aligned to assessment data which monitors achievements and gaps in students’ learning and are used extensively to inform planning for particular student groups and individual students.  **Practice**  The staff has aligned processes and school systems in place for collecting, analysing and reporting of local and external data on student and school performance to provide appropriate learning experiences for all students.    Students participate in active partnerships to ensure continuity of learning by reflecting on assessment and the reporting processes and feedback from teachers and peers to plan their own learning. |
| **Improvement Measures** |  |
| All curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence based teaching practices resulting in 100% of students progressing along the continuums with an annual growth of the equivalent of 1.5 years learning.  All learning opportunities are significant, and support student development. They are strongly aligned to assessment data which monitors achievements and gaps in students’ learning and are used extensively to inform planning for particular student groups and individual students. |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategic Direction 2: Build a confident community through engagement and success. | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| All community member ‘s demonstrate a collaborative approach to decision making that will strengthen trust and respect within the greater community.  To work together as a learning community to give our students the knowledge, skills and experiences to achieve their goals.  Build a school partnership that engages in ongoing relevant evidence based learning.  Build capacity through collaboration. |  | Staff will:  Establish and develop positive and respectful relationships which heighten and support the formation of active learning partnerships within our school community and enhance students who are developing strong identities as learners.  Students will:  Develop the mindset and capabilities to become self-aware individuals who analyse their overall learning progress and actively contribute to the making of informed judgements about partnerships to support their learning and engagement.  School-wide and inter-school relationships provide opportunities to support ongoing development of all students. |  | Staff will engage and listen to local and global communities and experts to embed practices and processes which support learning opportunities and will enhance the learning outcomes of our students  Students will use practices and processes such as interacting with local heroes, experts who are available and local identities to engage with the local and global community while developing a deeper understanding of and establishing and their roles and responsibilities within the wider community.  **Evaluation Plan**  Tell them From Me surveys  Guskey Thermometer data and growth patterns from student, community members and staff. |  | **Product :**  100% of staff has active partnerships and work collaboratively within the school community to support all members.  **Practice:** The staff has active partnerships and work collaboratively to ensure the school is recognised as excellent and responsive to its community as a result of effective engagement with members of the local community such as parents, families, local media and business organisations.  **Product:**  100% of students show growth in areas of commitment of learning, engagement with the community and actively contributing to the school, the community and the society in which we live.  **Practice:** Students establish active partnerships which develop from school and inter- school based relationships and work collaboratively to ensure continuity of learning while caring for each other and contribute to the wellbeing of others and the wider community by using a deep understanding of the local and global community. |
| **Improvement Measures** |  |
| 100% of staff has active partnerships and work collaboratively within the school community to support all members.  100% of students show growth in areas of commitment of learning, engagement with the community and actively contributing to the school, the community and the society in which we live. |  |
| Strategic Direction 3: Provide a culture of leadership for the school community members | | | | | | |
|  | | | | | | |
| **Purpose** |  | **People** |  | **Processes** |  | **Products and Practices** |
| To build stronger relationships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered and sustainable leadership and organisational practices. |  | Students will:  Understand what is required to mentor others while practising coaching strategies whenever possible enhancing their ability to become leaders of the future.  Staff will:  Develop leadership strategies and systems for effective leadership within the school community while  working beyond their classrooms to contribute to the broader CoS programs.  Community members:  Build their capacity to support, understand and engage in school initiatives to enhance the leadership capabilities of students. |  | Leadership development is based on staff, students and community members developing positive and respectful relationships and a culture of sharing knowledge and expertise in order to support and enhance their involvement in school initiatives.    **Evaluation Plan**  Leadership professional Development – surveys and data from the implementation of strategies  Tell Them From Me surveys  Guskey thermometers – responses from staff, students and parents  Before and after responses  Increase of involvement in school initiatives. |  | Product:  Members of the student, staff and parent bodies are actively committed to developing the leadership capacity of themselves and others to build purposeful and sustained leadership within the school community.  Practice:  The majority of staff and students, plus some community members actively participate in leadership roles, through a culture of collaboration, open and purposeful dialogue, and shared decision making in order to enhance the learning for students. |
| **Improvement Measures** |  |
| Members of the student, staff and parent bodies are actively committed to developing the leadership capacity of themselves and others to build purposeful and sustained leadership within the school community. |  |

Provide high performance teaching resulting in excellence in learning

Provide high performance teaching resulting in excellence in learning