



# School plan 2018-2020

Lawrence Hargrave School 5632



# School background 2018–2020

## School vision statement

At Lawrence Hargrave School we are committed to providing a safe and caring learning environment, that:

–Builds foundations for life long learning by providing quality teaching and learning programs that are relevant to the student/s need.

–Promotes equity in accordance with the Melbourne Declaration, where those with the greater need get the greatest support. Where we promote a school that is free from racism, bullying and discrimination.

–Assists our students in developing into active and informed citizens who can effectively contribute to society in a positive way.

## School context

Lawrence Hargrave School is a school for specific purposes catering for 63 secondary students who have an emotional disturbance, behaviour difficulty and a mild intellectual disability. The school is established for 9 classes with 7 students, a teacher and School Learning Support Officer in each class. Several specialist teachers are also employed to deliver curriculum in the areas of PDHPE, Creative Arts and Technical and Applied Studies. All Key Learning areas are provided to students at a secondary level with students achieving life skills, mainstream or TAFE accreditation in the Higher School Certificate. Our school structures and practices respect and respond to the diverse needs and unique characteristics of our students. Currently, 90% of our students are male, 40% are of Language background Other than English (LBOTE) and 19% are from an Aboriginal background. Students travel to our school from 48 suburbs in the South Western Sydney area and have been referred by 43 schools.

We are committed to providing students with a challenging, flexible, personalised and safe learning environment that enables students to experience success and increase life choices, this is supported by the schools participation in Positive behaviour learning (PBL). Further support will continue through the low SES School Communities funding under the resource allocation model (RAM). A case management approach is used to engage families/carers, community, interagency, TAFE and business is central to the development and implementation of all students' personal learning plans. The school is also committed to enhancing the level of expertise and knowledge among our staff by having a strong focus on weekly professional learning that is relevant to our staff needs. This continued level of focus will only strengthen staff ability and confidence in teaching our students effectively.

## School planning process

A review of our 2015–2017 school plan was conducted in late 2017, which gave all stakeholders the chance to express strengths and weaknesses about this plan.

A majority of parents/carers found the plan beneficial and saw the targets as very specific and linked to their child/s learning program.

In relation to the new school plan suggestions for future school improvement were invited through information sessions, phone surveys, and Personal Learning Plan meetings. Parent/carer feedback provided the school with useful direction on how and where our new school plan is heading. Feedback included a strong focus on literacy and numeracy with clear and simple targets for improvement.

They want more routine in how literacy and numeracy programs are taught with the option for parents/carers to assist at home.

Parent/carers want personal and individualised programs that meet their child's specific needs in the classroom. This also includes social skill exercises and accessing public transport appropriately.

Our staff feedback pushed for the implementation of the NSW syllabuses in Life Skills incorporating the content of the Australian Curriculum. Staff expressed the need for continued professional learning to assist in the engagement of learning in the classroom. Staff also expressed the need for increased knowledge in using technology for learning and communication and to focus more heavily on wellbeing for all.

Parents/carers expressed the need for a significant emphasis on a pathway transition from school into the workforce and related training. Parents/carers expressed their anxiousness over who would support their child post school if required.

Aboriginal parent/carers were impressed with the schools current programs that support and promote Aboriginal perspectives.

# School strategic directions 2018–2020



**Purpose:**

To develop systems and processes that support and promote the three key themes of the Wellbeing Framework; Connect, Succeed and Thrive. These elements are fundamental in ensuring both students and staff have collaboratively developed individualised programs conducted in a safe and supportive learning environment.

**Purpose:**

To create meaningful curriculum for each student to flourish in their learning and their future pathways.

Increase teacher capacity through using evidence based teaching and learning practices.

To enhance student vocational and social competence.

**Purpose:**

To develop and provide effective, inclusive and supportive options for students transitioning to further education, training and/or employment. Through the development and management of an Individualised Transition Plan students will become 'work ready' and better prepared for 'real world' employment expectations. School staff through value-added professional development will support school to work priorities by engaging proactively with suitable local industry. This will ensure relevant industry based workplace learning experiences for students.

# Strategic Direction 1: School-wide approach to wellbeing

## Purpose

To develop systems and processes that support and promote the three key themes of the Wellbeing Framework; Connect, Succeed and Thrive. These elements are fundamental in ensuring both students and staff have collaboratively developed individualised programs conducted in a safe and supportive learning environment.

## Improvement Measures

100% of all teaching staff will have a detailed and comprehensive understanding of the Wellbeing Framework including the themes, elements and domains that exist within it.

Improve the engagement level of students participating in school based programs by 15%.

100% of students in attendance will have a collaboratively developed Personalised Learning Plan that incorporates the five domains of—Cognitive, emotional, social, physical and spiritual Wellbeing.

Increase to sustaining and growing under the wellbeing elements of the School Excellence framework.

## People

### Students

Will develop skills of conflict resolution, restorative practices and self-regulation through participation in class programs and whole school practices such as restorative conferences and positive behaviour for Learning.

### Staff

Staff will receive ongoing professional learning on the wellbeing framework and how to incorporate perspectives into classroom programs. They will also participate in a number of activities that promote staff wellbeing practices. Implementation and evaluation of units of work will become routine in ensuring the elements are addressed.

### Leaders

School executive will need to have a thorough and comprehensive understanding of the wellbeing framework. School executive will need to collaborate with teachers in providing relevant professional learning and advice. Leaders will need to ensure that each individual student is having their wellbeing needs met through a range of support and monitoring practices.

### Parents/Carers

Need to understand the basic concepts of school policy and practices in supporting their child in achieving their personalised learning plan. Parents and carers need to be aware of the areas of support both within the school and external agencies that can assist them in meeting their child's

## Processes

To identify and link current school Positive Behaviour for Learning (PBL) practices into the (3) category themes of Connect, Succeed and Thrive.

To measure the impact and support that wellbeing programs are providing students in their cognitive, emotional, social, physical and spiritual development.

To embed wellbeing practices across the school curriculum and individual learning programs.

## Evaluation Plan

School team to review and monitor school based data that reflects the impact wellbeing practices are having within school programs.

Teachers to self-assess their knowledge and understanding of mental health and personal wellbeing.

Review the level of involvement by all stakeholders in developing effective learning programs.

## Practices and Products

### Practices

Collaborative planning in school team/s to ensure the production of quality individualised learning plans that embed wellbeing practices.

Restorative practices used across the school with all stakeholders involved to support behaviour change and develop empathy.

### Products

Each student will follow collaboratively planned individualised learning plans developed from a whole school approach to wellbeing.

Staff wellbeing will be supported through whole school practices and improved understanding of mental health.

# Strategic Direction 1: School-wide approach to wellbeing

<b>People</b>
wellbeing needs.
<b>Community Partners</b>
Identified external agencies will develop a relationship with the school in supporting the emotional and social needs of our students.

# Strategic Direction 2: Strengthening Teaching and Learning

## Purpose

To create meaningful curriculum for each student to flourish in their learning and their future pathways.

Increase teacher capacity through using evidence based teaching and learning practices.

To enhance student vocational and social competence.

## Improvement Measures

All students in attendance will achieve their year appropriate expected growth in literacy and numeracy.

100% of teachers will collaboratively develop and implement programs that emphasise the literacy and numeracy needs for each individual student.

100% of teachers will continuously analyse school based data to differentiate the curriculum in supporting student needs.

## People

### Students

Students actively involved in meaningful reflection and goal setting to improve identified literacy and numeracy skills.

### Staff

Will maintain accurate records, documentation and assessment data to adjust learning.

### Leaders

Will use comprehensive knowledge of current research to lead and expand professional learning opportunities for all staff that focus on improved student learning.

### Parents/Carers

Parents/carers will take part in developing their child's literacy and numeracy targets in collaboration with the school.

### Community Partners

Will work collaboratively with school staff to support student learning goals.

## Processes

Students are engaged in differentiated and relevant learning experience that can be transferred to their future pathways. Assessment, planning, programming and teaching strategies increase participation and success.

Staff collaboratively develop a variety of Individualised learning plans with parent, carers and external agencies.

Define and document whole school literacy and numeracy teaching and learning guidelines for Lawrence Hargrave School.

## Evaluation Plan

The school executive team will develop and lead discussions around the literacy and numeracy progression data.

To develop and implement a collaborative system supporting peer observation and executive observation and feedback.

Class based assessment and observation will use SMART data to monitor progress.

Quality of the literacy and numeracy goals in using SMART targets.

## Practices and Products

### Practices

Learning across the school will be driven by visible learning through engaging students in project based learning that is relevant and meaningful.

Teachers demonstrate and share expertise through team programming and implementing project based learning.

Effective use of the literacy and numeracy progressions informs differentiated teaching and learning strategies.

### Products

Three year school-wide systemic approach to providing evidence of learning demonstrated through classroom practice, programming and reporting.

Regular team opportunities to collaboratively plan, reflect and implement program/s.

School wide improvement through sustaining and monitoring teaching practice and student outcomes.

# Strategic Direction 3: Pathways

## Purpose

To develop and provide effective, inclusive and supportive options for students transitioning to further education, training and/or employment. Through the development and management of an Individualised Transition Plan students will become 'work ready' and better prepared for 'real world' employment expectations. School staff through value-added professional development will support school to work priorities by engaging proactively with suitable local industry. This will ensure relevant industry based workplace learning experiences for students.

## Improvement Measures

Boost partnerships with local industry by 25%

100% of students attending in Year 12 to have a comprehensive and supported individual transition plan.

## People

### Students

Will actively engage in TaFE programs and work place learning opportunities and be active participants in planning for their transition goals.

### Staff

Will strengthen partnerships between training providers and local industry to improve participation in work place learning opportunities and training.

### Leaders

Will foster relationships with local businesses and community partners and provide the vital link to the industry world for the students.

### Parents/Carers

Will be informed, empowered and given many opportunities to contribute to students pathways plans and contribute to vocational experiences.

### Community Partners

Will foster links with local industry and provide opportunities and experiences outside the realm of the school.

## Processes

All stakeholders involved in and contribute to individual pathway planning and progress.

Pathways team will coordinate TaFE programs and work place learning experiences at significant transition stages that are appropriate and adapted to the learning needs of the individual student.

## Evaluation Plan

Monitor and evaluate school data on the number of parents/carers involved in Pathway planning.

Staff to self-assess the effectiveness of the partnership between school and local industry.

Pathways team will assess the number of students participating and completing TaFE based courses.

## Practices and Products

### Practices

Promotion of the schools 'School to Work' priorities within the community resulting in collaborative planning to support student participation in work place learning opportunities.

Regular communication and involvement of parent/carers in planning for transition.

### Products

An increase in school partnerships with local industry have been established. These identified workplaces agree to support our students in allowing them work experience either short and/or long term.

Every student who attends school regularly in Year 12 has a detailed and comprehensive individual transition plan that has been developed with all stakeholders involved. Progress is regularly checked and monitored by staff.