

# Lawrence Hargrave School

## Annual Report



2018



5632

## Introduction

The Annual Report for **2018** is provided to the community of Lawrence Hargrave School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Luke Mastronardi

Principal

### School contact details

Lawrence Hargrave School

Station St

Warwick Farm, 2170

[www.lawrenceha-s.schools.nsw.edu.au](http://www.lawrenceha-s.schools.nsw.edu.au)

[lawrenceha-s.school@det.nsw.edu.au](mailto:lawrenceha-s.school@det.nsw.edu.au)

9602 3823

## School background

### 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.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2018 the school executive staff through intervention, support and collected evidence deemed our school to be delivering, sustaining and growing in the following areas;

#### Learning

Learning Culture—including student engagement, behaviour expectations, attendance and programs that address the needs of identified students.

Wellbeing—A whole school understanding of wellbeing, delivery of teaching and learning, behaviour codes, and respecting cultural diversity.

Curriculum and Learning—School curriculum meets the needs of the community, student transition plans, integration of technology, extra–curricular offerings and a differentiation in curriculum.

Assessment and Reporting—Analysis of internal and external performance data, individual student reports, transparency in student assessment, and parents are updated on the progress of their children.

Student Performance Measures–School achieves value added results, and students are shown expected growth on internal performance measures.

## Teaching

Effective Classroom Practice– Teachers review and revise learning programs, good classroom management practices.

Data Skills and Use– Analysis of student assessment data, staff professional learning, understanding the schools learning goals, the school leadership team regularly use school data.

Collaborative Practice–School staff review the curriculum and learning programs, and regular evaluation of student assessment outcomes.

Learning and Development– Teacher professional learning, performance and development, and supporting early career teachers.

Professional Standards– Teachers understand and implement professional standards, the school is also committed to ongoing development.

## Leading

Leadership– The school is committed to the development of leadership skills in staff and students.

School Planning, Implementation and Reporting– All stakeholders are welcomed and engaged in the school, a three year school improvement plan is developed, evidence based learning is incorporated and the school acknowledges a wide diversity of school achievements.

School Resources–The school delivers full curriculum requirements, annual staff performance is reviewed, school resources are well maintained and used to promote student learning needs.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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.

### Overall summary of progress

Towards the end of 2018 the schools 'Wellbeing' team reviewed a number of engagement programs that were created with intent to improve student wellbeing. This improvement would subsequently increase student attendance, and engagement in class programs and reduce negative behaviour across the school. New and existing programs have been scheduled for 2019, the schools purpose built engagement tracker provided the school with relevant data on student engagement levels of each individual student participating in each program. A school review of behaviour interventions and suspensions saw a massive reduction in both areas, in particular long suspensions and school lock-downs saw the largest decrease. Individual behaviour interventions across the school observed a reduction in physical type behaviours with students now preferring to use individualised behaviour management strategies/targets to ease anxiety and frustration and more quickly re-engage in their learning.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$3500 Professional learning \$1000 Resources	All school staff were provided professional learning opportunities to assist in better understanding the Wellbeing Framework and what it entails.
Improve the engagement level of students participating in school based programs by 15%.	\$2000 Teacher release \$500 Resources	Overall there was a 9% increase in students participating in school based programs. Of these participants their engagement levels ranged between 4–5 (high).
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.	\$3500 Teacher release	All students in attendance have a collaboratively developed Personalised Learning Plan that encompasses the five elements of wellbeing.
Increase to sustaining and growing under the wellbeing elements of the School Excellence framework.		Internal school data reflects a reduction in long and short suspensions, negative behaviour referrals, and critical incidents.

### Next Steps

–100% of students in attendance will have a Personalised Learning Plan that is communicated effectively to parent/carers. This includes relevant input from all stakeholders. Set targets around behaviour, academia and pathways will be developed and implemented.

–100% of all students in attendance will have comprehensively developed support plans that reflect the individual need of each student, these plans will be monitored and reviewed to view the impact on student wellbeing.

–In 2019 all school staff will access professional learning regarding the wellbeing framework and support its implementation across the school.

## 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.

#### Overall summary of progress

At the beginning of 2018 the school established a new team that would solely focus on the development of school-wide literacy and numeracy programs. The intent was to create meaningful curriculum to allow each individual student to flourish in their learning and in their future pathways. Teacher capacity was increased through using evidence based teaching and learning practices. Through the use of school based assessment each student was tracked and monitored on a school-wide chart allowing staff to view student progress in each progression outcome. The development of this chart has also assisted in future planning, programming, and reporting.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students in attendance will achieve their year appropriate expected growth in literacy and numeracy.	\$3000 Teacher release \$1500 Professional Learning	Through the effective use of school based assessment all students in attendance have been regularly assessed to observe their expected growth.
100% of teachers will collaboratively develop and implement programs that emphasise the literacy and numeracy needs for each individual student.	\$2000 Professional Learning \$500 Resources \$1500 Teacher release	The schools teaching and learning team have supported all class teachers in developing and implementing appropriate class programs emphasising the individual needs of each student.
100% of teachers will continuously analyse school based data to differentiate the curriculum in supporting student needs.	\$1500 Professional learning	All school teachers have analysed school data through professional learning exercises. Individualised student programs have been differentiated to reflect the learning needs of each student.

#### Next Steps

–Staff will monitor, assess and evaluate the schools literacy and numeracy progression data and observe any improvements.

–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.

## 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.

#### Overall summary of progress

A revamped student pathways team was put together in early 2018 to assist in developing inclusive and supportive options for students transitioning to further education, training and/or employment. Through this development and management a comprehensive individual transition plan was developed to assist each student in becoming '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.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Boost partnerships with local industry by 25%	\$1500 teacher release	The school has liaised with numerous local businesses in raising awareness of our 'school to work' program. Currently 3 new businesses have linked with the school comprising of construction, motor mechanics and warehousing.
100% of students attending in Year 12 to have a comprehensive and supported individual transition plan.	\$500 teacher professional learning	Currently all Year 12 students in attendance have a comprehensive individual transition plan outlining their work targets, experience and future pathways.

#### Next Steps

- The school will continue to monitor and evaluate school data on the number of parent/carers involved in Pathway planning. Currently the number of parent/carers involved has increased by 11% (Year 10, 11 & 12 students only)
- Staff will continue to monitor the effectiveness of the partnership between the school and local industry.
- Assess the number of students accessing TaFE and also those who are completing entire courses.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13,481	The resource allocation provided for additional SLSO support for Aboriginal students in the classroom and in cultural based projects. The support and intervention of effective PLPs that include Aboriginal perspectives for learning.
<b>English language proficiency</b>	\$612	Additional resources were utilised to support classroom programs.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$46,870	This allocation provided the opportunity for teacher release, executive mentoring and supervision of teacher programs and assessment.
<b>Socio-economic background</b>	\$127,462	This allocation provided an additional teacher (5) days per week and SLSO support to manage a class. This provided an Assistant Principal the opportunity to case manage and provide behaviour intervention and support across the school.
<b>Support for beginning teachers</b>	\$10,889	The additional resources allowed for extra teacher release, external professional learning exercises, mentoring time and lesson observations in other SSPs.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	50	50	49	37
Girls	6	6	11	12

training, refugee trauma and support training as well as various school related topics. 73% of current teaching staff accessed professional learning externally including, refugee support, Aboriginal education, growth mindset, ICT, NSWTF courses and local SSP network meetings. The school spent approximately \$22000 on professional learning and related exercises in 2018. In 2018 the school supported (1) teacher in the process of gaining their accreditation at proficient level, with this teacher being successful in achieving their accreditation at proficient. In 2019 this will continue with (1) more teacher having already begun the process with assistance from the school executive.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.86
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	11.52
Other Positions	2.37

\*Full Time Equivalent

Currently there are no Aboriginal staff employed at Lawrence Hargrave School.

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	45

### Professional learning and teacher accreditation

In 2018 all 34 Lawrence Hargrave School staff participated in mandatory training. This included e-emergency care, child protection update 2018, Code of Conduct, CPR and anaphylaxis training. Every Wednesday afternoon Lawrence Hargrave teaching staff would participate in one hour of school based professional learning. This included items such as; student risk assessments, Personal Learning Plans, DoE updates, behaviour management, welfare, counsellor updates, mental health training, autism

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
<b>Opening Balance</b>	85,004
<b>Revenue</b>	3,550,554
Appropriation	3,536,682
Sale of Goods and Services	399
Grants and Contributions	11,289
Gain and Loss	0
Other Revenue	0
Investment Income	2,185
<b>Expenses</b>	-3,088,232
Recurrent Expenses	-3,088,232
Employee Related	-2,936,486
Operating Expenses	-151,746
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	462,323
<b>Balance Carried Forward</b>	547,327

The above statement provides information on the schools overall financial revenue and expenses.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2018 Actual (\$)
<b>Base Total</b>	599,709
Base Per Capita	23,286
Base Location	0
Other Base	576,423
<b>Equity Total</b>	141,555
Equity Aboriginal	13,481
Equity Socio economic	127,462
Equity Language	612
Equity Disability	0
<b>Targeted Total</b>	2,295,021
<b>Other Total</b>	138,007
<b>Grand Total</b>	3,174,291

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

Their responses are presented below.

Parent/carers felt welcomed when they were in the school and the school values my help and interest.

Parent/carers believe that we share the education of their child and they are encouraged to participate.

73% of parent/carers actively involved in planning, implementing and reviewing student Personal Learning Plans. ( For students in regular attendance)

42% of staff agree and 58% strongly agree that this is a school where positive relationships exist between the school and our community.

71% of school staff agree this is a school where members of the community come together regularly to support student learning.

## Policy requirements

### Aboriginal education

Currently Lawrence Hargrave School has an Aboriginal student population of 19.2%. Students are supported through Personalised Learning Plans and links to the local Liverpool AECG and Department of Education Aboriginal teams. Aboriginal perspectives are incorporated into our Life Skills curriculum in order for each student to develop a deeper understanding about Aboriginal culture. Lawrence Hargrave School has allocated an Assistant Principal to oversee and support Aboriginal education across the school, as well as case manage Aboriginal students and their families.

In 2018 the school created a large Aboriginal mural which was completed in collaboration with Kari, neighbouring Liverpool schools and Aboriginal students from Lawrence Hargrave. Each student was able to add a small piece of artwork to create the large mural which was promoted across the department via Facebook. The story behind the mural was recorded and continues to be presented to other Aboriginal students across our network.

The school annually celebrates significant events such as; NAIDOC week, Reconciliation week and National 'Sorry day' through cultural based initiatives that commence and involve the school, families and wider Aboriginal community.

### Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism.

Lawrence Hargrave School provided training to an executive staff member in order to deal with issues when/if they may arise. The school has continued to promote and support multiculturalism through various initiatives such as Harmony Day, Pacific Islander day, and food and culture weeks.