

# Lawrence Hargrave School

## Annual Report



2017



5632

## Introduction

The Annual Report for **2017** 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

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## 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.

Recognises and values differences

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.

Assist 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 2017 the school executive staff through intervention, support and collected evidence deemed our school to be delivering 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, respecting cultural identity and diversity and meeting obligations under 'keeping them safe'.

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

Whole school approach to learning

### Purpose

To develop systems and processes that support teachers in collaboratively individualising programs for students that will promote a rigorous and dignified curriculum and a safe and supportive learning environment.

### Overall summary of progress

At the beginning of 2017 the school team responsible for the development and implementation of current and future school-wide programs reviewed existing programs and was able to strengthen transparency across the school. This enabled the team to expand knowledge and understanding of such programs to a broader audience. Staff awareness and involvement in the effective use of Positive Behaviour for Learning assisted in a reduction in school suspensions both long and short, critical incidents reported to the incident reporting hotline, and fewer internal behaviour interventions recorded. As recorded in 2016 the school saw a solid alignment between student Personalised Learning Plans (PLPs) and the schools effectiveness of PBL implementation.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students will have a personalised learning plan that is communicated to families and carers.	\$5000 Teacher release \$1500 Professional Learning \$500 Resources	All students in regular attendance had a personalised learning plan developed in collaboration with parent/carers in both semester one and two, 2017.
85% of student plans will have been collaboratively developed with families/carers and support agencies where appropriate.		81% of regular student attenders had collaboratively developed support plans including agency intervention. These plans include; behaviour support plans, transition plans, education plans and risk assessments. Each plan will be reviewed at the beginning of 2018.
All staff have access to termly professional learning and development regarding well-being.	\$5000 Professional Learning and training. \$600 Resources	100% of a school staff have participated in professional learning involving the use and implementation of the wellbeing framework, policy and wellbeing self-assessment tool.
Increased self-management skills amongst students, reviewed through evaluation of personalised learning plans and individualised behaviour targets.	\$3500 Teacher release	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. Each plan will involve set targets around behaviour, academia and pathways/further training.

–100% of students in attendance will have a range of collaboratively developed support plans involving parent/carers and support agencies were appropriate.

–In 2018 all school staff will access professional learning regarding the wellbeing framework and support its implementation across the school.

## Strategic Direction 2

### Targeted Interventions

#### Purpose

To provide programs and instructions, which are designed to meet the social, emotional and educational needs of the students at Lawrence Hargrave School. These needs can be met by using resources internal and external of the school setting and community. Through specific and targeted programs students will be exposed to a variety of resources to enhance their social ability.

#### Overall summary of progress

Towards the end of 2017 the schools 'targeted interventions' team reviewed a number of engagement programs/projects that were created with the intent to increase attendance, and engagement in class programs and reduce negative behaviour across the school. Student and staff feedback has remained positive and new and existing programs have been scheduled for 2018. The schools engagement scale/tracker has provided the school with relevant data on engagement levels of each individual student participating in each program. The school also reviewed behaviour interventions and suspensions which were reduced significantly, in particular long suspensions and school lock-downs saw the largest decrease. Individual behaviour interventions across the school saw a reduction in physical behaviours such as hitting and kicking doors and walls with students preferring to use individualised behaviour management strategies/targets to ease anxiety and anger 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
Increased student and staff participation in targeted programs	\$500 IT Resources (Engagement Scale) \$1200 Professional Learning \$2500 Teacher/SLSO release	The 'Targeted Interventions' team have reviewed individual student engagement data, identifying patterns and trends. This has been relayed to all school staff to assist in planning for 2018. The school's purpose built database for collecting student data has been upgraded to work along side the SENTRAL school database which will commence in early 2018.
Incorporate into the student personal learning plans specific and targeted programs that enhance student social skills.	\$1500 Teacher Release	A number of students 'at risk' from dis-engaging were targeted as requiring specific behaviour and attendance targets outlined in their PLP. The school reviewed the progress achieved by these targeted students throughout 2017. A number of data collecting resources and observations were incorporated to find these results. Further implementation will occur in planning for the 2018–2020 school plan.

#### Next Steps

–School intervention programs will be evaluated and assessed late 2017/early 2018 on their effectiveness and subsequent changes made if necessary, prior to the new school plan commencing.

–Student behaviour data will continue to be reviewed to assist in resource allocation for 2018 school budget planning.

–Continue to increase staff participation in targeted programs and related professional learning

## Strategic Direction 3

### Pathways

#### Purpose

Vocational pathways provide effective, inclusive and supportive options for students transitioning to further education, training and/or employment. Pathways help students see how their learning and achievement is valued in the 'real world'. All staff have the opportunity to engage in meaningful and purposeful professional development that supports the School to Work priorities of the school. Staff to engage proactively with the local community to ensure relevant industry based workplace learning experiences for students.

#### Overall summary of progress

Throughout 2017 the school supported the transition of (7) students into further workplace training, ADHC services and the workforce. The team set out to strengthen existing partnerships with local industry as well as form new partnerships to support our students in work placement and experience. A number new partnerships were formed and it is anticipated the number of students accessing work placement will increase at the beginning of 2018. The second focus area has been the increased intervention from parent/carers in Pathway planning. Pathway meetings were setup once per semester for each Year 12 student in regular attendance. Joint decision making became more apparent between the school and parent/carers with overall satisfaction improving at the end of 2017. In 2018 the school is striving to improve completion rates, more extensive transition learning plans, added support services and commence work education lessons for students in Year 9.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Strengthened local industry partnerships</b>	\$3000 Teacher Release \$3000 SLSO Release	School executive and teaching staff were able to connect with local industry in supporting student work placements. Students were provided with SLSO support while in attendance at work experience sites.
<b>Increased parent involvement and support in Pathway Planning</b>	\$1500 Teacher Release	100% attendance was achieved from the parent/carers of the (7) students who regularly attended Year 12 in 2017.
60% of Year 12 students transitioning into post-school ADHC services or employment	\$3000 Teacher/Assistant Principal release	Over 55% of all Year 12 leavers transitioned into post-school ADHC services, and or employment.

#### Next Steps

–In 2018–2020 the school will aim to strengthen and grow local industry partnerships to support student placement and/or experience. The school will aim to provide adequate support and guidance to each student participating. This includes the allocation of support staff.

–Increase the level of intervention from support services in Pathway Planning by over 30%

–Over 65% of Year 12 students to transition into post-school ADHC services or employment, and have a detailed NDIS plan.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$13600	<p>The resource allocation provided for additional SLSO support for Aboriginal students in the classroom and in cultural based projects.</p> <p>The support and intervention of effective PLPs that include Aboriginal perspectives for learning.</p>
<b>English language proficiency</b>	\$1363	Additional resources were utilised to support classroom programs.
<b>Socio-economic background</b>	\$126322	This allocation allowed for 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.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	52	50	50	49
Girls	6	6	6	11

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	8.86
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	0.4
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	10.82
Other Positions	2.37

\*Full Time Equivalent

### 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	41

### Professional learning and teacher accreditation

In 2017 all 33 Lawrence Hargrave School staff participated in mandatory training. This included e-emergency care, child protection update 2017, 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 such things as student risk assessments, Personal Learning Plans, DoE updates, behaviour management, welfare, counsellor updates, mental health training, autism training and various school related topics. 58% of current teaching staff accessed professional learning externally including, CV writing courses, Aboriginal Education, IPad training, NSWTF courses and local SSP network meetings. The school spent approximately \$13000 on professional learning and related exercises in 2017. In 2017 the school supported

(2) teachers in the process of gaining their accreditation at proficient level, with both teachers being successful in achieving their accreditation at proficient. In 2018 this will continue with (2) more teachers having already begun the process with assistance from the school executive.

In late 2017 (2) experienced teachers sought assistance and guidance in the voluntary gaining accreditation at the highly accomplished level.

## Financial information (for schools fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
<b>Opening Balance</b>	134,997
<b>Revenue</b>	3,075,227
Appropriation	3,047,544
Sale of Goods and Services	386
Grants and Contributions	25,465
Gain and Loss	0
Other Revenue	0
Investment Income	1,832
<b>Expenses</b>	-3,125,220
Recurrent Expenses	-3,125,220
Employee Related	-2,939,131
Operating Expenses	-186,089
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-49,993
<b>Balance Carried Forward</b>	85,004

### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	479,987
Base Per Capita	18,403
Base Location	0
Other Base	461,584
<b>Equity Total</b>	141,285
Equity Aboriginal	13,600
Equity Socio economic	126,322
Equity Language	1,363
Equity Disability	0
<b>Targeted Total</b>	2,240,513
<b>Other Total</b>	134,641
<b>Grand Total</b>	2,996,426

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.

## School performance

### 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.

Parents felt welcomed when they were in the school and the school values my help and interest.

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

83% of parent/carers actively involved in planning, implementing and reviewing student Personal Learning Plans. (For students in regular attendance)

38% of staff agree and 51% strongly agree that this is a school where positive relationships exist between the school and our community.

78% 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 18%. 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.

Towards the end of 2017 the school applied for a funding grant through Kari Aboriginal resources to employ a professional artist to come in and create an Aboriginal themed mural on one of the schools larger exterior walls. Aboriginal students from our school and neighbouring Liverpool schools were invited to take part in its construction with student adding a small piece of artwork. It is anticipated that once complete the mural and its story of creation and diversity will be promoted through social media across the local area and beyond.

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 the 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.