

# School plan 2015-2017

Lincoln School 5757



# School background 2015–2017

## School vision statement

Lincoln School will provide outstanding individualised programs for its students in living skills, remedial, general, accredited and vocational education which will enable them to re-enter society and function as responsible citizens. We aim to provide educational, social and vocational programs for students that will allow them to function independently in their communities.

The staff at Lincoln strive to:

- create an environment that is supportive, positive, happy, safe and non-threatening;
- provide skills based programs to enhance students' academic, personal, social and vocational skills, and facilitate their transition and reintegration into their communities;
- identify and acknowledge effort and achievement;
- work with our school community to provide a quality service to residents.

## School context

Lincoln School is located in the Orana Juvenile Justice Centre in Dubbo and is one of eight community care schools that are located across the state. Lincoln School provides educational services to male detainees aged 10 to 20 located within the Orana Juvenile Justice Centre. Our programs are designed to improve our students' education and training standards and their confidence and skills to re-enter education, training or the workforce. The school caters for 30 students, but averages new enrolments of up to 180 students each year due to the remand and transitional nature of the centre. The school maintains a consistent enrolment pattern of approximately 80% Aboriginal enrolments.

School staff work closely with the Department of Juvenile Justice to provide a positive learning environment for students where personal success in learning is the goal. Each student has an individualised education and training plan developed following initial and ongoing assessment and in consultation with the student.

The school implements an extended school year, whereby it operates for an additional fifteen days during traditional holiday periods.

## School planning process

During 2014–2016, the school has sought the opinions of our community members through surveys, planning meetings and the review of available sources of data to measure school effectiveness across a broad range of areas. These processes included students, staff and fellow agencies working within our educational setting. The diversity and transitional nature of the student enrolment includes challenges for effective planning, however a review of evidence indicated the school had demonstrable strengths in:

- School leadership;
- School Inclusivity; and
- Learning culture.

Key areas were identified as a basis for a shared commitment to future development across the school community. These are:

1. The ongoing provision of high quality teaching programs with a strong focus on literacy, numeracy and the effective integration of Information and Communication Technologies to enhance student achievement.
2. The provision of a school learning culture that meets the unique personal, social and learning needs of our students.
3. Effective classroom teaching practice.

# School strategic directions 2015–2017

## STRATEGIC DIRECTION 1

Provide high quality, innovative teaching programs to enhance student achievement.

### Purpose:

To re-engage our students in a quality educational environment that meets individual learning needs and closes the gap between our student's developmental and chronological ages in literacy and numeracy. Through the provision of meaningful teaching and learning programs students will gain confidence and skills to become functional learners.

## STRATEGIC DIRECTION 2

Develop a school learning culture that meets the personal, social and learning needs of our students.

### Purpose:

To successfully re-enter students into educational and vocational programs through the provision of safe learning environments which support the cognitive, emotional, social, physical and spiritual wellbeing of students. To maintain a focus on the relationship between the teacher and young person, and also on the effectiveness of teachers as part of a wider support system within the school's unique setting.

## STRATEGIC DIRECTION 3

Promote and support effective teaching practice.

### Purpose:

To provide and support effective classroom teaching methods in a dynamic culture of innovation and best practice where quality professional learning and collaborative practice are evident and lead to improved educational or vocational outcomes for our students.

# Strategic Direction 1: Provide high quality, innovative teaching programs to enhance student achievement.

Purpose	People	Processes	Practices and Products
<p>To re-engage our students in a quality educational environment that meets individual learning needs and closes the gap between our student's developmental and chronological ages in literacy and numeracy. Through the provision of meaningful teaching and learning programs students will gain confidence and skills to become functional learners.</p>	<p><b>Students</b></p> <p>Encourage and support students to identify their own educational learning goals which meet individual learning needs and future aspirations.</p> <p>Actively engage in school literacy and numeracy programs and link this to further educational and vocational pathways.</p>	<p>Develop Individualised Education Plans based on identified student learning needs and in consultation with each individual student.</p> <p>Review school curriculum and units of study to ensure a broad variety of teaching materials and units of study are available to cater for the specific learning needs of our student cohort and align with NSW 7–10 Curriculum.</p> <p>Implement intensive learning support programs in literacy and numeracy for students requiring additional support.</p> <p>Engage staff in professional learning to support whole school literacy approaches.</p>	<p><b>Practices</b></p> <p>Individualised Education Plans are developed in consultation with each individual student and are based on identified student need.</p> <p>School routines include regular monitoring of Individual Education Plans</p> <p>High quality teaching and learning practices are demonstrated through teaching and learning program, student records and assessment, Performance and Development Framework and improved student learning outcomes.</p> <p>Staff undertaking professional learning to enhance quality teaching in Literacy and Numeracy.</p> <p>Students accessing Accelerated Literacy Program in a consistent stable process that meets individual learning needs.</p>
Improvement Measures	<p><b>Staff</b></p> <p>Improve teacher capacity to articulate and deliver effective teaching practices in literacy and numeracy through targeted professional learning.</p> <p>Engage in effective Performance and Development Framework processes that support quality teaching practices through developing goals, identifying evidence, observing teaching and giving and receiving appropriate feedback.</p> <p>Participate in collaborative practices with colleagues.</p> <p>Self-reflect on the impact of professional learning and document as part of the Performance and Development Framework process.</p>	<p><b>Evaluation Plan</b></p> <p>Regular monitoring of internal school-based assessments and data collection in order to analyse student achievement in literacy and numeracy.</p> <p>Review of QuickSmart and Intensive Reading data.</p> <p>Monitor Performance and Development Framework procedures and outcomes.</p> <p>Professional learning records.</p>	<p><b>Products</b></p> <p>Students are engaged in a differentiated curriculum in which clear practises and processes are visibly established in models of assessing, reporting, monitoring and evaluating.</p> <p>Student work samples collected by staff in each student's portfolio demonstrate quality teaching and learning and a rigorous curriculum.</p> <p>Improved student literacy and numeracy levels.</p>
<p>100% of students have Individual Education Plans that reflect and monitor identified learning needs, learning outcomes and student achievement.</p> <p>Student literacy and numeracy levels increasing as evidenced by improvement in each student's initial and ongoing assessment data.</p> <p>100% of teaching staff accessing Professional Learning in Literacy and Numeracy to enhance classroom teaching practice.</p>	<p><b>Parents/Carers</b></p> <p>Maintain open communication where possible with parents through proactive sharing of student progress and a strong willingness to meet and discuss progress where opportunities arise.</p>		
	<p><b>Community Partners</b></p>		

# Strategic Direction 1: Provide high quality, innovative teaching programs to enhance student achievement.

## Improvement Measures

## People

Participate in integrated case management processes to support student wellbeing and participation in educational programs.

## Processes

## Practices and Products

## Strategic Direction 2: Develop a school learning culture that meets the personal, social and learning needs of our students.

Purpose	People	Processes	Practices and Products
<p>To successfully re-enter students into educational and vocational programs through the provision of safe learning environments which support the cognitive, emotional, social, physical and spiritual wellbeing of students. To maintain a focus on the relationship between the teacher and young person, and also on the effectiveness of teachers as part of a wider support system within the school's unique setting.</p>	<p><b>Students</b></p> <p>Ensure early interventions on admittance to the centre through engagement with all agencies in an integrated case management plan to improve student outcomes.</p> <p>Engage students in school programs at the earliest opportunity that risk assessment processes allow.</p>	<p>Implement appropriate recommendations from 'Dare to Lead' review to enhance effectiveness of school programs in meeting the needs of Aboriginal students</p> <p>Review and/or re-establish communication strategies across the school with staff, students and community to promote both student and staff achievement.</p> <p>Implement regular professional learning opportunities on mental health in areas such as: Self-harm, Trauma Informed Practice, Mental Health First Aid.</p>	<p><b>Practices</b></p> <p>Effective coordination and information-sharing strategies exist within case management meetings.</p> <p>The school and centre work together to support each young person's learning, development and growth as well as their healing from trauma and disrupted attachment.</p> <p>The school maintains a range of forums to meet in, and processes for reflection and collectively managing the inevitable anxieties these young people arouse in staff.</p> <p>Teaching teams proactively identify positive changes in the young person's life and communicate these to the student through a variety of means.</p> <p>Personalised Learning Plans collaboratively designed for all Aboriginal students and regularly reviewed.</p>
Improvement Measures	<p><b>Staff</b></p> <p>Create classroom environments which focus on creating connection and defusing conflict.</p> <p>Ensure staff are aware of and respond appropriately to Indigenous young peoples' needs.</p> <p><b>Community Partners</b></p> <p>Participate in integrated case-management of our students to support student participation in centre programs and ensure effective transition of students at all stages of their enrolment.</p> <p><b>Leaders</b></p> <p>Collaborate with other centre agencies to ensure planning for challenging incidents.</p> <p>Promote and remember self-care for teachers.</p>	<p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>Review of JJ Client Assessment Data, Incident Reports, Student Awards and Suspension Data each term.</li> <li>Dare to Lead Snapshot and ongoing review of implementation of recommendations.</li> <li>Staff and student surveys.</li> <li>Term review of WHS incidents within the school.</li> <li>Emergency Committee review of all code drills.</li> <li>Personalised Learning Plan Review</li> </ul>	<p><b>Products</b></p> <p>The school meets the changing needs of each student so they experience consistency in their interactions with everyone in the school.</p> <p>Positive respectful relationships exist across the school community and underpin a productive learning environment which enhances student development as learners.</p> <p>The school has in place a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students, which</p>

## Strategic Direction 2: Develop a school learning culture that meets the personal, social and learning needs of our students.

### Improvement Measures

### People

### Processes

### Practices and Products

measurably improves individual and collective well-being.

Aboriginal students succeed in a culturally inclusive, supportive and aware learning environment.

Student and staff newsletters communicate activities within the school and celebrate the success of both staff and students.

Student voice is evident in goal setting, student learning and individual student plans.

# Strategic Direction 3: Promote and support effective teaching practice.

Purpose	People	Processes	Practices and Products
<p>To provide and support effective classroom teaching methods in a dynamic culture of innovation and best practice where quality professional learning and collaborative practice are evident and lead to improved educational or vocational outcomes for our students.</p>	<p><b>Students</b></p> <p>Engage in educational and vocational programs targeted to individual need.</p> <p>Actively participate in planning for their own re-entry to the community in order to optimise positive outcomes.</p> <p><b>Staff</b></p> <p>Provide quality, differentiated professional learning to support all staff with their professional learning goals.</p> <p>Develop teacher understanding of assessing individual student needs and aspirations and reflecting these in Personalised Learning Plans.</p> <p>Support students in identifying their own individual learning goals, aspirations and pathways to educational and vocational training, or employment on transition to the community.</p> <p><b>Parents/Carers</b></p> <p>Maintain open communication with parents and carers whenever opportunities arise.</p> <p><b>Community Partners</b></p> <p>The school will strengthen and maintain strong partnerships with Justice Health and Juvenile Justice to ensure communication of individual student learning goals and the directions of the broader school plan.</p> <p><b>Leaders</b></p> <p>Will establish a professionally challenging and supportive learning culture and</p>	<p>Release Assistant Principals to provide intensive teacher support in:</p> <ul style="list-style-type: none"> <li>• effective programming to meet individual student needs</li> <li>• Individual Education Plans</li> <li>• Peer classroom observations</li> <li>• Implementing effective teaching strategies in literacy and numeracy</li> <li>• identification of personal learning goals within the Professional Development Framework.</li> </ul> <p>Investigate and implement strategies to support successful transition of students back to community settings.</p> <p>Implement the SENTRAL database to effectively manage and record student achievement, student plans and associated data.</p> <p><b>Evaluation Plan</b></p> <ul style="list-style-type: none"> <li>• Ongoing monitoring of teaching programs and Professional Learning Plans</li> <li>• School attendance patterns.</li> <li>• Regular review of student school surveys.</li> <li>• Monitoring of transition strategies and their effectiveness in supporting students as they re-enter their communities.</li> <li>• SENTRAL reports and records.</li> </ul>	<p><b>Practices</b></p> <p>Teachers participate in professional learning targeted to school priorities and their professional needs.</p> <p>Teachers are actively engaged in planning their own professional development to improve their performance.</p> <p>Teachers individually and collaboratively evaluate the effectiveness of their teaching practices.</p> <p>Teachers proactively plan for the ongoing learning of each student in their care.</p> <p>Students actively engage with both the school and other agencies in planning for their transition back to the community.</p> <p><b>Products</b></p> <p>Every classroom has differentiated quality teaching and learning programs that meet the specific learning needs of all students..</p> <p>The school has effective professional learning strategies for induction, teaching quality, leadership preparation and leadership development.</p> <p>All staff demonstrate personal responsibility for maintaining and developing their professional standards.</p> <p>Individual Education Plans are accurate, up-to-date and reflect student learning progress.</p> <p>A school-wide framework based on 'Elements of Learning and Achievement' is established and understood by all members of the school community.</p>
Improvement Measures			
Individual student learning outcomes are being achieved and recorded within the IEPs and PLPs.			
Supervisor reports indicate all teachers provide effective programming with differentiated teaching and learning activities evident.			
At least 50% of students who are serving control orders and who are enrolled at LETU for the 3 months preceding their release will have active transition plans in place that include components of the Lincoln School transition strategy.			



# Strategic Direction 3: Promote and support effective teaching practice.

## Improvement Measures

## People

environment.

Foster a culture of continuous innovation and improvement to meet the diverse needs of our students.

## Processes

## Practices and Products

All teachers have a digital portfolio of evidence to demonstrate quality teaching practice that meets BOSTES Proficient Standard.

Transition Plans in place for identified students.