

# School plan 2018-2020

Lakeside School 5686



# School background 2018–2020

## School vision statement

Lakeside School is dedicated to working with the whole school community and recognising the importance of individual differences. It aims to provide a safe positive environment for students with specific needs, resulting in confident, engaged learners, participating and valued members of society. This will be achieved by an ongoing commitment to quality teaching and evidence based research continuing to lead to innovative approaches in special education.

## School context

Lakeside School provides individual education and transition programs for students with moderate to severe intellectual disabilities, many of whom have a secondary diagnosis of Autism. Student programs reflect the skills and knowledge that students will require to move from school to post school life. Students are taught Early Stage 1 to Stage 6 curriculum using Life Skills outcomes.

The school has seven classes with six being IO/IS (moderate to severe intellectual disability) and one multicategorical class catering for students with an intellectual disability or autism, emotional disturbance or physical disability. School programs are designed around key learning areas focusing on providing students with a broad range of curriculum experiences.

Staffing comprises one non-teaching Principal, two teaching Assistant Principals five classroom teachers, three day a week relief teacher, one day a week librarian and a day a fortnight support teacher. The school is supported by a fulltime Administration Manager, five day a fortnight Administration Officer, seven Student Learning Support Officers and two day a week General Assistant.

Lakeside School delivers life skills based learning programs to address the needs of students within the framework of curriculum documents. The school also provides opportunities for community participation and work experience with community access being a major focus.

During 2013, Lakeside School experienced significant change, moving from the Gateshead site to the existing Gateshead West site. Staff and students moved into the new site at the beginning of Term 3, 2013.

## School planning process

Whole school planning for the 2018–20 Plan commenced in Term 3, 2017. The first step involved all staff reviewing the current 2015–17 Plan to identify strengths and weaknesses. Self evaluation of current school practises were also closely scrutinised through the External Validation process under the guidance of the School Excellence Framework.

All staff were invited to be part of the 2018–20 Planning Committee which formed in Term 4, 2017 to further evaluate existing initiatives and identify future strategic directions.

Parents/ carers were also contacted in 2017 to provide feedback on current programs and initiatives to identify what programs we should continue with and how we can further improve. Discussions also led to what programs they would like to see as part of our future directions.

Given that post school transition was a major focus for our 2015–17 School Plan, a Transition to Post School Settings Survey' was distributed to parents/ carers of students in Years 9–12. The survey focussed on choices for school leavers, funding options, service providers and transition options. Results indicated there was still a need for ongoing information in regards to these areas, particularly around the NDIS. With this feedback and the fact that approximately 34% of the current student cohort will be exiting from 2018–20, transition and post-school options will remain a strong focus.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Targeted Learning

**Purpose:**

To build capacity of staff through professional learning so as to provide relevant and targeted teaching and learning programs; Supporting student success by increasing engagement in specific and individual programs; Staff will have a strong focus on curriculum planning and assessment strategies.



**STRATEGIC  
DIRECTION 2**  
Wellbeing

**Purpose:**

Ongoing development to enhance a safe environment and support good health to optimise productive learning environments. This will support an environment conducive to cognitive, emotional, social, physical and spiritual wellbeing for all stakeholders in the Lakeside School Community to improve the quality of an individual's life.



**STRATEGIC  
DIRECTION 3**  
Collaborative Partnerships

**Purpose:**

To further strengthen and consolidate stronger, positive partnerships with all stakeholders in our educational community; encourage a culture of collaboration and engaged communication; and provide motivated leadership and effective organisational practices to ensure optimum outcomes for all graduate students.

# Strategic Direction 1: Targeted Learning

## Purpose

To build capacity of staff through professional learning so as to provide relevant and targeted teaching and learning programs; Supporting student success by increasing engagement in specific and individual programs; Staff will have a strong focus on curriculum planning and assessment strategies.

## Improvement Measures

Staff teaching, programming and IEP development reflect current best practice in goal setting, program differentiation, and specific approaches to improve student outcomes.

All staff ensure curriculum provision of evidence-based Literacy, Numeracy and other relevant teaching programs within which all students effectively develop their knowledge, understanding and skills.

All teaching staff regularly utilising relevant assessment practices to inform their teaching, adapt their practice and meeting the learning needs of students. Evidence of goal monitoring and regular assessment practices present in teacher programs.

## People

### Students

Engage students in meaningful and targeted teaching programs allowing them success in achieving IEP and curriculum goals.

### Staff

Engage in professional discussion and collaborate to improve teaching and learning in their classes and ability groups.

Participate in professional learning on specific Literacy, Numeracy and other relevant teaching programs.

Participate in professional learning on internal and external assessment practices tailored for students with additional needs. Improve knowledge on school based programs and utilise them to monitor and collect data on student progress.

Develop relevant IEP goals using SMART strategies and measurable indicators.

### Leaders

Provide/ facilitate professional learning that builds teachers' understanding of effective strategies in teaching literacy, numeracy, communication and specific skills and knowledge. E.g. Four Blocks Literacy, Maths n Movement programs and ability groups.

Maintain high expectations and support staff in developing skills in goal setting, assessment practices and data collection so as to maximize student success.

### Parents/Carers

## Processes

### 1. Creating opportunities for student success through effective and specific teaching and learning processes.

IEPs will be developed using SMART goals and measurable indicators with input from all relevant stakeholders.

Staff will ensure continuation of learning during transition using handover and assessment documents.

Communication 'Goal Bank' and indicators will be developed and utilised by staff to focus on communication outcomes.

### 2. Strengthening staff capacity in curriculum delivery.

Staff actively engaged in targeted and specific literacy, numeracy and other relevant programs.

STEM teaching and learning programs to be introduced and implemented.

Students will be exposed to individualised programs which are relevant and engaging.

### 3. Strong focus on assessment practices across the school.

Staff regularly assessing students using both internal and external formats. Assessment data collected and used to inform teaching and learning.

## Evaluation Plan

IEPs will be monitored and evaluated on a semester timeframe.

Programs and documentation will be

## Practices and Products

### Practices

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of their students.

Staff familiar with and utilising evidence-based practice and elements of QT in class programs.

Timetabled reviews of staff engagement in teaching and learning cycle. Review of classroom practice by executive lesson observation and constructive feedback as part of the PDP process.

### Products

100% teaching staff confident developing SMART goals and indicators when developing IEP goals and curriculum planning.

100% teaching staff utilizing internal and external assessment practices. Including; monitoring documents for IEP goals, SWANS Assessment data, Basic Skills Assessment, Waddingtons and anecdotal notes.

Students successfully achieving 80% of individual goals set in their IEP/ITPs.

100% staff participating in handover process at the beginning of each year.

Communication 'Goal Bank' developed in SMART format with measurable indicators.

# Strategic Direction 1: Targeted Learning

**People**

Collaborate during IEP goal development and engage with their child's learning using innovative and targeted programs.

**Community Partners**

Engage experts and research practices to support development and implementation of goal setting in communication skill acquisition.

**Processes**

supervised by executive using school based checklists and classroom observation.

Student achievement will be monitored by informal and individualised assessment strategies. E.g. Basic Skills, SWANS and IEP goal monitoring sheets. Data will be used to inform future teaching.

Surveys developed and analysed to measure staff competency and confidence using assessment and SMART goal formats. Feedback will inform future PL.

# Strategic Direction 2: Wellbeing

## Purpose

Ongoing development to enhance a safe environment and support good health to optimise productive learning environments. This will support an environment conducive to cognitive, emotional, social, physical and spiritual wellbeing for all stakeholders in the Lakeside School Community to improve the quality of an individual's life.

## Improvement Measures

Students and staff can identify a staff member or service (EAPs, school executive) to whom they can confidently turn to, for advice and assistance at school.

Commitment is made to supporting positive behaviour through implementation of evidence-based programs and approaches such as the Rock and Water program and Class Dojo.

Whole-school Wellbeing is measured through the collection and analysis of valid and reliable data in the form of parent and staff surveys, Sentral behaviour reports and suspension data.

## People

### Students

Develop understanding of their own wellbeing, needs and emotional regulation strategies.

Enhance social wellbeing and understanding of appropriate ways to communicate.

Utilise social strategies to reflect and remediate personal behaviour in both the school and community.

### Staff

Develop understanding of their own Wellbeing, needs and regulation strategies through professional learning.

All staff to develop their knowledge, skills and understanding of the Management of Actual or Potential Aggression (MAPA) and Rock and Water Programs.

Continue to develop Lakeside School as a safe, inclusive and supportive workplace for staff, students and the community.

### Parents/Carers

Develop understanding of their child's Wellbeing, needs and regulation strategies.

Collaborate with staff on behaviour support programs such as the Rock and Water program and Class Dojo.

### Leaders

Support staff acquisition of knowledge by leading meaningful and specific professional learning on Wellbeing and

## Processes

### 1. Develop staff knowledge and understanding of Wellbeing.

Undergo individual and whole-school PL on behaviour programs and approaches such as the Rock and Water program, PBL and Class Dojo.

Undergo individual and whole-school PL on strategies to support staff Wellbeing and productivity.

### 2. Implement evidence-based and specific positive behaviour support interventions.

Staff to develop a plan for implementation of the Rock and Water, PBL and Class Dojo programs in a whole-school context or tailored to targeted students/ability groups.

Staff to collect qualitative and quantitative data in form of suspension data, Sentral behaviour reports and parent/staff surveys in relation to measuring the effectiveness of both student and staff Wellbeing initiatives.

### 3. Building workforce capacity

Executive to undertake training in leading and mentoring staff in relation to student and staff Wellbeing initiatives.

Staff to prioritise Wellbeing in development and documentation of PDP, planning PL that supports their personal productivity.

## Evaluation Plan

1. Parent/staff survey responses.

## Practices and Products

### Practices

1. PL for Rock and Water and Class Dojo for school community.
2. Regular classroom observations confirm the implementation of evidence-based behaviour and ITZ strategies.
3. Staff to participate in professional learning that develops their behaviour management skills and personal productivity.

### Products

1. 100 % of staff complete Rock and Water training.
2. 80 % of staff supporting their Wellbeing in PDP process.
3. 100 % of students profiled and assessed using ITZ.
4. PBL introduced to Lakeside School in a form tailored for specific setting.
5. Increased student engagement and improved Wellbeing of both staff and students as a result of implemented interventions.
6. Playground equipment upgraded through ITZ resources.

# Strategic Direction 2: Wellbeing

**People**

behaviour programs and approaches.

Support staff Wellbeing by providing access to support services such as EAPs, Incident Report and Support Hotline and the NSW Teacher's Federation.

Lead staff in the implementation of behaviour support interventions at a whole-school level.

**Processes**

2. Observations of staff PDPs, behaviour programs and analysis of behaviour/suspension data.
3. Data collection pre and post behaviour program implementation.

# Strategic Direction 3: Collaborative Partnerships

## Purpose

To further strengthen and consolidate stronger, positive partnerships with all stakeholders in our educational community; encourage a culture of collaboration and engaged communication; and provide motivated leadership and effective organisational practices to ensure optimum outcomes for all graduate students.

## Improvement Measures

Students are adequately prepared and successfully placed with a post-school service provider on completion of Year 12 in collaboration with parents/ carers.

All Year 12 Individual Transition Plans (ITPs) incorporate provider specific transition objectives following semester one review (Half-yearly report) to achieve relevant goals such as:

- work experience
- travel training
- post-school service provider targets.

All students graduate with a clear record of their individual skills and levels of function. These will be communicated to community based organistaions.

Relevant elements –

- SWANS
- Basic Skills assessments
- SMART goals

Community Initiatives:

- one Community Learning Session per Semester
- Positive Parenting Partnerships (PPP)

## People

### Students

Develop functional lifeskills to assist in their assimilation into post-school environment.

Increase skills to effectively communicate their needs and wants to familiar and unfamiliar people.

Students comfortable in a variety of social situations.

### Staff

Ongoing delivery of transition program.

Collect and analyse information to inform and support students' successful transition.

Collaborate with parents of students whose continuity of learning is at risk.

Staff reports utilise SMART goals to develop future learning and living skills.

### Parents/Carers

Actively engage in Individual Transition Plan meetings.

Facilitate the attendance of para-professional team members.

### Community Partners

Parents/carers and the broader community are welcomed and engaged, where practical, in the development of the vision, values and priorities of the school.

Assist parents/carers to make informed decision about appropriate post-school choices.

## Processes

### 1. Successful transition through stronger links.

The Transition Manager will:

1. maintain strong links with service providers, gaining a strong understanding of services available
2. actively engage students in transition programs commencing in Stage 5
3. coordinate community access programs throughout school life.

### 2. Supporting and informing our school community.

Collaborate and build connections across the whole school community.

Involved in the effective promotion of the whole school community.

Inviting parents/ carers to information sessions and agency visits, such as:

- PPP program
- school Open Days per semester
- targeted information sessions i.e. NDIS

### 3. ITPs linked to post school targets.

Ensure resources are available to enable all stakeholders to attain competency in their targeted areas.

Develop a greater understanding of NDIS structure and processes.

## Evaluation Plan

1. Transition Manager to provide a yearly

## Practices and Products

### Practices

ITPs for Stage 5 students and all school programs will reflect the school's transition policy.

Transition manager responsible for the development and maintenance of a work experience/community service provider bank.

Timetabled reviews of ITPs and transition placements and regular parent seminars to disperse and update NDIS information.

### Products

All students in Year 12 participate in minimum of two transition programs including work experience and/or community access.

Established bank of minimum of 8 service providers for Community Participation (CP) and Transition To Work (TTW) Programs.

Students who have had a review of their NDIS plan are successfully placed with a post-school service provider on completion of Year 12.



# Strategic Direction 3: Collaborative Partnerships

## Improvement Measures

- workshops
- Open day in terms 2,3 and 4

## People

Liaise with the Itinerant Support Teacher Transition (ISTT) regarding suitable destinations for students and families/carers transitioning from school.

### Leaders

Regularly solicit and address feedback from Non-Government Organisations on school performance from students, staff, parents/carers and the broader community.

Embed clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.

## Processes

up-to-date list of NDIS funded service providers and calendar of organised visits throughout terms two and three.

2. Review and consolidation of school's Transition policy.

3. Review and improvement of data collection of student capacity for handover between classes and at the completion of the students' schooling to outside agencies.

4. Correlation of parent survey feedback of the availability of services in their area.

5. Production of a calendar which showcase the school's community engagement events. Evaluation of parent attendance and feedback relating to the events.