

School plan 2018-2020

Lincoln School 5757



School background 2018–2020

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 School 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 six community care schools that are located across the state. Lincoln School provides educational services to male detainees aged 10 to 20 located within the Centre.

During 2018 the school will be trialling provision of educational programs to the Juvenile Justice Mac River Drug Rehabilitation facility located on the outskirts of Dubbo. This facility will cater to both male and female students.

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 36 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 and Justice Health to provide a positive learning environment for students where personal success in learning is the goal. Each student has an individualised education 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 2017 the school sought the opinions of our community members through surveys, meetings and the review of available sources of data to measure school effectiveness across a broad range of areas. These processes included students, school staff, staff from other centre agencies and the broader community 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 culture and team based approaches;
- Supportive and flexible learning environments; and
- School Leadership.

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

1. Innovative and flexible learning to meet individual student needs.
2. Wellbeing across the school community.
3. Quality Transitional Pathways.

School strategic directions 2018–2020

STRATEGIC DIRECTION 1

Innovative & Flexible Learning

Purpose:

To create a student centred learning environment which provides a differentiated curriculum that is responsive, relevant and dynamic enough to meet the diverse individual needs of our students and unique school community, and which reflects aspirational expectations of learning progress and achievement for all students.

STRATEGIC DIRECTION 2

Student Wellbeing

Purpose:

To successfully re-engage students in educational and vocational programs through the provision of learning environments that are safe and well managed within a consistent, school-wide approach.

To maintain and promote a school culture where positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

STRATEGIC DIRECTION 3

Quality Pathways

Purpose:

Students who gain skills and qualifications, and have transitional pathways clearly identified are more likely to experience success when they return to their community. Our purpose is to build our students' capacity to become positive contributors to their communities through the provision of work ready skills, vocational training and a comprehensive and coordinated network of multi-agency support services.

Strategic Direction 1: Innovative & Flexible Learning

Purpose	People	Processes	Practices and Products
<p>To create a student centred learning environment which provides a differentiated curriculum that is responsive, relevant and dynamic enough to meet the diverse individual needs of our students and unique school community, and which reflects aspirational expectations of learning progress and achievement for all students.</p>	<p>Staff</p> <p>Differentiate their teaching to meet student learning needs by providing or supporting targeted intervention in the areas of literacy and numeracy.</p> <p>Engage in professional discussion and collaborate with colleagues to enhance teaching and learning in their classes.</p> <p>Self reflect on the impact of professional learning and document as part of the Performance and Development Framework.</p>	<p>Building Staff Capacity</p> <p>Develop staff capacity to implement effective teaching strategies to improve students' literacy and numeracy achievement, including instructional leadership, Quality Teaching Rounds, classroom observation, mentoring, team teaching, and targeted support.</p>	<p>Practices</p> <p>Teachers involve students and relevant community members in planning to support learning, and share expected outcomes.</p> <p>The school regularly monitors and reviews its curriculum provision to meet the changing requirements of the students.</p> <p>Individual Education Plans are designed in collaboration with each student and support both traditional and alternate learning pathways and reflect individual aspirations and learning needs.</p> <p>Teacher Mentor/AP proactively advocating and leading strategies to support high-quality professional learning opportunities for colleagues that focus on improved student learning.</p>
Improvement Measures	Leaders	Curriculum Provision	Products
<p>All students will achieve growth in literacy and numeracy levels across internal literacy and numeracy data measurements.</p>	<p>Lead colleagues to evaluate the effectiveness of learning and teaching programs differentiated for the specific learning needs of students across the full range of abilities.</p>	<p>Implement innovative and flexible curriculum provision that supports high expectations for student learning and which is enhanced through learning alliances with other schools, agencies and organisations, where useful and practicable.</p>	<p>Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs and lead to improved learning.</p> <p>Continuous collaboration and action learning results in explicit teaching approaches to literacy and numeracy.</p>
<p>Increase capacity of staff to embed best practice into their teaching and learning in literacy and numeracy.</p>	<p>Students</p> <p>Participate in opportunities to meet with staff who can provide advice, support and assistance to help fulfil learning potential.</p> <p>Engage with teaching staff in the development of their Individualised Education and Learning Plans.</p>	<p>Evaluation Plan</p> <ul style="list-style-type: none"> • Ozcas Reports • MultiLit Data • Individual Education Plans • Foundation Studies records • OTEN records • Vocational Education credentials • Meeting minutes – CST • Classroom observations data • Class programs • Professional Learning Records • PDPs – mid and end year reviews • Teacher AP/Mentor feedback • Quality Teaching Rounds records 	
<p>Increase capacity for each student to achieve recognised credentials or success through self-identified learning pathways.</p>			

Strategic Direction 2: Student Wellbeing

Purpose

To successfully re-engage students in educational and vocational programs through the provision of learning environments that are safe and well managed within a consistent, school-wide approach.

To maintain and promote a school culture where positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning.

Improvement Measures

Improved levels of student wellbeing and engagement.

The learning achievements of Aboriginal students match or better outcomes of all students during enrolment.

Student Surveys indicate satisfaction with the school program.

People

Staff

Engage with the Wellbeing Framework through professional learning to develop an understanding of the five domains of wellbeing and elements of an effective whole school approach.

Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.

Leaders

Utilise Wellbeing Framework self-assessment evidence to make sound judgements on progress across elements of the 'School Excellence Framework', and in particular the Wellbeing element

Build and support a culture of high expectation and community engagement, which results in improved educational outcomes for Aboriginal students.

Students

Collaborate positively and openly with school and centre staff in the development of educational and vocational pathways that enhance opportunities for a successful return to their community.

Processes

Aboriginality, Identity and Diversity

Plan and promote school practices to support the cognitive, emotional, social, physical and spiritual wellbeing of Aboriginal students which result in improved educational outcomes, positive behaviour and re-engagement in formalised learning situations.

Productive and Inclusive Learning

Support the maintenance and development of productive and inclusive learning environments across the school by reviewing inclusive strategies and exploring new approaches to engage and support all students.

Evaluation Plan

- Brospeak
- Men's cultural program
- Photo evidence of yarning circle/dance area development and usage
- Wellbeing Framework assessments
- Student Newsletter
- Traditional language program
- Personalised Learning Pathways
- Centre Support Team minutes
- Class programs
- Behaviour data
- Aboriginal Education Committee – minutes
- Staff Meeting Minutes
- OZCAS and MultiLit data
- Student Surveys

Practices and Products

Practices

The school and centre agencies work together to support each young person's learning, development and growth as well their healing from trauma and disrupted attachment.

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.

Teaching teams proactively identify positive changes in the young person's life and communicate these to the student through a variety of means.

Teachers and support staff regularly monitor each Aboriginal student's Personalised Learning Pathway to ensure their engagement, wellbeing and aspirations are being met.

Products

The school has implemented evidence-based change to whole school practices, resulting in measureable improvements in wellbeing and engagement to support learning.

Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with carers, relevant agencies and parents where possible.

The learning needs of Aboriginal students are met through an integrated approach to quality teaching, curriculum and assessment.

Strategic Direction 2: Student Wellbeing

Practices and Products

The Wellbeing Framework themes Connect, Succeed and Thrive are achieved through an enabling school environment.

Strategic Direction 3: Quality Pathways

Purpose

Students who gain skills and qualifications, and have transitional pathways clearly identified are more likely to experience success when they return to their community. Our purpose is to build our students' capacity to become positive contributors to their communities through the provision of work ready skills, vocational training and a comprehensive and coordinated network of multi-agency support services.

Improvement Measures

All students on a control order of 8 weeks or more have comprehensive Transition Plans in place.

Increase opportunities for student access to vocational training to support transitional pathways; dependent on, and within risk classifications.

Growth in students accessing educational, vocational or employment pathways post release across internal and external school data measurements.

People

Students

Invest in and remain central to goal setting and planning for their own future.

Access opportunities to engage in vocational learning that broadens their skills and enhances opportunities to break the offending cycle.

Community Partners

Collaborate with LETU staff and students to deliver comprehensive transition strategies and initiatives.

Staff

Actively participate in student centred collaborative planning processes and support their students to achieve their identified goals.

Leaders

Investigate and establish systems to monitor compulsory school age student re-engagement in community education programs and settings.

Liaise and work with external partners/agencies in the establishment of an outreach school program located at Mac River Drug Rehabilitation Centre.

Processes

Learning Pathways

Integrate a range of vocational training opportunities into the school program that are tailored to meet the needs of students and which support or enhance transitional pathways back to the community.

Transition

Deliver quality transition plans that cater to the individual needs and circumstances of every student and which give students the best chance at success upon return to their community through a collaborative approach with partner agencies.

Personal and Social Capability

Students are given opportunities to develop strong self awareness and social maturity through the provision of targeted programs.

Evaluation Plan

- Student Exit Survey
- TAFE Course tracking data
- School exit destination data
- Mac River enrolments
- Mac River achievements
- Transition Advisor data
- Community Information Days

Practices and Products

Practices

The school engages in strong collaborations between guardians, students and community agencies that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

The school regularly evaluates the effectiveness of teaching and learning programs differentiated for the specific individual needs of students across the full range of abilities.

Students at regular intervals identify and actively engage with members of the school or broader community regarding planning for both current and future learning pathways.

Products

A range of vocational courses and learning opportunities catering to individual student needs and aspirations are available across the school year.

The school exhibits innovative practice in the selection and organisation of content and the delivery of learning and teaching programs across the breadth of each student's enrolment.