

# Strategic Improvement Plan 2021-2024

## Lakeside School 5686



# School vision and context

## School vision statement

Lakeside School is committed to fostering a supportive, inclusive and collaborative school culture. We are dedicated to empowering the whole school through delivery of individualised, innovative and fun learning programs that support each student to reach their full potential. This culture creates lifelong learners with opportunities to enhance active community engagement.

## School context

Lakeside School, located in Lake Macquarie provides individual education and transition programs for students K-12 with a primary diagnosis of moderate to severe intellectual disabilities. Students may also be diagnosed with a secondary diagnosis such as autism, sensory needs, physical, complex behavioural, and/ or health care needs. . Enrolment of students at Lakeside School. is through a Regional Placement Panel. The school has seven classes with six being IO/IS (moderate to severe intellectual disability) and one multi-categorical class.

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

School programs are designed around key learning areas focusing on providing students with a broad range of curriculum experiences. 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 planning process for our 2021-24 School Plan commenced in Term 4, 2020 which involved a parent/ carer survey. The response was 100%. Parent/ carers were asked to rate the importance of each area from 'Not Applicable', 'Not Important', 'Important' to 'Very Important'. Survey responses identified Literacy, Numeracy, Wellbeing, Sport, Sensory programs, and Community Access.

The planning committee analysed results, identifying what parents/ carers considered to be 'important' to 'very important' for their child. The results were:

- Literacy - 80.5%
- Numeracy - 73.2%
- Wellbeing - 95.1%
- Sport - 92.7%
- Sensory - 97.5%
- Community Access - 95.1%

Results from the survey were analysed and the planning committee conducted a Situational Analysis, utilising both internal and external quantitative and qualitative data. Our school planning process was also firmly directed by the School Excellence Framework. Analysis of these results, we were able to identify two Strategic Directions in Wellbeing and Positive Partnerships. Student growth and attainment (Strategic Direction 1) has been set as mandatory by the Department of Education.

**'Strategic Direction 1 - Student growth and attainment'** will focus on 'data and

## School vision statement

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## School context

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assessment' and 'curriculum initiatives', highlighting communication, literacy, numeracy, and other key learning areas (KLAs). This strategic direction will focus on the need for high-quality assessment tools and procedures, utilising SWANs, the Communication Passport, and Assessment for Complex Learners to plan and implement quality teaching and learning programs.

**'Strategic Direction 2 - Wellbeing'** was determined due to both 'wellbeing' (95.1%) and 'sensory' (97.5%) identified as the most important aspects of their child's schooling. This direction will focus on both student and staff wellbeing, ensuring that staff have the capacity to implement 'In the Zone' strategies, Rock and Water, sensory learning, and a variety of wellbeing initiatives to best cater for our student's self-regulatory and behavioural needs.

**'Strategic Direction 3 - Positive Partnerships'** was also identified as very important, strongly supporting 'community access' (95.1%) and 'sport' (92.7%). This direction will focus on enhancing transition and community engagement. A greater focus on supporting students and parents/ carers in accessing the NDIS from K-12 will result in the development of stronger partnerships and better outcomes for our students. Community participation will also involve some new initiatives with students provided greater opportunities in accessing organisations such as the Special Olympics and other sporting associations which have the ability to extend them beyond their local community.

The school will continue to seek the engagement and support from parents/ carers, the AECG, and the wider school community as we implement our 2021-24 School Plan and determine the best directions for our student's needs. The staff is committed to delivering high-quality education for all students.

# Strategic Direction 1: Student growth and attainment

## Purpose

To ensure that every student within the school maximises their learning potential and demonstrates measurable growth and improvement each year based on individual goals.

## Improvement measures

**Target year: 2024**

### Data and Assessments

Our school will progress from Delivering to Excelling in the themes Formative Assessment, Data Literacy and Data Analysis.

This will specifically be achieved by:

- The school using systematic and reliable assessment to evaluate student learning over time and implementing changes in teaching that lead to measurable improvement.
- All students achieving the expected improvement outcome in literacy, communication, numeracy and engagement as outlined in their IEP/ ITPs determined by SWANS, Communication Passport and the Assessment for Complex Learners.

**Target year: 2024**

### Curriculum Initiatives

Our school will progress from Delivering to Excelling in the themes Lesson Planning and Literacy and Numeracy Focus.

This will specifically be achieved by:

- All targeted students demonstrating improvement in independence, self-direction and self-regulation through SENTRAL data collection (incident reports, teacher observations) as measured through their individual behaviour analysis.
- Our school will progress towards excelling in utilising

## Initiatives

### Data and Assessment

Teaching staff will be focused on developing skills in data analysis to drive individual learning goals. This will be achieved by:

- Engaging in professional learning in collection and analysis of data/evidence to ensure literacy, numeracy and communication goals are understood.
- Analysing data and using it to improve learning. Embed the practice as evidence through IEPs/ITPs, Half Yearly and Yearly reports and SWANS, Assessment for Complex Learners and the Communication Passport

### Curriculum initiatives

To ensure students maximise their learning potential by delivering a rigorous, individualised curriculum. This will be achieved by:

- Delivering and improving staff capacity in curriculum through professional learning and strategic resourcing.
- Providing staff with opportunities for ongoing improvement in curriculum which lead and demonstrate best practice when delivering future-focused curriculum.

## Success criteria for this strategic direction

### Data and Assessment

#### Formative Assessment

- Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.

#### Data Literacy

- All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.

#### Data Analysis

- The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through the collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

### Curriculum Initiatives

#### Lesson Planning

- All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements, and student feedback, and provides continuous improvement for all students, across the full range of abilities

#### Literacy and Numeracy Focus

- All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and

# Strategic Direction 1: Student growth and attainment

## Improvement measures

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the most effective evidence-based teaching methods, optimising learning progress for all students, across a full range of abilities.

## Success criteria for this strategic direction

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achievement data.

## Evaluation plan for this strategic direction

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Success in ensuring all students are engaged and challenged to learn and improve will be determined by:

- Teacher analysis of data and feedback on the use of SWANS, AFCL and Communication Passport. Indicate student improvement in independence, self-direction, self-regulation as indicated in their Individual Education Plans/Individual Transition Plans.
- Whole School Assessment Data using SWANS, AFCL as plotted against IEP/ITP goals to analyse student progress and trends.

The analysis of this data will be used to determine the future of this project.

# Strategic Direction 2: Wellbeing and Engagement

## Purpose

Ensuring that all staff have the capacity to develop and implement programs to enhance student wellbeing to ensure individual goals based on self-regulation, behaviour and wellbeing are established, measured and achieved.

## Improvement measures

### Target year: 2024

Our school will progress from Delivering to Excelling in the themes Attendance, A planned approach to wellbeing, Behaviour, Classroom Management and Facilities..

This will specifically be achieved by:

- All students achieve their IEP/ITP goals in wellbeing, attendance and behaviour.
- A school-wide approach to behaviour and wellbeing being consistent from K-12.
- Ensuring that well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.
- Teachers modelling and sharing flexible repertoires of strategies for classroom management and the promotion of student engagement and responsibility for learning.
- Increase attendance of students attending greater than 90% to 60% in 2024, compared to 59% in 2023.

### Target year: 2024

Our school will progress from Delivering to Excelling in the themes Coaching and Mentoring and Professional Learning..

This will specifically be achieved by:

- Ensuring that mentoring and coaching frameworks are embedded into a school-wide culture to support all staff.
- Ensuring that all staff are able to access support and

## Initiatives

### Student Wellbeing

Students need to feel safe and supported where they can develop a positive self esteem if they are to engage in learning. This will be achieved by:

- Implementation of programs focused on wellbeing and self-regulation to support learning. This will involve deeper use of Sentral as a data source, ensuring a stronger focus on student engagement, attendance and behaviour.
- Reviewing of all wellbeing programs and providing professional learning to ensure there is consistency in supporting students..
- Embedding all changed practices and introducing programs across the school as a result of ongoing-evaluation, reflection and improvement.

### Staff Wellbeing

For teaching staff to deliver quality teaching and learning programs, it is imperative that they feel safe and supported in a challenging educational environment. This will involve:

- Mentoring initiatives that embed a school-wide culture which supports staff wellbeing.
- Updating whole-school approach to wellbeing processes to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing, learning and engagement data is evidenced through regularly updated IEP/ITPs.
- Embedding the Wellbeing Framework into school culture through ongoing staff professional learning in effective wellbeing strategies.
- Providing a framework to ensure practices and policies are implemented to support staff wellbeing. This will be achieved in providing staff with knowledge of the relevant policies and professional learning.

## Success criteria for this strategic direction

### Student Wellbeing

#### Attendance

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

#### A planned approach to wellbeing

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

#### Behaviour

- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.

#### Classroom Management

- All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well-planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and the promotion of student engagement and responsibility for learning.

#### Facilities

- The leadership team takes a creative approach to the use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

### Staff Wellbeing

#### Coaching and Mentoring

- Whole school and/or inter-school relationships

# Strategic Direction 2: Wellbeing and Engagement

## Improvement measures

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engage in wellbeing initiatives to support themselves and their colleagues.

- Staff demonstrating that they respect the identity, culture and heritage of all.
- Ensuring 100% of staff have 1 wellbeing goal in their PDP.

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### Target year: 2022

Increase attendance of students attending greater than 90% to 58% in 2022 compared to 54.2% in 2020.

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## Success criteria for this strategic direction

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provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers such as those accredited at Highly Accomplished or Lead.

### Professional Learning

- The staff evaluates professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practices.

This will be further evidenced by:

- The implementation of whole-school practices that facilitate measurable improvements in wellbeing and engagement that support student learning.
- Planning for learning is informed by sound holistic information about each student's wellbeing involving consultation with parents/carers.
- The presence of widespread positive and respectful relationships among students and staff, promoting student wellbeing and ensuring optimum learning conditions.
- Teachers, parents and the community working together to support consistent and systematic processes that ensure absences do not impact learning outcomes.
- Teachers demonstrating increased expertise in teaching students with complex trauma and/or behaviour difficulties.
- High-functioning Learning and Support processes guiding and assisting teachers and parents in actively supporting students.
- Respectful and positive relationships are evident throughout the school through explicit teaching and reflection of schools' values and expectations.
- Planning and provision for learning are informed by holistic information about each student's wellbeing and learning needs in consultation with families.

## Strategic Direction 2: Wellbeing and Engagement

### Success criteria for this strategic direction

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- Regular and ongoing planning, monitoring and evaluation of the whole school approach to student wellbeing and engagement.

### Evaluation plan for this strategic direction

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The school leadership team will determine whether student behaviour and wellbeing programs are enabling students to maximise their learning potential and assisting them to become independent, responsible and self regulatory. The following data will be analysed in the determination:

- \* attendance data
- \* student feedback and surveys
- \* parent feedback and surveys
- \* IEPs/ITPs
- \* suspension data
- \* SENTRAL reports

Data will be analysed to help determine the effectiveness of wellbeing programs and used to guide future directions.

Evaluation plan

Q. How can the school determine that its systems and processes for enhancing student wellbeing and engagement have been successful?

D. Wellbeing Framework Selfassessment pre and post data. Professional Development Plans. Personal Attendance Plans. Incident reports. Suspension data.

A. Analyse the data to determine the extent to which the purpose has been achieved.

I: What are the implications for our work? Future directions and next steps.



# Strategic Direction 3: Positive Partnerships

## Purpose

Building positive collaborative and cohesive partnerships which establish, nurture and sustain ongoing positive values and ensure a culture of success for all stakeholders.

## Improvement measures

### Target year: 2024

Lakeside School will progress from Delivering to Excelling in theme Transition and Continuity of Learning.

This will specifically be achieved by:

- Developing strong links with service providers, gaining a strong understanding of services available, and a greater understanding of NDIS and its dynamic nature. for all students entering and exiting the school. Ensuring that ITPs are linked to post-school targets from Stage 5 to facilitate the transition to post-school options.
- Targeting information sessions i.e. NDIS
- Ensuring resources are available to enable all stakeholders to attain competency in their targeted areas.
- Developing a greater understanding of NDIS structure and processes.
- Inviting parents/ carers to information sessions and agency visits.
- Ensuring 90% of parents/ carers attending IEP/ITP Meetings and Half Yearly Review Meetings.
- Ensuring 100% of students in Stages 4, 5, and 6 have a current NDIS plan in place.

### Target year: 2024

Lakeside School will progress from Delivering to Excelling in the themes of Parent Engagement and Community Engagement.

## Initiatives

### Transition

Successful transitions are essential in supporting students with additional needs and this can only be achieved by collaborative partnerships between all stakeholders. This will be achieved by:

- Further strengthening and consolidating stronger, positive partnerships with all stakeholders in our educational community; encouraging a culture of collaboration and engaged communication.
- Providing motivated leadership and effective organisational practices to ensure optimum outcomes for all incoming and graduate students.
- Collecting data on current engagement with the NDIA and the provision of an NDIS plan for each student in the school.

### Community Engagement

All students deserve the right to find success in the least restrictive environment. Our students will be provided with opportunities to promote their strengths and build a culture of success by full participation in a variety of community activities. Lakeside will be:

- Recognised as excellent and responsive by its community as a result of its effective engagement with members of the local community such as parents, families, local media and business organisations.
- Actively engaging parent/carers in their child's learning through an increased range of mediums such as social media, film and events..
- Providing students with opportunities to actively engage in meaningful and rewarding community activities.

## Success criteria for this strategic direction

### Transition

- The school will build strong collaborations between parents, students and the community that inform and support the continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.

### Community Engagement

#### Parent Engagement

- Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

#### Community Engagement

- The school is recognised as excellent and responsive by its community because it uses best practices to embed a culture of high expectations and effectively caters for the range of equity issues in the school.

## Evaluation plan for this strategic direction

### QDAI

Contact parents of school leavers within the first year of transition from Lakeside.

Feedback from parents/carers through multiple channels - Facebook group, surveys. and phone calls.

Participation rates at specific events - assemblies, information nights, excursions. (Covid pending)

Attendance registration at service provider/school.

Whole staff feedback.

# Strategic Direction 3: Positive Partnerships

## Improvement measures

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This will specifically be achieved by:

- Building strong links with our communities, enabling a collaborative approach that contributes to the planning process and the development of dynamic future-focused programs.
  - 75% of support and communicating information across our school community.
  - 75% Increase in connections across the whole school community.
  - 75% increase in the effective promotion of the whole school community.
  - Staff, students, parents and carers working collaboratively to promote the achievements of our school and feel proud to be a member of whole school community.
-