

Strategic Improvement Plan 2021-2024

Lincoln School 5757



School vision and context

School vision statement

Lincoln School provides 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, supporting them to function independently in their communities.

The whole school community is committed to:

- * creating an environment where every student is known, valued and cared for;
- * providing skills based programs to enhance students' academic, personal, social and vocational skills, and facilitating their transition and reintegration into their communities;
- * identifying, acknowledging and celebrating effort and achievement; and
- * working with our wider school community to provide a quality service to students.

School context

Lincoln School is located in the Orana Youth Justice Centre in Dubbo and is one of six education and training units located across the state. Lincoln School provides educational services to male detainees aged 10 to 21 located within the centre.

In addition, provision of educational programs to the Youth Justice Mac River Drug Rehabilitation facility located on the outskirts of Dubbo, commenced in 2018. This facility caters to both male and female clients aged 13-18.

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.

The school works closely with a broad range of stakeholders including but not limited to: Department of Communities and Justice, NSW Health, NSW Police, TAFE, public schools, Local Dubbo AECG and Non Government Organisations. This community provides a positive learning environment for students where holistic personal success is the goal. This collaborative approach underpins the development of comprehensive individualised education plans driven by student voice.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, the Local Dubbo AECG and aforementioned agencies. Through our situational analysis we have identified that reducing the gap between chronological and academic age in literacy and numeracy, through the development of a high expectations culture and the implementation of strategic and intentional plans that consider each student's strengths, interests and identified pathways, are key areas for improvement.

The school will be committed to embedding a culture of high expectations and continuous reflective practice, building staff capacity through relevant and prioritised high impact professional learning. We will effectively use data to inform practice, ensuring student voice drives strategically tailored teaching and learning programs.

The school will also focus on strengthened collaboration with all stakeholders in order to develop authentic partnerships. This will effectively increase student engagement, educational and vocational opportunities and transition pathways.

Strategic Direction 1: High expectations and continuous improvement culture

Purpose

In order to maximise student attainment, teachers will develop high impact, strategically tailored teaching and learning programs, characterised by data informed practice, student voice, support and innovation. Leaders will embed a culture of continuous reflective practice and improvement supported by high impact whole school professional learning.

Improvement measures

Target year: 2024

All teachers embed effective data practices in their teaching and learning programs.

Target year: 2024

School self assessment of the SEF element 'Effective Classroom Practice' indicates improvement from Delivering to Excelling.

Target year: 2024

School self assessment of the theme 'High Expectations Culture' in the SEF element of 'Educational Leadership' indicates improvement from Sustaining and Growing to Excelling.

Target year: 2024

All students achieve growth in literacy and numeracy against internal school progress data.

Initiatives

Data Informed Practice

Improve student attainment through a focus on data driven practice, student voice and innovation that strategically tailors teaching and learning programs.

- Deliver high impact professional learning in data literacy, data analysis and data use to embed practices school wide.
- Strengthen staff understanding and effective implementation of student assessment practices.
- Embed the use of formative data collection and feedback and reflection on teaching effectiveness.
- Expertly use student assessment data to reflect on teaching effectiveness and provide individualised, explicit, differentiated and responsive learning opportunities.
- Facilitate regular opportunities for formal and informal professional dialogue pertaining to improved pedagogical practice.
- Develop whole school systems and practices to strategically build staff confidence in the collation, analysis and use of data.

Building Staff Capacity

Enable a collaborative, self-sustaining and self-improving community that will continue to support the highest levels of learning.

- Expertly use data sources to ensure prioritised professional learning for all staff.
- Embed and use high impact professional learning structures to build teacher capabilities and collective pedagogical practice.
- High impact professional learning in literacy, numeracy, wellbeing, culture, identity, transition and differentiation.
- Identify, promote and model effective evidence based teaching methods to result in student learning and growth.

Success criteria for this strategic direction

- All teachers have a sound understanding of student assessment and data concepts. They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice.
- The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.
- The school's curriculum provision supports high expectations for student learning.
- The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- The school has identified what growth is expected for each student and students are achieving higher than expected growth on internal school progress and achievement data.

Evaluation plan for this strategic direction

Q: How do teachers collaborate to evaluate, reflect on and adapt practice? How do we know data processes have been embedded? From a staff perspective, how have/how effective are leaders in supporting confidence and capacity building? What has been the impact on student learning?

D: These data sources will be collected and analysed by leaders, teachers and teams:

- SEF S-aS, SCOUT, WWB Toolkit Survey (pre, during, post)
- Student Surveys, Focus Groups
- Professional Learning Records, Performance and Development Plans

Strategic Direction 1: High expectations and continuous improvement culture

Initiatives

- Literacy and numeracy professional learning and teaching practice is informed by research such as What Works Best and High Impact Professional Learning.
- Strengthen collaborative support for teacher performance development and evidence-based programs guided by the School Excellence Framework

Evaluation plan for this strategic direction

- Individualised Learning and Support Record
- Whole School Data Monitoring.
- Teaching and Learning Programs, Mentoring and feedback records
- Literacy and numeracy assessment data

A: Data is analysed and triangulated to provide clarity on progress towards achieving the improvement measures. The school will conduct regular professional discussion around the School Excellence Framework elements and themes. The leadership team will guide whole staff reflective sessions.

I: Rigorous analysis of the data to determine impact will guide both ongoing implementation as well as future school planning to provide continuous improvement.

Strategic Direction 2: Strengthening student pathways

Purpose

Our purpose is to deepen transition processes that will support student success in our community, through closer partnerships with stakeholders. Staff will develop skills and confidence to productively support student pathways.

Improvement measures

Target year: 2024

All staff actively engage in whole school embedded practices in collaboration with a broad range of stakeholders resulting in comprehensive integrated case management plans for all students.

Target year: 2024

Increase the proportion of students engaging in educational, vocational and/or employment pathways that lead to productive post release actions and achievements.

Target year: 2024

School self assessment of theme 'Community Engagement' in the SEF element of 'Educational Leadership' indicates improvement from Delivering to Excelling.

Initiatives

Authentic Partnerships

Students benefit from the school's planned and proactive engagement with parents/carers and the broader community through authentic partnerships.

- Create opportunities for students to actively engage in and provide feedback on their own learning.
- Develop embedded partnerships with community groups/agencies in response to identified student needs and interests.
- Develop staff skills to confidently and effectively collaborate with all stakeholders to develop, monitor and inform individual student plans.
- Proactively develop networks within the broader community, seeking representation and influence.

Diversity of Learning

Our school recognises that every student brings a different set of experiences, knowledge and skills to school, and understanding these is essential to planning their individual learning paths. Students will become confident and creative individuals, with the personal resources for future success and wellbeing.

- Teachers will regularly review individual student plans to determine teaching direction.
- Review and implementation of curriculum to cater to a wider range of student needs and interests.
- Strengthen processes for collection and analysis of post release data.

Success criteria for this strategic direction

- There is school-wide, collective responsibility for student learning, success and transition, which is shared by all stakeholders. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.
- The school engages in strong collaborations between parents, students and the community that inform and support continuity of learning for all students at transition points, including highly mobile students and students with atypical enrolment.
- Students' learning and courses of study are monitored longitudinally to ensure continued challenge and maximum learning.
- The curriculum is enhanced by learning alliances with other schools and organisations.
- Feedback from students on their learning derived from assessments informs further teaching.
- Teaching and learning programs are dynamic, showing evidence of revisions based on feedback.
- Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.
- The school directly and regularly engages with stakeholders to improve understanding of student learning and strengthen student outcomes. Reporting to parents/carers has been enhanced in response to feedback received.
- The school is recognised as excellent and responsive by its community because it uses best practice 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

Strategic Direction 2: Strengthening student pathways

Evaluation plan for this strategic direction

Q: What has been the impact on student attainment? Have our data sources provided us with relevant information for measuring student success? What do embedded collaborative partnerships look like in practice? Have we broadened our networks? Do staff feel supported and confident to consult with a range of stakeholders?

D: These data sources will be collected and analysed by leaders, teachers and teams:

- Student Pathway Survey (pre/reflection); Student Exit Surveys; Community Feedback Survey
- Personalised Learning Pathways; Transition Plans
- Stakeholder Database
- Course Completion Data; Post Release Tracking Database
- ERN
- Communication Records (email/phone/meetings)
- LLN improvement data
- Updated inter agency policies and procedures (Mac River, Memorandum of Understanding)

A: The school will regularly review and reflect on these data sources to provide clarity on progress towards achieving the Improvement Measures. The school will schedule the collection and update data to inform implementation and progress monitoring.

I: Rigorous analysis of the data to determine impact will guide future school planning to strengthen partnerships and maximise the diversity of student outcomes.