

School plan 2018-2020

Lucas Gardens School 5713



School background 2018–2020

School vision statement

At Lucas Gardens School we have high expectations and a shared commitment with our parents and carers to provide quality teaching and authentic learning. We aim to nurture, guide, inspire and challenge students promoting individual wellbeing and future success.

School context

Lucas Gardens School provides educational programs for students with severe and moderate intellectual disabilities .They range from 4 to 18 years of age. Our school has an exceptional staff with a wealth of knowledge and skills in special education, to support and enhance student learning outcomes. The school currently operates 8 classes with the potential to expand to 12 classes.

Lucas Gardens has a diverse student population from a range of socio economic backgrounds with 68.75% being from language backgrounds other than English. The educational programs are delivered within the Department of Education guidelines.

The school also offers unique learning opportunities through programs including, water familiarisation/swimming in our hydro centre and school based physiotherapy, speech therapy and occupational therapy. Lucas Gardens school enjoys strong support from service organisations and the wider community resulting in enhanced resources. Our priorities include quality curriculum implementation, best teaching practice as well as a strong focus on wellbeing and adding value to students' learning.

School planning process

In 2017 a comprehensive process was undertaken to collect the opinions of parents/carers, staff and students on current practices across the school. The process included parent/carer, staff and student surveys, collaborative professional dialogue, workshops, evaluation of the current school plan 2015–2017, analysis of School Excellence Framework and completing the self –assessment survey.

Analysis of the data collected clearly showed that there were two main focus areas of maintenance and further development within Lucas Gardens School. These areas included a strong emphasis on student and staff learning, as well as increasing school community communication and connections with the wider community. After a significant amount of collaboration with all stakeholders, two strategic directions of achievement were established as a basis for a shared commitment for the future development of Lucas Gardens School.

School strategic directions 2018–2020



Purpose:

To develop and foster a quality learning environment that promotes high expectations in the teaching and learning experiences for both staff and students. This will be achieved through the development of scope and sequences in history, geography and science and the establishment of a whole school tracking system in English and mathematics , ensuring continuity and consistency to inform student progress.



Purpose:

To engage the whole school community in a safe, respectful and enriched learning environment that promotes student wellbeing and prepares and empowers them for their future success. Through advanced modes of communication, parents and carers will be directly and regularly engaged in their child's progress and achievements.

Strategic Direction 1: Quality Learning

Purpose

To develop and foster a quality learning environment that promotes high expectations in the teaching and learning experiences for both staff and students. This will be achieved through the development of scope and sequences in history, geography and science and the establishment of a whole school tracking system in English and mathematics, ensuring continuity and consistency to inform student progress.

Improvement Measures

By the end of the school planning cycle:

Attendance In professional Learning for >80% of teachers focussed on literacy and numeracy.

The implementation of a scope and sequence in history, geography and science

100% of students will have an individual skills and achievement tracking system in English and mathematics.

People

Students

Students are engaged in quality learning experiences that correlate to their individual tracking system, to ensure learning progress and achievement in English and mathematics.

Staff

Teachers have a sound knowledge of the geography, history and science scope and sequences, and how to implement them into their teaching and learning experience

Leaders

Leaders will promote cohesion and continuity amongst all staff to ensure the implementation of a whole-school approach to the delivery and monitoring of student learning and achievement in key learning areas.

Parents/Carers

Parents and carers will have a clear understanding of their child's learning progress and level of achievement from year to year.

Processes

A whole-school approach towards the recording and monitoring of student learning and achievements in literacy and numeracy, will be established and sustained.

Teaching and learning programs reflect teacher familiarisation across stages of the history, geography and science curriculum to ensure individual student progress.

Evaluation Plan

The plan will be monitored against the milestones by each strategic direction team, twice a term.

Feedback from staff and parents

Teacher programs

Practices and Products

Practices

Collegial collaboration in the development, implementation and evaluation of scope and sequences in geography, history and science.

Every teacher will consistently and continually record content, skills and individual student achievement related to English and mathematics.

Professional learning experiences in literacy and numeracy will provide staff with opportunities to embed and reflect on their teaching practices, to ensure student progression and achievement.

Products

All teachers will develop and display a deeper level of knowledge and understanding of current and effective teaching and learning practices in literacy and numeracy.

All students will experience and engage in balanced and differentiated teaching and learning programs to optimise their learning potential.

All teachers will meet curriculum expectations through the design and delivery of engaging learning experiences incorporating the whole school scope and sequences in geography, history and science.

Strategic Direction 2: Communication and Connections

Purpose

To engage the whole school community in a safe, respectful and enriched learning environment that promotes student wellbeing and prepares and empowers them for their future success. Through advanced modes of communication, parents and carers will be directly and regularly engaged in their child's progress and achievements.

Improvement Measures

To gather baseline data of the whole school community's knowledge of school's rules and expectations using Tiered Fidelity Inventory –TFI and demonstrate a minimum of 30% increase at the end of the 3 year cycle.

The behaviour management of all students will be supported through the use of a whole-school reward passport system and the consistent monitoring of student behaviour across all school settings.

By the end of the school planning cycle all parents/carers of students transitioning in and out of school will be provided with relevant information and orientation to support them in their next setting.

100% of the staff will be consistently and confidently using multi-modal forms of communication to inform parents/carers about their child's learning and wellbeing.

People

Students

Students will develop and actively participate in their learning and gain a greater level of understanding in regards to their own wellbeing.

Staff

Staff will develop their knowledge of school wide systems to support student wellbeing through effective modelling and implementation.

Parents/Carers

The wider school community will embrace the shared vision and goals promoting safe, respectful behaviours through open and transparent communication channels.

Leaders

A shared commitment to understanding the positive impact that community connections can have on learning outcomes and a greater focus towards building strong consultative practices.

Processes

All members of the learning community participate in collaborative practices to ensure consistent implementation and evaluation of the school's PBL framework.

Establishment of a school transition coordinator to develop and implement a transition tool-kit and facilitate and make connections with pre and post school settings.

The consistent use of a high-tech form of communication with parents/carers by all teachers, in line with established guidelines and through continual professional development.

Evaluation Plan

The plan will be monitored against the milestones by each strategic direction team, twice a term.

Survey from TFI

Feedback from staff ,parents and outside agencies

Minutes from PBL meetings

Practices and Products

Practices

All members of the learning community participate in collaborative practices to ensure consistent implementation and evaluation of the school's PBL framework.

Planned and scheduled successful transition of students and parents/carers entering and exiting Lucas Gardens School.

Every teacher will be provided with professional learning and support in the use of a whole-school digital communication system, promoting open communication with parents/carers to support learning achievements and student wellbeing.

Products

A shared school wide commitment in the implementation of the PBL framework will be embedded into everyday practice, resulting in an increase in student learning and engagement.

A smooth transition of students entering and exiting Lucas Gardens through clear guidelines and processes to support students, parents/carers and relevant personnel ensuring individual wellbeing and future success.

Efficient and varied communication channels between school and home, enhancing positive partnerships and promoting individual student learning and wellbeing.