### 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 leading 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 2015-17 commenced at the beginning of Term 3, 2014. Initial planning involved all staff at Lakeside School participating in a Professional Learning Day to evaluate the current 3 Year Plan (2012-2014), the 2014 Annual Plan and our Every Student, Every School (ESES) Plan. Executive also presented their findings from previous investigations.

The first process involved evaluating the achievements from our previous plans and what we hadn’t achieved, deciding whether it will continue to be part of our next planning phase.

In order to develop our Strategic Directions, staff were asked to prioritise three outcomes each. Each group also identified implementation strategies and success indicators.

Strategic directions identified the importance of quality learning environments for student success, combined with the necessity of innovative teaching and learning practises. This involved staff visiting Clarke Road SSP to investigate the In the Zone for Learning Program (ITZ). Staff also identified the need to establish an engaged learning community and effective transition programs due to 35% of current students will be exiting Lakeside School in the next 3 years.

From this day, a Planning Committee was established. The Planning Committee consisted of 8 staff members who met fortnightly during Terms 3 and 4 to develop the plan.

Early in Term 3, the 2015-17 planning process was communicated to the school community, inviting those interested in a planning day.

Five parents attended in Week 4, Term 3 to discuss new initiatives, the above mentioned plans and evaluate. This was followed by identifying directions deemed important to the future direction of our school. Parents and carers continued to participate in planning days throughout Terms 3 and 4.

Planning priorities from staff and parents were then identified to further establish our Vision Statement and Strategic Directions.
School strategic directions 2015 - 2017

**Purpose:**
To engage every student in our care in meaningful and future focused learning experiences, to achieve their full potential as a learner and as a responsible and productive citizen. To focus on the ongoing development of quality learning environments, tailored to the needs of our students. Communication is an essential element for students to engage and participate in a variety of social interactions. Enhancing communication skills provides students with greater decision making and choice in life.

**Purpose:**
Students to develop skills to effectively communicate and participate meaningfully as 21st Century learners. To provide opportunities for all stakeholders to increase their knowledge of the latest technologies and therapies available to best cater for individual student needs. Adopt a culture of ‘mindfulness’ throughout the school with the understanding of student regulation processes and sensory needs.

**Purpose:**
To develop 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. Transition to post-school life will be a major focus given that 35% of our current student population will be exiting school in the next three years.
# Strategic Direction 1: Quality Learning Environments

## Purpose
To engage every student in our care in meaningful and future focused learning experiences, to achieve their full potential as a learner and as a responsible and productive citizen. To focus on the ongoing development of quality learning environments, tailored to the needs of our students. Communication is an essential element for students to engage and participate in a variety of social interactions. Enhancing communication skills provides students with greater decision making and choice in life.

## Improvement Measures
- Student outcomes indicate an increase in competency milestones as identified in Individual Education Plan (IEP)/ Individual Transition Plan (ITP) goals.
- Students have access to quality learning environments and programs tailored to their needs.
- Identified students successfully achieve communication goals set in their IEP’s.

## People
### Students:
Engage students in meaningful activities, delivered in quality learning environments, allowing them to increase their knowledge, capacity and achievement.

### Staff:
Design and implement culturally inclusive teaching and learning experiences and assessment that encompasses deep thinking, relevance, innovation and creativity. Improve knowledge of AAC use, particularly iPads for success in achieving individual communication outcomes. Develop succinct/ achievable IEP goals for every student.

### Parents:
Collaborate IEP goal development and engage with their child’s learning and new innovative programs.

### Community partners:
Recognise and utilise community figures such as LAECG and available resources. Engage experts and research practices to support implementation and evaluation of pedagogical practice.

### Leaders:
Support staff in engaging in relevant and evidence-based learning and practice at an individual and collective level. Develop a culture of collaboration, in which all members of the school community contribute to the achievement of shared goals.

## Processes
### 1. Strengthening individual goals.
IEPs/ ITPs will be developed and implemented with the input of all relevant stakeholders.

ITPs will be linked in with Life Goals as identified by parent carers.

### 2. Creating relevant and engaging learning environments.
Students are exposed to individualised programs which are relevant and engaging. Lifeskill goals will be designed specifically for individual learning with measurable indicators.

### 3. Student learning will focus on enhancing communication skills.
Actively engage in targeted and specific communication programs

Explicitly taught skills in using AAC devices.

## Evaluation plan:
All IEPs/ ITPs will be monitored and evaluated on a semester timeframe. Parent satisfaction surveys and feedback via IEP reviews.

Analysing behavioural/ suspension data. Students will be individually monitored by Communication Tool.

## Products and Practices
### Product:
- 1. IEP/ ITP Semester reviews to provide statistical evidence that 60% of students or greater are achieving competency milestones.

- All ITPs will link Life Goals for students when they exit school.

- Develop and implement an Assessment Tool which tracks students’ indicators as reflected in their IEP/ ITP.

### 2. 100% of students will have an individualised program to cater for specific needs.

- All teaching staff are utilising new syllabus documents.

- Enhanced student engagement as indicated by downward trends in behavioural/ suspension data.

### 3. 90% of targeted students successfully achieve communication goals set in their IEP’s.

- Students using AAC devices for effective and consistent communication.

- Students achieve communication goals set in their IEP’s.

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

- Timetabled reviews of and data collection of student progress in IEP goals and engagement.

- Staff using technologies to foster meaningful communication and engagement.
## Strategic Direction 2: Innovative teaching and learning

### Purpose
Students to develop skills to effectively communicate and participate meaningfully as 21st Century learners. To provide opportunities for all stakeholders to increase their knowledge of the latest technologies and therapies available to best cater for individual student needs. Adopt a culture of ‘mindfulness’ throughout the school with the understanding of student regulation processes and sensory needs.

### People

#### Students:
Develop understanding of their own needs and regulation strategies.  
Increase skills and understanding of appropriate ways to communicate.

#### Staff:
All staff to develop their knowledge, skills and understanding (k-su) of ITZ processes and theory.  
Strengthen k-su of the stages of communication both verbal and non-verbal.  
Develop a strong understanding of PDP’s and the Australian Professional Standards for Teachers.

### Processes

#### 1. Innovative teaching and learning.
Undergo individual and group PL on ITZ theory, profiling and strategies.

#### 2. Effective pedagogical practises.
Identify students to target for profiling and assessment.

#### 3. Building workforce capacity.
Staff will participate in PL on Quality Teaching Framework and new Australian curriculum areas, incorporating acquired skills and knowledge into teaching practice and programs.

### Products and Practices

#### Product
1. 100% of staff completes ITZ training modules.
2. 100% of staff implementing ITZ strategies across all school settings.
3. 100% of staff has a completed Professional Development Plan by the end of 2015.

#### Practices
1. PL for ITZ for school community.
2. Regular classroom observations confirm that ITZ practises are enhancing student engagement, supported by a reduction in behavioural and suspension data.
3. Proactive leadership learning across the school to support quality educational and organisational practises in alignment with DEC policy: Australian Professional Standards and NSW Syllabus for the Australian curriculum.

### Improvement Measures

- Classroom observations indicating that staff are implementing ‘In the Zone’ (ITZ) for learning practices under the Quality Teaching Framework.
- Regular classroom observations confirm that ITZ practises are enhancing student engagement, supported by a reduction in behavioural and suspension data.
- Teaching staff have completed a Professional Development Plan (PDP’s) and are accredited under the Australian Professional Standards for Teachers.

- School community has been provided with an opportunity to understand and support ITZ strategies and implementation.
- School community has been provided with an opportunity to understand and support ITZ strategies and implementation.
- Staff will participate in PL on Quality Teaching Framework and new Australian curriculum areas, incorporating acquired skills and knowledge into teaching practice and programs.
- Executive undertake training in development and documentation of PDP plans including elements of the new Teaching Standards.

### Evaluation plan:

1. Engagement Tool.
2. Class observations and analysis of behavioural/ suspension data.
## Strategic Direction 3: Connected communities

### Purpose
To develop 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.

Transition to post-school life will be a major focus given that 35% of our current student population will be exiting school in the next three years.

### Improvement Measures
- Students are adequately prepared and successfully placed with a post-school service provider on completion of Year 12.
- Parents/carers become actively engaged in the transition attend a minimum of 1 transition process.
- All Year 12 ITP’s incorporate provider specific transition objectives following semester review to achieve work experience and post-school service provider targets.

### People

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<th><strong>Students:</strong></th>
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<td>Develop skills for an effective and satisfying post school life.</td>
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<td>Whole school programs which emphasise independent living skills and community access.</td>
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**Staff**

Training of one staff member as Transition Program Manager.

All staff to develop their ksu of NDIS process and post school providers.

### Processes

1. **Successful transition through stronger links.**

   The Transition Manager will:
   - maintain strong links with service providers, gaining a strong understanding of what is available.
   - actively engage students in transition programs during Stage 6.
   - 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 marketing of the whole school community.

   Inviting parents/carers to information sessions and agency visits.

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

   Develop and document identified school process or structure that supports an effective transition program.

   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

Growth in number and participation of stakeholders.

Whole school community is a resource for parents involved in the NDIS process.

### Products and Practices

**Product**

1. Established bank of minimum of 8 service providers for CP and TTW Programs.

   100% of students are successfully placed with a post-school service provider on completion of Year 12.

   All students in Stage 6 participate in minimum of two transition programs including work experience and/or community access.

2. 100% Stage 6 parents are engaged in the transition process.

   Transition Policy/Timeline developed to provide parents/carers with greater structure when transition planning.

3. 100% of ITP goals adequately resourced, linking with life goals in collaboration with NDIS and service providers.

**Practices**

ITP’s for Stage 6 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 ITP’s and transition placements and regular parent seminars to dispense and update NDIS information.