WIDER WORKFORCE FIELD TRIAL

Case Study

LYNALL HALL COMMUNITY SCHOOL

Objectives
- Determine a clearly articulated vision and purpose for the school incorporating external support for students’ social and emotional wellbeing, as well as improving student engagement and learning.

Classification / Rating
- Expanding workforce: agencies
  - Nature: Incremental
  - Stage: Implementing
  - Scope: All schools

Actions
- Create and implement an enrolment process which involves gathering data on barriers to success at school on an individual and cohort level.
- Identify the support needs of students.
- Investigate how agents currently assist students and how students’ needs could be further met through the work of agency staff.
- Create role descriptions for staff throughout the school to ensure that each group has clear guidelines for their work.
- Make a documentary film providing an in-depth portrait of how our students experience the school.

Impact
- Through the field trial the school collaboratively clarified and articulated all roles in the school.
- It created an articulated process focused on the collection and use of data to identify student history, social/emotional and learning needs. The data indicated that attendance issues including school refusal is the most prevalent issue for its students. The school designed and mapped a diagnostic and systematic attendance intervention program utilising a wider workforce which is expected to result in improved attendance.
- There is now early identification of students requiring support and early intervention in cases where students showed personal or learning distress … faster decisions – quicker referral – increased staff morale and confidence – increased student attendance – improved student engagement and motivation. Through youth workers, nurses, drug and alcohol counsellors and a psychologist there has been increased direction of support to students’ social, emotional, medical and mental health needs and initially away from general classroom work.
- There has been increased awareness among the teaching staff of work of support staff, increased uptake by students of psychological support, increased use of community resources. Initial data shows improved student outcomes.
- The roles of teachers and support staff in the youth team allows teachers to focus on student learning and empowers the youth team to focus on developing student social, emotional and health needs.

Future
- The school will continue the process of identifying and responding to student needs through a targeted workforce. Clinical psychologist time has already increased to 1.5 days per week. The school will continue to support the Youth Team and paraprofessionals in their work outside of the classroom. It will strengthen links with community providers like Jesuit Social Services Gateway and WISE Employment.
- Having a coherent data set should enhance the school’s ability to demonstrate that unique nature of the student cohort and the need for a targeted expert wider workforce to give students access to education.