Our school at a glance

Students
Passfield Park School caters for students with a moderate or severe intellectual disability, from age four to eighteen. Forty nine percent of the students have Autism Spectrum Disorders, and a smaller percentage have physical, sensory or complex disabilities. Passfield Park School encourages student engagement in learning through Individual Education Plans (IEP) and innovative teaching strategies designed to meet the learning needs of all our students whilst addressing the requirements of the Board of Studies Curriculum.

Staff
In 2010, Passfield Park School had eight multi aged classes, each staffed by a teacher and a school learning support officer (SLSO). The school also had an allocation for library and release from face to face teachers, as well as a school counsellor one day per week. Some classes had additional SLSO support to enable quality learning programs for students requiring additional support through the Regional Student Services Support Program (RSSSP). The principal was supported by three assistant principals who together formed the school's executive team. Administration and a general assistant complete the staff who are all committed to providing the best education and learning conditions for the students.

Significant programs and initiatives
Priority Schools Program
2010 was the second year of a four year cycle of funding from the Priority Schools Program. The additional funding and staffing support has been used to improve student literacy and numeracy, and to increase student engagement in all areas of learning at school.

Information Technology
2010 has seen a significant expansion of Passfield Park School’s technology infrastructure, with interactive whiteboards (IWB) installed in five classrooms. The state Connected Classrooms Program saw the installation of connected classroom equipment in Purple class which greatly enhanced learning opportunities. An increase in teacher learning in technology has enabled a corresponding increase in the use of digital learning opportunities across the school.

Building Education Revolution
The kitchen at Passfield Park School was extensively remodeled through the Building Education Revolution (BER). This included a new bathroom and changing area for students requiring assistance with toileting. The playground also benefitted through the program by the addition of two covered outdoor learning areas (COLAs), whilst the taxi area had an extra awning installed which has resulted in less difficulty assisting students on and off vehicles during adverse weather conditions.
Student achievement in 2010

National Assessment Program-Literacy And Numeracy (NAPLAN)

All eligible students were exempted from NAPLAN upon application by parents due to the students’ intellectual disabilities.

School Certificate

All students in Years 7-10 undertook Board of Studies Life Skills courses which follow a pattern of study in Key Learning Areas (KLAs). This study resulted in four students in Year 10 successfully meeting the accreditation criteria to be awarded a School Certificate.

Higher School Certificate

Students in Years 11 and 12 undertook Life Skills courses in the Preliminary and Higher School Certificate (HSC) level respectively. Five students completed the preliminary course and one student successfully attained the HSC.

Messages

Principal’s message

The 2010 school year has been one of renewal, growth and achievement for Passfield Park School.

The economic stimulus packages of National School Pride and Building the Education Revolution were instrumental in renewing the buildings and grounds of the school. The refurbishment of the school’s kitchen and living skills areas was well overdue. We now have a wonderful area designed to meet the needs of our students. We have a very functional new shower and toilet facility, together with a new laundry and a changing room for our students with physical disabilities. The new kitchen is very bright and spacious with a special area which is the right height for wheelchairs and younger students. The addition of two new COLAs and an all weather cover for the taxis has been welcomed by everyone. The school is also looking brighter with newly painted railings outdoors and new carpet to several classrooms.

The Priority Schools Program and fundraising enabled the school to purchase five IWBs which are placed so all students can have access to this wonderful new technology. All teachers have undertaken some training in using the whiteboards and are looking forward to improving their skills in 2011. The students have embraced the new technology and have demonstrated improved participation and engagement in learning.

I hope you enjoy reading about the students’ activities and achievements throughout this report and encourage you to discuss the school’s targets for 2011 with members of the school executive, your child’s teacher and other parents.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Keryn Morrison

Student representative’s message

This year our school got a smart board we use it for morning circle, to look at photos, to play games that help us learn. It is exciting and fun. At our school we get to do lots of different things. Some of them are cooking, bowling, playing with friends, learning. Our school looks nice with its beautiful gardens and new COLAs. Our playgrounds have room to ride bikes, play footy and cricket and other ball games. We learned to do personal hygiene and we love to have Mrs Morrison at this school. We like to do paper run. The teachers are kind and helpful and the students were very friendly. And we like to get an award for being student of the week.

Chantel Crawford-Clarke and Purple Class
School context

Student information
It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student attendance profile
The majority of students maintain excellent attendance rates. The majority of students are transported to and from school via the Department of Education and Training (DET) Student Special Transport Scheme.

Management of non-attendance
Passfield Park School maintains close links with families through home/school diaries, communication books and the telephone. Parents are requested to supply an explanation for absences and the teacher or principal will contact the family if an adequate explanation is not provided within a reasonable time. The school will assist parents if the reason for non-attendance is the student’s refusal to come to school, or if transport to school is a family issue. All families are reminded of the legal requirement of students to attend school regularly until they are seventeen, and if non-attendance continues to be an issue, the family is referred to the Home-School Liaison Officer.

Class sizes
The DET has specific class sizes for students in Schools for Specific Purposes (SSP). Students following programs to accommodate their moderate intellectual disability are typically in a class of 1:9, whilst classes providing programs for students with a severe intellectual disability are typically 1:6.

Structure of classes
Passfield Park School had eight multi aged classes in 2010, accommodating 58 students. One of these classes was in the high school, three classes were combined high school and primary school, whilst four classes were preschool to Year 6 classes.

Staff information
It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.2</td>
</tr>
<tr>
<td>RFF Teacher</td>
<td>0.588</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>Priority Schools Program Staffing</td>
<td>0.1</td>
</tr>
<tr>
<td>School Administrative</td>
<td>1.4</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>8</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>19.888</strong></td>
</tr>
</tbody>
</table>

In 2010, no staff members identified themselves as Aboriginal or Torres Strait Islander.

Teacher qualifications
All teaching staff met the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>50%</td>
</tr>
</tbody>
</table>
Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2010</th>
</tr>
</thead>
</table>

**Income**

- Balance carried forward: $292,765.78
- Global funds: $95,775.83
- Tied funds: $92,817.55
- School & community sources: $25,214.18
- Interest: $13,418.07
- Trust receipts: $5,474.96
- Canteen: $0.00
- **Total income**: $525,466.37

**Expenditure**

- Teaching & learning
  - Key learning areas: $4,491.24
  - Excursions: $2,902.96
  - Extracurricular dissections: $10,637.76
- Library: $4,397.77
- Training & development: $10,016.93
- Tied funds: $95,424.93
- Casual relief teachers & aids: $36,926.35
- Administration & office: $33,036.09
- School-operated canteen: $0.00
- Utilities: $18,112.10
- Maintenance: $6,467.70
- Trust accounts: $19,305.94
- Capital programs: $8,338.00
- **Total expenditure**: $240,483.77
- **Balance carried forward**: $284,982.60

School performance 2010

Achievements

Arts

All students at Passfield Park School participated in creative arts programs, which included working in a range of media such as paint, textiles, sculpture and drawing. Pieces of work were displayed in the classroom and in the school foyer. Artwork creation was complemented by appreciation of artwork across the school, as outlined by the Visual Arts Syllabus.

Musical activities were incorporated into each class’ weekly timetable. All classes had access to teaching materials and percussion instruments, and some classes had the benefit of specialist dance teachers for a term. Students and staff continued to join together for a singalong on Friday afternoons where different styles of music were celebrated.

Classes across the school experienced creative and performing arts activities away from the school, including a disco in Revesby, orchestral music at Mount Pritchard, and Sculptures by the Sea at Bondi.

Sport

The Personal Development, Health and Physical Education KLA was a significant curriculum focus for many students at Passfield Park School. Outcomes were achieved through a variety of programs tailored to individual needs of students. Many of the students participated in the DET’s Special Swimming Scheme in Term 1 and some classes continued with swimming throughout the year to build upon the physical and social gains initiated during this scheme. Swimming activities culminated in a school swimming carnival in Term 4 which was a great success for student participation and friendly competition.

Some classes participated in a weekly lesson of gymnastics at Yotala Gymnastics in Minto, where great gains in motor coordination were made by all the participants. Students were encouraged to challenge themselves in a safe and supportive environment. Bowling was also a popular activity for some classes where skills and independence in a lifelong
leisure activity were gained in a fun and sociable setting.

All students participated in a combined athletics carnival at Minto Stadium with two other special schools in the Campbelltown area.

Academic

Passfield Park School maintained a strong academic focus with all students in the junior school (K-6) accessing programs from all six KLAS at an individual level. Students in high school followed Board of Studies Life Skills curricula which allowed them to gain a School Certificate or HSC towards the end of their school careers. Instruction for all students was individualized and consultation occurred with parents formally at an IEP or Individual Transition Plan (ITP) meeting and informally as needed throughout the year.

Environmental Education

Our no dig garden beds have continued to be replanted and the produce used by classes across the school during food technology lessons. Most classes have been responsible for watering and weeding the vegetables growing there.

Significant programs and initiatives

Aboriginal education

Passfield Park School shows respect to the local Aboriginal community through the Acknowledgement of Country at all school assemblies and formal occasions. Much work in Aboriginal Education was carried out through the areas of art, music and literature. All students at the school have an IEP including those who identify as Aboriginal. Students participated in the Premier’s Reading Challenge which incorporated many Aboriginal authors and traditional stories.

Multicultural education

Multicultural education is embedded in the teaching and learning programs at Passfield Park School. Throughout the year, classes explored other cultures in activities across curriculum areas. Harmony Day was celebrated by reflecting upon and celebrating the many cultures that make up Australian society today.

Respect and responsibility

Passfield Park School explicitly teaches social skills encouraging the students to show respect and act responsibly. Emphasis is placed on communication skills across the school to help students develop their social skills across all settings. The school has a core set of rules known by all staff and students which is used as the basis for behavior management. Each class reinforces the rights and responsibilities of each student at an appropriate level.

Technical and Further Education

In 2010, two of our students attended a Technical and Further Education (TAFE) college. One student successfully completed a two year course in hospitality, whilst the second student achieved success in a year long horticulture course. This student has applied to study an automotive course in 2011.

Work Experience

Green class participated in a canteen program across the school throughout the year. Students were responsible for taking and filling orders and shopping for goods each week. In the colder terms, these students also participated in cooking pies and sausage rolls.

Across the high school, students were involved in recycling, can crushing, supplying consumables to classes, washing and folding kitchen haberdashery and delivering newspapers to the local community. Some students visited the Senior Citizens Centre each month to help serve at a special monthly luncheon. Two students successfully enjoyed working at Australian Foundation for Disability (AFFORD) each week.
Priority Schools Program

Priority Schools Program funding allowed for a SLSO to be employed to support targeted individual students with shopping in the community and to practice skills learnt in the classroom out in the community. This initiative extended the students in their use of the Clarke Road Money program which is used to teach money skills across the whole school. Road crossing skills were also supported on the way to the shopping centre allowing students to become more confident crossing roads independently.

Executive staff were able to attend a three day conference in special education which enhanced team building. New ideas and processes were encountered which have influenced teaching and learning across the school. The conference also increased the knowledge of executive staff in behaviour management and collaborative planning and mentoring which has increased professional dialogues across the school.

The extra staffing allocation was used to allow teachers additional time to prepare literacy activities for students, specifically to prepare resources to implement increased use of key word signing across the school. Time was also allowed for the assessment of students’ communication skills and the collation of data. Executive staff used the allocation to support colleagues in the implementation of communication programs across the school.

An Alternative and Augmentative Communication (AAC) booklet was produced for parents and staff to use with students beginning to use symbolic communication. This booklet has been given to parents and is used by staff across the school to teach signing to students and improve everyone’s ability to sign. Improvement in students’ use of symbolic communication has been noted across the school. The AAC booklet has also been made available to the public via the school’s website, and the hits to the website have greatly increased since the booklet was launched. All students have progressed in their ability to communicate.

Progress on 2010 targets

Target 1
To further improve communication skills for non-verbal students.

Our achievements include:

- Distribution of the Augmentative and Alternate Communication (AAC) – Starting Out book to families to facilitate signing at home
- Teaching of key signs across the school, including signs for the national anthem, the school song and pledge
- Extra training at the appropriate level for staff in using Boardmaker
- Increase student engagement in their learning as a result of increased communication capabilities for individuals.

Target 2
To improve numeracy skills in all students.

Our achievements include:

- All primary students tested via the Schedule for Early Number Assessment and placed in appropriate Count Me In Too (CMIT) groups, across classes where necessary
- Individualised 1:1 money and shopping programs for students identified as needing community practice and individual tuition in real life situations
- ‘Take Time’ initiated across the school to teach time in a continuum to all students
- Teacher competence and confidence increased by using school wide programs such as CMIT, Take Time and the Clarke Road Money program.
- Making resources and testing materials for the newly developed Numeracy Framework.
Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2010 our school carried out evaluations of Supervision and Science.

Educational and management practice

Background

Passfield Park School has a mixture of long term and new members of staff. The school is looking to the future of education in Australia with the impending National Curriculum. There is a desire to ensure all staff are working collaboratively in their stages to ensure the sharing of experience and ideas. All teachers were surveyed to gather their thoughts on ways to improve sharing teaching and learning activities across the school.

Findings and conclusions

Staff agreed the school usually or always made minor changes to its programs to improve what it does – major changes were also perceived to be made after consultation with others at meetings. Most staff indicated data collection was often or usually regular, and that data was often used to plan curricular activities in class. Staff indicated that student IEPs were usually a collaboration between home and school.

Staff agreed that collaborative planning results in quality teaching programs, and expressed some difficulties with the current computer programming tool. Professional development was also perceived as appropriately resourced and addressing the needs of both teams and individuals.

Future directions

The school needs to address the computer programming tool and plan for collaborative programming for stage teams. The supervision policy needs to be revisited with both new and long term staff members to ensure expectations and goals are shared by all. The collection and use of data for addressing the learning needs of students, and for reporting on school goals using common measurements, needs to be developed across the school.

Curriculum

Background

The teaching of science at Passfield Park School was evaluated in a teacher survey. The aim was to gain an understanding of teacher confidence in this KLA, and to see where we could improve the teaching of science to students in the school.

Findings and conclusions

Staff discussed science topics for 2010 in a staff meeting and then responded individually in a survey. Students in high school were given the opportunity to practice hands on experiments and make predictions about the results of their endeavours. Primary teachers also expressed their teaching methods as being hands on and experiencing basic concepts.

Staff reported awareness of the appropriate outcomes in science for their class, and planned and implemented quality teaching and learning activities in this curriculum area. Less confidence was expressed in their knowledge of a scope and sequence for science in the school, and a mixed knowledge concerning the resources available at the school for science teaching.

Future directions

Nearly all staff expressed a desire for further professional development in science teaching and ongoing support to include quality teaching and learning activities across the school in this area. Teachers felt they would benefit from familiarity with school resources for teaching science aligned with professional development. More than half expressed an interest in developing a whole school scope and sequence for this KLA across the school.
Parent, student, and teacher satisfaction

Community satisfaction and support for Passfield Park School is important. To evaluate community opinions, parents and staff were surveyed using the School Map questionnaires concerning school culture, whilst the students responded to a questionnaire about their satisfaction with a number of aspects of school life.

Their responses are presented below.

Parents were very positive in their response to the School Map survey on school culture. All respondents saw the students as being the school's main concern and all were proud of the school. Parents acknowledged the students were encouraged to do their best and individuals were praised and rewarded for their successes. The majority of parents reported they almost always supported what happens at the school, whilst 20% felt the school only sometimes encouraged new students and their families to be involved in school activities. The school will look into ways to better welcome and involve new and returning families in 2011.

Students were surveyed on their satisfaction with a number of aspects of school life. Visuals were used to present questions about the school environment, teachers, friendships, other students and class activities. Students were required to give a yes or no response. Of the 47 students surveyed, the majority were able to give a response to each question. The survey results indicated a high level of student satisfaction at Passfield Park School. Nearly all the students surveyed liked coming to school, were happy in their class and felt they were good at school work. They reported that their teacher helped them to learn. All students enjoyed their class activities and most felt that other students were kind and friendly. Students also felt they had friends at school and the majority were proud to be a student at Passfield Park School.

<table>
<thead>
<tr>
<th>QUESTIONS</th>
<th>YES</th>
<th>NO</th>
<th>NO RESPONSE</th>
<th>NO. OF STUDENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to go to school</td>
<td>42</td>
<td>3</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>My teacher helps me</td>
<td>43</td>
<td>1</td>
<td>3</td>
<td>47</td>
</tr>
<tr>
<td>I am happy in my class</td>
<td>44</td>
<td>1</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>I enjoy what I do in class</td>
<td>45</td>
<td>2</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>Other students are kind and friendly</td>
<td>38</td>
<td>9</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>I have friends at school</td>
<td>45</td>
<td>2</td>
<td></td>
<td>47</td>
</tr>
<tr>
<td>I am good at school work</td>
<td>44</td>
<td>1</td>
<td>2</td>
<td>47</td>
</tr>
<tr>
<td>I feel proud to be a student at Passfield Park School</td>
<td>44</td>
<td>1</td>
<td>2</td>
<td>47</td>
</tr>
</tbody>
</table>

The staff was very positive in their view of the school and its culture, replying to each statement in the survey with almost always or usually responses. Staff was unanimous too, in their view that the meeting of students’ needs was the school’s main priority, and felt the students were encouraged to do their best. All expressed pride in the school and regarded the school leaders as having a positive influence on school culture. Staff was confident in reporting that the curriculum caters for the students’ needs and that all learners are encouraged to be lifelong learners.

Professional learning

To ensure the continuation of quality teaching and learning at Passfield Park School, all teachers are committed to their own professional learning. School supports each individual with access to school, regional and relevant agencies’ training programs.

In 2010, training included:

- Count Me In Too
- Protect, Assess, Respond to Challenging behavior training
- Child Protection
- Behaviour management
- Best Start
- Autism
- Online behavior courses
- Manual handling of students with high support needs.
School development 2009 – 2011

2011 is the final year of the school’s three year plan. As the result of ongoing evaluations and planning, the following targets have been decided upon for 2011 and are linked to the DET’s strategies for 2009-2011.

Targets for 2011

Passfield Park School's long term strategic direction is to improve student achievement across all KLAs through providing a balance of functional and academic outcomes.

Target 1

To continue improving communication in general, and signing skills in particular, across the school community.

Strategies to achieve this target include:

- Continue using the AAC booklet across the school.
- Revise key signs on a weekly basis in staff meetings to ensure staff confidence and competence.
- Supporting parents in their signing skills.
- Training in Boardmaker for staff and parents.
- Collaborative planning in communication activities in team meetings.

Our success will be measured by:

- Staff confidence in signing and using technology to facilitate communication.
- Parental training in AAC - signing and Boardmaker.
- Increased student engagement in learning.
- Data allowing the tracking and reporting of student achievements to be recorded.
- Parents as partners in improving students' communication.

Target 2

To continue improvement in student numeracy skills.

Strategies to achieve this target include:

- Teaching time in a consistent format across the school.
- Assessing all appropriate students with the Numeracy Framework and using this data to address learning needs.
- Opportunities to practice using money in the community.
- Training and use of the IWB to facilitate learning in numeracy.
- Collaborative planning of programs and activities to support numeracy activities.

Our success will be measured by:

- Data tracking student progress and showing improvement of students in numeracy activities.
- Increasing use of the IWB in numeracy activities.
- Parents as partners in improving students numeracy skills.

Target 3

To develop a scope and sequence and resources for teaching science across the school.

Strategies to achieve this target include:

- Establish a committee to oversee the scope and sequence.
- Review current resources and augment them where necessary.
- Staff training in science across the school.
- Science curriculum days throughout the year.

Our success will be measured by:

- Teacher confidence in teaching science across the school.
- Increased engagement in learning in science across the stages.
- Updated resources in science education across the school.
Target 4
Teacher quality – to enable collaborative planning in stages across the school.

Strategies to achieve this target include:

- Weekly team meetings to plan and develop and review data on learning.
- Staff development sessions addressing learning needs identified by staff.
- Writing goals in a SMART way – Specific, Measurable, Achievable and agreed upon, Relevant and Time-bound.

Our success will be measured by:

- Surveying staff in their satisfaction in collaborating with colleagues.
- Data available for reporting on individual students and on improvements across the whole school.

About this report
In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Keryn Morrison, Principal
Julie Raciborska, Assistant Principal
Alison Seckold, Assistant Principal
Sarah Alexander, Assistant Principal

School contact information
Passfield Park School
53 Guernsey Avenue, Minto NSW 2566
Phone: 9820 1700
Fax: 9603 6642
Email: passfield-s.school@det.nsw.edu.au
Web: www.passfield-s.schools.nsw.edu.au
School Code: 5563

Parents can find more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at:

Children need models rather than critics
Joseph Joubert

Children are our most valuable natural resource.
Herbert Hoover