Our school at a glance

Passfield Park School is situated within the Sarah Redfern complex in Minto and is a member of the Minto Community of Schools. Our students travel from across the greater Campbelltown area to enjoy a rich learning environment at our school.

The staff of Passfield Park School take great pride in delivering innovative learning programs for all our students and strive to assist each student to achieve their very best. Our students benefit from technology rich teaching which follows the pattern of study required by the New South Wales Board of Studies. Each student also has an Individual Education Program (IEP), primary or an Individual Transition Program (ITP), secondary to meet their unique needs. These programs are negotiated with families who are recognised as the first teachers of all our students. Our student leaders regard Passfield Park School as ‘the perfect place for students to learn’.

Students

Our school enrolment was at maximum capacity in 2012, with a large cohort of students beginning their school career at Passfield Park School. 65% of our students are male. Students at Passfield Park School all have a moderate or severe intellectual disability; in 2012 67% had a moderate intellectual disability. Many of our students have additional needs including physical disabilities and sensory impairments. 55% also have Autism Spectrum Disorders. 42% of students come from a Language Background Other Than English (LBOTE).

Staff

Passfield Park School had nine classes in 2012, and welcomed the permanent appointment of two assistant principals and two classroom teachers. We were also fortunate in retaining the support of many talented and dedicated casual teachers and school learning support officers (SLSOs) who add to the collective teaching knowledge of the school. We continue to collaboratively provide a safe, secure, and caring learning environment for our school community.

Significant programs and initiatives

Significant programs and initiatives included:

- Participation in Schools Spectacular
- Off-site work experience
- Every Student, Every School National Partnership
- Priority Schools Program
- Triple P – the Positive Parenting Program

Student achievement in 2012

All students were exempted from the National Assessment Program Literacy And Numeracy (NAPLAN) upon application by parents and carers.

All Year 12 students were successful in completing their Higher School Certificate in Life Skills. This achievement was celebrated at our Presentation Day in early December.

Messages

Principal’s message

Each year at Passfield Park School, the students and staff work together to ensure quality learning occurs across the whole school. Sometimes, the classroom expands to include venues in the community. In 2012, we again embraced musical performances within the local area and in Sydney, as part of the Schools Spectacular Dance Ensemble. Learning occurred in parks, swimming pools and gyms, shopping centres, bowling alleys, various work places, and in other schools. I am continually encouraged by the effort and enthusiasm of students, school staff and parents who together make ours a rich, dynamic and respectful learning community.

Our engagement with technology has continued to grow, with the students showing skills using iPads in many ways. Staff have worked well to learn how to maximise all that is available in the digital world to excite, engage and educate our students.
I hope you enjoy reading about our students’ activities and achievements throughout this report and encourage you to discuss the school’s targets for 2012 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.

Julie Raciborska
Principal

P & C

In 2012, a new P & C was established at the school. We ran two chocolate drives, an Easter raffle, a Christmas raffle and two fun discos.

At the end of the year, we overwhelmingly voted to disband the P & C as a formal body. We will continue to meet as a less formal parents and friends group, and assist the school in any way we can.

Angela Nasso
Parent Representative

Student representative’s message

2012 was a very busy year for the school. We had a lot of new kindergarten students. We had 4 students leaving this year. In March, I went to the city for the Captains Day. I met the Governor of N.S.W. at Parliament House. In April we had ANZAC Day celebrations.

In June I went to Belgenny Farm to speak to the current Ambassadors about my experience as Regional Ambassador in 2011 with Lauren, my fellow Ambassador. In July I went to the SLSO conference day to do some speaking about what happened to me in 2011. In the same month the High School Classes went to Fire in the Fields Concert. After our fantastic performance we were chosen to perform at the Ambassador’s ceremony.

In August 6 students went to the student voice forum. We had 3 other schools helping us out. We had Beverley Park, Leumeah High School and Mary Brooksbank. In September, we went to The Cube for the Eisteddfod. In October High School went to camp at Teen Ranch.

In November 6 students went to the Schools Spectacular. It was very tiring but it was worth it. The first day we rehearsed for ‘I Believe’. We had 150 dancers in our Ensemble. Day 2 was the performances. We had dance captains from James Busby High help us out. I had Sarah next to me in tunnel 12 with 4 others. We had a school captain and a dance captain leading a group to the stage. Day 3 the unthinkable happened they moved me. I was on the stage for the finale. I was next to 2 famous people, Anna Nissen and Jack Vidgen. The rest of the ensemble had to do the finale without me.

7 students did work experience this year.

Passfield Park is a great place to grow and learn.

Daniel Macpherson
School Captain

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 enrolment profile

Students who attend Passfield Park School are placed in the school by a regional panel which places students into all Department of Education and Communities’ (DEC) schools for specific purposes. This panel meets termly and considers all submitted enrolment requests.

Most students are transported to and from school via the Assisted School Travel Program. The remaining students are brought to school by parents or carers.
All students attending the school have a moderate or severe intellectual disability, and many have Autism Spectrum Disorder, sensory impairments and/or a physical disability.

In 2012, Passfield Park School had nine classes and an enrolment of 64 students. Three of our classes catered for high school aged students, three for primary aged students and three classes catered for students Kindergarten (K)-2. Each class had a fully qualified teacher and a SLSO. Our class sizes ranged from 6-10 students.

Classes are generally arranged according to age. Students’ abilities and needs are also carefully considered. Class combinations are closely monitored in Term 1. Our staff work in teams to collaboratively achieve quality teaching and learning programs for all students. Each of these teams is led by an assistant principal.

Student attendance profile

The majority of students attending Passfield Park School maintain an excellent record of attendance. Some students may have had ongoing medical conditions leading to time away from school. Other students have occasionally had a negotiated part time attendance at school.

Management of non-attendance

All families are reminded that absences from school must be explained in writing. We maintain close links to parents and carers through meetings, communication books and telephone calls. Our families support the quality educational programs at Passfield Park School and diligently enable the regular attendance of their children.

Student attendance is monitored using the DEC guidelines.

Post-school destinations

Four students left Passfield Park School at the end of Year 12 in 2012. Two of these students transitioned to community access programs, two moved on to transition to work programs.

Staff information

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

Our staff includes teachers, SLSOs, administration staff, a part time counsellor and a part time general assistant.

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>6</td>
</tr>
<tr>
<td>Release from Face to Face Teacher</td>
<td>0.756</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Priority Schools Program Staffing</td>
<td>0.1</td>
</tr>
<tr>
<td>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>9</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.4</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>22.256</td>
</tr>
</tbody>
</table>
The National Education Agreement requires schools to report on Indigenous composition of their workforce. One staff member identifies as Aboriginal or Torres Strait Islander.

**Staff retention**

One teacher was transferred from Passfield Park School in 2012 and a new teacher was appointed through merit selection. Two assistant principal positions were filled through merit selection. A classroom teacher position resulting from a promotion was also successfully filled.

**Staff qualifications**

All teaching staff meet the professional requirements for teaching in NSW public schools. Two staff hold a master’s degree in special education, and a further two staff are completing the same qualification. Many other teachers have studied special education in depth during their teacher training.

Most of our SLSOs hold a formal certificate in disability studies from Technical and Further Education (TAFE). One member of our office staff has also continued her professional learning to a diploma level.

Our staff is committed to providing quality education and support services to the school community in particular and to public education in general.

<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>20%</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>30/11/2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>231085.69</td>
</tr>
<tr>
<td>Global funds</td>
<td>124033.22</td>
</tr>
<tr>
<td>Tied funds</td>
<td>186950.49</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>58763.46</td>
</tr>
<tr>
<td>Interest</td>
<td>10578.64</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>11274.05</td>
</tr>
<tr>
<td>Canteen</td>
<td>0</td>
</tr>
<tr>
<td>Total income</td>
<td>622685.55</td>
</tr>
<tr>
<td><strong>Expenditure</strong></td>
<td></td>
</tr>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>10852.99</td>
</tr>
<tr>
<td>Excursions</td>
<td>4106.66</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>9620.20</td>
</tr>
<tr>
<td>Library</td>
<td>3466.33</td>
</tr>
<tr>
<td>Training &amp; development</td>
<td>20986.28</td>
</tr>
<tr>
<td>Tied funds</td>
<td>167071.60</td>
</tr>
<tr>
<td>Casual relief teachers</td>
<td>28807.52</td>
</tr>
<tr>
<td>Administration &amp; office</td>
<td>43570.25</td>
</tr>
<tr>
<td>School-operated canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Utilities</td>
<td>21663.12</td>
</tr>
<tr>
<td>Maintenance</td>
<td>13300.96</td>
</tr>
<tr>
<td>Trust accounts</td>
<td>10671.67</td>
</tr>
<tr>
<td>Capital programs</td>
<td>8935.67</td>
</tr>
<tr>
<td>Total expenditure</td>
<td>343053.25</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>279632.30</td>
</tr>
</tbody>
</table>

A full copy of the school’s 2012 financial statement is tabled at a meeting with the parent body. Further details concerning the statement can be obtained by contacting the school.

**School performance 2012**

**Achievements**

**Arts**

For the second year, Passfield Park School sent six students to perform at the Schools Spectacular. The students performed to an excellent standard and had exemplary participation, teamwork and behaviour throughout the event.

Most of the high school students performed at ‘The Fire in the Fields’ concert, and were also awarded a certificate at the MacArthur...
Eisteddfod for an excellent performance of singing, signing and playing tuned percussion bells.

Sport

Our school combined with Beverley Park, Mary Brooksbank and Tangara Schools to enjoy a combined athletics carnival at Minto Stadium. All our students participated.

Primary students were involved in the Special Swimming Scheme during Term 1. Participation ensured progress in swimming skills and water safety during a concentrated two week period. The students were able to use these skills in the school swimming carnival in Term 3.

Each week, students participated in sport both in school and in the community. In 2012, students went to a gymnastics program, bowling and a number of swimming centres. Many students enjoyed multi skills sports at school where they practiced teamwork, ball and bat skills and dance.

Awards

Our School Plan 2012-2014 has a focus on using technology throughout the school and across the key learning areas. Our school was acknowledged with a Regional Award for School Excellence for our innovative use of technologies.

As part of the Minto Community of Schools, Passfield Park School shared a Director-General award for collaborating to ensure ‘Minto students receive a Minto education’ – quality learning for all.

Academic

National Assessment Program-Literacy and Numeracy (NAPLAN)

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

Higher School Certificate

All students in Years 11 and 12 undertake studies in the Life Skills curriculum. In 2012, four students were awarded a Higher School Certificate after successfully completing their studies.

Significant programs and initiatives

Aboriginal education

The school sets high priority in providing opportunities for all students to learn about Indigenous history and culture. All our Aboriginal students have a personalised learning plan and for the second year, we have celebrated one of our students receiving a Regional Aboriginal Education Award, this year in Literacy.

Multicultural education

The school community continued to acknowledge and celebrate the rich cultural diversity of all members. This is achieved through integrated activities across the curriculum, with
opportunities to share cultural diversity through creative and practical arts and food technology.

Our high school students continued their work in Japanese, with its language and customs studied in depth each week.

**National partnership programs 2012-2013**

Passfield Park School is collaborating with Beverley Park and Lucas Gardens Schools as a centre of expertise in the Every Student, Every School National Partnership. Our goal is to develop a toolbox of resources (Toolbox) to enable teachers of students with special needs to enhance the students’ access to the curriculum.

The consortium of schools met three times per term beginning Term 3, 2012. During these planning days, the team has collated information developed by each of the three schools. These regular meetings were hosted alternately in each school.

The Toolbox areas have been clearly defined and align with the Domains (Key Learning Areas, Communication, Participation, Personal Care and Movement) and Focus Areas (curriculum, receptive language, expressive language, social competence, safety, hygiene, eating and dietary, health care procedures, mobility and positioning, hand and motor skills) outlined in the document ‘Students with Disabilities, Funding Support’. The consortium added three extra domains – Autism, Resources Support Personnel and Outside Agencies. This has created a common language to allow easy access to the Toolbox for all who will use it.

The Toolbox is a hyperlinked collection of resources from the three schools, as well as contributions from other schools. We continue to collect and evaluate resources. At the end of 2012, the Toolbox was in draft form.

**Priority Schools Program (PSP)**

PSP funding was used to deliver the Stepping Stones Positive Parenting Program over a period of eight weeks to a group of parents who have children enrolled at Passfield Park School. This was followed by two telephone consultations with parents to ascertain improvement in their child’s behaviour, development and relationship with their child since the implementation of strategies learned in the program.

The program was delivered by a psychologist from the Department of Aging, Disability and Home Care, a PSP Consultant and a PSP Partnership Officer. A teacher was released to support parents through the program and to further develop partnerships between home and school.

Positive parenting aims to promote children’s development and manage children’s behaviour in a constructive way. Skills were developed to assist parents in providing a safe, stimulating and interesting environment at home; creating positive learning environments at home; the use of assertive discipline in managing difficult behaviours impacting on family life and on their child’s ability to be effective learners; having realistic expectations of their child; and being part of a community. Parents learnt and developed strategies to assist their child to learn new skills and were supported in developing communication opportunities for their children and communication systems at home to support their child’s development.

PSP funding was also used to introduce a new IEP and ITP program across the whole school. ‘Choosing Outcomes and Accommodations for Children’ 3 (COACH3) is a structured guide to education planning for students with a disability. Professionals and families can use the program as an effective, structured process to help them collaborate on individual education plans to promote inclusive opportunities for students with a range of developmental disabilities.

Staffing supplementation was used to provide initial training to staff to become familiar with the
COACH3 process. Further teacher and SLSO release was provided to enable all key stakeholders in students’ education to be able to attend the COACH3 IE/TP meetings, along with parents and any outside agencies as necessary. The teacher and SLSO from each student’s class were released, along with an executive who initially lead IE/TP meetings to familiarise staff with the COACH3 IEP process.

Our school target for students receiving COACH3 IEP meetings by the end of 2012 was 50%. The actual number achieved was 97%, with the remaining 3% accounted for by late enrolments in the school year. Year 12 students were not included in this process, since they were already working towards goals in their individual transition plans.

Vocational education programs

All students in high school participated in school based workplace training activities. This gave them the opportunity to develop important skills for the post school workplace, including following directions, staying on task and working as part of a team.

Four students attended AFFORD (Australian Foundation FOR Disability) on a weekly basis to gain experience in a work setting outside of the school, learning new skills, interacting with older colleagues, and travelling by train to the workplace. Three students were involved in volunteer work at Senior Citizens luncheons in Campbelltown once or twice a term.

A team of students was also involved in the EXCEL Program, which allowed them the opportunity to work at the Macarthur Centre for Sustainable Living, the botanical gardens at Mt Annan and in retail. One student also had an afternoon each week at Minto Community Library, while another spent one day each week during Term 4 at the Animal Welfare League.

Progress on 2012 targets

This year, all teachers and SLSOs were involved in Target Teams. These teams worked on the progress and evaluation of our 2012 goals.

Target 1

All students to increase their literacy achievements.

Our achievements include:

- 100% of students assessed in their communication abilities using Passfield Park School’s assessments, based on Best Start.
- All students reached the intentional communication level or beyond.
- All staff trained in the use of literacy assessment tools to enable the implementation of literacy programs appropriate and suitable to individual student needs.
- Photos, Boardmaker symbols, Proloquo2Go, voice output communication aides (VOCAs), and key word signing used across the school in all classes to support comprehension and to support and provide preferred communication modes for all students.

Target 2

All students to increase their numeracy achievements.

Our achievements include:

- More than 90% of students working on the Clarke Road Money Program, or beyond.
- All students had opportunities to use money in the community including Minto Mall, the canteen or at the canteen at Sarah Redfern PS.
- Staff successfully shared Time and Money resources via the server.
- All teachers received training in Notebook software to increase their ability to make quality resources for student learning.
• 50% of students made progress within the Take Time Program.

Target 3

Individual education/transition programs (IE/TPs) aligned to student learning needs and the curriculum.

Our achievements include:

• 90% of staff trained in COACH 3 on Staff Development Day Term 1, 2012. Remaining staff received training from the executive whilst performing COACH 3 meetings.
• School community informed of the new procedure of arranging IE/TPs at the 2012 parent information night.
• 50% of students (not including Year 12) from each class had a COACH 3 IE/TP by the end of Semester 1.
• 92% of eligible students had a COACH 3 IE/TP by the end of Semester 2.
• COACH 3 target team developed and finalized the format for recording COACH 3 goals.
• Teachers had training and support to write SMART (Specific, Measurable, Achievable, Relevant and Time-bound) goals, both individually and collaboratively.

Target 4

Increase executive and staff leadership capacity to drive school and student improvement.

Our achievements include:

• All staff completed Team Leadership for School Improvement (TLSI)
• SLSOs attended regional and locally organised training days specific for their needs.
• Executive worked together to facilitate training for the school in the new National Curriculum.
• Initial training in the new Australian Curriculum for all staff.

School evaluation

NSW public schools conduct evaluations to support the effective implementation of the school plan. In 2012 our school carried out evaluations of leadership and technology. The evaluation of technology included both the infrastructure within the school and staff ability to use technology across all key learning areas to improve student learning.

Educational and management practice

Leadership

Background

In 2012, Passfield Park School had a change in its leadership after the retirement of the principal in 2011. The relieving principal was successful in gaining the principal position, which created a second assistant principal position to be filled in 2012. A number of teachers took up formalised relieving leadership positions until permanent staff were appointed.

All staff completed the TLSI professional learning which included looking at teacher leaders and results-focused teamwork.

Findings and conclusions

Experiencing professional development to examine teachers as leaders has allowed staff with a wide variety of experience to show their expertise in curriculum and management areas. This resulted in richer programs, increased student engagement and teachers with a greater capacity to lead initiatives.

Future directions

Teachers will be encouraged to take responsibility for their ongoing professional learning. Professional learning is best conducted in teachers’ school environments; so our plan is to open up classrooms to share the skills of each teacher within the school. All teachers will be encouraged to lead curriculum areas and school initiatives to build the collective leadership capacity of the school.
Curriculum Technology Background

Our longstanding computer co-ordinator left Passfield Park School at the end of Term 1. We realised that much of our knowledge and expertise went with her and we needed to develop other teachers as leaders in technology to continue our progress in developing skills to better integrate technology across the KLAs. We also realised we were supporting an ever expanding range of technologies and we were hampered by our slow and sometimes patchy internet coverage, especially when using wireless technologies.

Findings and conclusions

Supported by the South Western Sydney Technology team’s LeadIT program, a technology committee was established. An audit of the school’s technological infrastructure was taken which lead to an upgrade of the server and rewiring for wireless access across the school. This has led to an increased use of technology in all areas of the school and in all curriculum areas, as teachers can plan units of work to allow them to consistently access technologies in each teaching space across the school.

Future directions

Staff were also surveyed as part of the LeadIT program, which has led to an appreciation of skills across the school. Three staff members were trained as Microsoft mentors and are leading training in using technology across the school and mentoring colleagues who have identified they require help. Further work is needed to successfully manage the iPads that are increasingly being used on a daily basis across the school to ensure quality learning opportunities for both staff and students.

Parent, student and teacher satisfaction

In 2012, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Passfield Park School began a new method to collaborate with families to ensure best practice identifying individual goals for all our students. We began to use COACH 3 for our IE/TPs for students from Kindergarten to Year 11. COACH 3 is the third edition of an educational planning tool used internationally since 1998, and has been written and revised by a team of academics and educationalists from Vermont, USA.

Staff were surveyed to gather their opinions concerning the new approach to individual goals, whilst parents and students were able to give feedback and opinions via focus groups.

All staff reported finding the initial training in COACH 3 useful and appreciated the executive support in their early meetings. Most staff were positive in their response to the family interview, with some staff finding writing specific goals from the broad COACH 3 goals quite challenging. Overall, it was felt that school staff and families were able to share important information and aspirations for students. Staff also shared concerns about ensuring each student was working towards their three goals consistently.

Parents in the focus group were very positive about their experience with the family interview. They felt many aspects of their children’s lives were touched and discussed, and felt more empowered to select goals for their children. Parents found the process enlightening and were keen for it to continue.

However, it was more difficult to garner opinions from the students who stated they were happy to do their school work and liked to spend time on some special activities with their teachers.

Professional learning

Each year, schools are allocated funds for teacher professional learning. Research shows that school is the most effective place for teacher learning to occur. Learning collaboratively is an effective way to make changes and effect improvements across the school. Time and resources have been
allocated across 2012 to allow for collegial learning.

External courses are also extremely relevant for extending the collective body of knowledge for the staff. Teachers, SLSOs and administrative staff benefitted from externally run courses adding to the professional knowledge within Passfield Park School.

In 2012, our professional learning included:

- Team Leadership for School Improvement
- Special education state conferences
- SLSO conferences
- Executive leadership courses
- iPad apps training
- Courses for teaching sports to students with physical disabilities
- General assistant workshops
- Principal leadership development
- COACH 3
- Australian Curriculum workshops
- Healthcare certification and recertification
- Anaphylaxis training
- Cardio-Pulmonary Resuscitation training
- Microsoft peer coaching
- In addition, professional learning is ongoing through weekly staff meetings, fortnightly professional development meetings and informal professional discourse amongst staff through observations and mentoring in both formal and informal settings.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1

Outcome for 2012–2014

Technology integral to all visual literacy programs, where appropriate.

2013 Targets to achieve this outcome include:

- All teachers trained to create and use resources in Notebook.
- iPads used in 75% of classes as a voice output communication aide (VOCA) for 60% of non verbal students by the end of the year.

Strategies to achieve these targets include:

- All staff have ongoing training in using iPads, particularly in using Proloquo2Go.
- 50% of all non verbal students assigned and using an iPad with Proloquo2Go as their communication medium in most KLAs.
- SLSOs participating in professional learning in the use of interactive whiteboards to assist teachers in the implementation of visual literacy learning activities.
- New Notebook resources for literacy posted on iSchool (the shared computer network system) for use across the school K-12.

School priority 2

Outcome for 2012–2014

Technology to enhance student outcomes in numeration, time and money.

2013 Targets to achieve this outcome include:

- 75% of teachers trained in using Notebook and adding numeracy resources to iSchool each term.
- 90% of students who have been assessed as working beyond core numeration, time and money programs (as assessed by the school wide assessment tasks) using technology to complete extension activities in 50% of numeracy lessons.
Strategies to achieve these targets include:

- All staff trained in the use of Notebook.
- New Notebook resources shared for use in school wide teaching and learning.
- Class set of iPads used for extension activities.
- SLSOs trained in using the interactive whiteboards to support teachers in the implementation of quality mathematics programs.

School priority 3

Outcome for 2012–2014

Data to inform quality teaching and learning strategies.

2013 Targets to achieve this outcome include:

- 95% of students assessed with the Passfield Park School assessment frameworks in literacy and numeracy in Terms 1 and 4.
- 50% of students assessed in all KLAs in the school’s assessment framework by the end of the year.

Strategies to achieve these targets include:

- Assessment folders available for each team for literacy and numeracy.
- Data from assessments discussed by teams each term to review progress of students.
- Summative assessment folders created and used across the three school teams in all KLAs by the end of 2013.
- Data for student progress tracked by teams in literacy and numeracy.

School priority 4

Outcome for 2012–2014

Increase executive leadership capacity to drive school and student improvement.

2013 Targets to achieve this outcome include:

- 40% of executive professional development related to leadership building capacity in 2012.

Strategies to achieve these targets include:

- Increase executive and teacher leadership capacity to impact on improvement in classrooms other than their own.

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.

Alison Seckold, Assistant principal
Belinda Stiebel, Assistant Principal
Julie Raciborska, Principal
Mat Fleming, 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 out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: