**School context statement**

Passfield Park School caters for students from Kindergarten to Year 12 with a moderate or severe intellectual disability. Many of the students have additional disabilities such as physical, sensory, hearing, vision, mental health and challenging behaviours.

In 2014, sixty two students were enrolled in nine multi aged classes, six in primary school and three in high school. Teachers work collaboratively to engage students in rich learning environments, supported by highly skilled school learning support officers (SLSOs), specialists and therapists who work with a number of students.

All students at Passfield Park School follow the pattern of study mandated by the Board of Studies, Teaching and Educational Standards New South Wales (BOSTES), culminating in a Higher School Certificate (HSC) in Life Skills for our Year 12 students. All students have a personalized learning plan that is integrated into their learning. This plan is negotiated between home and school, and complements the home/school partnership that is a cornerstone of student success in our community.

**Principal’s message**

This report provides our school community with information about significant achievements in 2014, our areas of development for the year and a look at our focus for the next three year planning cycle, 2015-2017. I do hope that you enjoy reading it.

Passfield Park School continues to be a community with high expectations of all staff and students. Staff continue to collaborate and support each other to develop and deliver high quality learning activities adjusted to meet the unique needs and interests of every student in the school. Students learn in classrooms and other environments where they are challenged and guided to become actively involved in the whole curriculum, to embrace the challenges and possibilities that comes with learning in a digital age. I would like to thank all our staff for their continued commitment to assist the students to reach their potential – everyone, teachers, school learning support officers, office staff, our general assistant and talented casual staff are committed to ensuring student learning is at the heart of all we do.

Our parents and carers continue to support our school in many ways. Parents are the first and constant educators in each child’s life and with collaboration between home and school, our students have the benefit of uniquely tailored individual goals that they work towards, with the ultimate goal of becoming independent citizens.

In 2014, two staff members retired. We wish Mrs Jan Eaton and Mrs Alison Dalgleish a happy, long and relaxing retirement. Mrs Chris Ayres has joined our staff in the office and we look forward to welcoming a new class teacher in 2015.

Our charity, Passfield Park Kids Inc, managed to deliver two brand new, wheelchair equipped buses for the school which aided school programs significantly. The charity has a taxi run transporting some of our students to and from school. This run provides an income and funded the second bus.

Autism Advisory and Support Services began a significant partnership with the school in Semester 2. They funded a music therapist and an occupational therapist on a weekly basis to work with students aged under twelve and who have Autism Spectrum Disorders. The therapists’ work had a great impact on both student and staff learning and we are looking forward to continuing this relationship in 2015, as long as there is funding.

I would like to thank all the school community once again for their commitment to student learning. Consultations regarding our new school planning process at the end of the year showed how we all had the same goals for our students – a desire to develop each and every student to reach their full potential.

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
**Student information**

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

The students who attend Passfield Park School are placed at the school by the regional placement panel, as the school does not directly enroll students without a notification from the panel.

In 2014, 42 students were in years K-6, and 20 students were in years 7-12. All classes had a mixture of student grades, gender, and intellectual needs, and our teachers continued to meet the unique learning styles of each student through adjusting their teaching strategies.

50% of students are from a language background other than English.

Our school was led by two school captains and two vice captains who took advantage of all opportunities to represent the school and acted as positive role models to their peers.

Many of the students travel to school via the Assisted School Travel Program, the remainder come with their parents or carers.

**Student enrolment profile**

Passfield Park School has nine multi age classes. Students are carefully placed in classes considering age, abilities and needs when classes are formed.

Each class has a teacher and an SLSO and the nine classes belong to one of three teams each of which is led by an assistant principal.

Classes are closely monitored in Term 1 with some changes being made to benefit student learning opportunities. In 2014, a number of changes were made throughout the year to accommodate students who joined the school population.

**Student attendance profile**

Most students attending the school are enthusiastic in their attendance. Some students have chronic health conditions that lead to time away from school.

Communication between home and school is ongoing and positive, and includes the use of communication books, telephone calls and face to face meetings. Where absences are habitual and unexplained, the school will assist families to get the student to school, but may contact the home school liaison officer for further assistance.

**Post-school destinations**

<table>
<thead>
<tr>
<th>Post-school destinations</th>
<th>Year 10 %</th>
<th>Year 11 %</th>
<th>Year 12 %</th>
</tr>
</thead>
<tbody>
<tr>
<td>seeking employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>employment</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TAFE entry</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>university entry</td>
<td>0</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>other</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>unknown</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2014, Passfield Park School had two students who graduated and went on to post school programs. All students leaving the school are assessed by Aging, Disability and Home Care (ADHC) for post school funding. Families were assisted in applying for funding by the school and our post school transition teacher.

Parents and carers visited a range of options for their child to ensure a successful placement. Families and school staff then worked together with the selected post school program to ensure the students were able to make the change from school to their next setting. In 2014, both students left school for community participation programs.
Year 12 students undertaking vocational or trade training
All students in our high school participate in work experience within the school. As their skills and confidence progress, many students have the opportunity to experience work outside the school.

Two students attended AFFORD Industries one day a week, supported by a SLSO.

Year 12 students attaining HSC or equivalent vocational educational qualification
100% of Year 12 students were awarded an HSC in Life Skills.

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

All our classes have both a teacher and an SLSO. Some of our teachers and SLSOs have part time positions, which allow a number of talented casual and temporary teachers to be retained and add to the school’s rich learning culture. Our administrative and support staff are enthusiastic and dedicated to ensuring that the school is a successful and happy location.

Two staff members retired in 2014.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>6.856</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative Staff</td>
<td>1.422</td>
</tr>
<tr>
<td>School Learning Support Officers</td>
<td>9</td>
</tr>
<tr>
<td>General Assistant</td>
<td>0.4</td>
</tr>
<tr>
<td>Total</td>
<td>22.278</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

One staff member identifies as Aboriginal or Torres Strait Islander.

Teacher qualifications
All teaching staff meet 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>60%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>40%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
All teachers, including class teachers, part time staff, executive, principal and casual teachers engage in continuous professional learning on a weekly basis, as the staff is committed to providing a quality education for every student. The professional learning is a mixture of learning at school and at other venues with both internal and external providers. All staff members are encouraged to share learning with colleagues on a regular basis.

In 2014, our priorities for learning included further work on the Australian Curriculum, as well as targeting professional learning to meet our school priorities and to meet the individual learning requirements of staff. In Term 4, many of our professional learning opportunities were used to explore the potential for the school to set exciting and achievable Strategic Directions for 2015-2017, which incorporated examining all the reforms implemented by the Department of Education and Communities (DEC) and their impact on the role of teachers at Passfield Park School.

Throughout the year, all teachers collaborated to build their capacity to help achieve the school’s key priorities in the School Plan by:

- Collaboratively working on strategies to assess students and provide feedback to them in literacy and numeracy, including training in using PLAN software and assessments on Sentral

- Student communication
  - Communication Matrix training
  - Bronwyn Sutton workshop on writing quality social stories
Technology skills, for staff and students

- Picture Exchange Communication System
- Choose It Maker 3 training and use across the school
- Notebook and Boardmaker Plus training for staff to allow quality learning activities for students to be created and shared across the school
- Show and Tell sessions where staff showcased their own innovative Information Communication Technology (ICT) programs to their peers across the KLAs
- iPad skills – using Proloquo2go and evaluating quality apps

- Regular opportunities for staff to share successful resources and strategies from their classrooms
- Regular opportunities to work with peers and executive to write quality Individual Education Plan goals
- Teams met termly with the Learning and Support Team to discuss students’ progress.

In 2014, total expenditure on staff professional learning, including casual fees, was $29,399.87. This equates to approximately $1961.15 on average, funded for professional learning per teacher.

**Staff Development Days**

Staff development days on the first days of terms 1-3, and the final two days of Term 4 afford staff an opportunity to engage in professional learning to meet their needs as a school.

In Term 1, all staff completed training in the Code of Conduct and Child Protection, and went on to explore the Communication Matrix together, which assesses students’ ability to communicate as reported by parents and teachers.

In Term 2, staff collaborated on planning units of work in English, which included aligning our outcomes and indicators for students working at the pre early stage one level with the new curriculum outcomes in order to report meaningfully to our families.

Our Term 3 staff development day was rearranged to allow teachers to attend the Special Education Principals and Leaders Association conference. This allowed staff to attend workshops and shop fronts where projects from the Every Student, Every School project were communicated. The school learning support officers attended an in school conference which concentrated on communication and behaviour management.

Our final two staff development days on the last two days of the school year, were dedicated to training all staff in the Picture Exchange Communication System. Twenty five staff completed this training.

**Teacher Accreditation**

One staff member worked towards accreditation at the Proficient Level and was successful. Five other teachers are new scheme teachers and are successfully working to maintain their accreditation at the Proficient Level. Teachers attended a workshop on achieving higher levels of further accreditation but none have yet to seek voluntary accreditation at a higher level.

**Beginning Teachers**

Passfield Park School did not have any permanent beginning teachers in 2014.
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>30/11/2014</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>214544.28</td>
</tr>
<tr>
<td>Global funds</td>
<td>122281.10</td>
</tr>
<tr>
<td>Tied funds</td>
<td>130119.83</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>59360.45</td>
</tr>
<tr>
<td>Interest</td>
<td>5867.57</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>4215.20</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>536388.43</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 7309.30    |
| Excursions                | 4614.27    |
| Extracurricular dissections| 3498.68    |
| Library                   | 184.71     |
| Training & development    | 16586.30   |
| Tied funds                | 125606.53  |
| Casual relief staff       | 53483.91   |
| Administration & office   | 33555.28   |
| School-operated canteen   | 0.00       |
| Utilities                 | 12404.09   |
| Maintenance               | 15849.14   |
| Trust accounts            | 3530.29    |
| Capital programs          | 73112.59   |
| **Total expenditure**     | 351735.09  |
| **Balance carried forward**| 184653.34  |

A full copy of the school’s 2014 financial statement is available for perusal. Further details concerning the statement can be obtained by contacting the school.

Public schools in NSW may ask each family to make a voluntary contribution to the school. At Passfield Park School in 2014, we asked for a contribution for each student of $25. We received $625 which was put towards our ever expanding technology requirements. This year, we were able to purchase iPad minis for the playground which were used to allow students to make requests and talk to their teachers and peers. Although voluntary, the contributions have made a significant impact on our students’ ability to communicate across settings and we thank the families who supported students by paying this small contribution.

School performance 2014

Academic achievements

NAPLAN

All eligible students were exempted from NAPLAN due to their intellectual disability. Parents were advised that the assessments did not provide any information to assist planning for their child.

Higher School Certificate (HSC)

All students in Years 11 and 12 follow a pattern of study resulting in the successful award of an HSC in Life Skills. In 2014, two students achieved this goal.

Other school based assessments

Passfield Park School is committed to ensuring all student assessments are meaningful and continuous, enabling teachers to tailor programs to match the learning needs of each individual. Each student has an Individual Education Program (IEP) developed through close collaboration between home, school, and sometimes individual students.

Reports are written twice yearly to provide written progress on each student, and in 2014, parents also had the opportunity to meet with each teacher to discuss their child’s progress in more detail. Teachers write these reports using a combination of assessments of, for, and during learning to ensure that an accurate picture of each individual’s development across the semester is recorded.
Other achievements

Teaching programs at Passfield Park School are consistent with the Disability Standards for Education Act (2005). This gives students with a disability the right to education and training opportunities on the same basis as students without a disability. Accordingly, adjustments to all our teaching programs are made for each student to address their needs across each Key Learning Area (KLA). All students work towards outcomes in the NSW Board of Studies syllabuses. Planning for individual student achievement involves collaboration between teaching staff, parents and carers, individual students and other professionals where appropriate. Staff at Passfield Park School are working towards ensuring that all our students are becoming successful learners, confident and creative individuals, and active and informed citizens (Melbourne Declaration on Educational Goals for Young Australians, 2008).

Arts

Students from the school once again excelled in their participation in performing arts. Five students joined the Shining Stars ensemble to perform at a regional dance festival in June, and six students were amazing in their performances in the annual Schools Spectacular in Term 4.

The high school classes performed both in school and in the local community using tuned percussion bells and once again, achieved an excellent standard of performance.

Our primary classes were fortunate to enjoy the work of a trained Music Therapist in Semester 2. Teachers reported a high level of engagement by the students as they responded with joy to different methods of interacting with song, percussion and rhythm.

Performing Arts continues to be a strength, which is a credit to our staff and students working collaboratively to build confidence and skills in each and every classroom.

Student Leadership

Passfield Park, Beverley Park and Mary Brookesbank Schools again combined with the support of Leumeah High School to enjoy two days of Student Voice activities. Twelve students from years 5-12 discussed their learning, school, class and teachers. Our students discussed the important attributes of effective teamwork and achieving their best and collaborated in making artworks displayed at the school.

Our high school students led our fortnightly assemblies with confidence, and in Term 4, Shada, Keeghan and Blair compered our annual Presentation Day with confidence.

Sport

Our students have continued to utilize the local community and local coaches to gain confidence and skills in sport. In 2014, students participated in bowling, gymnastics at Yotala Gym, swimming, and multi skills at school.

Our primary students made great progress in their skills and confidence whilst enjoying the Special Swimming Scheme in Term 1. Our high school students were able to participate in athletics and rugby league days in the community with students from other local schools and were able to learn teamwork and cooperation with a wide variety of other young people.

Live Life Well @ School, a joint initiative between the NSW Department of Education and Communities and the NSW Ministry of Health became embedded across the school in 2014, with the aim of encouraging the students to have an active lifestyle and eat healthily. All classes schedule time for Crunch ‘n’ Sip to enhance student wellbeing and health, and students are encouraged to have healthy food in their lunchboxes.
Significant programs and initiatives – Policy and equity funding

Passfield Park School received funding through the Resource Allocation Model in 2014. This funding was specifically targeted to support students from an Aboriginal and/or low socio economic background.

Aboriginal education

In 2014, our specific equity funding for students with an Aboriginal background was $3,563.26. A portion of these funds was used to release our staff to attend meetings and training in best practice pedagogies to support our Aboriginal students. This enabled the whole school community to enjoy Harmony Day where an artwork celebrating ‘Hands for Harmony’ was made collaboratively by every student in the school.

We were also able to borrow books and artefacts from the Henry Parkes Equity Resource Centre to enable our students to experience aspects of Aboriginal culture and history through tactile experiences. We celebrated NAIDOC week by learning Aboriginal games and investing in new books for our library to supplement the Dreamtime collection.

Across the school, students engaged in exploring Aboriginal history and culture across the KLAs through music, DVDs, and through shared reading.

Our Anti-Racism Contact Officer was new to the role in 2014, and she lead the school in celebrating intercultural understanding through a number of sports and classroom games that help celebrate our differences.

Socio-economic background

Our school supported students in their learning through collaboration amongst staff in writing and delivering authentic programs across the school. Executive staff assisted teachers to implement quality programs in all areas to allow each student to reach their potential. Staff were also given extra time to meet parents and negotiate quality individual goals for each student.

Communication is a high priority for all our students, and the remaining funds of the $12,380.06 were spent releasing teachers and SLSOs to make quality resources to support students needing visual supports for learning, and to attend professional learning to increase their ability to integrate technology into authentic opportunities across the school.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Formal feedback from all staff through individual, team and whole school meetings
- Surveys
- Document analysis
- Existing data

Multicultural education and anti-racism

Our school continues to celebrate and acknowledge the cultural diversity of our community. Students in all classes experience cultural diversity through integrated units of work, and many opportunities to experience and explore them through visual and performing arts.
School planning 2012-2014:

School priority 1

Literacy

Outcomes from 2012–2014

All students to increase their literacy achievements.

ICT integral to all visual literacy programs, where appropriate.

Effective use of feedback and assessments in literacy across the school.

Evidence of achievement of outcomes in 2014:

- Choose It Maker 3 used across the school to augment literacy for appropriate students.
- Communication Policy finalised and students new to the school are assessed either at enrolment or shortly after arriving at the school, when appropriate.
- Notebook is used by all staff to create quality resources which are shared across the school to support student learning.
- School teams met with the Learning and Support Team (L&ST) termly to review student progress in literacy.
- All teachers were trained to use the communication matrix.
- iPads used in each playground to support communication of non-verbal students in informal settings.

Strategies to achieve these outcomes in 2014:

- Teachers had professional learning to enable the use of Choose It Maker 3 to augment literacy activities.
- The Communication Policy finalised with collaboration from all teachers.
- Professional Learning in ICT targeted to staff needs.

School priority 2

Numeracy

Outcomes from 2012–2014

All students to increase their numeracy achievements.

ICT integral in all numeracy programs, where appropriate.

Effective use of feedback and assessments in numeracy across the school.

Evidence of progress towards outcomes in 2014:

- iPads are uniform in their content and organization ensuring staff and students can navigate between apps on all school iPads.
- Professional learning for staff in creating and sharing quality digital resources for teaching numeracy across the school.
- Staff regularly observing numeracy lessons in colleagues’ classrooms, by negotiation.
- Staff identified need for formal Count Me In Too training to provide a consistent, authentic assessment for most students in numeracy.
- Professional learning to use a digital form of the Clarke Road Money program in collaboration with Mary Brooksbank School.

Strategies to achieve these outcomes in 2014:

- Collaborative use of assessment strategies across the three school teams.
- Best Start and Planning Literacy and Numeracy (PLAN) assessment and learning continuums used to inform and guide student progress.
- Continuation of professional learning in implementing and writing quality digital teaching resources to support work in numeracy, time and money.
School priority 3
Curriculum and assessment
Outcomes from 2012–2014
Individual education/transition programs (IE/TP) aligned to student learning needs and the curriculum.
Data to inform quality teaching and learning strategies.
Professional learning aligned with implementing quality teaching and learning across the curriculum.
Evidence of progress towards outcomes in 2014:
- All students have a digital file with their IE/TP uploaded.
- L&ST reviewed the progress of all students termly through team L&ST meetings.
- Teachers scheduled data collection for each student to assess their progress towards meeting IE/TP goals.
- All teachers met with an executive to discuss their personal learning goals, which informed whole school professional learning.
Strategies to achieve these outcomes in 2014:
- L&ST regularly reviewed the progress of all students.
- Student IE/TPs available on the server, enabling all staff to have access to individual goals.
- IE/TP data collected and used to monitor student progress.
- All staff contributed resources to be shared via the school server, and that met the needs identified by teachers to improve their classroom practice.

School priority 4
Leadership and management
Outcomes from 2012–2014
Increase executive and staff capacity to drive school and student improvement.
Evidence of progress towards outcomes in 2014:
- 50% of executive staff completed stage 4 of the GROWTH Coaching model. All executive use the model to assist in interactions with their teams.
- 100% of staff participated in mandatory training related to CPR, anaphylaxis, Child Protection, Code of Conduct and e-Emergency care.
- 100% teachers completed registered professional learning to support the implementation of the Australian Curriculum.
- The professional learning schedule blended staff identified needs, mandatory requirements and was aligned to the school improvement targets.
Strategies to achieve these outcomes in 2014:
- Support for all staff to complete online learning.
- Quality in school professional learning that met a stated need and was tailored to our unique setting, delivered by peers and external professionals.
- Informal staff development plans which allowed staff to reflect on their needs and contribute to the professional knowledge of all in the school community.

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.
73% of the student population was surveyed regarding 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 50 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 students surveyed liked coming to school and were happy in their class. They reported that their teacher helped them to learn. Most students enjoyed class activities and feel they are good at school work. 96% of students surveyed feel they have friends at school and 86% are proud to be a student at Passfield Park School.

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>No response</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>I like to go to school</td>
<td>46</td>
<td>3</td>
<td>1</td>
<td>50</td>
</tr>
<tr>
<td>My teacher helps me</td>
<td>47</td>
<td>1</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>I am happy in my class</td>
<td>47</td>
<td>0</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>I enjoy what I do in class</td>
<td>47</td>
<td>1</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>Other students are kind and friendly</td>
<td>42</td>
<td>1</td>
<td>7</td>
<td>50</td>
</tr>
<tr>
<td>I have friends at school</td>
<td>48</td>
<td>0</td>
<td>2</td>
<td>50</td>
</tr>
<tr>
<td>I am good at school work</td>
<td>46</td>
<td>1</td>
<td>3</td>
<td>50</td>
</tr>
<tr>
<td>I feel proud to be a student at Passfield Park School</td>
<td>43</td>
<td>1</td>
<td>6</td>
<td>50</td>
</tr>
</tbody>
</table>

School staff meet weekly and have frequent, genuine opportunities to express their concerns. At the end of the year, staff were asked about their satisfaction in our school in a number of areas. 92% responded that the school is supportive, harmonious and has a climate of high expectations. Most staff identified a lack of time as the major obstacle to school improvement, and indicated that simplified data collection may address some data requirements.

Parents and carers who replied to our survey expressed great satisfaction with the way in which their child progressed socially and emotionally at Passfield Park School, and agreed to strong sense of belonging to the school for both themselves and their child. They reported satisfaction with the website, and particularly valued the communication diaries where positive and negative feedback can be expressed. Newsletters were also singled out as a positive way for communication to occur between school and home.

Responses by staff and parents indicated the same goal when asked what they would like to achieve for each of our students – a desire to help each one become the very best they can be.

**Future Directions**

**2015-2017 School Plan**

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from the beginning of Term 2 2015.

The school plan was created through a number of collaborative consultations, joint writing, and goal setting, surveys and focus groups.

After initial training of the executive team in the new school planning process, staff, parents/carers and students were asked about processes and practices across the school and their aspirations for our future directions. Collaboration and support was also provided by our Director, Public Schools, and our Principal, School Leadership, along with the principals and executive teams from our Community of Schools (CoS). Parents and carers were invited to meetings to learn about the process, and to collaborate in the directions for the school plan, and the Aboriginal Education Consultative Group (AECG) was also consulted.

It was evident from survey results that the community is committed to student centred learning and the aspirations of both school staff and families are in tune – the desire to support each student to achieve their full potential, which leads to the vision statement –

*Together we learn, participate and strive every day to achieve our best.*

Concentrating on specific students from years 9, 6, and 2 allowed everyone to think about short and long term goals. A number of trends and desires led to the three Strategic Directions in late Term 3, 2014, which allowed specialised staff training to begin for this cycle at the end of that year.

Through collaboration and consultation, the school community settled on our three Strategic Directions.
Strategic Direction 1

Building student capacity to engage in learning to reach their full potential as successful individuals.

Purpose: To empower students to be fulfilled as successful, active citizens.

Strategic Direction 2

Developing a culture of collaboration within the CoS to build the capacity of all in leadership and educational innovation.

Purpose: To provide a high standard of education through collaborative learning, opportunities for sharing and exchanging expertise of innovative education and quality leadership which inspires all CoS stakeholders to excel and reach their full potential.

Strategic Direction 3

Building and maintaining family and community partnerships which support students becoming active 21st century citizens.

Purpose: To embrace our multicultural community and strengthen the learning environment. To challenge, engage and cater to the learning and wellbeing needs of all our students, staff and community members.

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.

Julie Raciborska, Principal
Alison Seckold, Assistant Principal
Belinda Stiebel, Assistant Principal
Mat Fleming, Assistant Principal
Cheryl Backo, School Administrative Manager

School contact information

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Web: http://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 report and have the opportunity to provide feedback about the report at: