Passfield Park School
Annual School Report
Our school at a glance

Passfield Park School is part of the Sarah Redfern complex in Minto and a member of the Minto Community of Schools. Our students travel from across the Campbelltown area to attend school.

The staff of Passfield Park School take pride in delivering high quality educational programs for our students. The school’s motto ‘My Best is the Best’ reflects our ongoing commitment to individualising the learning programs for our students. All students benefit from innovative teaching and learning programs designed to meet the unique needs of individuals whilst meeting the requirements of the Board of Studies Curricula. Each student also has an Individual Education Program (IEP) in the primary school or an Individual Transition Program (ITP) in the high school to further address their learning needs and maximise student engagement for all our learners.

Students

We continue to cater for students with a moderate or severe intellectual disability from Kindergarten to Year 12. Some of our students may also have a physical disability, a sensory impairment and/or autism spectrum disorder (ASD).

Our student population increased in Term 2, 2011 when a ninth class was established. Sixty one students were enrolled at Passfield Park School at the end of 2011; fifty four per cent of these students have ASD.

Staff

Our school staff includes teachers, school learning support officers (SLSO), school administration staff, a general assistant and a part time counsellor. We also have a significant number of talented casual staff who support the learning of all students at Passfield Park School. The school has a non teaching principal and three assistant principals who combine a full time teaching load with administrative duties and supervision and support of all teaching staff. Staff at Passfield Park School collaborate to provide a safe, secure and caring environment of learning for all our community.

Significant programs and initiatives

Priority Schools Program

Priority Schools Program (PSP) funding was used to initiate the use of iPads across the school. Ten iPads were purchased and training was undertaken by four staff who shared their learning across the school.

Aboriginal Education

Staff have increased their knowledge through professional development, collaborating and sharing expertise.

Multicultural Education

Throughout 2011, the students have celebrated cultural diversity through study across many curriculum areas. Japanese language and culture has been a particular focus for the high school.

Student Leadership

Students had the opportunity to take part in Regional leadership programs and to participate in leadership training with students from other support units and schools for specific purposes (SSP) within the local area.

Information Technology

All classes have an interactive whiteboard (IWB) and an iPad to support student literacy, numeracy and engagement.

Student achievement in 2011

National Assessment Program – Literacy and Numeracy (NAPLAN)

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

School Certificate

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

Higher School Certificate (HSC)

Students in Years 11 and 12 undertook Life Skills courses in Preliminary and HSC level respectively. Four students completed the preliminary course and five students successfully attained the HSC.
Messages

Principal’s message

In 2011, we welcomed a new class of seven students into Passfield Park School’s community with the introduction of a ninth class. A major achievement within this addition was the reorganising of the school’s resources into two smaller rooms to free a new teaching space.

Technology continued to boom at the school with the installation of IWBs into every classroom. iPads were also introduced across the school and have proved versatile and popular mediums for quality learning activities.

We celebrated our 30th anniversary with an Art Show and luncheon in Term 3. Many past families and staff members attended the school for the morning, which saw the rekindling of many memories and success stories concerning our students over the past three decades.

In 2011, we farewelled our principal, Keryn Morrison. Keryn was principal of Passfield Park School for over 20 years and a member of staff from the early 1980s. Her enthusiasm, support, mentoring and guidance have left a lasting legacy on all who worked with her. Her passion for quality educational programs for all students and high expectations for their achievements, is an enduring commitment for all staff. We wish Keryn health, happiness and many travel highlights in her well earned retirement.

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

Parent Committee representative’s message

Passfield Park School parent representatives continued to assist the school through new fundraising events such as chocolate drives, assisting in the charity night and networking through the community to raise awareness of the school. Meetings were held with council and local media concerning the lack of parking for parents in the school community. Council and the three schools in the Sarah Redfern complex are pursuing the parking issues.

Future goals for the parent representatives in 2012 will be to form an official P&C to help in creating opportunities for families to have more involvement in their children’s school and fundraising for different school needs. This will further cement the relationship between staff and carers of the students in our school.

Bianca Sames
Parent Representative

Student representative’s message

In 2011, we had five graduates. I represented the Liverpool and Ingleburn region for Ambassador’s Day in June. Two months later I went to the main Ambassador Day at Homebush. Six hours later I went to Marconi Club for dinner and presentation. I was chosen with two other representatives from the region for Regional Ambassador. Five months later I represented Passfield Park School in the Schools Spectacular. I was with Shada, Guemil, Andrew, Denae and Chance. Our song was ‘Man in the Mirror’. John Foreman compared at the beginning. We had the captain and vice-captain of Robert Townson High helping with the first two groups. The rest of my guys were in group three. They had the hardest bit. We are hoping to do Schools Spectacular again. Kayne compered at the end of ‘Man in the Mirror’. Kayne said at the end I was rehearsing tirelessly.

Our school is situated next to Sarah Redfern PS. Our school has 60 students. Our age range is 4-18 years. Our school had our 30th birthday in October. This school is the perfect place for students to learn.

Daniel Macpherson
Regional Ambassador, 2011
School Captain Elect
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
All students at Passfield Park School have a moderate or severe intellectual disability. They may also have a secondary disability including ASD, a vision or hearing impairment or a physical disability.

Most students are transported to and from school via the Assisted Student Transport Scheme. The remaining students are conveyed to school by parents or carers.

Enrolment to Passfield Park School is determined by a regional placement panel operated by the Department of Education and Communities (DEC). This panel meets termly and considers submitted enrolment requests.

Management of non-attendance
Passfield Park School maintains close links with families and carers through home/school diaries, communication books, telephone calls and day to day personal contacts. Our families support the quality education of their children at the school and are diligent in their support of regular attendance. Parents are asked to supply a written reason for student absences. Attendance of students is monitored using the Department of Education and Communities’ guidelines.

Most partial absences are a result of transition programs into Passfield Park School or student health issues and appointments.

Class sizes
The DEC has specific class sizes for students in SSPs. 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.

Our class sizes vary from five to ten students. Class size is determined by the staff based on student need and curriculum access.

Structure of classes
Term 2, 2011 saw the introduction of a ninth class at Passfield Park School. Our school is organised into two groupings – primary (K-6) and high school (7-12). At the beginning of the year, there were four classes in each section of the school, the ninth class changed this to four high school classes and five primary classes.

Within these two groupings, the students were placed in classes reflecting age and curriculum goals. Class sizes varied across the school in order to meet the unique learning needs of every student in the most appropriate learning environment. Each class has a teacher and a SLSO.

Retention to Year 12
Five students continued into Year 12 in 2011.

Post-school destinations
Students from Passfield Park School joined post school options programs in the Campbelltown or Liverpool areas and one student participated in a transition to work program.

Year 12 students undertaking vocational or trade training
One student attended Technical and Further Education (TAFE) and completed a course in automotive detailing in 2011.

Year 12 students attaining HSC or equivalent vocational educational qualification
Five students were successful in achieving their HSC in 2011.
Staff information

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

A new teaching position and a new SLSO position were created with the addition of the new class in Term 2. Our library and release from face to face entitlement also grew due to the increase in student numbers.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Relieving Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principals</td>
<td>2</td>
</tr>
<tr>
<td>Relieving Assistant Principals</td>
<td>1</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>Priority Schools Program Staffing</td>
<td>0.1</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</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>Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.422</td>
</tr>
<tr>
<td>Total</td>
<td>22.278</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

In 2011, no staff members identified themselves as Aboriginal or Torres Strait Islander.

Staff retention

One teacher position was relinquished in mid-2011. One assistant principal position was relinquished as the result of a transfer at the end of 2011. Our principal also retired at the end of 2011. One SLSO relinquished her position upon successfully gaining a teacher’s position after completing a Bachelor of Education degree.

Teacher qualifications

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

Many staff had post graduate qualifications in special education.

<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>
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Financial summary

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

Teacher training and development is also included in the tied funds expenditure, as is spending on additional SLSOs to enhance student learning and access to the curriculum.

<table>
<thead>
<tr>
<th>Date of financial summary:</th>
<th>30/11/2011</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>284982.60</td>
</tr>
<tr>
<td>Global funds</td>
<td>111833.85</td>
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<tr>
<td>Tied funds</td>
<td>102497.77</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>31618.32</td>
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<tr>
<td>Interest</td>
<td>13792.14</td>
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<tr>
<td>Trust receipts</td>
<td>8598.75</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>553323.43</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
<td></td>
</tr>
<tr>
<td>Key learning areas</td>
<td>8281.83</td>
</tr>
<tr>
<td>Excursions</td>
<td>6222.41</td>
</tr>
<tr>
<td>Extracurricular dissections</td>
<td>4438.09</td>
</tr>
<tr>
<td>Library</td>
<td>7084.70</td>
</tr>
<tr>
<td>Training &amp; development</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>Casual relief teachers</td>
<td>30250.29</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
<td>19957.43</td>
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<tr>
<td>Maintenance</td>
<td>11291.85</td>
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<tr>
<td>Trust accounts</td>
<td>7067.57</td>
</tr>
<tr>
<td>Capital programs</td>
<td>48209.02</td>
</tr>
<tr>
<td><strong>Total expenditure</strong></td>
<td>322237.74</td>
</tr>
<tr>
<td><strong>Balance carried forward</strong></td>
<td>231085.69</td>
</tr>
</tbody>
</table>

Of noticeable concern in the financial summary is the expenditure on utilities. This is due to both the rising cost of utilities and the expansion of technology across all curriculum areas in the school.

Further details concerning the statement can be obtained by contacting the school.
School performance 2011

Achievements

Arts

Students had the opportunity to perform at a number of events throughout the year. The Ingleburn School Education Group established a creative arts festival to showcase the talents of students and teachers in the area. Students from Purple Class performed at the ‘Fire in the Fields’ concert, signing ‘There’s a Place for Us’. They also performed the item at the Macarthur District Eisteddford at Campbelltown Catholic Club.

Six students from Passfield Park School participated in the ‘Schools Spectacular’ which involved attending rehearsals throughout the year and performing at the Entertainment Centre in November. This was very exciting, enjoyable and a worthwhile experience for both students and staff.

Some comments from the students were:

- I had the best experience ever.
- I had lots of fun at Schools Spectacular.
- It was fantastic.
- It was awesome being on stage.
- It was exciting.

All students participated in the display of artworks at our 30th anniversary celebration. A lasting memento of this art exhibition is a wall plaque of tiles in the games area at the front of the school which displays a tile decorated by every student who attended Passfield Park School in September, 2011.

Sport

All classes continued to have a strong involvement in sport and physical activities. Both school and community facilities were used to pursue swimming, athletics, bowling, dancing and gymnastics activities.

Passfield Park School sent a number of students to the Combined Metropolitan Swimming Carnival at Cabarita in Term 1. This gave our students the opportunity to compete against their peers at other SSPs in both formal and novelty events. We combined with other Campbelltown SSPs to compete in an athletics carnival at Minto Stadium and along with many personal successes, we won the combined march past.

Many of our high school students participated in ‘Come and Try’ sporting days for students with disabilities and were particularly engaged by the rugby league day.

Premier’s Challenges

Our students enjoyed completing the Premier’s Reading Challenge. This involved reading a wide variety of books together in class and greatly enhanced the students’ literacy outcome.

Students successfully took part in the Premier’s Sporting Challenge and continue to promote fitness and involvement in activities as part of the curriculum. Fitness is also continued in less structured ways by promoting participation in physical recreation during our lunch and afternoon tea breaks in the playground.
Academic

National Assessment Program-Literacy and Numeracy (NAPLAN)
All eligible students were exempted from NAPLAN upon application by parents due to their child’s intellectual disability.

School Certificate
All students in Years 7-10 followed Board of Studies Life Skills courses which followed a set pattern of study across KLAs. This study resulted in six students completing the necessary study to be awarded a School Certificate in Year 10, 2011.

Higher School Certificate
All students in Years 11 and 12 undertook Life Skills courses in the Preliminary and HSC level respectively. Four students completed the preliminary course and five students successfully completed the requirements for the HSC in 2011.

Significant programs and initiatives

Aboriginal education
Students acknowledged the contribution of significant members of our country who were also Aboriginal. Sporting, artistic and local elders were recognized during a memorable day.

Regional representatives trained staff in understanding eight Aboriginal ways of learning. Our SLSOs extended their knowledge of Aboriginal heritage and culture through professional learning.

Multicultural education
Students continued to observe and participate in multicultural activities across the curriculum including working in food technology, music, dance and art. These studies continued to reflect upon and celebrate the cultural diversity of our school community.

High school grades adopted Japanese as their language for study in 2011 resulting in students learning Japanese words and phrases and researching Japanese culture and society. All high school students gained a deep insight into the country and its people.

Other programs

Priority Schools Program
Priority Schools Program (PSP) funding enabled four teachers to attend a full day’s training in ‘Apps for Autism’ with the Northcott Society. This assisted staff to make informed choices regarding suitability of apps for our students in literacy, numeracy and also for communication. PSP funding supported one teacher to attend a conference regarding the iPad. This resulted in a better understanding of management of these devices and also the best use of some applications. The funding also allowed three teachers to attend the South Western Sydney Region PSP Network Conference for Special Education and present the school’s 2011 initiative.

PSP funding also enabled an executive staff member to mentor other staff in the use of iPads as a tool for student engagement and also as a way of promoting and enhancing students’ independent work habits.

Ten iPads were purchased with PSP funds; nine of these to be used in each class and one for the Release from Face to Face teacher to use in classes. iPad applications were purchased for use in literacy and numeracy activities and by students as voice output devices. This enabled students to more fully participate verbally in lessons and as part of their social development when interacting with peers, staff and others in the community.

Student Leadership
South Western Sydney Region invites schools to send a student each year to the Regional Ambassador Program. This involves participating in leadership activities with student leaders from many schools and provides students with the opportunity to build their leadership capacity. In 2011, Daniel Macpherson participated in the program and was selected as a Regional Ambassador, only one of 21 students selected from the entire region to perform a variety of duties. Daniel proved an amazing Ambassador for many activities across the region and was a participant in significant discussions concerning the future directions in decision making in schools for years to come.

A small group of high school students participated in student voice activities which gave
them leadership training with other students from specialist settings.

Progress on 2011 targets

Target 1
To continue improving communication in general, and signing skills in particular, across the school community.

Our achievements include:

- Workshops for parents to make and use visual supports at home, including using Boardmaker at school.
- Workshop for parents in signing utilizing PSP regional staff support.
- Augmentative and Alternative Communication book used across the school, available on our website and distributed to new kindergarten students at enrolment.
- iPads used as communication devices across the school.

Target 2
To continue improvement in student numeracy skills.

Our achievements include:

- Increased use of IWB across the school for numeracy.
- All kindergarten students assessed under the Best Start program.
- Numeracy framework assessment tool available for use K-12.
- Collaboration in teaching materials enabled by the use of technology across the school.

Target 3
To develop a scope and sequence and resources for teaching science across the school.

Our achievements include:

- Scope and sequence for science for both the primary and high schools.
- Science resources updated across the school.
- Increased student engagement in science across all stages.

Target 4
Teacher quality – to enable collaborative planning in stages across the school.

Our achievements include:

- Staff using SMART goals (Specific, Measureable, Achievable, Relevant, and Time-bound) to measure student achievement across the curriculum.
- School plan for 2012-2014 written collaboratively with SMART goals.
- Staff participating in classroom observations of each other
- Literacy and numeracy programs and assessments developed for the school.

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 2011 our school carried out evaluations of collaborative planning technology across all KLAs.

Educational and management practice

Collaborative programming

Background
Passfield Park School has high expectations of all students to achieve quality learning outcomes. All staff strive to provide quality programs for student learning across the school. With the advantage of an IWB and an iPad in every classroom, staff perceived a need to program and plan collaboratively to share their expertise and resources.
Findings and conclusions
Staff indicated that electronic programming was an effective way to program collaboratively. A number of different approaches using computer based programming were explored.
Utilising a focus group approach to gather information, staff indicated the Best Start format for future learning directions of students in kindergarten could be adapted for our school programming requirements. Staff collaborated over many weeks, using the structure of the Best Start Literacy and Numeracy Learning Plans to develop teaching programs for literacy and numeracy. The framework was then adapted by the staff to add descriptions of student learning outcomes for our students.

Future directions
The staff collaborated to adapt a programming tool for literacy and numeracy across the school. This format is planned to be extended to the other curriculum areas. Each member of a school team will participate in programming for the team in a particular curriculum area and provide resources for their colleagues.
An electronic programming template will be established to enable this advance, with all staff members contributing to a growing body of quality programs and teaching resources.

Curriculum
Technology across the KLAs
Background
2011 saw the introduction of iPads into each classroom. Our remaining classrooms also had an IWB installed. Some staff embraced the technology and continue to prepare quality resources and incorporate technology into all KLAs. Staff perceived the need to share technological expertise across the school to ensure resources and materials were not duplicated.

Findings and conclusions
Staff focus groups expressed a varied level of confidence in using technology across all the KLAs. Further professional development was indicated as a need for many – for some people to expand their skills, for others to gain confidence in using technology in the classroom.

All staff expressed the belief that IWB, computers and iPads were highly engaging tools to promote quality teaching and learning in our school. All staff agreed that sharing of teacher made and teacher found resources should be shared through the use of iSchool and ‘show and tell’ professional development sessions throughout the year.
Students with high support needs continue to require specialised equipment to access the curriculum and make important choices. Staff also indicated that this cohort of students needs additional technological support to access some of the new equipment.

Future directions
Further training in the use of technology is an ongoing necessity to ensure our students are engaged and active learners for the 21st century. As resources and opportunities are countless, staff see the need to collaborate and share their experiences in technology with colleagues to ensure quality teaching and learning in all classrooms across the school.

Parent, student, and teacher satisfaction
In 2011, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Our parents were very positive in responses to questions about learning at Passfield Park School. All respondents identified the school as a place where students were expected to achieve to the best of their ability. Parents acknowledged their child’s classroom was an interesting place in which to learn and the majority indicated that their child’s teacher talked to them about their child’s learning. Most also agreed the students of Passfield Park School took pride in their learning.
Most teachers indicated the use of a wide variety of resources to assist students with learning, and that learning was a cooperative activity between all teachers, SLSOs and students in each classroom. Most staff responded that skills were updated through training and development and shared ideas and experiences with colleagues to improve teaching practice.
The students also responded to a survey about their learning. Most indicated they liked their
classroom and tried to do their best. The majority also stated their teacher wanted them to do their best work, and that parents and teachers talked to each other about student progress.

Professional learning
Passfield Park School is a community where learning is valued for all members. The continuation of quality teaching and learning relies on all staff committing to professional development on an ongoing basis. Passfield Park School supports all staff to achieve individual goals through access to school, regional, statewide and relevant external agencies’ training programs.

In 2011, professional learning included:
- Apps for Autism
- 2011 Special Educational Teachers and Leaders Conferences
- Best Start
- Keep Them Safe (Child Protection)
- CPR
- Protect, Assess, Respond to Challenging Behavior updates
- Health Care Procedures
- Aboriginal Education
- Accreditation of New Scheme Teachers’ workshops
- Notebook software
- Team Leadership for School Improvement

Teachers and SLSOs at Passfield Park School also participated in school based professional development which included classroom observations and sharing of quality teaching and learning activities at staff meetings.

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 consistent with the NSW State Plan and the Department of Education and Communities’ planning documents.

School Priority 1

Literacy
Outcome for 2012–2014
All students to increase their literacy achievements.

2012 Targets to achieve this outcome include:
- 100% students assessed in their communication abilities using Passfield Park School’s Best Start assessments and rubrics annually.
- 50% of students will move from preintentional communication to intentional communication within six months of their initial assessment.
- In 1:1 interactions with staff in literacy programs, 90% of students will be offered a choice of two or more options on 40% of opportunities.

Strategies to achieve these targets include:
- Team planning days to address student progress in literacy.
- Comprehension activities to be supported with visual supports where necessary.
- Supporting students to use their preferred communication mode in 75% of learning activities.
School Priority 2

Numeracy

Outcome for 2012–2014
All students increase their numeracy achievements.

2012 Targets to achieve this outcome include:
- 90% students working towards outcomes in the Clarke Road Money Program by the end of 2012.
- 95% students working on real life time outcomes in the Take Time program by the end of 2012.
- 95% students working on outcomes that are the results of Best Start numeracy assessments by the end of semester 1, 2012.

Strategies to achieve these targets include:
- Resources available to facilitate quality teaching, especially for students assessed at the preintentional level.
- All staff trained in using the Take Time program by the end of 2012.
- Shops in the classroom to be shared by each school team.

School Priority 3

Curriculum and assessment

Outcome for 2012–2014
Individual education/transition programs (IE/TPs) aligned to student learning needs and the curriculum.

2012 Targets to achieve this outcome include:
- Two students from each class to have COACH 3 (Choosing Outcomes and Accommodations for Children 3) IE/TPs by the end of Term 2. 95% new enrolments to have COACH 3 IE/TPs by the end of their first semester at Passfield Park School.
- 50% students in each class to have a COACH 3 IE/TP by the end of 2012.
- 95% staff trained in COACH 3, community informed about COACH 3 IE/TPs.

Strategies to achieve these targets include:
- On staff development day Term 1, 2012, 90% staff trained in the use of COACH 3 for IE/TPs.
- COACH 3 Target Team to finalise the format of the IE/TP document agreed upon after the COACH 3 meeting by the end of Term 1.
- Executive support for all COACH 3 IE/TPs.

School Priority 4

Leadership and Management

Outcome for 2012–2014
Increase executive and staff leadership capacity to drive school and student improvement.

2012 Targets to achieve this outcome include:
- Increase the ability of teachers to develop leadership capacity across the school to impact on classrooms beyond their own to 40% in 2012.
- 30% of executive professional learning related to leadership in 2012.
- In 2012, 40% SLSOs have an individual professional development plan.

Strategies to achieve these targets include:
- SLSOs to attend regional training in activities which address targets in the school plan.
- Executive to complete shared training in effective teamwork.
- All teachers participate in Team Leadership for School Improvement.

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 (Relieving in 2011)
Alison Seckold, Assistant Principal
Belinda Stiebel, Assistant Principal (Relieving)
Sarah Alexander, Assistant Principal
Bianca Sames, Parent Representative
School contact information

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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: