School plan 2015 – 2017

Passfield Park School 5563
## School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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<tbody>
<tr>
<td>Together we learn, participate and strive every day to achieve our best.</td>
<td>Passfield Park School is a school for students with moderate or severe intellectual disabilities, Kindergarten to Year 12. Many of our students have additional needs, including Autism Spectrum Disorders, physical disabilities, mental health, visual or hearing impairments. Our school is in multicultural Minto, a community undergoing renewal and revival in its character, facilities and capacity to embrace 21st century living. We share a unique learning environment with Sarah Redfern Public and High Schools, in close proximity to public transport, community and shopping centres. We are a member of a community of special schools, all of which are centres of expertise. With Beverley Park and Mary Brooksbank Schools, our students are able to benefit from the leadership and learning of uniquely strong and committed staff who value the gifts of each and every member of the Community of Schools (CoS). Passfield Park School is a caring and supportive community, with high expectations in learning and living for its students. We believe in supporting students to achieve their full potential, and have rich, differentiated programs with technology embedded across all Key Learning Areas. Our goal is to support all students to communicate with their community, and to ensure that all students have the capacity to achieve their personal goals and lead successful, rewarding lives as 21st century citizens.</td>
<td>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 principals and executive teams from our Community of Schools. Parents and carers were invited to meetings to learn about the process, and to collaborate in the directions for the school plan. The Aboriginal Education Consultative Group was also consulted. It was evident from the results of the surveys that the community is committed to student centred learning, and aspirations of both staff and families are in tune – the desire to support each student to achieve their full potential, which leads to our vision statement – Together we learn, participate and strive every day to achieve our best. Concentrating on actual 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 2014.</td>
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Purpose:
To empower students to be fulfilled as successful, active citizens.

STRATEGIC DIRECTION 1
Building student capacity to engage in learning to reach their full potential as successful individuals.

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 2
Developing a culture of collaboration within the Community of Schools to build the capacity of all in leadership and educational innovation.

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.

STRATEGIC DIRECTION 3
Building and maintaining family and community partnerships which support students becoming active 21st century citizens.
Strategic Direction 1: Building student capacity to engage in learning to reach their full potential as successful individuals.

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<th>Processes</th>
<th>Products and Practices</th>
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<td>To empower students to be fulfilled as successful, active citizens.</td>
<td><strong>How do we develop capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we know?</strong></td>
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<td><strong>Students:</strong> Experience success across the curriculum through differentiated learning. The students learn to be confident and engaged learners, willing to take risks to learn, self-regulating their behaviours, and recognising their best.</td>
<td>- Learning and Support Team (LST) supports all IEP meetings, and coaches teachers in regularly evaluating all individual student goals.</td>
<td>Products:</td>
<td></td>
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<td><strong>Staff:</strong> Through professional learning, develop the skills to individualise student learning to make it rewarding, achievable, relevant and engaging.</td>
<td>- Collaborate with a speech pathologist to ensure successful communication strategies are in place for all students across settings.</td>
<td>1. Individual student goals clearly identified and achieved, with data tracked via the COACH 3 (Choosing Outcomes and Accommodations for Children) database for 100% of students.</td>
<td></td>
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<td><strong>Parents/carers:</strong> Recognise and celebrate student achievements, and see each student as an independent individual. Parents/carers have regular opportunities to participate in increasing their skills in communication strategies for their child, and work with school to set individual targets for student learning.</td>
<td>- PBL team guiding school wide planning to assist students in successfully regulating their behaviours.</td>
<td>2. Each student (100%) has consistent communication mode/modes to meet their needs, including Picture Exchange Communication System (PECS) used across the school.</td>
<td></td>
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<td><strong>Leaders:</strong> Coach, monitor and train staff to implement PBL, use the COACH 3 data base and communication modes.</td>
<td><strong>Evaluation Plan:</strong></td>
<td>3. Positive Behaviour for Learning (PBL) implemented across the school.</td>
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**Improvement Measures**

- Data tracked for 100% of students’ Individual Education Programs (IEP) goals, with growth recorded to measure student progress.
- Picture Exchange Communication System (PECS) implemented across the school, with ongoing support to individual students (100%).
- Positive Behaviour for Learning (PBL) team has established positive rules and developed strategies to enable students to learn to self-regulate.

**Evaluation Plan:**

Evidence across the school of individual student plans with data showing progression; individualised communication modes for all students to meet their need; and strategies embedded to teach positive behaviours for learning, K-12.

**Practices:**

1. Staff collaborating to use data to measure improvements in student learning and behaviours.
2. Individually appropriate communication modes used to meet the specific needs of each student. Communication modes uniform between home and school.
3. School community combining to support student self-regulation through explicit teaching of behaviours and positive reinforcement of student behaviours.
Strategic Direction 2: Developing a culture of collaboration within the CoS to build the capacity of all in leadership and educational innovation

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<td><strong>How do we develop capabilities of our people to bring about transformation?</strong></td>
<td><strong>How do we do it and how will we know?</strong></td>
<td><strong>What is achieved and how do we know?</strong></td>
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<td><strong>Students:</strong> Ensure professional learning targets the needs of students.</td>
<td>✓ Through leader collaboration, explore and develop frameworks of assessment and teaching strategies in unique special education settings for student learning.</td>
<td>✓ Schedule of Professional Learning based on strategic directions and PDPs.</td>
<td>1. Schedule of Professional Learning based on strategic directions and PDPs.</td>
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<td><strong>Staff:</strong> Develop staff capabilities and leadership through targeted PDP.</td>
<td>✓ Developing leaders through sharing of best practice and identified PDP goals.</td>
<td>✓ Annual CoS conference for all staff.</td>
<td>2. Annual CoS conference for all staff.</td>
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<td><strong>Leaders:</strong> Embed practices for leaders to act as a critical friend and to attain their PDP goals.</td>
<td>✓ Developing all staff through sharing of best practice.</td>
<td>✓ A framework of assessment and strategies for pre Early Stage 1 student learning.</td>
<td>3. A framework of assessment and strategies for pre Early Stage 1 student learning.</td>
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**Improvement Measures**

- 100% of all professional learning opportunities across the CoS that reflect Performance and Development Plan (PDP) goals.
- 100% of all staff attend the CoS conferences.
- 100% of all staff is involved in trialling or using assessments and teaching strategies for students at pre ES1 level.

**Evaluation Plan:**

Evidence across the CoS to demonstrate professional learning opportunities that reflect PDPs. The CoS conferences are relevant to all staff, and teachers are using Framework Assessment and teaching strategies for pre ES1 learners.

**Products:**

1. Schedule of Professional Learning based on strategic directions and PDPs.
2. Annual CoS conference for all staff.
3. A framework of assessment and strategies for pre Early Stage 1 student learning.

**Practices:**

1. PDP goals will drive professional learning opportunities across the CoS.
2. Teams collaborating to deliver targeted professional learning.
3. Shared leadership programs across the CoS which provide a variety of approaches and support teacher accreditation.
4. Shared ways of working and learning by staff to create effective assessment and teaching practices.
### 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.

#### People

**Students:** Develop skills in self-regulation, wellbeing and voice through quality 21st century driven programs and use these skills in home, school, and community settings.

**Staff:** Develop skills in wellbeing and supporting parents/carers to engage students in learning.

**Parents/carers:** Join the school learning community as both learners and leaders. Regular opportunities for two-way communication between home and school.

**Community partners:** Collaborate with staff and parents/carers to facilitate learning for all the school community. Passfield Park School recognised as an excellent partner for innovative practices.

**Leaders:** Facilitate and support the learning community through coaching and developing leadership in all members of the community.

#### Processes

**How do we do it and how will we know?**

- Developing best practice wellbeing programs supported by external leaders in mental health strategies.
- Developing home/school partnerships through shared learning and agreed procedures for volunteering in the classroom.
- Supporting students as leaders through teaching explicit skills.

#### Products and Practices

**What is achieved and how do we know?**

**Products:**

1. Workshops attended by parents to increase their knowledge and understanding of their child's education.
2. Improved levels of engagement by all students, supported by integration of sound mental health strategies embedded in the school culture.

**Practices:**

1. Training in mental health strategies will embed strategies to increase school community wellbeing.
2. Home/school collaboration which is two-way, respectful, frequent and supports student learning.
3. Student Representative Council gives voice to influence school priorities.
4. Shared understanding between home and school of all our multicultural backgrounds.

#### Improvement Measures

- 100% of students meaningfully connected with student wellbeing programs, evidenced by Stepping Stones PPP and KidsMatter data.
- 15% of parents/carers attending professional development workshops.

#### Evaluation Plan:

Evidence that wellbeing programs are regularly assessed to ensure the needs of students, staff and families are addressed; parents/carers are actively involved in student learning in classrooms; and students are well supported to develop their leadership and voice across the school.