

SCHOOL PLAN 2012 -2014

SCHOOL CONTEXT

Wangee Park School is a School for Specific Purposes in South Western Sydney region and is located in Lakemba. The school provides individual learning for up to 30 students with severe intellectual disabilities. All students currently enrolled have a physical disability and many students have sensory impairments and high support medical needs. The school provides educational programs for students from K to Year 12. The school has five classes. The school currently is supported by funding through the Priority School Program and National Partnerships- Low SES. The school has strong supportive links with both the parents and the wider community. All parents are provided the opportunity to participate in the development of their child's Personalised Learning Plan (PLP) and the specific identified learning priorities to be embedded in their learning programs. 93% of families come from a Non English speaking background. 63% come from an Arabic speaking background, 11% from a Chinese background with a further 19% made up of families from Pacific Islands, Indonesian and Serbian backgrounds.

The school has interagency links with Age Disability and Home Care (ADHC) and The Cerebral Palsy Alliance for the provision of therapy services including speech pathology, physiotherapy and occupational therapy. The school employs the physiotherapy services of Therapy for Kids to provide consultation and support for students' physical positioning and mobility needs.

In 2012 the school developed individualised communication plans for each student. These plans were developed in consultation with a speech therapist and goals were shared with parents. Additional professional learning in the area of communication was provided to all staff and linked with the use of technology in the classroom to further enhance student engagement and learning. The school's project under the Every Student Every School initiative focused on developing a Communication Assessment Tool which further supported students' communication plans.

SCHOOL IDENTIFIED PRIORITY AREA/S	INTENDED OUTCOME/S
Literacy Numeracy Leadership and Management Curriculum and Assessment	Increased levels of literacy engagement and achievement for every student. Increased levels of numeracy engagement and achievement for every student. Strengthened leadership and management capacity of our staff and executive. Implementation of a broad, inclusive and relevant curriculum and appropriate assessment strategies.

TARGET/S

- The percentage of students achieving the specific communication goal identified in their Personalised Learning Plan will increase from 66% in 2013 to 90% in 2014.
- By 2014, 60% of all students will achieve their specific numeracy goal in their Personalised Learning Plans.
- 100% of teachers in non-executive roles will undertake leadership of a curriculum area to support student learning.
- 100% of student Personalised Learning and Support Plans show evidence of access to the Australian Curriculum in English and Mathematics with appropriate learning adjustments.
- 100% of staff will implement the New English K-10 Syllabus with appropriate adjustments to suit all students.

PRINCIPAL'S SIGNATURE	Veronica Kapsimali SED ENDORSEMENT	6 December 2012 DATE
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OVERVIEW OF SCHOOL TARGETS 2012- 2014

PRIORITY AREA	TARGET 2012	TARGET 2013	TARGET 2014
Literacy	By 2012 33% of students have achieved their specific communication target.	The percentage of students achieving the specific communication goal identified in their Personalised Learning Plan will increase from 33% in 2012 to 66% in 2013.	The percentage of students achieving the specific communication goal identified in their Personalised Learning Plan will increase from 66% in 2013 to 90% in 2014.
Numeracy	By 2012 the school has completed a bank of numeracy lessons across all strands.	By 2013, 30% of all students will achieve their specific numeracy goal in their Personalised Learning Plans.	By 2014, 60% of all students will achieve their specific numeracy goal in their Personalised Learning Plans.
Leadership and Management	In 2012 all staff have identified a focus area for leadership development (roles, responsibilities or committees)	In 2013 all teachers have a professional learning plan which supports the achievement of the school literacy and numeracy targets.	100% of teachers in non-executive roles will undertake leadership of a curriculum area to support student learning.
Curriculum and Assessment	In 2012 all staff will review and develop implementation plans for PDHPE KLA area.	<p>In 2013 all teaching staff will implement positioning and mobility routines that are linked to the curriculum across all KLAs with a focus on PDHPE.</p> <p>In 2013 all teaching staff will demonstrate their understanding of the English K-10 Syllabus through planning and programming.</p> <p>In 2013 all teaching staff will establish assessment and data collection processes across all KLAs to inform teaching and learning programs.</p>	<p>100% of student Personalised Learning and Support Plans show evidence of access to the Australian Curriculum in English and Mathematics with appropriate learning adjustments.</p> <p>100% of staff will implement the New English K-10 Syllabus with appropriate adjustments to suit all students.</p>

SCHOOL IDENTIFIED PRIORITY Literacy

OUTCOME/S	<i>Increased levels of literacy/ communication for every student.</i>	TARGET/S	By 2012 33% of students have achieved their specific communication target. The percentage of students achieving the specific communication goal identified in their Personalised Learning Plans will increase from 33% in 2012 to 66% in 2013. The percentage of students achieving the specific communication goal identified in their Personalised Learning Plan will increase from 66% in 2013 to 90% in 2014.						
STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET			
		2012	2013	2014			NP	PSP	TPL
<ul style="list-style-type: none"> Staff will assess students' progress and revise communication plans to identify changes in student goals and/ or teaching strategies. 	<ul style="list-style-type: none"> All student communication programs identify the students' current level of functioning, next steps in learning and assessment of progress. 	✓	✓		Teachers, Supervisors		✓ \$2500 (2012)		
	<ul style="list-style-type: none"> A SLSO to work one on one with specific students implementing communication strategies, collecting data and utilising the use of iPads. 	✓	✓		Principal, Executive	✓ \$6200 SLSO 0.20 (2013)	✓ \$2000 (2012)		
<ul style="list-style-type: none"> Identify and address individual staff professional learning needs related to the implementation of students' communication plans. 	<ul style="list-style-type: none"> Teacher release time to work with Executive staff to revise communication plans and identify goals. 	✓	✓		Principal, Executive, Teachers and School Learning Support Officers (SLSOs)	✓ \$1750 TR (2013)			
	<ul style="list-style-type: none"> Staff identified professional learning needs are monitored through the TARS process. 	✓	✓			\$1020 0.20 (2013)			
<ul style="list-style-type: none"> All staff to attend professional learning in the use of Picture Exchange Communication Systems (PECS) and Key Word Sign. 	<ul style="list-style-type: none"> All staff will use Picture Exchange Communication Systems (PECS) and Key Word Sign. 	✓	✓		Principal, Executive, Teachers and SLSOs	\$700 TR (2013)	✓ \$500 (2012)		
<ul style="list-style-type: none"> Learning Support Team to monitor and evaluate implementation of communication plans. 	<ul style="list-style-type: none"> Teachers will refer students who are not meeting their communication goals to the Learning Support Team (LST) 				LST, Teachers				

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET			
		2012	2013	2014		NP	PSP	TPL	
<ul style="list-style-type: none"> All SLSOs will assist the classroom teacher in the implementation of communication plans and data collection. Additional parent workshops to be presented by ADHC personnel to support student communication both at school and in the home environment. Enhance consistency in students' learning across home and school environments by creating home 'communication packs' for parents, presented at a parent workshop. Break down communication barriers through the use of the school's Ethnic Aide. Ethnic Aide to work with Principal, Executive staff and parents to deliver workshops reflecting communication strategies used at school. 	<ul style="list-style-type: none"> All SLSOs are using a range of strategies to support the implementation of communication plans. 	✓	✓		Teachers, SLSOs	✓ \$640 SLSO (2013)	✓ \$2500 (2012)		
	<ul style="list-style-type: none"> All staff members are trained in data collection and the use of the Communication Assessment Tool developed under Every Student Every School. 	✓	✓		Principal, Executive, Teachers and SLSOs	\$2500 0.20 (2013)	✓ \$2000 (2012)		
	<ul style="list-style-type: none"> Staff to identify personalised communication goals for every student. 	✓	✓		Executive, Teachers				
	<ul style="list-style-type: none"> Increase in the number of parents attending workshops. 		✓		Executive, SLSO		✓ \$500 (2012)		
	<ul style="list-style-type: none"> Increase in positive parent feedback demonstrated in surveys. 	✓	✓						
	<ul style="list-style-type: none"> SLSO to create and collate recourses for communication packs. 	✓	✓			✓ \$800 SLSO 0.20 (2013)	✓ \$2000 (2012)		
	<ul style="list-style-type: none"> Parents use resources to support student communication and learning at home. 		✓						
	<ul style="list-style-type: none"> Parents demonstrate an enhanced understanding in the specific communication strategies by implementing them in the home environment. 		✓		Executive, Ethnic Aide, Teachers	✓ \$500 (2013)			

SCHOOL IDENTIFIED PRIORITY NUMERACY

OUTCOME/S	<i>Increased levels of numeracy engagement and or achievement for every student.</i>	TARGET/S	By 2012 the school has completed a bank of numeracy lessons across all strands. By 2013, 30% of all students will achieve their specific numeracy goal in their Personalised Learning Plans. By 2014, 60% of all students will achieve their specific numeracy goal in their Personalised Learning Plans.
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STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET		
		2012	2013	2014		NP	PSP	TPL
<ul style="list-style-type: none"> The use of Information and Communication Technologies (ICT) to support individualised numeracy learning goals. Relevant resources are developed to support student numeracy goals. Executive staff members to work with teachers ensuring consistency in teacher judgment and learning goals are appropriate and SMART. 	<ul style="list-style-type: none"> Staff surveys indicate an increase in the use of technology. 	✓	✓		Principal, Executive, Teachers			
	<ul style="list-style-type: none"> Students are engaged with communication technologies to support numeracy. 	✓	✓		Executive, Teachers	\$1750 (2013)	✓ \$2000 (2012)	
	<ul style="list-style-type: none"> Staff and parents work collaboratively to create resources to support student numeracy goals. 	✓	✓		Principal, Executive, Teachers, Ethnic Aide	✓ \$500 (2013)		
	<ul style="list-style-type: none"> Parents attend workshops to learn about specific numeracy strategies. 	✓	✓					
	<ul style="list-style-type: none"> Parents create resources to support student achievement of numeracy goals at school and at home. 	✓	✓		Teachers, Ethnic Aide			
	<ul style="list-style-type: none"> Staff members receive additional professional learning specifically related to creating SMART goals in numeracy. 	✓	✓		Executive, Teachers	✓ \$5000 0.20 (2013)	✓ \$2000 (2012)	✓ \$1000 (2013)
	<ul style="list-style-type: none"> Executive staff members review and observe numeracy teaching in classrooms as part of the TARS process to provide teachers with feedback. 	✓	✓		Executive, Teachers	\$1000 0.20 (2013)		

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET		
		2012	2013	2014		NP	PSP	TPL
<ul style="list-style-type: none"> Consolidate professional learning to support staff using Interactive Whiteboards (IWBs) in mathematics. A developed bank of resources specifically matched to numeracy learning outcomes using Notebook software. To develop a bank of assessment tools that will allow teachers to monitor student progress and report results to parents. The use of assessment tools to establish a base line for each student in order to provide explicit, systematic numeracy activities. 	<ul style="list-style-type: none"> Teacher release to develop interactive Notebook activities with opportunities to share across the school. 		✓		Teachers	<ul style="list-style-type: none"> ✓ \$1750 TR (2013) 		
	<ul style="list-style-type: none"> Release days for teachers to develop and share Notebook resources. 	✓	✓		Executive, Teachers		<ul style="list-style-type: none"> ✓ \$2000 (2012) 	
	<ul style="list-style-type: none"> Teachers consistently use Notebook to meet individual students' numeracy learning goals. 	✓	✓		Teachers	<ul style="list-style-type: none"> ✓ \$1360 TR (2013) 		
	<ul style="list-style-type: none"> Parents invited to attend a showcase of Notebook interactive lessons demonstrating student engagement. 			✓	Principal, Executive, Teachers, Ethnic Aide			
	<ul style="list-style-type: none"> Executive and teaching staff will work collaboratively to create assessment tools relevant to students' learning needs and use data for planning and programming. 			✓	Executive, Teachers	<ul style="list-style-type: none"> ✓ \$1750 0.20 (2013) 	<ul style="list-style-type: none"> ✓ \$2000 (2012) 	
	<ul style="list-style-type: none"> Establishment of students' individualised learning goals based on assessment data. 			✓		<ul style="list-style-type: none"> \$3500 0.20 (2013) 		
	<ul style="list-style-type: none"> Executive and teaching staff will visit other SSP schools as part of professional learning in the area of assessment. 			✓	Executive, Teachers	<ul style="list-style-type: none"> ✓ \$875 TR (2013) 		
	<ul style="list-style-type: none"> Teachers will use a range of assessment tools to establish SMART goals for each student. 			✓	Teachers			
	<ul style="list-style-type: none"> Teachers will use assessment data to explicitly report student progress to parents. 			✓	Teachers			

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET		
		2012	2013	2014		NP	PSP	TPL
<ul style="list-style-type: none"> Develop a school wide scope and sequence in numeracy. 	<ul style="list-style-type: none"> Establishment of assessment folders for all students. Teachers use a scope and sequence when planning and programming SMART goals for students. 		<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ 	Executive, Teachers	<ul style="list-style-type: none"> ✓ \$2250 0.20 (2013) 		

SCHOOL IDENTIFIED PRIORITY Leadership and Management

OUT COME/S	<i>Strengthened leadership and management capacity of our staff & executive.</i>	TARGET/S	<p>In 2012 all staff have identified a focus area for leadership development (roles, responsibilities or committees) In 2013 all teachers have a professional learning plan which supports the achievement of the school literacy and numeracy targets. 100% of teachers in non-executive roles will undertake leadership of a curriculum area to support student learning.</p>						
STRATEGIES		INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET		
<ul style="list-style-type: none"> Review current TARS and EARS processes. Implement a system of supervision and support that focuses on staff accountability, competency based leadership programs and self monitoring. All staff members complete professional learning plans on an annual basis. Professional learning is planned, systematic, and linked to school targets. An increase in opportunities for teachers to develop leadership capacity beyond the classroom closely linked to meeting targets in the School Plan. 		<ul style="list-style-type: none"> Teaching standards and self reflection/ accountability are driving PLPs, EARS and TARS as monitored through regular meetings. 	2012	2013	2014	Principal, Executive, Teachers	NP	PSP	TPL
			<ul style="list-style-type: none"> Review and update the Wangee Park programming and supervision policy. At least 80% of teachers achieve their annual professional learning plan goals. 	✓	✓		Principal, Executive	✓ \$700 0.20 (2013)	✓ \$1000 (2012)
		<ul style="list-style-type: none"> All staff attending professional learning will lead a feedback session to staff. 		✓	✓		Principal, Executive, Teachers and SLSOs		
		<ul style="list-style-type: none"> At least 60% of teachers will undertake a leadership role linked to meeting school targets. 	✓	✓		Teachers and SLSOs	✓ \$1750 TR (2013)		
					Teachers	✓ \$2200 0.20 (2013)			

SCHOOL IDENTIFIED PRIORITY Curriculum and assessment

OUTCOME/S	Implementation of a broad, inclusive and relevant curriculum and appropriate assessment strategies.	TARGET/S	<p>In 2012 all staff will review and develop implementation plans for PDHPE. In 2013 all teaching staff will implement positioning and mobility routines that are linked to the curriculum across all KLAs with a focus on PDHPE. In 2013 all teaching staff will demonstrate their understanding of the English K-10 Syllabus through planning and programming. In 2013 all teaching staff will establish assessment and data collection processes across all KLAs to inform teaching and learning programs. 100% of student Personalised Learning and Support Plans show evidence of access to the Australian Curriculum in English and Mathematics with appropriate learning adjustments. 100% of staff will implement the New English K-10 Syllabus with appropriate adjustments to suit all students.</p>							
STRATEGIES		INDICATORS		TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET		
				2012	2013	2014		NP	PSP	TPL
<ul style="list-style-type: none"> Additional release time provided to classroom teachers to consult with a physiotherapist on individual students' positioning and mobility needs. Professional learning connecting the Curriculum to students' individual positioning and mobility programs. All classroom teachers are given release time to develop individualised learning programs addressing student positioning and mobility routines across all KLAs with the support of a physiotherapist. 		<ul style="list-style-type: none"> Professional learning workshop delivered by the school physiotherapist focusing on student learning. Teachers will meet with a physiotherapist and parents to discuss individual students' positioning and mobility needs. Teachers incorporate students' positioning and mobility as directed by a physiotherapist and parents into individualised learning programs. Students are appropriately positioned to allow for their participation / engagement in learning programs. 		✓	✓		Principal, Executive, Teachers, SLSOs, Physiotherapist	\$875 TR (2013)		
				✓	✓		Teachers, Physiotherapist	\$875 TR (2013)		
				✓	✓		Teachers, SLSOs		✓ \$500 (2012)	
				✓	✓		Teachers, SLSOs	✓ \$875 TR (2013)		

STRATEGIES	INDICATORS	TIMEFRAME			RESPONSIBILITY	FUNDING SOURCE/BUDGET		
		2012	2013	2014		NP	PSP	TPL
<ul style="list-style-type: none"> Professional learning staff meetings to unpack the English K-10 Syllabus. The use of assessment tools to establish a base line for each student in order to provide explicit, systematic teaching and learning experiences across all KLAS. 	<ul style="list-style-type: none"> Using new programming pro-forma consistently across the school reflecting the use of the English K-10 Syllabus. 		✓		Principal, Executive, Teachers			
	<ul style="list-style-type: none"> An increased understanding of the English K-10 Syllabus and the Teaching and Learning Cycle demonstrated through teacher surveys. 	✓	✓		Executive, Teachers			\$2130 (2013)
	<ul style="list-style-type: none"> An enhanced understanding of the Teaching and Learning Cycle by all teaching staff demonstrated in their programming and planning and self-reflection. 		✓		Principal, Executive, Teachers			
	<ul style="list-style-type: none"> Teaching staff will work collaboratively across selected SSPs to further develop their understanding of assessment tools and the Teaching and Learning Cycle. 		✓		Executive, Teachers	✓		\$1750 (2013) TR
	<ul style="list-style-type: none"> All teaching staff will use assessment tools across the Curriculum to inform planning, programming and reporting. 		✓		Executive, Teachers	✓		\$620 0.20 (2013)
	<ul style="list-style-type: none"> SLSO will support teachers in assessment data collection and collate data across the school. 	✓	✓		Teachers, SLSOs	✓		\$3840 SLSO (2013)