



Education & Communities

Public Schools NSW

5765



The Ponds School Annual School Report

2012



Our school at a glance

Students

The Ponds School (enrolment 24 students) is a newly established school for students with moderate or severe intellectual disabilities. Many of the students have complex needs, arising from their additional disabilities including autism, physical or sensory disabilities and/or emotional disturbance. The school is currently situated on a temporary site on the grounds of Riverstone High School and has 4 classes of kindergarten aged children. The school will enrol a further four classes in 2013 and is expected to move to the permanent site in The Ponds suburb for the commencement of the 2015 school year.

Messages

Principal's message

It is with pleasure I take the opportunity to congratulate the students, staff, parents and carers of The Ponds School on their achievements and endeavours throughout 2012, our school's inaugural year of operation.

The Ponds School, situated in a rural and leafy green setting was established with 24 Kindergarten aged students, in four Multi Categorical classes, under the principalship of Bronwyn Harrison. Staff were appointed from a range of settings. Whilst the building was completed the staff participated in professional learning.

The Every Student Every School project titled, "Building Learning Partnerships through Collaborative Pathways," and building strong community links are our key statements. The provision of quality teaching and learning is a priority along with the establishment of our key programs which include; 4 Blocks Literacy Approach, Hanan, MOVE and Sensory Integration.

The position of Principal went to merit selection and Leonie Donaldson was successful, beginning Term 2. The School Administrative Manager position, two classroom teacher positions and an SLSO position were filled through merit selection.

Each student has an Individual Education Plan (IEP) that is developed in collaboration with

parents and therapists using a person centered planning tool.

2012 has been a year of establishing processes, procedures and policies. The planning process for the building of the new school and the siting of four additional demountables in readiness for new students and staff in 2013 has led to a very productive year.

The Ponds School was successful with their submission to the Everyone Connected Telstra grant of \$10000 to provide technology appropriate to our students' needs.

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.

Leonie Donaldson, Principal

School Fundraising Team

As a newly established small school of Kindergarten students, parents are keen to be involved. A number of parents volunteer their time to assist in; classrooms, library and administration areas. On a weekly basis a core group of parents assist with community access.

Several information meetings were held throughout the year. During one meeting it was decided that a P&C would not be formed until the student population grew.

A fundraising team was established to firstly raise money for a school bus. Other priorities will become apparent in the future.

The fundraising team have raised funds by asking for donations, running a hot dog stand at The Ponds Spring Fair, selling snow bites, holding a Christmas hamper raffle, selling handmade Christmas cards and decorations and raising money at the Family and Community Evening.

Parents have developed a sense of belonging and confidence in being an active part of the school community.

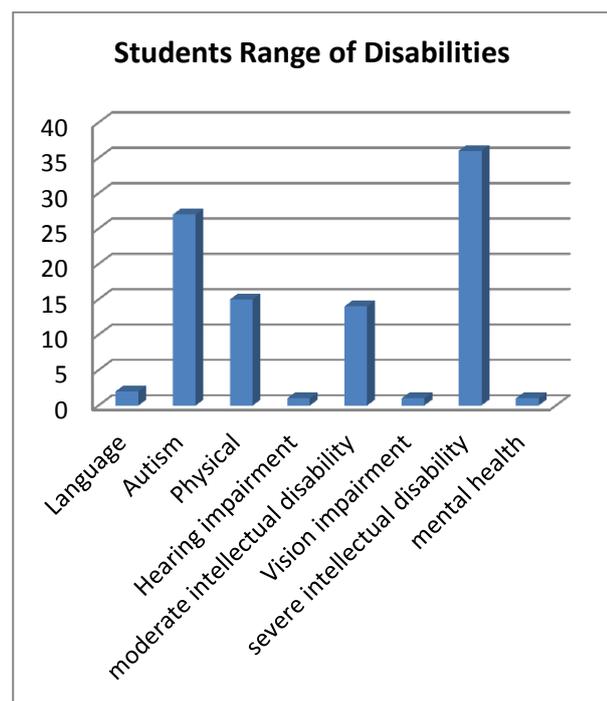
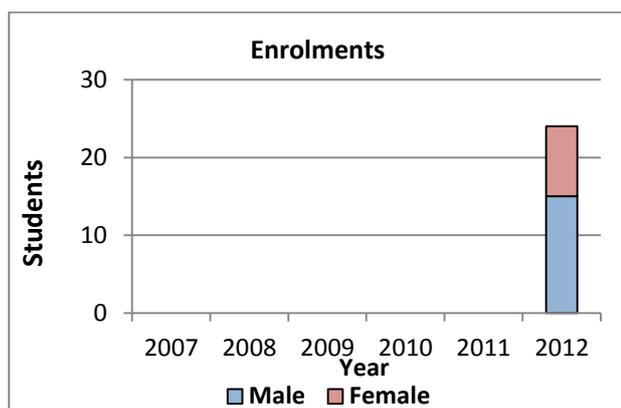
The Fundraising Team

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



Student attendance profile

Student attendance is high, especially taking into account the medical needs of some of our students. The average annual attendance for all students in 2012 was 89%. Eighty-two percent of students are transported to and from school by Assisted School Transport.

Management of non-attendance

The school follows DEC and school procedures and seeks advice from parents regarding absences. The regional Home School Liaison Officer (HSLO) is consulted on a regular basis.

Staff information

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

The staffing of The Ponds School was completed prior to the enrolment of the students and the completion of the site.

All staff has previous experience, high level skills and knowledge in educating students with disabilities and high support needs.

The number of staff will increase for the 2013 school year. Staffing policies and procedures will be followed.

Staff establishment

Position	Number
SSP Principal	1.0
SSP Assistant Principal(s)	1.0
SSP Classroom Teachers	3.0
SSP Teacher RFF	0.336
SSP Teacher Librarian	0.136
SSP Part-time teacher	0.168
TOTAL TEACHER ENTITLEMENT	5.672
<i>School Administrative & Support Staff</i>	
SSP General Assistant	0.2
SSP Administration Manager	0.976
SSP School Learning Support Officers	4.0
SSP New and Developing Schools	0.15
TOTAL NON-TEACHER ENTITLEMENT	5.326

Staff retention

The Ponds School continues to maintain a stable staff, with no transfers or retirements.

Teacher qualifications

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

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	66%

Financial summary

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

Date of financial summary	30/11/2012
Income	\$
Balance brought forward	0.00
Global funds	196,823.27
Tied funds	92,118.09
School & community sources	5,949.24
Interest	3,587.91
Trust receipts	3,259.02
Canteen	0.00
Total income	301,737.53
Expenditure	
Teaching & learning	
Key learning areas	39,754.51
Excursions	1,000.00
Extracurricular dissections	8,310.81
Library	9,810.57
Training & development	708.51
Tied funds	48,997.12
Casual relief teachers	11,797.30
Administration & office	16,383.38
School-operated canteen	0.00
Utilities	9,563.20
Maintenance	8,919.37
Trust accounts	3,154.95
Capital programs	0.00
Total expenditure	158,399.72
Balance carried forward	143,337.81

A full copy of the school's 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Academic

The Ponds School was established with four Kindergarten classes for students with moderate to severe intellectual disabilities in March 2012. Due to the delayed enrolment of the students, it was not possible to participate in the Best Start Assessment.

At The Ponds School, we have high expectations of all our students. We are committed to

providing extensive access to targeted and well planned learning opportunities for a range of student's with diverse and often complex learning needs. Each student has an Individualised Education Program (IEP), developed in collaboration with families and therapists, which works towards the achievement of family goals and outcomes from the K-6 Syllabus. All students have an individual Literacy and Numeracy program, as a result of their participation in both formal and informal assessments. The identified outcomes and critical skills from these programs, together with the K – 6 Syllabus, shape the class program and facilitate relevant and meaningful learning across all Key Learning Areas.

In 2012, no students were nominated for the NAPLAN tests, Record of Student Achievement (RoSA) or the Higher School Certificate (HSC).

During 2012, our Connected Outcomes Groups (COGs) was taught by our Release from Face to Face teacher in each of the four classes. This program enhanced student learning across all Key Learning Areas by linking students' interests, past learning and cultural experiences with the learning of new content and skills. Throughout the year, students engaged in a range of hands-on learning experiences focusing on Creative Arts, Science, Human Society and Its Environments (HSIE) and Technology, which provided an integral approach to learning.

Significant programs and initiatives

4 Blocks Literacy

All students actively participated in the 4 Blocks Literacy Program on a daily basis. Four Blocks is a comprehensive approach to teaching literacy, which focuses on immersing students in a wide range of purposeful literacy learning opportunities including shared reading, writing, phonological and phonemic awareness, communication and vocabulary development.

The Four Blocks approach promotes the belief that everyone can learn to communicate, read and write.

The Four Blocks model for daily literacy instruction, focuses on Guided Reading, Self-selected Reading, Writing and Working with Words



It is a model which recognises and teaches across the different stages of Literacy development, including the Emergent stage. (see Significant Programs for further information)

MOVE

MOVE stands for Mobility Opportunities Via Education. MOVE, “seeks to improve the overall quality of life for people with disabilities and for the people who care for them, regardless of age or cause of disability. MOVE promotes fuller participation in home, school, work and community life to encourage the dignity and hope that such participation brings. This mission



statement is founded in the belief that the ability to move is the first foundation stone to building personal dignity.” MOVE integrates the teaching of sitting, standing and walking across the day,

across environments and within meaningful and motivating activities.

Hanen

The Hanen approach is designed to teach interaction, communication and language development within the home and school using practical strategies within everyday routines and activities. Hanen helps teachers and carers make the most out of every interaction to actively teach communication and language development. Hanen focuses on the child’s interests and teaches language at a level appropriate to the child’s stage of development. Hanen helps teachers and families think about the way their child communicates and how to move them forward.

Sensory Integration

Sensory Integration is about helping our students get themselves into their optimum state for learning. It is about giving our students the tools to self-regulate their own behaviour or cope in tricky situations. It also recognises that everyone is different and that we all learn in different ways.

Aboriginal education

At The Ponds School we acknowledge Aboriginal and Torres Strait Islanders through embedded programs in the KLAs. Students participate in programs involving Aboriginal Studies and Aboriginal culture.

National partnership programs

Every Student Every School

Project Title: Building Learning Partnerships through Collaborative Pathways.

Building capacity amongst staff, families and communities to support the learning of students with complex needs.

The project aims to develop a framework/ model of support that will incorporate :

- professional learning for staff, families and communities
- explicit learning programs / technologies
- parent / community partnerships.

This framework will support each student at the initial point of enrolment, developing support structures and optimal learning opportunities, that meet each student's individual needs and can be utilised throughout their school life. The framework will act as the "case manager" for each individual student and will link staff, families, paraprofessionals, medical personnel (if appropriate) and ensure best practice in learning occurs. The project aims to ensure this framework supports the student, their family and their community to maximise, generalise and consistently manage their complex needs. The project will develop a framework that will be utilised throughout the student's educational life, and especially at transition points where students with complex needs often experience periods of "crisis". This framework will become self sustaining and will be able to be utilised in special school and mainstream settings.

This framework will:

- provide staff with professional learning
- empower families to seek support and to know where to seek support
- case manage and provide the link for all agencies involved with the student
- provide families with learning and mentoring opportunities
- ensure quality learning occurs for all students through the continued application of the framework.

Community Partners and Grants

The Ponds School was awarded the Everyone Connected Telstra Grant 2012. This grant will enable us to purchase assistive technology devices to support our students in accessing the curriculum.

The Project, 'Technology, inclusion and connectedness for Kindergarten students with disabilities,' has enabled the purchase of a range of technology products to enhance the communication of our students and engage them in a variety of learning opportunities that will motivate and stimulate. Items purchased from the Telstra grant include: computer hardware, software, peripherals, switches and switch toys.

Our sincere appreciation goes to Richard Gremmo and Jim Taggart and the companies that donated items to provide a covered and paved outdoor kitchen including barbeque and sink,

sandpit, raised garden beds and a garden including established trees. The entire school community has benefitted from this most generous inclusion to our school.

School Programs

Community Access

All students at The Ponds School attended community access as an integral part of the curriculum.

Whole school community access included a visit to Riverstone High School to access the ABC truck. Links were forged between the schools and our students were able to generalize skills in another environment. This led to the Riverstone High School SRC assisting the students at The Ponds on a weekly basis.

Classes 3 and 4 attended a weekly gym session during term 4 especially tailored for students with disabilities. Students worked on a number of skills including; generalising communication, social skills and following instructions in a



community setting. Students improved in a range of fundamental movement skills such as; walking, jumping and climbing. Students increased their balance, strength and flexibility.

Classes 1 and 2 attended hydrotherapy one day a week for a term. The mothers of four students assisted also. All students developed water confidence and their flexibility and movement increased. Students worked towards improving their core skills of sitting, standing and walking.

Some students developed beginning swimming skills, such as sculling with their hands and kicking their legs. Parents gained confidence and skills to access and independently manage children in the



water and are now able to access hydrotherapy as a leisure option. Three staff members attended a hydrotherapy professional learning course.

Special Events

As a new and establishing school it is vital to build the school community and to this end many and various special events took place throughout 2012. The school celebrated Education Week by holding a Mini Olympics, a highly successful enrolment day for students starting school in 2012 was held, parents came to school to join in with a visit from the farmyard nursery, and a morning tea was held for mothers to celebrate Mother's Day.

Throughout the year students had the opportunity to dress up to come to school; Pyjama Day and Footy Colours Day were engaging for the students.

Providing appropriate information for parents is a priority for The Ponds School. An Agency Expo was held along with School information meetings and a getting to know you sausage sizzle. Parents greatly contributed to the resourcing of our library through a Book Fair for Book Week.

The year culminated with an information and enrolment day and four transition to School sessions for students beginning school in 2013.

The end of year celebration assembly and the Family and Community Night were very successful, highly attended and raised funds to go towards the purchase of a bus.

Integration

Integration was initiated with Riverstone Primary School and a student attended a Kindergarten class one session each week to promote positive interactions, build social skills and foster respect for differences. This program was evaluated to be successful and an application for funding for the program to continue and increase in size was lodged.

Volunteers, Work Experience and Practicum Students

The Ponds School is very fortunate to have a range of very willing and highly motivated parent and community volunteers that assist in classrooms, the library and administration areas. This support is very much appreciated by students and staff alike.

Some very motivated volunteers have become casual School Learning Support Officers.

Three students from local high schools successfully completed their work place learning/experience at The Ponds School.

The Ponds School staff have been mentors to a number of teachers and School Learning Support Officers in training during their practicum sessions. These opportunities for staff in training have led to very positive feedback.

Significant Programs

4 Blocks

4 Blocks is a comprehensive approach to teaching Literacy, which focuses on immersing students in a wide range of purposeful Literacy Learning opportunities including shared reading, writing, phonological and phonemic awareness, communication and vocabulary development.

This approach is based on a belief that everyone can learn to communicate, read and write in their own way, in their own time.

The 4 Blocks model for daily literacy instruction, focusses on Guided Reading, Self-selected Reading, Writing and Working with Words.

The 4 Blocks recognises and teaches across the different stages of Literacy development, including the Emergent stage.

What do students do within this program?

Students participate in daily shared reading, writing, working with words and self-selected reading lessons; fingerplays and nursery rhymes; learning how to use books; listening to lots of different types of stories, answering questions and commenting on stories; learning the alphabet and its sounds (phonics), learning to read new words, learning to use different methods for writing (such as pencil, keyboard or an eye gaze letter chart); scribbling, writing letters and words; bringing home books to read with parents, carers and family members.

What have students been learning?

Learning to use a system for communication; learning to listen to and identify sounds within their environment; learning to hear sounds in words; learning that text has meaning; learning the letters and the sounds of the alphabet; learning to read new words; learning to write (scribble, write letters, approximate spelling, write for a purpose that can be understood by others, explore a variety of tools for writing); listen to a wide variety of texts, including stories, poems, information; learning to use technology for reading and writing; learning to choose different books; learning to handle books and read with others; learning to participate in shared reading experiences; learning to use and understand new words.

Progress on 2012 targets

Target 1

Developing the Emergent and Conventional literacy skills of all students through the implementation of a whole-school approach to literacy instruction and assessment.

Our achievements include:

- Professional learning and mentoring to support implementation of 4 Blocks Literacy Program was successfully completed;
- the 4 Blocks approach to Literacy instruction implemented across all classes, with all students receiving a minimum of 1 hour of intensive literacy instruction each day;
- a formal assessment being completed of each students literacy skills and baseline data

collected and used to inform lesson planning and monitor student progress;

- improved student learning in the areas of Emergent Reading skills, such as the development of book handling, attention to stories and the selection of reading as a leisure activity;
- the development of writing like behaviours, such as scribbling with pencils/keyboards/flip charts, drawing and progression to letter-like symbols;
- the development of conventional reading and writing skills in students, including phonics knowledge, sight word reading and writing, and the use of phonemic/approximated spelling;
- an increase in in-class and on-task behaviour from students and a decrease in behaviour referrals; and
- the integration of appropriate technology (such as Big Keys keyboards, talking word processors, switches, picture communication systems and IWB's) into classrooms to facilitate student's access to reading and writing instruction.

Target 2

Developing school culture, community partnerships and staff capacity in a new and growing school

Our achievements include:

- Policies developed and implemented in the areas of Work, Health and Safety, Aboriginal Education, Professional Learning, Student Welfare; including Anti-bullying, Suspension, Medication and Environmental Education and Management Policy through staff and community consultation. Processes and procedures put in place
- Forging community partnerships with local schools (Department of Education and Communities and Independent Primary and High Schools and Special Schools) and local service clubs (Riverstone Lions and Bowling Clubs). National companies (Telstra Everyone Connected Grant) and Variety Club (Application for a Sunshine Coach)

- Mentoring
- Roles and Responsibilities, leadership teams
- Parent Information Sessions
- Application placed for a two day Professional Learning course on, Communicating with your School Community for our school team in early 2013.

Target 3

Providing innovative and tailored learning opportunities for student's with diverse and complex learning needs

Our achievements include:

- 100% of student's had an I.E.P. (Individual Education Program) that was developed in collaboration with families, therapists, teachers and SLSOs (School Learning Support Officers).
- Student's I.E.P.'s identified family goals, short-term objectives and critical skills for learning.
- Student's I.E.P.'s were formally evaluated mid-year, in collaboration with families, and adjustments made in response to student's changing needs.
- Student's progress and achievements were reported on twice a year, including the use of extensive digital evidence to report to parents and carers.
- An audit of programs revealed that teachers were able to embed the teaching of critical skills across all Key Learning Areas. This correlated with an improvement in student engagement and learning for Semester 2, indicated by reduced behavior referrals and time out of class for students.
- a greater awareness of student needs, interests and motivators.
- increased engagement for students within the classroom programs and reduced behaviour referrals.
- achievement of I.E.P. objectives for students.
- increased confidence of teachers in providing successful accommodations and adaptations for students.

School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school carried out an evaluation of *Individual Education Programs (IEP's) Programming and Reporting*.

Individual Education Programs (IEP's) Programming and Reporting

Background

- At the beginning of 2012 decisions were made regarding the approach, format, contents, structure and style of IEP's, teachers programs and reports.

Findings and conclusions

- Teachers reported that it was difficult to write IEP's without having met the student, having one family based goal made the IEP realistic and staff were able to spend quality time assisting students achieve their goals.
- Programming proformas were useful although there was no checklist to show what was expected in a program, time management was seen as an issue for some teachers.
- Feedback gained stated that the reports were individualized, attractive, clear, succinct, positive and provided a comprehensive and specific account of what the student can do. Some negatives included the amount of time taken setting up the reports and that there was not an opportunity to comment on the Person Centred Planning IEP goal.

Future directions

- Linking the IEP goal to the KLA could link critical skills with syllabus indicators.
- Sending home a copy of the IEP proforma so parents can see what is expected to be achieved at the IEP meeting.
- Teachers wanted to collaborate on programming in the future.
- Skills for reporting needs to be specific and measurable. The number of skills within one specific KLA is open to individual interpretation.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers to improve our school programs and processes. The focus was on perceptions of reading and writing. Their responses are presented below.

Staff

100% or 8 staff were surveyed. Staff surveys indicated that 67% of students were perceived as readers, whilst 58% of students read at school.

All staff were able to list students favourite books or the types of books individual students enjoyed. Staff stated that 45% of students chose reading as a leisure activity.

50% of the student population were perceived as writers by the staff and 30% chose writing as a leisure activity.

Staff listed a variety of ways students wrote, including; using pens and pencils to make marks, scribble, phonemic writing and copying. Other forms of writing included; eyegaze using a flip chart, computer keyboard, iPad, switch, fingerpaint and shaving cream.

Parents and carers

The participation response to the seven question survey was 67%. A fantastic result of 93% of parents and carers read to their child at home and of those 66% were able to name their child's favourite book. 65% of parents and carers perceived their child as a reader, although only 35% reported that their child chose reading as a leisure activity.

When it came to writing, 35% of parents and carers perceived their child as a writer with only 14% stating that their child chose writing as a leisure activity.

Students

On the whole, student observations and parent, teacher feedback indicates that students at The Ponds School enjoy reading and writing activities.

The introduction of the 4 Blocks approach to literacy has changed the perceptions of parents, caregivers and staff alike. Staff have high expectations of student's literacy skills.

Professional learning (PL)

At the Ponds School Professional Learning enables us to:

- continually improve our pedagogy
- ensure quality and consistency of practice
- assist beginning teachers
- build capacity
- encourage lifelong learning

During 2012, staff attended a range of Professional Learning opportunities. Staff attended mandatory training including; Cardio Pulmonary Resuscitation (CPR), Emergency Care and Induction of new staff members.

Staff attended training on the areas in The Ponds School management plan and key programs which included; Hanan, 4Blocks, person centred learning, Positive Behaviour for Learning (PBL), IEP's, Programming, Reporting, Autism online, Smartboards, appropriate technology, brain gym, Cortical Vision Impairment and sensory integration.

All teachers took part in visiting other SSP's to observe innovative practices leading to continuous improvement.

100% of SLSO's completed courses relevant to their needs, including; Health Care Procedures and Administration of Prescribed Medication.

Future Directions

PL in 2013 will be based on the 2013 Management Plan areas of numeracy, developing fundamental movement skills to enhance the health and wellbeing of students, our Every Student Every School project and preparing for the Australian Curriculum and the further induction of new staff and introduction of Positive Behavior for Learning (PBL).

School planning 2012—2014

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

School priority 1

Outcome for 2012–2014

Numeracy

2013 Targets to achieve this outcome include:

- Students to show individual growth in numeracy
- Teaching practices demonstrate Quality Teaching elements in programs and classroom delivery
- Exploration and implementation of best practice methods of teaching numeracy

Strategies to achieve these targets include:

- Assessment tools to be sourced/created to establish accurate level of learning development
- Professional development of teachers to enable best practice in teaching numeracy to students with disabilities
- Investigate a range of numeracy programs such as Mary Brooksbank/Holroyd numeracy program, William Rose School Pre-emergent Numeracy Assessment (PELA) and Count me In Too in light of across the school implementation.

School priority 2

Outcome for 2012–2014

Implementation of the NSW syllabuses for the Australian Curriculum

2013 Targets to achieve this outcome include:

- Raising staff awareness of and understanding the background to the NSW syllabuses for the Australian Curriculum.
- All teachers able to access and use the syllabus format to plan for a diverse range of learners by differentiating the curriculum with knowledge and skills to prepare for programming, teaching, assessing and reporting.
- Co-ordinating a plan of support for the introduction of the NSW Syllabus when the Australian Curriculum is implemented

- Embedding Quality Teaching and Learning (QTL) elements in programs and delivery
- PL logs reflection engagement in Syllabus implementation
- School policies and action plans for implementation of new syllabuses are evident in Principal Assessment and Review Schedule (PARS) Executive Assessment and Review Schedule (EARS) and Teacher Assessment and Review Schedule (TARS)

Strategies to achieve these targets include:

- building staff and community awareness of the NSW syllabus for the Australian Curriculum and understanding of the key similarities and differences with current NSW Syllabus
- participating in curriculum leadership development and multi-modal PL to raise awareness of the changes in relation to special education
- develop further understanding of the Quality Teacher and Learning (QTL) framework as relevant to the NSW Syllabus for the Australian Curriculum
- creating and uploading PL activities and evaluations through MyPL@EDU. These courses will include; The Learner and The New Curriculum, Teaching for the New Curriculum, Your School and The New Syllabuses; English K- 10; Mathematics K-10; Science and Technology K- 10; History K-10; Programming, Teaching and Assessing, Programming Essentials: The ABCDE of Programming Success
- accessing and engaging in state and regional leadership development modules and materials to support the implementation of the new syllabus
- facilitate and adapt the e-syllabus format in preparation for implementation
- update and write school policies to reflect the new syllabus implementation
- foster collaboration through learning communities and networks.

School priority 3

Outcome for 2012–2014

Developing fundamental movement skills to enhance the health and wellbeing of students

2013 Targets to achieve this outcome include:

- All students will participate in 2 hours per week of PE/gross motor
- Implementation of the MOVE (Mobility Opportunities Via Education) program
- All students will have identified individual PE/gross motor goals, embedded within the weekly program
- Increased participation in physical activities within the community
- Increased active participation within the playground and a decrease of behaviour referrals.

Strategies to achieve these targets include:

- Dedicated PE/sport teacher working across the school to team teach during PE/gross motor lessons
- The provision of planned PE/gross motor activities into playground on a daily basis
- All students with an identified physical disability will participate in the MOVE program, including assessment using the 'Top Down Motor Milestone' test
- Weekly hydrotherapy opportunities for students with physical disabilities
- Collaboration with DADHC physiotherapist, Marie Symonds, to support the implementation of the MOVE program across classes and support gross motor program for students with 'complex learning needs'
- Staff will participate in professional learning opportunities in the MOVE program through team teaching/mentoring opportunities
- All students will participate in the Premiers Sporting Challenge
- Assess all student's gross motor skills.

School priority 4

Outcome for 2012–2014

Building Learning Partnerships through Collaborative Pathways

2013 Targets to achieve this outcome include:

- All students will have a comprehensive communication system
- All students will access a range of appropriate technology during literacy lessons and across all KLA's
- Increased engagement of students within meaningful learning opportunities across the curriculum.

Strategies to achieve these targets include:

- The Ponds School staff will work closely with a wide range of therapists from the Penrith DADHC (Department of Aging Disability and Homecare) team to support students in developing their communication, literacy and motor skills
- Therapists will work closely with staff and parents in developing communication supports and in using assistive technology to better support students' learning across the curriculum
- Therapists will work closely with staff to share professional learning opportunities and provide learning opportunities to our families in identified areas of need; such as communication, toileting, eating and managing behaviour
- Watching Others Teach (WOT) will follow an Action Research Model and provide executive, teachers and SLSO's with valuable time to work with other teachers and SLSO's within the school and across the Region to observe Best Practice programs and teaching strategies and engage in collegial dialogue to develop their skills and knowledge within self-identified areas of need
- Staff will participate in local networks to further develop professional learning opportunities and share expertise.

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.

Leonie Donaldson- Principal

Anne Bennett– Assistant Principal

Lisa Hall– Teacher

Danielle Fifield – Teacher

Alicia Stroud - Teacher

Judy Welsh– School Administration Manager

School contact information

The Ponds School

144 Regent Street, Riverstone 2765

Ph: (02) 9627 3337

Fax: (02) 9627 7887

Email: theponds-s.school@det.nsw.edu.au

School Code: 5765

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:

<http://www.schools.nsw.edu.au/asr>