



The Ponds School
Believe Learn Achieve

PREPARING FOR LIFE

at The Ponds School



PRESENTERS

- CAROLYN HEFFERNAN
- SHARON STONE
- MICHELLE MURROW



Welcome to The Ponds School...

- ▶ Established 2012 – 4 classes, temporary Principal (permanent principal appointed mid year), temporary staff, temporary site, 24 kindergarten students
- ▶ Each year for the next 4 years there were 4 new classes introduced, more staff and more classrooms
- ▶ 2015- moved to permanent, purpose built site
- ▶ 2016 – 2 new classes and 2 new demountables
- ▶ 2018 – established a 19th class for 3 students with challenging behaviours
- ▶ 2019- currently have 112 students, 19 classes, years K-10.



Upskilling our Staff

- ▶ Many of our staff have not had experience working with senior students and were unaware of what post school options were available and what these settings actually provide
- ▶ We have previously only had one student at The Ponds School who has gone through our senior years. He had a unique setting in which he had a teacher and SLSO as well as two carers with him at all times in a classroom designed specifically for him.
- ▶ We have now got a number of students entering our senior years so we need to be upskilling our staff in Life Skills, Electives and Post School Option settings.
- ▶ Our school demographic is currently: ES1 & S1 -12 students; S2- 24 students; S3 – 45 students; S4- 22 students; S5- 9 students



How did we do this?

- ▶ We analysed what we were currently doing in terms of our programming, reporting and lesson delivery.
- ▶ We looked closely at what our parents are identifying as their child's PLP goals – what is really important for the families and the students?
- ▶ What skills are essential for our students to develop to ensure they are as independent and engaged in society as possible, now and into their future?

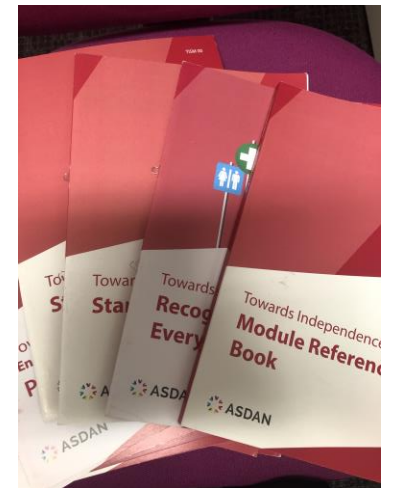
PERSONALISED LEARNING PLAN REVIEW 2018 - NOAH		
GOAL 1: I AM SAFE AND CAREING (mobility, social skills, health and wellbeing, So Safe program, caring for own belongings, sun/water/road safety, self-regulation)	I am learning to... Solve problems and protect myself when others make me feel uncomfortable or sad.	I am successful when... • I use my 'Stop, No, Go' 'Tall' pose and/or my Problem Solving Wheel. • I say 'stop' or gesture 'STOP' or 'NO' if I don't like what someone is doing. • I GO (move away from the person upsetting me). • I TELL a teacher if they don't stop.
What's working? Noah is starting to say stop or no to other students if they are doing something he doesn't like. Noah is learning to move away from an offending source. He now tells a teacher when something is wrong or if there has been an incident – much better than waiting all day to tell mum.		
What's not working and what are the barriers? Still needs to develop more confidence to be more assertive. I used to adults coming to his rescue and always solving problems for him.		
What changes need to be made? More attention needed in the use of his problem solving wheel. Needs more encouragement and praise for following his strategies.		
GOAL 2: I AM A VALUED MEMBER OF MY COMMUNITY (independence, life skills, integration, job/duties/responsibilities, resilience skills, transitioning around school and community, cultural goals)	I am learning to... Follow instructions and complete my list of classroom duties every day.	I am successful when... • I pick away equipment and toys after each activity. • I arrange the correct number of chairs for a group activity. • I pick away my lunchbox, throw rubbish in the bin and clean my table with a cloth after meals.
What's working? Noah has achieved this goal successfully. Holds a writing tools firmly. Able to form familiar letters fairly well – still working on correct formation. Looks at writing surface. Writes his name with a capital N and works from left to write.		
What's not working and what are the barriers? Sometimes needs help forming certain letters correctly.		
What changes need to be made? New goal needs to be formulated.		
Review Date: _____ Parent: _____ Date: _____ Teacher: _____ Date: _____ Principal: _____ Date: _____		



ASDAN

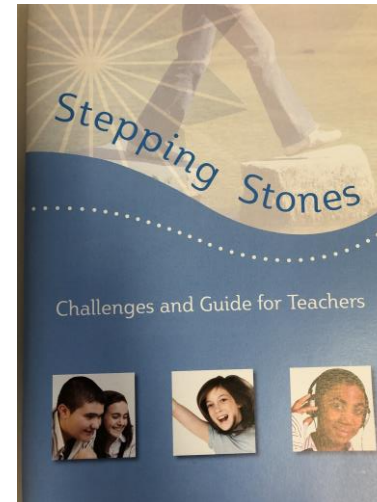
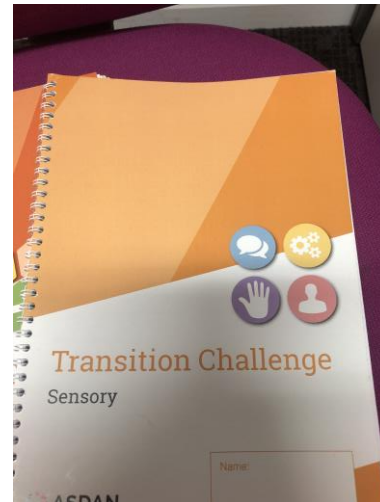
<https://www.asdan.org.uk/>

- ▶ We began working with other local SSP's to learn about the ASDAN programs that stem from the UK. A number of staff attended network meetings and the schools already implementing ASDAN shared with us their experiences and how they ran this system in their setting.
- ▶ We attended Professional Learning presented from the ASDAN team who came across from the UK. This provided us with a clearer understanding of the moderation process and the programs available.
- ▶ We purchased a wide variety of ASDAN programs and explored what they had to offer, what age groups they would suit and how we might link them to the NSW syllabus outcomes.
- ▶ We established a team to explore these programs and present Professional Learning to our staff on what they involved.



ASDAN continued...

- ▶ ASDAN, along with our review of our current practices, inspired us to enhance our school wide visible learning systems and develop comprehensive assessment strategies and learning portfolios.
- ▶ This is a part of our 2018-2020 school plan. This will allow us to incorporate continuous reporting which reflects more accurately where each student is at any given moment in time. We are still in the process of developing and implementing these systems.



SDD Term 4, 2018

- ▶ It was clear that the majority of our staff really didn't know where our students would go and what they would do once they finish school. The best way to gain a deep understanding is to go and see it in action!
- ▶ I made contact with a wide variety of post school options settings in and around our local area. There were 9 in total that were able to accommodate us. They provided a range of services for people with disabilities including community participation and School Leaver Employment Services (SLES).
- ▶ Our Accreditation Mentor was able to have this day registered with NESAs and gained 6 registered hours for our staff members.
- ▶ We grouped venues according to their location and the times the service was available to meet with us.
- ▶ Staff were able to select the venue of their choice to attend.

GROUP 1

THURSDAY 20TH DECEMBER 2018

9:00-10:00	AT SCHOOL – Itinerant transition teacher
10:00	Depart for venue
10:30-11:00	Flintwood – Castle Hill Unit 31/9 Salisbury Rd, Castle Hill Annette Wilson - 0434517132
11:00-11:30	Travel to Rouse Hill
11:30-12:00	Afford – Rouse Hill 115 Mile End Road, Rouse Hill Nancy Elnajar - 0428439646
12:00 – 12:30	Travel to Ratha's Place Café – St Marys 60 Queen Street, St Marys
12:30-1:00	Complete Overview for venues
1:00-2:00	Lunch at Ratha's Place Café
2:00-2:30	Return to school
2:30-4:00	Complete Overview of venues and present to staff

GROUP 2

THURSDAY 20TH DECEMBER 2018

9:00-10:00	AT SCHOOL – Itinerant transition teacher
10:00	Depart for venue
10:30-12:00	Empowerability – Castlereagh 993 Castlereagh Rd, Castlereagh Simone 0499899162
12:00 – 12:30	Travel to Ratha's Place Café – St Marys 60 Queen Street, St Marys
12:30-1:00	Complete Overview for venues
1:00-2:00	Lunch at Ratha's Place Café
2:00-2:30	Return to school
2:30-4:00	Complete Overview of venues and present to staff

What this day looked like:



- ▶ Our day commenced with the Itinerant Teacher Transition presenting information to the entire school staff about her role, transition plans and how she can support our school.
- ▶ Staff were then arranged into groups according to their choices of venues. Larger groups utilised the school buses whilst others car pooled. All groups visited at least two different settings.
- ▶ Staff were able to ask questions about the services provided, what skills were required for clients to attend that setting, what challenges they faced and how they dealt with various issues.

More about our day...

- ▶ Our lunchtime meeting point was Ratha's Place at St Marys. This is a fully functioning café, open to the public, that is predominantly staffed by people with a disability. There is a manager and head chef on site but all other staff members have a disability. Ratha's Place provided us with an amazing lunch and we have since utilised their catering service for other school functions.
- ▶ Upon return to school, all groups completed an information overview for each of the venues they visited. The information gained was presented to the rest of the staff. Each staff member received a folder containing these overview sheets for future reference.




The benefits of the day!

- ▶ The SDD was an amazing success! Staff evaluation came back extremely positive. Every staff member commented on how the day was able to provide them with a deeper understanding of the future our students face and the importance of directing our teaching to the skills they will require.
- ▶ The school has now forged strong relationships with the venues we visited. I received a number of emails from coordinators of these venues that commented on how they appreciate that we are working with them to develop the necessary skills and therefore ensure smooth transitions between school and post school settings.
- ▶ Staff are planning learning experiences with a clearer mindset. We have become much more focused on the skills we are wanting to develop rather than the content we are teaching.



The Flow on Effect

- ▶ Our school wide programming systems have been completely overhauled to align with our new understanding of visible learning and skill focus. Every program is now developed using WALT, WILF, TIB and WAGOLL to ensure the focus remains on the explicit skills that our students need to learn.
- ▶ We now program in 5 week blocks to ensure constant assessment and review of the skills is taking place and teachers know immediately if their teaching strategies are effective or if they need to be amended.
- ▶ We have implemented a new range of programs including work skills, electives and life skills focused programs across the school.
- ▶ We have begun implementing systems to support our parents as their children get older, so that they also understand “the next steps”.

 <p>The Ponds School Believe. Learn. Achieve.</p>	KLA:		Unit/Topic:	
	Integration: What key learning areas will be addressed during this unit of work?			
	Stage:	Term:	Duration:	Hours Per Week:
	Outcomes:			
	Content:			
Learning Goal (WALT)	What do you want students to learn?			
Success Criteria (WILF)	How will I know they have learnt this?			
This is Because (TIB)	Why is the learning important?			
What A Good One Looks Like (WAGOLL)	How will I show/teach students what is expected for this task/activity? Examples: photos, social story, videos, work sample			
Formative and Summative Assessment	Should we list the strategies some standard assessment strategies here? People can then match these to the success criteria. These can be collected as part of the students digital Portfolio assessment and used in reporting.			
	Pre and Post Assessment What formative/ summative assessment strategies will you			

EXPO/Bus Tour

- ▶ As part of expanding our parents knowledge, early in Term 3, we will be holding our own Mini-Expo
- ▶ Post School Options providers will be present to speak with parents about those “next steps” beyond school.
- ▶ Parents will also have the chance to come along on a Bus Tour of selected Post School Options venues during Term 3.
- ▶ For the majority of our families, this is their first chance to look at Post School options and to start exploring the options available beyond Year 12.

Preparing For Life Expo



The Ponds School
Believe Learn Achieve

Parents and Carers

Here is your chance to find out about what happens after school. Learn about different services and supports available to access including NDIS and service providers.

Your opportunity to meet service providers from:

- Employer / Services presentations
- Fair Trading
- Blacktown Council — Advocacy
- Transition Assistance
- Disability Employment services
- Leisure, Respite and recreation providers
- NDIS representatives (Uniting)—NDIS
- Access Request and School Leaver Employment Supports (SLES)

FRIDAY 2nd August **9-11.30am**

Free Entry Morning tea will be served

Contact: The Ponds School Ph: 9629 2470 Email: theponds-s.school@def.nsw.edu.au

The Ponds School : 2019 Preparing for Life Expo

I will be attending

Name: Number attending:

2019

- ▶ 2019 saw the introduction of a range of new programs:
 - Electives for our High School classes
 - Office deliveries
 - Froggy's Food Spot
 - Recycling cans and bottles
 - Fruit/veg/drinks trolley
 - Café
 - Hall set up
 - Life skills activities

Electives

- ▶ 6 classes of students, 34 students in total
- ▶ 7 teachers, 7 SLSOs
- ▶ Once per week
- ▶ ASDAN as a basis for what we are doing
- ▶ 7 electives across a range of KLA's
- ▶ Parents surveyed and asked to rank 1-7
- ▶ Students choices taken into account
- ▶ Not regular class groupings
- ▶ Staffing mixed

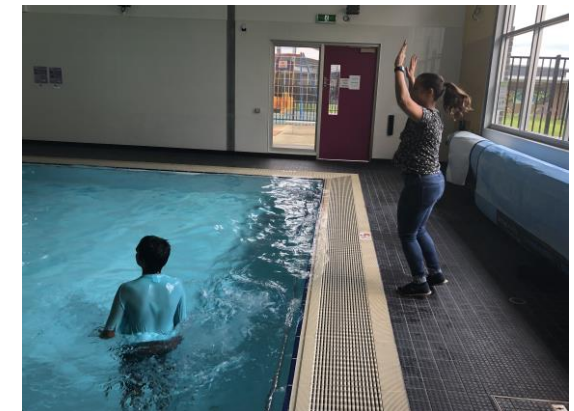


My Photography

I took the photos of hallway, trampoline, liberty swing, students of the week, frog and playground

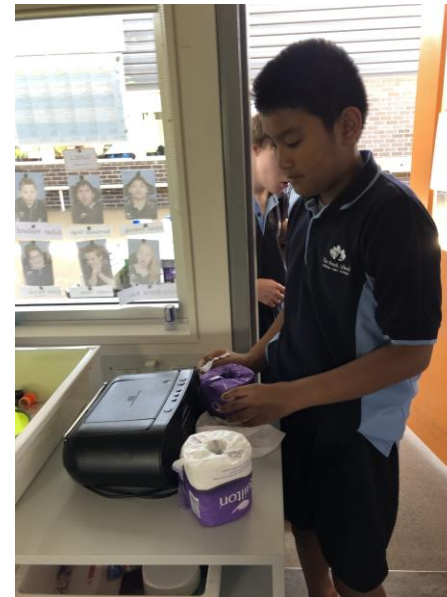
Elective Choices

- ▶ Agriculture – Animal Care
- ▶ Agriculture – Gardening
- ▶ Work education – travel training
- ▶ Creative arts – sensory craft
- ▶ Photography
- ▶ Food Technology
- ▶ Physical Education and Sport



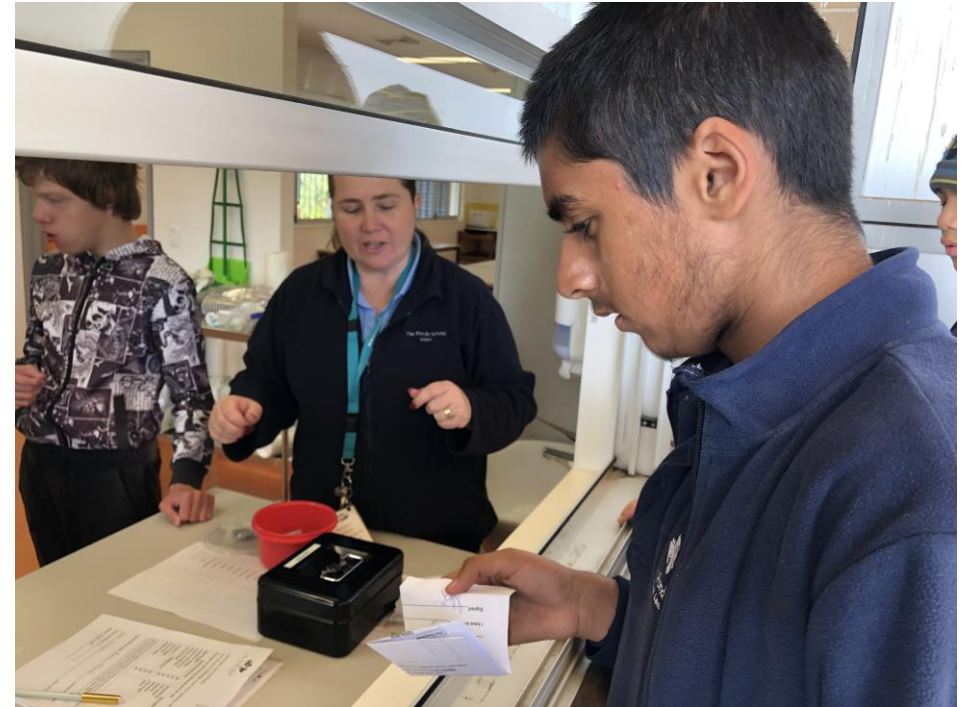
Office Deliveries

- ▶ Students collect office supplies from the storeroom
- ▶ Supplies are then delivered to classrooms
- ▶ Students are engaged in counting items, locating classrooms and communicating with staff
- ▶ Maths focus – counting items
- ▶ Communication focus – appropriate communication
- ▶ Geography focus – locating places within the school



Froggy's Food Spot

- ▶ Food spot run by our students
- ▶ Different classes take turns to run the program
- ▶ Students cook a hot food item each week
- ▶ A range of healthy food options available
- ▶ Non-food items also for sale
- ▶ Elective craft group collaborate to sell playdough
- ▶ Profits go toward school resources
- ▶ Note home each week to whole school



Recycling

- ▶ Students collect cans and bottles from classrooms weekly
- ▶ Items are sorted in the classroom
- ▶ Students access the community and take them to the Return and Earn recycling centre



TAG CAFE

- ▶ In school work experience
- ▶ 4 students
- ▶ Coffee / tea / water / sweet item
- ▶ Community involvement – ATSOs and drivers, parents and other community members.
- ▶ Plans to invite Executives from across our Network
- ▶ Outdoor seating area sponsored by a local business by the way of a large donation



Fruit/Veg/Drinks Trolley

- ▶ Initiated to raise funds for Camp
- ▶ Massive success! Program will continue
- ▶ Students load the trolley and visit each classroom to sell fruit and vegetables which have been donated by Woolworths The Ponds
- ▶ Drinks are also sold to staff at a small profit
- ▶ Difficult to engage student now fully involved and as a result also returning to the classroom when the program is finished



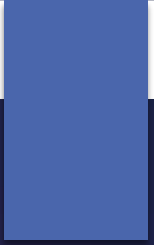
Where to Next?

- ▶ Expanding work experience into an external organisation
- ▶ Transition plans for year 10 students – first time this year
- ▶ First Year 11 students in 2020
- ▶ First Year 12 students 2021 – transitions to Post School placements
- ▶ Expanding the shared understanding of our staff and parents about the “what next”.
- ▶ Developing an understanding of how NDIS plans are involved in these transitions



Questions?

We have an activity but
before we do that, are there
any questions?



What activities does your school do, or could your school do, to prepare your students for life beyond school?