

# Les Powell School NEWSLETTER

**Volume 1**

Cnr Townview Road and Hoff Street, Mount Pritchard NSW 2170  
Phone: 9821 1711, Fax: 9821 2634, Email: lespowell-s.school@det.nsw.edu.au

**6th April 2017**

Our school website will be migrating to a new platform during Term 2. Make sure you visit our current version to compare.

The new platform will still have the information including photos, important dates and other information to support parents/carers: <http://www.lespowell-s.schools.nsw.edu.au/>

I hope you find the new platform more modern and user friendly.

**School rules:**



**Good Learner**



**Safe Learner**



**Kind Learner**

## Principal's report

Dear parents, carers and friends of Les Powell School,  
On Thursday at our morning staff meeting, I referred to next term as next year on two occasions. When thinking about how much we have accomplished this term, perhaps my mind was trying to tell me that it has been like a year's worth in one term! At the risk of appearing to exaggerate, let's do a run through of the term that was and celebrate as a school community on the achievements students, staff and families have contributed towards. I am sure you will agree that it does feel like a year's worth!

**On day one**, students and staff were greeted by newly painted and all weather proofed top playground, with painting and awning being completed during the holidays.



**This year**, students and staff moved classes organised by student age: our junior students occupying classrooms 9, 10, 11 and 12; middle school in rooms 1, 2, 5 and 6; seniors in classrooms 3, 4, 7 and 8. I am very proud of staff and especially our students who transitioned into their new areas beautifully. We will continue to review this organisation, to accommodate the changing needs in our student population and facilities.



## **Les Powell comes up roses!!**

The students and staff have not only been the ones that have enjoyed our new awning. Much to Michael's (assistant principal) and Jim's (one of our Wheels Charity bus drivers) relief, our school rose



garden appears to be liking the new environment in the top playground. So much so that along with Jim's green thumbs, our roses took honours at the Luddenham, Camden and Robertson Shows. Congratulations Jim for your horticultural talents and a big thank you for the time you donate towards preparing and entering our blooms !!

## Principal's report continued

### Student and staff changes

We welcomed new students: Dani Jamal and Mohamed Hejazi into our junior school, and Amsi Kashaoshana, Jenny Nguyen and Kadosh Meleke into our middle school.

New to our staff team this term, we welcomed Cassie Barlow and Ilias Kuvelas. We also celebrated the achievements of Maryanne Kuhlmann and Carmen Almeida who under very tough competition, were successful in gaining permanent appointments with us as school learning support officers.

At the end of this term, Michael will commence long service leave pending retirement. I will be sharing more about his illustrious career later next term. Relieving for Michael during Term 2 will be Jyoutsna Gupta.

At the end of this term, we will also be saying bon voyage to Damien McGeown. I know staff and students will miss Damian's extraordinary healthy concoctions. Damian is a talented teacher, who I hope will return to us soon.

Michael in 2002



Michael this term with Cassie and Sophie during Purple Day celebrations.

### Teaching and learning

Aligned to our new School Plan 2018-20 (a copy is included at the end of this newsletter), this term we brought our student IEP parent/teacher meetings forward to Week 3-4, enabling programs to be established earlier and domino towards stronger reporting. I thank our teachers and team leaders for their diligence in working with new timelines, that will grow impact in student engagement to learning. Also against the new School Plan, our newly formed PDHPE *aka* Sports Committee supported by team leaders, established the Wednesday Sports afternoon. Students are thoroughly enjoying the group activities. The committee has been busy in establishing opportunities for student involvement in and out of school physical activities. This term the committee submitted an audition video for our Dance Troupe to participate in this years School Specular. We have our 'dance spirit fingers' crossed whilst waiting feedback. The committee has also entered the troupe into this years Shining Stars.

Our new Swim Squad's hopes for achievement could not be dampened when the Swimming Carnival at Cabarita Pool was cancelled at the last minute. In true Les Powell form, we ran our own swimming carnival in our pool!

The Swim Squad comprised of Mina, Lisa, Shreya, Salwi, Said, My An, Jehrome, Steven, Alec and David.





## Celebrations

Throughout this newsletter, individual classes are show-casing the learning activities that they have attached to the special events, including Australian and world celebratory days. However to emphasise that learning is fun and how much fun you can have when learning, I am sharing some of the silly pictures I collected throughout the term:

### Purple Day for Epilepsy Australian



### Harmony Day



### Easter!



### Autism Month:

To celebrate Autism month in March, all classes worked on artwork that will be unveiled in Term 2 as part of our school aquarium.



### Community

I would like to thank the wonderful community groups and businesses that have generously supported our school this term. A big thank you to Hazel Ross from the Canley Heights Community Group, the C3 Church, Liverpool and Century 21 Real Estate Bonnyrigg.

.....and we still have one week to go!

I wish you all a safe and restful school holiday break, and look forward to our continued collaboration and growth.

Mrs Ace



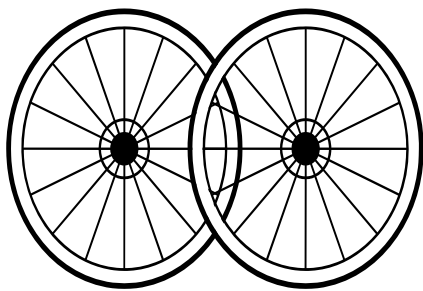


*Cooper, we will miss your beautiful blue eyes*

# From the Office

- Funds raised from **Purple Day** on 27th March of \$120.50 will be donated to Epilepsy Australia.
- **Reminder** if you are changing address and your child travels to and from school via school transport, we need details ASAP, as approval times at the moment are taking up to a month.
- **Reminder** if any of your contact numbers change please call the office or notify the teacher in your child's communication book.
- School Photos this year will be on Friday 18th May. Envelopes will go home next week for your selection of photos. There are also sibling photos for our families who have more than one student at Les Powell School.

If you have any questions Maria, Bernadette or Vicki are happy to help.  
Just call us on 9821-1711.



*"Towards Independence" Inc.*

## WHEELS

C/- Les Powell Public School  
Cnr Hoff Street and Townview Road  
MT PRITCHARD NSW 2170  
Phone: 9821 1711 FAX: 9821 2634  
Email: [lespowell-s.school@det.nsw.edu.au](mailto:lespowell-s.school@det.nsw.edu.au)

## Easter Raffle Results

- |     |                   |            |
|-----|-------------------|------------|
| 1.  | Nikola Hajdukovic | Red C14    |
| 2.  | Sonia Lam         | Red E49    |
| 3.  | Ida Paulic        | Purple A59 |
| 4.  | Victoria Quach    | Red D69    |
| 5.  | Jacinta           | Purple C64 |
| 6.  | Vicki             | Blue A25   |
| 7.  | Bernadette        | Blue A34   |
| 8.  | Julie (Bus 3)     | Blue D44   |
| 9.  | Taghrid Charbaji  | Red F50    |
| 10. | Laylah Mazzeo     | Orange C83 |
| 11. | Cassie            | Blue F82   |
| 12. | Jyoutsna          | Purple C32 |
| 13. | Sevrin Grimaldi   | Red F40    |
| 14. | Carmen            | Blue F40   |
| 15. | Tamika Chinnery   | Orange E12 |

Funds raised for Wheels \$596.00





# News From The Classroom

Dear Parents and Carers

Class 1C had a fantastic term by participating in a variety of activities throughout the term. Some of these include harmony day, class excursion, sports program, cooking program and community access program. Apart from these, our students were keen in doing activities based on class theme 'Transport' that focused on visual arts, literacy, numeracy and colouring. We congratulate them for their participation and efforts towards their work. Two students joined the class later during this term and we are excited to have them back. We would also like to thank everyone for your contributions and support this term and look forward to the same in Term 2.

**Chandra and Carmen**



**Welcome back Yousef and Sandy**



# News From The Classroom

Class 2A, would like to welcome all our students: Angela, Darren, Ashton, Vivian, Anna and Alvin. They have settled very well into the class group, the new classroom and their daily routine.

This term, has been full of exciting activities for the students. They have worked exceptionally well at school and participated wonderfully in the community. Their manners and behaviour at Stockland Wetherill Park Shopping Centre's food courts have to be commended. At school, their participation in using technology, preparing garden beds and in water sport program has been the highlight of this term. To reward the students' achievements they attended a great end of term excursion day to the N.S.W. Rail Museum in Thirlmere, which is linked to our 'Transport' theme. The weather was great and the students had a fantastic day at the museum. They had the opportunity of walking and looking at the different train engines. They ended the day with a nice lunch at the museum's facilities.

A big thank you, to all the parents for participating and supporting us in implementing their children's educational programs.

*Regards,*

*Andres & Raquel*





## class 3H

Hello everyone,

I can't believe this term has gone by so quickly, its already week 10. All the students in my class have settled in nicely. It was a great pleasure to meet parents to discuss students' Individual Education Plans and goals. We look forward to working with you towards achieving them. We have started all our programmes and students are enjoying participating in a range of activities to stimulate their learning.

Wishing all our students and families a safe holiday.

Regards,  
Hellen & Eda.





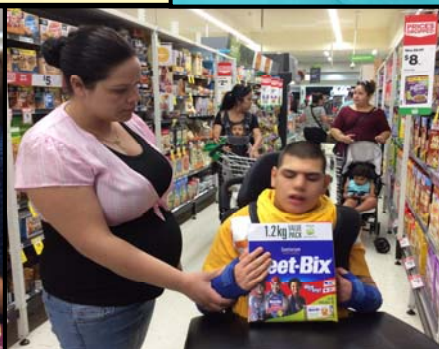
# Class 4J

Students of class 4J have been participating in many activities related to different Key Learning Areas. Their level of engagement can be viewed in the following pictures. Students deserve to be congratulated for their excellent behaviour during the community access program. Everyone enjoyed our excursion to Thirroul Beach.

Finally, we would like to extend our best wishes to Joe who celebrated his 18<sup>th</sup> birthday and James who turned 15 this year.

Wishing you all a safe and relaxing holiday.

Jyoutsna and Mohini



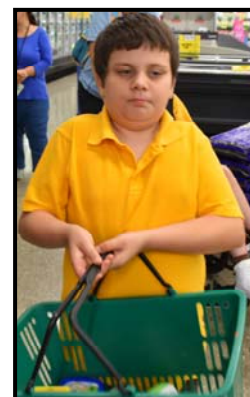
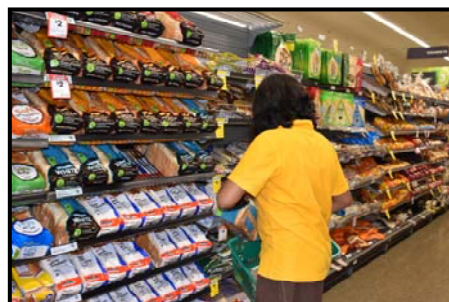
Welcome back to all the students of class 5C and a special welcome to our new student Amsi, who is settling well in his new class.

It has been a great start to the new school year. This year 5C has started community access and the students enjoy going to the park for a walk. We also go to Wetherill Park Stockland to buy our cooking ingredients every fortnight.

We enjoy our swimming sessions with Sharon, our swimming coach. Harmony Day was a wonderful success, thanks to our Junior school team. Thankyou to all the parents and carers who contributed food on that day.

Our class had a fun excursion day to the N.S.W. Rail Museum in Thirlmere on the 22nd of March, which tied in well to our 'Transport' theme for this year. 5C would like to take this opportunity to thank John for driving us to Thirlmere. Thanks to all the parents/carers who supported us from home. We are looking forward to continuing to learn. We can't wait to experience more great and exciting learning experiences in Term 2.

Regards Caroline & Maryanne





# News From The Classroom 6C

What a fantastic start to the year! Term 1 has been full of engaging activities and events for your children. This term 6C is participating in an in school sporting program called 'Special Olympics' practicing and building their hand eye co-ordination skills such as; throwing, kicking and hitting a ball.



This semester 6C is learning about Transport. We are discovering transport from the past and present and how we can travel. Last week middle school attended an excursion to the NSW Rail Museum. They learnt about the different trains and how steam trains worked. A big thank you to John for his amazing knowledge and also Mrs. Hejazi for volunteering with our class for the day!



Our community access program is linked to geography this semester! The students from 6C are practicing skills in ordering and paying for their lunch in addition to buying groceries for cooking at school. Each Monday morning we make a list and then students take turns in reading from the list and finding the products in the supermarket. Each week the students are becoming more confident in ordering their food for lunch and shopping in the supermarket.



Our school swimming program is a highlight of the student's week! 6C are very competent swimmers and we are learning new swimming strokes and/or fine tuning our current skills!

*I am so very proud of the progress all of 6C has made so far this term! We are looking forward to a wonderful year ahead!*  
Cassie and Ranjana.

HAPPY  
Easter





# News From The Classroom

## 7D



As we come to the end of Term 1, class 7D would like to thank all our parents and carers. There have been a lot of learning experiences in the classroom and outside. Our class focused on a healthy living program. During cooking each week, we have followed recipes from the Juice Master, Jason Vale. The students also planted a variety of vegetables in our garden. Our class celebrated Harmony Day with great enthusiasm and prepared vegetable patties, mash and gravy for the day.

The students are enjoying the weekly community access program to the Plough and Harrow park, where we explore our beautiful Australian landscapes. A special Thank you to John for driving us to the park every week.

Have a great holiday.

Damian, Haroula and students



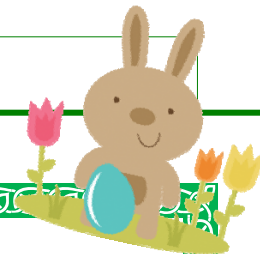


# Class 8

Our students had great fun participating in a variety of celebrations this term. They especially enjoyed dressing up for Harmony Day and for the Purple Day fundraiser in favour of Epilepsy Action Australia. The students are all coping well with their individual Learning plans. The highlight every week is our community access excursion as part of the Life Skills experiences. We usually visit the Plough and Harrow park, where we enjoy a picnic and BBQ. A special thank you to John for driving us to the park every week and also for preparing the BBQ lunch. Thank you too, to our parents for supporting the program.

Regards Annie & Kerrie

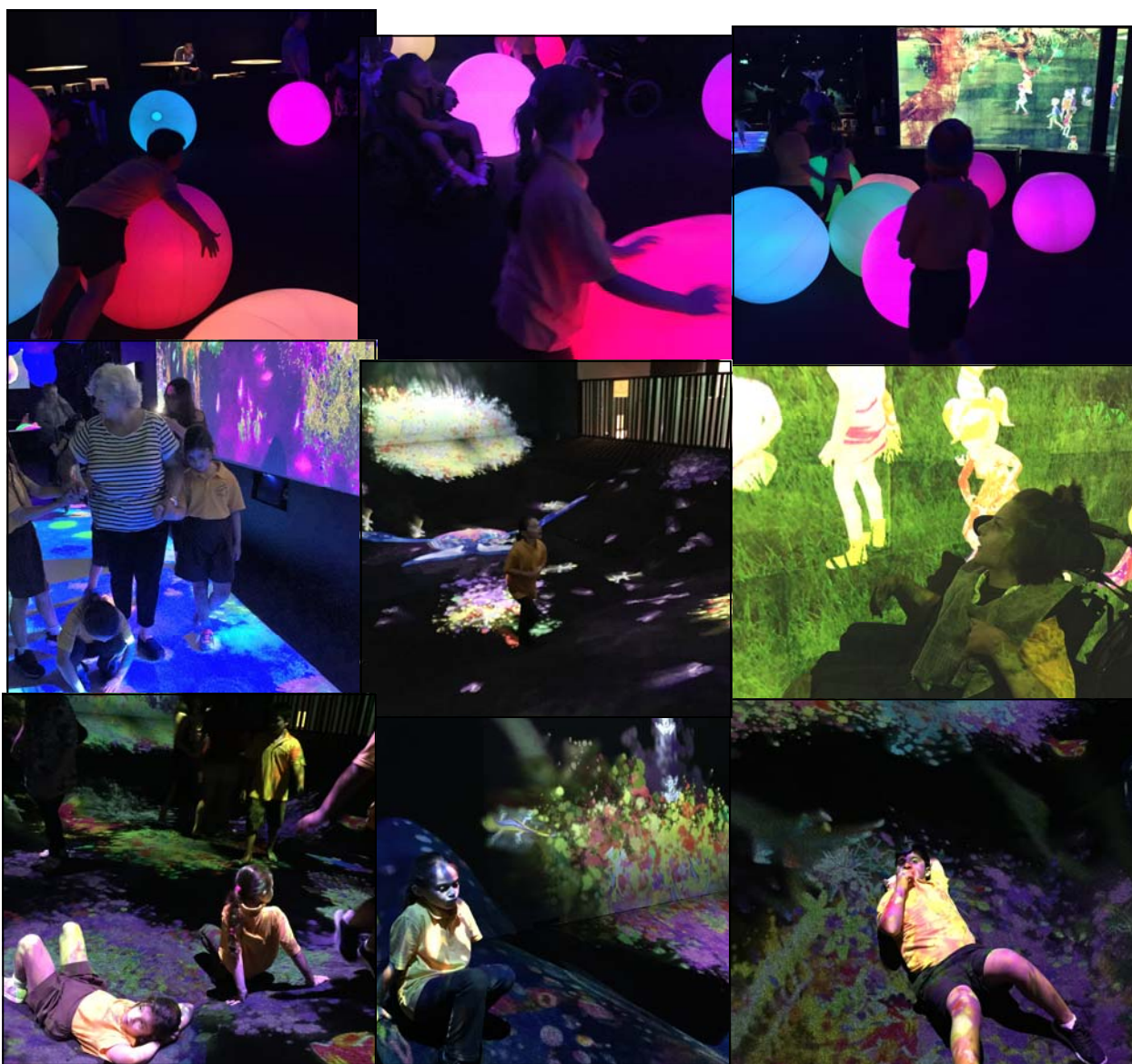




## JUNIOR 9

As this is our first newsletter for the year, I would like to introduce the students in Junior 9. Our class is comprised of Amal, Anas, Cooper, Laylah, Maria and our newly welcomed classmate, Michelle. The students have settled into their new classroom and routines and are participating in lots of learning activities, especially using their senses. The Junior team recently visited the Powerhouse Museum and were immersed in an interactive world of light and colour. They had the opportunity to participate in digital graffiti in which their own coloured pictures were scanned and came to life on the large interactive walls. Many students loved the giant colourful musical balls, and the carpeted "skate bowl," in which they could walk, crawl or slide down the sides or just relax and watch the slow moving digital images on the wall. Thank you to all our support staff on the day, especially our volunteers Hellen & Julie who helped the day to run smoothly. Many thanks to the parents and friends who joined us on Harmony Day. The participation and behaviour of the students was a joy to experience.

Warm Regards, Gina & Kim





## News From The Classroom 10

Dear Parents and Careers,

We are happy to report that all our students have settled in very well to the class and school routines. This is mainly due to all the support we have received from parents as well as staff.

The junior team have been participating in a sports program every Wednesday. This is a good opportunity for students to get to know each other and to support one another as part of a team. As new games are introduced to them, they acquire skills and behaviours such as sharing and turn-taking.

Harmony Day was not only a highlight, but also great fun with students, parents and teachers all showcasing different cultural dresses and a variety of food! Great to see the students dress up in their different national outfits.

Wishing everyone a great holiday

Stanton and Julie, Class 10S





# News From The Classroom 11M



Busy little 11M





## Junior 12F

Welcome to a new year and all our students, Alex, Andy, Nathaneal, Kayden, Sevrin and Mitchell. All have settled in to our routine and are working well. We are currently working on our Easter art and craft activities in preparation for our Easter Parade. Our Wednesday afternoon sport sessions are enjoyed by our students with excellent participation by all. Recently we celebrated Harmony Day and it was great to see the students dress up in their colourful national dress. On the day our class represented the country India, and our students helped to make an Indian dish. Last Tuesday, our Junior team visited the Powerhouse Museum on an excursion. It was an amazing experience for our students as they participated in many interactive activities. Students and staff all had a fantastic day. Lastly, happy birthday to Mitchell, and Alex who both recently celebrated their birthdays.

Wishing everyone a safe and relaxing holiday, Fred, Audrey and Sophie.

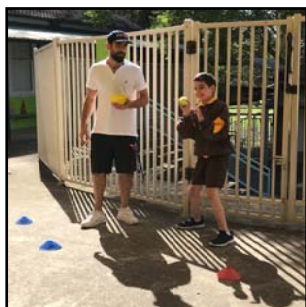


# News From The Sports Committee

Our 2018 sports committee teachers are Miss Cassie Barlow, Miss Caroline Moses and Mr Stanton Jaftha. Each of the committee teachers are dedicated to providing key opportunities for our students to participate and compete against other schools within the Sydney Area. These opportunities are vital for students to develop a sense of pride whilst representing the school, practice social skills when meeting new students at events and to achieve their individual potentials in all areas of Personal Development, Health and Physical Education.

## Special Olympics

Special Olympics is run by a department approved organisation teaching students key fundamental skills such as; throwing, catching, kicking and hitting a ball. These fundamental skills are then used to play a variety of games such as cricket. This program runs each term, once a week. Classes participating in Special Olympics this term are; 3H, 7D and 6C.



## School Spectacular

As in the past, we have submitted an application for our students to participate in the 2018 School Spectacular Event, showcasing the talents in the New South Wales Public Education system.

Our selected students have been practicing during the afternoons and they must be commended on their dedication to get all the moves right. We have submitted a demonstration recording and hope to hear from the organising committee very soon. In the meantime we wish to express our thanks and appreciation to all our colleagues for assisting with the supervision and for their patience with the change of routine in the afternoons.

*Cassie, Caroline and Stanton*



## Shining Stars

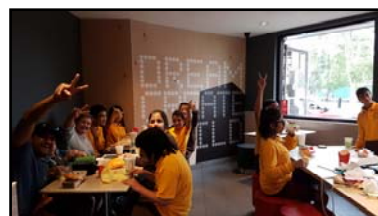
In term 2, the following students Brendan, Lisa, My An, Mina, Jerhome & Alex from Les Powell School will be participating in the 'Shining Stars' dance program. The students will have the opportunity to be involved in the dance choreographic process to develop their own dance skills. The students will display their performance at the Ultimo Public School Dance Festival and the Shining Stars Showcase. More information will be sent to the parents and carers

of the students participating next term. Caroline Moses, who is coordinating the event for the school, will accompany the students during rehearsals and performances. *Caroline Moses*

## Sydney Metropolitan Swimming Carnival.

Unfortunately due to bad weather the carnival was cancelled. However, as the students were very excited to participate in the carnival, we decided to use the school pool and have our own swimming carnival.

The morning consisted of a few races and also gave the teachers an opportunity to work with each student to develop their swimming skills before we headed off to McDonalds for a much deserved lunch. The afternoon consisted of a friendly water volleyball game and to reward the students for their incredible behaviours we had a variety of toys and floating devices to finish off a fantastic day! A very big thankyou to Sharon our swimming coach and John for assisting with transporting us to McDonalds. *Cassie and Stanton.*







## Les Powell School Community Watch Newsletter

Hello everyone,

It has been a very busy term with our Harmony Day celebrations which were very well attended. It was good to see so many faces to celebrate our diversity. Thank you so much to parents for their generous efforts and donations of food from around the world. Speaking for myself, it was delicious!!!

I have also been busy applying for grants for a Bush Tucker garden and Club Grants for playground exercise equipment. Keep your fingers crossed that we are successful.

Our first Support Group meeting for the year was also very well attended and I hope the parents that attended got some valuable information from the hand outs that were supplied. Of course, NDIS was the topic de jour. Parents were able to talk about their experiences and give advice to others on their issues and some valuable information was exchanged. We will be holding another Support Group meeting in the first half of Term 2. I hope you will be able to attend. Please remember, that if you require any assistance between our support meetings, you can contact me directly on a Wednesday and Thursday.

During the first half of Term 2 we will also be having the first of our parents' day out as well as a Healthy Lunch Box session run by the NSW Cancer Council, so keep your eyes peeled for the flyers for these great activities for parents.

*Denise Bugeja*

Phone: 9821-1711      Mobile: 0407957715

E: [denise.bugeja@det.nsw.edu.au](mailto:denise.bugeja@det.nsw.edu.au)



### UNIFORM SHOP



**Winter** uniforms are now in stock. If you wish to order, simply complete a uniform order and send it back to school. Order forms can be downloaded from the school website or collected from school. You are now able to pay via credit card on-line only via the school website. Cash and cheque are still accepted. Your order will be filled and sent home with your child. Or, you will be contacted when the order is ready to be collected and paid for.

We also have an number of good quality second hand uniforms available for free. See Sharon or Denise. Winter uniforms will not be available to order until end of Term 1.

### DIARY DATES

Parent Support Group Meeting TBA

Parent Day out TBA

Healthy Lunch Box Session TBA

# Les Powell School Community Watch Newsletter



"Empowering children and adults with autism and their families through knowledge & support"

## Autism Advisory and Support Service

### Support for Students with Autism Spectrum Disorder



**Date:** 1<sup>st</sup> June 2018

**Time:** 9:30am – 4:30pm

**Venue:** Liverpool Catholic Club

424 – 458 Hoxton Park Road Prestons 2170 NSW

**Cost:** \$300

**RSVP** via Eventbrite by **Monday 18<sup>th</sup> March**

Email [reception@aass.org.au](mailto:reception@aass.org.au) for further information

Morning and Afternoon Tea are provided. Lunch can be purchased at the venue.

#### Supporting Students with Sensory and Communication Issues – Presented by Thanh Nguyen and Abha Balram

Visuals and pictures are one of the most universal modes of communication. This workshop is an introduction to the types of visual supports available to support clients with Autism. It will also provide you with the strategies to begin implementing and catering the use of these specific to your child and/or student. Included in the workshop is also an opportunity to have a quick look at some high – tech Alternative and Augmentative Communication (AAC) Systems available.

This workshop will provide an overview of sensory processing and how sensory processing issues can affect children with autism. Strategies for addressing individual sensory needs, creating multisensory environments, and helping children maintain a 'just right' level of attention in the classroom will be discussed. We will also have some sensory items to try out which are used in therapy sessions and can be helpful additions to any classroom. Time will be allocated for Q and A.

#### Supporting Students with Anxiety and Behaviours of Concern – Presented by Myrna Dominguez and Craig Baird

This workshop is aimed at teachers, child care and out of school hours care educators, disability support workers, parents and carers. It is a beginner workshop and it will provide you with information about autism, anxiety and practical strategies to help understand the functions of behaviours and how to guide individuals positively at school, at home and the community. There will be time allocated for Q and A.



**NATIONAL CARER COUNSELLOR PROGRAM**



# **ADULT SIBLING THERAPEUTIC GROUP**



## **Are you an adult sibling caring for a sibling with an intellectual or physical disability?**

Carers NSW are running a Carer Wellbeing group for sibling carers, caring for a sibling with a physical or intellectual disability of people in NSW.

Talk-link is a six week telephone program for adult carers, facilitated by two trained counsellors.

The therapeutic group will allow carers to:

- \*Strengthen resilience with coping strategies
- \*Learn healthy communication boundaries
- \*Explore loss & grief in the caring role
- \*Understand the benefits of self care

A call for Expression of Interest

**FREQUENCY:** Weekly for six weeks

**WHO:** Sibling carers of siblings affected by physical or intellectual disability.

**WHERE:** Telephone Group  
Connect via any landline (free) or mobile telephone (mobile rates apply)

Register your interest ASAP (places limited)

For more information or to register  
**CALL: Carer Line 1800 242 636**



# KIDS CONNECTION Vacation Care

**For children aged 5 to 12 years with a disability  
and a NDIS Plan**

Our qualified, caring staff are keen to understand what interests your child.  
We build our program of cool activities and outings around your child's interests and needs.

- Vacation care is held Monday to Friday excluding public holidays
- Minimum of 6 hours of service per day
- Home base: Austral Service Centre, 135 Thirteenth Ave, Austral 2179

For more details please phone 8777 0500



The Junction Works is an NDIS Registered provider of support and therapy services for children with additional support needs. Kids Connection is a recreational program developed in consultation with our clinical services to provide children with stimulating, age appropriate activities in a caring, socially supportive environment.



# School Plan 2018-20



# School background 2018–2020

## School vision statement

At Les Powell, the school community works together to provide each student a quality individual, high impact learning and support program that enables them to achieve their full potential.

## School context

Les Powell School is located in the Mount Pritchard area of Western Sydney and provides quality individual learning programs for students with a diverse range of complex learning and support needs. The school is divided into twelve classes, each staffed with a teacher and a school learning support officer that cater for students from Kindergarten to Year 12.

Students attending Les Powell School present with moderate to severe intellectual disability, and may have additional needs such as Autism, sensory impairment, challenging behaviour, physical and language disability. Eighty one percent of the student population has language backgrounds other than English.

Facilities provided for students include three playground areas, a heated hydrotherapy pool, library, bike and walking track, sensory library and a liberty swing. All classrooms have interactive white board technology and access to specialist toilets.

## School planning process

Throughout the second half of 2017, a robust review was undertaken to drive the 2018–20 school plan's direction for improvement. The review triangulated the feedback and aspirations of the school community by looking at the achievement outcomes, and data from the 2015–17 school plan milestones. Feedback from a comprehensive audit of the school's resources and facilities was also completed, to establish a holistic review of the school in its entirety.

To gain feedback from the school community, a series of formal and informal strategies were used, including surveys, staff meetings, executive team meetings, one on one staff conversations with the principal and parent/carer/agency services meetings; the School Plan2015–17 milestone outcomes were considered against parent satisfaction feedback; the Executive Team all contributed to the school's self-assessment; SCOUT data for staff professional learning, leave patterns and injury reporting was analysed and data on student attendance, incidences as well as all student reporting frameworks, teaching and learning practices were considered. The school resources and facility audit was conducted cross-school, involving all staff, with parent input and lead by the school's work, health and safety committee.

To drive our school's improvement over the next three years, the strategic directions for the 2018–20 school plan, articulate the priority areas for impact and growth that have been identified through the review process.



## School strategic directions 2018–2020

**STRATEGIC  
DIRECTION 1**  
Connected, thriving, succeeding  
students

**Purpose:**

To ensure all our students are individually known, nurtured, valued and cared for, in a safe and supportive learning environment that enables them to connect, thrive and succeed.

**STRATEGIC  
DIRECTION 2**  
High impact, quality teaching  
and learning

**Purpose:**

To create a thriving learning community, where staff work collaboratively in recurring cycles of collective inquiry to ensure every student, every teacher and every leader experiences growth every year.

**STRATEGIC  
DIRECTION 3**  
Effective communication &  
connections

**Purpose:**

To grow a staff and parent/agency collaborative culture, where learning, communication, and experimentation become part of the school's daily routine so that our student's attendance and behaviour levels improve, and their social and independence skills grow across all settings.

# Strategic Direction 1: Connected, thriving, succeeding students

Purpose			
To ensure all our students are individually known, nurtured, valued and cared for, in a safe and supportive learning environment that enables them to connect, thrive and succeed.			
Improvement Measures			
Increase the number of students actively engaged in cross stage school programs, from the 2017 baseline.			
People		Processes	
Students		Practices and Products	
Are provided opportunities to be healthy, happy, engaged and successful, whilst growing their gross, fine motor and social skills.		<p>Upgrade the school playground so that students have access to safe, age appropriate, needs appropriate and engaging learning facilities that promote them to connect, thrive and succeed.</p> <p>Implement a whole school approach to creating opportunities for student leadership.</p>	
Students		Practices	
Feel empowered to succeed by building their leadership capabilities.		School wide, shared responsibility is evident through purposeful and meaningful physical activity programs provided for all students.	
Staff		School community shared commitment for providing meaningful student participation and leadership, evident through student voice, their actions in the playground, their support for others, their involvement in sporting, cultural, local community events, projects, and also including representation beyond the school.	
Adopt a shared responsibility mindset to providing students with quality programs that improve student wellbeing.		Products	
Leaders		<p>Purposeful and meaningful school sport and physical activity programs:</p> <ul style="list-style-type: none"> <li>• Water Sports</li> <li>• School Sports</li> <li>• Sensory Library</li> <li>• School representation squad for swimming and athletics</li> </ul>	
Model the expectation for full engagement and participation in all programs from all staff and students.		<p>Purposeful and meaningful school creative and performing arts program:</p> <ul style="list-style-type: none"> <li>• Signing Choir</li> <li>• Dance</li> <li>• Drumming</li> </ul>	
Leaders		<p>Student Representative Council and Prefects</p> <p>Upgraded playground facilities.</p>	
Model clear expectations for staff to build productive relationships with parents/carers and agency partners that support students to do well and thrive.		Practices	
Parents/Carers		<p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> <li>• teaching programs</li> <li>• parent, student and community satisfaction surveys (e.g., Tell Them From Me)</li> <li>• feedback from project teams</li> <li>• reflection and reporting on the impact of planned activities identified in milestones</li> <li>• milestones are met in a timely manner.</li> </ul>	
Entrust their children to school staff with confidence that Les Powell School will deliver on this strategic direction.		Products	
Community Partners		<p>Purposeful and meaningful school creative and performing arts program:</p> <ul style="list-style-type: none"> <li>• Signing Choir</li> <li>• Dance</li> <li>• Drumming</li> </ul>	
Demonstrate support for the school's educational philosophy and are active partners in progressing student individual education goals.		Practices	
Community Partners		<p>School wide, shared responsibility is evident through purposeful and meaningful physical activity programs provided for all students.</p>	



## Strategic Direction 2: High impact, quality teaching and learning

Purpose	People	Processes	Practices and Products
To create a thriving learning community, where staff work collaboratively in recurring cycles of collective inquiry to ensure every student, every teacher and every leader experiences growth every year.	<b>Students</b> Are engaged and challenged to excel in their communication and across all of the Key Learning Areas.	<b>Embed a collegial, evaluative feedback approach that supports teachers to improve their professional knowledge, practice, and the learning and support outcomes of students.</b> <b>Embed a whole school approach for consistent, robust assessment that maps student progress and drives high impact differentiated teaching and learning.</b> <b>Implement stage specific scope and sequence across the junior, middle and senior school teams, using instructional collaboration.</b>	<b>Practices</b> Every teacher uses data to inform their teaching and learning, by tracking their individual student's achievement against the National Literacy and Numeracy Learning Progressions. Every teacher is able to confidently demonstrate the use of a wide range of adjustments and strategies to support student to engage with the curriculum. Every teacher can confidently report to parents on their children's progress in a timely manner, according to the school's reporting calendar.
Improvement Measures	<b>Staff</b> Adopt a shared responsibility mindset to providing students with quality, high impact teaching and learning programs.		
100% of student progress is mapped in PLAN2 by teachers against the National Literacy and Numeracy Learning Progressions, to drive their teaching.	<b>Staff</b> Feel that Les Powell School is a great place to work and strive to produce work of the highest calibre.		
A school assessment framework is fully implemented to inform high impact, quality teaching and learning across all Key Learning Areas.	<b>Staff</b> Initiate and engage in professional discussions with colleagues to evaluate practice directed at improving professional knowledge and practice, and the educational outcomes of students.	<b>Evaluation Plan</b> Progress towards improvement measures will be evaluated through: <ul style="list-style-type: none"> <li>teaching programs</li> <li>parent, student and community satisfaction surveys (e.g., Tell Them From Me)</li> <li>feedback from project teams</li> <li>reflection and reporting on the impact of planned activities identified in milestones.</li> <li>milestones are met in a timely manner.</li> </ul>	Teachers engage in and apply constructive feedback from colleagues and their instructional leaders to improve their professional knowledge, practice and the learning and support outcomes of students.
100% of staff are using the SMART model performance indicators that evidence improved professional knowledge and practice.	<b>Leaders</b> Provide tailored supervision, support, effective professional learning and feedback to meet the needs of each staff member.		<b>Products</b> Reports that clearly articulate to parent of their child's progress and direction. Stage specific scope and sequence frameworks. School assessment framework.
100% of teachers actively engage in professional discussions with colleagues and their supervisors to evaluate practice directed at improving professional knowledge, practice, and the educational outcomes of students.	<b>Parents/Carers</b> Entrust their children to school staff with confidence that Les Powell School will deliver on this strategic direction		Australian Professional Standards for Teachers driven professional development plans that present high level SMART goals.

## Strategic Direction 3: Effective communication & connections

Purpose	People	Processes	Practices and Products
<p>To grow a staff and parent/agency collaborative culture, where learning, communication, and experimentation become part of the school's daily routine so that our student's attendance and behaviour levels improve, and their social and independence skills grow across all settings.</p>	<p><b>Students</b></p> <p>Are provided with realistic and consistent expectations for their behaviour across all settings.</p> <p><b>Staff</b></p> <p>Adopt a shared responsibility mindset for providing students with a clear, realistic and consistent approach that supports students to self regulate.</p> <p><b>Staff</b></p> <p>Work collaboratively with parents to support a clear, realistic and consistent approach for student self regulation across settings.</p>	<p>Embed a whole school approach to Positive Behaviour for Learning with clear, realistic and transparent behaviour expectations that promote a positive teaching and learning school culture.</p> <p>Embed a teacher, parent/carer and agency collaborative approach to planning student goals that are meaningful, realistic, achievable and high impact.</p>	<p><b>Practices</b></p> <p>A strong collaborative home and school approach exists in the implementation of Positive Behaviour for Learning.</p> <p>Les Powell School embraces the expertise that NDIS service providers can bring to the collaborative planning of each student's learning and support program.</p> <p>Parents feel they are a welcomed and considered an essential collaborator, when planning and reviewing their children's individual learning and support program at Les Powell School.</p>
Improvement Measures		Evaluation Plan	Products
<p>Increased student attendance, from the start of the 2017 school year baseline.</p>		<p>Progress towards improvement measures will be evaluated through:</p> <ul style="list-style-type: none"> <li>teaching programs</li> <li>parent, student and community satisfaction surveys (e.g., Tell Them From Me)</li> <li>feedback from project teams</li> <li>reflection and reporting on the impact of planned activities identified in milestones</li> <li>milestones are met in a timely manner.</li> </ul>	<p>Positive Behaviour for Learning school package: policy, visuals, behaviour expectations, teacher resources.</p> <p>Database: Up to date with parent contact details, communication needs.</p> <p>Calendar of activities and events to inform parents.</p>
<p>Decreased student behaviour incidences, from the start of the 2017 school year baseline.</p>	<p><b>Leaders</b></p> <p>Provide effective professional learning and feedback to staff regarding Positive Behaviour for Learning (PBL).</p> <p><b>Leaders</b></p> <p>Model clear expectations for staff to build productive relationships with parents/carers and agency partners, that support students to do well and thrive.</p> <p><b>Parents/Carers</b></p> <p>Entrust their children to school staff with confidence that Les Powell School will deliver on this strategic direction.</p> <p><b>Community Partners</b></p> <p>Are active partners with the staff at Les Powell School in progressing student individual education goals.</p>		
<p>Increased parent/carer confidence in the quality of teaching and learning programs that Les Powell School delivers.</p>			



A large, red, multi-pointed starburst shape with a black outline, centered on a white background. The starburst has approximately 16 points of varying lengths, creating a jagged, explosive appearance.

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إذا وجدت صعوبة في فهم محتويات هذه الوثيقة أو أردت الحصول على مزيد من المعلومات، فيرجى أن تتصل بخدمة الترجمة الهاتفية على الرقم 131 450 وأن تطلب منهم الاتصال هاتفياً بالمدرسة نيابةً عنك. تقدم لك خدمة الترجمة هذه مجاناً.

Telephone Interpreter Service 131 450

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Telephone Interpreter Service 131 450

Nếu quý vị không hiểu tài liệu này hoặc muốn biết thêm chi tiết, xin vui lòng gọi đến Dịch vụ Thông dịch qua Điện thoại (TIS) số 131 450 và nhờ họ điện thoại đến trường. Dịch vụ này miễn phí cho quý vị.

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