

The Relentless Pursuit of Meaningful Post-School Options



In this short session:

- The structures and processes that are in place at Clifford Park Special School
- The extra things that we do that make us relentless in our pursuit of meaningful post-school options
- Differences in our PATH process
- Connection to your workplace



Clifford Park Special School

- High school only; Years 7 to 12
- Just under 170 students
- 24 classrooms
- Diversity of students that engage in a Highly Individual Curriculum to Year Three



School Review 2021

The school is relentless in the pursuit of viable and meaningful post-school options for all students.

Well-established, strong and mutually beneficial partnerships with local businesses and community organisations support Planning Alternative Tomorrows with Hope (PATH) goals and transition to post-school options, and improve opportunities and learning outcomes for students.

Parents speak appreciatively of the persistent and optimistic approach of staff members in pursuing opportunities in the community to enhance students' transition to post-school life. The school uses targeted funds to employ a PATH coordinator to support this process.

Parents express valuing and appreciating the strong support provided to ensure that all students have secure employment or supported post-school pathways on leaving school.



The one or two steps more:

Targeted funds for:

- teacher off-line five days a week (PATH/NDIS Coordinator)
- support of teacher aide (TA04) five days a week
- transport costs
- extra teacher aides to support community engagement
- Student Plan Meetings costs



I define connection as the energy that exists between people when they feel seen, heard and valued, when they can give and receive without judgement, and when they derive sustenance and strength from the relationship

Dr Brene Brown



Whole School Overview

Roles and Responsibilities



This is what we strive for:

- Meaningful life after school
 - Right Place Right Person
 - choice
 - students know what will happen once they finish
 - engage in work before school finishes
 - engage with disability providers before school finishes
 - Inclusion in community (mainstream vs disability)



Future Directions

- Paying current volunteers
- Outcomes of our relentless pursuit
(four years)



Whole School Overview-Roles and Responsibilities

Roles/Responsibilities	Grade 7-9	Grade 10	Grade 11	Grade 12
Teachers	<ul style="list-style-type: none"> -During Student Plan Meetings, inform parents/carers of assistance available for NDIS support -Notify PATH/NDIS coordinator if parents inform them of issues 	<ul style="list-style-type: none"> -Teach PATH as part of Work Studies in Term Three -Organise PATH meetings with stakeholders -Support students at TAFE Testers 	<ul style="list-style-type: none"> -Deliver Senior Secondary Applied Syllabus HASS Social and Community Studies -Guide to Individual Learning (GIL) -Deliver school-based work programs 	<ul style="list-style-type: none"> - Deliver Senior Secondary Applied Syllabus HASS Social and Community Studies -Guide to Individual Learning (GIL) -Deliver school-based work programs
PATH/NDIS Coordinator	<ul style="list-style-type: none"> -Meeting parents before initial/review meetings to ensure readiness -Accompany parents to doctor/allied health appointments to assist in getting appropriate documentation -Attend initial/review NDIS meetings -Assist parents/carers when problems/issues arise or with documentation -Liaise with teachers to get NDIS support letter -Assist parents with completing Companion Card 	<ul style="list-style-type: none"> -Meeting parents before initial/review meetings to ensure readiness -Accompany parents to doctor/allied health appointments to assist in getting appropriate documentation -Attend initial/review NDIS meetings -Assist parents/carers when problems/issues arise or with documentation -Liaise with teachers to get NDIS support letter -Attend school stakeholder meetings if NDIS focus -Assist parents with completing Companion Card -Support parents/carers with Centrelink documentation -Attend PATH meetings (Graphics) -Edit, collate PATH documents including SETPlans ready to be sent home to parents and other stakeholders -Organise TAFE Testers including enrolments, USI, liaise between parents, TAFE and school -Organise transport -Organise support staff 	<ul style="list-style-type: none"> -Meeting parents before initial/review meetings to ensure readiness -Accompany parents to doctors/allied health to assist in getting appropriate documentation -Attend initial/review NDIS meetings -Assist parents/carers when problems/issues arise or with documentation -Liaise with teachers to get NDIS support letter -Attend school stakeholder meetings if NDIS focus -Assist parents with completing Companion Card -Support parents/carers with Centrelink documentation -Review PATH at the beginning of the year -Edit PATHs and SETplans ready to be sent home to parents and other stakeholders -Finding and maintaining work/volunteer placements -Complete work/volunteer placement documents including risk assessments -Managing staff for placements/liasing with DPs -Getting feedback from support staff on a weekly basis; feedback given to teachers -Accompanying students for interviews -Organise Certificate Course with Training Providers -Manage school traineeships and apprenticeships with RTO. -Organise weekly class visits to post school disability day services -Organise Post-School Expo and parent/carer bus tour -Managing the transport schedule, including booking vehicles, appropriate documentation 	<ul style="list-style-type: none"> -Accompany parents to doctors to assist in getting appropriate documentation -Attend review NDIS meetings with parents/carers -Assist parents/carers when problems/issues arise or with documentation -Liaise with teachers to get NDIS support letter -Attend school stakeholder meetings if NDIS focus -Meeting parents before review meetings to ensure plan is appropriate for life after school -Assist parents with completing Companion Card -Support parents/carers with Centrelink documentation -Review PATH at the beginning of the year -Edit PATHs and SETplans ready to be sent home to parents and other stakeholders -Finding and maintaining work/volunteer placements -Complete work/volunteer placement documents including risk assessments -Managing staff for placements/liasing with DPs -Getting feedback from support staff on a weekly basis; feedback given to teachers -Managing the transport schedule -Accompanying students for interviews -Organise Certificate Course with Training Providers -Manage school traineeships and apprenticeships with RTO. -Organise weekly class visits to post school disability day services -Organise Post-School Expo and parent/carer bus tour -Managing the transport schedule, including booking vehicles, completing appropriate documentation

<p>PATH/NDIS support (TA04)</p>	<p>-Touching base (phone call) with families regarding NDIS progress and if they require support -Assistance in writing new NDIS applications -Assistance in writing new Companion Cards -Assisting families with other paperwork and documentation, example psychology assessment, therapy -Update tracking sheets for NDIS with comments and progress.</p>	<p>-Touching base (phone call) with families regarding NDIS progress and if they require support -Assistance in writing new NDIS applications -Assistance in writing new Companion Cards -Assisting families with other paperwork and documentation, example psychology assessments, therapy -Update tracking sheets for NDIS with comments and progress.</p>	<p>-Touching base (phone call) with families regarding NDIS progress and if they require support -Assistance in writing new NDIS applications -Assistance in writing new Companion Cards -Assisting families with other paperwork and documentation, example psychology assessments, therapy -Update tracking sheets for NDIS with comments and progress. -Ensuring senior students are ready to go to work/volunteer placements -Finding and maintaining work placements -Visiting placements</p>	<p>-Touching base (phone call) with families regarding NDIS progress and if they require support -Assistance in writing new NDIS applications -Assistance in writing new Companion Cards -Assisting families with other paperwork and documentation, example psychology assessments, therapy -Update tracking sheets for NDIS with comments and progress. -Ensuring senior students are ready to go to work/volunteer placements -Finding and maintaining work placements -Visiting placements</p>
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