Holroyd School
Annual Report

2016

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Introduction

The Annual Report for **2016** is provided to the community of **Holroyd School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Anne Flint

Principal

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Message from the Principal

The Holroyd School 2016 annual report.celebrates a successful year of quality teaching and learning. The staff of Holroyd School are committed to student success at every level across the school. Each student receives a quality education in a supportive learning environment..

Professional learning has been strongly supported to build the capacity of our leaders and teachers to enhance the learning outcomes of our students. Throughout the year the staff has continued to work collaboratively to develop and refine quality educational programs. The school has continued to work on the three strategic directions which are 'Give Every Student a Voice'; 'Professional Engagement to Make Every Day Count' and 'Strong and Positive Family and Community Partnerships'. These directions are underpinned by Holroyd School Values.

Each member of the school team, including administrative and support staff, executive and teachers, school learning support officers (SLSOs), cleaners, general assistant, drivers and escorts, therapists and visiting teachers have contributed to the success of the school.The annual report shares the key achievements of our students, staff and school. This report focuses on the achievements made over the second year of the three year school plan (2015–2017).

Holroyd School provides students with a wide range of learning opportunities and experiences allowing students to explore their interests and develop their talents.

School background

School vision statement

Holroyd School is valued by its students, staff and community as a dynamic educational environment for students with special needs where each person's unique talents are discovered and nurtured.

School context

Holroyd School is a special school located in Merrylands. It is the largest special school in NSW. Holroyd School serves a community with students from diverse language, cultural and socio–economic backgrounds. The school provides personalised learning plans for 30 classes of students with moderate or severe intellectual, physical and associated disabilities from kindergarten to year 12. Every parent and carer is encouraged and supported to participate in the development of their child's learning plan, based on individual student learning needs and framed in the NSW Board of Studies Teaching and Educational Standards (BOSTES) K–6 Syllabus and the 7–12 Life Skills Syllabus. The school has a strong community reputation for the provision of quality programs and education services. This school has a strong commitment to excellence for all schools as part of NSW public education.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

Learning Culture:

All teaching staff understand that student engagement and learning are related and the school communicates priorities for strengthening both.

Expectations of behaviour are explicitly taught to students and relate to each school setting such as classroom, playground and assemblies.

School programs address the needs of identified student groups (e.g. Aboriginal students, with disability and students for whom English is a second language).

Attendance rates are regularly monitored and action is taken promptly to address issues with individual students.

There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities.

Positive, respectful relationships are evident among students and staff, promoting student wellbeing and ensuring good conditions for student learning.

Wellbeing

The school has identified aspects of, and factors contributing to, wellbeing in the delivery of teaching and learning.

Students are taught to accept responsibility for their own behaviours as appropriate to their age and level of understanding, as expressed in positive behaviour for learning (PBL).

The school encourages students to recognise and respect cultural identity and diversity.

School staff maintain currency of knowledge about requirements to meet obligations under Keeping Them Safe.

The school consistently implements a whole–school approach to wellbeing that has clearly define dbehavioural expectations and creates a positive teaching and learning environment.

Students care for self, and contribute to the wellbeing of others and the wider community.

Individual learning is supported by the effective use of school, system and community expertise and resources through contextual decision–making and planning.Students are learning to be self–aware, build positive relationships and actively contribute to the school, the community and the society in which they live.

Curriculum and Learning

Curriculum provision meets community needs and expectations and provides equitable academic opportunities.

The school has an effective plan for student transitions in place.

School plans elaborate on what all students are expected to know, understand and do.

Curriculum delivery integrates technology, library and information services.

The school provides a range of extra–curricular offerings for student development.

Teachers differentiate curriculum delivery to meet the needs of individual students.

Curriculum provision is enhanced by learning alliances with other schools and organisations.

The school actively collects and uses information to support students' successful transitions.

Teachers involve students and parents in planning to support students as they progress through the stages of education.

There are systematic policies, programs and processes to identify and address student learning needs.

The school establishes active partnerships and works collaboratively to ensure continuity of learning for students

Curriculum programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence–based teaching practices and innovative delivery mechanisms where appropriate.

Extra–curricular learning opportunities are significant, support student development, and are strongly alignedwith the school's vision, values and priorities

Assessment and Reporting

Individual student reports include descriptions of the student's strengths and areas of growth.

Teachers set transparent criteria for student assessment and have in place principles of consistent assessment and moderation

Parents are updated on the progress of their children.

Student reports contain detailed information about individual student learning achievement and areas for growth, which provide the basis for discussion with parents.

Parents have an understanding of what their children are learning and receive regular information to support progression to the next level.

Practices are embedded for parents to be engaged and understand the learning progress of their children and how to effectively support them to learn.

Student Performance Measures

The school achieves value–added results.

Students are showing expected growth on internal school performance measures.

Teaching

Teachers regularly review and revise teaching and learning programs.

Teachers routinely review previous content and preview the learning planned for students in class.

All classrooms are well managed, with well planned teaching taking place, so that students can engage in learning productively, with minimal disruption.

Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices.

Teachers provide explicit, specific and timely formative feedback to students on how to improve.

The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence–based practice.

Teachers regularly review learning with each student, ensuring all students have a clear understanding of how to improve their learning.

Data Skills and Use

Teachers analyse and use student assessment data to understand the learning needs of students.

The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data.

Data analysis informs the school's learning goals and monitors progress towards them.

Teachers incorporate data analysis in their planning for learning.

Collaborative Practice

Executive, staff, faculty/stage, team and other meetings are used to review the curriculum and to revise teaching and learning programs.

Staff regularly evaluate teaching and learning programs including the assessment of student outcomes.

Teachers work together to improve teaching and learning in their year groups, stages, faculties, or for particular student groups.

Teachers provide and receive planned constructive feedback from peers, school leaders and students to improve teaching practice.

Processes are in place to provide formal mentoring or coaching support to improve teaching and leadership practice.

The school identifies expertise within its staff and draws on this to further develop its professional community.

Teachers collaborate within and across stages and faculties to ensure consistency of curriculum delivery, including strategies for differentiation and consistency of teacher judgement.

School–wide and/or inter–school relationships provide mentoring and coaching support to ensure the ongoing development of all staff.

Learning and Development

Teachers participate in professional learning targeted to school priorities and their professional needs.

The school has effective professional learning for induction, teaching quality, leadership preparation and leadership development.

The school has processes in place for teachers' performance and development.

Beginning and early–career teachers are provided with targeted support in areas of identified need.

Analysis of the teaching team identifies strengths and gaps, with succession planning in place to build staff capabilities and recruit staff with particular expertise to deliver school improvement targets.

Teachers actively share learning from targeted professional development with others.

There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of effective teaching strategies in these areas.

Teachers are actively engaged in planning their own professional development to improve their performance.

The school is recognised as expert in the provision of support to beginning and early career teachers.

Professional Standards

Teachers understand and implement professional standards and curriculum requirements.

Staff attainment of professional learning goals and teaching requirements are part of the school'sperformance and development processes.

Teachers are committed to their ongoing development as members of the teaching profession.

Teachers demonstrate currency of content knowledge and teaching practice in all their teaching areas.

Teachers demonstrate responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers work beyond their classrooms to contribute to broader school programs.

The teaching staff of the school demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices, and rely on evidence–based teaching strategies.

Leading

Leadership

Parents and community members have the opportunity to engage in a wide range of school–related activities.

The school community is positive about educational provision.

The school is committed to the development of leadership skills in staff and students.

Links exist with communities of schools, other educational providers and other organisations to support the school's programs.

The school's leadership strategy promotes succession planning, distributed leadership and organisational best practice

The school solicits and addresses feedback on school performance.

Leadership development is central to school capacity building.

The school has productive relationships with external agencies such as universities, business, industry and community organisations to improve educational opportunities for students.

Staff have purposeful leadership roles based on professional expertise.

The school leadership team makes deliberate and strategic use of its partnerships and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

School Planning, Implementation and Reporting

Staff, students, parents and the broader school community are welcomed and engaged, when possible, in the development of the vision, values and purpose for the school.

The three–year school plan has annual iterations focused on achieving identified improvements.

The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.

The school plan aligns to local and system priorities and ensures responsiveness to emerging needs.

An evidence base, drawn from the collection and analysis of learning and development data, is used to review performance annually.

Planning and implementation includes processes for resource allocation, professional learning, performance monitoring and reporting.

The school acknowledges and celebrates a wide diversity of student, staff and community achievements.

There is broad understanding of, and support for, school expectations and aspirations for improving studentlearning across the school community.

Monitoring, evaluation and review processes are embedded and undertaken routinely.

Clear processes, with accompanying timelines and milestones, direct school activity towards effective implementation of the school plan.

School Resources

Systematic annual staff performance and development reviews are conducted.

The school's financial and physical resources and facilities are well maintained, within the constraints of the school budget, and provide a safe environment that supports learning.

School and other facilities are used creatively to meet a broad range of student learning interests and needs.

Strategic financial management is used to gain efficiencies and to maximise resources available to implementthe school plan.

Physical learning spaces are used flexibly, and technology is accessible to staff and students.

The use of school facilities is optimised within the local community, to best meet the needs of students and the local community

Management Practices and Processes

The school leadership team communicates clearly about school priorities and practices.

Administrative practices effectively support school operations and the teaching and learning activity of the school.

Accountability practices are tied to school development and include open reporting to the community.

The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

All school staff are supported to develop skills for the successful operation of administrative systems.

There are opportunities for students and the community to provide constructive feedback on school practices and procedures.

Streamlined, flexible processes exist to deliver services and information and strengthen parental engagement.

Administrative practices provide explicit information about the school's functioning to promote ongoing improvement.

Our self–assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

http://www.dec.nsw.gov.au/about–the–department/our–reforms/school–excellence–framework

Strategic Direction 1

Give every student a voice

Purpose

Students are learners and respected members of the wider community

- engage in meaningful learning experiences that empower them and expand their opportunities in life

- develop successful relationships

- have a sense of belonging and purpose

- have their achievements celebrated and promoted to the wider community

- be acknowledged for their individual potential and strengths

Overall summary of progress

Communication Profile:

Teachers continued with the development of the Communication Profile. Professional learning was provided for all staff in the use of the tool. It was trialled to see if it provided useful information about students' modes and levels of communication to their teachers for the following year. For the students on the trial it gave baseline data to be used again the following year when all students will have a Communication Profile developed for them.

Student Leadership and Positive Behaviour for Learning (PBL):

Professional learning revisiting PBL principles, particularly for new staff was conducted. New practices, including awards and folders were introduced and the school wellbeing framework was updated. Student leadership opportunities have been embedded across the school, with 8 student leaders participating in school assemblies and acknowledging their peers as leaders in learning.

Individual Learning Plan Development Processes:

Teachers received professional learning around setting SMART goals and worked collaboratively with colleagues to develop individual learning goals for their students based on targeted conversations with parents, student assessment data and curriculum requirements.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	**Progress achieved this year**	**Funds Expended (Resources)**
• The school has explicit processes to collect, analyse and report in internal student and school performance data • Each student's learning goals will more accurately reflect their needs as all stakeholders agree that these are the most appropriate goals for the student	The process for collecting, analysing and reporting on student communication data was developed and trialled on a sample of students from each class across the school. Teachers were surveyed and asked to provide feedback about the tool's effectiveness. Student learning goals were developed collaboratively with teachers and parents. Student reports more accurately reflected student learning in priority learning areas.	Committee work Teacher release Other resources Classroom support $107,179 (English Language Proficiency) $64,296 (Socio Economic background) $444 (Aboriginal background) $64,000 (Targeted support for refugees and new

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
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Next Steps

Following evaluation of the trial, the Communication Profile will be refined and extended to all students.

A parent survey to identify their understanding and use of PBL. will be conducted. Organise and deliver parent training about PBL for the home setting.

Ongoing professional collaboration between teachers to use assessment data effectively to develop the most appropriate targeted learning goals for students. Ongoing parent consultation in this process.

Strategic Direction 2

Professional engagement to make every day count

Purpose

Staff are professionals who work collaboratively to meet the needs of the students. This strategic direction is important to ensure the Australian Professional Standards for Teachers are met and quality teaching occurs by teachers

:• taking responsibility for their own professional learning and striving to improve their practice

• providing strong, positive learning environments

• caring about the students and understanding their needs

• building respectful relationships with each other, the students, families and the community

• making cultural connections

Overall summary of progress

To ensure the continued building of staff expertise in their teaching and learning practice all teachers participated in professional learning about classroom observations and feedback. Staff reported that they felt professionally supported and all teachers achieved their professional learning goals.

All teachers at Holroyd School used their strengths or area of interest to support another teacher. Teachers provided this mentoring and coaching to sustain ongoing improvements in teaching practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice, and feedback to drive and sustain ongoing, school–wide improvements in teaching practice and student outcomes	100% of teachers participated in the Performance and Development Process in which at least 2 observations were conducted.	Committee work Teacher release Other resources Classroom support $37,934 (Professional learning) $20,000 (Quality Teaching Successful Students)
School– wide and or interschool relationships provide mentoring and coaching support to promote the ongoing development of all staff	Mentoring and coaching by colleagues supported the professional growth of teachers at Holroyd and other schools.	Committee work Teacher release Other resources Classroom support $64,296 (Socio–economic background) $21,775 (Support for beginning teachers)

Next Steps

Continued support will be offered to teachers focusing on particular program areas, such as Movement Opportunities Via Education (MOVE).

Induction will be updated and remodelled to better support the needs of beginning teachers and those new to this special school setting.

Performance and development processes will be extended to non–teaching staff.
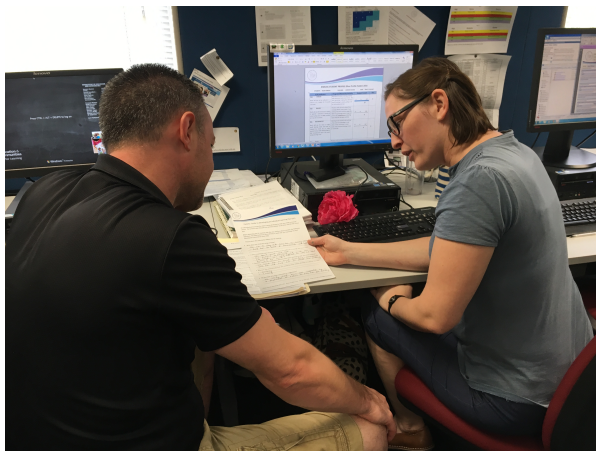
Strategic Direction 3

Strong and positive family and community partnerships

Purpose

School and community working collaboratively to meet the needs of the students. The school:

• recognises parents and families as integral members of the school community and partners in their children's education

• provides an inclusive environment that affirms diversity and respects difference

• works together with families and the community to raise expectations and enhance student outcomes

• plays an active role in ensuring effective communication with families and other community members

• links families with the broader community and services for the benefit of our students.

Overall summary of progress

Progress continued to be made in the areas of Mind Matters, community engagement, therapy services and NDIS.

The school continued to engage parents and community partners in a range of processes and activities to strengthen the school community.

Parents participated in a number of activities hosted by the school, including Triple P Parenting workshops and NSW Art Gallery parent excursion. These were designed to increase their understanding of the learning processes of their children and to build relationships amongst themselves.

Holroyd School participated in the Sustainability, Education, Art, Teamwork S.EA.T. project which resulted an art exhibition and in relationships being built across a number of community organisations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Introduce and implement strategies to improve individual and collective wellbeing	Reviewed and rewrote the School Wellbeing Guidelines in line with departmental policy. Provided professional development around the changes RUOK day was held to highlight the importance of supporting colleagues and raise awareness of mental health wellness. All classes contributed to a Holroyd School Art Show to which parents and community members were invited. 100% of artworks were sold. SEAT projects were exhibited prior to being distributed to the nominated community partners.	Committee work Teacher release Other resources Classroom support $32,148 (socio economic background)
Individual learning is supported by the effective use of school, system and community expertise	Parent and professional support was sought in the development of student individual learning plans. Therapy protocols were researched to support collaborative practice for the implementation of NDIS. The school provided case management support for a number of very complex students and their families garnering expertise from a range of other	Committee work Teacher release Other resources Classroom support $32,148 (socio economic background)

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Individual learning is supported by the effective use of school, system and community expertise	professionals.	Committee work Teacher release Other resources Classroom support $32,148 (socio economic background)

Next Steps

Work with families and therapists to support effective collaboration to support student educational outcomes.

Workshops for parents and therapists so that there is common understanding of the interface between NDIS and the school.

Review therapy protocols when Department of Education releases the NDIS Education Implementation Guidelines.

Develop a core group of parents to lead the formation of a P & C or equivalent group.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Teachers differentiate curriculum delivery to meet the needs of individual students. Personalised Learning Plans are designed to target individual student needs, areas of interest and build on current strengths. This includes using teaching strategies from '8 Ways of Learning'	$444
English language proficiency	Increased EAL/D students' English language proficiency was increased by providing augmentative communication strategies. Improved refugee and EAL/D students' learning outcomes were improved by providing additional staff to support student' individual learning programs. Employed specialist staff to meet the English language needs of EAL/D students Improved professional learning for teachers in EAL/D pedagogy, and refugee student support. Planning and programming; differentiating for EAL/D students in teaching programs; and whole school and classroom assessment practices; incorporating EAL/D pedagogy and strategies in classroom practice.	$107179
Quality Teaching, Successful Students (QTSS)	Supported collaborative practices in the school and/or across a number of schools. Teachers: – jointly planned and observed each other's lessons –jointly developed units of work and assessment tasks –worked together to assess and analyse student data – used mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management – provided comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.	$20000 (0.207 FTE)
Socio–economic background	Strengthened partnerships between schools, families and community organisations by providing opportunities for parent and community participation in the school Enhanced students' access to a wider range of curriculum learning experiences, specialist teachers, sources of knowledge, individual connections and educational and community services e.g. music therapy, Sailability, Riding	$192187

Socio–economic background	Develops Abilities and hydrotherapy programs	$192187
	Supported quality teaching and learning by collaborative planning, peer observations and professional learning	
	Improved all students' learning outcomes by setting SMART goals and implementing appropriate educational programs	
Support for beginning teachers	Beginning teachers were provided with ongoing feedback and support that was embedded in the collaborative practices of the school	$21775
	Mentoring structures and collaborative practices supported beginning teachers within the school and teacher mentors had access to specific training and the flexibility in their teaching responsibilities to support classroom observation and provide structured feedback	
	Beginning teachers had access to professional learning that focused on classroom and behaviour management strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers	
Targeted student support for refugees and new arrivals	Improved students' general wellbeing and adjustment to school by differentiating educational programs, building partnerships with families and other organisations.	$64000

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	134	129	132	134
Girls	51	56	56	54

There continues to be full enrolment of 30 classes. This is a consistent enrolment pattern over the last 4 years. All students enrolled have a moderate or severe intellectual disability and complex learning needs. The enrolment of every student is reviewed every year to ensure appropriate educational provision.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	29.13
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	36.41
Other Positions	0.4

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff member has identified as Aboriginal person

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	55

Professional learning and teacher accreditation

Every teacher has a Performance and Development Plan (PDP). Professional learning in 2016 was differentiated for staff based on their individual goals, aligned with the school's strategic directions and the Professional Standards for Teachers.

All teachers participated in professional learning, including permanent, temporary and casual teachers. The school learning support officers also participated in school development days and other professional learning that supported their role.

Teachers attended the Special Education Principals and Leaders Association (SEPLA) Conference at which special educators shared their expertise in teaching students with disabilities and additional learning needs. This resulted in teachers reflecting on their current practice and building networks with colleagues in other schools to share their expertise.

School learning and support officers hosted a professional learning day in which their colleagues from across Sydney participated in a range of professional learning opportunities.

Professional learning included peer coaching, developing and working in effective teams, mandatory Department of Education training (Health and Safety training, Cardio–Pulmonary Resuscitation , Anaphylaxis, Code of Conduct, Child Protection, Emergency Care, Administering Prescribed Medications, Epilepsy) and the MOVE program (Mobility Opportunities Via Education)

Three more beginning teachers achieved Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient.

 The school expended all of its professional learning funds ($37934) and contributed significantly more from other sources outlined elsewhere in this report. The school also secured donations from community sources to adequately fund professional learning for executive teachers, teachers and school learning and support officers.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

- retained income will cover unpaid wages, goods on order and provide contingency funds for

replacement of technology and upgrades to facilities.

Income	$
Balance brought forward	**504 796.48**
Global funds	595 534.40
Tied funds	370 599.59
School & community sources	92 740.96
Interest	7 147.86
Trust receipts	2 301.40
Canteen	0.00
Total income	1 573 120.69
Expenditure	
Teaching & learning	
Key learning areas	42 727.85
Excursions	10 956.90
Extracurricular dissections	14 376.06
Library	1 701.04
Training & development	4 040.84
Tied funds	403 405.37
Short term relief	140 578.48
Administration & office	56 605.56
School-operated canteen	0.00
Utilities	77 800.84
Maintenance	54 260.32
Trust accounts	5 211.60
Capital programs	0.00
Total expenditure	811 664.86
Balance carried forward	**761 455.83**

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 **Actual** ($)
Opening Balance	0.00
Revenue	863 011.80
(2a) Appropriation	824 492.65
(2b) Sale of Goods and Services	1 375.40
(2c) Grants and Contributions	35 278.98
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 864.77
Expenses	-322 651.56
Recurrent Expenses	-322 651.56
(3a) Employee Related	-195 520.36
(3b) Operating Expenses	-127 131.20
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	540 360.24
Balance Carried Forward	540 360.24

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

	2016 **Actual** ($)
Base Total	963 321.20
Base Per Capita	20 069.49
Base Location	0.00
Other Base	943 251.72
Equity Total	299 812.01
Equity Aboriginal	444.61
Equity Socio economic	192 187.88
Equity Language	107 179.51
Equity Disability	0.00
Targeted Total	5 557 080.08
Other Total	245 019.76
Grand Total	7 065 233.04

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

School performance

School-based assessment

Student progress is measured against individual SMART goals in each student's individual learning program. Progress is reported twice yearly in reports to parents.

All students are exempted from participating in NAPLAN and other external assessments on the basis of their intellectual disabilities.

Kindergarten students participated in Best Start Assessments which confirmed that all students required a personalised learning plan.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Holroyd School completes the parent and teacher "Tell them from me" survey tools. This tool is used across the state and some questions in some domains are not pertinent for students with intellectual disabilities and complex learning needs.

The student "Tell them from me" survey tool has also not been differentiated to be accessible and inclusive of our students' opinions. At Holroyd School, we measure student satisfaction through engagement in learning and seek to address any concerns through consultation with families, external services and through our learning and support team. Individual student reports contain information about their

satisfaction and engagement.

Parents rated the school in the following areas on a scale of 0–10 (0 indicated strong disagreement, 10 indicated strong agreement, and 5 indicated a neutral position).

The areas were:

Parents feel welcome – 8.3

Parents are informed – 8

Parents support learning at home – 6.5

School supports learning – 8

School supports positive behaviour – 8

Safety at school – 8.2

Inclusive school – 8.5

Teachers rated the school in the eight drivers of student learning on a scale of 0–10 (0 indicated strong disagreement, 10 indicated strong agreement, and 5 indicated a neutral position).

Leadership – 7 (This result was affected by a question asking teachers about school leaders observing their teaching. The focus this year was on peer observations)

Collaboration – 8.3

Learning Culture – 7.9 (This result was affected by a question asking teachers to rate their ability to give written feedback to students and discuss barriers to learning with students).

Data Informs Practice – 6.8 (This result was affected by a question about providing examples of work to students that would receive an A, B or C grade and another question about discussing with students where common mistakes are made).

Teaching Strategies – 7.6 (This result was affected by a question about providing written feedback to students at least once a week).

Technology – 7.2 (This result was affected by a question on students using technology to track their progress towards their goals and undertake research).

Inclusive School – 9.1

Parent Involvement – 8.4 (This was affected by a question about asking parents to review and comment on students' work).

Policy requirements

Aboriginal education

The school provides professional learning to promote quality teaching and the inclusion of Aboriginal

perspectives and content across subjects and KLAs. Units of work have the Aboriginal perspective embedded, incorporating the National Curriculum to educate all students about Aboriginal histories, cultures, perspectives and current Aboriginal Australia.

Eight Ways of Learning strategies are included in teaching activities to improve the quality of teaching and learning and student outcomes. The school utilised the knowledge and skills of visiting Aboriginal performers and artists to strengthen partnerships and improve the sharing of culture.

Aboriginal visiting performers during NAIDOC week were impressed to see artworks celebrating the achievements of Aboriginal heroes.

Multicultural and anti-racism education

Holroyd School is dedicated to promoting harmony and celebrating the rich cultural diversity of the school community. Most students come from culturally and linguistically diverse backgrounds. Multicultural education is integrated into Key Learning Areas (KLAs) and units of work studied from kindergarten to year 12.

The school celebrates this diversity by bringing a multicultural perspective to many educational programs. This builds intercultural understanding and skills. These include art and craft, music, dance and cooking programs.

Classes present assembly items throughout the year in which multiculturalism is regularly highlighted and celebrated. Parents and community members attend the Annual Concert where the diversity of our school community is also widely acknowledged and celebrated.

Harmony Day (21 March) celebrates Australia's cultural diversity. It is about inclusiveness, respect and a sense of belonging for everyone. Harmony Day provides a wonderful opportunity to appreciate our diversity while promoting a sense of belonging.

Students from refugee backgrounds are supported with Individual Learning Plans (ILPs) and the school has worked closely with families and support agencies to ensure these students settle into the routines of school and achieve set outcomes.

Our students have complex learning needs affected by

both intellectual disability and for many, English as an Additional Language or Dialect (EAL/D). English as a Second Language (ESL) pedagogy has been embedded into the English Framework which underpins the development of ILPs.

Parents are involved in the development of ILPs for their children and are supported with interpreters as required.

The school has a trained Anti–Racism Contact Officer. There have been no issues or complaints reported.

Other school programs

S.E.A.T. Project (Sustainability, Education, Art and Teamwork)

The students of Holroyd School Merrylands participated in S.E.A.T Project to support their community and give something back. The school wanted an opportunity for its students to initiate change, to be a part of the bigger picture, to have an effect on the world, to make a difference, to say 'thank you', to give instead of receive, but most of all, to show that they are CAPABLE of helping others! They have certainly done this!

S.E.A.T Project was a catalyst for a school art exhibition. It was a colourful, rich and heartfelt display of the love and community that exists within the school. Some SEATs have been gifted to those people and organisations in the community that have strong and direct relationships with these children; speech pathologist, parent helpers, Westmead Children's Hospital, Disaster Aid Australia, local child care centres, an indigenous education unit, local schools and shops.

The silent auction provided money for the students to give rubber rain boots to the children in Grande Ttio, Peru. They had already raised money for fresh food and underwear!

Another exciting component of their participation was to have Year 7, 8 and 9 students build their SEATs with assistance from the Year 11 & 12 students from Father Chris Riley's Youth Off The Streets, Key College. What a valuable and meaningful learning experience about participation in the local Merrylands community with two very different schools assisting each other.

http://seatproject.org/school/holroyd–school–merrylands–nsw/