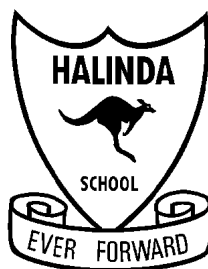


# Halinda School

## Annual Report



2016



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## Introduction

The Annual Report for **2016** is provided to the community of **Halinda 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.

Jan Eccleston

Principal

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### Message from the Principal

In collating evidence from our annual school self-evaluation and the School Excellence Framework review I have a great sense of pride, admiration and thankfulness to Halinda staff and parents. Their expertise, input and ongoing commitment to quality education for students has netted a rich culture for learning and positive learning outcomes for the whole community.

The following report is an account of the progress that the school community has made towards the achievement of the targets as set out in our School Management Plan Strategic Directions.

Our achievements have been leveraged by high levels of collegiality and professional support amongst staff, strategic professional learning addressing school improvement targets and continued parent and community support.

Key features of our achievements include:

- Active participation and decision making of parents and support agencies in the development and review of students person centred learning and support plans and preparation for goal setting within the National Disability Insurance scheme.
- Enhanced collaboration of staff in curriculum differentiation and program development via the use of Google Apps netting high levels of engagement in hands on learning activities for high school students.
- Increased implementation of whole school sports programs scaffolded to meet a diverse range of student needs resulting in enhanced social interaction, teamwork and the development of fundamental movement skills that enabled students to participate in a range of team games.
- Extension programs for students in the areas of literacy, drama, dance and signing enabling community and interschool participation for representative school performance troupes. Students enjoyed these initiatives thoroughly and developed high levels of confidence in performing within the community.
- Successful work training programs at local supported employment centres and individual training placements at Oakhurst and St Marks pre-schools and St Marks Community Op shop. Our students were commended for their skill levels, interpersonal skills and commitment to team work.

2016 was a year that our community can celebrate and be proud of

Jan Eccleston

Principal

## School background

### School vision statement

Halinda School will strengthen partnerships within and beyond the school to build a supportive and empowering school culture based on inclusion, mutual respect and trust.

Using strengths based approaches we aim to build quality relationships and make a positive difference in the lives of students' and their families.

Through our strategic directions we will inspire and develop a confident community of learners able to meet the demands of a dynamic and rapidly changing society.

### School context

Halinda School is located in the Western Sydney MtDruitt area and services a diverse population within a low socio-economic context. Forty nine percent of the parent population are from non-English speaking backgrounds encompassing twelve different cultural and language backgrounds.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2015–2017

Halinda School enrolls 113 students K–12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism, diagnosed mental health conditions and challenging behaviours.

Enrolment trends towards students with autism, complex language needs and challenging behaviours will shape our professional learning for 2015–2017 with the school placing strengthened focus on language assessment and programming, structured teaching and strategically planned approaches to support the emotional, social wellbeing of students and the school community.

Our professional learning program is strengthened through our work with the Alliance of SSP schools across Western Sydney and our continuing relationship with Universities and centres of best practice.

The school has close connections with the community including local service clubs, service agencies and therapy services. Links have been forged with surrounding schools for integration opportunities and peer support programs.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

In 2016 the school conducted a welfare review utilising the Wellbeing Framework For Schools (2005), a school developed welfare culture alignment tool, focus group and parent surveys. Our self-evaluation data demonstrated that the school was sustaining and growing its high commitment to developing a strong sustainable school culture for community learning and student wellbeing. A review of our professional learning endeavours revealed high levels of collegiality and collaboration using Google Apps and regular technology teach meets resulting in significant collegial work in differentiated curriculum and program development. The results of our endeavours in the area of learning have been evident in community surveys that reveal high levels of parent /caregiver satisfaction with school culture, student wellbeing and learning outcomes for their child. Engagement surveys and analysis of daily behaviour/wellbeing data across primary and high school demonstrated enhanced student engagement, reduction in challenging behaviours and positive growth in students' social skills. In 2017 our learning focus will be on assessment for learning and assessment of student learning to inform practice. Government funds from the Every Student Every School Project will be utilised to

engage a speech pathologist and consultant teacher from ASPECT autism outreach services to work with staff in assessing students and providing evidence based instructional programs to enhance students' functional communication skills.

## Teaching

Teaching in 2016 has been strengthened by the professional capital and collaborative practice that has grown amongst teaching and learning support staff, evidenced in an increase in student special interest programs and performance groups in music, signing choir drumming, dance and drama. Staff involvement in the Performance and Development Program has provided opportunities for the growth of peer observation, reflection on practice and program exchange. Effective classroom engineering and structured teaching practices have been generated through the development and implementation and ongoing action research review of the TEACCH program. Evidence of our achievements have been demonstrated in the tracking of students' achievements in their personal learning goals, mandatory communication goals and daily recordings of student incidents and behaviour, including positive behaviour rewards. In 2017 Halinda will be working with the Alliance Schools' for Special Purposes to collaboratively develop programs for students with complex learning needs. Our school will be contributing our classroom programs, ongoing student data and program evaluation from the TEACCH program. In addition our exploration of current research and our own in-school action research data around engaging students with social and emotional difficulties through quality learning environments and evidenced based learning programs will be shared across our Learning Alliance group. Our School Chaplaincy program will be an integral part of this initiative.

## Leading

The school leadership team has had a strong commitment to developing positive welfare culture and enhancing student achievement. Team leaders have demonstrated high levels of instructional leadership skills in building a collaborative culture for learning and development. In addition the leadership team has facilitated distributed leadership across the school at the teacher and school learning support staff level. Evidence of their efforts has been noted in the collegiality, program sharing and teamwork invested into our curriculum implementation across the school and in the broad range of creative curriculum programs and student initiatives within the school. In 2016 the school endeavored to strengthen community involvement by establishing a school, community consultation team embracing community groups, services, agencies and volunteers within the school community. This group provides a rich source of knowledge and wisdom for school review and preparation for our school validation in 2017. This year Halinda School was invited to participate in the development of a case study highlighting our level of community consultation and connection by the Local Schools Local Decisions directorate. Our community has been very proud to be featured on their website. In 2016 the Department of Education Learning Management and Business Reforms have been a significant part of our leadership team development and planning as we take up the new financial and student management systems in 2017. The school has again enjoyed and benefitted from our program of shared facility and resources with the Western Sydney Arabic Association Sunday Language School and Anglicare Disability Services for after school care and vacation care. We thank the Arabic Association for their contributions to maintaining our community garden. Their reciprocal support is highly valued.

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

Creating an engaged and skilled community of learners. Enhancing understanding of the student and adult learner, their learning needs and the way they learn. Differentiating teaching and learning for a range of learning needs

### Purpose

To raise the levels of community learning and expertise through the design of learning provisions that are personalised for each student and community member. Learning that is purposeful, engaging and differentiated, to ensure that it is directly related to the individuals' learning style, current and future needs within the school, community and professional

### Overall summary of progress

The impacts of the planned learning experiences for parents, students and staff were measured via formative and summative data on an ongoing basis. Programs that provided learning opportunities across a range of interests K–12 were highly ranked by parents and staff.

All staff designed their own personal learning plans under the new Performance and Development Program. Collegiality amongst staff and the outcomes of the peer observation and feedback process were rated highly by staff in the school's annual self-evaluation.

Focused professional learning relating to school targets netted positive outcomes was reflected in the quality of students' person centred learning and support plans (PCLSP) and quality reports to parents. School audits and parent surveys validated high levels of satisfaction with staff and student achievements. Student assessment indicated incremental achievements of students in their personal learning goals. Differentiated Curriculum programs in history, geography and science promoted whole school collaboration and planning in our 'hands on' learning days. Students and staff enjoyed the experiential learning activities that promoted team work and cooperation across the school community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<b>Teacher capabilities</b> as measured by:  100% of teacher meeting specified requirements in PCLP audits.  100% staff meeting Performance and Development Framework, Australian Professional Standards For Teachers and school developed appraisals.  100% staff voluntarily participating in Joint peer appraisal and reflection on practice	<p>The school reviewed the development of students' person centred learning and support plans to align processes with parent funding planning for the National Disability Insurance Scheme. Staff professional learning, new planning proforma and parent education programs supported the successful development of personal goal setting for students in their school, home and community settings as a spring board for parents into the NDIS service provisions.</p> <p>All teachers met the identified criteria established for the development of student's person centred learning and support plans (PCLSP). Audits revealed a high level of teacher consistency and competency with the new processes. The provision of relief from face to face teaching for professional learning, reflection and dialogue and meeting with parents was critical to the quality of teachers' work.</p>	Students "Person Centred Learning and Support Plans. Professional Learning : \$16,200
<b>Levels of satisfaction staff</b>  95% staff indicating high levels of satisfaction in the quality of the professional learning program	<p>The Performance Development Program (PDP) was highly endorsed by school staff. Peer observations and the opportunities to work collegially were highly valued by all staff. 100% of staff participated in peer observations with all staff utilising collaboratively developed observation profiles.</p> <p>Our technology coordinator conducted Teach Meets and mentored teachers in utilizing Google Apps for collaborative program development and</p>	Performance and Development Frameworks Professional Learning : \$8,550 Professional Learning : Career Path Development \$8,550

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	recording of learning programs for whole school access. Teacher capability in utilizing technology in teaching and learning has increased significantly and 90% of staff have utilised Google Apps for program development and reporting on progress.	
<b>Parents</b>  100% of parents participating in the development of their child's person centred learning and support plans (PCLP).	97% of parents collaborated with school and therapy personnel to develop their child's person centred learning and support plans. There was consensus amongst parents that student's mid-year and end of year reports were of a high standard. Parents endorsed the inclusion of their goals and aspirations and the strong focus on students' individual learning needs and interests. Positive partnerships that worked towards developing their child's independence and personal competency were also noted as a key positive feature.	Joint teacher/parent interagency planning for students' PCLSP: \$11,200  ESES: \$5,000  Professional learning: Quality Teaching
<b>Student outcomes</b>  Incremental improvements in student communication goals and learning outcomes from students' person centred learning plans as measured by Goal Attainment Scores.	Additional Learning support officers were employed from our Equity funding to support student learning.  Formative and summative student assessment data was utilised to assess individual student performance.  <i>Students' personal learning goals:</i> 54% of students achieved their personal learning goals, whilst 39% of students were maintaining and moving forward to extend their personal learning goals .7% of students were continuing to work towards achievement of their goals.  <i>Students' mandatory communication goals:</i> 47% of students achieved their personal communication goal, whilst 26% of students were maintaining and moving forward to extend their personal goal. 27% of students were still working towards achievement of their personal communication goal.	Equity Low SES \$26,000

## Next Steps

Analysis of student communication outcomes will be utilised to develop professional learning activities that will increase teacher capabilities in refining goal setting, instruction and assessment techniques

### 2017 Assessment improvement targets

- Ongoing consultancy support for communication assessment, planning and instruction for teachers.
- Review of the Goal Attainment Score assessment processes in light of the 2016 Curriculum Planning, Programming, Assessment and Reporting Policy and the new personalised learning plan report coding scale.
- Refining the class 'embedding program matrix' to ensure systematic instruction and assessment of students' communication goals.
- SASS staff will enhance their professional learning through their participation in the Performance Development Program .
- Continued development of relevant parent support and education programs will be explored and developed through the school community consultation team.
- Increased across school visitations and joint professional learning activities will be extended to enhance capacity building and joint program development within the SSP Alliance Hub.



## Strategic Direction 2

The development of quality learning environments that ensure students are actively engaged learners, leaders, productive family members and citizens

### Purpose

To develop a supportive, nurturing culture and welfare practices that enhance student engagement and learning. A culture that recognises effort and achievement, builds resilience and inculcates functional 21st Century learning skills and competencies.

### Overall summary of progress

In 2016 the school sustained a relentless focus on student wellbeing and engagement. Active playground programs and special cross grade activities coordinated through the School Representative Council have resulted in significant reductions in playground incidents. Consolidated whole school approaches through the Positive Behaviour for Learning Program have strengthened collegial support and netted a reduction in the level of behaviour challenges from students. Our school wellbeing and engagement was evaluated using the Student Wellbeing Framework For Schools, staff and parent surveys and an alignment rubric measuring school culture, policies and aligned practices. Results indicated that welfare practices and programs were actively operating across the school.

The TEACCH, structured teaching project, for students with autism was enhanced in 2016 as a result of expert input from Brooke Broidy principal of The Northern School for Autism in Melbourne. Subsequently teachers have placed a stronger focus on functional competencies and daily living skills development utilizing TEACCH instructional principles. In 2016 the program supported two classes in the primary school and two high school classes. Student learning achievements noted in engagement and learning data were triangulated with Positive Behaviour For Learning (PBL) daily data. Increased positive social interactions and incremental improvements in student learning outcomes were highlighted in the review.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Staff surveys and focus group feedback indicate high levels of satisfaction with school learning culture and student wellbeing.	There was strong staff consensus regarding high levels of satisfaction with student welfare policy, system wide practices and staff support from peers, team leaders and school Leadership. Increased levels of student engagement were endorsed by staff. The Positive Behaviour for Learning Program (PBL), the provision of additional learning support staff employed through equity funding, daily physical education and performing arts activities were identified as key contributing factors.	
30% increase in active play participation on playgrounds  20% increase of students receiving 'Caught You Being Good Playground Awards' per term  Daily classroom and playground behaviour data indicating a 20% reduction in challenging behaviours	Data analysis confirmed reductions in challenging behaviours. The whole school behaviour risk assessment completed in April 2016 registered 37% students with potential to present significant challenges on a regular basis. Referrals at the end of term 3 were registering a daily recurrent report rate of 4% of students and intermittent referrals at 14% of students. The addition of a second playground area increased student engagement and positive playground interaction for students ranking high on PBL behaviour referral data. The level of staff social support and active involvement in planned playground activities was also identified as a critical variable.  The RAGE Anger Management Program facilitated	P and C fund raising. Shade covers on playgrounds – \$16,000  RSSSP funding \$13,550  Every Student Every School Funding \$2,500  Chaplaincy in Schools Program \$20,000 per year.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
	<p>by a specialist adolescent psychologist , provided a strategies based program for high school students with diagnosed mental health conditions. Teachers were also provided a teaching framework to continue student programming across the year. This has been an ongoing useful skillset for staff and students over 2016.</p> <p>Access to The Department of Education Chaplaincy Program funded the employment of a Chaplain two days per week. Halinda has appreciated the additional welfare support for students at risk as well as his expertise in extension programs for talented students in music and dance.</p>	
Students participating in the TEACCH action research project will demonstrate incremental improvements, from baseline data in the domains of well-being, social interaction skills, sustained engaged time on task and acquisition of effective learning skills.	<p>Further TEACCH training for staff in 2016 provided additional knowledge and skills for program implementation. Staff have applied the principles to focus on student wellbeing, engagement and effective learning strategies. In 2016 the program was extended to the application of TEACCH instructional strategies for the development of community transferable skills.</p> <p>Data on the 2016 TEACCH cohort demonstrated incremental gains across domains for social functioning, learning dispositions and wellbeing for 64% of the students whilst 36% of the cohort maintained skill levels. This group of students was characterised by high levels of anxiety and fragile emotional resilience. Key improvement factors identified in the school self-evaluation included classroom engineering for effective learning, high use of visual communication supports, the maintenance of predictable, constant environments and additional learning support personnel employed utilising the school equity funding. ASPECT services complemented this initiative by conducting classroom audits, teacher reflection feedback and parent support meetings.</p>	<p>Every Student Every School: – TEACCH Consultancy \$3,000</p> <p>Additional School Learning Support Officer staff Equity Low SES funds: \$23,000</p> <p>Consultancy and mentoring ASPECT: Every Student Every School Funds: \$1,516</p>

## Next Steps

The School will:

Increase the use of evidence based welfare programs and curriculum to enhance student wellbeing and engagement. Utilising:

- Research reviews including Kid's Matters publications, trauma informed care, resilience and mindfulness literature
- Child Protection resources through the Y-PEP-Interactive child protection education program training.
- The Rage program for anger management strategies
- Rock and Water Program to focus on the development of students' pro social skills and resilience skills.
- Enhanced learning support meeting processes and continue to strengthen links for parents with medical, interagency services and the National Disability Insurance Scheme provisions.
- Access to First Aid Mental Health courses for parents of students who exhibit anxiety and depression.
- Engagement in collaborative work with Wesley Mission and Junaya Family Developmental Services to provide additional services for families with complex needs.



### Strategic Direction 3

Developing local school/community networks that support community growth and empowerment and facilitate 'quality of life options' for students and their families

### Purpose

To build social capital that will engender co-operation, exchange and innovation, resulting in the development of productive community networks that support student and family growth and successful transition of students into constructive community lifestyle options

### Overall summary of progress

With the rollout of the National Disability Insurance Scheme (NDIS) in the Blacktown local government area (LGA) the school has committed to walk the journey into complex changes in funding and service access with the parents. The school undertook extensive professional learning to embrace new knowledge and understandings and translate them into a coherent program and planning processes for staff and parents. Extensive efforts were made to advertise the NDIS arrival and our school support meetings and planning opportunities for parents. A variety of presentations were facilitated across 2016 with one specific NDIS expo conducted per term. A suite of parent support programs was also offered across 2016 to meet specific needs of parents K-12

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Active Parent Involvement</b> as measured by 50 % of parents/carers attending parent education programs</p> <p>50% of parents attending education and information programs will be from families LBOTE (as cited in Attendance logs)</p> <p>80% of attendees indicating they had grown in understanding and awareness of the changes of service delivery for their child and confidence in seeking services as a result of school programs</p> <p><b>Levels of satisfaction surveys</b> indicating that the information presented was relevant and useful for the future and workshops provided opportunities for networking with parents and service providers.</p>	<p>Four NDISexpos were presented across the year (one per term). The expos were facilitated by presenters with a range of perspectives including a client receiving NDIS support, NDIS funded service providers and Department of Education personnel.</p> <p>Across 2016 the school was able to engage approximately 40% of families at NDIS expo events. At these events there was a demographic balance of parents with language backgrounds other than English (LBOTE)</p> <p>97% of parents were provided with NDIS planning support at their child's personal planning meeting. The complexity of the roll out of NDIS and the changing processes across the LGA made full understanding and levels of confidence with the changes difficult to achieve. As a result the school continued to incorporate the initial planning for NDIS and student goal setting into our annual priorities and work with parents at their child's personal plan meetings to refine both parent and staff understandings. This has been followed up with frequent newsletters and personal contact and support with parents at their point of entry into the NDIS planning process. As parents enter the NDIS scheme the school has prepared staff to work with the private sector therapists and service providers. This has been achieved through professional learning and joint meetings with NDIS providers, parents and teachers.</p> <p>The school leadership team has produced an information booklet "WorkingPartnerships" to publicize our school mission, purpose, program overviews, our collaborative consultation protocols, work health and safety obligations and our booking procedures for visiting personnel to ensure a</p>	<p>Parent Education Programs: Welfare \$2,000</p>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p><b>Active Parent Involvement</b> as measured by 50 % of parents/carers attending parent education programs</p> <p>50% of parents attending education and information programs will be from families LBOTE (as cited in Attendance logs)</p> <p>80% of attendees indicating they had grown in understanding and awareness of the changes of service delivery for their child and confidence in seeking services as a result of school programs</p> <p><b>Levels of satisfaction surveys</b> indicating that the information presented was relevant and useful for the future and workshops provided opportunities for networking with parents and service providers.</p>	<p>smooth transition for staff and Non – Government organisations (NGOs) into the new NDIS future.</p> <p>The school provided a range of parent programs specific to age/grade cohorts. These included two ASPECT workshops for parents of students who are on the autism spectrum and two senior school expos introducing service providers in the work and recreation sectors of post school options programs.</p>	

## Next Steps

Whilst parents were very appreciative of the NDIS information days and the opportunities to network the information was overwhelming and anxiety provoking for some parents who were facing new service delivery as well as new post school placements for their child.

The parent NDIS information days will be iterated across our 2017 and 2018 –2020 plans to support parents in preparing for ongoing planning and advocacy for their child. As the planning and non–government organisations (NGOs) become established in the Blacktown LGA the school will consolidate resource links and resources on a parent portal for easier access into what is a very complex information maze.

A range of school open days and cross cultural school initiatives will be implemented to continue to forge a harmonious community where everyone has a sense of belonging and connectedness.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>In 2016 the school focused on providing students with a strong foundation through the development, implementation and review of effective personal learning plans and support programs. This included planning with parents and disability advocacy services to establish relevant, achievable goals that facilitate the development of key competencies for community participation and supporting the transition of students into community settings.</p> <p>The school also worked towards building Aboriginal identity by supporting students' inclusion in multicultural days, SRC activities and school performances in the community .</p>	\$3,962
<b>English language proficiency</b>	<p>The 0.2 English Proficiency allocation was utilised to support literacy skills development for students in year 7. This has been a successful program where the literacy teacher has worked in collaboration with classroom teachers to support class programs. This included the provision of reading assessment data, individual reading programs and associated workbooks.</p> <p>Extension activities included visual literacy for recipe development, student emails to parents to improve written expression and project based learning tasks covering a range of key curriculum areas.</p> <p>To increase and extend the benefits of weekly lessons the teacher also developed technology based activities for independent reading. These included Reading Eggs online, audio books and teacher developed Chrome Book activities</p>	<p>0.2 FTE</p> <p>\$2,793</p>
<b>Socio-economic background</b>	<p>The application of equity funds provided additional staff to support the inclusion of students in curriculum programs with their peers, ensuring effective implementation of students' individual learning plans. Funds were also allocated to support hydrotherapy programs to enhance wellbeing of students with complex physical disabilities.</p> <p>Additional staff provided student support in the TEACCH program. Implementation of students' positive behaviour plans by additional skilled SLSO enabled students to engage in productive learning programs.</p> <p>As a result students increased resilience , self- regulation and subsequent reduction in challenging behaviours.</p>	<p>SLSO support for complex, non-verbal students with complex learning needs. \$44,460</p> <p>SLSO support for TEACCH program \$23,000</p> <p>SLSO Behaviour and engagement support \$26,00</p>
<b>Support for beginning teachers</b>	<p>Beginning teacher funding supported one teacher receiving a second year allowance . This incorporated release for classroom observations, work with mentors and attendance at relevant courses. Weekly welfare meetings provided</p>	\$4,020 2nd year

<b>Support for beginning teachers</b>	input on positive behaviour management strategies and guiding policies. Weekly professional learning meetings provided rich dialogue and inter change around school targets and teachers' personal learning goals.	\$4,020 2nd year
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## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	80	74	78	81
Girls	40	43	36	32

In 2016 Halinda School enrolled 113 students K –12 with moderate to severe intellectual disability. All students had a secondary disability that may have included physical or sensory impairments, health conditions, autism, diagnosed mental health conditions and challenging behaviours.

### Structure of classes

Class sizes were maintained in line with the recommendations of the Department of Education (DoE) and in accordance with the students' disability confirmation. Students with a severe intellectual disability attract one teacher and one school learning support officer to six students. This was to accommodate the level of high support required for learning and personal care. Students with a moderate disability attracted one teacher and one school learning support officer to nine students. Groupings varied according to students' pathways of study and additional learning needs. Classes are structured to accommodate students according to their age and programs they have enrolled in for accreditation in stages 4,5,6 Life Skills. A variety of courses and programs are offered according to aspirations and planning by parents at their 'person centred learning plan' meetings.

### Retention Year 10 to Year 12

All students attended school up to year 12. Students graduate with a Higher School Certificate Life Skills. On graduation students are currently in transition from ADHAC to NDIS funding. All students attend either a School To Work Training Program or a Community Participation Program.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.68
Teacher Librarian	0.6
School Administration & Support Staff	22.28
Other Positions	0.2

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. The school did not employ any staff with Aboriginal background in 2016.

### Workforce retention

In 2016 the school employed five temporary contract teachers to replace staff who were on long term leave, maternity leave and worker's compensation leave. At the end of 2016 two special education graduates were appointed. One qualified teacher was employed through merit selection and two teachers transferred into Halinda School, stabilizing the school teaching team.

### 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	33

## Professional learning and teacher accreditation

The school has a professional learning policy that embraces equity of access and opportunity for teachers, support staff and parents. The school prioritized professional learning for school improvement targets in the school strategic directions, mandatory departmental requirements and the personal professional goals of staff and parents.

Teaching staff undertook the Performance and Development Program and were allocated release from face to face teaching to pursue their personal learning goals.

The school offered a range of models for developing community learning and capacity building. These included:

- Reflection and dialogue on welfare and behaviour data dissemination on Mondays.
- Wednesday workshops for teaching and learning.
- Expert input relating to our strategic improvement targets on school development days.
- Collegial work on Google APPs
- Peer observations and reflection
- Mentoring for beginning teachers and priority focus areas for teachers.
- Across SSP Alliance connections for inter school sharing and professional learning

Evidence of the outcomes from our professional learning endeavours can be located in strategic directions one and two.

In 2016 one teacher achieved his maintenance status, one teacher became accredited at the proficient level and one teacher was working towards accreditation at highly accomplished level.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <31/08/2016> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
<b>Balance brought forward</b>	<b>457 321.46</b>
Global funds	188 010.35
Tied funds	135 801.50
School & community sources	30 907.95
Interest	6 708.16
Trust receipts	54 353.24
Canteen	0.00
Total income	873 102.66
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	24 218.81
Excursions	725.00
Extracurricular dissections	14 532.24
Library	4 454.85
Training & development	23 406.17
Tied funds	131 259.55
Short term relief	68 568.26
Administration & office	21 260.53
School-operated canteen	0.00
Utilities	1 684.93
Maintenance	20 649.04
Trust accounts	42 720.97
Capital programs	0.00
Total expenditure	353 480.35
<b>Balance carried forward</b>	<b>519 622.31</b>

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

The school has developed a range of assessment tools to inform student support planning, programming and program adjustments. Assessment is systematic and embedded into the school's teaching and learning cycle. These include:

- Receptive and expressive communication
- Personal and social capabilities, adapted from the General Capabilities in the Australian Curriculum
- TEACCH engagement and learning skills rubrics
- Formative assessment data for students' personal learning goals



The school has developed learning continuums for:

- literacy
- community numeracy skills
- daily living skills
- technology and applied studies and
- work education.

The continuums guide teachers' programming and progression of students along the continuum.

The school conducts risk assessments and gathers daily data on student behaviour and wellbeing to inform the development of positive behaviour support plans and reports for attending therapists and paediatricians. Results from student assessment can be located in the school strategic directions one and two.

## Policy requirements

### Aboriginal education

At Halinda the school community is focused on an inclusive learning environment that facilitates life long learning about Aboriginal culture for students and staff. Understanding about Aboriginal culture has been built through sound policy implementation, teacher professional learning and across curriculum program planning, particularly incorporating creative and performing Arts. The school emphasizes welcome to country at all school community functions and recognizes past events in the history of the Aboriginal culture at our annual reconciliation initiatives and Harmony Day activities. Equity funding was allocated in 2016 to ensure collaborative planning with parents and care givers to develop personal learning and support plans and to provide individual support in the implementation and assessment of learning adjustments and student achievement.

### Multicultural and anti-racism education

A robust multicultural policy and practices document supported initiatives for the school community that comprises 49%Language Background Other Than English (LBOTE). In 2016 an antiracism contact person was elected by the staff and supported by Department of Education training. This staff member played a significant role in the implementation of the multicultural policy and was a sensitive contact person within the school community.

The school embraced diversity and recognised the rich cultures, skills and gifts that continue to enhance our community. This was reflected in the contextualised curriculum focuses in 2016. Students engaged in experiential learning activities involving the artefacts, food and dances of the varied cultures represented within the Halinda community. Student diversity and harmony has also been forged through our Positive Behaviour for Learning program where social inclusion and social skills for interaction are taught explicitly on a daily basis. Our staff profile reflected the 49% of community diversity and contributed significantly to the cohesiveness of community on Harmony Day and multicultural celebrations.

## Other school programs

### Student Leadership

A suite of leadership roles within the School Representative Council was offered to SRC students according to student interest, capabilities and key competency development for their post school placement. Activities included leading assemblies, decision making on fund raisers, planning and implementing student 'fun-day' activities and supporting the participation of less able students. Additional activities including the running of weekly SRC assemblies, awards presentations, Wacky Wednesday fun days and Tuesday playground challenges provided leadership opportunities. As a result of these initiatives students demonstrated enhanced competency in self-confidence and self-esteem, initiative and problem solving skills, teamwork skills and the ability to accommodate routine

### Environmental education and sustainability

The school's Stephanie Alexander Kitchen, Garden program has provided highly productive strategies for cross curriculum programming and hands on learning. The program has been coordinated by a three day teacher kitchen/garden specialist position. Program frameworks, pictorial recipes and accompanying literacy and numeracy scaffolds have made this program a rich source of learning for both students and staff. A strong focus on recycling, organic garden development and sustainable environmental approaches made this program one of the most productive initiatives in 2016. The garden supported a school café program where students worked to plant, grow, harvest and prepare fresh foods for students and staff. This initiative provided a rich platform for the development of the key competencies for work and community participation. A 'work to earn' program using Halinda currency provided a motivating reward system to enhance students' financial literacy skills.

### Achievements in the arts

#### Dance and Drumming

In an effort to increase students' levels of active participation in physical activity the dance program has been embedded into morning fitness at our morning high school assemblies. Dances have been collated across a broad range of genres and cultures and students enjoy the upbeat start to each day. Drumming has been incorporated into our performing arts with the establishment of a boys drumming group. A talented support staff member has developed a very competent team of drummers who complemented cultural dance performances. Additional practices have been timetabled across the week and the dance and drumming performances have reached new levels in 2016. Incorporating cultural dances has provided a strong platform for multicultural studies and open day performances. Students have performed with great joy at open days, eisteddfods and school concerts.

## **Signing Choir**

Halinda School has trained a very talented group of key word signers who participated in school and community performances. This activity has provided a voice for students who are non-verbal, but enjoy music, signing and performing. Students have regular signing choir sessions mapped into the school timetable. Morning assemblies are also an opportunity for students to practice their skills. Students have become very skilled and one of our year 11 students, Brenton Smith, has become so competent that he leads the choir on official occasions and at local eisteddfods. 2016 has been a very exciting year for our signing choir.