

# Holroyd School Annual Report



2017



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## Introduction

The Annual Report for **2017** 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 2017 annual report celebrates a successful year of quality teaching and learning at the end of the three year planning cycle. The staff of Holroyd School is 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 evaluated work on the three strategic directions, '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 third 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.

### Message from the school community

The Holroyd P&C is proud to present our first year's outcomes and achievements. The P&C was formed in July 2017 to support the wonderful work carried out by Holroyd staff. Since then, we have been involved in several fund-raising activities which have allowed our P&C to be registered with the P&C Federation. We have also hosted some events such as the Father's Day stall, organised refreshments for the Book Week parade and the end of the year BBQ. More importantly, the P&C has enhanced working relationships between parents and school staff. This has allowed us to provide important information and feedback about the needs of parents and students at Holroyd. As a result, we have also started looking at ways to apply for funding to further support the school community. In 2018 we plan to continue to run fundraising activities and organise events such as the Mother's day stall.

Finally, I would like to thank the parents currently involved in our P&C committee and all the parents and staff that support our work. We look forward to another successful year in 2018 to continue to grow and be part of the beautiful Holroyd school community.

Gricel Mendez

President of Holroyd School P&C

## 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 Education Standards Authority (NESA) 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 long-standing commitment to excellence for all schools as part of NSW public education.

## 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

Holroyd School leads the collective responsibility for student learning with students, staff and the community. Positive and respectful relationships support dynamic learning environments which underpin student learning.

The school has continued to engage all students in the NSW curriculum, adjusting learning to meet the needs of students. Holroyd School provides innovative programs to engage students in learning and extend their opportunities. The Learning and Support Team provides a collaborative approach to supporting the learning needs of students.

#### Culture

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. Well-developed and current policies, programs and processes identify, address and monitor student learning needs.

#### Wellbeing

The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Students care for self, and contribute to the wellbeing of others and the wider community.

#### Curriculum and Learning

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 aligned with the school's vision, values and priorities.

## Assessment and Reporting

The school analyses internal and external assessment data to monitor, track and report on student and school performance. 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 Performance Measures

The school achieves value-added results. Students are showing expected growth on internal school performance measures.

Performance for equity groups within a school is comparable to the performance of all students in the school.

Evidence to support this includes:

- All students had a comprehensive Individual Learning Plan. Strong parent collaboration enhanced these plans.
- Improved student outcomes were ensured by work undertaken in projects such as the development of a student communication profile, pilot programs in Movement Opportunities Via Education (MOVE), in sensory profiling and in consistent student assessment.
- The Tell Them From Me Survey results showed that in all 7 domains parents felt the school supported learning and positive behaviour and promoted a safe and inclusive environment at a level above state average.
- Analysis of student learning outcomes showed growth in attainment of individual learning goals.

## Teaching

Teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to understanding how students learn. Teachers regularly work collaboratively to plan, implement and review students' levels of engagement and learning and implement appropriate strategies.

## Effective Classroom Practice

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.

## Data Skills and Use

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. School analysis of student performance data is provided to the community on a regular basis. The school leadership team regularly uses data to inform key decisions.

Teachers incorporate data analysis in their planning for learning.

## Collaborative Practice

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.

## Learning and Development

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 evaluates professional learning activities to identify and systemically promote the most effective strategies.

## 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's performance 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.

Evidence to support this includes:

- All teachers have researched and trialled different assessment tools to support their decision making in student learning needs
- All teachers have collaborated on student learning and curriculum needs, supported by supervision and mentoring
- All teachers have Performance and Development plans which align with the school's strategic directions and the Australian Professional Standards for Teachers

## **Leading**

Leadership roles are shared across the whole school to support the implementation of the school plan to have maximum impact on student outcomes. The leadership team has analysed school data and information to prioritise programs that have the biggest impact on learning for staff and students. The executive team has worked closely with the community to strengthen partnerships that are supportive of students and their families.

## **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 student learning across the school community. Staff are committed to, and can articulate the purpose of, each strategic direction in the school plan. 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.

The school uses evidence-based strategy and innovative thinking in designing a school plan that delivers ongoing improvements in student outcomes.

## **School Resources**

School staffing ensures that full curriculum implementation and delivery requirements are met. 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.

Workforce planning supports curriculum provision and the recruitment of high quality staff. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan. Physical

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

Succession planning, leadership development and workforce planning are designed to drive whole-school improvement. Longer-term financial planning is integrated with school planning and implementation processes. 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.

Practices and processes are responsive to school community feedback.

#### Evidence:

- teachers report that school leaders have helped them to establish challenging and visible learning goals for students, provide guidance in monitoring student progress, create a safe and orderly student environment and support them during stressful times.
- The leadership team and aspiring leaders participated in leadership development learning communities including working with Dame Pat Collarbone and Dr Simon Breakspear.
- The leadership team work collaboratively with special education leaders throughout the state and Australia to ensure that Holroyd remains connected with and contributes to innovative practice in teaching and learning.
- The leadership team contributed to the learning of over 800 special educators by convening special education learning conferences for learning support officers, teachers and leaders.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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 implemented with all students to provide useful information about students' modes and levels of communication to their teachers for the following year. This gave baseline data to be used the following year as part of the assessment process.

Student Leadership and Positive Behaviour for Learning (PBL): Practices, including awards and folders are embedded and the school wellbeing framework reflects current practices. Student leadership opportunities have been embedded across the school, with 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. Across the school there has been an improvement in the number of students who have achieved their learning goals.

### Progress towards achieving improvement measures

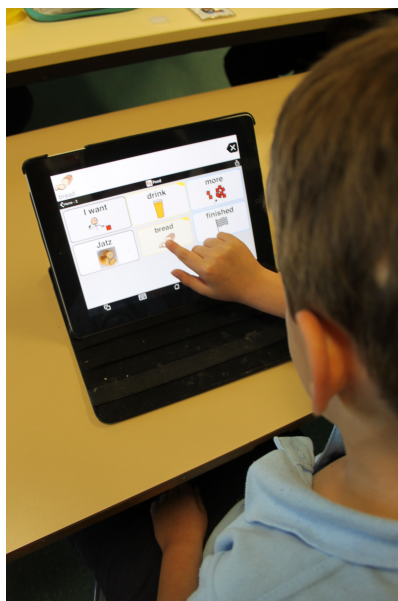
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• The school has explicit processes to collect, analyse and report in internal student and school performance data</li><li>• Each student's learning goals will more accurately reflect their needs as all stakeholders agree that these are the most appropriate goals for the student</li></ul>	Committee work Teacher release Other resources Classroom support funded by: English Language \$98565 Socio Economic Background \$115,079 Aboriginal Background \$640	The process for collecting, analysing and reporting on student communication data was implemented for all students across the school.  Student learning goals were developed collaboratively with teachers and parents. Student reports more accurately reflected student learning priority learning areas.

### Next Steps

Our next steps are to focus on:

- consistent assessment across a range of learning domains.

- further refining the communication profile for students and developing teaching roadmaps for different communication modes.
- building capacity in analysing whole cohorts of student data to inform teaching practice.
- review the Learning Progressions in Literacy and Numeracy





## 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)	Funds Expended (Resources)	Progress achieved this year
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	Committee work Teacher release Other resources Classroom support funded by: Professional learning funds \$34,417 Quality Teaching Successful Students \$10,513	Tell Them From Me survey reflected that teachers shared collaborative practices above state average in all areas. 100% of teachers participated in the Performance and Development Process in which at least 2 observations were conducted. 100% of SLSOs participated in the Performance and Development process. 'Effective Team' meetings are built into the school calendar. ESL staff member worked in partnership with teachers to model effective communication strategies for students.
School-wide and or interschool relationships provide mentoring and coaching support to promote the ongoing development of all staff	Committee work Teacher release Other resources Classroom support Funded by: Socio-economic background \$230 158 Professional learning funds	Mentoring and coaching by colleagues supported the professional growth of teachers at Holroyd and other schools, including support units.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School– wide and or interschool relationships provide mentoring and coaching support to promote the ongoing development of all staff	\$11,472. QTSS funds \$10,513	Mentoring and coaching by colleagues supported the professional growth of teachers at Holroyd and other schools, including support units.

## Next Steps

Our next steps are to focus:

- continued professional learning and collaborative practice to support the implementation of the school's next strategic plan
- extend the learning community to include parents and community.



## 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

The school established a P&C in 2017. They hosted some events such as the Father's Day stall, organised refreshments for the Book Week parade and the end of the year BBQ. More importantly, the P&C enhanced working relationships between parents and school staff. This has provided another information and feedback channel for the school.

The school established a relationship with the Community Migrant Resource Centre and hosted an expo linking families with agencies to help them manage their NDIS relationships.

Progress continued to be made in the areas of therapy provision within the school including the development of systems and processes to manage the partnership between the school, families and external providers.

Sustainability, Education, Art, Teamwork S.E.A.T. project which resulted an artexhibition and in relationships being built across a number of community organisations. **Progress towards**

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Introduce and implement strategies to improve individual and collective wellbeing	Committee work Teacher release Other resources Classroom support Socio economic \$230 158	Implemented the School Wellbeing Guidelines in line with departmental policy.  All classes contributed to a Holroyd School Art Show to which parents and community members were invited. 100% of artworks were sold.
Individual learning is supported by the effective use of school, system and community expertise	Committee work Teacher release Other resources Classroom support Funded by: Socio economic \$115,079	Parent and professional support was sought in the development of student individual learning plans.  Therapy protocols were implemented to support collaborative practice for the implementation of student goals.  The school provided case management support for a number of very complex students and their families garnering expertise from a range of other professionals.

## Next Steps

Our next steps are to focus on:

- increase community involvement in the school.
- creating a community space for parent and community involvement
- supporting parent capacity to engage with services that support their child and their family's wellbeing
- improve parent understanding of educational provision for their child.





Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$640	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 '8Ways of Learning'
<b>English language proficiency</b>	\$98 565	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
<b>Quality Teaching, Successful Students (QTSS)</b>	\$21 026	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 Performance and Development Framework.
<b>Socio–economic background</b>	\$230 158	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 education and community services e.g. music therapy, Sailability, Riding Develops Abilities and hydrotherapy programs. 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.
<b>Support for beginning teachers</b>	\$0	Beginning teachers were provided with ongoing feedback and support that was embedded in the collaborative practices of the school.  Mentoring structures and collaborative practices supported beginning teachers within the school and teacher mentors had access to specific training and the flexibility in their

<p><b>Support for beginning teachers</b></p>	<p>\$0</p>	<p>teaching responsibilities to support classroom observations and provide structured feedback.</p> <p>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.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$1 954</p>	<p>Improved students' general wellbeing and adjustment to school by differentiating educational programs, building partnerships with families and other organisations.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	129	132	134	126
Girls	56	56	54	58

There continues to be full enrolment of 30 classes. This is a consistent enrolment pattern over the last 5 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
Head Teacher(s)	0
Classroom Teacher(s)	28.1
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0
Teacher Librarian	1
Teacher of ESL	0.8
School Counsellor	1
School Administration & Support Staff	36.41
Other Positions	1.64

\*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	34

### Professional learning and teacher accreditation

Every teacher, SLSO and administrative staff member has a Performance and Development Plan (PDP). Professional learning in 2017 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, but was not limited to 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) as well as the MOVE program (Mobility Opportunities Via Education), Eye gaze and Switch Technology, Key Word Signing, Communication Profile and more.

Teachers requiring accreditation were supported to complete their professional obligations with NESAs.

The school expended all of its professional learning funds (\$45 890 ) 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 fully deployed to SAP/SALM)

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	540,360
<b>Revenue</b>	7,658,541
Appropriation	7,506,512
Sale of Goods and Services	6,986
Grants and Contributions	137,639
Gain and Loss	0
Other Revenue	0
Investment Income	7,403
<b>Expenses</b>	-7,554,328
Recurrent Expenses	-7,554,328
Employee Related	-7,084,628
Operating Expenses	-469,700
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	104,212
<b>Balance Carried Forward</b>	644,573

The information provided in the financial summary includes reporting from 1 December 2016 to 31 December 2017.

The school budget is allocated to meet the running costs of the school and to meet the strategic directions of the school.

The school leadership team and the school administrative manager develop and monitor the budget.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	1,033,586
Base Per Capita	61,344
Base Location	0
Other Base	972,242
<b>Equity Total</b>	329,363
Equity Aboriginal	640
Equity Socio economic	230,158
Equity Language	98,565
Equity Disability	0
<b>Targeted Total</b>	5,613,453
<b>Other Total</b>	265,191
<b>Grand Total</b>	7,241,593

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

## 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 – 8.6 (NSW Govt Norm – 7.4)

Parents are informed – 8.2 (NSW Govt Norm – 6.6)



Parents support learning at home – 6.6 (NSW Govt Norm – 6.3)

School supports learning – 8.3 (NSW Govt Norm – 7.3)

School supports positive behaviour – 7.8 (NSW Govt Norm – 7.7)

Safety at school – 8.4 (NSW Govt Norm – 7.4)

Inclusive school – 8.6 (NSW Govt Norm – 6.7)

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 – 7.2 (NSW Govt Norm – 7.1) This result was affected by a question asking teachers about school leaders observing their teaching. The focus this year was on peer observations

Collaboration – 8.2 (NSW Govt Norm – 7.8)

Learning Culture – 7.6 (NSW Govt Norm – 8.0) 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. Teachers rated at 9.3 the monitoring of the progress of individual students and 9.1, working with students who have behavioural problems.

Data Informs Practice – 6.6 (NSW Govt Norm – 7.8) 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 – 7.3 (NSW Govt Norm – 7.9) This result was affected by a question about providing written feedback to students at least once a week. Teachers rated 8.7 to linking new concepts to previously mastered skills and knowledge and 8.9 for using 2 or more teaching strategies in most lessons.

Technology – 6.6 (NSW Govt Norm – 6.7) This result was affected by a question on students using technology to track their progress and to undertake research.

Inclusive School – 8.9 (NSW Govt Norm – 8.2) This result was affected by a question on helping low performing students to plan their assignments.

Parent Involvement – 8.2 (NSW Govt Norm – 6.8) 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 Aboriginal languages and their country.

### 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 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.

The school has established a partnership with the Community Migrant Resource Centre to support families.