

Holroyd School Annual Report



2018



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Introduction

The Annual Report for **2018** 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

School contact details

Holroyd School

Willara Ave

Merrylands, 2160

www.holroyd-s.schools.nsw.edu.au

holroyd-s.school@det.nsw.edu.au

9637 5174

Message from the Principal

The Holroyd School 2018 annual report celebrates a successful year of quality teaching and learning. 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, in particular, assessment for learning.

The school has participated in rigorous self-evaluation, validated through the external validation process. The three strategic directions appear later in this report. Each member of the school team, including administrative and support staff, executive and teachers, school learning support officers (SLSOs), cleaners, general assistant, drivers and assisted travel support officers, 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 in the first year of the three year school plan (2018–2020). Holroyd School provides students with a wide range of learning opportunities and experiences allowing students to explore their interests and develop their talents.

Anne Flint

Principal

Message from the school community

P&C Report

The Holroyd School P&C is a group of parents and teachers dedicated to supporting and assisting Holroyd School by helping out with school events, fund raising and many other activities. Our P&C is very new and still growing, but we are proud of our achievements for 2018. In our first full year as a P&C we managed some major events such as the Comedy Night where over 150 people attended, the Mothers' and Fathers' day stalls, end of the year BBQ and many other events. This year we raised close to \$5000 which will be used to support activities for the school.

We are also thrilled to be able to use the new Community Hub which was recently renovated and provides a homely environment for parents to meet. The P&C team is organising a planning day to come up with ideas on how to utilise the space to run activities for parents and children.

One of the biggest achievements, however, has been the building of parent networks and a real sense of community. As parents of children with special needs we often feel isolated and lost; more parents are becoming interested in joining us and sharing their stories, challenges and their journeys. We hope to continue to grow the Holroyd P&C and encourage all parents to come and join us on the first Wednesday of every month after 10:00am for a coffee/tea and few biscuits, to have a chat and meet other parents at the school.

I want to take this opportunity to thank all the P&C members that assisted us over the year with all the events and donations, and the amazing P&C committee for their commitment and hard work. To all the Holroyd staff we thank you for your passion and dedication which goes way beyond your duty and responsibility.

We look forward to another successful year and hope to meet many of you in 2019.

Gricel Mendez

P & C President

School background

School vision statement

Holroyd students are autonomous and flexible learners so that they are contributing members in their changing world.

School context

Holroyd School is a special school located in Merrylands. It is the largest special school in NSW, with 30 classes. Holroyd School serves a community with students from diverse language, cultural and socio-economic backgrounds.

The school provides personalised learning plans for students with very complex learning needs. Every student has a moderate or severe intellectual disability. Many students also have additional conditions that impact on their learning such as physical disabilities, vision and hearing impairment, autism and health conditions. The school caters for students 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 (NESAS) 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 and 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

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, the school undertook self-assessment using the School Excellence Framework and participated in the external validation process. Each year, a group of schools is nominated to participate in an external validation process. This provides an opportunity for schools to discuss their judgements about their practice, and the evidence that underpins them, with a panel of peers. Embedding effective self-assessment practices means that schools are well positioned to identify and annotate their most significant pieces of evidence for submission to the validation panel. 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. During the external validation process, an independent panel of peers considered the school's evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Holroyd School is performing at the following standards:

Learning: Excelling in the elements of *Learning Culture, Wellbeing, Curriculum and Reporting* and at Sustaining and Growing in the elements of *Assessment and Student Performance Measures*

Teaching: Excelling in the elements of *Effective Classroom Practice and Learning and Development* and at Sustaining and Growing in the elements of *Data Skills and Use and Professional Standards*.

Leading: Excelling in the elements of *Educational Leadership, School Planning, Implementation and Reporting, School Resources and Management Practices and Processes* .

The self-assessment and the external validation process will assist the school to refine the school plan, leading to further improvements in the delivery of education to 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

Learning – Assessment for Learning

Purpose

The purpose for **assessment for learning** is:

To plan for learning based on whole school collaboration and consistent assessment

To ensure the continuation of learning by exercising consistent teacher judgement

To enable accurate assessment to drive teaching practice

Overall summary of progress

Overall, the school is on track to achieve the improvement measures.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students have learning goals based on formal assessments and consistent teacher judgement using relevant/ appropriate tools e.g. SWANs, In The Zone for Learning, MOVE and the Communication Profile	Committee work Teacher release/collaboration Other resources Classroom support Professional Learning \$64,000	All students had a SWANs assessment and Communication Profile completed. In the Zone for Learning and MOVE assessments were completed for students who required them. Information from these assessments was used to inform individual learning plans and student reports.
100% of teachers use student assessment data regularly to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future directions.	Teacher release/collaboration Classroom support Professional Learning \$62,000	Each teacher felt confident in recognising how and when to assess and could clearly articulate what was working and not working with their class. They were able to use these assessments to guide them in writing reports and providing valuable hand-over information to the next teacher.

Next Steps

The school will refine the use of relevant assessments to provide the best information to guide student learning. Teachers will select which parts of these assessment tools provide the best information. Teachers will continue to work collaboratively to ensure consistent teacher judgment. The Communication Profile will continue to be refined, based upon current research and teacher feedback.

Ongoing professional learning will support the professional practice of teachers early in their career and teachers less experienced in a specialist setting

Strategic Direction 2

Teaching – Transformational Teaching

Purpose

The purpose of this strategic direction, **transformational teaching**, is:

To use researched based best practice to meet the diverse learning needs of students

To provide systematic learning experiences that promote student autonomy across the school day

To teach students to be flexible in their learning so they are able to cope with change and generalise skills across environments

Overall summary of progress

The school was unable to implement TEACCH pedagogy this year because the External Validation process took precedence. However, the implementation of MOVE and In the Zone for Learning teaching strategies, as well as the opportunities for teachers to reflect in their pedagogy is on track.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students have shown an improvement in their autonomy, learning flexibility, ability to generalise skills and/or engage in learning	Teacher release/collaboration Other resources Classroom support Professional Learning \$150,000	Teaching strategies recommended by the MOVE and In the Zone for Learning programs have been implemented and have improved student autonomy and ability to engage in learning.

Next Steps

Professional learning for new staff will be provided through collaborative teaching, mentoring and supervision support. The school executive will assess the capacity of staff to learn to use TEACCH pedagogy in 2019.

Strategic Direction 3

Leading – Leading a Shared Vision

Purpose

The purpose of this strategic direction, **leading a shared vision**, is:

To create a school-wide, collective responsibility for student learning and success, which is shared by the school, families and the community

To help parents to understand their child's potential

To facilitate the generalisation of student skills through a wholistic approach

Overall summary of progress

The school is developing a collective responsibility for student learning supported by school staff, parents and members of the community.

The school has provided a Community Hub which is greatly appreciated by the school community.

Community therapy teams are increasingly focusing on supporting student learning during school hours with educationally unrelated therapy occurring out of school hours. Parents are developing an understanding of the value of educational programs during the school day.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent participation in the TTFM survey	Teacher release Other resources Parent support Professional Learning \$1500	Parent participation increased from 13 responses in 2017 to 43 responses in 2018. Whilst scores from the Tell Them from Me surveys are positive, the low level of responses does not provide a large enough sample for effective analysis. There is significant and informal feedback from the community.
Improvement in TTFM outcomes in <i>Parents Support Learning at Home</i> to a score of 8	Teacher release Other resources Professional Learning Parent support \$10,000	The score for this question is 6.5. the state average is 6.3. Results for this question is comparable to the 2017 result.
Increased number of therapists working within the school because there is alignment of therapy goals and student goals	Teacher release Professional Learning Teacher, parent and therapist consultation Administration \$30,000	The basis of in-school therapy approvals is the alignment of therapy and educational goals. Therefore, 100% of therapy approvals meet this criteria resulting in improved student outcomes and fewer interruptions to the teaching and learning process.
Increased number of community partners supporting student	Committee work	The school has a purpose dedicated facility for parents and community members to support their

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
success	Teacher release Other resources Professional Learning Community consultation Establish Community Hub \$64,000 \$125,000	networks and understanding of educating children with a disability. The school now has a worker from the Community Migrant Resource Centre at the school's Community Hub one day per week.

Next Steps

The school will continue to work with the school community to increase participation in the TTFM survey to gain more accurate measures of satisfaction to implement responsive actions leading towards school improvement.

The school will provide learning sessions for parents so that they can support their child's learning at home and will continue to build and strengthen community partnerships.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$657	<p>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'.</p> <p>This funding supports the achievements of the school's strategic directions.</p>
English language proficiency	\$110,442	<p>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 students' individual learning programs. The school employed specialist staff to meet the English language needs of EAL/D students. Professional learning for teachers was provided 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. was supported.</p> <p>This funding supports the achievements of the school's strategic directions.</p>
Quality Teaching, Successful Students (QTSS)	\$48,517	<p>Supported collaborative practices in the school. Teachers jointly assessed, 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</p> <p>Provided comprehensive and focused support for teachers with accreditation processes and the Performance and Development Framework.</p> <p>Supported the implementation of External Validation as part of the school's self assessment process.</p> <p>This funding supports the achievements of the school's strategic directions.</p>
Socio-economic background	\$211,930	<p>Strengthened partnerships between schools, families and community organisations by providing opportunities for parent and community participation in the school.</p> <p>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. Sailability, Riding Develops Abilities and hydrotherapy programs.</p>

<p>Socio-economic background</p>	<p>\$211,930</p>	<p>Supported quality teaching and learning by staff engaging in collaborative planning, peer observations and professional learning .</p> <p>Improved all students' learning outcomes by setting SMART goals and implementing appropriate educational programs.</p> <p>Developed the Community Hub for parents. Provided learning sessions for parents to strengthen their understanding of their children's learning and development.</p> <p>This funding supports the achievements of the school's strategic directions.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>\$4,078</p>	<p>Improved students' general wellbeing and adjustment to school by differentiating educational programs, building partnerships with families and other organisations.</p> <p>This funding supports the achievements of the school's strategic directions.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	132	134	126	130
Girls	56	54	58	56

There continues to be full enrolment of 30 classes. This is a consistent enrolment pattern for Holroyd School. 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(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.35
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	37.17
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 an Aboriginal person.

School Administrative and Support Staff is inclusive of School Learning Support Officers and administrative staff.

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	50

Professional learning and teacher accreditation

Every teacher, SLSO and administrative staff member has an annual Performance and Development Plan (PDP). Professional learning in 2018 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 and SLSOs attended the Special Education Principals and Leaders Association (SEPLA) Conference at which 6 of the school's teachers presented. This conference allowed special educators to share 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.

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 peer to peer professional learning to implement the MOVE program (Mobility Opportunities Via Education), Eye gaze and Switch Technology, Communication Profile and more. Much of the teachers' professional learning focused on improving practice in school self evaluation and preparing for External Validation.

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

The school expended all of its professional learning funds and additional funds which were contributed 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

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	644,573
Revenue	8,100,954
Appropriation	7,939,169
Sale of Goods and Services	7,312
Grants and Contributions	146,189
Gain and Loss	0
Other Revenue	0
Investment Income	8,284
Expenses	-7,879,699
Recurrent Expenses	-7,879,699
Employee Related	-7,315,100
Operating Expenses	-564,599
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	221,255
Balance Carried Forward	865,828

The information provided in the financial summary includes reporting from 1 December 2017 to 31 December 2018.

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.

Underspending occurred due to the shortage of available teachers to cover leave, professional learning and collaborative practices.

The surplus will fund the planned strategic directions of the school.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,279,746
Base Per Capita	77,618
Base Location	0
Other Base	1,202,128
Equity Total	323,029
Equity Aboriginal	657
Equity Socio economic	211,930
Equity Language	110,442
Equity Disability	0
Targeted Total	5,750,922
Other Total	297,633
Grand Total	7,651,329

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 tool. 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.

The P & C worked with the school to increase the number of respondents to the parent survey. 47 families completed the survey, compared with 13 the previous year. Overall, Holroyd School achieved results above the state average. Working with parents and the community continues to be a focus in the school plan.

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 – **8.4** (NSW Govt Norm – 7.4)

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

Parents support learning at home – **6.5** (NSW Govt Norm – 6.3)

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

School supports positive behaviour – **8.1** (NSW Govt Norm – 7.7)

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

Inclusive school – **8.8** (NSW Govt Norm – 6.7)

Teachers completed the survey again in 2018. There was an improvement in the results in 2018, with above state average result in all areas other than Data Informs Practice. This area is the focus of strategic direction 1. NSW does not have a comprehensive assessment tool to meet the needs of complex learners and so the school has developed or used assessment tools from other states. The focus for next year is to use the data the school has to more effectively plan and drive improvement in student learning.

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 – **8.4** (NSW Govt Norm – 7.1)

Collaboration – **8.7** (NSW Govt Norm – 7.8)

Learning Culture – **8.4** (NSW Govt Norm – 8.0) .

Data Informs Practice – **7.4** (NSW Govt Norm – 7.8) – increased performance in this area has been positively affected by the school improvement strategies outlined in strategic direction 1.

Teaching Strategies – **8.2** (NSW Govt Norm – 7.9)

Technology – **7.3** (NSW Govt Norm – 6.7)

Inclusive School – **9.0** (NSW Govt Norm – 8.2)

Parent Involvement – **8.6** (NSW Govt Norm – 6.8)

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. Sixty students participated in a virtual experience in Aboriginal culture. This provided students with complex learning needs another way to experience their world.

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 programs include literacy and numeracy, 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 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 learning outcomes.

The 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 the school's parents. A worker from the CMRC will work one day per week in the Community Hub to assist families in negotiating services and connecting with the school.