

Holroyd School

2019 Annual Report



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Introduction

The Annual Report for 2019 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.

School contact details

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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 (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 and has a strong commitment to excellence for all schools as part of NSW public education.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Some staff new to the school have not yet developed strong professional expertise in some areas. This has affected the school achievement in some areas. Ongoing professional learning will address these areas as suitably trained staff can be recruited.

The executive and mentor teachers continue to work tirelessly to support teacher development.

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

Improvement Measures

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

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.

Progress towards achieving improvement measures

Process 1: Provide professional learning around targeted student assessments so consistent analysis and interpretation of assessment data in relation to SWANs, In the Zone for Learning, MOVE and the Communication Profile, impacts on every student's improvement

Evaluation	Funds Expended (Resources)
Staff expressed value in the additional time allocated to assessments to ensure adequate handover and to inform student learning direction for 2020. Students benefited from teachers and SLSOs collaborating when completing the SWANs assessments. Professional learning was valuable and provided opportunities for staff to provide their feedback that some assessments were unnecessary for particular students and some assessments duplicated the information gathered. Staff used their professional judgement to select the appropriate assessments for their individual students.	Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3: \$1381 – Aboriginal Background \$102,198 – English Language Proficiency \$254,193 – Quality Teaching, Successful Students (QTSS) \$221,498 – Socio Economic Background

Process 2: Professional learning promotes consistent teacher judgement and the development of appropriate learning goals to enable students to maximise their learning potential

Evaluation	Funds Expended (Resources)
Staff acknowledge growth in consistent teacher judgement and the development of appropriate learning goals. Student' ILPs reflect student assessment data in areas of English and maths. Professional learning linked to staff PDPs allowed for informal collaboration with teachers, resulting in their contribution to promoting consistent judgement about student progress.	Total funds spent across interconnected Strategic Directions 1, 2 & 3: \$1381 – Aboriginal Background \$102,198 – English Language Proficiency \$254,193 – Quality Teaching, Successful Students (QTSS) \$221,498 – Socio Economic

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

Improvement Measures

100% of students have shown an improvement in their autonomy, learning flexibility, ability to generalise skills and/or engage in learning

Progress towards achieving improvement measures

Process 1: TEACCH, MOVE and In the Zone for Learning are implemented by trained staff

Evaluation	Funds Expended (Resources)
Aspects of TEACCH, MOVE and In the Zone were implemented in some classes. Staff shortages and competing priorities resulted in reduced Instructional Leadership and in class mentor support. However, staff continued to adopt some of these pedagogies/research based learning strategies in their classrooms.	Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3: \$1381 – Aboriginal Background \$102,198 – English Language Proficiency \$254,193 – Quality Teaching, Successful Students (QTSS) \$221,498 – Socio Economic Background

Process 2: School leaders create opportunities for teachers reflect on their pedagogy and collaborate with others to refine their teaching practice

Evaluation	Funds Expended (Resources)
The instructional leader model, using the expertise of executive and other teachers with specific skills was planned for 2019. However, exceptional shortages of teachers impacted on the the full implementation of the project. Staff cover was insufficient to enable Dr Anna Bertolli (TEACCH) to train and work with a second cohort of teachers. Trained staff continued to implement programs to the level of their initial training but have not had the release time required to extend their knowledge beyond their classrooms.	Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3: \$1381 – Aboriginal Background \$102,198 – English Language Proficiency \$254,193 – Quality Teaching, Successful Students (QTSS) \$221,498 – Socio Economic Background

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

Improvement Measures

Increased parent participation in the TTFM survey

Improvement in TTFM outcomes in *Parents Support Learning at Home* to a score of 8

Increased number of therapists working within the school because there is alignment of therapy goals and student goals

Increased number of community partners supporting student success

Progress towards achieving improvement measures

Process 1: Establish a community centre that is utilised by families and the community to collaborate, plan and support the school

Evaluation	Funds Expended (Resources)
<p>NDIS visits to hub on a monthly basis with multiple families attending each NDIS week. More families have accessed the NDIS for their child.</p> <p>The Community Migrant Resource Centre (CMRC) operated programs once per week and have extended to include a playgroup. There is slow but increasing parent attendance.</p> <p>Several ideas shared on how to promote services and both parties committed to continuing support in 2020.</p>	<p>Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3:</p> <p>\$1381 – Aboriginal Background</p> <p>\$102,198 – English Language Proficiency</p> <p>\$254,193 – Quality Teaching, Successful Students (QTSS)</p> <p>\$221,498 – Socio Economic Background</p>

Process 2: Establish school and community led information sessions around student learning and well-being

Evaluation	Funds Expended (Resources)
<p>Attendance varied depending on the scheduled event.</p> <p>Tell Them From Me survey result: several parents indicated that the hub was proving to be a successful resource. Formal and informal opportunities were provided for parents to share experiences and ideas on how to promote and access services.</p> <p>Agreement to continue promoting the Holroyd Community Hub in 2020, with parents taking a leading role in planning activities.</p>	<p>Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3:</p> <p>\$1381 – Aboriginal Background</p> <p>\$102,198 – English Language Proficiency</p> <p>\$221,498 – Socio Economic Background</p>

Progress towards achieving improvement measures

Process 3: Strengthen learning partnerships by individualised student reviews twice yearly to reflect on student progress, plan for improvement and collaborate with stakeholders

Evaluation	Funds Expended (Resources)
<p>Reports sent home informed families kept informed on their child's progress. An increased percentage of families completed the post-report survey. Meetings conducted provided opportunities for all stakeholders to plan for future learning directions.</p>	<p>Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3:</p> <p>\$1381 – Aboriginal Background</p> <p>\$102,198 – English Language Proficiency</p> <p>\$254,193 – Quality Teaching, Successful Students (QTSS)</p> <p>\$221,498 – Socio Economic Background</p>

Process 4: Build a shared understanding with parents about the assessment process, how learning goals are developed, explain progress and students' reports and develop an understanding of how learning at school can be supported at home in active partnerships.

Evaluation	Funds Expended (Resources)
<p>Teacher professional learning increased confidence for most staff when discussing the link between student assessment and the development of student learning goals with parents. The development of progressive learning goals, practised and taught at school and home, can work towards increasing the parent's aspirations for their child.</p>	<p>Total funds (resources) spent across interconnected Strategic Directions 1, 2 & 3:</p> <p>\$1381 – Aboriginal Background</p> <p>\$102,198 – English Language Proficiency</p> <p>\$254,193 – Quality Teaching, Successful Students (QTSS)</p> <p>\$221,498 – Socio Economic Background</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1381	<p>Personalised Learning Plans are designed to target individual student needs, areas of interest and build on current strengths. Teachers differentiate curriculum delivery to meet the needs of individual students. 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	\$102,198	<p>The school employed specialist staff to meet the English language needs of EAL/D students. EAL/D students' English language proficiency was increased by providing augmentative communication strategies. Refugee and EAL/D students' learning outcomes were improved by providing additional staff to support students' individual learning programs. 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)	\$254,913	<p>In 2019 there was continued support for 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>This funding supports the achievements of the school's strategic directions.</p>
Socio-economic background	\$221,498	<p>Strengthened partnerships between the school, 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>Supported quality teaching and learning by staff engaging in collaborative planning, peer</p>

<p>Socio-economic background</p>	<p>\$221,498</p>	<p>observations and professional learning .</p> <p>Improved all students' learning outcomes by setting SMART goals and implementing appropriate educational programs.</p> <p>Fostered the continued use of 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>\$848</p>	<p>Improved refugee and newly arrived 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			
	2016	2017	2018	2019
Boys	134	126	130	131
Girls	54	58	56	54

Student enrolment numbers remained consistent in 2019. All students enrolled have a moderate or severe intellectual disability. The enrolment of every student is reviewed every year to ensure appropriate educational provision.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.38
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	37.17
Other Positions	1.64

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Every teacher, SLSO and administrative staff member has an annual Performance and Development Plan (PDP). Professional learning in 2019 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. Holroyd School staff presented three workshop sessions: 'In The Zone for Beginning Teachers', 'Technology and Communication Support for Students with High Support Needs' and 'STEM'. 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.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	865,828
Revenue	8,689,840
Appropriation	8,552,089
Sale of Goods and Services	5,881
Grants and contributions	123,948
Investment income	7,822
Other revenue	100
Expenses	-8,386,059
Employee related	-7,816,060
Operating expenses	-569,999
Surplus / deficit for the year	303,781

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	5,863,316
Equity Total	325,077
Equity - Aboriginal	1,381
Equity - Socio-economic	221,498
Equity - Language	102,198
Equity - Disability	0
Base Total	1,343,341
Base - Per Capita	94,184
Base - Location	0
Base - Other	1,249,157
Other Total	535,970
Grand Total	8,067,704

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.

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.

In 2019 20 families completed the survey. 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:

1. Parents feel welcome – **8.9** (NSW Govt Norm – 7.4)
2. Parents are informed – **8.6** (NSW Govt Norm – 6.6)
3. Parents support learning at home – **6.4** (NSW Govt Norm – 6.3)
4. School supports learning – **8.7** (NSW Govt Norm – 7.3)
5. School supports positive behaviour – **8.3** (NSW Govt Norm – 7.7)
6. Safety at school – **9.0** (NSW Govt Norm – 7.4)
7. Inclusive school – **9.4** (NSW Govt Norm – 6.7)

Teachers completed the survey again in 2019. The results in 2019 indicated above the state average result in all areas other than 'Data Informs Practice' and 'Teaching Strategies'.

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 – **7.7** (NSW Govt Norm – 7.1)

Collaboration – **8.2** (NSW Govt Norm – 7.8)

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

Data Informs Practice – **6.8** (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 – **7.6** (NSW Govt Norm – 7.9)

Technology – **7.0** (NSW Govt Norm – 6.7)

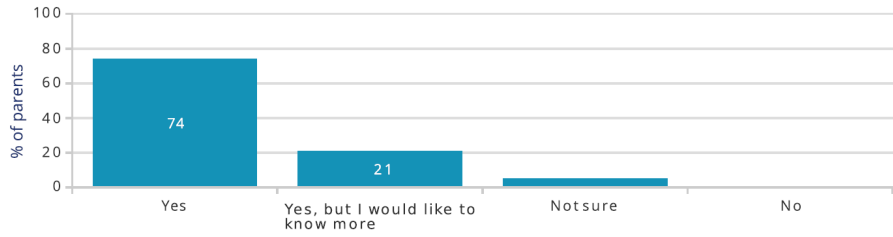
Inclusive School – **8.8** (NSW Govt Norm – 8.2)

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

School Level Custom Measure(s)

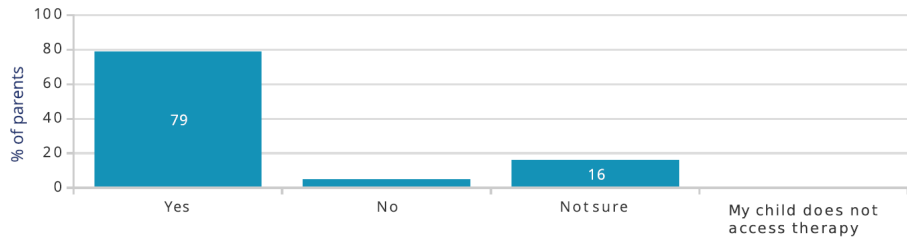
Strategic Direction 1- Assessment for Learning

School staff have discussed with me, and I am aware, that my child's learning goals are based on formal assessments and are part of learning progressions.



Strategic Direction 3-

There is an alignment between my child's school learning goals (ILP) and therapy goals through NDIS.



Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

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 works one day per week in the Community Hub to assist families in negotiating services and connecting with the school.

