

2020 Annual Report

Holroyd School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

The Annual Report for **2020** 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.

In 2020, a number planned initiatives did not occur due to COVID-19 restrictions. School resources including funds were redirected to support a range of learning at home and connecting remotely initiatives.

School vision

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 within the NSW Department of Education, 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
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	Sustaining and Growing
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

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)
New staff were provided with professional learning in assessing and implementing strategies in relation to the use of SWANs assessments and In the Zone for Learning. Unfortunately In the Zone for Learning was not available for most of the year. Staff benefitted from professional support, instructional leadership and collaborative practice to complete MOVE assessments. Data collected supported the use of appropriate assessments in developing students' individual learning goals. Student assessments also assisted in the decision making process when working with therapists.	Total funds spent across interconnected Strategic Directions 1 and 2. \$1,036- Aboriginal Background \$212,066- Socio-economic Background \$119,678 - English Language Proficiency \$216,665- SSP Quality Teaching Support \$772,606 - SSP Supplementary Funding Funding Sources: • (\$0.00)

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)
The first round of appropriate assessments (SWANs and In the Zone for Learning) were interrupted by restrictions and the impact of COVID 19. The second round of assessments were completed in term 4 in preparation for 2021 handover. Teachers and support staff collaborated and shared their professional judgement throughout the process of assessment.	Total funds spent across interconnected Strategic Directions 1 and 2. \$1,036- Aboriginal Background
Assessment for Complex Learners trial was also completed in term 4 2020 in	\$212,066- Socio-economic

Progress towards achieving improvement measures

preparation for continued partnerships with CESE (Centre for Education Statistics and Evaluation).

Background

\$119,678 - English Language Proficiency

\$216,665- SSP Quality Teaching Support

\$772,606 - SSP Supplementary Funding

Next Steps

A comprehensive situational analysis has been completed with data being analysed from a variety of internal and external sources. Work undertaken within this direction will inform the next School Improvement plan.

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)
<p>Due to restrictions of COVID 19, the Melbourne based trainer of TEACCH was unable to attend Holroyd School as intended. Online training was provided to 8 new and current teachers.</p> <p>While planned support and professional learning of In the Zone for Learning may have been disrupted (restrictions on classroom activities and visits etc), a staff member was released to visit and observe a school where In the Zone for Learning was embedded. Over a five week period, the staff member gained working knowledge of the embedded practices of In the Zone for Learning, TEACCH and the Passport for Learning and how they correlate. The knowledge gained has informed the school's improvement plan for 2021-2024.</p> <p>Teachers have been upskilled through small-group consultancy to embed MOVE practices in the classroom and within their class programs for the benefit of student progress.</p>	<p>Total funds spent across interconnected Strategic Directions 1 and 2.</p> <p>\$1,036- Aboriginal Background</p> <p>\$212,066- Socio-economic Background</p> <p>\$119,678 - English Language Proficiency</p> <p>\$216,665- SSP Quality Teaching Support</p> <p>\$772,606 - SSP Supplementary Funding</p>

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)
<p>Staff readily adapted to meeting through online platforms such as Zoom and TEAMS. These platforms were utilised to support learning and teaching from home and for remote professional development sessions across a wide range of topics.</p> <p>The SeeSaw platform was introduced and provided an effective means of sharing resources with parents and carers, to ensure the continuation of learning across a number of settings.</p> <p>SLSO's and Teachers completed a number online courses. Examples of courses completed included Mental Health Support for students with intellectual Disabilities, and Creating Positive Partnerships.</p>	<p>Total funds spent across interconnected Strategic Directions 1 and 2.</p> <p>\$1,036- Aboriginal Background</p> <p>\$212,066- Socio-economic Background</p> <p>\$119,678 - English Language Proficiency</p> <p>\$216,665- SSP Quality Teaching Support</p>

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\$772,606 - SSP Supplementary Funding

Next Steps

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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>COVID-19 restrictions greatly impacted the continuation of the relationship with the Community Migrant Resource Centre (CMRC) with significant consequences for families. Further the connection with the CMRC through the contact person has been lost due to their funding being withdrawn. Families have been greatly impacted as they were unable to access support services.</p> <p>The P & C have maintained their connection through Zoom meetings. Parents did express a loss of connection to the school.</p>	

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

Evaluation	Funds Expended (Resources)
No activities were planned in this area due to COVID-19 restrictions.	

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>The first planned individualised planning meetings were held. Unfortunately all subsequent meetings were cancelled due to COVID-19 restrictions. Whilst it was acknowledged that the SeeSaw App was a useful communication and learning tool, the school community did report back that they felt somewhat disconnected from the school during COVID restrictions.. A significant amount of funds and school resources were allocated to support learning at home.</p>	<p>Total funds spent across interconnected Strategic Directions 1, 2. and 3.</p> <p>\$1,036- Aboriginal Background</p> <p>\$212,066- Socio-economic Background</p>

Progress towards achieving improvement measures

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\$119,678 - English Language Proficiency

\$216,665- SSP Quality Teaching Support

\$772,606 - SSP Supplementary Funding

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>Learning at home packs were sent home to students during March 2020.. This was also supported through the SeeSaw App. Parent feedback from 2020 acknowledged the difficulties faced at home during learning at home activities. The school acknowledges the great dedication parents had to learning at home. This was evident in the photos and videos received from parents through the SeeSaw App.</p> <p>The school was unable to use the community hub for non-essential school visitors on site. Other initiatives to build a shared understanding with parents was postponed.</p>	<p>Total funds spent across interconnected Strategic Directions 1 and 2.</p> <p>\$1,036- Aboriginal Background</p> <p>\$212,066- Socio-economic Background</p> <p>\$119,678 - English Language Proficiency</p> <p>\$216,665- SSP Quality Teaching Support</p> <p>\$772,606 - SSP Supplementary Funding</p>

Next Steps

A comprehensive situational analysis has been completed with data being analysed from a variety of internal and external sources. Work undertaken within this direction will inform the next School Improvement plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$1 036.00) 	<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 supported the achievements of the school's strategic directions.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$119 678.00) 	<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 supported the achievements of the school's strategic directions.</p>
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$216 665.00) 	<p>The focus in 2020 centered around collaborative practice and professional development in the use of new technology platforms introduced into the school. Zoom, Microsoft Teams and SeeSaw were all introduced to support learning at home.</p> <p>The provision of comprehensive and focused support for teachers with accreditation processes and the Performance and Development Framework was also undertaken.</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$212 066.00) 	<p>Funding was utilised to support assessment for learning and transformational teaching. Additional classroom based staff were employed across the school to support teaching and learning activities. Data collected supports positive student achievement in learning goals and wellbeing.</p> <p>The school created individualised learning at home packs for students. Additional information communication technology was also purchased to support remote learning.</p>
Targeted student support for refugees and new arrivals	Funding Sources: <ul style="list-style-type: none"> Targeted support for refugees and new arrivals (\$3 739.00) 	<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 supported the achievements of the school's strategic directions.</p>

<p>SSP Supplementary Funding</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$772 606.00) 	<p>SSP Supplementary funding was utilised to support assessment for learning and transformational teaching. Additional classroom based staff were employed across the school to support teaching and learning activities. Data collected supports positive student achievement in learning goals and wellbeing.</p> <p>Staff also reported that the extra assistance provided a positive change overall. This included the behavioural and healthcare needs of students being met without impacting negatively on teaching and learning time.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	126	130	131	124
Girls	58	56	54	61

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	28.42
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,169,609
Revenue	9,587,337
Appropriation	9,517,580
Sale of Goods and Services	7,101
Grants and contributions	60,122
Investment income	2,435
Other revenue	100
Expenses	-9,722,681
Employee related	-9,125,380
Operating expenses	-597,301
Surplus / deficit for the year	-135,344
Closing Balance	1,034,265

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	3,739
Equity Total	332,780
Equity - Aboriginal	1,036
Equity - Socio-economic	212,066
Equity - Language	119,678
Equity - Disability	0
Base Total	7,511,633
Base - Per Capita	96,538
Base - Location	0
Base - Other	7,415,095
Other Total	1,340,597
Grand Total	9,188,749

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.

It is important to note that figures presented do not take into account outstanding financial commitments at the end of 2020 including wages and pending invoices.

Parent/caregiver, student, teacher satisfaction

The school gathers parent and teacher opinions through Tell Them From Me Surveys. The surveys are conducted annually and provide valuable data to inform school planning. 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.

In 2020 the school participated in a research project conducted by NSW Department of Education and the University of NSW. The trial explored ways to give students who are educated in special education settings greater opportunity to express their thoughts about their own education. The school is looking forward to further opportunities to investigate and gauge student satisfaction levels to inform future planning.

The data obtained from the parent and teacher Tell Them from Survey is below.

The results in 2020 indicated above the state average result in all areas other than 'Parents Support Learning at Home' and 'School Supports Positive Behaviour'

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 - **8.1** (NSW Govt Norm - 6.6)
3. Parents support learning at home - **5.6** (NSW Govt Norm - 6.3)
4. School supports learning - **8.1** (NSW Govt Norm - 7.3)
5. School supports positive behaviour - **7.6** (NSW Govt Norm - 7.7)
6. Safety at school - **8.4** (NSW Govt Norm - 7.4)
7. Inclusive school - **8.6** (NSW Govt Norm - 6.7)

Teachers completed the survey again in 2020. The results in 2020 indicated above the state average result in all areas other than 'Learning Culture' and '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 - **7.6** (NSW Govt Norm - 7.1)

Collaboration - **8.1** (NSW Govt Norm - 7.8)

Learning Culture - **7.7** (NSW Govt Norm - 8.0) .

Data Informs Practice - **6.8** (NSW Govt Norm - 7.8) - This area is being considered for review in the next School Improvement Plan

Teaching Strategies - **7.8** (NSW Govt Norm - 7.9)- Comparison of the 2019 Tell Them From Me results show an increase in this area.

Technology - **7.1** (NSW Govt Norm - 6.7)

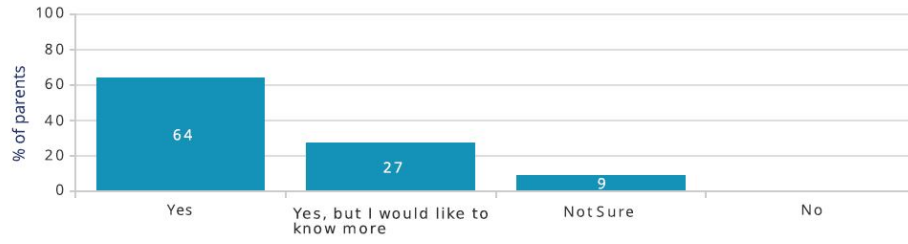
Inclusive School - **8.7** (NSW Govt Norm - 8.2)

Parent Involvement - **8.3** (NSW Govt Norm - 6.8)

School Level Custom Measure(s)

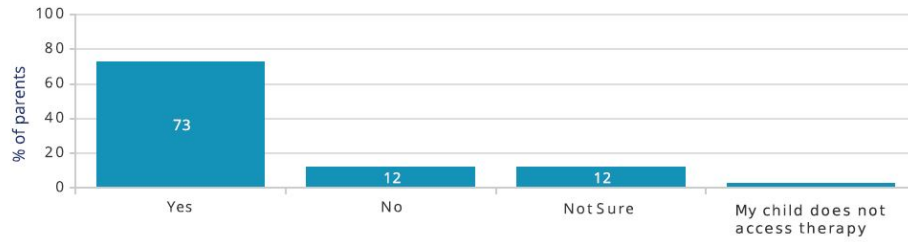
Strategic Direction 1 - Assessment for Learning

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 - Leading a Shared Vision

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



Parent feedback on Strategic Direction 1 - Assessment for Learning
Parent feedback on Strategic Direction 3 - Leading a Shared Vision

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.