2021 Annual Report

Holroyd School

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Introduction

The Annual Report for 2021 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 Strategic Improvement 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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School vision

At Holroyd School we value:

Students as learners and as respected members of the wider community.

Staff as professionals who work collaboratively to meet the needs of the students.

Family and community partnerships that are strong and positive.

Holroyd School is a school of excellence. Staff constantly strive to improve their practice based on sound educational research. This enables students to engage in meaningful learning experiences that improve their learning outcomes so that they reach their maximum potential. Based on current analysis of our school priorities and identified areas for improvement, this plan will focus on student engagement, data analysis and collaboration.

School context

Holroyd School is a special school located in Merrylands. It is the largest Department of Education 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 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 strong commitment to excellence for all schools as part of NSW public education.

Holroyd School has completed a situational analysis through critically evaluating and analyising a wide range of internal and external data sources to identify three significant areas of focus for the School Improvement Plan. It is important to note that the work undertaken throughout the previous school planning cycle has also informed the School Improvement Plan. As a result of this rigorous process, the school's high level strategic directions are:

1. Student Growth and attainment. For every student to develop strong foundations in literacy and numeracy, empowering all students with the skills to achieve their learning potential and grow on their ability to function independently at school and beyond.

2. Use of data to inform practice. For every student to experience high impact teaching and for every member of staff to become experts in using data for instructional and whole school improvement.

3. Collaboration. For every student to access optimal support to achieve their individual goals and to embed high levels of collaboration with and between all stakeholders that positively affects student progress and achievement and school attendance.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

For every student to develop strong foundations in literacy and numeracy, empowering all students with the skills to achieve their learning potential and grow in their ability to function independently at school and beyond.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Wellbeing
- Explicit Teaching

Resources allocated to this strategic direction

Socio-economic background: $232,423.00
Literacy and numeracy: $10,023.00
English language proficiency: $88,174.00
Per capita: $98,951.00
Professional learning: $21,492.00

Summary of progress

The Student Wellbeing initiative focused on improving student's engagement in learning, overall wellbeing and ultimately, literacy and numeracy learning outcomes. In The Zone for Learning (ITZ) was identified as a best-practice approach to support students with complex learning and support needs to be calm, alert and attentive, to develop a wider window of tolerance and increased resilience, improved emotional regulation and ultimately, more time 'in the zone for learning'. Staff engaged in professional learning on the In The Zone approach and the strategies and tools for effective implementation. Class teams and individual teaching staff engaged in professional dialogue about their students learning and sensory needs and were supported through co-teaching to reflect on and improve their practice. Teachers reported improved skill and confidence in using the assessment tools and class teams demonstrated improved capacity to support student's emotional regulation in the classroom. Overall, whilst implementation went as planned during the first half of the year, mixed learning had a significant impact on implementation in the later stages of the year. Specifically, the frequency and level of support for staff in the classroom and the need to delivery the professional learning online instead of face-to-face. The data required to implement the approach with validity was a challenge as students time in the classrooms were limited and although the data analysed to measure literacy and numeracy growth indicated some progress, the reliability of the data is unclear. The school will continue to implement the ITZ approach with a focus on making measurable improvements in student wellbeing and engagement to support learning growth in literacy and numeracy.

The Explicit Teaching initiative focused on all students achieving literacy and numeracy growth by making explicit teaching the main practice used to teach students foundational literacy and numeracy skills. Staff were supported in using consistent professional judgement, observation and feedback to plan and deliver explicit instruction in literacy and numeracy. Teaching staff were supported to reflect on the use of assessment data to measure learning levels of students and to deliver explicit teaching of literacy and numeracy in the classroom. Through observation, analysis, interpretation and planning, teachers were supported to make informed decisions, set achievable goals, prioritise needs, develop learning tools based on student's learning styles, engineer the environment and modify teaching practice when needed. Next steps include ongoing support for staff to collect and analyse the impact of the explicit teaching of literacy and numeracy for individual students and whole class groups.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students achieve improved literacy outcomes evidenced by school-based data.	Student achievement of improved literacy outcomes for students in Years K - 6 measured using the school-based student communication profiling tool: • 79% of students achieved Emerging level in their main mode of communication • 8% of students achieved Mastery level in their main mode of

All students achieve improved literacy outcomes evidenced by school-based data.	communication • 13% of students achieved Sustaining level in their main mode of communication Student achievement of improved literacy outcomes for students in Years 7 - 12 measured using the school-based student communication profiling tool: • 39% of students achieved Emerging level in their main mode of communication • 26% of students achieved Mastery level in their main mode of communication • 35% of students achieved Sustaining level in their main mode of communication
All students achieve improved numeracy outcomes evidenced by school-based data.	Student achievement of improved numeracy outcomes for students in Years K - 6 measured using school-based numeracy goals: • 4% of students at Beginning level of achievement • 23% of students at Occasional level of achievement • 38% of students at Frequent level of achievement • 35% of students at Achieved level Student achievement of improved numeracy outcomes for students in Years 7 - 12 measured using school-based numeracy goals: • 0% of students at Beginning level of achievement • 17% of students at Occasional level of achievement • 62% of students at Frequent level of achievement • 21% of students at Achieved level

Strategic Direction 2: Data use to inform best practice

Purpose

For every student to experience high impact teaching and for every member of staff to become experts in using data for instructional and whole school improvement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data Literacy
- Instructional Leadership

Resources allocated to this strategic direction

QTSS release: $55,834.00
Beginning teacher support: $44,535.00
Professional learning: $32,000.00
SSP quality teaching support: $216,664.00

Summary of progress

The Data Literacy initiative focused on building the skill and confidence of teachers in using information about their student's knowledge, skills and understandings to inform and modify their teaching practice. Early in the implementation of this initiative, following feedback from teachers and an analysis of student performance data, the need for an alternative assessment tool was identified due to concerns regarding the reliability and accuracy of the current tool. The Passport for Learning tool was identified as the tool to trial as an effective tool for teacher's to assess student's cognitive, expressive and receptive communication and social skills. Class teams participating in the trial completed an initial assessment and the few teams not participating used the current tool. A partnership with the departments' Centre for Education Statistics and Evaluation was established to assist in validating the tool as effective. Once the tool has been validated, staff will be supported to use it to assess individual student learning and support needs, to plan and deliver learning experiences that results in measurable student learning growth and achievement, to monitor student progress toward and achievement of intended learning outcomes and, to inform future learning.

The Instructional Leadership initiative focused on building the skill and confidence of teachers and leaders in using data for improvement. Early progress included the development of a sustainable model of school leadership in which leaders were working alongside staff to provide support and guidance in establishing best practice in teaching a cohort of students with complex learning and support needs. As implementation continued, evidence suggested progress toward a creation of a culture of evidence-based teaching and learning and ongoing improvement. Instructional leadership practices to build staff capacity progressively became a focus and increasingly, the quality of support provided to teachers and class teams improved. The delivery of support included one-on-one and small group reflective conversations, peer modelling and the ongoing close monitoring of student progress and achievement data.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All teachers demonstrate improved skill and confidence in using data to measure and monitor student learning.	Teacher survey data indicates 90% of respondents achieved improved skill and confidence in using data to monitor student progress and achievement toward learning goals.
School self-assessment of the School Excellence Framework (SEF) element Instructional leadership indicates improvement from Sustaining and growing toward Excelling.	Self-assessment against the School Excellence Framework shows the school is performing at Delivering in the element of instructional leadership.

Strategic Direction 3: Collaboration

Purpose

For every student to access optimal support to achieve their individual goals and to embed high levels of collaboration with and between all stakeholders that positively impacts student progress and achievement and student attendance.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Collaborative Practice and Feedback
- Student Attendance

Resources allocated to this strategic direction

SSP supplementary funding: $905,156.00
Refugee Student Support: $3,107.00
Aboriginal background: $707.00
School support allocation (principal support): $63,076.00

Summary of progress

The Collaboration initiative focused on creating a culture of collaboration, inclusive of all stakeholders, to meet the complex learning and support needs of students enabling the achievement of their personalised learning goals. Staff, parents/carers and other key stakeholders participated in the development of every student's Individual Learning Plan. The student's collaboratively developed learning goals were used to drive teaching and learning programs, and classroom practices.

Class teams engaged in professional discussions focusing on student performance data and the monitoring of student progress and achievement towards their goals. The majority of staff agreed the meetings enabled greater team cohesion, more consistency in classroom practice and improvement in student learning and wellbeing. Class team feedback included:

- 94% identified areas for improvement in classroom practice
- 88% agreed to meet regularly to reflect on and improve practices
- 94% agreed the meeting proforma was highly useful
- 96% agreed the collaborative planning contributed to them becoming a more effective team

Next steps include ongoing support for collaborative practice and feedback focused on students achieving their collaboratively developed personalised learning goals.

The Student Attendance initiative which focused on a dual-pronged approach to optimise student attendance significantly delayed. In the area of student attendance, the school's Student Attendance Policy was revised and implementation procedures was developed. Despite the delay, the school's management of student attendance and non-attendance is well established and there has been a positive trend in the percentage of students attending school at least 90% of the time.

Next step is to implement the delayed initiative.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
All students achieve their collaboratively developed personalised learning goals.	All students Individual Learning Plans included collaboratively developed personalised learning goals. To ensure continuity of learning and support for students and their families, during periods of learning from home, goals were adjusted. Student performance data indicates:

All students achieve their collaboratively developed personalised learning goals.	• 51% of Year K-6 students achieved more than 50% of their goals. • 39% of Year K-6 students achieved more than 75% of their goals. • 67% of Year 7-12 students achieved more than 50% of their goals. • 46% of Year 7-12 students achieved more than 75% of their goals.
All students attend school at least 90% of the time.	The percentage of students attending school at least 90% of the time increased from 49% in 2020 to 54.8%.

Funding sources	Impact achieved this year
Socio-economic background $232,423.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Holroyd School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing **Overview of activities partially or fully funded with this equity loading include:** • engagement of Instructional Leader to lead the implementation of the In the Zone for Learning (ITZ) approach across the school. • release time for teaching staff to support the implementation of the ITZ approach in classrooms. • professional development of staff in the ITZ approach and it's role in improving classroom practice for optimal student literacy and numeracy learning and development. **The allocation of this funding has resulted in:** Instructional leader providing professional learning and support for staff in the implementation of the In the Zone for Learning approach. Additional support for targeted students was provided in the classroom resulting in some evidence of an increase in students' engagement in learning. **After evaluation, the next steps to support our students with this funding will be:** Ongoing engagement of an Instructional Leader to continue to lead the implementation of the In The Zone approach across the school, specifically to improve targeted students engagement in learning and overall wellbeing.
Aboriginal background $707.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Holroyd School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice and Feedback **Overview of activities partially or fully funded with this equity loading include:** • release time for staff to engage in planning for the personalised learning needs of students of Aboriginal background. **The allocation of this funding has resulted in:** Students of Aboriginal background with collaboratively developed personalised learning goals. **After evaluation, the next steps to support our students with this funding will be:** Continue to work collaboratively to meet the additional learning and support needs of students of Aboriginal background.
English language proficiency $88,174.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Holroyd School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit Teaching

English language proficiency $88,174.00	**Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • provision of additional EAL/D support in the classroom and as part of explicit teaching and differentiation initiatives **The allocation of this funding has resulted in:** Students demonstrating progress in basic interpersonal communication skills (collected using PECS - Pictorial Exchange Communication System) as follows: 50% of students consolidated their skills within the phase 50% of students demonstrated progression across the phase levels. **After evaluation, the next steps to support our students with this funding will be:** Continue to target students identified as needing support in basic interpersonal communication skills through the use of augmented communication strategies.
Literacy and numeracy $10,023.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Holroyd School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • employment of an ITZ instructional leader to support the implementation of the initiative. **The allocation of this funding has resulted in:** Improving the skill and confidence of teachers in the ITZ approach. **After evaluation, the next steps to support our students with this funding will be:** Continue employment of instructional leaders to support teachers in the classroom to implement the ITZ approach.
QTSS release $55,834.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Holroyd School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Literacy **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the use of student assessment data to inform teaching practice **The allocation of this funding has resulted in:** Improved teacher capacity to adjust and modify practice according to identified student need. **After evaluation, the next steps to support our students with this funding will be:** Continue to support student progress and achievement by improving teacher quality and enhancing professional practice.
COVID ILSP $126,845.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their

COVID ILSP $126,845.00	school as most likely to benefit from additional support in 2021. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing explicit instruction for identified students in literacy with a specific focus on communication skills. • providing additional release for staff to deliver the program including dedicated time for identification of students, development and implementation of a timetable of support and to meet reporting requirements. **The allocation of this funding has resulted in:** Fifty two students receiving intensive learning support in the focus area of communication. **After evaluation, the next steps to support our students with this funding will be:** Ongoing additional support for identified students and improving student progress monitoring by developing a tool to track student progress in smaller increments.
Refugee Student Support $3,107.00	Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Collaborative Practice and Feedback **Overview of activities partially or fully funded with this targeted funding include:** • release time for staff to engage in planning for the personalised learning needs of students of refugee backgrounds. **The allocation of this funding has resulted in:** Students of refugee background with collaboratively developed personalised learning goals. **After evaluation, the next steps to support our students with this funding will be:** Continue to work collaboratively to meet the additional learning and support needs of students of refugee background.

Student information

Student enrolment profile

Students	Enrolments			
	2018	**2019**	**2020**	**2021**
Boys	130	131	124	116
Girls	56	54	61	61

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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.

Post school destinations

95% of students have entered into post school programs.

Year 12 students undertaking vocational or trade training

No Year 12 students undertook vocational or trade training. 95% of students have entered into post school programs.

Year 12 students attaining HSC or equivalent vocational education qualification

95% of students attained a Life Skills HSC qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.39
Teacher Librarian	1
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	37.87
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark[1]	2021 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 **Actual** ($)
Opening Balance	1,034,265
Revenue	9,977,824
Appropriation	9,902,303
Sale of Goods and Services	7,523
Grants and contributions	65,051
Investment income	1,147
Other revenue	1,800
Expenses	-10,425,738
Employee related	-9,388,622
Operating expenses	-1,037,116
Surplus / deficit for the year	-447,914
Closing Balance	586,350

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.

	2021 **SBAR Adjustments** ($)
Targeted Total	3,108
Equity Total	321,297
Equity - Aboriginal	707
Equity - Socio-economic	232,416
Equity - Language	88,174
Equity - Disability	0
Base Total	7,673,472
Base - Per Capita	98,952
Base - Location	0
Base - Other	7,574,520
Other Total	1,483,158
Grand Total	9,481,035

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

The school gathers parent and teacher opinions through the 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.

The data obtained from the Tell Them from Me Surveys:

Parents/carers:

Above the state average result in all areas other than '*Parents Support Learning at Home*'.

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 - **8.3** (NSW Govt Norm - 7.4)

2. Parents are informed - **7.9** (NSW Govt Norm - 6.6)

3. Parents support learning at home - **5.6** (NSW Govt Norm - 6.3)

4. School supports learning - **8.0** (NSW Govt Norm - 7.3)

5. School supports positive behaviour - **7.9** (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:

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 - **7.9** (NSW Govt Norm - 7.8)

Learning Culture - **7.3** (NSW Govt Norm - 8.0) .

Data Informs Practice - **6.7** (NSW Govt Norm - 7.8)

Teaching Strategies - **7.2** (NSW Govt Norm - 7.9)

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

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

Parent Involvement - **8.1** (NSW Govt Norm - 6.8)

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.