2023 Annual Report

Holroyd School

5633

Introduction

The Annual Report for 2023 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

Holroyd School values; students as learners and as respected members of the wider community, staff as professionals who work collaboratively to meet the needs of the students, and family and community partnerships that are strong and positive. The school is a school of excellence with staff who constantly strive to improve their practice based on sound educational research. Students are supported to engage in meaningful learning experiences, achieve their individual learning goals and their maximum potential. Based on current analysis of our school priorities and identified areas for improvement, this plan focuses on student engagement, data analysis and collaboration.

School context

Holroyd School is a specialist school located in Merrylands. 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 the NSW Education Standards Authority (NESA) K-10 syllabus and 11-12 Life Skills syllabus. The school has a strong community reputation for the provision of quality programs and education services.

Holroyd School completed a situational analysis by evaluating and analysing a wide range of internal and external data sources to identify three significant areas of focus for improvement. It is important to note that the work undertaken throughout the previous school planning cycle also informed decision-making. As a result of this rigorous process, the school's high level strategic directions are; 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; 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; and, 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, 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student growth and performance	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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
QTSS release
SSP supplementary funding
AP Curriculum & Instruction

Summary of progress

The Student Wellbeing initiative focused on improving student's engagement in learning, overall wellbeing and ultimately, literacy and numeracy learning outcomes. The In The Zone for Learning approach was a core practice implemented by school staff to support students to be Relaxed Happy Engaged and Learning (R.H.E.L) enabling students to remain in a state of readiness to learn for longer periods of time. All staff participated in professional development and the ITZ IL consulted with teachers to build their skill and capacity in understanding and responding to the sensory, behaviour and emotional needs of students in line with student support and management plans, the school's Universal Safety Plan, and the overall impact this has on student's learning and wellbeing. To further improve the learning and wellbeing of students, the leadership team led a review of the School's support and management plans to align with the implementation of the Inclusive, Engaging and Respectful Schools Policy, in particular the impact of the Restrictive Practice Policy. Following consultation and collaboration with teachers, the school's support and management plans were revised resulting in plans that are more explicit and provide greater clarity on the implementation of individual support strategies. ITZ strategies remained evident in the support and management plans as both a preventative and responsive strategy to behaviour and engagement. Teachers and supervisors anecdotally indicated that the new plans facilitate the development of explicit and evidence based strategies personalised to the needs to the students and the delivery of extensive personalised support through a combination of school-wide and individualised programs and practices. A future direction for the Student Wellbeing initiative is to embed a universal system for delivering behavioural support for students on a continuum and embedding a school-wide practice for the collection and analysis of student wellbeing data to better monitor, measure and respond to student wellbeing needs.

The Explicit Teaching initiative focused on assessing and identifying growth targets for individual students, supporting teaching and learning programs and ultimately improving the literacy and numeracy outcomes of all students. The literacy and numeracy instructional leaders designed and implemented processes and systems for assessment, the collection and analysis of data for close monitoring of student progress, and evaluation to identify students requiring additional support in the development of foundational literacy and numeracy skills and/or basic interpersonal communication skills. Feedback from staff indicated varying levels of confidence in the effective teaching of literacy and numeracy for our diverse student cohort. Resources were sourced and developed by the instructional leaders and professional learning was delivered to support the teaching of foundational reading skills in the classroom. Teacher's understanding and knowledge of effective literacy and numeracy teaching strategies was developed through co-teaching and the modelling of explicit teaching practices based on individual student needs and abilities. A future direction for the Explicit Teaching initiative is to evaluate and revise the school's model of curriculum delivery, in line with the revised curricula outcomes, and ensure foundational literacy and numeracy skills are explicitly taught to all students, in all subject areas, with success that can be measured by improved 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 students achieve improved literacy outcomes evidenced by school-based data.	In 2023, 96% of students achieved improved literacy outcomes.
All students achieve improved numeracy outcomes evidenced by school-based data.	In 2023, 95% of students achieved improved numeracy outcomes.

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

Socio-economic background
Professional learning
English language proficiency
Beginning teacher support

Summary of progress

The Data Literacy initiative focused on building teachers expertise in using data to inform their teaching and equip them with the necessary skills to use data effectively for the informed planning, programming, assessing, and reporting of student learning and to enable consistent teacher judgments across the school. Formal and informal professional learning opportunities were provided, focusing on developing a deeper understanding of the Passport for Learning and Literacy and Numeracy Precursor assessments. All students were assessed using fundamental or initial tiers of the tools and the subsequent data collected enabled a better understanding of individual student needs and abilities. Teachers were surveyed and the results indicated a growth in teacher's skills and confidence in using the assessment tools and an improved capacity to plan and deliver quality programs to optimise numeracy and literacy learning for all students. The school advanced in its effort to incorporate the Literacy and Numeracy Precursor Indicators tool and Passport for Learning tool as universal assessment practices to enable teachers to compare results from these external assessments with the school's internal measures to build consistent and comparable judgement of student learning.

The Instructional Leadership initiative focused on developing a sustainable model of school leadership in which leaders work alongside staff to provide support and guidance in establishing best practice in teaching a cohort of students with complex learning and support needs. A dynamic model of educational delivery was introduced which included a more explicit allocation of roles and responsibilities within the executive team as well as the establishment of instructional leadership positions to increase the focus on building the capacity of staff to support student progress and achievement in foundational numeracy and literacy skills and basic interpersonal communication skills. Instructional leaders provided weekly in-class support and worked shoulder to shoulder with teachers to model effective teaching strategies. Teachers agreed that this hands-on approach provided the opportunity for immediate feedback and guidance, fostering their professional development and enhancing their expertise. The model created opportunities for teachers to work as leaders while enhancing overall support for both staff and students, fostering a culture of effective, evidence-based teaching and ongoing improvement where every student makes measurable learning progress and gaps in student achievement decrease.

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 inform planning, identify interventions and modify practice.	Analysis of teacher feedback, surveys and observation data indicates a growth in teacher's skills and confidence in using assessment data to plan and deliver quality programs. Student progress data revealed that all students achieved progress towards their learning goals indicating that the school's efforts improve teacher's skill and confidence in using data to inform planning, identify interventions and modify practice has had a notable impact on student performance.

School self-assessment of the School Excellence Framework (SEF) element Instructional leadership indicates improvement from Sustaining and growing toward Excelling.	External Validation and Self-assessment against the School Excellence Framework shows the school is performing at Excelling in the theme of instructional leadership.

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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, 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

Socio-economic background
Refugee Student Support
Aboriginal background
Per capita
Professional learning
SSP supplementary funding

Summary of progress

The Collaborative Practice and Feedback initiative focused on improvement in the provision of support for students through effective collaboration practices. Identified as an area for improvement, the leadership team conducted a thorough review and collaborated to revise and create a new set of student plans. These plans were carefully designed to offer optimal support, enabling every student to actively participate in school life and work towards achieving their individual learning goals. The leadership team delivered professional learning on the new support and management plans. A group of teachers with identified students with complex support needs trialed the new plans. Teachers reported that the plans facilitated clear conversations with parents about their child's needs leading to the development of published plans that were more explicit in planning and documenting positive and preventative support and management strategies. Feedback from parents suggested an increase in their level of confidence in the schools ability to support their children. The extensive review period of all student plans has resulted in a unique set of plans that meet the specific learning and support needs of students, enabling every student to build connections and experience success. Whilst analysis of the data showed the percentage of students achieving all their collaboratively developed goals was 9%, the data did not account for students who had achieved their annual goals in semester one. The data also did not capture the high percentage of students who made significant progress toward their goals or students who achieved a significant number of their goals. Future directions include improving data collection and analysis systems and personalising learning and support practices including the development of individual learning goals for students driven by curriculum outcomes.

The Student Attendance initiative focused on the school's effective management of student attendance and non-attendance with the goal of enhancing student wellbeing and academic achievement. The Leadership team led a review of the attendance policy to enhance the school's attendance processes and procedures and to ensure best practice when addressing attendance concerns. This included guidance for staff in communicating with parents and carers regarding the scheduling of vital therapeutic interventions for their children outside school hours. Updated attendance processes and procedures were developed into flowcharts with step by step explicit instructions for leaders, teachers, casual teachers and admin staff to follow when addressing various aspects of student attendance and non-attendance. Staff surveys and feedback indicated teachers 'strongly agreed' the flowcharts supported their capacity to follow consistent attendance and non-attendance processes and procedures. Whilst the percentage of students attending school atleast 90% of the time remains relatively low, we anticipate an uplift in years to come and recognise student attendance as an ongoing are for improvement.

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	In 2023, 9% of students achieved all their collaboratively developed

collaboratively developed personalised learning goals.	personalised learning goals.
All students attend school at least 90% of the time.	In 2023, 29.8% of students attended school at least 90% of the time.

Funding sources	Impact achieved this year
New Arrivals Program $5,301.00	The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Holroyd School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** **Overview of activities partially or fully funded with this targeted funding include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** The provision of intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency. **After evaluation, the next steps to support our students will be:** Ongoing allocation of resources to further support EAL/D students at the beginning and emerging phases of English language proficiency.
Socio-economic background $290,464.77	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 • Data Literacy • Collaborative Practice and Feedback • Student Attendance **Overview of activities partially or fully funded with this equity loading include:** • Employment of instructional leaders to coach and mentor staff with an emphasis on teacher practice and student progress. • Staff release to improve collaborative practice with a focus on working together to achieve a common goal. • Resourcing to increase equitability of resources and service • High impact professional development for staff in research based assessment practices to support students learning. **The allocation of this funding has resulted in the following impact:** Students with adjusted Literacy and Numeracy goals due to the effective analysis of progress data using the Literacy and Numeracy Precursors and Passport for Learning assessments. **After evaluation, the next steps to support our students will be:** A continued focus on developing Numeracy and Literacy outcomes for students by building the capacity of teachers in the effective analyse of student data to monitor progress, adjust goals and modify teaching practices in response to the learning needs of students.
Aboriginal background $1,118.47	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**

Aboriginal background $1,118.47	**including:** • Collaborative Practice and Feedback **Overview of activities partially or fully funded with this equity loading include:** • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** Students with Aboriginal background with collaboratively developed personalised learning plans that meet their individual learning and support needs. **After evaluation, the next steps to support our students will be:** Ongoing allocation of resources to meet the additional learning and support needs of students of Aboriginal background, including allocation of time for teachers to collaboratively develop personalised learning plans with parent/cares and other key stakeholders.
English language proficiency $98,835.67	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:** • Instructional Leadership **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds **The allocation of this funding has resulted in the following impact:** Students demonstrating progress in basic interpersonal communication skills (collected using PECS - Pictorial Exchange Communication System). **After evaluation, the next steps to support our students will be:** Further enhance the communication skills of students identified as needing support in basic interpersonal communication skills through the delivery of the PECS program by classroom teachers and with the support of instructional leaders.
Professional learning $56,861.51	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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 • Instructional Leadership • Collaborative Practice and Feedback • Student Attendance **Overview of activities partially or fully funded with this initiative funding include:** • Release of supervisors to work with teachers in building skill and confidence in assessment of and for learning. • Delivery professional learning on the AFCL assessment tools to improve teaching practice, specifically to improve teachers ability to plan and deliver explicit instructions to optimise Numeracy and Literacy learning for all students.

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Professional learning $56,861.51	• Employment of instructional leaders to coach and mentor staff with an emphasis on building their skill and confidence in designing explicate teaching and learning programs for students who require additional support with their basic interaction and communication skills. • The leadership team research best practice strategies and develop a Universal Safety Plan that provides staff with a continuum of consistent and preventive focused strategies when supporting a student in crisis. Leadership team delivers professional learning on the new Universal Safety Plan. **The allocation of this funding has resulted in the following impact:** Students provided with more support for their learning resulting in students demonstrating progress in the acquisition of literacy and numeracy skills and in their basic interaction and communication skills. **After evaluation, the next steps to support our students will be:** Allocation of resources to support the effective assessment of student learning using the AFCL tools, enhanced by the delivery of professional learning for both teachers and leaders on the interpretation, analysis and use of AFCL data to inform teaching and learning practices.
QTSS release $75,518.78	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:** • Student Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** Students health, care, behavior and emotional needs supported by all staff in line with the school's universal school safety plan and student's support, escalation and health care plans. **After evaluation, the next steps to support our students will be:** Increase students wellbeing and engagement levels through the enhancement of professional practice facilitated by high impact professional learning, staff training and support in the classroom.
COVID ILSP $114,164.90	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 school as most likely to benefit from additional support in 2023. **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:** • employment of teachers/educators to deliver small group tuition • development of resources and planning of small group tuition • plan and present staff professional learning for classroom teachers and SLSOs on the Elements of Effective Reading • releasing staff to participate in professional learning **The allocation of this funding has resulted in the following impact:**

COVID ILSP $114,164.90	Students demonstrating progress in the acquisition of foundational literacy skills as a consequence of quality curriculum delivery. **After evaluation, the next steps to support our students will be:** Improve literacy and numeracy outcomes for all students through the delivery of quality teaching and learning programs aligned with the new K-2 syllabus and with an ongoing focus on assessing, planning, programming and reporting.
SSP supplementary funding $905,156.64	These funds have been used to support improved outcomes and the achievements of staff and students at Holroyd School **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Student Wellbeing • Collaborative Practice and Feedback **Overview of activities partially or fully funded with this site specific funding include:** • employment of additional staff to support in the creation of high-quality teaching and learning programs • executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs. • additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs) • engagement of Instructional Leader to support student growth and attainment outcomes **The allocation of this funding has resulted in the following impact:** Student's safety, wellbeing and attainment of personalised learning goals supported by the employment of additional classroom based staff. The employment of addition classroom based staff aided in meeting the behavioural and healthcare needs of students without impacting negatively on teaching and learning time. **After evaluation, the next steps to support our students will be:** Continued employment of additional classroom based staff to support student safety, welling and the achievement of personailsed learning goals.
Refugee Student Support $1,818.38	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 classroom teachers to participate in the development of student's Individual Learning Plans, Behaviour Support Plans and Behaviour Management Plans. **The allocation of this funding has resulted in the following impact:** Students of refugee background with collaboratively developed Individual Learning Plans, Behaviour Support Plans and Behaviour Management Plans. **After evaluation, the next steps to support our students will be:** Ongoing allocation of resources to meet the additional learning and support needs of students of refugee background, including allocation of time for teachers to collaboratively develop personalised learning plans with parent/cares and other key stakeholders.

Student information

Student enrolment profile

Students	Enrolments			
	2020	**2021**	**2022**	**2023**
Boys	124	116	129	132
Girls	61	61	61	54

Attendance

NSW student attendance data in 2020 is not comparable to other 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

* Families evacuating and relocating due to NSW floods

* Sick students staying at home until a negative COVID-19 test was returned

* Household members testing positive to COVID-19

* The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See https://education.nsw.gov.au/schooling/covid-19/advice-for-families for advice).

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

Of the seven students who graduated from Year 12:

- 85% were supported to transition to a disability day program.
- 15% were supported to transition to a school leaver employment support program.

Year 12 students attaining HSC or equivalent vocational education qualification

In 2023, all seven Year 12 students attained a Life Skills High School Certificate.

One Year 11 student left school and was awarded the Record of School Achievement and supported to transition to a disability day program.

Minimum standard:

All Year 12 students completed a English Life Skills course so are exempt from meeting the minimum literacy standard.

All Year 12 students completed a Mathematics Life Skills course so are exempt from meeting the minimum numeracy standard.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4.4
Classroom Teacher(s)	28.53
Teacher Librarian	1
Teacher EAL/D	0.2
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 2023, 2.5% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[1]	2023 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 **Actual** ($)
Opening Balance	1,090,785.61
Revenue	11,010,848.39
Appropriation	10,750,434.32
Sale of Goods and Services	9,160.68
Grants and contributions	209,112.73
Investment income	42,140.66
Expenses	-10,952,209.92
Employee related	-10,254,346.62
Operating expenses	-697,863.30
Surplus / deficit for the year	58,638.47
Closing Balance	1,149,424.08

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.

	2023 **SBAR Adjustments** ($)
Targeted Total	1,818
Equity Total	390,419
Equity - Aboriginal	1,118
Equity - Socio-economic	290,465
Equity - Language	98,836
Equity - Disability	0
Base Total	8,088,992
Base - Per Capita	104,468
Base - Location	0
Base - Other	7,984,524
Other Total	1,607,957
Grand Total	10,089,186

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

Parents/carers, students and teachers are regularly provided with formal and informal opportunities to provide feedback regarding the school. Parents/carers are actively encouraged and supported to contribute in their child's education including participation in the development of individual learning goals and meetings to support their child's participation in school life.

Analysis of feedback from a recent survey of parents/carers showed an overall high level of satisfaction with the school. Participation data indicated an improvement in the level of community engagement with the number of parents/carers completing the survey jumping by 30% from the 2022 survey.

The following areas were noted areas of strengths:
- warm, welcoming, safe environment and inclusive culture
- level of communication with parents/carers
- level of support for student learning and behaviour

The areas parents/carers identified for improvement were school partnerships, parents/carers would like to see more engagement with outside services, i.e. therapists, more resources, greater preparation for students transition to post school pathways.

Analysis of feedback from a recent survey of classroom teachers showed that the overall level of satisfaction with the school is consistent with informal feedback from teachers throughout the year, particularly in relation to time available for planning throughout the school day, the amount of administrative work and the level of leadership support. Analysis of the Eight Drivers of Student Learning data identified inclusive school as an area of strength whilst learning culture, data informed practice and teaching strategies as areas for improvement. Analysis of the Four Dimensions of Classroom and School Practices indicated a need to evaluate current classroom and school practices against best practice.

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.