

# School plan 2018-2020

Holroyd School 5633



# School background 2018–2020

## School vision statement

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

## School context

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

The school provides personalised learning plans for students with very complex learning needs. Every student has a moderate or severe intellectual disability. Many students also have additional conditions that impact on their learning such as physical disabilities, vision and hearing impairment, autism and health conditions. The school caters for students from kindergarten to year 12.

Every parent and carer is encouraged and supported to participate in the development of their child's learning plan, based on individual student learning needs and framed in The NSW Education Standards Authority (NESA) K–6 Syllabus and the 7–12 Life Skills Syllabus.

The school has a strong community reputation for the provision of quality programs and education services and has a strong commitment to excellence for all schools as part of NSW public education.

## School planning process

**Staff**– The school has held professional learning days with teachers and school learning support officers and sought information for future planning through evaluation of the current school plan, student achievement and school practices. The staff has worked collaboratively and individually to determine future directions in response school self-evaluation and identified needs. The staff has identified areas of school improvement that they would like to support beyond their classroom. The school plan clearly reflects Department of Education priorities.

**Community**– The school has informed parents of the work toward developing the school plan through newsletters and parent meetings and consulted with them through parent surveys and a focus group to seek and share information on how the community can work in partnership with the school to improve opportunities for their children.

**Students**– Information gathered from community members, staff and evaluation of student achievement have provided direction for future planning.

# School strategic directions 2018–2020



**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



**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



**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 holistic approach

# 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.

## People

### Students

Students engage in learning that extends their skills and knowledge based on consistent assessment

### Staff

There is a school wide culture where teachers collaborate to reflect on student assessment and design learning programs which imbed refined skills in analysis of assessment information

### Parents/Carers

Have an increased awareness of, and engagement with, student goals that are based on assessment and are part of learning progressions

### Community Partners

Collaborate to align themselves with the school's goals and families to support sequential learning for every student

### Leaders

Coach and mentor staff in using assessment data to plan for student learning

## Processes

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

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

## Evaluation Plan

Meeting minutes

Student assessment data

Ability groups

Stage groups

Observations

Mentoring and supervision

TTFM

School reports

## Practices and Products

### Practices

To the best of teachers' abilities, all students will be engaged in learning and achieving their individual learning goals

Everyone involved in student learning understands that data is used to inform and differentiate teaching by tracking student progress on the assessment tools

### Products

100% of teaching and learning programs are data based and differentiated for individual students

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning

# 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

## People

### Students

Engage in learning that promotes the flexibility and autonomy

### Staff

Teachers understand and demonstrate a deep understanding of the pedagogies associated with TEACCH, MOVE and In the Zone for Learning and work in collaboration with families and other stakeholders to meet student learning goals

### Parents/Carers

Parents are able to work in collaboration with teachers and other stakeholders to learn strategies and support consistent learning across settings

### Community Partners

Community partners actively support consistent student learning across settings

Community partners actively collaborate in reciprocal professional learning

### Leaders

Continuously drive improvement in teacher pedagogy through professional learning, supervision, coaching and mentoring

## Processes

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

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

## Evaluation Plan

TTFM Survey

PDPs

Ability group meetings

Supervision meetings

Classroom observations

ILPs and class programs

Effective team meetings with SLSOs

## Practices and Products

### Practices

All staff know how to support systematic learning experiences that promote student autonomy and flexibility

Students understand where to be, what to do, and how to do it, all as independently as possible

Teachers are confident in teaching every student using the appropriate tool/s

### Products

TEACCH, MOVE and In The Zone for Learning are embedded in the transformational teaching and evident in the students' reports and profiles

Research based teaching strategies and environments are in place to support the attainment of student goals

# 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

## People

### Staff

Recognise parents and community as valuable partners in the educational process

### Parents/Carers

Develop an understanding of the value of their role in their child's learning

### Community Partners

Collaborate with school and community stakeholders to support student learning across settings

### Leaders

Facilitate and put management practices into place that support partnerships

Model collaborative practice with community stakeholders, staff and families and guide the vision for the school

Develop and communicate processes and allocate resources

## Processes

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

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

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

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 Plan

TTFM

Student reports

Community reports

Meeting records

Number and type of community programs accessed

Parent and teacher feedback

Session evaluations

## Practices and Products

### Practices

Through purposeful leadership a shared school-wide responsibility is evident in quality teaching, learning and community engagement

Parents and community members are actively engaged in supporting student learning and wellbeing

### Products

The school has processes and resources in place for engaging its community in the work of the school in order to improve the learning and life outcomes for every student

Positive and respectful relationships across the school underpinning a productive learning environment

A school culture exists that makes use of its partnerships and relationships to maximise student learning outcomes