

# Strategic Improvement Plan 2021-2024

## Holroyd School 5633



# School vision and context

## School vision statement

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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

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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 analysing 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 through Student Engagement. To maximise the time spent on learning tasks by increasing students' optimum state of learning.
2. Use of data to inform practice. To significantly enhance our collection and analysis of existing assessment data to better inform practice.
3. Collaboration. To effectively collaborate with all stakeholders across the school to improve teaching practice and student learning outcomes.

# Strategic Direction 1: Student growth and attainment

## Purpose

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The purpose of this direction is to enhance student engagement by reaching an optimal state of learning through high impact professional learning and instructional leadership.

## Improvement measures

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### Target year: 2024

100% of students' sensory needs are assessed to identify and analyse learning and behaviour responses for students to reach optimal states of learning.

### Target year: 2024

100% of teachers are able to conduct accurate assessments supported by instructional leadership interventions.

## Initiatives

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### Student Engagement and Wellbeing

Enhance student engagement through evidence based sensory profiling.

Embed sensory profiling consistently through professional learning initiatives.

### Instructional Leadership

High impact professional learning is occurring consistently and builds teacher capacity / expertise in conducting sensory assessments.

Staff use refined observation and quality professional dialogue to conduct and analyse accurate sensory assessments.

Differentiated teaching practice, enhanced by instructional leadership reflects the implementation of sensory adjustments.

## Success criteria for this strategic direction

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- The school has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. Teachers consistently and effectively apply sensory profiling strategies across the school. (SEF-wellbeing- A planned approach to well-being)
- The leadership team maintains a focus on distributed instructional leadership to sustain a culture of effective, evidence-based teaching and ongoing improvement so that every student makes measurable learning progress and gaps in student achievement decrease. ( SEF-Educational Leadership-Instructional Leadership)
- The leadership team establishes a professional learning community i.e every classroom which is focused on continuous improvement of teaching and learning. (SEF - Educational Leadership- High Expectations Culture)

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of instructional leadership and has this aligned to increased student engagement?

**Data:** Sensory profile assessments and corresponding interventions, consultation meetings, students' programs, Learning and Support team meetings, meeting minutes, Tell Then From Me surveys, pre and post interventions (student videos)

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.

# Strategic Direction 2: Data use to inform best practice

## Purpose

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The purpose of this direction is to effectively utilise researched based assessment strategies to elevate consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension. This will be further strengthened by refining practice in monitoring student attendance.

## Improvement measures

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### Target year: 2024

100% teachers are able to select appropriate assessment/s for each student, conduct assessments and interpret the data to effectively inform and drive individual student goals.

### Target year: 2024

100% of teachers through observation, feedback and reflection have refined their practice in collecting and analysing data to inform teaching practice.

### Target year: 2022

60% of students maintain 90% attendance or above and all teachers are using a centralised system to record and track student attendance data in line with department policy.

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## Initiatives

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### Assessment for Learning

Explicitly use student assessment data to reflect on teaching effectiveness' and provide individualised differentiated and responsive learning opportunities.

Apply and embed researched based and consistent assessment strategies to drive best practice.

### Observation, Feedback and Reflection

Consistent teacher judgement, practised through observation and feedback, are highly visible when collecting and interpreting student assessment data to inform teaching practice.

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### Student Attendance

Review current school attendance policy and ensure all attendance procedures align with current Department of Education policy.

Centralised system developed and consistently used to accurately record student absence details.

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## Success criteria for this strategic direction

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The school promotes and demonstrates professional learning in data concepts, analysis and use of student assessment data and related tools. Teachers use data effectively to evaluate student progress and achievement and guide future directions. (SEF-Teaching- Data Skills and Use- Data Literacy)

A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities. Teachers employ evidence-based effective teaching strategies. Effective methods are identified, promoted and modelled, and students' learning improvement is monitored, demonstrating growth. (SEF- Effective Classroom Practice-Explicit Teaching)

Attendance data is regularly analysed and is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students, including those at risk. (SEF- Learning- Learning Culture- Attendance).

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. SEF- Assessment

## Evaluation plan for this strategic direction

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**Question:** What is the impact of teachers using data and assessment which is aligned to best practice and student attendance?

**Data:** Tell Them From Me surveys, Individual Learning Plans, student achievement reports, assessments, consultation meetings, Centralised system reports, School Attendance Policy.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.

# Strategic Direction 3: Collaboration

## Purpose

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The purpose of this direction is to embed explicit systems that facilitate professional dialogue, collaboration, coaching and mentoring to improve practice.

## Improvement measures

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### Target year: 2024

90% of class teams report that they have benefited through collaborative practices which have occurred between teachers and School Learning Support Officers. resulting in improved student learning outcomes.

### Target year: 2024

100% of staff that engage in identified coaching and mentoring to improve classroom practice.

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## Initiatives

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### Collaborative Practice

Embed a school-wide culture that is strongly focused on collaborative practices to consistently support school initiatives designed to improve student learning outcomes.

Class teams implement rigorous processes to identify common goals and demonstrate a shared commitment to support successful and innovative evidence informed practices within classrooms.

### Coaching and Mentoring

Staff are supported through mentoring and coaching relationships to improve practice.

Embed a whole school culture of peer observation and feedback to promote reciprocal relationships of coaching and mentoring to drive school wide improvement in teaching and learning.

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## Success criteria for this strategic direction

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The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school wide improvement in teaching practice and student results.. (SEF-Teaching-Learning and Development- Collaborative Practice and Feedback)..

Whole school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers by expert teachers and instructional teachers (SEF - Learning and Development- Coaching and Mentoring)

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of collaborative practice, coaching and mentoring to improve teaching and learning?.

**Data:** Tell Them From Me survey (Collaboration domain), Individual Learning Plans,. teacher reflections. Teacher/School Learning Support Officers, meeting minutes, Learning and Support Team Meetings.

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.