

# Strategic Improvement Plan 2021-2025

## Holroyd School 5633



# School vision and context

## School vision statement

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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

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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 framed in 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. This school has a strong commitment to excellence for all schools as part of NSW public education.

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.

# Strategic Direction 1: Student growth and attainment

## Purpose

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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.

## Improvement measures

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Achieve by year: 2025

All students achieve improved literacy outcomes evidenced by school-based data.

Achieve by year: 2025

All students achieve improved numeracy outcomes evidenced by school-based data.

## Initiatives

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### Student Wellbeing

This initiative is about improving student's engagement in learning, overall wellbeing and ultimately, literacy and numeracy learning outcomes. Through the implementation of the In the Zone for Learning (ITZ) approach across the school, students will be better supported 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'.

### Explicit Teaching

This initiative is about optimising literacy and numeracy learning for all students by making explicit teaching the main practice used in the school. It includes supporting staff in using consistent professional judgement, observation and feedback to plan and deliver explicit instruction.

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

## Evaluation plan for this strategic direction

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**Question:** What is the impact of the initiatives on student's literacy and numeracy outcomes?

**Data:** Student wellbeing data including participation, engagement and behaviour data, student literacy and numeracy assessment, progress and achievement data, teaching programs, classroom observations.

**Analysis:** Analyse the data to determine impact of initiatives.

**Implications:** Future directions and next steps.

# Strategic Direction 2: Data use to inform best practice

## Purpose

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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.

## Improvement measures

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Achieve by year: 2025

All teachers achieve improved skill and confidence in using data to inform planning, identify interventions and modify teaching practice.

Achieve by year: 2025

School self-assessment of the School Excellence Framework (SEF) element Instructional leadership indicates Excellence.

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## Initiatives

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### Data Literacy

This initiative focuses on teachers using information about their student's knowledge, skills and understandings to inform their teaching. Staff will be supported to assess individual student learning and support needs, plan and deliver learning experiences that result in learning growth and achievement, monitor student progress toward and achievement of intended learning outcomes and to inform future learning.

### Instructional Leadership

This initiative is about improving teacher practice through instructional leadership. It's about 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. It includes the creation of a culture of evidence-based teaching and learning and ongoing improvement so that every student makes measurable learning progress.

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## Success criteria for this strategic direction

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All teachers have a sound understanding of student assessment and data concepts (e.g. causality, bias). They analyse, interpret and extrapolate data and they collaboratively use this to inform planning, identify interventions and modify teaching practice. (SEF - Teaching - Data Skills and Use - Data Literacy)

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)

## Evaluation plan for this strategic direction

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**Question:** What is the impact of the initiatives on the use of data to improve the quality of teaching and leadership practice?

**Data:** Student, parent/carer and staff surveys, teaching and learning programs, classroom and class team observations and meeting records, teaching and learning programs, student and school progress and achievement data.

**Analysis:** Analyse the data to determine impact of initiatives.

**Implications:** Future directions and next steps.

# Strategic Direction 3: Collaboration

## Purpose

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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.

## Improvement measures

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Achieve by year: 2025

All students achieve their collaboratively developed personalised learning goals.

Achieve by year: 2025

All students attend school at least 90% of the time.

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## Initiatives

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### Collaborative Practice and Feedback

This initiative is about creating a culture of collaboration, inclusive of all stakeholders, to meet the complex learning and support needs of individual and groups of students so that all students are provided with optimal support to achieve their personalised learning goals.

### Student Attendance

This initiative is a dual-pronged approach to optimising student attendance. It recognises that regular attendance can have a meaningful impact on student wellbeing and academic achievement and a foundation for future success. It involves a centralised system of collecting and storing student attendance data, preventative strategies to predict and monitor student attendance and intervention strategies to manage and address non-attendance concerns.

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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)

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. (SEF - Learning - Learning Culture - Attendance)

## Evaluation plan for this strategic direction

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**Question:** What has been the impact of the initiatives on student's achievement of personalised learning goals and on student attendance?

**Data:** Student PLPs and reports, collaborative planning meeting notes, staff, parent/carer and community survey results, student attendance data, learning and support team minutes.

**Analysis:** Analyse the data to determine impact of initiatives.

**Implications:** Future directions and next steps.