

Strategic Improvement Plan 2024-2027

Holroyd School 5633



School vision and context

School vision statement

We envision a school community where collective efforts pave the way for a safe and empowering educational journey with endless possibilities.

School context

Holroyd School is a New South Wales (NSW) Department of Education (DoE) School for Specific Purposes (SSP) located in Merrylands. The school serves a large dynamic community with a diversity of linguistic, cultural and socio-economic backgrounds.

The school's specific purpose is the delivery of quality education for students from kindergarten to year 12. Eligibility for enrolment is a moderate or severe intellectual disability confirmed by the DoE. The school's enrolment process is initiated following parent acceptance of a placement offer made through the department's access request process.

The school's enrolment capacity is up to two hundred students, all of whom present with interests, strengths, unique personalities, educational needs that include additional learning and support needs related to the impact of their disability, and limitless potential.

The student population includes less than five students with Aboriginal background, a significantly high number of students for whom English is not the main language spoken at home and a high number of students who experience challenges associated with economic disadvantage.

The school's mission is to transform the lives of every student. In line with this mission, the school's core business of teaching and learning focuses on empowering students with skills that enable them to thrive at school, at home, in the community, and beyond.

The school's policies put students at the centre, its processes are consultative and collaborative and its practices are evidence-based, universal and individualised according to students dynamic, diverse and complex needs.

The school's approach to educational delivery recognises the inextricable link between learning and wellbeing by personalising learning and support for every student, by valuing parents as partners in their child's education, by building respectful and trusting relationships with and between all stakeholders and through a relentless focus on maintaining a safe learning and working environment for all.

The school's educational programs are designed to meet the individual and collective educational needs of students and offer students a range of engaging and meaningful learning experiences and extra curricular activities including swimming, sport and community access. Programs consists of ten classes and are organised into three main learning groups; junior school, middle school and senior school. Classroom teaching and learning programs provide optimal opportunity for every student to access and participate in the curriculum. Student progress and achievement is recognised and celebrated.

School priorities for improvement and improvement measures are tailored to the specific needs of the community and demonstrates the school's commitment to a cycle of ongoing improvement on its endless journey toward school excellence. Based on the findings of an in-depth analysis of school and student performance data, focus areas for improvement include student learning, community engagement and student and staff wellbeing.

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Improvement measures

Improved reading outcomes

There is a whole school focus on demonstrating growth in reading to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate reading growth from Term 1 to Term 4 using learning indicators.

Improved numeracy outcomes

There is a whole school focus on demonstrating growth in numeracy to improve the achievement levels of all students.

Achieve by year: 2024

All students demonstrate numeracy growth from Term 1 to Term 4 using learning indicators.

Initiatives

Improving student outcomes

Literacy and numeracy form the foundations students need for learning across the curriculum and the development of skills essential to everyday life, this initiative is about empowering students with foundational skills required to access and participate in the curriculum through effective classroom practice..

Success criteria for this strategic direction

There is a school-wide approach ensuring teachers understand and explicitly teach literacy and numeracy through the curriculum to students across all achievement levels and subject areas. There are embedded evaluative processes for utilising student progress and achievement data to measure impact. Parents/carers are supported as collaborative partners in their children's literacy and numeracy development. (SEF LEARNING Curriculum Literacy Numeracy focus)

Evaluation plan for this strategic direction

Question: What is the impact of the initiative on student's reading and numeracy skills?

Data: Inclusive Assessment Program data.

Analysis: Analyse the data to determine impact of initiatives.

Implications: Future directions and next steps.

Strategic Direction 2: Community engagement

Purpose

To build authentic engagement with students, parents/carers and the broader community.

Improvement measures

Pathways

There is a focus on positive transitions into meaningful post school pathways.

Achieve by year: 2027

Year 12 students transition to their chosen post school pathway complete by the end of Term 3.

Attendance

There is a whole school focus on improving attendance to strengthen student sense of belonging, engagement and outcomes.

Achieve by year: 2027

An increase in the student attendance rate to 81.5%.

Initiatives

Working and Learning Together (WaLT)

Community engagement is a critical factor for improving the progress, achievement and wellbeing of your students. When schools, families and the broader community work together to develop positive connections, students thrive. This initiative aims to strengthen partnerships between parents/carers and the school, with a focus on fostering community trust and confidence. The goal is to create a cohesive school community where learning and attendance is optimised for all students through enhanced collaboration. This involves embedding effective practices to empower parents/carers and external agencies to participate in personalising learning and support for students and facilitating their active involvement in school activities and events.

Success criteria for this strategic direction

There is systematic approach for supporting the diverse range of student transition needs. This includes those at risk; to ensure the continuity of learning and wellbeing of all students from entry to post school. Students and parents/carers are engaged early as key collaborators in all transition processes (SEF LEARNING Learning Culture Transitions and continuity of learning)

The school is recognised for its strong culture of inclusion that reflects the richness and diversity of the wider school community. There is a shared commitment to school priorities which enable the success of every child. The school partners with the community to support equitable outcomes (SEF LEADING Educational Leadership Community Engagement)

Evaluation plan for this strategic direction

Question: What has been the impact of the initiative on student attendance and post school pathways?

Data: Post school pathways data- number of signed service agreements with post school pathway service providers, number of students participating in transition, 6-12 month post school survey data, SCOUT data, community engagement data..

Analysis: Analyse the data to determine impact of initiatives.

Implications: Future directions and next steps.

Strategic Direction 3: Wellbeing

Purpose

To improve student and staff wellbeing and provide a safe and supportive environment for all.

Improvement measures

Safety and wellbeing

Achieve by year: 2027

Improved student and staff wellbeing measured using school based data.

Initiatives

Relaxed Happy Engaged Learning.

The provision of a safe working and learning environment for everyone is an integral and essential part of the school's responsibilities in the delivery of quality education. This initiative reflects the school's commitment to building a safe and supportive school focused on embedding school-wide and data informed approaches to improve safety and enhance wellbeing through ongoing capability development of staff.

Success criteria for this strategic direction

There is an embedded school-wide and data-informed approach to support student and staff wellbeing. Student voice and agency is used to inform and refine practices and processes which are responsive and proactive in meeting emerging needs. (SEF LEARNING Wellbeing A planned approach to inclusion and wellbeing)

Evaluation plan for this strategic direction

Question: What has been the impact of the initiatives on staff and student safety and wellbeing?

Data: Tell Them from Me Teacher survey, Staff Wellbeing Mapping Tool and survey data, WHS data, Inclusive Assessment Program data, Life Skills Go data.

Analysis: Analyse the data to determine impact of initiatives.

Implications: Future directions and next steps..