School plan 2015 – 2017

Holroyd School 5633
### School background 2015 - 2017

<table>
<thead>
<tr>
<th>School vision statement</th>
<th>School context</th>
<th>School planning process</th>
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</thead>
<tbody>
<tr>
<td>Holroyd School is valued by its students, staff and community as a dynamic educational environment for students with special needs where each person’s unique talents are discovered and nurtured.</td>
<td>Holroyd School is a special school located in Merrylands. It is the largest 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 30 classes of 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 Board of Studies Teaching and Educational Standards (BOSTES) 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.</td>
<td>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 have worked collaboratively and individually to determine future directions in response to school self-evaluation and identified needs. The staff have identified areas of school improvement that they would like to support beyond their classroom. The school plan clearly reflects Department of Education and Communities priorities. Community - The school has informed parents of the work toward developing the next three year 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.</td>
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</tbody>
</table>
Purpose:
Students are learners and respected members of the wider community

- engage in meaningful learning experiences that empower them and expand their opportunities in life
- develop successful relationships
- have a sense of belonging and purpose
- have their achievements celebrated and promoted to the wider community
- be acknowledged for their individual potential and strengths

Purpose:
Staff are professionals who work collaboratively to meet the needs of the students. This strategic direction is important to ensure the Australian Professional Standards for Teachers are met and quality teaching occurs by teachers:

- taking responsibility for their own professional learning and striving to improve their practice
- providing strong, positive learning environments
- caring about the students and understanding their needs
- building respectful relationships with each other, the students, families and the community
- making cultural connections

Purpose:
School and community working collaboratively to meet the needs of the students. The school:

- recognises parents and families as integral members of the school community and partners in their children’s education
- provides an inclusive environment that affirms diversity and respects difference
- works together with families and the community to raise expectations and enhance student outcomes
- plays an active role in ensuring effective communication with families and other community members
- links families with the broader community and services for the benefit of our students.
# Strategic Direction 1: Give every student a voice

## Purpose

Why do we need this particular strategic direction and why is it important?

This strategic direction is important to enable students to:

- engage in meaningful learning experiences that empower them and expand their opportunities in life
- develop successful relationships
- have a sense of belonging and purpose
- have their achievements celebrated and promoted to the wider community
- be acknowledged for their individual potential and strengths.

## Improvement Measures

- Every student has a consistent long term and short term communication goal that is understood by all stakeholders.
- Each student’s learning goals will more accurately reflect their needs as all stakeholders agree that these are the most appropriate goals for the student.

## People

How do we develop the capabilities of our people to bring about transformation?

**Students:**
- Student literacy learning to be driven from consistent communication assessments
- Students participate in Positive Behaviour for Learning (PBL) lessons within the context of their environment
- Student physical/sensory learning to be driven from consistent assessment of individual needs

**Staff:**
- Professional Learning (PL) in effective planning and implementation of ILPs
- Staff explicitly link PBL expectations to consequences
- PL for teachers in observing the work of colleagues and give effective feedback (peer coaching)

**Parents/Carers:**
- Increased consultation in development of Individual Learning Plans (ILP)
- Parents understand the value of effective communication and behaviour management through learning offered by the school

**Community Partners:**
- PL in implementation of PBL expectations

**Leaders:**
- School leaders understand that transformative change is driven by sound leadership practice at all levels

## Processes

How do we do it and how will we know?

- ILP review of existing practices, procedures and implementation
- Accurate and current profiles based on observation, student achievement and class staff reflection
- Teachers will set specific social goals for students and report on their effectiveness

### Evaluation Plan

- Supervision of ILP meetings, programs, Performance and Development Framework (PDF) and reports
- Classroom observations
- Milestones in project plans are met
- Parent feedback

## Products and Practices

What is achieved and how do we measure?

- Every student has a consistent long term and short term communication goal that is understood by all stakeholders.
- Each student’s learning goals will more accurately reflect their needs as all stakeholders agree that these are the most appropriate goals for the student.

**Product:**
- All students have a consistent communication assessment
- Student leaders participate in decisions about their school
- All students participate in regular sporting programs targeted to meet their individual physical and sensory needs

**What are our newly embedded practices and how are they integrated and in sync with our purpose?**

**Practice:**
- Communication tools/strategies are matched to the needs of students
- Students understand the consequence of their decisions
- Teachers assess every student’s physical and sensory needs

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Planning template – V2.0
## Strategic Direction 2: Professional engagement to make every day count

### Purpose

**Why do we need this particular strategic direction and why is it important?**

This strategic direction is important to ensure the Australian Professional Standards for Teachers are met and quality teaching occurs by teachers:

- taking responsibility for their own professional learning and striving to improve their practice
- providing strong, positive learning environments
- caring about the students and understanding their needs
- building respectful relationships with each other, the students, families and the community
- making cultural connections.

### People

**How do we develop the capabilities of our people to bring about transformation?**

**Students:**
- Develop acceptance of having a variety of staff in their classroom to promote acceptance of change and building of generalisation

**Staff:**
- Teachers will understand that using Peer Coaching will drive improvement in teaching practice and have a positive impact on student outcomes
- PD in Effective Teams for staff will drive improvement in teaching practice and have a positive impact on student outcomes

**Community Partners:**
- Shared expertise through ESES projects using Holroyd School as a centre of excellence to support best practice across a network of schools

**Leaders:**
- Leadership Colloquium will support the development of resilient and dynamic school leaders

### Processes

**How do we do it and how will we know?**

- Peer coaching /effective teams is a communication technique to drive teacher and SLSO reflection, collaboration and improvement
- Implementation of Performance and Development Framework
- Australian Schools Colloquium (National Excellence in School Leadership Initiative)

**Evaluation Plan**

- Evidence/Evaluation/ Self Reflection and Supervisor Feedback of benefit of on the job application Leadership Colloquium, Peer coaching and Effective Teams for SLSOs
- Milestones in project plans are met

### Products and Practices

**What is achieved and how do we measure?**

- The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice, and feedback to drive and sustain ongoing, school-wide improvements in teaching practice and student outcomes
- School- wide and or interschool relationships provide mentoring and coaching support to promote the ongoing development of all staff

**Product:**
- School culture that values educators who work together collaboratively to improve their own practice
- SLSOs participate in professional learning that promotes effective team work

**Practice:**
- There is an embedded culture of coaching and collaborative teaching practice
- Teachers engage with the Performance and Development Framework to reflect on and improve their performance

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**Improvement Measures**

- The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice, and feedback to drive and sustain ongoing, school-wide improvements in teaching practice and student outcomes
- School- wide and or interschool relationships provide mentoring and coaching support to promote the ongoing development of all staff
Strategic Direction 3: Strong and positive family and community partnerships

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<th>Processes</th>
<th>Products and Practices</th>
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<td>How do we develop the capabilities of our people to bring about transformation?</td>
<td>How do we do it and how will we know?</td>
<td>What is achieved and how do we measure?</td>
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<tr>
<td>This strategic direction is important to ensure that our school community is cohesive and:</td>
<td>Staff: Teachers will run ILP meetings in partnerships with parents, valuing their contributions and using those contributions to inform learning goals for students</td>
<td>• Increased percentage parents/community attend school events/meetings and connect with current technology platforms</td>
<td>❖ Introduce and implement strategies to improve individual and collective wellbeing</td>
</tr>
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<td>• recognises parents and families as integral members of the school community and partners in their children’s education</td>
<td>Staff will understand PBL, Mind Matters and Stepping Stones Triple P training will add another dimension to the well-being of our school community</td>
<td>• Processes in place for therapists and NDIS implementation</td>
<td>❖ Individual learning is supported by the effective use of school, system and community expertise</td>
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<td>• provides an inclusive environment that affirms diversity and respects difference</td>
<td>Parents/Carers: Parents and carers will understand PBL, Mind Matters and Stepping Stones Triple P training will add another dimension to the well-being of our school community</td>
<td>• Establishment and support a Mind Matters program initiative</td>
<td>Product:</td>
</tr>
<tr>
<td>• works together with families and the community to raise expectations and enhance student outcomes</td>
<td>Holroyd School will provide avenues and build awareness of support and platforms available where information is given and shared</td>
<td>Evaluation Plan</td>
<td>• Parents have a greater say in ILP planning</td>
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<td>• plays an active role in ensuring effective communication with families and other community members</td>
<td>Holroyd School will establish protocols/procedures that enable allied health personnel to work effectively to support students</td>
<td>• Snap shot of parent reflection on their involvement in ILP meetings</td>
<td>Increased parental involvement in school events and decision making</td>
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<td>• links families with the broader community and services for the benefit of our students</td>
<td>Leaders: Develop strategies that allow leaders to lead the wellbeing strategies that support our community</td>
<td>• Mile stones being met</td>
<td>Practice:</td>
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<td>Improvement Measures</td>
<td></td>
<td>• Attendance of families and school events</td>
<td>• Complementary practices exist between home and school environments</td>
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<td>❖ Introduce and implement strategies to improve individual and collective wellbeing</td>
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<td>• Staff/parent evaluations of programs and initiatives</td>
<td>• Parents have a greater understanding of educational partnerships and a better school connection</td>
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<td>❖ Individual learning is supported by the effective use of school, system and community expertise</td>
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<td>• Parents have increased platforms to receive and share information</td>
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Evaluation Plan

- Snap shot of parent reflection on their involvement in ILP meetings
- Mile stones being met
- Attendance of families and school events
- Staff/parent evaluations of programs and initiatives

Product:

- Parents have a greater say in ILP planning
- Increased parental involvement in school events and decision making

Practice:

- Complementary practices exist between home and school environments
- Parents have a greater understanding of educational partnerships and a better school connection
- The school supports a healthy and resilient school community through Mind Matters, PBL, Stepping Stones Triple P and associated programs

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