

Halinda School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Halinda School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

The Halinda School Community

It is with a deep sense of pride and appreciation that I prepare this annual principal's message. Our 2019 annual awards ceremony bore testimony to the array of exemplary teaching and learning programs that have become the hallmark of Halinda School. The resulting emotional, social and functional skills growth of students has been very gratifying to witness.

The changing demographic from primarily high school enrolments to growing numbers of early learning students has provided impetus for ongoing professional learning and the development of innovative classroom environments, resources and pedagogy.

In 2019 staff have sewn in many hours of planning and preparation time and witnessed the fruits of their labour in improved student communication, self-regulation, classroom learning skills, community competence and successful post school placements.

Our focus on program innovation both on campus and within the community has forged productive collaborative relationships with talented artist/drama mentors, sports coaches, therapists, post school work training services and peer mentors from Mt Druitt primary school and Seda College. These programs have netted growth in teacher capacity and levels of work satisfaction. I have been delighted with the increased school and community inclusion for students.

It has been a pleasure to welcome new families to Halinda School in 2019. Their presence has enriched our community and we have valued the wisdom and cultural perspectives that they have contributed to our school culture.

I am exceedingly thankful to parents for their support of myself and staff across the year. Their contributions at our planning meetings and evaluation days authentic engagement and contributions to school community functions across the year has been a source of strength and inspiration to me personally and a strong endorsement of staff achievements

I congratulate and thank the amazing Halinda team. It is a privilege and pleasure to work with professionals, both teaching and support staff, who continually demonstrate high levels of engagement and expertise. Their ongoing commitment has created a vibrant learning ground where students connect, enjoy learning and thrive.

Jan Eccleston

School background

School vision statement

Halinda School will strengthen partnerships within and beyond the school to build a supportive and empowering school culture based on inclusion, mutual respect and trust.

Using strengths based approaches we aim to build quality relationships and make a positive difference in the lives of students' and their families.

Through our strategic directions we will inspire and develop a confident community of learners able to meet the demands of a dynamic and rapidly changing society.

School context

Halinda School is located in the Western Sydney Mt Druitt area and services a diverse population within a low socio-economic context. Forty seven percent of the parent population are from non-English speaking backgrounds encompassing twelve different cultures and languages.

Assistance in negotiating educational planning and support services is critical for families and remains a strong focus in our strategic directions for 2018–2020

Halinda School enrolls 114 students K–12 with moderate to severe intellectual disability. All students have a secondary disability that may include physical, sensory, health impairments, autism, diagnosed mental health conditions and challenging behaviours.

Enrolments are trending towards early education students with autism, complex language needs and challenging behaviours. By 2022, 57% of our students will have graduated into post school services. These changing demographics will shape our professional learning for 2018–2020 with the school placing strengthened focus on personal learning plans and transition planning, relevant curriculum development and the implementation of evidence based programs to enhance the emotional wellbeing and engagement of students across school and community.

Our professional learning program is strengthened through our work with the Alliance of SSP schools across Western Sydney and our continuing connections to current research opportunities and centres of best practice.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

This section of the Annual Report outlines the findings from the self-assessment using the School Excellence Framework, school achievements and the identified improvement targets. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Learning

The results of this process indicated that in the School Excellence Framework domain of Learning, on the balance of evidence, the school is **excelling** in the elements of Learning Culture and Wellbeing. The school has been **sustaining and growing** in the domains of Curriculum, Assessment, Reporting and Student Performance Measures.

The school continued to prioritise cultural development that supported a strong student centred focus with high aspirations for learning. In 2019 the school focused on professional learning for student wellbeing to support the cognitive, emotional, social, physical and spiritual wellbeing of students. Instructional leadership has been devolved across grades to enhance teacher capacity and the development of effective team approaches to ensure the delivery of quality curriculum planning and implementation that is differentiated to meet the learning needs of all students. Student reports were personalised and comprehensive, providing detailed, clear information about student learning, growth and future learning goals. A significant number of students consistently performed at high levels on internal school

performance measures.

Future Directions

The school will continue to prioritise professional learning to enhance teachers' capacity in developing student learning programs to meet individual learning needs. Instructional leaders will strengthen strategies for differentiation of learning programs and facilitate systematic formative assessment processes to inform practice.

Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching, on the balance of evidence, the school is **sustaining and growing** in the area of Effective Classroom Practice, Data and Skills Use, Professional Standards and Learning Development.

All classrooms and learning environments were well managed with consistent, school-wide approaches to student wellbeing. Well planned teaching was consistent across the school, ensuring that all students could engage in productive learning, with minimal disruption. The school identified expertise within its staff and drew on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed through a planned professional learning program delivered across the school year.

Future Directions

Devolved instructional leadership across the school will be a continuing priority within our 2018–2020 plan. The increased school funding for SSP Quality Teaching Support will be utilised to strengthen differentiated learning across our K–12 cohorts. A strengthened focus on coaching and peer observations will be facilitated within grade teams.

The school will strengthen its collaboration with the broader school community to access the expertise of therapists, community service providers and medical personnel. Student progress and achievement data will be gathered to identify strategic priorities for continuous improvement.

Leading

The results of this process indicated that in the School Excellence Framework domain of Leading, on the balance of evidence the school is **excelling** in the elements of Educational leadership, School Planning, Implementations and Reporting, School Resources and Management Practices and Processes.

The leadership team has consistently modelled best practice that has netted a culture of high expectations, and championed programs that have embraced equity issues and levelled the playing field for students and parents within the school community. Longer term financial planning has been integrated within the school planning and implementation processes to address the emerging strategic priorities and identified improvement targets, particularly related to our changing school population trending from high school towards early learning classes. Leadership has continued to maintain close positive connections with parents to gauge levels of satisfaction on an ongoing basis. Parent consultation is welcomed and the school shares celebrations of student achievement and analysis from the annual school self-evaluation to demonstrate a continuous improvement mindset.

Future Directions

2020 will be a critical year for school leadership. The three-year plan will conclude. Emerging challenges both worldwide and within our local communities will pattern our thinking as educational leaders.

Parent support has become a major target with the introduction of the National Disability Insurance Scheme and will feature as a critical initiative within our planning and improvement processes.

Building leadership capacity and resilience will be prioritised in the professional learning calendar. The complexity of a rapidly changing world will call for innovative, strategic thinkers and leadership in the use of technology for teaching and learning.

Strategic Direction 1

Promoting wellbeing and personal growth across all levels of the school/community.

Purpose

Enhance our student centred learning culture, providing the nurture, social support and evidence based best practice that promotes wellbeing and personal growth across all levels of the community.

Create a community of innovative collaborative practice that expands the boundaries of student competency across emotional, social and functional living skills domains, ensuring that they are connected, active community members, living well.

Improvement Measures

Wellbeing

- **A planned approach to wellbeing:** The school has researched and implemented evidence based change to whole school practices, resulting in measurable improvements in staff and student wellbeing, engagement and student behaviour to support learning.
- **Caring for students individual learning needs:** All students have a personal wellbeing goal and support plan identifying individual wellbeing strategies, and an identified staff or community member for support and mentoring.
- **Behaviour:** Positive, respectful relationships are evident and widespread among students and staff. All staff promote student wellbeing and implement students' personal plans to ensure optimum conditions for student learning across school and community. Student data indicates increased engagement, learning outcomes and a reduction in behaviour incidents.

Overall summary of progress

A comprehensive strategic school/community wellbeing plan was developed via data derived from parent and staff surveys and school learning culture audits utilising wellbeing frameworks. Year long formative data on student behaviour and engagement paved the foundation for the development of individual wellbeing goals and plans for students.

Whole school professional learning around trauma informed care and Non-Crisis Intervention for all staff formed a sound basis for consistent whole School approaches to student wellbeing.

A suite of professional learning presentations and workshops supported staff in their work with parents to develop students' personal learning goals and provided frameworks for engineering classrooms and developing positive behaviour support plans for enhancing student self-regulation and attention to learning tasks.

External service providers delivered evidence based presentations to staff in developing learning programs for students with autism and students with diagnosed mental health conditions and self-regulation difficulties.

Staff have developed an effective bank of strategies that have been utilised systematically in morning meetings, classroom programming and generalised into active community-based programs.

Progress towards achieving improvement measures

Process 1: Collaborate with service providers to implement endorsed workplace well being learning and development programs.

Evaluation	Funds Expended (Resources)
<p>Development of shared understanding and agreed upon goals and processes.</p> <p>School culture and wellbeing audits evidenced clear articulation of school purpose and goals, a positive nurturing culture for engagement and a shared understanding of parent and student needs that netted productive partnerships for student engagement and achievement. 97% of student learning and support plans were developed in consultation with parents. A robust evaluation of therapy services visiting Halinda provided data analysis and impetus to undertake an action research project on the introduction of an</p>	<ul style="list-style-type: none">• School based policy and 'best practice' document 'Working Partnerships'• Infinite Growth Workshop: Skills and Techniques for Effective Interviews• School based student formative and summative student assessments,• Analysis of information on SCOUT• School based analysis of parent profile, strengths risks, concerns,

Progress towards achieving improvement measures

integrated therapy model in 2020. This evaluation is available at the school on request.

Daily Formative data on student behaviour indicated that 38% of the student cohort received behaviour and engagement referrals across the year 2019. 82% of those referrals represented low level referrals of 2–4 per week, 15% referrals from 6 to 8 per week, with only 3% ranking up to 10 referrals a week. Given the complex and diverse learning needs of the 2019 cohort, that included students with autism, diagnosed mental health and challenging behaviours this data pattern highlights a positive, trauma informed culture, strategically planned playgrounds with active engagement and the delivery of differentiated programs at students' instructional levels ensuring quality engagement and learning outcomes. Comparative data from 2017, 2018 and 2019 demonstrated the same stable trends.

support needs

Funding Sources:

- Professional Learning (\$31000.00)
- Aboriginal background loading (\$14910.00)
- Socio-economic background (\$46000.00)

Process 2: Explore evidence based well being programs and embedded best practice principles across the school community to facilitate a learning environment where staff, students and parents can connect and collaborate to improve community well-being and enhance student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>Whole School focus on identified key improvements and initiatives has netted consistent positive approaches toward students' emotional and social skills development. Staff self-care and building of social and professional capital have enhanced the collegial relations within the school and the adoption of the premise that 'we all own" the students in our care each day. Ongoing trust and confidence to reach out to colleagues has evidenced positive, respectful relationships amongst students, staff and parents.</p>	<ul style="list-style-type: none"> • Training for key wellbeing team leaders • Sanctuary Model • Berry Street Training • Positive Behaviour For Learning (PBL) <p><i>Whole school Professional Learning</i></p> <ul style="list-style-type: none"> • NCI – Non Crisis Intervention model • Review of Trauma Informed Practice • Resilience building self-care kit for staff • Positive Behaviour for Learning Program practices and protocols <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$4500.00) • KLA –PBL (\$3500.00)

Process 3: Explore the nature and acquisition of self-regulation and identify best practice for age appropriate self regulation in students with intellectual disability and diagnosed Autism.

Evaluation	Funds Expended (Resources)
<p>This was a very popular initiative in 2019 that demonstrated very practical strategies for assisting students to self-regulate and increase their attention to tasks. Embedded classroom strategies netted improvements in emotional self-regulation and development of classroom learning skills, These included classroom engineering with well-defined learning centres, alternate seating arrangements, engineered work tables with defined boundaries for task commencement and task completion, visual schedules, now /then boards, sensory object calmers and reward boards. Instructional leaders supported initiative development sharing of 'what worked best' across grades. Evaluation and formative data evidenced incremental improvements in student engagement and learning in social and work skills domains.</p>	<ul style="list-style-type: none"> • ASPECT consultancy: Workshop on Zones of Regulation and development of positive behaviour support plans. • Formal and informal instructional leadership input within the school. • Zone of Regulation research and literature <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$3000.00) • KLA (\$4000.00) • English language proficiency (\$15000.00)

Process 4: Collaborate with external service providers to implement evidence based programs designed specifically for adolescent students who have intellectual disability and diagnosed mental health conditions, providing training in self-regulation strategies, emotional literacy and pro-social skills that will support their engagement and successful integration into school and community learning program

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>The implementation of trauma informed practice and the accompanying suite of initiatives have enhanced the general wellbeing and engagement of students. The reduction in referrals for students has been evident in data analysis.</p> <p>Staff have enjoyed and valued the participation with outside providers and learned much from the expertise of artists in residence and sports coaches.</p>	<ul style="list-style-type: none">• School based daily morning Assemblies: high impact activities including, dance, Tai-Chi, athletics circuits and relaxation cool down sessions.• External service providers facilitating student participation within school and community settings• External consultancy: Best Practice programs to enhance students' self-regulation skills. <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2000.00)• KLA (\$3500.00)• School To Work Funds (\$2500.00)• Sporting Schools Grant (\$20000.00)

Next Steps

- Refine our wellbeing policy and programs across grades K–12.
- Publish updated Wellbeing Policy and Practices document for community consultation and ratification.
- Complete the social Emotional literacy learning continuums and accompanying lesson presentations for classroom interactive white boards years 7–12.
- Adapt current self-regulation programs for students with autism and students with Attention Deficient Hyperactive Disorders and Oppositional Defiance for parent use.
- Conduct parent workshops and upload parent information onto Halinda Parent Learning Hub
- Conduct a 360 degree wellbeing and welfare review to inform the next 3 year plan.

Strategic Direction 2

Develop highly accomplished instructional leaders to expand our differentiated teaching and learning. 'Every Learner Included'

Purpose

Increase teacher instructional leadership across the school to:

- Extend expertise in contextualising and differentiating the curriculum providing students with rigorous, relevant, engaging, age appropriate learning needs.
- Increase our understanding of the complex and diverse needs of our student cohorts and the impacts on learning and wellbeing.
- Extend our environmental engineering and instructional practices to maximise students strengths and talents and to increase learning outcomes.

Improvement Measures

Educational Leadership:

• **Instructional Leadership.** Increased instructional leadership and accreditation at higher performing and leadership across all levels of the school.

• **Community engagement.** Increased levels of satisfaction and participation of parents in the development, implementation and evaluation of their child's programs.

Teaching:

• **Learning and development.** The school has embedded explicit systems that facilitate **collaborative practice.** School and DOE project initiatives facilitate **coaching and mentoring** to support ongoing teacher development.

• **Data & skills use in teaching and planning.** Teachers understand and routinely implement appropriate assessment strategies to inform practice and program modification.

Learning:

• **Curriculum differentiation.** Increased proportion of students demonstrate active engagement and skills acquisition as a result of differentiated learning programs.

Overall summary of progress

School leadership has fostered a culture of collaboration and shared program development both in school programs and community based learning across the school cohorts K–12 .

Program development has stemmed from a rigorous evidence base and is grounded in differentiation to meet the needs of our diverse and complex learners.

Play based programs utilising scaffolded visual scripts and modelled instructional sessions have proved successful for our early learners, netting outcomes in students' self-regulation and social skills development.

The ASDAN curriculum designed for students with complex learning needs has provided scaffolded curriculum outlines and implementation strategies for high school teachers. School self-evaluation data has netted positive learning outcomes for students. The curriculum workbooks that provide learning progression and access to next learning steps for teacher planning has supported teaching continuity.

STEM implementation has been successfully initiated by a higher performing teacher participant. The teacher's expertise and generated enthusiasm and momentum has successfully facilitated the program's integration across the school K–12.

Google APPs has been a highly effective tool for collaborative teacher development and our School Learning Hub has made access available for all staff.

An executive teacher undertaking a Principal Leadership program worked with key staff to develop a 'hand over process' to ensure that students enter key learning programs at their instructional level at the beginning of each year.

Progress towards achieving improvement measures

Process 1: The school will continue to develop devolved instruction leadership across the school K–12 to build teacher capacity and support teacher accreditation

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>Three successful projects resulting in whole school change and increased teacher capacity to deliver differentiated, hands on learning activities that increased student engagement and learning outcomes.</p> <p>A project involving effective assessment and reporting processes to ensure a hand over of student information each year has improved teacher capacities to utilise data to inform goal setting and programming for students entering their classes at the commencement of each year.</p>	<ul style="list-style-type: none"> • Team leadership meetings. • In school team leadership and coaching activities. • Across school conferences and mentoring. • Conference presentations. <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$5000.00) • DET Funded Accreditaion Projects (\$7000.00) • Professional Learning – Principal's Credential (\$3500.00)

Process 2: Team approaches for curriculum differentiation and adaptation of evidence based programs to increase student engagement and student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>External funding and teacher participation in valued Department of Education projects supported development of leaders' change management skills and raised enthusiasm and momentum for school change within grade cohorts. Professional learning initiatives within the school and attendance at external conferences provided a solid evidence base for curriculum and program development. Subsequent collaborative program development provided a rich online differentiated curriculum framework for students K – 12.</p>	<ul style="list-style-type: none"> • Evidence – based literature: School change and effective leadership • Learning conferences: Teacher Higher Accreditation Conferences • Principal Credential workshops and Conferences: Leading School Change X2 • Teacher workshops: School Team Leadership groups. • Action Research Project data collection tools; School Team leader's projects. • 0.135 QTSS teacher release <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$14500.00) • KLA (\$3000.00)

Process 3: Staff collobaration to develop learning resources and programs to increase student engagement and student learning outcomes across STEM, ASDAN and play based programs from K–12..

Evaluation	Funds Expended (Resources)
<p>This initiative was supported by high levels of social and professional capital. The innovative programs attracted high numbers of staff participation and the collegial sharing and support resulted in high uptake. The hands on activities provided high levels of motivation and student engagement. Valued added outcomes were achieved by a significant proportion of high school groups.</p>	<ul style="list-style-type: none"> • ASDAN English curriculum documents, curriculum implementation and lesson plan resource materials • Halinda hosted a Learning Conference with an ASDAN Curriculum adviser visiting from England • Early Learning Framework documents. Early Education conferences –play based pedagogy and AUTPLAY learning strategies. • LD/HA conferences for two staff undertaking Higher accreditation • Technology support for curriculum development, sharing and school google docs learning hub • Equity funds: Additional 'in-class' learning support for students.

Progress towards achieving improvement measures

This initiative was supported by high levels of social and professional capital. The innovative programs attracted high numbers of staff participation and the collegial sharing and support resulted in high uptake. The hands on activities provided high levels of motivation and student engagement. Valued added outcomes were achieved by a significant proportion of high school groups.

Funding Sources:

- KLA funds (\$3000.00)
- Quality Teaching, Successful Students (QTSS) (\$14500.00)
- Socio-economic background (\$43000.00)

Process 4: The technology coordinator will coordinate and Collaborate with staff to develop an online curriculum planning, assessment and reporting policy and curriculum overviews and continuums K–12.

Evaluation	Funds Expended (Resources)
<p>The resource management for STEM and play based programs was expertly executed with teacher mentoring in pedagogical approaches, teaching strategies as well as the development of a broad range of engaging 'hands on' teaching resources. Critical to program success was the effective storage and borrowing protocols by team leaders to ensure maintenance of kits , equitable teacher use and teaching continuity. Teacher uptake has been wide spread across K–12 and netted high levels of engagement and enjoyment amongst students.</p> <p>The development of the ASDAN program and associated kitchen organisation and visual supports has resulted in effective program delivering and high level of student engagement and learning outcomes.</p>	<ul style="list-style-type: none"> • School Learning Support Officer time for resource development. • Purchase of ASDAN curriculum booklets and selected STEM resources • Equipment to set up learning spaces in classrooms and practical activities centres for the ASDAN food technology program <p>Funding Sources:</p> <ul style="list-style-type: none"> • KLA (\$4500.00)

Process 5: Technology Support

Evaluation	Funds Expended (Resources)
<p>The technology coordinator has been strategic in the introduction of Google Apps to develop, record and refine curriculum development for quality teaching projects.</p> <p>There has been a strong focus on staff development through Teach Meets and coaching to enable efficacy in using technology for differentiated curriculum and resource development. The Halinda learning hub site continues to grow as a rich source of information for staff reflection, refinement and sharing at the local level for teacher inductions and effective delivery of teaching and learning across Halinda School and professional alliances.</p>	<ul style="list-style-type: none"> • Teacher release time for professional learning and resource development. • Technology Coordinator release time 0.2 • Whole school professional learning • Trouble shooting and mentoring for staff • T4L allocations of staff and student. • Staff and student laptops <p>Funding Sources:</p> <ul style="list-style-type: none"> • Technology Resources (\$67500.00) • Teacher Release (\$21343.00)

Next Steps

- Our changing student profile data that projects a reduction in high school students and an increase in early learners with complex communication and learning needs will form the basis of planning for service delivery in the next 3 year strategic plan.
- Determine the priority learning needs of students and support needs for parents to ensure a strong partnership in educational planning and follow up with home and allied health services funded though the NDIS insurance scheme.
- Continue the school Integrated Therapy model action research project to innovate a more productive and resource effective collaborative delivery between school and NDIS funded therapy services.

Strategic Direction 3

Strengthening community connections and parent partnerships 'Active Participation in Student Learning'

Purpose

Connect and empower a community of knowledgeable and committed partners who share students' learning experiences and actively contribute their expertise and resources to the learning journey. Improving learning outcomes and community membership for students' and their families.

Improvement Measures

Leadership:

Community Engagement: The school is responsive to the community, developing a culture that connects parents and community members to a vision for high student expectations, and community inclusion 'on the same basis' as their non disabled peers.

Leading:

Management and Practices. The school is responsive to the current issues facing parents and has established collaborative practices and processes with the NDIS to ensure **service delivery** through supporting parents' navigation through the NDIS planning and review processes.

Leading:

School resources: Facilities. The school has built social capital within the community that has netted an enhancement of of human and physical resources for target programs in the 2018–2020 school plan.

Learning:

Culture. The school has developed effective partnerships with parents that have facilitated student engagement and continued improvement of service delivery.

Overall summary of progress

2019 witnessed the increase of students from early intervention transitioning into Halinda school. Parents were concerned and vitally interested in the service provisions for their children as they entered schooling. 2019 also brought significant numbers of students transitioning into community placements, where parents were similarly concerned about the service provisions to ensure the future of the young adult entering post school community programs.

The leadership recognised the potential to build strong connections and partnerships with parents in the education of their child to manage these critical transition points.

The comprehensive strategy for community connections was shaped around the following elements; critical information, forum, support strategies and both group and individual feedback systems.

The school recognised the critical importance of partnering with National Disability Insurance Scheme, Allied Health providers and community service providers for community participation and work placement.

The achievements, parent feedback and evaluation of the school and National Disability Insurance Scheme and parent partnership are documented in this report.

Progress towards achieving improvement measures

Process 1: Development of a parent communication network to inform parent support needs. The facilitation of professional relationships with services and organisations that provide effective support programs through the NDIS and through other key issues through the development of Partnering for a Purpose program.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Parents on the NDIS journey were a powerful source of information and inspiration to their peers. Meetings were enlightening and powerful in providing a forum for discussion and sharing anxieties and concerns.

Expert input from NDIA provided a road map forward.

The meetings clarified the role of the school as an active link between, home, school and NDIS funded community supports for students and parents.

- Parent input forums
- NDIA expert input
- Parent /teacher collaboration
- Morning tea and luncheon catering

Funding Sources:

- Socio-economic background (\$1000.00)

Process 2: Building and strengthening partnerships between the school community and the NDIS to facilitate stronger and increased outcomes for students both within their schooling years and through post school options.

Evaluation	Funds Expended (Resources)
<p>A formal quantitative and qualitative evaluation was conducted on the operation of the joint school / NDIS therapy services within the school across 2019</p> <p>The Results:</p> <p>Parents welcomed the input and support, however it was difficult to coordinate meetings with both parents and their therapist due to the current privatised booking system</p> <p>33% of our most complex learners were not serviced by therapists in 2019.</p> <p>Early learning students serviced at Halinda did not receive ongoing systematic therapy input essential to priming communication, learning skills and self –regulation.</p> <p>The exchange of information across therapists, parents and the school was limited.</p> <p>This data provided the impetus for the development of an action research project to develop an 'integrated therapy' model at Halinda School in 2020.</p> <p>Details of the evaluation and the action research project can be obtained at the school.</p>	<ul style="list-style-type: none"> • School developed induction program – "Working collaboratively at Halinda School, • NDIA expert input • Teacher dialogue and parent input • Connections with allied health and community service providers • Morning tea and luncheon catering <p>Funding Sources:</p> <ul style="list-style-type: none"> • Student assistance Program Link (\$2000.00)

Process 3: .Building strategic alliances with Government and Non-Government organisations to:

Broaden the students experiential learning opportunities.

Increase generalisation of students skills into community services, supporting their transition from school to quality adult life style options.

The development and implementation of the Staffing Methodology Project to assist in the facilitating of school and NDIS transitions across K–12.

Transition to school and post school programs to facilitate successful transitions

Evaluation	Funds Expended (Resources)
<p>These initiatives provided opportunities to reduce parent stress and build confidence in the school's ability to make smooth transitions at critical points in their child's education. Transparency, ongoing open communication and empowered, informed parent voice and choice netted positive relationships, effective problem solving and high levels of parent satisfaction.</p>	<ul style="list-style-type: none"> • School leadership teams • Collegial relationships with community services providers <p>Funding Sources:</p> <ul style="list-style-type: none"> • Student Assistance Program School to Work (\$2500.00)

Next Steps

- With the numbers of students graduating in 2020 and 2021 rising, parents need to be vitally focused on their child's needs and available service provisions on graduation. The school will continue to build substantial parent / community links to ensure proactive, informed decision making.
- Negotiations with grade leaders years 7–10 to drive the transition program awareness and the role of parents in supporting their child's transition to community providers on graduation be commenced early through proactive planning.
- Publish the transition awareness program and the key competencies that students require for the continuum of service provisions on the school Parent Learning Hub.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> • Teacher dialogue and parent input • Parent /teacher collaboration to develop students' personal learning and support plans • Connections with Aboriginal community members • Mentoring programs for students to promote understanding and identification with their Aboriginal heritage. 	<p>In 2019 the school developed thorough profiles of students with Aboriginal backgrounds through analysis of learning assessments, engagement and wellbeing data and psychological reports.</p> <p>The school has also strengthened parental involvement in the development of their child's person-centred learning and support plans, by setting aside dedicated time for parents and teachers to develop a shared understanding regarding the students' learning strengths and program options to support independent daily living skills and development of areas of interest and the personal talents of their child.</p> <p>Prior to attending planning meetings opportunities for 'student voice' was considered a priority, particularly for students in the transition from school to community. A sense of security and confidence within a post school placement or workplace is critical to sustained successful attendance. Additional funding provided teaching resources, additional learning support for skills acquisition within the school and community programs</p>
English language proficiency	<p>Technology supports included :</p> <ul style="list-style-type: none"> • Touch switch devices to operate interactive toys and daily living skills technology for meal preparation and activities. • Proloquo2Go on iPads and voice output devices to facilitate student self-determination in learning programs. • PECS language communication systems were also developed and embedded into students play programs. 	<p>Extensive exploration of evidence based research and assessment tools for complex learners was evident in students' individual learning goals and programs. Students' learning intentions were made explicit and visually presented for teachers to follow up and reinforce the 'skills set' developed by the mentor teacher.</p> <p>Joint teacher/mentor assessments and video evidence were provided to teachers and parents in the December reporting round.</p>
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Teacher release was provided for collegial observations and reflections on practice for our targeted programs identified in strategic Direction NO.2 . 	<p>This has been a welcome funding allocation to Halinda school. Three key improvement drivers were identified through the "What Works Best" document (Centre for Education Statistics and Evaluation). The implementation of evidence based programs, strengthening the partnerships between parents /caregivers and increasing teacher collaboration through coaching and mentoring.</p>
Socio-economic background	<p>School based student formative and summative student assessments</p> <ul style="list-style-type: none"> • School based analysis of student profile, strengths risks, concerns, support needs 	<p>A significant proportion of our students have a risk high index in regards to factors related to their disability, social capacities and socio-economic disadvantage.</p> <p>In 2019 our funding was prioritised to provide additional learning support for the following</p>

<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Positive Behaviour for Learning Program practices and protocols • School based analysis of behaviour, engagement and wellbeing data. 	<p>cohorts of students.</p> <ul style="list-style-type: none"> • Students at risk of learning failure and disengagement due to diagnosed mental health conditions and students with low levels of self-regulation, requiring highly structured environments and visual supports to sustain attention on learning tasks. • Health impaired students with priority hydrotherapy and therapeutic learning goals. • Students engaging in transition activities within their local community. <p>To monitor the effectiveness of our funding expenditure daily behaviour, engagement and wellbeing data was systematically collected, analysed and published to staff at weekly welfare meetings.</p> <p>Further evaluation was provided through twice yearly reports to parents on student achievement in their personal learning goals.</p>
<p>Support for beginning teachers</p>	<ul style="list-style-type: none"> • Teacher release time for professional learning and resource development. • Teacher release for peer observation and engagement with mentor teacher. 	<p>Beginning teachers were encouraged to join our team leadership groups to contribute to and develop knowledge and skills in our major curriculum projects. These groups provided high levels of social and professional capital that developed a strong sense of belonging for teachers in their new school placement.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	81	83	82	83
Girls	32	31	30	29

in 2019 Halinda School enrolled 112 students K–12 with moderate to severe intellectual disability. All students had a secondary disability that may have included physical or sensory impairments, health conditions, autism, diagnosed mental health conditions and challenging behaviours.

Structure of Classes

Class sizes were maintained in line with the recommendations of the Department of Education (DET) and in accordance with the students' disability confirmation. Students were grouped according to age and program priorities. Students with a severe intellectual disability attracted one teacher and one school learning support officer to six students. This was to accommodate the level of high support required for learning and personal care. Additional SLSO support was provided through Equity funding. Students with a moderate disability attracted one teacher and one school learning support officer to nine students. Some groupings varied according to student's pathways of study and additional learning needs. A variety of courses and programs were offered according to the articulation of aspirations and plans by students and parents at their "person centred learning and support planning" meetings.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

On graduation students were transitioned into a National Disability Insurance Scheme (NDIS) funded program, focusing on school to work training or community participation.

Year 12 students attaining HSC or equivalent vocational education qualification

All students attend school up to year 12. In 2019, year 12 students graduated with a Higher School Certificate Life Skills.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.02
Teacher Librarian	0.6
School Administration and Support Staff	23.06

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

The whole school professional learning plan was developed in conjunction with the annual self-evaluation and the management plan strategic directions. Professional learning initiatives have been embedded in the school management plan and accompanying milestones.

Halinda school has empowered both formal and informal instructional leaders with high teacher expertise and ability to build mutual trust and collegial exchange.

The overarching framework embraces both teaching and support staff in a range of online, face to face delivery of

workshops and presentations, mentoring and coaching. Across school alliances have provided interchange of programs and strategies for working with complex learners.

The Performance and Development Program was implemented across all staff and is supported by executive staff mentoring.

In 2019 SSP schools encountered a critical shortage of casual and temporary teaching staff that impacted the release of staff to engage in externally delivered professional learning and collegial pair activities. The school provided the following alternate learning options. The professional learning endeavours are testament to the high levels of social and professional capital amongst the Halinda team.

Online learning:

In semester two the school staff meeting time was devoted to online learning. Staff groups participated in a range of online provisions according to their class priorities, strategic improvement targets and personal development options.

An evaluation by staff of the online learning strategy netted high levels of staff satisfaction. Teacher comments focused on two domains: Student and Staff wellbeing, where comments noted the importance of relationships, insights into how students learn and the benefits of mindfulness. The second domain focused on the extension of a knowledge base to increase teachers' capacity to meet individual needs of students.

Recommendations included inclusion of more allocated time for group reflection on learning and subsequent joint development of strategies that could be transferred into classroom practice.

Team Leader Conducted Workshops

Team leaders conducted meetings within school hours to facilitate implementation of their designated projects into classroom and playground programs. Feedback and sharing on "What worked Best" and innovative strategies provided impetus for continued program implementation. Evaluation by team leaders provided information to inform further project development.

School self-evaluation evidences that sound implementation of the STEM, ASDAN and Positive Behaviour for Learning programs netted positive outcomes for student engagement and skills acquisition.

Team teaching and Sharing Pedagogical Reflections

The team leader supporting play based learning programs, bolstered the implementations of her AUTPlay project implementation by conducting weekly team-teaching sessions. This initiative provided opportunities for modelling of the related pedagogy, supporting the integration of the visual support systems, eliciting the appropriate communication from students and provision of support for students who were not demonstrating emergent play skills.

Formative assessment evidenced incremental improvements in student engagement and play skills acquisition and the value of collegial partnerships in supporting staff in the introduction of new programs.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	1,209,832
Revenue	5,249,968
Appropriation	5,217,442
Sale of Goods and Services	5,097
Grants and contributions	23,726
Investment income	3,703
Expenses	-4,676,350
Employee related	-4,507,554
Operating expenses	-168,797
Surplus / deficit for the year	573,618

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	3,736,094
Equity Total	170,935
Equity - Aboriginal	14,910
Equity - Socio-economic	141,025
Equity - Language	15,000
Equity - Disability	0
Base Total	849,255
Base - Per Capita	59,650
Base - Location	0
Base - Other	789,605
Other Total	165,478
Grand Total	4,921,762

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions on the levels of satisfaction from parents and teachers regarding the school. Their responses are presented below.

The school sought feedback on the joint parent/teacher development of students' personal learning plans and twice yearly reports on student progress. Consistent with previous years parents articulated high level of satisfaction with both the parent planning meeting, published student learning plans and the semester reports. Parents appreciated the opportunity to dialogue with teachers and to establish agreed upon individual goals for their child. Parents noted that reports were reader friendly and appreciated the additional photographic evidence attached to the report. Additional pre-meeting information was appreciated and established the expectations that the school would meet in relation to the consultation and personal planning process.

Parent levels of satisfaction exceeded our expectation in 2019 with the introduction of the KEPTME and class DOJO apps.

Teacher Feedback

On completion of planning meetings with parents in Term 1 staff conducted a SWOT analysis. Strengths, Weaknesses, Opportunities and Threats analysis to provide constructive feedback on the process and make suggestions for future work with parents.

Strengths:

- Process provided a full picture of the student and his/her home background and insight into students' behaviour at home
- Use of the one-page student profile developed prior to meeting provided a positive introduction to the meeting
- Face to face meetings establish a good platform for positive communication with parents
- Joint goals were functional and meaningful
- Good professional learning lead up to joint meetings through a review of interview strategies and meeting formats and a comprehensive profile of and family and student needs.

Future Directions From The Staff Review:

- Additional time to be allocated for dialogue with parents regarding their child's learning and long term planning.
- Strengthened processes to increase parent awareness and active participation in the planning process for 2020 planning and reporting rounds.
- Increased inclusion of therapists in the planning and facilitation of joint teacher/parent /therapist input in students' personal learning goals.

An end of year qualitative and quantitative review of the therapy services visiting Halinda school provided impetus for the development of a new integrated therapy model to be explored through an action research project in 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

Multicultural and anti-racism education

The implementation of multicultural education at Halinda school is grounded in a robust culture of mutual respect and acceptance, a vision of a connected community and value for the individual gifts and wisdom that each community member brings to a shared learning ground.

A robust multicultural policy has supported initiatives for the school community that comprises 47% Language Background Other Than English (LBOTE).

The school has ensured the understanding of the many cultures that make up Halidna community are understood and embraced within classroom and whole school initiatives through contextualised curriculum focuses in 2019. Students engaged in experiential learning activities involving the artefacts, food and dances of the varied cultures represented within the Halinda community.

An Aboriginal community member mentored our high school students and performed with them at our community functions including our NAIDOC celebrations.

Student diversity and harmony has also been forged through our Positive Behaviour for Learning program where social inclusion and social skills for interaction are taught explicitly on a daily basis.

Our staff profile reflects the high level of community diversity and staff have contributed significantly to the cohesiveness of community with their cultural rituals and participation on school open days. Our anti-racism representatives have had a sensitive and keen eye on the welfare of the school community.

Other School Programs (optional)

Technology for Teaching and Learning

2019 has been a significant year for the use of technology tools for professional learning and the growth in technology

resources and equipment across the school.

A review of classroom resources highlighted the value of interactive white boards for engaging students with learning content. As a result the school renewed 50 % of school classrooms with new touch screen technology. The school also increased subscriptions to online learning designed for complex learners to complement the school's technology upgrades.

All classrooms had an upgrade of desktop computers via the Department of Education eT4L program. Staff have been allocated laptop computers for administration, professional learning and develop lessons and teaching resources. These units have been supplied as part of a department of Education technology pilot program across selected schools aiming to assess school and staff needs in the area of technology for teaching and learning.

The continued development of differentiated curriculum across the school has been strongly supported by the access to a shared online learning hub on the school's intranet. This is a highly valued contribution from the school technology coordinator.

Student Leadership

The School Representative Council (SRC) developed a strong persona with the school community during 2019, as a result of expert leadership within the Positive Behaviour for Learning Team (PBL), where marketing of the whole school program was accompanied by effective explicit teaching strategies visible in school assemblies and classrooms.

Dedicated time for SRC leadership development and identified roles within the school have been powerful tools for student empowerment and the release of personal competencies.

Students have enjoyed leading assemblies, planning fundraisers, running student 'un-day' activities and supporting younger students in classroom programs.

The PBL program and the SRC activities have been a significant part of our school wellbeing program and we have noted growth in our senior students' respect and responsibility when working with staff and peers.

Stand Up Art:

In an offsite purpose-built art gallery, Halinda staff worked collegially with professional artists and drama specialists to implement a program that nurtured self-awareness, confidence and social emotional skills through the creation of artworks and drama activities.

Staff evaluation of the program netted high levels of satisfaction and learning from the artists in practice. Students attending demonstrated increased confidence and self-expression during drama lessons and the associated production of quality art works.

Generalisation of learning from this initiative has been evidenced in the replication of the program back at Halinda, where attending staff and students became mentors to new staff and peers. These genres have lent themselves perfectly in meeting the emergent adolescents' need for a voice to express their views and feelings.

This program will contribute strongly to the Social Emotional Learning program and SRC leadership programs in 2020.

Dance

In an effort to increase students' levels of active participation in physical activity the dance program has been embedded into fitness at our morning high school assemblies. Dances have been programmed across a broad range of genres and cultures and students have enjoyed the upbeat start to each day.

Dedicated dance instruction, through special interest groups, has fostered skills development and empowerment of student competence and confidence. A representative school dance troupe participated in school community events and eisteddfods in 2019.

Music

Drumming remains a popular component of our performing arts program, incorporating primary and high school drumming groups.

The drumming sessions compliment our endeavours to encourage responding skills and following rhythms that underpin self-regulation and classroom instruction.

Key word signing is a well-used strategy for students developing emergent communication skills. This effective communication strategy has been extended to provide students with a voice for effective participation in the school choir.

Signing has become one of the 'special interests' programs and a very talented group of key word signers have been trained for school and community performances.

Choir organisers have mentored a number of student choir leaders who are delighted to front the group at school and community performances.

School Sports

Participation in the Department of Education (DOE) Sporting Schools' program has continued to expand sports and students' active participation across the high school sector.

The program provides qualified sports coaches who work with our staff instructing students in a broad range of games skills including tennis, volley ball, cricket, golf, rugby league, soccer, judo, gymnastics and athletics. Skills development has been generalised across special needs 'Come and Try' days and inter-school competitions. Students have also increased their active participation by enrolling in the Premier's Sporting Challenge.

In 2019 senior students were tracked on the DOE Physical Literacy Continuum.

In the domain of Locomotor skills student groups improved their ability to perform games skills, whilst a number of students demonstrated their ability to refine and combine skills in dance performances and team games competitions.

In the domain of Motivation and behavioural skills students demonstrated motivation to sustain participation and a small percentage of students developed an understanding of the value of daily exercise for their health and wellbeing.

In the domain of personal and social attributes safe play became more evident and a significant number of students demonstrated positive cooperation and mutual team support and recognition of the achievements of peers during combined school competitions and organised sports days.

Examination of daily incident data revealed that the referrals for this cohort of students significantly reduced during sports programs and representative sports and arts activities.

The school will explore this pattern in 2020 and attempt to draw stronger links between the sporting and creative arts programs in the development and maintenance of self-regulation and positive social skills.

Parents of school leavers in 2020 will be encouraged to continue their young-adults participation in sports and the arts in their post school occupation for 2021.