

2020 Annual Report

Halinda School



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Introduction

The Annual Report for 2020 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 2020

The global COVID 19 pandemic 2020 has been an unprecedented year presenting challenges across economic, educational and social /emotional domains within our community. My heartfelt thanks to teachers, support staff, parents and carers who have supported us through stressful times and helped us to maintain a safe and healthy school throughout the height of the pandemic.

Our 2020 school Report pays tribute to a resilient and talented team of teachers and support staff who have maintained learning continuity throughout 2020 and an amazing group of students who have brought energy and joy to our learning ground on a daily basis. A pictorial "Learning In Action School Report " was published by the school to celebrate the continuity of learning and achievements over 2020. This was utilised as a basis for parent consultation for the 2021-2024 Strategic Improvement Plan. The report 'Learning in Action', will be on our web site for further reference in 2021.

In 2020 the changing demographic from primarily high school enrolments to growing numbers of early learning students has continued. In 2021 we will service eight classes of early education/primary classes. Our continuing journey of ongoing professional learning and the development of innovative classroom environments and resources has facilitated evidence based pedagogy and nurturing engaging learning environments for our new enrolments.

In 2020 our year11and12 staff and students were restricted in their community transition to post school work and community participation programs. I would like to take this opportunity to thank parents, staff and students who pulled together to make community connections and links with the National Disability Insurance Scheme (NDIS) to secure funding and placements for 2021.

2020 has heralded in the completion of our 2018- 2020 school plan and I look forward to sharing our cumulative achievements over the last three years within this annual report.

Term four easing of COVID19 restrictions enabled the return of Sporting Schools programs, community work education programs and year 12 graduation and end of year awards activities. These were all planned strategically under the COVID19 Department of Health regulations. We thank the school community for their cooperation and support during these initiatives.

I congratulate and thank the amazing Halinda team. It is a privilege and pleasure to work with professionals, both teaching and support staff, who have continually demonstrated high professional standards and expertise. Their ongoing commitment created a vibrant learning ground where students were able to connect, enjoy learning and achieve personal goals during the COVID19 period.

Jan Eccleston

School vision

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 2021-2024 with the school applying a stronger focus on students' personal learning plans, transition planning, relevant curriculum development and the implementation of evidence based programs to enhance the emotional wellbeing and engagement of students .

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>

Self-assessment and school achievement

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 demonstrates continued **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 continues to prioritise cultural development to support a strong student centred focus with high aspirations for learning. In 2020 the school prioritised professional learning for student wellbeing to support the cognitive, emotional, social and physical wellbeing of students. Collegial support and program sharing 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 achievement and future learning goals. A significant number of students consistently performed at high levels on internal school performance measures.

Future Directions

Department of Education changes in school self-evaluation and ongoing school improvement led to the introduction of the School Situational Analysis and Strategic Improvement Plan development.

The school findings in the self -analysis identified improvement targets in the following areas.

Learning: Development of learning progressions, transitions and continuity of learning in social /emotional domains and language/communication K-12. Learning progressions will be accompanied by robust assessment tools to track student growth and acquisitions in improvement targets.

Wellbeing: A continuing focus on planned welfare approaches to strengthen parent support and a tiered approach to the mitigation of identified risk factors to increase student learning.

Curriculum: Strengthened differentiation of learning programs to meet students' individual and complex learning needs. Moving forward with the 2021 NESA curriculum review the school will conduct an internal review of current curriculum delivery K-12.

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 and behaviour management. Well planned teaching was consistent across the school, with a strong presence of the Positive Behaviour for Learning program, 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 were identified and addressed through teacher's Performance Development programs and planned professional learning programs delivered across the school year.

Future Directions:

Effective Classroom Practice: Differentiating programs for the diverse complex needs of students will be enhanced to increase student engagement. Strengthening Trauma informed practice to enhance wellbeing and engagement will become a strong focus in the 2021 professional learning plan.

Data and Skills Use: Evaluation of teacher programs and assessment will be utilised to evaluate Data Skills and Use and its impact on of student engagement and acquisition of communication skills

Professional Standards and Learning Development: Devolved instructional leadership across the school will be a continuing priority within our 2021-2024 Strategic Improvement Plan. The increased school flexible funding for Schools for Special Purposes (SSP) and Quality Teaching Support will be utilised to strengthen differentiated learning across our K-12 cohorts. A strengthened focus on mentoring, 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 SSP alliances, therapists and medical personnel

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 Management Practices and Processes and School Resources. The school is **sustaining and growing** in the areas of Educational leadership, School Planning, Implementations and Reporting.

The school 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 analysis from the annual school self-evaluation that demonstrates a continuous improvement mindset.

Future Directions

Educational Leadership: With increasing student complexity and recruitment of beginning teachers, building instructional leadership capacity in coaching and mentoring will be prioritised within the leadership professional learning calendar to ensure a sustained culture of effective evidence based teaching and ongoing improvement so that every student makes measurable learning progress and growth.

School Planning and Implementation: Leading the 'Excellence In Action' changes in school evaluation and planning will require strategic planning from the leadership team and discerning change management practices within the school. Leadership will systematically and regularly monitor a range of indicators to gauge the impact of its plan and to inform changes to the implementation that supports its ultimate success.

Management Practices:

The Leadership team will be responsive to school community feedback and endeavour to evaluate systems and administrative practices to ensure their effectiveness.

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

An amended comprehensive strategic school/community wellbeing plan was developed to address the emerging COVID19 pandemic. The plan included identification of 'at risk' students and their families, referrals to support services, delivery of food packs, phone and communication apps to maintain home/school contact, 'learn from home packages' and an online learning hub with links to learning activities K-12.

The school remained open for parents who chose to send their children to school during COVID19.

Daily data was collected on student behaviour and engagement to track students at risk and orchestrate wrap around services to support students and families.

With limitations on parent face to face meetings in schools, staff contacted parents via phone to ensure that students' personal learning goals were established in collaboration with their parents and carers.

With external training courses closing down and restrictions on whole school professional learning activities a suite of grade specific online professional learning initiatives supported staff in their specific areas of interest and need.

Staff focused on additional wellbeing initiatives differentiated across K-12. These initiatives involved additional play based learning and self-regulation programs in the primary sector and increased physical activities and social /emotional learning activities in the high school sector.

Staff have developed an effective bank of strategies that have been utilised systematically in morning meetings and classroom programming. The culmination of the past three years learning around wellbeing and engagement, combined with the Department's new Behaviour Strategy literature has been utilised to develop a draft 'Wellbeing Framework' for community consultation when school opens up to face to face community consultation meetings in 2021

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)
An evaluation by staff of the online learning strategy netted high levels of staff satisfaction.	\$14,767: 0.135 QTSS FTE Additional teacher release mentoring staff

Progress towards achieving improvement measures

Staff 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.

Staff self-care and building of social and professional capital enhanced the collegial relations within the school and the adoption of the premise that 'we all own' the students in our care each day and supporting each other being an essential in the COVID 19 season.

The trials and anxieties surrounding the COVID 19 season and school endeavours to support staff, student and parent wellbeing has been evidenced in positive, respectful relationships and resilience within the Halinda community

\$46,000: Wellbeing -hydrotherapy

Funding Sources:

- Quality Teaching, Successful Students (QTSS) (\$14767.00)
- 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>In 2020 a comprehensive School Situational Analysis, encompassing parent consultation was undertaken. The process included a review of the school wellbeing professional learning 2018-2020, a school wellbeing self-analysis utilising audits from the Australian Student Wellbeing Hub and the Department of Education NSW Student Wellbeing Frameworks as well as an analysis of daily student behaviour and engagement data. This data analysis informed the development of a School Wellbeing and Student Support framework draft for school and community consultation in 2021. The school received high levels of parent satisfaction and endorsement of our wellbeing endeavours and our personalised programs for students. Parent levels of satisfaction are included in the annual report</p> <p>An analysis of behaviour statistics across 2018/2019/2020 Daily formative data on student behaviour indicated low levels of persistent weekly referrals across the year. This data pattern highlights the impacts of the equity funding utilised to provide additional learning support officers, a positive, trauma informed care culture, strategically planned playgrounds with active sports engagement, explicit teaching to students individual wellbeing and behaviour goals and the delivery of differentiated programs at students' instructional levels ensuring quality engagement and learning outcomes. Comparative data over the three year period presented the same stable trends. It was noted in the analysis of data sets that during reduced attendance in 2020 students with diagnosed mental health disorders , including Attention Deficit Hyperactivity Disorder and Oppositional defiance Disorders demonstrated improved self-regulation, higher levels of wellbeing and enhanced relationships with staff, due to smaller class numbers and additional support staff available.</p>	<ul style="list-style-type: none"> • Online learning courses • Grade team project development • Third party providers student programs including artists and drama specialist working with school staff implementing programs incorporating social and emotional literacy and resilience building and sports for wellbeing and self-regulation • Two additional SLSO positions Learning and engagement \$92,000 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$92000.00)

Next Steps

Focus for 2021-2024 :

- Positive Wellbeing for Learning
- Social Emotional Learning years 7-10

Initiatives :

- Deliver 'High Impact' professional learning for whole school wellbeing
- Multi tiered approach to student interventions
- Differentiated wellbeing and social, emotional learning programs

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 continued to foster a culture of collaboration and shared program development across school programs K-12.

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

With the forecasted increase in early education enrolments in 2021 play based programs utilising scaffolded visual scripts and modelled instructional sessions have been extended for kindergarten / year 1 students. The analysis of data 2020 verified the efficacy of these programs in facilitating self-regulation and play skills in our early learners.

With an increase in complex needs learners in our junior /primary cohort TEACCH pedagogy has been increased in classrooms to facilitate effective learning skills and engagement for early learners.

STEM pedagogy implementation has continued to be implemented and has netted positive engagement outcomes for students K-10. The 'hands on' learning resources have enhanced student engagement and provided opportunities to develop teamwork skills and high levels of social interaction.

Emerging, with successful outcomes has been the introduction of social /emotional literacy in high school cohorts. This has been coupled with additional sessions of high physical activity across the week. Outcomes have been noted in improved social engagement and wellbeing in students.

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

Progress towards achieving improvement measures

Process 1: Team approaches for curriculum differentiation and adaptation of evidence based programs to increase student engagement and student learning outcomes.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>External funding and teacher participation in valued DET funded 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 in online courses provided a solid evidence base for team leadership in curriculum planning and implementation. Subsequent collaborative program development has provided a rich online differentiated curriculum framework for students K - 12..</p> <p>Teacher reports and team leader evaluations substantiate the student outcomes in the following areas:</p> <ul style="list-style-type: none"> • Increased levels of student engagement and task perseverance • Development of positive classroom learning skills and social interaction • Incremental improvements in students' functional communication • High school students undertaking the STEM programs demonstrated increased task collaboration and problem solving skills 	<ul style="list-style-type: none"> • Evidence - based literature: School change and effective leadership • Teacher workshops: School Team Leadership groups. • Action Research Project to implement Team leader's projects. • Staff and parent collaborative development of students ' personal learning plans \$31,488 • 0.135 QTSS \$10,169 <p>Funding Sources:</p> <ul style="list-style-type: none"> • Professional learning (\$31488.00) • English language proficiency (\$10169.00)

Process 2: Staff collaboration to develop learning resources and programs to increase student engagement and learning outcomes K-12

Evaluation	Funds Expended (Resources)
<p><i>Current Status Student Communication Progression Assessment Across the school</i></p> <p>A variety of assessments for communication are being utilised across the school .</p> <p>Continuity in communication assessment and ongoing programming varies across the school and reduces further when students move into high school and transition years, with a focus on community activities and broader Life Skills curriculum.</p> <p>As the school experiences the enrolment of very complex learners with significant ongoing challenges in communication and associated impacts on student self-regulation social functioning and behaviour a coordinated whole school approach is critical and comprehensive learning progressions essential for systematic instruction across students' school life.</p> <p>There is an ongoing high use of photographs and visual symbols, PODDS, work schedules and choice boards across the school. Evaluation indicates that communication supports need to be more individualised and tailored towards functional communication systems for students as they transition into community programs and work places.</p> <p><i>Current status of curriculum implementation across the school :</i> There is a high degree of collaboration and group implementation of curriculum activities across the school. Formal as well as informal leadership is driving this practice. Successful curriculum implementation is facilitated through high levels of 'hands on' learning activities, combined class groups and high levels of personnel support to ensure successful student engagement</p> <p><i>Programs that are netting high levels of student engagement and learning outcomes</i></p> <ul style="list-style-type: none"> • Early Education 'Play Based Learning" programs • TEACCH structured teaching programs in primary and high school • Employment of trained coaches through the 'Sporting Schools' program where coaches modeled explicit teaching practice for staff and energized class groups. • STEM programs that have benefited from expert leadership and 	<p>0.2 Mentoring Building teacher capacity: Assessment and goal setting communication</p> <p>Professional learning and mentoring :Evidence based programs: \$15,000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$15000.00) • English language proficiency (\$21877.00)

Progress towards achieving improvement measures

development of a comprehensive bank of engaging 'hands on' learning resources and learning progressions.

- Stephanie Alexander Garden Kitchen program providing pre-vocational skills training and provision of a meal time skills program for primary and high school classes.
- The SRC Leadership and PBL program, providing leadership training for senior students and explicit teaching of pro-social skills across the school.

Next Steps

Focus for 2021 -2024:

Student Growth and Attainment : Acquisition of communication Skills and life skills competencies as students move through their stages of schooling.

Initiatives:

- Data Skills and Use
- Instructional leadership to build teacher capacity
- Students' individual learning programs

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

2020 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. In addition, the school facilitated the transition of fifteen students into community placements, where parents were similarly concerned about the service provisions to ensure the future of their young adult entering post school community life. Leadership committed to building strong connections and partnerships to support parents in these critical transition phases.

The school recognised the critical importance of partnering with the National Disability Insurance Scheme (NDIS), allied health providers and privatised disability services to support the development of foundation skills for early learners and the development of key competency skills for students graduating into post school services for recreational and vocational placement. The school continued to develop community partnerships within an Action Research Model to capture the empirical data that would evaluate the efficacy of our partnership initiatives. A comprehensive strategy for community partnerships continued to be shaped around the following elements: critical information, forum, support strategies, both group and individuals and feedback systems including the school, parents and community service providers.

Progress towards achieving improvement measures

Process 1: Building and strengthening partnerships between the school community and the National Disability Insurance Scheme (NDIS) to facilitate increased outcomes for students both within their school years and forward to post school placements.

Evaluation	Funds Expended (Resources)
<i>Review of school therapy services and collaborative practice at Halinda School::</i>	<i>Targeted Professional Learning was the cornerstone of the initiative. The 2020 program included::</i>

Progress towards achieving improvement measures

Working closely with an identified service provider, funded through the SSP Flexible Staffing funds, has facilitated shared understanding and agreed upon goals and interventions for identified students entering the Early Learning Program

Joint parent, teacher and therapy collaboration has enhanced the focus on student's complex needs and joint decision making on 'best fit' educational interventions.

Remediation programs and strategies have borne fruit in the incremental progress of students as substantiated by therapist formative and summative assessments and teacher summative school reports. .

2019/2020 project evaluations involving both teaching staff and therapists have identified benefits in their work satisfaction and outcomes for students in sharing planning and joint instructional programs. Both school and NDIS personnel committed to extend the model to 'in class' work with students and teachers in 2021.

Preliminary action research model evaluations indicate that working towards the Key Worker-Integrated School Therapy model for our early education complex learners is proving to be a more productive, cost benefits model.

- School developed policy and 'best practice' document "Working Partnership

- Parents as partners professional learning workshop featuring analysis of student and parent profiles, strengths risks, concerns, support needs, interview skills for working collaboratively to establish students' Person Centred Learning Plans (PCLP)

- Collaboration between teachers and therapist : Teaching critical communication skills. Developing and implementing formative and summative assessments. Operational funding Curriculum \$10:000

- Integrated school/therapy model:

- Mobi-Care Allied Health \$27,399

- Additional learning support: SLSO \$10,000

Funding Sources:

- Operational Funding (\$10000.00)

- Flexible SSP Staffing Funding (\$27399.00)

- Flexible SSP staffing (\$10000.00)

Process 2: Building strategic alliances with Government and Non-Government organisations to:

Broaden students' experiential learning opportunities.

Increase the generalisation of students' skills into community programs to support their transition from school to 'quality life style' options .

Utilise funds from the SSP Flexible Staffing methodology project to support student transitions to community work and recreational programs.

Evaluation	Funds Expended (Resources)
<p>Despite the closure of access to community service providers from week 3 in term 1 until late term 4 2020 the school continued to maintain remote contact with post school service providers, families and NDIS.</p> <p>The critical need to maintain open communication and ongoing planning with parents was maintained through zoom, telephone and email contact and the provision of audio-visual information around services that would match transition student's needs in their post school placements 2021. .</p> <p>For students who had very high needs in relation to their disability and challenges with behaviour, personal parent appointments were made out of hours and transition activities were established with services after their current permanent clients had finished for the day All students were allocated placements before the school concluded for the year.</p> <p>Our evaluations with parents and stakeholders provided high levels of positive feedback on the collaborative partnerships and the goodwill demonstrated by services and school staff for the successful placement of students. A strong foundation with community has flourished and the school values this strong bridge to successful placement of students into quality life options.</p> <p>A stunning in-school, COVID 19 regulated Graduation Dinner and Presentation Evening was conducted in the school garden .</p>	<ul style="list-style-type: none"> • Life Skills HSC Curriculum • Community service providers , NDIS • Strong family support and confidence in school personnel • Principal Support: School community NDIS links \$37,678 <h3>Funding Sources:</h3> <ul style="list-style-type: none"> • Principal Support (\$37678.00)

Next Steps

Focus for 2021-2024

Building strong collaborative partnerships with community to support critical transitions to school and to post school recreation and work options

Initiatives:

- Extension of the School Integrated therapy model .
- Strengthening working partnerships with post school providers to ensure enhanced "Quality of life" outcomes that sustain inclusion over adult life span.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>Professional Learning units including Aboriginal Histories and Cultures. Turning Policy into Practice.</p> <p>Local Aboriginal community leader as mentor to students in Aboriginal Education activities</p> <p>School PBL program activities</p> <p>Aboriginal mentor for students \$13800</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$13 800.00) 	<p>Strengthened personal learning plans for students.</p> <ul style="list-style-type: none"> Prior to attending planning meetings opportunities for 'student voice' was considered a priority, particularly for students in the transition from school to community. Additional support was provided to facilitate parental access to the National Disability Insurance Scheme (NDIS) to ensure funding for additional services and links to post school placements. Additional funding provided teaching resources, additional learning support for skills acquisition within the school and community programs. Our local Aboriginal mentor facilitated the development of skills in cultural dance, costume and rituals that culminated in a spectacular performance at our annual NAIDOC. celebration day.
<p>English language proficiency</p>	<p>Employment of an approved NDIS Music Therapist</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$10 169.00) Quality Teaching, Successful Students (QTSS) (\$4 000.00) 	<p>Although the program was disrupted by COVID 19 restrictions students demonstrated incremental improvement in the identified learning outcomes of the program</p> <p>Key factors connected to student outcomes were linked to:</p> <ul style="list-style-type: none"> Joint teacher therapist goal setting and program implementation with opportunities for teachers to generalise target skills into classrooms programs. Explicit instruction supported by the classroom teacher and school learning support personnel. <p>The professional skills of the therapist</p> <ul style="list-style-type: none"> The well-paced, explicit instructions Provision of choice and agency for students.
<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> "What Works Best " publication from the Centre for Education, Statistics and Evaluation. Google Apps for joint program development and collegial discourse. Grade Zoom workshops for teacher development: Students' learning from home packages. Grade specific online learning programs.. STEM pedagogy, student wellbeing strategies and programs, staff wellbeing, ROCC (Road Map of Communicative Competence training) Assessment and Learning progression framework. QTSS funding ditributed across the Strategic Directions 1 and 2 <p>Funding Sources:</p>	<p>The 2020 QTSS program focused on the implementation of evidence based programs, strengthening the partnerships between parents /caregivers and increasing teacher collaboration through coaching and mentoring to build teacher capacity.</p> <p>COVID19 social distancing for school staff complicated coaching and mentoring practices. Utilisation of Google Apps for joint program development and zoom for connections to classroom programs and partnering in joint lesson implementation ensured teachers maintained their collegial professional development activities.</p> <p>Staff were able to connect across classrooms for lead teacher activities and shared learning experiences. These activities were well received by staff and students.</p> <p>Classroom teaching activities and short teaching segments were uploaded to our Learning from Home Hub.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$152 000.00) 	<p>Our virtual participation of the school signing choir in the Blacktown Council Disability Day Celebrations was streamed for staff and parents in 2020 maintaining our strong school, community and home connections.</p>
<p>Socio-economic background</p>	<p>Additional School Learning Support for student engagement and wellbeing</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$128 885.00) 	<p>To monitor the effectiveness of our funding expenditure daily behaviour and wellbeing data was systematically collated, analysed and published to staff at weekly welfare meetings.</p> <p>Further evaluation was provided by bi-annual reports to parents on student achievement in their personal learning goals.</p> <p>In 2020 our student risk register identified 34% of our Halinda cohort as being of significant risk of learning failure and behaviour incidents on a regular basis. Daily data analysis demonstrated consistent trends of low levels of referrals per week across the past three years. This consistent trend in data is a result of a positive, trauma informed care culture, strategically planned playgrounds with active sports engagement, explicit teaching to students individual wellbeing and behaviour goals and the delivery of differentiated programs at students' instructional levels ensuring quality engagement and learning outcomes.</p> <p>Additional learning support personnel provided through Equity funding has supported student wellbeing, learning and engagement and hydrotherapy programs, resulting in a reduction in learning failure and enhanced student wellbeing.</p>
<p>SSP Supplement</p>	<p>Proposed: Program.</p> <ul style="list-style-type: none"> • Buy in mentoring 1 day per week \$30,000 • A community links executive 2 days per week \$60,000 • Employment of approved NDIS therapist for speech, occupational therapy and physiotherapy 2days per week per discipline \$100,000 • Additional Executive release \$150,000 • Additional teaching position \$84,000 • Additional SLSO \$60,000 <p>Funds Utilized: Total: \$ 171, 401</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • SSP flexible staff funding (\$84 000.00) • SSP Flexible Staff Funding (\$27 401.00) • SSP Flexible Staff Funding (\$60 000.00) 	<ul style="list-style-type: none"> • Whilst this program looked promising COVID 19 restrictions forced program closure. <p>Term 4 saw therapy teams return into schools, but proposed mentor participation was withdrawn due to vulnerability of the mentor during COVID 19 presence in NSW.</p> <p>The program was highly welcomed and promising in terms of expected outcomes. The school looks forward to revisiting this program in 2021.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	83	82	83	85
Girls	31	30	29	28

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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

All year 12 students attended school in 2020. In December 2020, fifteen Students graduated with a Higher School Certificate Life Skills. On graduation students were transitioned into National Disability Insurance Scheme funded programs focusing on school to work training or community participation

Year 12 students undertaking vocational or trade training

No students were eligible for further studies in vocational or trade training due to the impacts of their disability.

Year 12 students attaining HSC or equivalent vocational education qualification

All year 12 students graduated with a Higher School Certificate Life Skills.

The Life Skills course is ratified by NESA Board of Studies, Students' subject selection was guided by student and parental choices at school transition planning meetings .

Year 12 students also studied selected courses from the "Life Ready:" NESA syllabus for school leavers following consultations with the student and his /her parents or caregiver.

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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 imbedded 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 professional learning framework embraces both teaching and support staff in a range of online and face to face delivery of workshops and presentations, mentoring and coaching. Across school alliances were placed on hold due to COVID19 social distancing. New staff were inducted into special education pedagogy through classroom observation followed up with undertaking small group instruction under guidance of the teacher

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

In 2020 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.

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.

The professional learning endeavours are testament to the high levels of social and professional capital amongst the Halinda team

In 2020 all staff maintained their mandatory training and accreditation requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,783,450
Revenue	5,909,109
Appropriation	5,879,591
Sale of Goods and Services	7,396
Grants and contributions	20,974
Investment income	1,148
Expenses	-5,397,154
Employee related	-4,992,468
Operating expenses	-404,686
Surplus / deficit for the year	511,955
Closing Balance	2,295,405

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	174,732
Equity - Aboriginal	13,801
Equity - Socio-economic	150,762
Equity - Language	10,169
Equity - Disability	0
Base Total	4,777,168
Base - Per Capita	61,141
Base - Location	0
Base - Other	4,716,027
Other Total	689,311
Grand Total	5,641,212

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 2020, the school sought the opinions on the levels of satisfaction from parents and teachers regarding the school. COVID 19 prevented face to face meetings with parents. High levels of commitment from both parents and staff facilitated meetings via the internet or phone to collaborate on students' personal learning goals.

A parent survey formed our major consultation for our 2021-2024 School Situational analysis and Strategic Improvement Plan. *The comprehensive survey results can be found on our web site*

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.
- It was noted also that reports were reader friendly and the additional photographic evidence attached to the report was very much appreciated.
- Additional pre-meeting information was appreciated and established the expectations that the school would meet in relation to the consultation and personal planning process.
- Parents recorded high levels of satisfaction, endorsing a full range of communication that included KEPTME class DOJO. and emails. Parents continued to strongly endorse the effectiveness of the daily take home communication book.

A summary of parent comments: *What are some of the things you like about Halinda School ?*

- Inclusion, understanding, compassion.
- Great teachers and principal, rewards and recognition for students.
- The school provides excellent support for our child. Teachers do a good job providing activities and therapy sessions for our child.
- The teachers are beautiful, dedicated and trusted
- A friendly welcoming school
- The friendly faces of staff
- Every staff member seems to know students and are always helpful and cheerful.
- Excellent inclusion, respect and safety
- I love the interaction of teachers with students is very outstanding
- The staff and school activities and the school organisation
- Parent concerns are always addressed-great support from principal and staff
- Staff friendliness and devotion to students. My son loves coming to school.
- Levels of support from staff for students - I am very thankful to staff.
- Supportive teachers and daily communication

Levels of teacher satisfaction with student planning meetings - strengths

- Process provided a full picture of the student and his/her home background
- Insights into students' behaviour at home
- Use of the one page student profile developed prior to meeting provided an informed start to the meeting and set an effective platform for positive communication with parents
- Consistent proforma across grades was considered very useful for learning continuity.
- Joint goals were functional and meaningful
- Whole school and grade team meetings provided effective professional learning lead up to parent meetings.

Future Directions

- Staff would like to have additional time to dialogue with parents regarding their child's learning and long term planning.
- Parent awareness and higher levels of active participation and decision making in the planning process has been noted for 2021
- Encouragement for higher levels of parent input into students' annual review and plans moving forward to transition for students in years 10, 11, 12.
- Stronger inclusion of therapists in the planning and facilitation of joint parent /teacher/therapist planning

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.

Halinda School recognises and promotes the strength, diversity, ownership and richness of Aboriginal cultures and Custodianship of Country through the outworking of the Aboriginal Education Policy within the school through professional learning programs, official school ceremonies, teaching and learning programs, professional connection with local Aboriginal mentors and strong collaborative partnership with students and families with Aboriginal backgrounds. The development of personal learning plans that are steeped in high expectations, culturally appropriate and relevant to students' current and future learning pathway are an annual priority.

Halinda students and staff look forward to and appreciate working with our community Aboriginal mentor annually to deliver Aboriginal culture and history programs including creative arts programs leading up to our community open days including our multicultural celebrations and NAIDOC day activities.

In 2020 staff participated in the Aboriginal Histories and Cultures and Turing Policy into Practice professional learning suite to assist with the implementation of learning programs and leading of teaching and learning for all students, including students with Aboriginal background.

The signing of the partnership agreement 'Walking Together, Working Together', between the NSW Aboriginal Education Consultative Group and our local principal's network has brought deeper meaning and significance to the work of furthering the Aboriginal Education Policy and programs within our school in 2021.

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.

Leadership plays a critical role in the promotion of cultural diversity and equity, ensuring that

- Every student has access to high-quality public education
- The community respects diversity and the views and contributions of others.
- School/community members are committed to treating people fairly

Leadership has a responsibility to model behaviours that:

- Build relationships based on transparency, honesty and mutual respect
- Supports all school community members
- Respects others' expertise, experience and points of view
- Listens with an open mind

Our antiracism Policy fosters

- Culturally inclusive and culturally safe classrooms that enable students from all cultural backgrounds and communities to identify as Australian, within our democratic multicultural society and enhance harmony within our school.
- Inclusive practices to connect and consult across all aspects of the school community.
- Ongoing professional learning and forums for reflection and dialogue around school culture and climate in terms of staff harmony and equity for all community members.
- Transparent election of a school Anti-Racism Contact Officer (ARCO) who provides a point of reference for those who seek information or assistance in terms of school cultural diversity and fair treatment, complaints support and monitoring .

- The principal's responsibility for ensuring the anti-racism policy is implemented within the school and complaints regarding racism are dealt with in accordance to the Complaints Handling Policy.

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.

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

A robust multicultural policy has supported initiatives within the school community that comprises a significant population of language backgrounds other than English (LBOTE)

The school has fostered an understanding of the many cultures that make up Halinda community within classroom and whole school initiatives through a contextualised curriculum focus. Students engage in experiential learning activities involving the artefacts, food and dances of the varied cultures represented within our community.

Student diversity and harmony have also been forged through our Positive Behaviour for Learning (PBL) 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. They have contributed significantly to the cohesiveness of our community by sharing their cultural wisdom, connecting with parents requiring additional support and their strategic participation in school open days.

Other School Programs (optional)

Student Leadership The School Representative Council (SRC) developed a strong persona within the school community during 2020, as a result of motivated 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 in classrooms. Dedicated time for SRC leadership development and identified roles within the school have been effective initiatives for student empowerment and the emergence of personal competencies. Students have enjoyed leading assemblies, planning fund raisers, running student 'fun-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 seen growth in our senior students' respect and responsibility when working with staff and peers.

Drumming remains a popular component of our curriculum delivery, incorporating primary and high school drumming groups. The drumming sessions complement our endeavors to encourage active participation and following directions that underpin self-regulation and classroom learning skills.

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 active participation in the school choir. Signing has become one of the school's 'special interests' programs and a very talented group of key word signers have been trained for school and community performances. Choir organizers have mentored a number of student choir leaders who are delighted to lead the group at school and community performances.

School Sports Participation in the Department of Education 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 loco-motor and games skills including tennis, volley ball, cricket, golf, rugby league, soccer, judo, gymnastics, and athletics. In 2019/2020 senior students were tracked on the Physical Literacy Continuum. In the domain of Loco-motor 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 sports 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, mutual team support and recognition of the achievements of peers during combined school competitions and organized sports days.