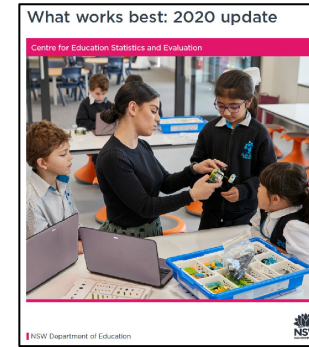




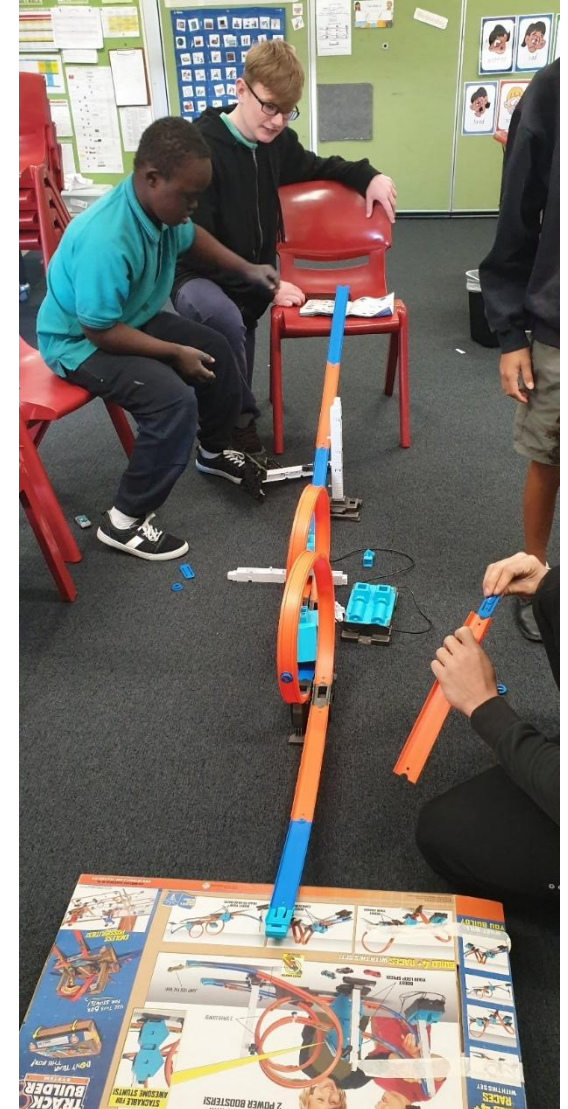
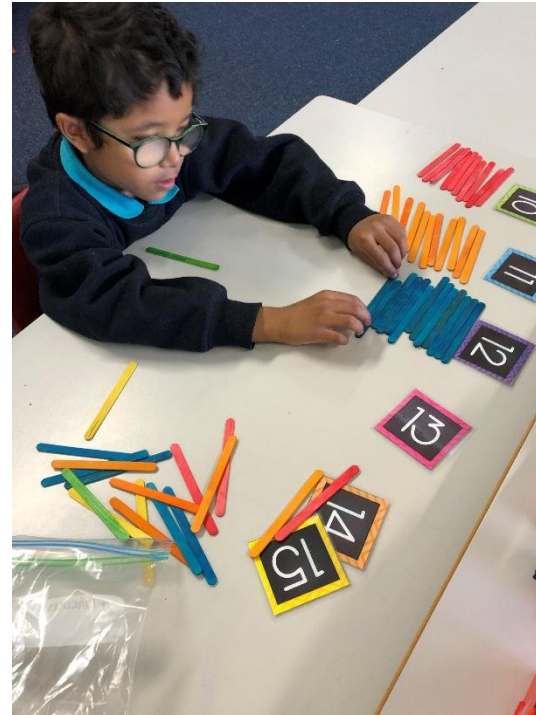
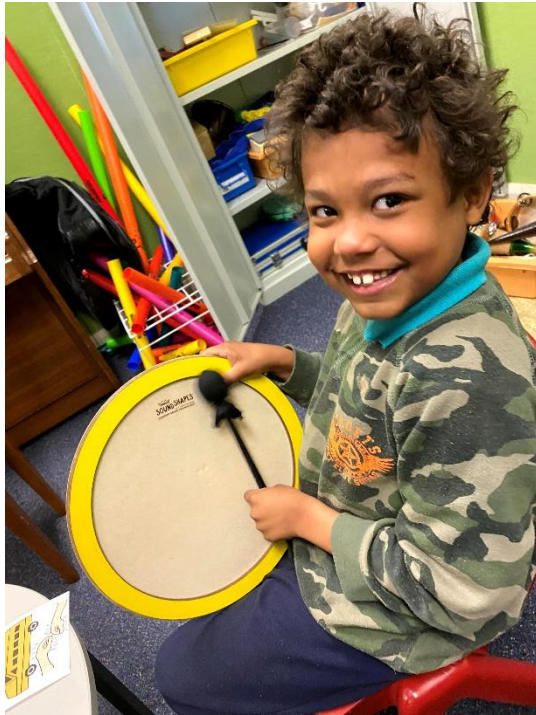
Learning In Action

'What Works Best'



2020 – Parent Report

A Year to Remember
COVID19



What works best: Evidence-based practices to help improve NSW student performance was an early publication of the newly established Centre for Education Statistics and Evaluation (CESE). Succinctly laying out the research for seven of the most effective practices in education, What works best quickly found a wide audience among NSW educators. Over the intervening years it has remained popular and well-used, providing an accessible point of entry to the evidence on effective teaching practices.

Dear Parents/Carers ,

I am proud to present our 2020 Report to you. It has been an unprecedented year that has provided challenges that we have never faced before . My heartfelt thanks to you 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.

This Parent Report pays tribute to a resilient and talented team of teachers and support staff who stayed focussed and maintained learning continuity throughout 2020 and an amazing group of students who have brought energy and joy to our learning ground.

We may have had to close the gates and stay onsite, but it did not deter staff from maintaining learning engagement.

We have missed your presence at our special learning days, assemblies , parent support groups and our resource maker's days

I look forward to 2021 where we can welcome you back home to Halinda for a busy year of change and increased parent participation in student planning and programs.

Our Key Commitments During COVID 19

Individualised learning plans

Every student will have individual learning and support plan developed in consultation with parents /carers

We were able to consult with parents, many via telephone to ensure we were of one mind with you on your child's priorities. 97% of our families participated in the development of their child's individual learning and support

Your child has been working steadily through his /her individual learning plan. Teachers are assessing progress that will be noted in the end of year report

Student Wellbeing

All students will have a personal wellbeing goal . Every student will be known and cared for.

During COVID19 we have maintained a relentless focus on whole school wellbeing. We have offered additional welfare support across the school and individual learning support where required.

Every student has had a personal wellbeing goal and you will find information around your child's emotional development and personal growth in the end of term report

Supported NDIS therapies

We will support students' individual therapists within the school to ensure critical supports are available on a continuing basis

In 2020 we hosted 20 companies who provided therapy supports to students. In addition the school conducted an Integrated School / Therapy model to extend services to students in the areas of physiotherapy and speech pathology.

We would like to strengthen our partnership with parents our NDIS therapists and look forward to your feedback on how we can all work together more closely

Transition post school services

The school will partner with parents and service providers to ensure a smooth transition from school to community programs

We have been very active in building additional support for parents with their transition to Post School Services for their young adult. Support for negotiating quotes for NDIS funding , visits to service providers and actioning transition plans and orientation into new NDIS funded programs has been facilitated by the school in 2020.

In 2021 we will continue in to strengthen community connections and access to NDIS post school services and therapy support

High Expectations:

fundamental to building a scaffold learning tasks to

At Halinda ensuring students are challenged and engaged is a culture of high expectations. Teachers differentiate the curriculum and accommodate students' instructional levels.



**We
Reach
High !**

Positive Partnerships with the school, parents and their NDIS funded services are critical for planning students' **personal learning and support plans** to ensure high expectations, ongoing progressions in learning and the development of functional independence.

High Expectations

We Can !

We recognise that a culture of high expectations must start early and be maintained throughout schooling for all students. This is very important for our students. If we don't hold high expectations and promote students' independent living skills they may develop "learned helplessness", be dependent and lack confidence and agency in their adolescent and adult years.



Explicit Teaching

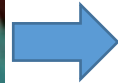
Coles Online Purchases for Term 3 Food Technology

Integrating Science, Maths, Literacy , Food Technology

We Understand We learn



Explicit teaching practices involve teachers clearly explaining to students why they are learning something, how it connects to what they already know, what they are expected to do, how to do it and what it looks like when they have succeeded. Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback



Connecting integrated learning experiences to essential functional life skills for independence

Wellbeing

In education, both internationally, and in NSW, there is increasing focus on student wellbeing, in recognition that the school years contribute to the development of the whole child.

Teacher-student relationships are the most critical of all relationships at school



Secure Attachments
Understanding Self, expressing emotions



Love of Learning



Developing Self-regulation



Pleasure in Exploring



In The Early Years

**Our
Priority**

Wellbeing: We have an emotionally safe school environment where students feel safe to attend. Our culture fosters positive relationships where students feel understood, supported and cared for.

Personal Wellbeing and Positive Behaviour Plans to mitigate risks
Mentoring programs to raise self-esteem

Therapeutic programs to enhance wellbeing and self-regulation



Positive, joyous relationships: Engagement in a 'Quality School Life'



Programs that calm the spirit and enable learning



Providing a strong anchor and sense of purpose



We are confident learners

Evidence based programs for Social Emotional Learning

Preparing students for a successful adult life within the community



Student wellbeing is a broad term that encompasses many dimensions including cognitive, social, physical, emotional and spiritual wellbeing. At school, wellbeing is supported by practices that foster students' sense of belonging, and which value student voice and promote engagement in learning. Such practices are associated with improved student outcomes across a broad range of domains, from academic achievement to mental health and life choices.

Learning Together:

Students at Halinda enjoy special “hands on learning “ days.



Science Day 2020



These days are great opportunities for students to practice their teamwork skills, collaborate and problem solve together and build quality social relationships .

**We Enjoy
learning
with our
Friends**

Its Much More Than Sport:



A Sporting Schools 2020



Physical Literacy Continuum K-10 !

We are shooting goals !

Locomotor, object control skills, persistence, self-regulation, cooperation, personal safety, team work social skills

We Are Fit And
Healthy
Self-regulated
Socially Connected

We Are An Inclusive School:

Everyone is Included !.



- Individual Learning and support plans
- Accommodations and adjustments to ensure active participation in curriculum and all school academic and social activities
- Parent and Caregiver Inclusion
- Social and Cultural Inclusion
- Teacher Professional learning to enhance learning outcomes and positive partnerships

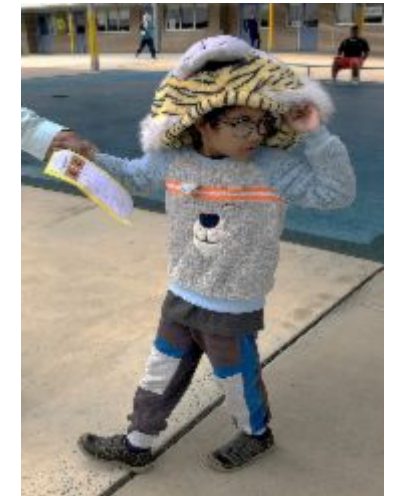
Parents and Caregivers included too!

**With the right
accommodations
We can !**

Learning to Help Others : Citizenship



We learn to help others



Halinda is part of a much bigger part of a much bigger community .

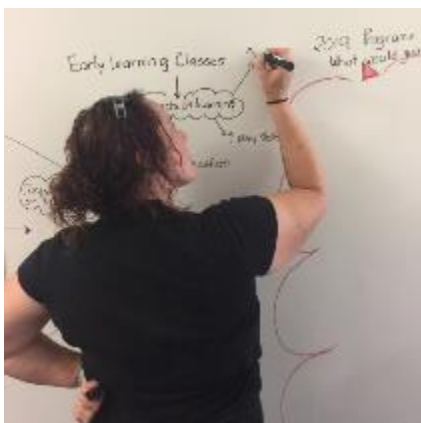
Collaboration:

At Halinda the importance of all staff members participating in effective collaborative practice is widely acknowledged. Collaborative practice is an important process that facilitates teacher development and school improvement.

We are all
in this
together !

Effective Collaboration at Halinda school is a priority and the school leadership prioritises the development of conditions and culture to support meaningful teacher collaboration.

School Evaluation and Planning



Professional Learning



NDIS Therapists and External Program Developers



Effective collaboration is key to sharing successful and innovative evidence-informed practices across the teaching profession.



Assessment:

The primary role of assessment is to establish where your child is in his/her learning so that teaching can be differentiated and further learning progress can be monitored over time. Thorough assessment of your child's competencies is essential in informing program and support plan adjustments in personal learning goals.

At Halinda our ongoing assessment priorities are:

- **Daily recording** of behaviour and engagement concerns
- Term assessment of students' personal plan goals , including **wellbeing** and **communication** goals

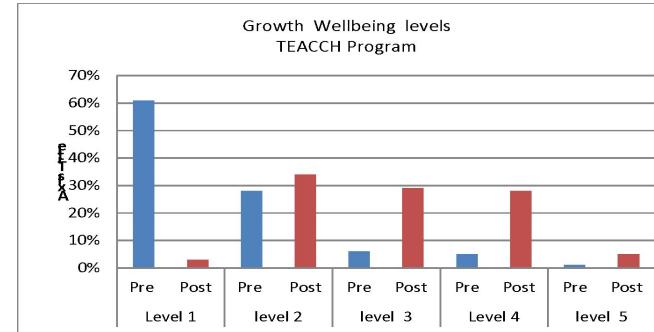
Reporting twice a year on

- Levels of **support required to achieve learning goals**
- The **next steps** for learning

For our high school Transition Education Students **community skills** and **preparation for work competencies** are assessed on an **ongoing** basis.

Use of Data To Inform Practice:

The effective analysis of data helps teachers to identify the areas in which your child's learning goals may require additional attention and/or extension.



We know our students and how they learn



Effective Feedback:

Feedback is one of the most powerful influences on student achievement.

We are all partners in learning at Halinda

At Halinda we ensure that **all** students receive high quality feedback Our feedback focuses on acknowledging sound efforts, identifying achievements, encouraging task perseverance and self –regulation. We take opportunities to provide supportive correction of errors in learning and facilitate ongoing challenges that move learning forward through to collaborative learning with peers.



A “big shout out” to let students now they are doing well.

Collaborative peer learning and feedback

Halinda students are very proud when they receive PBL award stickers .

This feedback lets students know that they are great school citizens !

Corrective feedback in the learning cycle



Our 2021 -2024 Planning Round

*We invite you to collaborate with us
and provide feedback on:*

Our proposed next 4 year plan

Our school staff have evaluated our past and present achievement and have analysed our domains of learning, Teaching and Leading to identify key improvement targets for 2021-2024

We invite your feedback and input into the school's draft Improvement targets . We are planning for your child's education at Halinda and would appreciate your perspectives and suggested key improvement areas.

In appreciation
Jan Eccleston

Information That Will Be Of Interest To You.

Our School External Validation:

The external validation process is an important component of a system-wide approach to school excellence. Schools regularly self-assess their improvement efforts using evidence to support their reflections. An External validation panel considers the school's evidence, providing assurance to the school and the system that the progress being made through the school plan .

Our External validation Results for 2017

Domain	Validation panel comments
Learning	<p>In the domain of Learning the school's self-assessment is consistent with the evidence presented in 2 element/s and is validated using the School Excellence Framework.</p> <p>In the element of Learning Culture the evidence presented indicates the school is operating at the Excelling stage.</p> <p>In the element of Wellbeing the evidence presented indicates the school is operating at the Excelling stage.</p> <p>In the element of Curriculum and Learning the evidence presented indicates the school is operating at the Excelling stage.</p>
Teaching	<p>In the domain of Teaching the school's self-assessment is consistent with the evidence presented in 4 element/s and is validated using the School Excellence Framework.</p> <p>In the element of Effective Classroom Practice the evidence presented indicates the school is operating at the Excelling stage.</p>
Leading	<p>In the domain of Leading the school's self-assessment is consistent with the evidence presented in 3 element/s and is validated using the School Excellence Framework.</p> <p>In the element of Leadership the evidence presented indicates the school is operating at the Excelling stage.</p>

Our Draft Strategic Improvement Targets for 2021-2024

Draft Strategic Direction 1	Draft Strategic Direction 2	Draft Strategic Direction 3
<p style="text-align: center;">Student Growth and Attainment</p>	<p style="text-align: center;">Building Leadership Capacity</p>	<p style="text-align: center;">Community Engagement</p>
<p style="text-align: center;">Improving Student Assessment and learning outcomes K-12</p> <ul style="list-style-type: none"> • Communication • Social Emotional Learning 	<p style="text-align: center;">Ensuring strong leadership across the school</p> <ul style="list-style-type: none"> • Professional Learning and • Instructional Leadership 	<p style="text-align: center;">Community Engagement</p> <p style="text-align: center;">Working with parents to support critical transitions</p> <ul style="list-style-type: none"> • Early Education – K-6 • Transitions from school to NDIS funded Post School Services

We would like to hear from you !
Some reflection questions are attached .
We want to invest our energies into initiatives and action that will make a difference for your child !