



Department of  
Education

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Public education  
**A world of opportunities**

# Holland Street School

## Public School Review

February 2019



# PUBLIC SCHOOL REVIEW

## Purpose

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All Western Australian public schools are reviewed every three years by the Department of Education's Public School Accountability directorate. A review gives assurance to the local community, the Minister for Education and Training and the Director General that a school is operating effectively and delivering high quality education to its students. The review acknowledges the achievements of the school and gives feedback to support the principal and staff with their improvement planning.

The principal provides the review team with a self-assessment of the school's performance based on evidence gathered by the principal and staff. Information validated by the review team is considered before and during the school visit. This forms the basis for the school review report. The report is provided to the principal, the chair of the school board/council and the Regional Executive Director.

## Expectations of schools

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For all Western Australian public schools, expectations are set out in either: the Delivery and Performance Agreement, which is an agreement between the Department (represented by the Director General), school (represented by the principal) and school board (represented by the school board chair); or, the Principals' Statement of Expectations and the Funding Agreement for Schools.

## School performance rating

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This performance rating is based on information gained from the self-assessment submission and the validation process. It is focussed on a review of the following areas of school performance: relationships and partnerships; learning environment; leadership; use of resources; teaching quality; and student achievement and progress.

The school's performance rating is:

	<b>Effective</b>
	The school demonstrates effective practice in creating the conditions required for student success.

✓	<b>Needs Improvement</b>
	The school has aspects of its practice below expectations and needs supported action to improve student success.

## Context

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Opening in 1960, Holland Street School is located in the coastal town of Geraldton, approximately 410 kilometres north of Perth. The school specialises in the delivery of educational programs for students with eligible disabilities and currently enrolls 48 students from Kindergarten to Year 12.

Students at Holland Street School study in two learning communities; primary and secondary with planning tailored to each individual's needs. On-site facilities include a hydrotherapy swimming pool, therapy room, purpose built sensory room and garden, a Life Skills Facility, bike track, library and horticulture centre.

The school has a close working relationship with parents and the local community and supports an array of programs including Community Access, Career Education, Work Place Learning and Swimming.

## School self-assessment validation

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The Principal submitted a comprehensive and rigorous school self-assessment.

The following aspects are confirmed:

- A broad scope of credible evidence was selected for analysis.
- Alignment between the evidence provided, analysis of performance and planned actions for improvement was strong.
- The self-assessment submitted provided an honest, well-considered account of the school's current levels of performance.
- A willingness to seek and respond to feedback underpins the school's approach to self-assessment.
- The leader is mindful of the school's key areas for improvement and the strategies to be implemented to bring about change.

The following recommendation is made:

- Implement processes for whole-staff collaboration and engagement in the analysis of data to inform school self-assessment.

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Relationships and partnerships	
<p>The leader has facilitated high levels of organisational trust. An inclusive and supportive culture and strong social bonds unite the staff who are highly capable and well regarded for their commitment to each student.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Highly respectful relationships exist between staff, students and the community.</li> <li>• Staff and community appreciate the school's effective and timely communication approaches.</li> <li>• Quality professional relationships underpin cohesive and unified learning communities and high levels of staff morale.</li> <li>• The School Council are strong and supportive advocates for the school.</li> <li>• Parents are actively engaged in developing their child's individual learning plans.</li> <li>• Established partnerships with allied health, disability service organisations and local businesses, support the school in achieving learning and work placement outcomes for their students.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Support members of the school council to fulfil their governance role by providing ongoing system level training and development.</li> </ul>

Learning environment	
<p>A culture of high care and personalised support ensures students at Holland Street School enjoy a safe, inclusive and welcoming learning environment. A committed and united staff work together to support each student's learning journey.</p>	
Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Students work in a supportive and caring environment, assisted by staff with a genuine passion for working with students with disability.</li> <li>• Allied health expertise provide individual sensory profiles that staff use effectively in planning for each student's identified needs.</li> <li>• The School's Behaviour Management policy has been enhanced through the introduction of the Zones of Regulation and PBS<sup>1</sup> initiatives.</li> <li>• A long-term renewal program has provided contemporary, welcoming and user-friendly facilities for staff and students.</li> <li>• A dedicated committee supports the health and wellbeing of staff.</li> </ul>
Improvements	<p>The review team validates the following actions:</p> <ul style="list-style-type: none"> <li>• Formalise the Behaviour Management policy, incorporating PBS and Zones of Regulation, to provide clarity of expectations and process for staff.</li> <li>• Continue the development of specific lesson plans to guide the explicit teaching of behavioural expectations outlined in the behaviour matrix.</li> <li>• Continue to build staff capacity in managing behaviour through improved documented planning and ongoing training and support.</li> </ul>

## Leadership

Staff and parents acknowledge the Principal's efforts to build and strengthen relationships in the school and wider community. Through a process of rigorous self-assessment, the Principal has defined a clear improvement agenda.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The Principal's passion, resilience and integrity has built trust and confidence in her leadership from staff and community.</li> <li>• A broader base of distributed leadership is emerging across all staff.</li> <li>• The day-to-day operations of the school are well managed and underpin a calm and orderly workplace.</li> <li>• Authentic consultation with staff is emerging through strategies such as staff working parties.</li> <li>• Staff willingly provide point of need support to local schools to improve their practices of differentiation and individualised planning.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• With staff, review and revise the school's Strategic Plan to define key directions, set high expectations for students and provide clarity regarding the implementation of the ACSF<sup>2</sup>.</li> <li>• Manage change strategically and with due diligence to ensure connected school-wide practice.</li> <li>• Formalise distributed leadership throughout the school to ensure sustainability of practices and programs.</li> <li>• Ensure performance management processes are implemented consistently to support the ongoing development of all staff.</li> </ul>

## Use of resources

A commitment to openness and transparency characterises the school's approach to resource management. The leaders are aware of the need to manage their funds carefully to maximise benefits for students. As a result, the Principal has focussed on workforce priorities that ensure sustainability of established learning programs.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• The school has accumulated significant physical resources that are well organised and accessible for use by staff.</li> <li>• Significant system and school investment has provided outstanding specialised facilities that assist staff to cater for student's individual needs.</li> <li>• The school's budgeting processes are informed by the Learning Area Improvement Plans.</li> <li>• The School Council are aware of funding mechanisms and are consulted on major financial decisions.</li> <li>• Cost centre managers are supported by the MCS<sup>3</sup> to fulfil their roles.</li> </ul>
Improvements	<p>The review team validates the following action:</p> <ul style="list-style-type: none"> <li>• Develop a workforce management plan that is responsive to the new school strategic plan and guides the development of a capable and sustainable workforce.</li> </ul>

## Teaching quality

An individualised focus is a feature of the teaching at Holland Street School. Staff are adept at using individual student data to plan interventions and monitor progress and work in primary and secondary teams to support the teaching and learning program of each child.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Comprehensive, documented planning provides learning pathways tailored to each student's sensory, academic and behavioural needs.</li> <li>• Student communication has been significantly enhanced through the PODD<sup>4</sup> Alternative Augmentative Communication system.</li> <li>• The ABLLS-R<sup>5</sup> assessment instrument, curriculum guides and tracking tool support the teaching of ABLEWA<sup>6</sup> foundation language skills. Together with the WA Curriculum, these provide a seamless pathway from which staff write goals appropriate to each student's developmental needs.</li> <li>• A direct instruction model describes the general pedagogy across the school.</li> <li>• Primary teachers are involved in a collaborative NQS<sup>7</sup> audit.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Define an agreed school-wide pedagogy to ensure consistency of practice.</li> <li>• Enhance the quality of teacher collaboration through a dedicated focus on student achievement and progress.</li> <li>• Continue to enhance the quality of early childhood practice in accordance with the National Quality Standard.</li> <li>• Investigate opportunities to implement peer observations to provide staff with targeted and timely feedback on their craft.</li> </ul>

## Student achievement and progress

The school is aware of the need to access data sets that support decision making in an education support context. Individual student achievement data is collated at the end of each year. Whilst this provides a potential basis for whole-school decision making, it has yet to be realised.

Effectiveness	<p>The review team validates the following:</p> <ul style="list-style-type: none"> <li>• Teachers effectively track student progress using ABLLS-R and ABLEWA and use this information to inform personalised learning plans.</li> <li>• The school's workplace learning program provides effective, targeted vocational and life skill development for senior students.</li> <li>• An effective transition program facilitates successful post-school destination outcomes for senior secondary students.</li> <li>• RTP-SEN<sup>8</sup> planning and reporting is used to inform parents of their child's achievement and progress against individual goals.</li> <li>• Comprehensive annual handover documents are valued by staff.</li> </ul>
Improvements	<p>The review team identifies the following actions:</p> <ul style="list-style-type: none"> <li>• Aggregate individual student achievement data in order to inform school-wide target setting and discussions regarding school performance.</li> <li>• Continue to build the capacity of staff to understand and use data at the whole-school level.</li> </ul>

## Reviewers

Jim Bell  
Director, Public School Review

Jennifer Chittick  
Principal, East Fremantle Primary School  
Peer Reviewer

## Endorsement

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Based on this report, I endorse your school performance rating of 'needs improvement'.

Your next school review is scheduled for 2022.



Lindsay Hale  
Executive Director, Public Schools

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## References

- 1 Positive Behaviour Support
- 2 Aboriginal Cultural Standards Framework
- 3 Manager Corporate Services
- 4 Pragmatic Organisational Dynamic Display
- 5 Assessment of Basic Language and Learning Skills, Revised
- 6 Abilities Based Learning Education, Western Australia
- 7 National Quality Standard
- 8 Reporting to Parents - Special Education Need