

HSS ANNUAL REPORT 2020

Possibilities for all Abilities





Welcome to the 2020 Annual Report for Holland Street School. A school that is held in high regard in the Midwest District for its progressive approach to catering for the individual needs of every student and truly believing that there are "Possibilities for all Abilities".

Encompassed in this report is a recap for the year that was, full of a global pandemic and change.

Rachel Rutter, Principal

Introduction

“ *The uncertainty of the every day, the changes we adapted to, the disruption to the old and the forging of the new* ”

————— COVID 19 reality —————

It was an honour to be appointed the substantive Principal of Holland Street School in December 2020, a year like no other on many fronts. This school was supported by the School Council, P&C and incredibly professional staff who made the best of uncertainty. They adapted, were creative and extremely generous in their provision of quality education in a year of a global pandemic.

What is the Annual Report all about?

The School Annual Report provides the community with information about school performance. It gives parents and other members of the community a clear sense of how students in the school are progressing and what is being done to maximise student achievement. In this Annual Report you will find contextualised information about student achievement, progress on identified priorities, the school budget, Australian Government reporting requirements, and highlights of the school year.

The theme for our School Improvement and Planning in 2020 was '*establishing and bringing it together*' - developing our story!

Actions:

- 2020-2022 Business Plan written
- Business Plan has direct connections with the 2019 Annual Report
- Business Plan has direct connections with the 2019 Public School Review
- Conscious development of 4 Priority Areas
- Capacity building of staff to develop distributive leadership
- Managing the impact of COVID-19

Priority Areas 2020 - 2022

The school priority areas were reviewed and refreshed for the next three years. They are:

1. **Communication and Relationships at the centre**
2. **Encompassing Sustainability**
3. **Leading Health and Wellbeing for all**
4. **Sharpen Teacher Quality**



Relationships and Partnerships

2020

CELEBRATIONS AND HIGHLIGHTS

PASTORAL CARE

- Chaplaincy support commenced as 1 day per fortnight in Term 1. In Term 2, this was increased to weekly for the remainder of the year as part of COVID response.
- 17 Home Visits were conducted. Purpose of visits ranged from health & wellbeing check-ups; food hamper deliveries; requested pastoral care etc.
- Many phone calls to parents: Purpose of calls ranged from COVID response, grief counselling, general counselling, determining if need for food/supplies.
- Phone calls to staff: wellbeing calls, Workers Compensation mental health check in, post incident debrief.
- Miscellaneous
 - Student drop offs/student pick ups, Parent counselling onsite
 - Home clean up (included 40 volunteers/200 man hours, \$400 for laundry, 12 x trips to tip)

Other HIGHLIGHTS

- Lapathon held in our Hydrotherapy pool – organised by our P&C.
- Regular scheduled School P&C meetings and School Council meetings.

NDIS SUPPORT (Student Services Coordinator)

- SSC developed an NDIS Parent Questionnaire to gauge a sense of how many families have already registered for the NDIS and to determine if any families would like support accessing the NDIS.
 - Questionnaire was sent out in Term 3, 2020. 13 completed forms were returned. 11 families already registered. One family requested support. One family not interested in registering at this time.
 - SSC provided support to register six families for the NDIS.
- SSC provided support to assist one registered family to find a Plan Manager
- SSC provided support to assist one registered family during their annual NDIS Review meeting.



Excursions to the Spy Base (Australian Defence Satellite Communications Station 30km east of Geraldton at Kojarena).



2020/2021 Elect School Council

Priority Area 1: Communication and Relationships at the Centre

How did we go in 2020?

All staff place a high focus on Language and Communication		Working toward
In 2021 establish a dedicated whole school ENGLISH block.	Work with SSEND: D Teacher Survey: October 2020 to identify development areas and understandings	Working toward
By 2022 all students with complex communication needs will show movement in achievements across the four learning areas of AAC (operations, linguistic, social and strategic).		Working toward
Track communication/English progression along the ABLEWA continuum.	Primary	Target met
Engage Aboriginal students in learning that builds on their strengths and enables them to thrive academically and socially.	NAIDOC celebrations "Always Was Always Will Be"	Working toward
Build capacity for our students as ambassadors.	Secondary class meetings	Target not met

Moving Forward >>>>

Consider the employment of a part time Speech Therapist to support the high focus and support to staff and students on communication.





Aboriginal Cultural Standards Framework

At Census on 7 August 2020, the school had 15 Aboriginal students identified. Holland Street School needs to continue to focus on the Aboriginal Cultural Framework across the school. A working committee needs to be established to examine the Aboriginal Cultural Framework Recommendations:

- Review the Aboriginal Cultural Standards Framework Survey with staff.
- Re-establish the AIEO position at HSS
- Increase staff awareness of the Aboriginal Cultural Standards Framework through Professional Learning, staff meetings and a working group.
- Increase staff awareness of local historical and contemporary cultural contexts within the Midwest area.
- Develop physical environments which reflect cultural heritage of Aboriginal students.
- Continue working relationships with the local Aboriginal community including celebrating NAIDOC day annually. This was re-introduced in 2020 with visiting sand artist, didgeridoo player, food and cultural celebrations.

Teaching Quality



PRIMARY SCHOOL The Primary School Phase of Learning (POL) includes all students from Kindergarten to Year Six. The Early Years includes students from Kindergarten to Year Two. Within this area, the National Quality Standards (NQS) Framework is adhered to within their everyday teaching and learning practices to ensure they provide the best education and practice for each student in their class.

The school's tag line statement '**Possibilities for all Abilities**' and student improvement targets are embedded across the POL to ensure students are provided with a safe, inclusive and caring learning environment, high quality teaching and that strong family and community connections are developed.

SECONDARY SCHOOL The Secondary Phase of Learning (POL) includes all students in Year Seven to Year Twelve. Our Secondary school program offers students the opportunity to learn and develop with peers in their phase of learning.

Middle Phase of Learning: caters for students from Year Seven to Year Ten. There is a focus on community based learning as well as onsite work experience. A well-rounded curriculum is delivered with students accessing Functional Literacy and Numeracy, The Arts, Science, Health and Physical Education, Social Competency, ICT, Community Based Learning, Swimming/Hydrotherapy and Protective Behaviours across the week.

Transition: The Transition Phase of Learning at Holland Street School caters for students up until and during their 18th year. The educational journey that all students encounter is delivered through an Individual Transition Plan (ITP) with a person centred approach. On and off site work placements, ASDAN Awards and community access programs are delivered to ensure that our students are provided with a well-rounded curriculum in preparation for life after school.

Moving Forward from 2019

- Define a whole school pedagogy to ensure a consistent approach. *Yes, a whole School Teaching Pedagogy was developed and in 2020/2021 refined.*
- Enhance teacher collaboration with a focus on student performance. *Yes, opportunities at staff meetings, collaborative DOTT times and professional learning days.*
- Enrich the quality of ECE practice in accordance with NQS. *Yes, this is reviewed regularly and forms the Primary focus/philosophy/approach.*
- Provide opportunities for peer observations with targeted, timely feedback to staff about their craft. *To be further developed and connected with Performance Management and development documents alongside the HSS Business Plan.*

Priority Area 4: Sharpen Teacher Quality

How did we go in 2020?

By the end of 2021 track Literacy assessment data on Reading and Writing for targeted cohorts in each Phase of learning to show gains for at least 95% of students.		Working toward Allocation of time for data analysis leader in 2021.
Analysis of achievement: teachers use data to effectively inform planning and differentiation.		Working toward
To implement effective pedagogy consistently throughout the school.		Working toward
Teacher performance development is managed against the AITSLs standards and implemented consistently.	2020 due to COVID – simplified Performance Development plans.	Working toward
All teachers use a whole school approach method for high quality, evidenced based programs in Literacy and Numeracy.		Target not met
Ensure there is a link between the school's Business Plan, Operational Plans and Classroom Planning.		Working toward
Improve implementation of the ACSF across the school.	NAIDOC celebrations in July for first time in a few years.	Working toward

Moving Forward 2019 - 2020



- ▶ Review the school's Strategic Plan and define key areas for 2020 and beyond. *This review was conducted with staff and School Council over a period of time in 2020. As a result of discussions, planning meetings and surveys the 2020-2022 Business Plan was developed.*
- ▶ Manage change strategically and with diligence to ensure connected school wide practice. This is being managed via data gathering, consideration of the data, trialling programs and then whole school adoption as necessary.
- ▶ Formalise distributed leadership throughout the school to ensure sustainability of practices and programs. *Several staff members departed the school in 2019 that held valuable knowledge. A distributive leadership model has to be developed for a more sustainable growth. The understanding that everyone in the school is a leader will also become more embedded.*
- ▶ Ensure Performance Management processes are implemented consistently. *Yes, different models of managing this are being trialled. A clear connection between the School's Business Plan and priority areas must exist with the Performance Development of staff.*
- ▶ Opportunities to lead: *The school is constantly seeking ways to support staff to lead for their areas of passion and expertise. Examples of this in 2020 are a new Occupational and Safety Representative selected, Student Services Coordinator encouraged to study leadership modules through the Leadership Institute, 7 staff members involved in 30 hours of ABA (Applied Behaviour Analysis) training, passionate staff applying for Stephanie Alexander Kitchen Garden Project roles, introduction of the 'Flexi EA' role and encouraging targeted professional learning in specific programs for these staff to trial and share with others,*



Use of Resources

Priority Area 2: Encompassing Sustainability

How did we go in 2020?

Develop a HSS Sustainability Action Plan in line with DOE Sustainable Schools Plan.		Working toward
Embed the Stephanie Alexander Kitchen Garden Project across Primary and Secondary.		Target met
Consciously use the natural environment in younger years.		Working toward
Maximise learning with the Waterwise projects across the school.	Partnerships with Bunnings and NACC Secondary Student workstations – Reduce, Reuse, Recycle focus.	Target met

Buildings and Grounds

High Priority Maintenance and Minor Works Funding: In September 2019, Holland Street School was allocated a total of \$341 780. The spending of these funds will be managed in part by DOE and BMW. Student need and prioritising projects is paramount in expending these funds. In 2020 the discussion around these funds continued. In 2020 there were ongoing conversations, consultations with neighbours, architects, BMW and DOE regarding the HSS Car Park upgrade. The drawings went through many adjustments and we are hopeful that in 2021 works will begin.

2020 Buildings and Maintenance Items Include:

In April 2020 the Admin area, staffroom and associated rooms were painted, in July an additional secondary classroom and toilet facility were installed, in October painting to the Primary Kitchen area and staff toilets was completed. The western Primary fence line was moved to gain a little more play space for Primary students and a \$30 000 playground and shade grant application was successfully won.

Requests for 2021 include: a covered verandah along the ILC, Room 7 + 8 and new toilet, the resurfacing of the entrance to Secondary area in one product (for wheelchair safety) and a covered seating area for secondary students.

Other Building Considerations:

Another Early Childhood room in the Primary area (application submitted for 2021), internal upgrade of the Primary kitchen/wet area and planning for a larger Undercover Area in the centre of the school for 2021/22.



Workforce

In 2020 we saw the following adjustments to the workforce at Holland Street School: A change of MCS in July, appointment of new substantive Principal in November (change of level from 3 to 4), addition of the COVID cleaner, addition of the Chaplaincy program, topped up by the school due to high levels of emotional support required for staff, students and families.

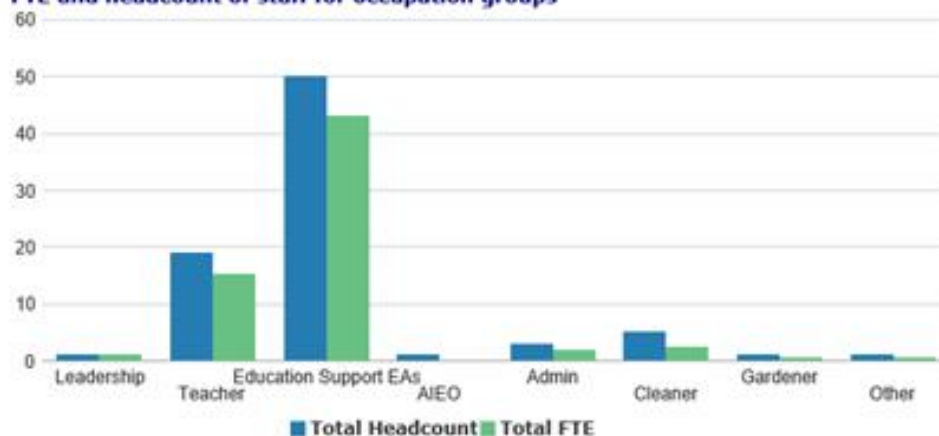
2020 Headcount Table 1 outlines the current FTE and headcount of the total number of staff at Holland Street School as of March 2019. The numbers showing as Active Headcount and FTE are those employees who are active in HRMIS and have not been on leave for more than 20 days as at March 2019. Inactive are those employees on long service leave.

Occupation Group	Active Headcount	Active FTE	Inactive Headcount	Inactive FTE	Total Headcount	Total FTE
Leadership	1	1.0	0	0.0	1	1.0
Teacher	16	12.2	3	3.0	19	15.2
Education Support EAs	41	34.3	9	8.6	50	42.9
AIEO	1	0.2	0	0.0	1	0.2
Admin	3	2.1	0	0.0	3	2.1
Cleaner	5	2.6	0	0.0	5	2.6
Gardener	1	0.6	0	0.0	1	0.6
Other	1	0.5	0	0.0	1	0.5
Grand Total	69	53.3	12	11.6	81	64.9

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Occupation Group Leadership ▼

FTE and headcount of staff for occupation groups



Below table presents the student and staff numbers (teaching and school support) for each year since 2017
Students and staff trend

Year	Total Staff Headcount	Teaching Staff Headcount	School Support Staff Headcount	Students
2017	59	18	41	47
2018	57	16	41	52
2019	57	17	40	51
2020	69	17	52	62

Holland Street School continues to grow. There are constant enrolment enquiries that require individual consideration. Often an enrolment equates to staffing decisions needing to be carefully monitored. Two Special Needs Education Pools were conducted in 2020. In both cases the pools were exhausted and we find it challenging to find relief persons. We work hard to recruit and be creative in getting the right character with qualifications. Increasing the male staff component is also an active component of this recruitment. Quality staff are hard to find and precious once we do find and recruit them!



Hydrotherapy Pool

Our Hydrotherapy Pool is 10 x 6 meters.

The temperature of the pool is between 33-34 degrees.

It has steps and a chair hoist for access and a ceiling hoist that connects from the pool to the male and female changerooms. It is 1.1 – 1.4 meters deep.

The Hydrotherapy Pool and Swimming Programs provided:

Professional Learning

- A private Physiotherapist has visited for consultations about therapy students, which staff found beneficial. The plan is to continue as a consultant to the Swimming Program during 2020 and visit at least three times a term.
- Staff re-qualified for their Bronze Medallion and Hydrotherapy Rescue Award during Staff Development days and Early Close meetings.

School Swimming Lessons

- The Swimming Program is designed to help students meet their swimming goals and increase their safety, independence and enjoyment in and around water. Swim staff have developed a continuum which is used for assessment and planning .
- A session is 25 minutes long and there are 17 sessions a week for class swim lessons, totalling 7 hours and 5 minutes each week.

School Therapy Swim Lessons

- A Therapy Program is developed in consultation with private Physiotherapists, when required. Priority for pool use is given to these students.

Sensory Swim Sessions

- A Sensory Swim program is developed for students with special sensory needs. These lessons will usually involve one student in the pool for the session and the goals will be based on the student's needs.



Moving Forward >>>>

- Continue honest and transparent conversations around the physical space and building/grounds infrastructure with School Council, Regional Executive Director and DOE. Actively explore options for the future. eg: new site, split campus (if numbers continue to increase).

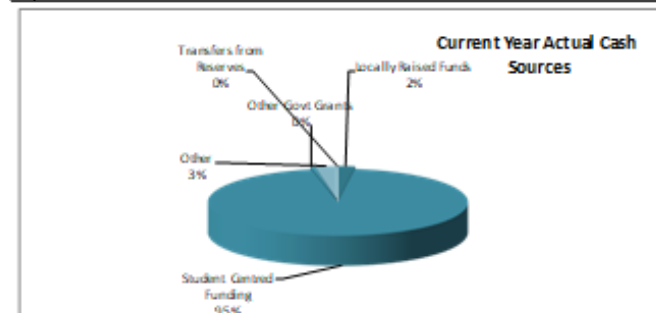
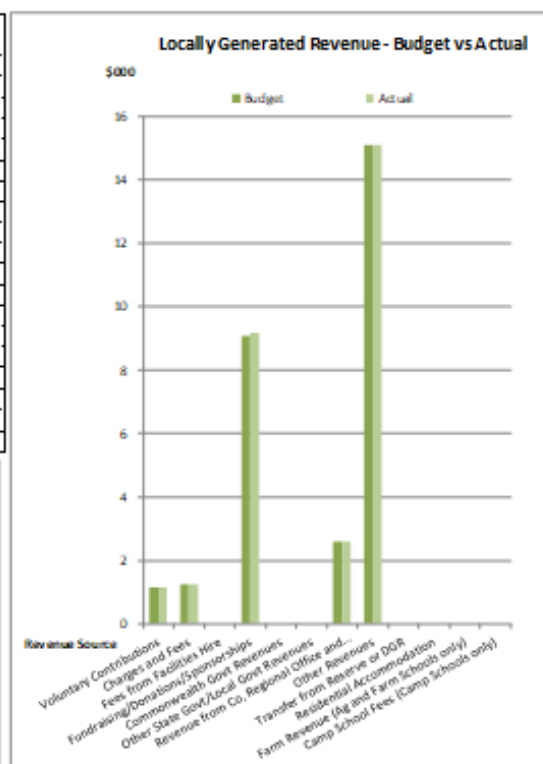
Financial Summary

Preparation of the school budget each year is thorough and considered and is a transparent process at Holland Street School involving key stakeholders, that is, school staff groups (Principal, Manager of Corporate Services, Leadership Team, Finance Committee, teaching staff, support staff and School Council).

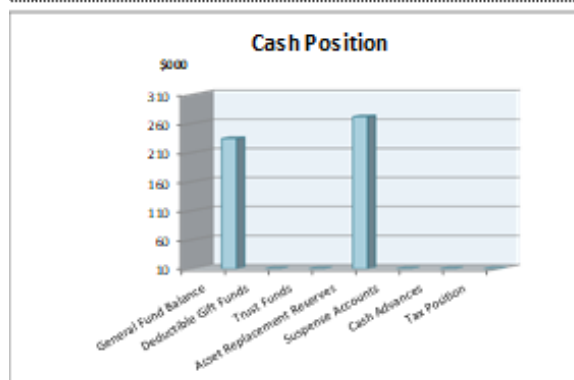
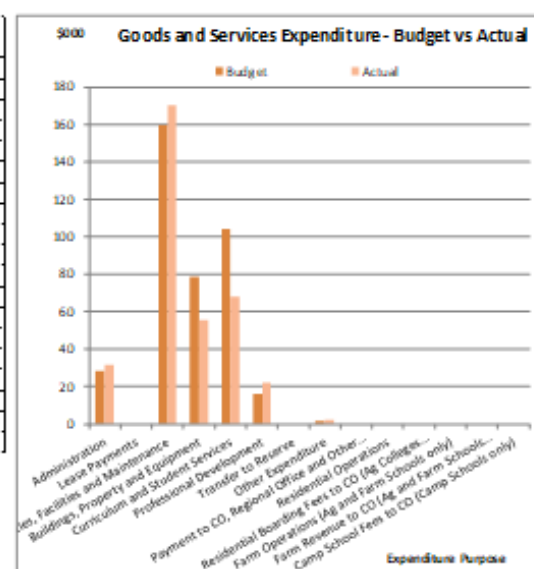


Holland Street School Financial Summary as at 31st December 2020

	Revenue - Cash & Salary Allocation	Budget	Actual
1	Voluntary Contributions	\$ 1,147.00	\$ 1,147.00
2	Charges and Fees	\$ 1,235.00	\$ 1,235.00
3	Fees from Facilities Hire	\$ -	\$ -
4	Fundraising/Donations/Sponsorships	\$ 9,089.91	\$ 9,179.91
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ -	\$ -
7	Revenue from Co, Regional Office and Other Schools	\$ 2,586.35	\$ 2,586.35
8	Other Revenues	\$ 15,106.38	\$ 15,107.40
9	Transfer from Reserve or DGR	\$ -	\$ -
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 29,138.44	\$ 29,249.66
	Opening Balance	\$ 36,153.00	\$ 36,153.67
	Student Centred Funding	\$ 518,433.04	\$ 518,433.04
	Total Cash Funds Available	\$ 583,744.48	\$ 583,836.37
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 583,744.48	\$ 583,836.37



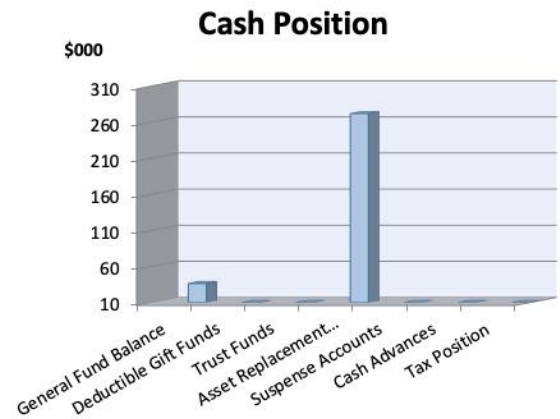
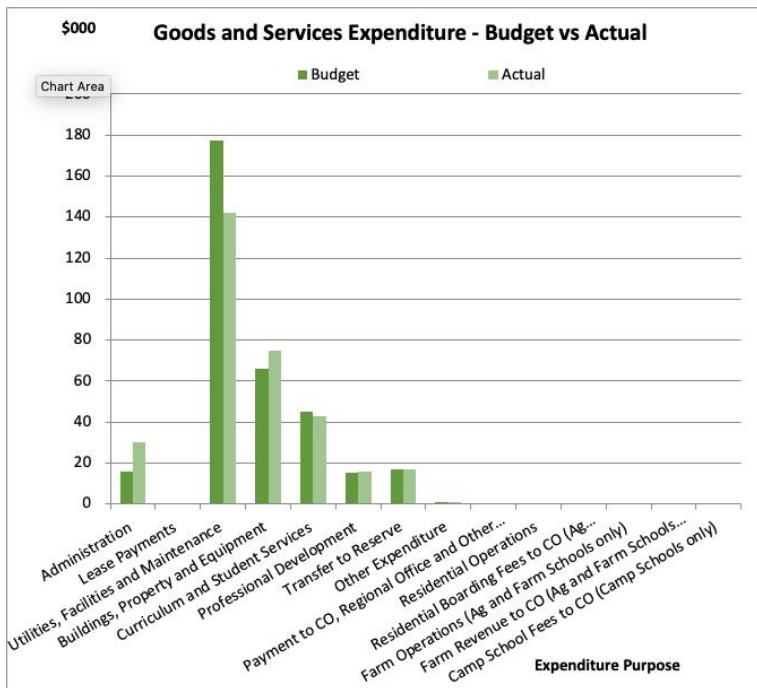
	Expenditure - Cash and Salary	Budget	Actual
1	Administration	\$ 28,240.00	\$ 31,580.03
2	Lease Payments	\$ -	\$ -
3	Utilities, Facilities and Maintenance	\$ 139,290.00	\$ 170,278.05
4	Buildings, Property and Equipment	\$ 78,730.00	\$ 55,428.11
5	Curriculum and Student Services	\$ 104,190.00	\$ 68,265.19
6	Professional Development	\$ 35,000.00	\$ 21,936.44
7	Transfer to Reserve	\$ -	\$ -
8	Other Expenditure	\$ 1,735.00	\$ 2,399.98
9	Payment to CO, Regional Office and Other Schools	\$ -	\$ -
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
	Total Goods and Services Expenditure	\$ 388,225.00	\$ 349,908.80
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 388,225.00	\$ 349,908.80
	Cash Budget Variance	\$ 195,519.48	\$ -



Cash Position as at:	
Bank Balance	\$ 489,252.73
General Fund Balance	\$ 233,927.57
Deductible Gift Funds	\$ -
Trust Funds	\$ -
Asset Replacement Reserves	\$ 27,143.52
Suspense Accounts	\$ 1,077.64
Cash Advances	\$ (340.00)
Tax Position	\$ (6,824.00)
Total Bank Balance	\$ 489,252.73

Financial Summary

Expenditure - Cash and Salary	Budget	Actual
Administration	\$ 16,020.00	\$ 30,212.77
Lease Payments	\$ -	\$ -
Utilities, Facilities and Maintenance	\$ 177,530.00	\$ 141,970.99
Buildings, Property and Equipment	\$ 66,214.36	\$ 74,517.00
Curriculum and Student Services	\$ 44,774.82	\$ 42,994.02
Professional Development	\$ 15,000.00	\$ 15,669.51
Transfer to Reserve	\$ 17,015.00	\$ 17,015.00
Other Expenditure	\$ 750.00	\$ 1,085.29
Payment to CO, Regional Office and Other Schools	\$ -	\$ -
Residential Operations	\$ -	\$ -
Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 337,304.18	\$ 323,464.58
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 337,304.18	\$ 323,464.58
Cash Budget Variance	\$ 4,196.77	



Bank Balance	\$ 306,022.28
Made up of:	-
1 General Fund Balance	\$ 36,153.67
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 271,451.52
5 Suspense Accounts	\$ 1,233.09
6 Cash Advances	\$ (380.00)
7 Tax Position	\$ (2,436.00)
Total Bank Balance	\$ 306,022.28



Funded Disability Allocation

Level 1 = 1 student, Level 2 = 4 students, Level 3 = 18 students, Level 4 = 30 students, Level 5 = 7 students and Level 6 = 2 students.

Student Achievement

Looking at data collected by Holland Street School to inform judgements about school effectiveness and to develop action for continuous improvement, is an annual task. The data is intended to inform the Annual School Review process leading to continual improvements in student outcomes. Final judgements arising from the school review process are included in this report, while whole-school strategies for improvement are described in the School's Business Plan.

In using self-assessment as a tool for demonstrating accountability and achieving continuous improvement, the school requires that the process be structured to:

- Support and inform classroom practice
- Be relevant to the context of Holland Street School and its students
- Reflective of the current levels of school organisation and staff development
- Make efficient and effective use of resources

Particular circumstances, which affect the self assessment process in our school, include:

- A relatively small population for statistical analysis
- The impact of health, well-being and other issues on student performance
- Development of age and level-appropriate assessment tools
- The difficulty in making like-school comparisons because of variations in student selection.

Whilst data on learning area levels provides comparability for assessments, other information is required to evaluate performance and inform decision making at the school and classroom level. Standardised and non standardised assessment data is reviewed. In addition, Holland Street School values teacher judgement in informing student achievement. Improving the validity and reliability of all assessment types needs to be an ongoing priority across the school.

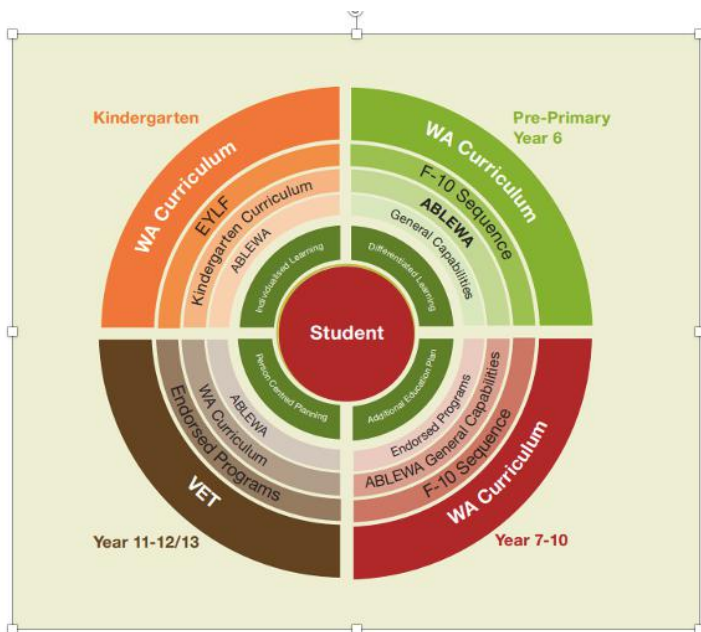


Student Achievement

Parents and families are the pivotal partners in meeting the educational needs of our students. We build positive relationships with parents via educational planning through a range of formal and informal processes.

The IEP process at Holland Street School frames our student learning and includes most Learning Areas except LOTE. An Individual Education Plan (IEP) is a key document for teachers as they plan, monitor, assess and evaluate teaching and learning programs that are personalised for all students at Holland Street School.

The curriculum map at Holland Street School recognises that students who are operating at pre foundation level require explicit and relevant content that guides the teaching and learning. The Holland Street School curriculum map is deep and broad allowing for individualised and differentiated teaching and learning across all learning areas.



ABLES Assessment Tool

The ABLES Assessment Tool describe the skills and abilities that teachers can observe in everyday school and classroom contexts and interactions with students. The data collected from the ABLES Assessment Tool is used to inform the IEP objectives and pinpoints the student's curriculum attainment level.

Utilising this data in Primary is an area of growth for 2020 and beyond.

Literacy and Numeracy Assessment

Whole School Literacy and Numeracy assessment and data gathering is an area needing development. In 2020, we reviewed the SEN data and goals attained to help set directions for 2021.

Speech goals are communicated and included in IEP's.

ABLLES - R Protocol is used in Primary.

Class teachers conduct their own Literacy and Numeracy assessments to assess and review IEP or ITP goals.

ABLEWA assessments are used across the school

MacqLit training for two staff members. Introduce Maqlit in middle and upper primary.

Sounds Write training for two staff to support explicit phonics instruction (a gold standard Phonics program).

Moving Forward >>>>

- Further investigate high quality, evidence based programs for both Literacy and Numeracy, for school wide implementation.
- Focus on school wide assessment schedule to help set student achievement targets.

Literacy

- Build Decodable Readers resources in the school to compliment the phonics based literacy programs in lower secondary.
- Focus on Synthetic Phonics in Room 1, 2, 3 and 4.
- Identify and support a school Literacy leader/s.
- Collaborative teacher conversations about Literacy teaching.
- Review communication systems used with our students.
- Augmentative and Alternative Communication data collection using AAC Profile: A Continuum of Learning (Dr Tracey Kovach).
- Introduction of a Literacy Block across the school.

Numeracy

- Introduce a whole school focus on Paul Swan Mathematics approaches to HSS – whole school approach.
- Identify and develop a school Numeracy Leader/s.
- Embed collaborative teacher conversations about Mathematics teaching.



ASDAN

In 2020, Holland Street School was highly successful in the delivery, moderation and accreditation of ASDAN Awards. It was one of our most successful years since delivering ASDAN to our students, with 11 secondary students submitting portfolios at External Moderation in Perth in November 2020.

Towards Independence Modules were used to evidence students learning and showcase their journey in well-presented and detailed portfolios. Of the 11 students registered, some completed up to 3 modules each. These included:

Citizenship – 5 students, Independent Living – 6 students, Out In The Community – 6 students, Creativity – 4 students, Knowing About Myself – 1 student, Popular Culture – 5 students, Printing – 1 student, Sport and Leisure – 1 student, Craft Making – 6 students, Developing Communication Skills: Introduction – 1 student.

For those students in Year 10 and above, these results were uploaded to School Curriculum Standards Authority for inclusion as achieved Endorsed Programs on our students Western Australian Statement of Student Achievement (WASSA) when they graduate from Holland Street School.

In December, Holland Street School delivered and hosted the two day ASDAN Training through Nikki Pead (ASDAN WA Leadership Team) to 15 participants from five centers/schools in the Midwest Regional Education District. These included two Education Assistants from Holland Street which will enhance the future delivery and gathering of evidence in our Secondary School in 2021.



ASDAN will continue to be delivered to the students in the Secondary School in 2021 with the inclusion of Short Courses for applicable students.

Workplace Learning

Workplace Learning Programs continue to showcase the many ways that our students successfully engage with training and industry. Despite Covid disrupting the availability of some workplaces students continued to participate in Work Experience and Work Placement Programs. In 2020, 3 year 10's, 2 year 11's and 3 year 12's participated in these programs. This involved attending a workplace to learn essential work readiness and skills in order to create career pathways, volunteering options and successful post school opportunities.

Opportunities for off site work placements continue to grow with students expressing their interest in a range of areas, from gardening, recycling, timber work, hospitality and shredding. Students were supported by classroom staff and their families to engage in purposeful and meaningful work experiences.

The On site work station programs continues to grow with students in years 10, 11 and 12 participating three days a week. These stations provide students in our secondary campus with employability and industry work skills that will transfer to off-site work placements.

The four stations are Horticulture, Busy Beans Café, Recycling and Business Services and Cleaning Services. Each site runs a "Business" and students rotate through these businesses being trained and mastering skills which can then be transferred to off-site placements. In 2021, we will further develop these stations by incorporating the Stephanie Alexander Kitchen and Garden program providing more learning opportunities.



Learning Environment

Attendance, Behaviour, Health and Wellbeing, ECE and the Physical Environment

Early Childhood

Based on the NQS Self Audit conducted staff identified the following Primary School Recommendations for 2020:

1. Three focus improvement areas:
 - Cultural Awareness (links to Quality areas 1 & 6)
 - Physical Outdoor Areas (links to Quality area 3)
 - Family Engagement (links to Quality area 6)
2. All Primary staff part of the NQS team.
3. Have two committee meetings a term.
4. Continue to assess and self- reflect against all Quality areas.
5. Long term goal 2021 - Request an external NQS audit.



Positive Behaviour Support (PBS)

Positive Behaviour Support is a framework that enhances the social and learning outcomes of students. PBS within Holland Street School is a preventative model, based on the premise that all students benefit from well implemented, evidence based practices for improving student social and learning outcomes. The whole school behaviour expectations are: Be Kind, Be Safe, Be Responsible and Be Your Best. The PBS framework at Holland Street School provides the pathway for increasing proactive, positive and preventative school-wide behaviour management and strategies and integrating academic and social/behavioural initiatives. In the PBS SET conducted in November 2020, we received 100% with our PBS status. A very proud moment and testament to the PBS team, students, staff and the underlying culture within the school.

Positive Behaviour Support Recommendations for 2020

- Collect accurate data on the focus behaviour PBS tokens (white PBS slips)
- Develop a strong Student Services model that encompasses PBS
- Classes to conduct PBS lessons with a direct link to the Holland Street School Matrix of Expected Behaviours
- Align the behaviour slips with SIS (simplicity and usability)
- Investigate a digital platform for PBS data



Priority Area 3: Health and Wellbeing for all

How did we go in 2020?

This is high on the agenda for the DOE as outlined in Focus 2020. It is also a high priority for HSS as it is such an intense and high stress job for all. There are many projects, initiatives and supports available for staff and we are constantly trying to improve this.

In 2020 these included:

- Encouragement for staff to be part of community based activities eg Harriers, Sunset Yoga, free online meditation.
- Grief and loss –support for staff and parents at the passing of a parent with School Chaplain and School Psychology support.
- Twice termly 'Warm Fuzzies' and whole staff morning teas.
- Health and Wellbeing Breakfast – Charlotte Inwood – Impact of Stress on our Immune systems
- Recognition of RUOK? Day
- Appreciation Days: Office and Ancillary staff, Education Assistants, World Teacher Day, Principal Appreciation, Cleaners and Gardeners Appreciation - these were celebrated with delicious food, gifts, notes and words of encouragement and thanks
- Mindfulness of vicarious stress and the impact on staff and students.

Moving Forward >>>>



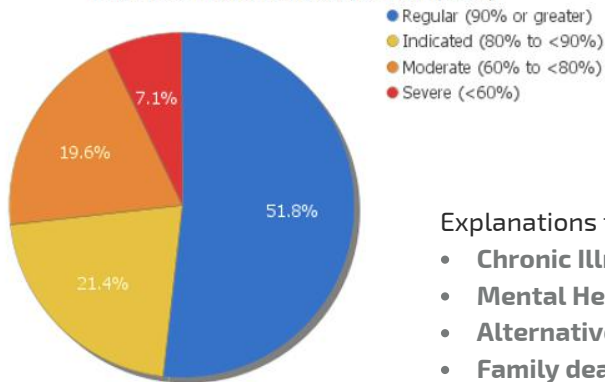
Promotion of initiatives for Health and Wellbeing for staff and students.	Consistent COVID strategies Increase of Chaplaincy time (1 days per week)	Target met
High priority and regularity of overall physical wellbeing for every student.	Consistent	Target met
Regular inclusion of animals into the school for therapy/sensory reasons.	Regular Happiness Hound visits from Georgie and Ned	Target met
Continued improvement of the outdoor play spaces for all abilities.	Successful \$30 000 shade and playground grant	Working toward
Staff employ the principles of Positive Education (Predominantly PBS) across the school.	Group SET November 2020. 1 focus are each term to allow deep teacher in of the concept. Staff PL – Module ??	Target met
Admin available for debrief/reviews using a process for all staff and students.	Standard practice after every critical incident a staff and student de brief is offered. School Psych offered Chaplain available At times the PCIR Constant reminders to staff to utilise People Sense as needed	Target met
Develop a Workforce Management Plan responding to the Business Plan priorities.	Substantive Principal Dec 2020 Change of MCS July 2020 New OHS officer appointed and trained Feb 2020 EOI for staff to join the Stephanie Alexander Kitchen Garden Project SNEA Pools (March and October) Consciously increase the % male staff	Working toward Still to action: Allocation and process for Deputy Principal 0.6 FTE

Attendance

2020

As at Census August 2020, HSS had a total of 64 funded students. 21 females (5 Aboriginal females) and 43 male (13 Aboriginal males). Regular attendance is set by DOE at 90% or above. Due to COVID attendance data is skewed.

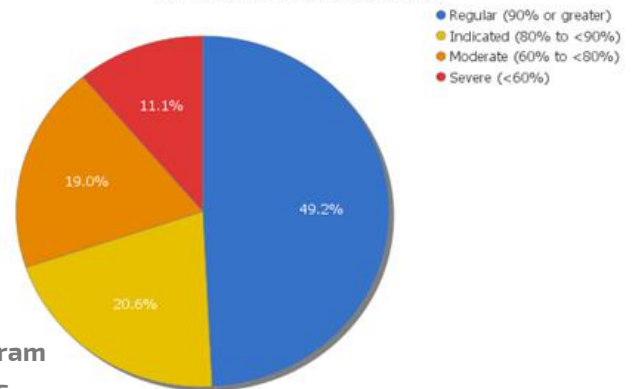
Attendance Profile 2019 Semester 2 Compulsory



Explanations for absences:

- **Chronic Illness**
- **Mental Health reasons**
- **Alternative Educational program**
- **Family death or severe illness**

Attendance Profile 2020 Semester 2



Recommendations for 2020 were:

- Continue providing ongoing knowledge to teachers about the Attendance Guidelines and their responsibilities. *Yes, this occurred via professional learning, Student Services follow up and regular monitoring and 'at point of need correction' as required.*
- Investigate other methods for parents to notify the school of non attendance, eg School Star (MGM), *Seesaw App, text messages. Yes this occurred. The school switched to using School Star via MGM messaging. This system is linked to our school based SIS attendance system. Primary caregivers receive an automated text message if students are absent without a reason provided.*
- All 'Unexplained' absences to be addressed with families. *Yes, this is followed up by the Classroom teacher, school officer or Student Services Coordinator. Regular attendance meetings are held with the Student Services team. Absences over COVID were carefully monitored.*
- Follow processes in place for students with the Severe and Moderate Attendance Profile. *Yes, this is used as needed.*
- Continued support for families and caregivers. *Yes, in April 2020 we increased Chaplaincy time to 1 day per week to provide additional support to families.*



Holland Street School 2020 Annual Report

Compliance

Holland Street School acknowledges the Department of Education's key strategic planning documents including 'Building on Strength', 'Every student, every classroom, every day' and the Strategic Plan for WA Public Schools 2020-2024. 'Focus 2020', the Aboriginal Cultural Standards Framework and the Student Wellbeing Framework are also used to provide a broad, underlying framework for our whole school planning and assessment cycle. Planning is based on the shared beliefs about the learning environment the school should provide, and how learning for all students can be supported at Holland Street School.

Signed and endorsed by the School Council Chairperson and Principal.


Clara Harris
School Council Chairperson

Date: 15 June 2021


Rachel Rutter
Principal

Date: 15 June 2021



Celebrating 60 Years offering specialised education for students with high educational needs. Clara Harris, School Council Chair and Lisa Criddle, Regional Executive Director pictured at the celebrations.