Holman Place
Annual School Report

2012
Our school at a glance

Students

Holman Place School strives to provide all students with quality Individual Education Programs. Students are enrolled in special programs of study from Kindergarten to Year 12 and are supported for a variety of special needs. Early Intervention support is provided for preschool aged students in special circumstances. All students are valued as individuals. High expectations are placed on student learning and the ability of each student to be an active participant in their community.

Staff

Staffing levels were maintained in 2012 with a non-teaching Principal, a teaching Assistant Principal, three full time classroom teachers, four full time Student Learning Support Officers, one part time RFF teacher, a School Administration Manager and a part time General Assistant.

Significant programs and initiatives

In 2012 Equity funding (formerly Priority Schools Funding) allowed the continuation of one to one literacy and numeracy programs for all students in the school. In term 3 the school received National Partnership funds to develop a Early Literacy program for special needs students in a mainstream school. The weekly Canteen program continues to be offered each week with the students gaining literacy and numeracy skills taught through planning menus, shopping, preparation of orders and counting money collected.

Sailability Sailing program operated in term 1 and 4, whilst swim school was conducted in term 4.

Student achievement in 2012

In 2012 three students completed preliminary Higher School Certificates and one completed the School Certificate.

Principal’s message

2012 was another fulfilling year for everyone at Holman Place. Mr Greg Bannerman again filled in as Relieving Principal whilst I was on maternity leave during terms 2, 3 and part of term 4.

Major works commenced in term 4 with the dismantling of the demountable classrooms to make way for construction of two permanent purpose built classroom. Along with these classrooms will be a kitchen and bathroom, and withdrawal areas. Funding for this project was made possible by the Federal Governments BER program. We also received joint-funding from the NSW Department of Education and Communities for the construction of the shade structure over the lower playground. The P&C have been working extremely hard to raise funds for this project. Construction will commence in the later part of 2013 due to the building work on the classrooms.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Kylie Bright

P & C and/or School Council message

The P&C are a small, hardworking group of dedicated parents who have been working together to raise funds to support projects at the school, the main project being the Shade Structure. The P&C held a very successful Market Day, which was made possible by sponsorships and donations from the Cowra community. Cake stalls again proved very popular.

Joanne Westren, P&C
School context

Student information

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>9</td>
<td>9</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>9</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2012 one student continued to be on a negotiated attendance plan whilst other students attended regularly apart from respite care, illness or other medical appointments.

Management of non-attendance

If attendance becomes an issue for a student, staff work directly with parents/carers and a variety of agencies to support that child. In 2012 interagency support has been provided by Lachlan District Home School Liaison Officer, Community Services and ADHAC.

Staff information

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>1</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>3</td>
</tr>
<tr>
<td>Teacher RFF p/t</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>6</td>
</tr>
<tr>
<td>Total</td>
<td>12</td>
</tr>
</tbody>
</table>

There are no members of staff that identify as Indigenous in 2012.

Staff retention

Mrs Kylie Bright remains as Principal. She took some maternity leave in 2012 and was replaced by Mr Greg Bannerman in terms 2, 3 and part of 4. Mrs Allison Pritchard was appointed as Assistant Principal in term 3 following the appointment of Mrs Briggs to another school. One SLSO remained on leave in 2012 and was replaced by a casual SLSO, whilst all other staffing remained unchanged.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>80</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>20</td>
</tr>
</tbody>
</table>

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2012</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>73388.88</td>
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<tr>
<td>Global funds</td>
<td>71398.11</td>
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<tr>
<td>Tied funds</td>
<td>91456.89</td>
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<tr>
<td>School &amp; community sources</td>
<td>3825.00</td>
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<td>Interest</td>
<td>3565.82</td>
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<tr>
<td>Trust receipts</td>
<td>233.50</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td>Total income</td>
<td>243868.20</td>
</tr>
</tbody>
</table>

Expenditure

Teaching & learning

- Key learning areas: 12044.70
- Excursions: 245.45
- Extracurricular dissections: 1347.71
- Library: 0.00
- Training & development: 6888.80
- Tied funds: 67331.37
- Casual relief teachers: 25287.34
- Administration & office: 11271.50
- School-operated canteen: 0.00
- Utilities: 18614.42
- Maintenance: 11908.17
A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

## School performance 2012

### Achievements

#### Arts

The students participated in the Cowra Eisteddfod. Many hours of practice go into preparing the students learning individual verse speaking, as well as the small and large group musical performances. Holman Place School earned themselves a well-deserved 3rd place in their whole school effort.

All students participated in the Cowra Festival of International Understanding with the guest nation being Finland.

The Cowra Show proved to be very successful again this year with students submitting a variety of entries. There was a wide range of exhibits from cupcakes, decorated cakes, threading, scrap booking, vegie-people, photography, individual work and whole class displays. Many of the entries resulted in prizes and commendations.

#### Sport

In 2012 students at Holman Place School were active participants in an array of health and fitness activities promoting physical activity, healthy and nutritious eating and personal grooming. The main objectives that underpin all of Holman Place School’s health and fitness programs are to give our students the necessary grounding and knowledge to enable them to lead happy, healthy and safe lives now and later in life post schooling. The health and fitness programs were structured in a manner that provided students with the practical knowledge that would allow them to be as independent in their future lives as possible, or as the school’s motto reads – ‘To Soar Alone’.

2012 saw students at Holman Place continue with their hydrotherapy spa sessions, swimming school, fitness activities and kinder gym at the PCYC club and horse riding with Riding for the Disabled.

We had students this year represent Holman Place School in the SSP athletics carnival and Western Region Swimming completion. On both occasions the school was represented well coming home with many accolades.

Each year the students look forward to a visit from Healthy Harold and 2012 was no different with the van being set up at the school and the students participating in The Life Education Vans wonderful programs.

Through funding from Cowra Services Club and a grant from Live Life Well the school was able to expand our fitness equipment to the addition of a gym facility based in a previous work shop area.

Holman Place was also participants in the Sip and Crunch Program that not only encourages healthy lifestyles, exercise and being aware of what we eat, it also provided funding to enable the school to purchase a variety of equipment to encourage students to be active during morning tea and lunch playtimes. Holman Place affiliated with other SSP’s in 2012 to participate in a variety of sporting teams such as indoor cricket, indoor soccer and dream cricket. Most of the students
travelled to Orange for a combined school SSP sports day. There were many students from schools all over the region. All students and staff had a great fun and physical day.

Sailability was again a huge success. Carcoar Dam provided a terrific setting for students to enjoy the wonders of sailing while in safety of Sailability’s purpose built boats

**Excursions**

The students enjoyed a variety of excursions both at the local level and further afield.

Weekly community based excursions such as shopping, banking and local library visits provide the students with invaluable programs that allow students to increase their skills for independent living.

Excursions extended further to the Australian National Field Days, Jobs Expo, Elmo’s World Tour Show, ABC Playschool, Historic Steam train ride from Peak Hill to Parkes, a trip to the Japanese Gardens for the Sakura Matsuri Festival and the Variety Club Christmas Party. This year several of our students also went to Stuart House where they were fortunate enough to be taken to the sights of Sydney including The Bridge Walk, Opera House and Taronga Zoo, which was a real eye-opener for our students and an excursion that we will continue to seek in following years.

**Academic**

**Progress in literacy**

Literacy is a focus area of learning at Holman Place School. The outcomes-based English K-6 syllabus for Stage 1-3 and Life Skills curriculum outcomes for State 4-6 are used. Individualised Education Programs (IEP) are developed for each child and are used as a planning tool in working toward the literacy outcomes. IEP’s are developed through collaboration between staff, parents and support personnel. All students vary in their competencies, motivation and behaviour and the school maintains that every child can achieve success.

A variety of teaching strategies and programs are used. The “Reading to Learn” program has been used in junior classes. The students are presented with the ‘tools’ needed to read using a scaffolding process before the story is read. At the commencement of reading a story, the teacher and students discuss the content; summarize the information from the picture clues and the sequence and key concepts of the information. This whole language approach has helped the students feel confident in their learning enabling them to progress through an engaging experience.

Each student is part of a 1:1 literacy program. Liaison takes place with class teacher and the program supplements the work that the students are doing in the classroom. Every week each class has library. A story is read and students have free reading time to look at books of their own choosing. The students continue to enjoy literacy during their visits to the town library, as well as being exposed to an integrated social situation.

Technology has become a major component of our changing world. It is important for all students to have access to these valuable resources and be encouraged to develop their understanding of how to use them as literacy and life tools. The students have gained an understanding of the use of the Smartboards.

Students are assessed and their programs modified and extended to meet their needs. Many of the students remain in the pre-reading stage of development, especially in Stages 1-3. Observation and assessment have shown a growing awareness of the many purposes for using spoken as well as written texts. Opportunities are provided for students to recount events, retell stories and ask questions. Active listening is encouraged and modelled.

**Progress in numeracy**

Many tools and devices are used to ensure progress in numeracy for each student. A wide
range of activities are required in each lesson from songs and early numeracy activities such as counting, posting, sorting and patterns. Some students use a variety of tools which range from numeracy games and activities on Smartboards to the use of concrete material and Count Me In Too (CMIT) activities.

The Individual Education Program (IEP) for each student includes numeracy, based on practical application. Concrete materials are used for the students still grasping concepts. This may be counting the number of particular items around or in the classroom or items presented by the teacher. Stencil work is done on such concepts as numeral recognition and writing, counting, size, shapes and simple addition. All numerical concepts are enhanced in informal ways such as play and leisure activities and specific numeracy related living skills for the individual student.

The Senior classes are allowed to use a calculator for some work but they are also taught the concepts so they understand how the answer came about. Some students are still more at ease with concrete materials, while others have Math’s textbooks. The seniors have also been doing intensive work on analogue time and money and practical application of these activities occurs during community access times such as shopping. Some students do their personal banking which also proves to be a very useful life skill.

Progress towards the final goal of numeracy competence for future needs is being addressed in a wide variety of ways at Holman Place School.

Significant programs and initiatives

Aboriginal education

Aboriginal culture and history is included in the planning for all classes. The Aboriginal flag is flown at the school and the Welcome to Country is a part of the Assembly process. Two aboriginal students attended regular Aboriginal dance sessions at Cowra High School.

Multicultural education

Students are encouraged and supported to experience a range of foods and cultural activities throughout their curriculum. Participation in the International Festival of Understanding is one such activity. In 2012 the students prepared artwork and research posters for display in the window of one of the shops in Kendall Street as a part of the Festival. The country for focus in 2011 was Finland. The students participated in the parade down Kendall Street and the following Festival activities in River Park.

National partnership programs

In 2012 the school in conjunction with other local SSP’s is developing an Early Literacy Program which will be taught to teachers in mainstream schools so they can implement this program for their students with special needs.

Other programs

Equity Programs (Priority School Funding)

Priority School Funding has allowed the school to employ a teacher one day a week for one to one literacy programs and one day a week for a one to one numeracy program. This program has been staffed by experienced teachers who developed individual learning programs for each student in the school. The programs were developed in conjunction with the student’s classroom teacher and were based on IEP Goals set with parents and caregivers. These programs have allowed students to focus on key skill areas and have led to continued steady development of core skills in literacy and numeracy. For details of programs refer to Progress in Literacy and Numeracy Sections of this report.

Progress on 2012 targets

In line with the school plan for 2012-2014 Holman Place Public school has been working towards the following targets in 2012.

Target 1

Students will achieve outcomes consistent with priorities negotiated in IEP’s.
Our achievements include:

- Successful Review meetings with families allowed for the planning of individualized goals for all students in the K-6 curriculum and/or the Life Skills program.
- Formal IEP’s were developed through staff collaboration and student success was assessed and evaluated throughout the year, consistent with outcomes and indicators relevant to each stage.
- Completion of TARS process and opportunities for all staff to complete professional learning activities ensured the provision of meaningful programs matched to prioritized goals.

**Target 2**

*Enhance the delivery and integration of technology in teaching and learning.*

Our achievements include:

- Teachers were able to access ongoing support for the integration of Interactive Whiteboards into their classroom practice. IWBs are installed and operating in each classroom.
- Students continue to use software to allow maximum participation by all students when using computers and IWB’s.
- Technology has been integrated into all teaching and learning activities including iPads and switches.

**School evaluation**

NSW public schools conduct evaluation to support the effective implementation of the school plan. In 2012 our school again carried out evaluation of teaching and literacy.

**Educational and management practice**

Due to the individualized nature of our programs at Holman Place School it is vital to constantly update the skills of staff to best meet the needs of the students. This relies on identifying professional learning needs and ensuring that staff have access to appropriate training to develop their skills.

**Background**

The TARS (Teacher Assessment and Review Schedule) has been integral in developing a profile of the professional learning needs of staff at Holman Place PS. Through this process, staff has been able to review their own performance in meeting the individual needs of their students and reflect on training opportunities that will assist in supporting their professional growth and development as educators.

**Findings and conclusions**

Staff have found that the sharing of professional knowledge with colleagues and the opportunity to cater their professional development based on self-reflection and the development of a professional learning plan have been very beneficial.

Staff have accessed professional learning opportunities that have benefitted both themselves and their students. The diversity of learning needs of the students at Holman Place has increased and this has been addressed by the focus on managing teacher reflection and professional learning.

**Future directions**

The inclusion of SLSO staff as a part of the assessment and review process will continue in 2013.

The use of the TARS process for staff to develop professional learning plans and reflect on their current teaching practice will continue to be a vital part of the school improvement process.

**Curriculum**

Literacy has continued to be a major priority for all school programming and professional learning. Priority School Funding has allowed the continuation of one to one programs for all students focusing specifically on the development of their literacy skills. These one to one sessions are held weekly.

**Background**

Because many of the students at Holman Place PS do not meet the ‘zero’ standard set by Best Start
testing, resources and assessments need to be developed to enable teachers to effectively plan, implement and assess the literacy and language skills of students in their classes.

Students need to achieve life skills literacy skills in order to confidently operate within their local community independently, and these skills continue to be a focus for all programming. This focus however must allow for those students who can achieve higher standards and appropriate literacy goals must be established and supported for each individual student.

Findings and conclusions

Reading to learn strategies continue to be implemented in most classrooms to the limit of the student’s understandings. This has been done successfully and will continue on a wider scale across the school.

One to one programs have been funded by Equity Funding (Priority School Funding) and have allowed a teacher to offer weekly sessions for each student to work on their individual literacy programs. Programs for this program were developed from IEP goals set with parents, and in consultation with classroom teachers. These programs have fostered significant improvement in literacy and language skills across all students however these skills continue to be well below age appropriate for most students.

Future directions

The professional dialogue and development of strategies and resources to support students testing 'below zero' in Best Start Assessments will continue as a whole staff focus. Any opportunities for professional learning and sharing will be accessed.

Reading to learn was offered the training in 2012. Staff who are trained will be encouraged and supported to implement Reading to Learn strategies in their classrooms.

All staff will maintain their focus on developing the highest quality programs that support students to achieve a high standard of results.

In 2012 the school sought the opinions of parents, students and teachers about the school.

All parents who responded felt that their children were receiving a high quality education. They believed that the educational and social needs of their children were being met and that their children were being offered the opportunity to experience a wide range of community activities. All parents who responded also believed that the staff were approachable and happy to discuss their child’s educational needs.

All student surveyed felt that they were being offered programs that met their educational needs. They felt that they were offered a wide range of opportunities to participate in sporting and community activities that allowed students of all abilities to participate.

All staff surveyed felt that they were improving their educational practices through the Professional Learning experiences and mentoring of executive staff. They felt that their students were offered high quality individualized programs and that these programs were well resourced.

Professional learning

In 2012 staff undertook professional learning in autism, mental health issues, supporting students with behavioral issues, online literacy courses, teaching sex and sexuality to students with special needs and Positive Behaviors for Learning (PBL). These opportunities were offered in response to identified needs of students. All staff attended several professional learning opportunities throughout the year.

Mandatory training in First Aid, Non-violent Crisis Intervention and Child Protection were also undertaken by all staff during staff development days.

A strong alliance continued to be forged with the AP network from other local SSP’s meeting on a regular basis.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas,
intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

**School priority 1**

**Outcome for 2012–2014**

Continued improvement in Literacy outcomes for all students.

**2013 Targets to achieve this outcome include:**

- To have all staff trained in R2L and implementation of it across the school.
- Best start below zero data to have measurable improvements/achievements for all students.

**Strategies to achieve these targets include:**

- Untrained staff to be funded and supported to complete Reading to Learn Training.
- Staff supported to work with Below Zero ‘Lighthouse Project’ materials to develop assessments for those students scoring below zero on Best Start testing.
- ‘Below Zero’ professional Development opportunities offered to staff as they come available.

**School priority 2**

**Outcome for 2012–2014**

Focus on development of Aboriginal Education initiatives.

**2013 Targets to achieve this outcome include:**

- Strengthen partnerships with families and local agencies.
- Involvement in Regional Aboriginal Education Team
- Acknowledgement and monitoring of educational outcomes for Aboriginal students
- Integrate Aboriginal perspectives across all KLA units
- Designate a staff member to represent the school on the Cowra Aboriginal Education Group.
- All staff to be trained in the 8 ways pedagogy using the training services of the Regional Aboriginal Education Team.

- Support and encourage the implementation of the 8 ways pedagogy in all classrooms.
- Systems established to track and monitor outcomes of Aboriginal students.

**About this report**

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analyzed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

Mrs. Kylie Bright, Principal
Mrs. Allison Pritchard, Assistant Principal
Mr. Peter Bryson, Classroom Teacher
MS Linda McGann, School Administration Manager

**School contact information**

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School Code: 5736

Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: