Holman Place

Annual School Report 2013
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 2013 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 2013 Transitional Equity funding (formerly Priority Schools Funding) allowed the continuation of one to one literacy and numeracy programs for students, this year iPads were introduced to this program as a new learning tool. In 2013 the school received National Partnership funds to further develop Early Literacy program for special needs students who are working Pre O on the Continuum. 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.

The Sailability Sailing program continued in term 1 and 4, this program introduces students to an active, healthy outdoor sport.

Student achievement in 2013

In 2013 one student completed preliminary Higher School Certificate and three completed the Higher School Certificate Life Skills program.

Principal’s message

2013 was another fulfilling year for everyone at Holman Place.

Major works were completed in the middle of the year. Two permanent purpose built classrooms which included a kitchen, bathrooms 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 worked extremely hard to raise funds of $15,000 for their contribution to this project.

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 dedicated group of parents who have raised funds to support projects at the school, the main project being the Shade Structure. The P&C held several cake stalls, a pie drive, a monster raffle and a donation from the St George Bank of $5000 “Start something local”

Kelly Murphy P&C rep.
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>
<th>2013</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>
<td>16</td>
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<tr>
<td>Female</td>
<td>5</td>
<td>10</td>
<td>11</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>11</td>
</tr>
</tbody>
</table>

Student attendance profile

In 2013 student attendance was regular, apart from scheduled 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 2013 interagency support has been provided by Lachlan District Home School Liaison Officer, Community Services and DHAC.

Year 12 students attaining HSC

At the end of 2013 three students celebrated their graduation and will attend Post School Options in 2014.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>1</td>
</tr>
</tbody>
</table>

Teacher qualifications

There are no members of staff that identify as Indigenous in 2013.

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>
<tr>
<td>NSW Institute of Teachers Accreditation</td>
<td>80</td>
</tr>
</tbody>
</table>

Staff retention

Mrs Kylie Bright remains as Principal. One teacher and one SLSO remained on leave in 2013 and were replaced by casual staff, whilst all other staffing remained unchanged.

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>30/11/2013</th>
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</thead>
<tbody>
<tr>
<td>Income</td>
<td>$</td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>88695.24</td>
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<tr>
<td>Global funds</td>
<td>93932.77</td>
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<tr>
<td>Tied funds</td>
<td>64455.40</td>
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<tr>
<td>School &amp; community sources</td>
<td>17142.10</td>
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<tr>
<td>Interest</td>
<td>3171.52</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>513.00</td>
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<tr>
<td>Canteen</td>
<td>0.00</td>
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<tr>
<td>Total income</td>
<td>267910.03</td>
</tr>
</tbody>
</table>

Expenditure

| Teaching & learning                        |          |
| Key learning areas                        | 4872.55  |
| Excursions                                | 478.96   |
| Extracurricular dissections               | 1334.64  |
| Library                                   | 14.54    |
| Training & development                    | 3383.82  |
| Tied funds                                | 93106.83 |
| Casual relief teachers                    | 15634.83 |
| Administration & office                   | 14125.80 |
| School-operated canteen                   | 0.00     |
| Utilities                                 | 18540.02 |
| Maintenance                               | 7906.40  |
| Trust accounts                            | 513.00   |
| Capital programs                          | 34693.57 |
Total expenditure 194604.96
Balance carried forward 73305.07

A full copy of the school’s 2013 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 2013

Arts
The students participated in the Cowra Eisteddfod. Many days of practice go into organizing the students, learning individual verse speaking, as well as the small and large group musical performances. Holman Place School received several highly commended certificates.

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

The Cowra Show proved to be very successful again this year with Holman Place having a varied display across the mediums of cooking, photography and art / craft. The Goanna class also performed a dance item at the Cowra show.

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

Each year the students look forward to a visit from Healthy Harold and 2013 was not changed with the van being set up at the school and the students participating in The Life Education Van’s brilliant Personal Development and Health programs.

Holman Place continued to participate in the Sip and Crunch Program that encourages healthy lifestyles, exercise and being aware of what we eat. In 2012 this program 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 to participate in a variety of sporting teams such as indoor cricket, swimming, indoor soccer. Students travelled to Orange for a full day of Dream Cricket with other schools from across the region.

Students attended the local Small school sports day. Our Students participated in a variety of races, games and activities that taught them to duck, dive, sprint, throw and catch.

In 2013 students at Holman Place School were enthusiastic partakers in a selection of health and fitness activities encouraging physical activity, healthy and nutritious eating and personal grooming. The main objectives that reinforce all of Holman Place School’s health and fitness programs are to provide our students the required preparation 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 style 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’.

2013 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.
Sailability was again an enormous success at Carcoar Dam. It provides a terrific setting for students to enjoy the skill of sailing while in safety of Sailability’s purpose built boats

**Excursions**

The students enjoyed a variety of excursions locally, regionally and to Canberra.

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

Excursions to the Australian National Field Days, Wiggles’, NAIDOC celebrations Cowra High, Flipout, Fire Museum, Music Viva – Muylan P.S the Japanese Gardens for the Sakura Matsuri Festival and Canberra were enjoyed by most students.

**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 behavior 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.

Students took part in the one to one literacy program with Transitional Equity Funding providing staff and resources. 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 continued to gain skills and understanding in the use of the Smartboards, iPads and PC’s.

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.

Aboriginal education

In 2013 staff trained in Aboriginal Pedagogy and programs were provided for the students, as an outcome of this course. Students and staff attended NAIDOC Day at Cowra High School and saw performances in aboriginal music, painting and food exhibits.

Multicultural education

Holman Place School participated in the Cowra Festival of International Understanding. Students made artworks which became displays in shop fronts, and conducted research about the guest nation, which was Sri Lanka. Most students also participated in the weekend street parade.

National partnerships and significant Commonwealth initiatives

In 2013 a quality teaching and learning program was developed that supports students in achieving pre level 0 outcomes and indicators in Literacy. Classes were established, providing centres of excellence and expertise, demonstrating explicit planning, programming, teaching and assessment strategies and techniques. Use of Personalized Learning and Support Plans the Best Start Continuum and adapted outcomes and indicators of the K-6 English syllabus (focusing on early stage on outcomes) to develop appropriate teaching content and achievable learning activities. An early literacy framework was developed to assist students with a disability in any school setting. The Assistant Principal provided professional development to DEC staff working with students with a disability to increase skills and knowledge when implementing quality teaching and learning programs that will support early literacy skills.

Transitional Equity Funding

The Transitional Equity Funding continued the school to employ a teacher one day a week for one to one literacy and numeracy programs, which this year included the use of iPads. 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
School planning and evaluation 2012—2014

School evaluation processes
NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

School planning 2012—2014: progress in 2013

School priority 1
Target 1
Students will achieve outcomes consistent with priorities negotiated in IEP’s.

Outcomes from 2012–2014

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.

School priority 2
Target 2

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

Outcomes from 2012–2014

- 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 2013 our school again carried out evaluation of teaching and learning.

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 2014.

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.

Learning

Literacy continued to be a major priority for all school programming and professional learning. Transitional Equity Funding allowed the continuation of one to one programs focusing specifically on the development of their literacy skills.

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 Transitional Equity Funding and have allowed 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.

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

Parent/caregiver, student, and teacher satisfaction

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

All parents who responded to the survey felt that teachers talk to parents about their child’s learning. They believe the school expects students to achieve to the best of their ability. All parents who responded also believe teachers at the school are continually upgrading their skills.

All parents who responded strongly believe that teachers provide class activities that are interesting and appropriate to my child’s needs and abilities. Most importantly parents agreed that the school provided clear information about student achievement through the school’s reporting reporting progress.

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 2013 staff undertook professional learning in autism, mental health issues, supporting students
with behavioral issues, online literacy courses, 8 ways Aboriginal pedagogy training 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 2013—2015

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 2014–2015

Continued improvement in Literacy outcomes for all students.

2014 Targets to achieve this outcome include:

- To have all staff trained in Best Start Kindergarten Assessment K – 10 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 Best Start Kindergarten Assessment K – 10, in Literacy.
- 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 2014–2015

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
Holman Place Public School
Holman Place Cowra 2794
Ph: 63422301
Fax: 63411265
Email: holmacplac-s.schools@det.nsw.edu.au
Web: www.holmanplac-s.schools@nsw.edu.au
School Code: 5736

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