



2024-2027

Business Plan

OUR BUSINESS

Our 2024 - 2027 Business Plan outlines the priority areas that we will focus on over the coming four years. It has been informed by school performance data (including the 2024 Public School Review), extensive staff and community feedback, and complements the Department's Strategic Directions for Public Schools. This Plan outlines the strategic planning, core values and priorities which will be refined and embedded over the coming years. It also outlines maintenance points, which are key areas identified for us to continuously review and improve. These priority and maintenance points, are integral to the success of our school and will continue to be monitored and actioned.

We are driven by our shared commitment to advocate every students' right to education. Our staff create an inclusive, safe and supportive environment in which our students can achieve their educational goals and surpass expectations. As a school, we enable this success by:

- **Building and maintaining positive, effective internal and community relationships and partnerships.**
- **Improving the learning environment to meet the complex educational and emotional needs of our students.**
- **Ensuring effective and consistent teaching strategies contribute to our shared beliefs and motivations.**

Our community has entrusted us with the education and care of their children. We understand the enormity of this trust and responsibility. We advocate for families, external service providers and the community to support our students' learning, and to value education as a key for future success and fulfilment. This plan will help to connect our stakeholders, ensuring the best outcomes for our students.

OUR SELF-ASSESSMENT

Holland Street School prioritises providing the best possible education and support to our students. Ongoing self-assessment is fundamental to our school improvement cycle. A rigorous process ensures we continually evaluate our school's performance, to plan and implement strategies for ongoing improvement. Following the Department of Education's School Improvement and Accountability Policy, our school improvement cycles assess data and other evidence; plan to improve the standards of student achievement and acts to implement planned strategies for action. In collaboration with stakeholders and the school community, we use this process to review our performance against Business Plan targets each year, with results published in our Annual Report.



OUR STORY

Holland Street School is a public education support school for students with intellectual and physical disabilities. We cater for unique educational needs in a safe, supportive and caring environment, with a high staff ratio to ensure student engagement. Students' individual learning priorities are determined by Individual Education Plans (IEP), or Individual Transition Plans (ITPs) for year 11 and 12 students. Our teachers deliver highly structured programs based on the principles of explicit and direct instruction and governed by the Positive Behaviour Support (PBS) Framework.

Learning is assisted by specialised facilities: including a hydrotherapy pool; sensory room and sensory garden; therapy room; life skills centre; horticulture and recycling workshops; and inclusive, multi-sensory playground equipment. Located in the heart of Geraldton, we welcome students from up to 70km away. As a small, regional school, we enjoy close relationships with our students' families and the local community, to collectively advocate for our students.



KEY ACHIEVEMENTS PREVIOUS PLAN 2019-2023

- Staff recognition with various WAESPPA Awards (2023), Midwest Education Awards (2019-2022), Finalists in the Australian Education Assistant Awards (2022), Tidy-Town Sustainability finalist (2023)
- Acquisition of a school nurse (2023)
- Significant technology upgrades
- Upgrades to the Independent Living Centre to make it more inclusive
- Development of Health and Wellbeing practices, seen as 'stand out' practice in the Midwest
- Continued support and navigation of NDIS for families
- Continue to lead the way in Team Teach, Hydrotherapy programs, Protective Behaviours, and regulation programs
- Hosted staff to share our teaching and learning programs with schools in the Midwest
- Memorandum of Understanding established with Therapists
- Embedded high quality, evidence based English and Mathematics programs
- Utilised all available land with the addition of ECE3, S4, Secondary Multipurpose Room (SMR), additional secondary toilet block, additional universal access toilet building in Secondary
- Completed the \$495,000 car park upgrade, Part A in 2021 and Part B in 2022
- Increased the visits/adoption of animals and gardens spaces
- Increased student enrolments: 7 classrooms increased to 9 classrooms, over past 4 years
- Increased emphasis placed on 'in-house' mentorship for staff and increased leadership opportunities for students
- Acquisition of more inclusive playground equipment, such as a Liberty Swing, in-ground trampolines, trikes and a bike track



Our purpose

Inspiring meaningful lives.

Our mission

Everyone embraces the power of all abilities.

Our vision

Advocates educating and advancing change for people with disabilities.

We value:



Participation

Encouraging engagement and learning.

- 3 Pillars of Participation
- Individualised support
 - Inclusive environment
 - Positive reinforcement



Belonging

Nurturing acceptance and connection.

- 3 Pillars to Belonging
- Cultivate a welcoming atmosphere
 - Promote peer relationships
 - Celebrate diversity



Independence

Providing individual opportunities.

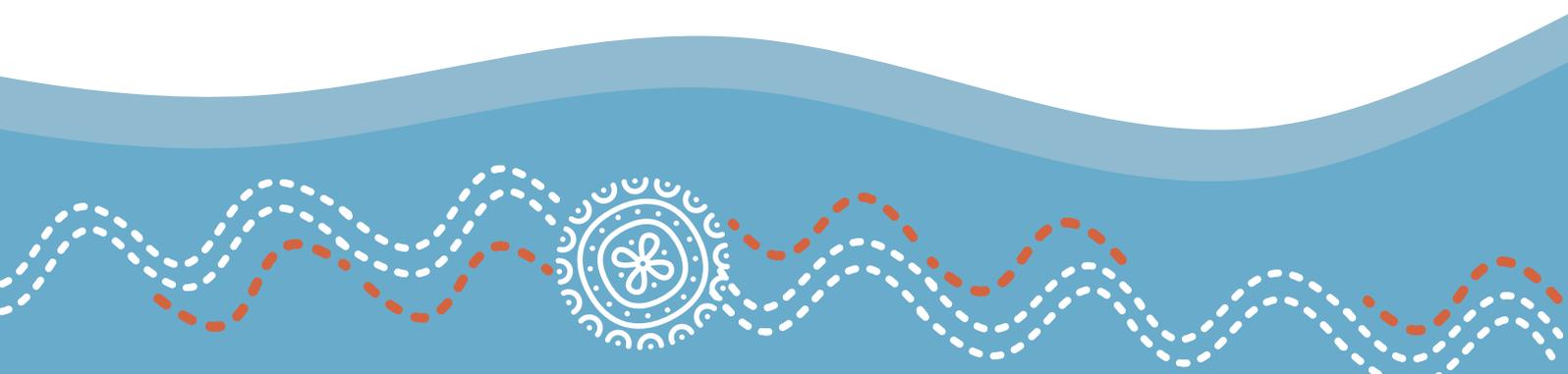
- 3 Pillars of Independence
- Prioritise skill development
 - Employ 'Gradual Release of Responsibility'
 - Encourage decision making



Respect

Feeling safe and accepted.

- 3 Pillars for Respect
- Model respectful behaviour
 - Implement clear and consistent expectations
 - Promote open communication



OUR PRIORITIES

Priority 1: Teaching Quality (from Public School Review, PSR)



- 1.1 Develop a **Holland Street School, ABLEWA Scope and Sequence** to improve the depth of use of the curriculum and targeted individual education goals.
- 1.2 Engage with the **Quality Teaching Strategy to develop a whole-school instructional model** focused on consistency and low variance teaching.
- 1.3 Provide training in **trauma informed practices** - further support staff understanding to increase student support.

Focus	Actionable targets	What you will see
Curriculum Development and Implementation	<p>By the end of 2026 develop a HSS Scope & Sequence to improve the depth of use of the curriculum & targeted individual education goals with a focus on English learning area.</p> <p>By the end of 2025, embed Early Years Learning Framework (EYLF) v2.0 and updated Kindergarten curriculum.</p> <p>In 2025 trial the introduction of Languages Other Than English (LOTE) curriculum (Auslan) across 7 classes.</p>	<ul style="list-style-type: none"> • In the English learning area, develop a bank of HSS IEP goals associated with each content descriptor for ABLEWA Stage A-D in one learning area. • Develop consistency throughout the school for those students accessing the ABLEWA curriculum, including IEP goals and prompt level hierarchies within these, being easier to track year to year. • Initiate the process of joining the Education Support Schools North Metro Network by end of 2025 by participating remotely in meetings and networking opportunities with similar schools. • Increased use of Auslan in all facets of school life (assemblies, morning circle, on school 'socials', in onsite workstations, increase parental awareness). • LOTE data gathered semesterly, informing the trial.
Consistency and Best Practices	<p>By the end of 2026, teachers demonstrate consistent classroom practices in lesson design, across the school.</p> <p>Implement Quality Teaching Strategies in all aspects of school planning, teaching and assessments.</p> <p>School wide involvement and implementation of Leading Cultures of Teaching Excellence (LCoTE) strategies lead by Principal and middle leaders.</p> <p>To clarify and share 'Roles and Responsibilities' for staff by articulating details of tasks and areas of responsibility.</p>	<ul style="list-style-type: none"> • Use the Teaching for Impact document to find attainable goals that align with HSS needs for this business plan e.g. <p>TEACH --> INSTRUCT --> Clearly communicate learning intentions and success criteria</p> <p>TEACH --> INSTRUCT --> Implement a gradual release of responsibility</p> <p>TEACH --> APPLY --> Equip students with work capabilities</p> <ul style="list-style-type: none"> • Implement the 6 Givens of classroom environment. • Adopt a whole school instructional model eg 'I do, we do, you do'. • Progression of classroom observations and coaching. • A display of the learning intention for every core learning block. • Create an HSS gradual release model for IEP goals (formally record the prompt hierarchy to support IEP writing i.e. Full physical to independent). • Integrate evidence-based teaching strategies for Special Education by 2026. • Create a work capabilities scope & sequence (detail of what secondary classes will be teaching e.g. individualised work skills etc).
Trauma-Informed Practices	<p>Embed trauma-informed practices in the form of the Berry Street Education Model (BSEM) by 2026.</p>	<ul style="list-style-type: none"> • Trained teachers (x4) leading implementation in 2025 • Provide ongoing professional development via the Berry Street Education Model • 2025: 2 May, 11 August, all staff • 2026: 29 January, 18 August • Staff training/update Youth Mental Health First Aid and Gatekeeper training.
Culturally Safe and Engaging classrooms	<p>Continue to strengthen culturally safe practices for all cultures by 2025.</p>	<p>Refer Aboriginal Cultural Standards Framework (ACSF) committee Operational Plan</p> <p>Implement strategies and monitor engagement through bi-annual feedback surveys</p>
Administrative Efficiency Reducing administrative burdens on teachers and leaders.	<p>Review and reduce red tape and administrative tasks for Teachers by 2025 by evaluating processes and programs to be more efficient and use technology to save time.</p> <p>To have a behaviour support team to respond to disruptive and unsafe behaviours to allow teaching to continue.</p>	<ul style="list-style-type: none"> • Prioritise uninterrupted, core learning time • Workplace Advisory Committee (WAC) advice and meeting outcomes • Seek to refine processes - discuss at Admin and Teacher Meetings • Use same structures for all committee meetings Effective Schools model (Pete Stebbins) • Continue funding the Behaviour Response Team

2024

2027



Priority 2: Student Achievement and Progress (from PSR)

2.1 Formalise opportunities for staff to **discuss student performance data** across classrooms.

2.2 Continue to refine and develop **contextually appropriate moderation strategies** to support comparisons of student performance.

2.3 Secondary school individual **Roadmap** progression.

Focus	Actionable targets	What you will see
Data and Evaluation	Streamline Data Collection Processes in K-12 by Semester 1, 2026 Each semester, teachers will talk about student progressional data in phase year levels (ECE, primary, lower secondary, upper secondary) so that effectiveness of programs and teaching frameworks can be reviewed, optimised and improvement focussed.	<ul style="list-style-type: none"> Assign 'Data Leaders' In line with HSS Assessment Schedule conduct semesterly reviews of data to monitor and enhance student learning outcomes. Further develop a culture of talking and tracking progress. Refer to Leading Cultures of Teaching Excellence (LCoTE) project. Ensure assessment practices are individualised consistently meeting the needs of all students.
Assessment and Moderation	Continue to develop and refine contextually appropriate moderation strategies for student performance comparisons.	<ul style="list-style-type: none"> Form working moderation groups for the following: ABLESWA stage A-D; WAC F-2; WAC 2-6; WAC Secondary; ASDAN. End of 2025 groups to be formed. Dedicated 20 minutes every 2nd teacher meeting (1x20 minute block a term) to discuss achievement. Embed, non-negotiable. End of 2025. Use of samples, of the same content descriptor compared in learning area each 20 minute teacher meeting block. Develop a bank of moderation 'samples' for content descriptors that link back to the HSS achievement scales for IEPs.
Secondary Transition Planning	Develop clear, detailed Yr 10-12 Transition planning documents that follow the student into post school options so that the process is streamlined for the student, school and family.	<ul style="list-style-type: none"> Secondary teachers agreeing upon seamless plans for secondary pathway, families involved and student pathways mapped from Year 10. Year 10 detailed 'All about Me' plan that follows to Year 12 (incl. post school goals)
Sensory support for secondary to assist achievement and success.	Establish a Secondary Sensory Room to enhance sensory support by 2027.	<ul style="list-style-type: none"> School's Upgrade Funding (SUF) for new build of undercover area to encompass a secondary sensory space. Planning for the secondary sensory space - use of technology/equipment that will support individual need.
Attendance Improvement	Monitor and report on attendance improvements in a systematic way by 2025; implement additional attendance improvement strategies if needed on a case by case basis.	<ul style="list-style-type: none"> Clearly understood attendance processes internally and with parents and carers. Phasing in of COMPASS, April 2025 Consistent use of 'Graduated Attendance Planning' as required.
Student Voice and Leadership	By 2025, establish and promote mechanisms for student voice in school decision-making and embed into school governance.	Annual Leadership Camp for secondary students. Seek opportunities for leadership internally and externally.

2024

2027





Maintenance: Learning Environment

3.1 Reinvigorate Positive Behaviour Support (PBS) through the Working Smarter Framework.

3.2 Physical spaces: Primary kitchen space upgrade; shade for all bus arrivals; shade from Primary classes to ECE 3; shade from classes to Administration; larger more inclusive undercover space; a home economics space near the gardens; a secondary sensory room; upgrade to cleaners' sheds and storage sheds (e.g. sports shed) and plan for Administration building upgrade.

Maintenance areas

- Reinvigorate Positive Behaviour Support through the Working Smarter Framework and associated partnership with SSEN:D, SSEN:BE.
- Develop a visual identity of the school to incorporate the Aboriginal parents and families histories as part of the whole school history.
- Consider the re-establishment of a 'satellite class' at a nearby Primary/Secondary School to help meet the social and academic needs of some of our students.
- Continued focus on progression with the Health Department and DOE MOU for a nurse on school site (to alleviate annual Personal Care in Schools, PCIS, applications).
- Revive student leadership roles e.g. student councillors.
- Continued upgrades to our facilities to enhance student learning.





Maintenance: Relationships and Partnerships

4.1 Review and formalise practices for inducting new staff.

4.2 Use of "Engaging and Working with Community Toolkit" to drive change and improvement.

4.3 Establish regional conversations about Special Education. How do we support the growth and waitlist requests within the Midwest region?

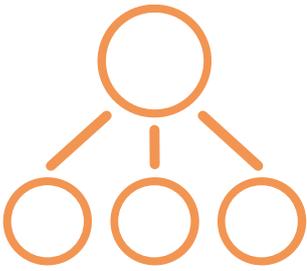
4.4 Explore opportunities to form mutual and reciprocal partnerships with local business.

Maintenance areas

- Explore opportunities to teach Aboriginal history, culture and languages.
- By 2026 engage in a sustainable pathway for groups of students to access mainstream classes for socialisation/interaction/exposure opportunities e.g. to Geraldton Primary School, Geraldton Secondary High School for skill generalisation opportunities.
- Continued development of cultural responsiveness as evidenced by improvements against the ACSF.
- Engage with one new local business as a work-placement venue each year, between 2024 and 2026.
- Promote information forums for students and families transitioning between primary and secondary and from secondary to community.
- TAFE opportunities offered for students as they transition to upper secondary.
- Purchase of school vehicle to support workplace transportation and partnerships.
- Principal to speak at one public event each year to promote Holland Street School and its role and needs within community.
- Review and formalise practices for inducting new staff.
- Use of "Engaging and Working with Community Toolkit" at leadership and teacher meetings to drive change and improvement.
- Conduct a review on communication methods and streamline those used across the school to ascertain which are viewed as most effective by different stakeholders.
- Build a presence as disability advocates in the community outside of the education sector and establish regional conversations about special education.
- Facilitate further School Council member input into school operations.
- Explore opportunities to have a mutual and reciprocal partnership with a local business, that is based on a sustainable structure over the next few years.



Maintenance: Leadership



5.1 Increase the structure and formality of the Distributed Leadership model.

5.2 Investigate the use of the Future Leaders Framework.

5.3 Explore DOE 'Teaching for Impact' framework with a special education lens.

5.4 Manage and refine school growth to a 'larger school model' for operational matters eg more focus on working in phase groups, continue middle management emphasis and staffing structures that support this.

Maintenance areas

- Increase the structure of the Distributed Leadership model with clearly documented leadership roles and responsibilities to support and drive curriculum and whole-school pedagogy.
- Investigate the use of the Future Leaders Framework to identify, develop and support aspirant leaders.
- Adjust the Administration Meetings to include a representative from each area: ECE, Primary, Secondary and Admin.
- Continue to explore ways of improving culturally responsive planning in collaboration with key stakeholders in the community.
- Managing the growth of this school (and community pressure) needs a regional approach. Collaborate with DoE and Regional Network personnel to plan for the best options for meeting the community needs for Special Education schooling options.
- Formally increase the professional engagement and understanding of GROWTH coaching models amongst teachers.
- Continue targeted professional support for leadership development of middle leaders to support their leadership goals e.g. solutions focussed coaching, learning area specific PL, Special Education specific PL.
- School teaching team to keep abreast of research on effective evidence-based practice in Special Education by attending regular professional learning, maintaining a strong connection with WAESPAA and continuing relationships with 'like schools' in Special Education.



Maintenance: Use of Resources



6.1 Purchase of a school vehicle.

6.2 Keep abreast of latest technology within the disability sector.

6.3 Continue to be creative with workforce attraction and retention, particularly teachers, trained in Special Education, offering university practicum placements and encouraging SNEAs to train as teachers.

Maintenance areas

- Proceed with the intent to plan and budget for the purchase of a school vehicle to assist with operational matters including conducting home visits supporting students to attend workplace learning and accessing the community.
- Senior Teachers - support and encourage those who are eligible.
- As the school continues to grow, adopt a Larger School Model, for staff management, middle management and systems for human resource management.
- Perform an annual audit (November) to ensure effective use of furniture layout and items reflects best practice.
- Keep up to date with latest technology within the disability sector to ensure we are giving our students the best chance at success.
- Continue to think creatively to employ external staff (or increase internal staff FTE) to meet the requirements of students, and upskill current staff e.g. for cultural, behavioural, health and academic needs.





Prepared by :

Principal and Staff

<https://www.hollandstreetschool.wa.edu.au/>