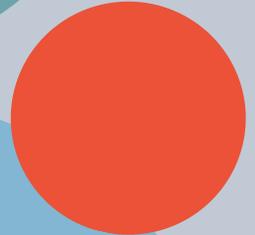


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Annual Report

2024



Prepared By
Principal and staff



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Acknowledgement of Country

Here is the Barna (Land)
Here is the Birla (Sky)
Here are my Mulganhu (Friends)
And here am I.

We stand together,
hand in hand to respect and thank
the people of Yamatji land.

Mara (hands) up, mara (hands) down,
We're on Yamatji Barna (land).

Values and Visions



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



Belonging

Nurturing acceptance and connection



Independence

Providing individual opportunities



Respect

Feeling safe and accepted

Message from Principal

Thank you, to the parents who trust us with your children.

Thank you, to the amazing students, who we are all here to support and educate.

Thank you, to the staff members who make and carry out the individual plans. They help the students regulate and push them to learn and improve, ensuring there are truly 'Possibilities for all Abilities'!

It is my pleasure to present the 2024 Annual Report for Holland Street School.

I begin by acknowledging the Traditional Custodians of the land on which our school stands, and pay respects to Elders past and present. I recognise Aboriginal and Torres Strait Islander peoples as the oldest continuous living cultures in the world, and I honour their enduring connection to Country, community, and language.

In 2024, we were honoured to share our school growth and excellence during our Public School Review (previously completed April 2019), a process that affirmed our commitment and continuous improvement. We also had the privilege of sharing our school with the Minister for Education, Dr. Tony Buti, showcasing the exceptional work of our staff and students. A significant achievement this year was our successful application for a new undercover area, one of only 13 schools across the state to receive Commonwealth funding under the Schools Upgrade Fund (SUF). This will greatly enhance our learning environment and increase accessibility for all students. We were also the fortunate recipients of generous support from the Variety Ladies Luncheon, allowing us to further enrich our programs and resources.

While staffing challenges in Terms 2 and 3 tested our resilience, our dedicated team supported students with professionalism and care. We also celebrated many memorable events including NAIDOC Week and our Telethon fundraising event, which raised over \$20,000 – a remarkable community achievement.

Our unique school environment continues to be enriched through the presence of a variety of animals, which play a valuable role in student engagement and wellbeing. We also experienced an unusually high number of Kindergarten enrolment enquiries, reflecting our strong reputation in the community. In December, we proudly farewelled six Year 12 graduates each leaving with our heartfelt congratulations and best wishes for their next chapter.

As we move into 2025, we begin our new Strategic Plan 2024-2027: Inspiring Meaningful Lives – a roadmap that places student outcomes, inclusion, and opportunity at the centre of everything we do.

It remains a privilege to lead this exceptional school community. Thanks and gratitude.

Rachel Rutter
Principal



HSS School Council Chair

2024 has been a relatively 'eventless' year which I understand Holland Street School has relished after a particularly tough previous year. This has meant it could be business as usual, with the school able to focus more on doing what it does best - great teaching and nurturing.

As you will be hearing, there's a constant background media and political narrative around the push for mainstreaming special education, however, daily we see the successful outcomes of a dedicated and expert school staff, bespoke and high-quality facilities and a supportive community. This was highlighted well in the ABC news story that featured Council member Rachael Bressington and son Micah.

My eyes have been opened and heart endeared to Holland Street School through my work and brief time serving on the Council. I have only held a minute paintbrush in what is a beautiful, complex, unique, colourful and proud canvas, but will leave with a masterpiece in my memory.

Fiona Angelatos, Chair Person 2022-2024

Left, in adjacent picture



Chaplaincy

The Chaplain offered open listening and support for the school community in 2024. As relationships grow, people are seeking out the Chaplain more frequently. Support was offered to families, staff and students. Part of the support can be referring people to community supports, including counselling, and mental health or psychology services. The

Chaplain has followed up with specific needs, such as providing hygiene items, food hampers, referrals to Foodbank, and vouchers for food and fuel.

An ongoing effort is made to foster positive staff connections. In 2024, this saw a puzzle area established in the staff room to encourage shared time together. The Chaplain supported students following the Remembrance Day gathering, allowing the students to talk about death in a safe and supported space.

It has been noticed that staff and students seek out the Chaplain for occasional support or a chat more frequently. This has been facilitated through a flexible, workstation creating a more accessible and approachable atmosphere.

Chaplain Bev was appointed the 'Principal's Chaplain' position late in 2024; she is most deserving of this role to support Midwest leaders.

Beverley Hanrahan, Chaplain



School Context

About HSS

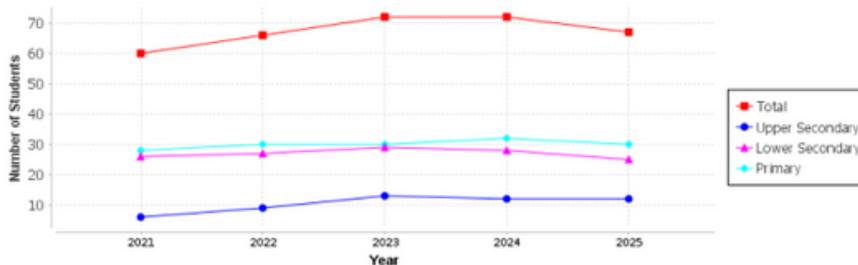
Holland Street School is a public education support school for students with intellectual and physical disabilities. We cater for unique educational needs in a safe, supportive and caring environment, with a high staff ratio to ensure student engagement. Students' individual learning priorities are determined by Individual Education Plans (IEPs), 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.

ICSEA (Index of Community Socio-Educational Advantage) 941, Decile 8.

Number of students 70 (post census)

Student Number Trends (based on 2025 Semester 1 Census Data)



LONGITUDINAL STUDENT ATTENDANCE DATA FOR HOLLAND STREET SCHOOL
Chart 1: Attendance Rate by Collection Period for HOLLAND STREET SCHOOL



* indicates that data is not final.

Aboriginal Students 41.4%

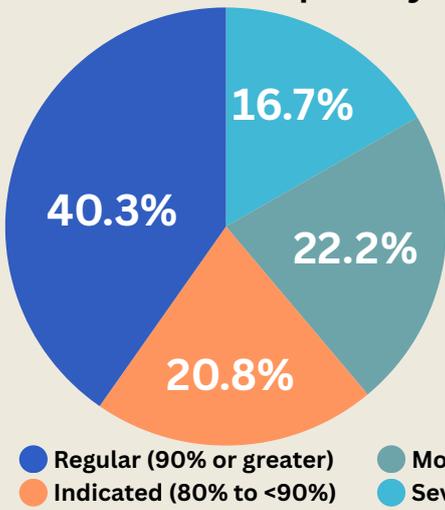
Students with a diagnosis 70
(Levelled allocations range from Level 2-Level 6)

Specialised facilities include:

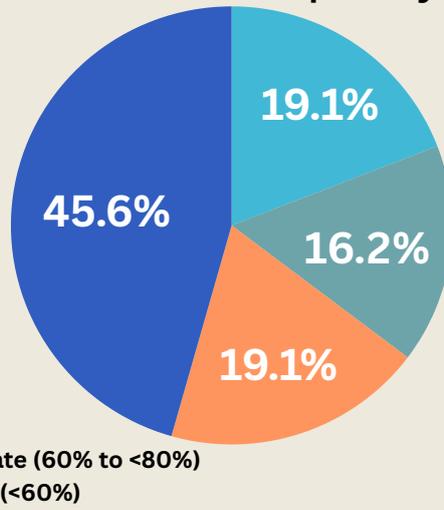
- State-of-the-art hydrotherapy pool with hoisting facilities
- Purpose-built sensory room and sensory garden
- Therapy room
- Life skills centre
- Horticulture and recycling workshops
- Inclusive, multi-sensory playground equipment
- School Bus services that support transport to and from home for approximately 70% of our population.

Attendance

Attendance Profile 2024 Semester 1 Compulsory



Attendance Profile 2024 Semester 2 Compulsory



How non-attendance is managed by the school

An individualised, systematic approach is applied for students with a notable decline. Key stakeholders are involved in trying to increase attendance rates and we remain very flexible as to the needs of the student. DoE processes are followed. Low attendance is managed at a classroom level, with school wide processes (e.g. School Star message at 10 am if no reason for non-attendance) and the School Attendance Team (Admin, AIEO, Class Teacher and the school Psychologist).

Evidence analysis

The data shows:

- Improvement in overall attendance from Semester 1 to Semester 2 in 2024:
 - Regular attendance (90% or greater) increased from 40.3% to 45.8%, suggesting successful strategies or interventions mid-year.
 - Moderate attendance (60–79%) decreased from 22.2% to 19.1%, indicating fewer students in this risk zone.
 - Severe attendance (<60%) also declined slightly from 16.7% to 15.2%, showing positive movement in the most concerning category.
- Still a significant proportion of students are at risk:
 - In Semester 2, 54.2% of students still fall into the 'indicated', 'moderate', or 'severe' categories, which require ongoing targeted strategies.
- Longitudinal data (2021–2024) highlights:
 - An increase in full-time enrolments from 60 in 2021 to 72 in 2024, suggesting a growing demand for services.
 - Largest increases were in Upper Secondary, from 12 in 2023 to 13 in 2024, and Primary, rising from 27 to 30.
- Primary (excluding Kindergarten) consistently has the largest cohort and saw a steady increase, which may require resourcing for early intervention strategies.

	2021	2022	2023	2024
Primary (Excluding Kin)	28	30	30	32
Lower Secondary	26	27	29	28
Upper Secondary	6	9	13	12
Total	60	66	72	72

Note: The graph and tables include only full-time students

Workforce

Staff Numbers

	No	FTE	AB'L
Principals	1	1.0	0
Associate / Deputy / Vice Principals	2	1.0	0
Total Administration Staff	3	2.0	0
Other Teaching Staff	17	13.8	0
Total Teaching Staff	17	13.8	0
Clerical / Administrative	3	2.4	0
Gardening / Maintenance	2	1.1	0
Instructional	1	0.2	1
Other Allied Professionals	57	45.4	3
Total Allied Professionals	63	49.1	4
Total	83	64.9	4

Impact of evidence

- Targeted interventions mid-year appear effective, particularly in shifting students from moderate/severe to regular attendance.
- The school's efforts to support at-risk students (e.g., attendance plans, family engagement, personalised support) is showing measurable impact.
- Persistent challenges remain, particularly in addressing students with severe attendance issues. These may relate to complex barriers such as health, disability, transport, or family issues.
- The increasing enrolment trend reinforces the need to scale successful interventions and prepare for continued growth, especially in the primary years.

Finances

One Line Budget

	Current Budget	Actual YTD	Variance
Carry Forward (Cash):	\$ 36,742	36,742	
Carry Forward (Salary):	\$ 740,580	740,580	
INCOME			
Student-Centred Funding (including School Transfers & Department Adjustments):	\$ 5,493,076	5,493,076	
Locally Raised Funds:	\$ 70,831	70,834	-3
Total Funds:	\$ 6,341,229	6,341,232	-3
EXPENDITURE			
Salaries:	\$ 5,105,870	5,105,870	
Goods and Services (Cash):	\$ 580,210	571,590	8,621
Total Expenditure:	\$ 5,686,081	5,677,460	8,621
Variance:	\$ 655,149	663,772	-8,624

Student-Centred Funding

Per Student	\$ 714,784.00
School and Student Characteristics	\$ 4,611,531.33
Disability Adjustments	\$ 302.40
Targeted Initiatives	\$ 70,275.27
Operational Response Allocation	\$ 96,182.94
Regional Allocation	\$ 0.00
Total	\$ 5,493,075.94

Reserve Account Balances

Bus Reserve	\$ 207,090.00
Bld Fabric/Infrastruct Add/Imp	\$ 75,519.09
BFI Playground Reserve	\$ 40,200.00
Computer Equipment Resource Re	\$ 47,525.41
Furn & Fittings Resource Reser	\$ 7,293.87
Office Equip Resource Reserve	\$ 1,982.35
Plant & Equip Resource Reserve	\$ 14,033.80
Pool Equip Resource Reserve	\$ 3,261.92
Cleaning Equipment Resource Re	\$ 7,988.03
Sensory Resource Res	\$ 1,722.32
Bike Track Maint Resource Rese	\$ 1,218.19
Playground Equip Resource Rese	\$ 50,313.24
Horticulture Resource Reserve	\$ 0.30
Photocopier Replacement Reserv	\$ 24,303.00
Total for all Reserve Accounts	\$ 482,451.52

Minimum Expenditure Requirement Summary

Current Budget - SCFM and Locally Raised Funds	\$ 5,563,910
Minimum Expenditure Requirement	
96% of current budget	\$ 5,341,353
10% of carry forward	\$ 125,977
Total Minimum Expenditure	\$ 5,467,331
Current Forecast Expenditure	
Salaries	\$ 5,105,870
Goods and Services (Cash Expenditure)	\$ 571,590
Total Forecast Expenditure (cash and salaries)	\$ 5,677,460

Bank Account Balances (Cash)

Bank Account	\$ 83,929.41
Investment Account(s)	\$ 422,047.36
Building and Other Funds Account	\$ 0.00
Total for all Bank Accounts*	\$ 505,976.77

*Reserve balances are included in the total

Progress

Student Achievement and Progress

- ASDAN Awards are delivered in some secondary classes. New Horizons Award - Yrs 6 & 7, Transition Challenge Award - Yr 10, Towards Independence Award - Yrs 10, 11 & 12.
- In 2024, all students in the Transition class participated in 2-4 Towards Independence modules (Endorsed Program). Portfolios were submitted to ASDAN WA for external moderation. Successful portfolios were awarded certification.
- ASDAN Towards Independence modules provided a meaningful framework for secondary students that were tailored, monitored and adjusted for individual student needs and required support.
- Highly successful Discrete Trail Training (DTT) was implemented.
- Teaching staff used a streamlined IEP and ITP assessment scale that was appropriate to our context.
- Student progress was assessed against developmental areas rather than grade allocations in most cases. However, ABLESWA, Sounds Write, Macqlit, TopTen Mathematics and PATS testing were used for comparison of student learning against grade levels.

Learning Environment

- Continuous examination of strategies and external programs ensuring resources reflect current technology and teachings.
- A new full-time health nurse continued to positively impact student health and attendance rates.
- Wide range of student communication resources and options (PODD books, communication devices, communication boards, use of individual visuals and photographs) continually and consistently used to support student voice.
- As part of supporting students' personal growth and development, secondary students were consulted regarding their perspective and desires for post-school life. This included input into settings they would like to complete their work experience placements.

Leadership

- Refreshed the school's purpose, vision and mission, embraced the past and established a focus for the future, which will be reflected in the new business plan.
- Allocated 'project time' for leaders to support their capacity to undertake the associated roles and responsibilities.
- Consciously developed a culture of continuous improvement. The Performance Development cycles were supported and relevant for all staff. At times, professional learning was aligned with the most common staff goals.
- Student learning needs were identified and tracked through data and monitoring which informed planning. Annual teaching surveys measured skill and competency, with relevant professional learning applied. Survey data was used comparatively each year to evaluate improvements and further develop areas for strategic and operational plans.

Teaching Quality

- Continued provision of evidence based Professional Learning sessions e.g. Sounds Write, Heggerty and Discrete Trail Training (DTT).
- Four staff members were nominated for West Australian Education Support Principals and Administrators Association awards.
- ABLEWA curriculum and ASDAN awards are used to guide teaching and learning programs.
- Early Childhood staff regularly discussed progress and ideas towards meeting the National Quality Standards. Self-reflection tools regularly updated, incorporating ideas and implemented actions.
- Evidence based programs implemented in the ECE classes to enhance student learning. This included the Heggerty Program to align with whole-school literacy recommendations.

Relationships and Partnerships

- Continued to develop strong community partnerships through work placement. These partnerships supported students' interest areas, and they experienced a range of work-based skills. Community partnerships grew over 5 years, and local businesses now approach HSS with work experience opportunities.
- The Little Red Shop was part of Tidy Town Sustainable Communities 2023 Awards, and HSS were State Finalists in the Environmental Education Category.
- The Chaplain shared a connection between the school and the local churches through regular speaking opportunities at their church, and the Minister's Fellowship (made up of all the Christian churches in Geraldton).
- Fiona Angelatos, School Council Chair: The Principal kept us well informed and actively engaged the Council when decisions were needed. Our Council is made up of a broad range of people, bringing valuable insight and rigorous discussion. Decisions were made in the best interest of students and families, and for HSS, extra understanding was needed around inclusivity and equality.

Use of Resources

- Opened new secondary area toilet block that caters for the growing number of students.
- Adequate funding allocated for professional development in essential areas e.g. Team Teach Tutor, pool staff qualifications.
- Financial management aligned with DOE expectations of annual spend.
- External Senior Finance Consultant reviewed our financial processes, ensuring management practice compliance, and provided helpful recommendations.

Celebrations

- Special visitors to HSS including: Minister Buti, Local Minister visits x 2
- Razzamatazz excursion to QTP
- ECE1's first excursion
- Trial of a classroom for our therapy students
- Recipients of the Variety WA EduKids grant (\$2500).



Kids help program wins award on global stage

ANNA COX

A grant program benefiting Holland Street School has been recognised on the global stage for its innovation in helping provide kids with education essentials.

Variety WA was recognised by Variety International with a global innovation award for the success achieved with the edu-kids grants program.

Variety specialises in providing help to disadvantaged schools through the provision of equipment, uniforms, school bags, textbooks and booklist items.

Students at Holland Street School for children with special needs were given polos and

shorts, hats, swimwear and bathing caps with the remaining funds used to buy lunch boxes, modified scissors and goggles.

The program has been running for the past four years and has helped boost disadvantaged schools in 11 countries.

Chief executive Chris Chatterton said: "It is incredible that our little branch of Variety over here in Western Australia has been internationally recognised for some of the work we have been doing."

According to Variety, one in six WA children is experiencing disadvantage, with education a key factor in helping people break the cycle of disadvantage.



Sophia Main, 6, wears her new hat.



Jacus Simpson, 5, gets crafty.



Terrance Woodley-Harrison, 6, gives his new goggles a spin in the pool.

In 2024, we had our Public School Review (PSR), a requirement for every state school. We were required to reflect on our practices in six domains, making comments and referencing data as to what and why we do things the way we do. We were also required to outline future improvements. Enormous thanks to the team members who reviewed and presented each domain, which included: teachers, SNEA's, admin, school nurse, parents, chaplain, psychologist, P&C reps, bus drivers, school council reps, and students. The PSR team who visited from Perth were very complimentary of our school and at the completion of the PSR, we were rewarded with a ranking of highly commended. We proudly even had one domain with no recommendations, and only commendations. Although we were offered the option of another review in 5 years, we have opted for a 3 year review to keep on track with being reflective and accountable.











Applied Behaviour Analysis – Discrete Trial Training (DTT) Review

- 23 SNEAs upskilled to run DTT sessions. In 2024, 10 staff upskilled in running DTT sessions, 18 SNEAs regularly run the program with students, and five completed online professional learning.
- 17 students across four classes (three in Primary, one in Secondary) access the program regularly.
- Data showed students who attend at least 75 sessions a year, made the most progress. This equals approximately 3 days per week. Students who attend the most consistently have achieved more progress towards their goals.
- Student programs were regularly updated, problem-solved and discussed with classroom teachers.
- Resources and reinforcers were made, purchased, updated as needed.

- Ongoing PL, regular questions, and communication were facilitated, and a regular DTT drop-in session was introduced in Term 3.
- One teacher was allocated project time to oversee the program, and one SNEA was allocated three days a week of project time to upskill staff, prepare resources, update reinforcers and answer general queries. Their project time coincided, allowing regular discussions and problem-solving.
- Each student showed positive goal progress. Implemented processes and sufficient staffing allow the program to run smoothly and ensure that DTT sessions fit within classroom timetables.

Work Experience, Workplace Learning (WPL) and Pathways

Eight Year 11 and 12 students attended weekly work placements, at eight Geraldton businesses, with five new partners of our WPL Program (Chicken Treat, Geraldton Toy Library, Good Sammys, Geraldton Stock Feed and Radio Mama). Placements continued at Rigtors IGA, Skeetas Restaurant and Meekatharra School of the Air. Placements were established and maintained by the WPL Coordinator and Education Assistant. It is intended that each placement creates meaningful connections and work-related opportunities at school, which may translate into employment when the student graduates.

In Term 3, we established our first School Based Traineeship with Good Sammys, for a Year 11 student. Over 18 months our school trainee gains experience working part time while paid, learning valuable skills and finishing Year 11 and 12. This requires 7.5 hours per week of in-store work, Cert II in Retail Services modules completed at school, with support from a supervisor to develop future employment skills.

Due to staffing changes to the Career Education delivery and the WPL Coordinator taking leave, offsite work was prioritised for Year 11 and 12 students. Block Work Experience Placements for Year 10 students did not occur, however they participated in the onsite workstation program, with years 11 and 12 students. This was done across four on-site businesses: Busy Beans Café, HSS Recycling Centre, HSS Horticulture Centre, and HSS Business and Cleaning Services. Students rotated through the four simulated work sites fortnightly, to practice the skills, attitudes and knowledge taught during Career Education lessons. The onsite workstation model will be reviewed for 2025 to reinvigorate and improve it.

Six students were given Pathways opportunities at local schools, to support their social development and transfer general skills to a mainstream setting. Four secondary students attended weekly lessons at both Champion Bay and Geraldton Senior High Schools in Woodwork and Art, and two primary students attended lessons at Geraldton Primary School in Music, and social play during lunch break.





The Stephanie Alexander Kitchen Garden Program (SAKG)

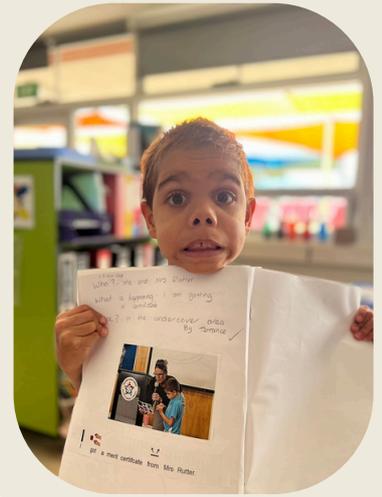
The SAKG foundation program at Holland Street School has had a productive year in 2024, continuing to foster creativity, sustainability, and community engagement. A key achievement was our collaboration with MEEDAC, an organisation that has long supported our school and garden. This year, MEEDAC designed, built, and installed a custom bench seat around our mulberry tree, creating a shaded space near our frog pond and chook pen. This addition has enhanced our outdoor learning environment, providing students with a comfortable area to engage with nature.

Our school's produce, crafts, and wares were once again featured at the Little Red Shop, with sales raising valuable funds for our Parents and Citizens (P&C) Association. This initiative continues to showcase the creativity of our students and emphasises the importance of community support.

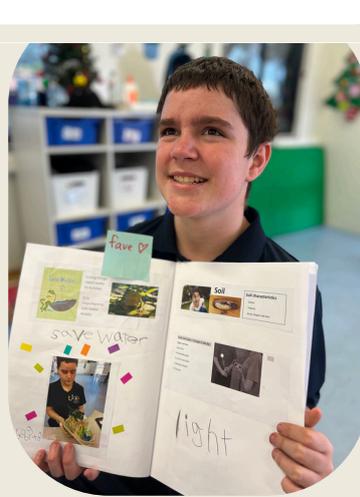
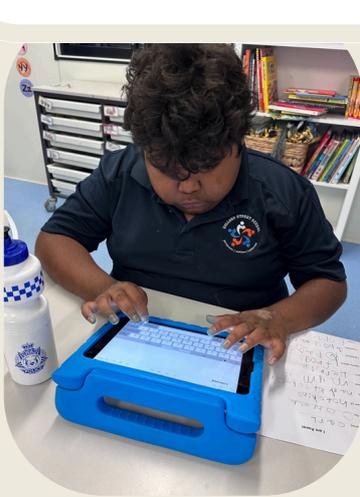
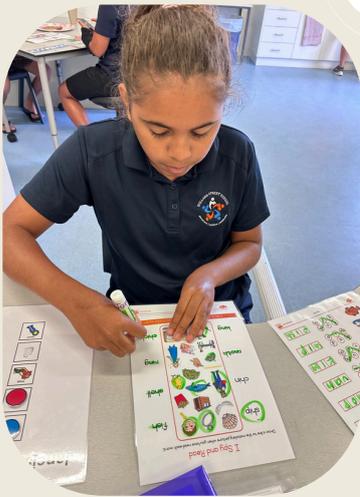
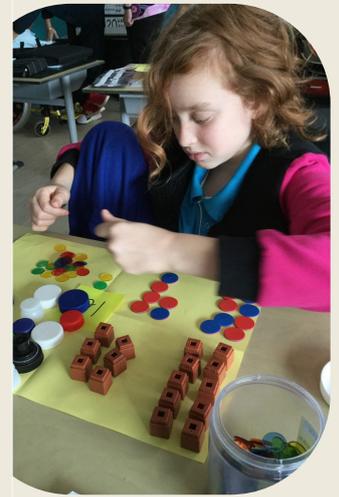
Additionally, we were invited to participate in a national advisory committee focused on improving the inclusivity of the Stephanie Alexander Kitchen Garden Program's educational resources. Over five online meetings, representatives from Queensland, Victoria, South Australia, and Holland Street School collaborated to ensure the program meets the diverse needs of students. It was a valuable opportunity to contribute to the development of these resources, and we look forward to utilising them in the future.



Learning



At Holland Street School, our learning programs are tailored to meet the individual needs of each student through carefully developed Individual Education Plans (IEPs) or Individual Transition Plans (ITPs). We actively seek opportunities to deliver content in a variety of ways—whether one-on-one, in small groups, or through hands-on and sensory experiences—to ensure every student can access the curriculum meaningfully. Our staff are committed to creating supportive, encouraging environments where learning is personalised, progress is celebrated, and every student is given the opportunity to thrive.



End of Year Fun



As we farewell six graduates from Holland Street School in 2024, we proudly celebrated their achievements and the steps they now take toward greater independence and community participation. Looking ahead to 2025, we will operate with four secondary classes and five primary classes, including one dedicated to students requiring intensive therapy support. In 2025, we look forward to implementing the recommendations from our recent Public School Review and embarking on a whole-school professional learning journey in trauma-informed practice, further strengthening our commitment to student wellbeing and success.



Prepared by :
Principal and Staff

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

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