

# Holland Park State School

## Queensland State School Reporting

### 2015 School Annual Report



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## Principal's foreword

### Introduction

As a learning community, we are committed to the achievement of the best possible outcomes for each child. To achieve this aim we are committed to employing the best teaching and learning practices. We endeavour to lead, facilitate and engage students in the kinds of learning outcomes appropriate for children as lifelong learners and as global citizens in an increasingly global and networked society. During 2015, we focussed our professional learning and curriculum planning around the alignment of curriculum content with effective pedagogies based on the Gradual Release of Responsibility Model, assessment and reporting.

To achieve its purpose, the school had, as its major focus, the maximising of learning outcomes for all students in literacy, numeracy and science. Coaching and mentoring is used throughout the school. Teachers differentiate their teaching to meet the learning needs of all their students. The school also introduced a model of oracy development which was part of a whole year literacy program incorporating synthetic phonics.

Gifted education remained a very significant driver within the differentiated learning model with a number of children having their acceleration monitored by the principal and the gifted education mentor. The Excellence Expo continued to be embedded as a signature event of the school.

### School progress towards its goals in 2015

In 2015, we continued and further developed the strategies producing student gains in literacy and numeracy. We maintained a focus on reading, writing, spelling and number. Coaching in science teaching was maintained. Our goals continued to be the reduction in the percentage of students in the bottom two bands of NAPLAN and the maximisation of the percentage of students in the top two bands.

School data supported the following strategies:

- Programs of coaching and mentoring to build teacher capacity in teaching reading comprehension, problem solving in mathematics and science.

- Writing skills were enhanced through author workshops with students and teacher professional development in the “7 Steps to Writing Success”.
- Promotion of literacy development in Prep through the engagement of a Speech Language Therapist, a focus on phonological awareness and the upskilling of teachers in developing students’ phonological awareness through the “Read it Again” literacy program.
- An action research triad program was continued in 2015.
- A systematic cross school data collection schedule with calibrated intervention strategies was strengthened.
- Gifted education remained a very significant driver for change with a number of children having their acceleration monitored by the Principal and Gifted Education Mentor. The Excellence Expo was further embedded as a signature event of the school.

The above programs contributed to significant continued positive trends in NAPLAN scores.

### Future outlook

1. It is anticipated that the strategies developed and implemented during 2015 will continue to improve our academic outcomes in line with the goals that we have set.
2. Coaching and mentoring will continue to be supported.
3. Our Asian Studies will continue to develop momentum.
4. The gifts and talents of our students will continue to be showcased at our “Excellence Expo”.
5. We will continue to refine the process for teachers to incorporate differentiated planning for student needs; in the fields of reading, writing, spelling and mathematics.
6. Teachers will have regular fortnightly meetings addressing the curriculum, assessment and reporting.
7. Opportunities for teachers to moderate on assessment tasks will be facilitated through designated meetings.
8. The whole school will refine its implementation of the Gradual Release of Responsibility model of student learning and teaching.
9. The school will investigate the implementation of the teaching of philosophy, digital pedagogies and STEM.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Independent Public School:** No

**Year levels offered in 2015:** Prep Year - Year 6

**Student enrolments for this school:**

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	841	406	435	9	98%
2014	868	424	444	8	98%
2015	837	404	433	11	97%

Student counts are based on the Census (August) enrolment collection.

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2015, there were no students enrolled in a Pre-Prep program.\*

\*Pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the student body:

#### Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	21	20	20
Year 4 – Year 7 Primary	23	25	23

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

### School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	15	22	12
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Curriculum delivery

### Our approach to curriculum delivery

The school uses the Gradual Release of Responsibility as the basis of its pedagogical approach. This approach rests on the theoretical evidence provided by

This pedagogical approach is applied to the teaching of key learning areas but has been focused on the explicit improvement agenda items of:

- Reading comprehension
- Writing
- Mathematics problems solving and
- Spelling

### Extra curricula activities

- Junior and Senior Choirs
- Recorder Bands
- String, Brass, Woodwind, Percussion instruction
- Instrumental Bands
- Regular concerts.
- Chaplain led activities.
- Chess Club
- Readers' Cup
- Lunchtime clubs including Japanese, writers' and play clubs
- Maths Team Challenge
- On-line programs
  - Mathletics
  - Maths Online
  - Reading Eggs
- Interschool Sport
- Camping Programs
- Japanese Sister School related activities – including school trip to Osaka, Japan and annual teacher exchange
- Student Council
- Peer mentoring

## How Information and Communication Technologies are used to improve learning

At Holland Park State School we recognise the importance of including digital technologies in delivering our learning programs. Students have access to computers in each classroom as well as in the computer laboratory. Several of our teaching blocks are connected with wireless. All classrooms have been equipped with interactive white boards. The school was successful in gaining significant funding that will allow the completion of a wireless network for the rest of the school in 2016. This in turn will enable the implementation of integrated digital pedagogies across the school.

### Social Climate

The students of the school continued in 2015 to exhibit excellent behaviour with very few disciplinary absences needing to be enforced. The whole school responsible behaviour plan for students recognised and celebrated positive behaviour while providing consistent and fair discipline strategies.

Student behaviour is supported by a behaviour committee that monitors the implementation of school policies and by making recommendations to the principal based in data that that is collected. A guidance officer is employed at the school for three days each week while a chaplaincy service is provided for three days a week.

### Parent, student and staff satisfaction with the school

Performance measure	2013	2014	2015
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	93%	95%	94%
this is a good school (S2035)	93%	96%	95%
their child likes being at this school (S2001)	100%	99%	95%
their child feels safe at this school (S2002)	100%	99%	96%
their child's learning needs are being met at this school (S2003)	87%	93%	91%
their child is making good progress at this school (S2004)	87%	94%	89%
teachers at this school expect their child to do his or her best (S2005)	100%	96%	99%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	87%	86%	89%
teachers at this school motivate their child to learn (S2007)	93%	90%	93%
teachers at this school treat students fairly (S2008)	93%	92%	92%
they can talk to their child's teachers about their concerns (S2009)	100%	93%	95%
this school works with them to support their child's learning (S2010)	93%	91%	87%
this school takes parents' opinions seriously (S2011)	86%	86%	74%
student behaviour is well managed at this school (S2012)	93%	90%	87%
this school looks for ways to improve (S2013)	100%	94%	85%
this school is well maintained (S2014)	87%	93%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2013	2014	2015
they are getting a good education at school (S2048)	97%	100%	100%
they like being at their school (S2036)	97%	95%	96%
they feel safe at their school (S2037)	93%	93%	95%
their teachers motivate them to learn (S2038)	100%	95%	95%
their teachers expect them to do their best (S2039)	100%	100%	100%
their teachers provide them with useful feedback about their school work (S2040)	91%	95%	99%
teachers treat students fairly at their school (S2041)	84%	90%	87%
they can talk to their teachers about their concerns (S2042)	85%	88%	90%
their school takes students' opinions seriously (S2043)	81%	91%	88%
student behaviour is well managed at their school (S2044)	84%	86%	86%
their school looks for ways to improve (S2045)	99%	99%	99%
their school is well maintained (S2046)	90%	95%	100%
their school gives them opportunities to do interesting things (S2047)	94%	97%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	100%	88%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	82%	86%	76%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	93%	100%	96%
students are encouraged to do their best at their school (S2072)	100%	100%	97%
students are treated fairly at their school (S2073)	100%	100%	94%
student behaviour is well managed at their school (S2074)	94%	97%	91%
staff are well supported at their school (S2075)	88%	97%	79%
their school takes staff opinions seriously (S2076)	100%	100%	85%
their school looks for ways to improve (S2077)	94%	100%	94%
their school is well maintained (S2078)	94%	100%	91%
their school gives them opportunities to do interesting things (S2079)	100%	100%	81%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.  
DW = Data withheld to ensure confidentiality.

## Parent and Community Engagement

Parents are involved in the school through a wide range of programs:

- Volunteer opportunities.
- Information programs including parent/teacher interviews and school program induction forums.
- Social activities.

- School community celebrations of academic, sporting and cultural achievements.
- A Community Liaison Officer was employed and a class parent representative network maintained.
- There is an active Parents and Citizens Association. Its membership reached 86 in 2015 and it was awarded the P&C of the Year Award for 2015 by P&Cs Queensland.
- Parents receive detailed written and oral reports on their children's progress.

### Reducing the school's environmental footprint

Awareness campaigns among staff and students were again conducted throughout the year. With the support of the school's Parents and Citizens' Association and in partnership with Queensland University and DET, the school continued the implementation of a program of passive cooling which included solar powered exhaust fans, insulation and shade. The beginning of a roll out of air-conditioning across the school began in 2015.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	249,253	1,851
2013-2014	246,723	1,257
2014-2015	264,527	1,364

\*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

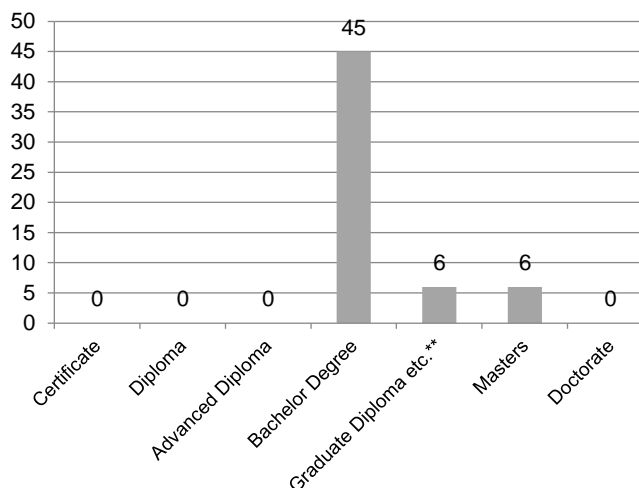
## Our staff profile

### Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	58	39	0
Full-time equivalents	46	18	0

### Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	45
Graduate Diploma etc.**	6
Masters	6
Doctorate	0
<b>Total</b>	<b>57</b>



\*Teaching staff includes School Leaders

\*\*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$130 398

The major professional development initiatives are as follows:

- Mentoring
- Coaching
- Consultants
- Teacher capacity building

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 91% of staff was retained by the school for the entire 2015 school year.

### School income broken down by funding source

School income broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

- |                         |             |
|-------------------------|-------------|
| • Australian Government | \$1 336 569 |
| • Queensland Government | \$6 239 769 |
| • Parent Contributions  | \$194 898   |
| • Other                 | \$262 466   |

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following '**Find a school**' text box.



## Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it says '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Performance of our students

### Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	95%	95%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	95%	94%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

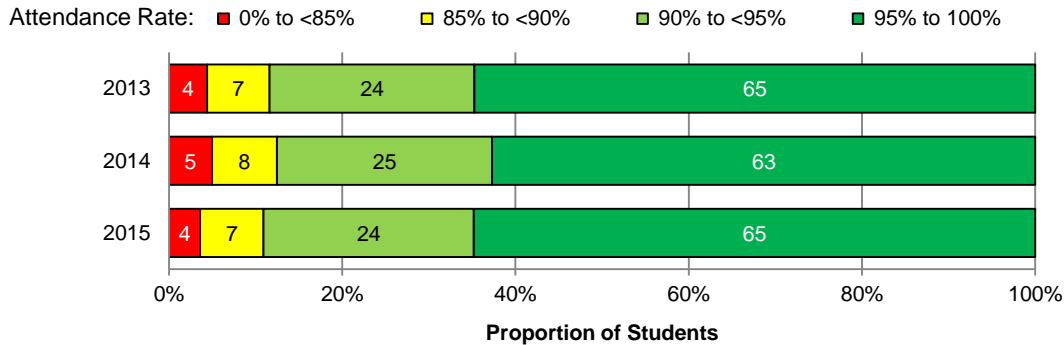
Student attendance rate for each year level (shown as a percentage)													
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	95%	94%	95%	96%	96%	96%	93%	95%					
2014	95%	95%	95%	95%	95%	95%	96%	95%					
2015	95%	95%	95%	95%	96%	96%	97%						

\*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

## Student attendance distribution

The proportions of students by attendance range.



## Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

The school maintained an absentee line for the convenience of parents. After a period of three days of unexplained absence the school makes contact with the family. Attendance is monitored. Should there be persistent unexplained absences, the relevant authorities are contacted. In addition, Holland Park has introduced a text messaging system advising parents of student non-attendance after the rolls are marked electronically by teachers. Parents are advised of their child's non-attendance via text, providing an opportunity for parents to contact the school to clarify the reasons for their child's absence.

## National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

## Find a school

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Non-government

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.