Holland Park State School

ANNUAL REPORT
2017

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2017-2021
Department of Education

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School Overview

Our school is co-educational with 850 students from prep to year six. 'Striving for Excellence' is our motto and is central to our ethos, where we define excellence as striving to be the best we can be by doing the best we can do. The school enjoys a position of significant respect both within its community and beyond, achieving well above Australian averages academically, culturally and in sporting pursuits.

Mission Statement:

Our mission statement focuses us on the need to achieve the best educational outcomes for each student in a secure, supportive environment. We encourage students to reach their full potential as caring, self-disciplined, confident individuals who can take their place academically and socially in an increasingly global and digitally connected community.

Vision:

Holland Park State School provides a high quality education that assists all students to love learning, develop judgement and a sense of responsibility, to understand the past and to embrace a future in an increasingly digital and global community.

Values & Beliefs:

Our school values professional learning, partnerships in the educative process to enable learning, safe and supportive learning environments, efforts of all levels of leadership within our school, student engagement in a wide range of curricula and extracurricular learning opportunities.

Principal's Foreword

Introduction

We are a learning community committed to the achievement of the best possible outcomes for each child. To achieve this, we employ only evidence based pedagogical 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 2017, 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.

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 was used throughout the school. Teachers differentiated their teaching to meet the learning needs of all their students. The school continued and extended a model of oracy development which was part of a whole year literacy program incorporating synthetic phonics. Progress in this program's development has been supported by action research 4 conducted by our master teacher and supported by a growing partnership with Griffith University.

The explicit teaching of philosophy continued its rollout to include four year levels. We continued in partnership with Buranda and Seville Road State Schools, Cavendish Road State School and the University of Queensland.

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. This work was partnered by our Special Education Team that works to ensure all students are learning and achieving

School Progress towards its goals in 2017

We renewed our focus on the Gradual Release of Responsibility which forms the foundation of our pedagogical framework. This focus was applied particularly to the teaching of reading and writing. Coaching in STEM was begun.

Philosophy was fully implemented in prep, year 1, year 5 and in year 6 as part of a three year implementation plan to include all year levels.

Data collected indicates that the following strategies were successfully continued or newly implemented:

• Coaching and mentoring to build teacher capacity in the teaching of reading, writing and STEM.

• 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.

• Synthetic phonics in prep and years 1 and 2

• A systematic cross school data collection schedule with calibrated intervention strategies was renewed and 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 following results were obtained for the upper two bands in NAPLAN, 2107:

• Reading: Yr 3 – 70.0% and Yr 5 – 65.9%

• Writing: Yr 3 – 45.0% and Yr 5 – 23.2%

• Spelling: Yr 3 – 63.0% and Yr 5 – 45.2%

• Grammar and Punctuation: Yr 3 – 78.2% and Yr 5 – 58.9%

• Numeracy: Yr 3 – 65.0% and Yr 5 – 52.0%

Future Outlook

The explicit improvement agenda for 2018 will focus on gaining improvements in reading writing and in mathematics. Our goal for reading will be that 75% of students from Prep to Year 6 achieve U2B or equivalent.

Our goal for writing will be that 75% of students from Prep to Year 6 to achieve U2B or equivalent.

Our goal for mathematics will be that 75% of students from Prep to Year 6 to achieve U2B or equivalent.

For reading, we will continue to target phonological awareness in prep with Foundation Q and Read it Again as well as continuing the implementation of synthetic phonics in Prep, Year 1 and Year 2.

We will continue to target Years 3 to 6 with the explicit daily teaching of:

• Fluency

• Vocabulary

• Comprehension

• Guided Reading

For writing, we will target the daily explicit teaching of writing and spelling through:

For mathematics we will partner with a skilled critical friend to develop automaticity around several daily mathematics routines, beginning with rapid recalls.

The school will continue to develop the capacity to lead pedagogical development through action research to support the further implementation of digital pedagogies, philosophy and STEM.

The school will also continue to build its links with its sister school in Osaka, Otemon Gakuin Elementary School.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2017:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	837	404	433	11	97%
2016	845	410	435	17	97%
2017	853	423	430	22	97%

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

In 2017, there were no students enrolled in a pre-Prep** program.

Characteristics of the Student Body

Overview

850 students attend the school which is located in the inner south suburb of Holland Park, Brisbane. Housing prices within the school's catchment area are above median and census data shows an above average percentage of management and professional families. In academics, students achieve at or above the averages for like schools in Australia and participate well in a large number of cultural and sporting options on offer. There is a low incidence of disciplinary absences.

Cultural diversity has increased with a growing number of students with non-English speaking backgrounds along with a growing enrolment of indigenous students. 120 students who speak a language other than English at home were enrolled in 2017, along with 23 indigenous students.

A Special Education Program at the school supported 22 students with identified disabilities. In addition, 89 students had adjustments made to better enable them to maximise their learning.

Average Class Sizes
The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	24	23	25
Year 4 – Year 6	26	27	26

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Curriculum Delivery

Our Approach to Curriculum Delivery

The school used the Gradual Release of Responsibility as the basis of it pedagogical approach. This pedagogical approach was applied to all teaching of key learning areas with a focus on the explicit improvement agenda items of:
• Reading comprehension
• Writing

.**Co-curricular Activities**

• Junior and Senior Choirs

• Recorder Bands

• String, Brass, Woodwind, Percussion instruction

• Instrumental Bands

• Chess Club

• Readers' Cup

• Lunchtime clubs including Japanese, writers' and play clubs

• Maths Team Challenge

• On-line programs

       o Mathletics

       o Maths Online

       o 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 Assist Learning

Students have access to computers in each classroom as well as in the computer laboratory. The whole school has wireless connection. All classrooms have been equipped with interactive white boards. A digital pedagogies coach is employed. This work was guided by

a staff led digital pedagogies team using extensive the digital devices purchased using P&C resources.

Social Climate

Overview

The students of the school continued in 2017 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.

The inclusion of student voice was enhanced though a large number of student leadership opportunities, peer mentoring and student council. A number of student and staff competitions were organised throughout the year.

Student behaviour was supported by a staff led behaviour committee that monitored the implementation of school policies and by making recommendations to the principal based in data collected. A guidance officer was employed at the school for three days each week while a chaplaincy service supplemented the work of the behavioural team.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	94%	96%
this is a good school (S2035)	95%	95%	94%
their child likes being at this school* (S2001)	95%	96%	98%
their child feels safe at this school* (S2002)	96%	96%	99%
their child's learning needs are being met at this school* (S2003)	91%	89%	90%
their child is making good progress at this school* (S2004)	89%	90%	89%
teachers at this school expect their child to do his or her best* (S2005)	99%	94%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	89%	89%
teachers at this school motivate their child to learn* (S2007)	93%	89%	93%
teachers at this school treat students fairly* (S2008)	92%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	95%	92%	93%
this school works with them to support their child's learning* (S2010)	87%	89%	91%
this school takes parents' opinions seriously* (S2011)	74%	84%	83%
student behaviour is well managed at this school* (S2012)	87%	88%	90%
this school looks for ways to improve* (S2013)	85%	93%	91%
this school is well maintained* (S2014)	93%	94%	96%

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Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	98%	95%
they like being at their school* (S2036)	96%	94%	85%
they feel safe at their school* (S2037)	95%	98%	87%
their teachers motivate them to learn* (S2038)	95%	94%	89%
their teachers expect them to do their best* (S2039)	100%	99%	93%
their teachers provide them with useful feedback about their school work* (S2040)	99%	92%	88%
teachers treat students fairly at their school* (S2041)	87%	87%	79%
they can talk to their teachers about their concerns* (S2042)	90%	90%	83%
their school takes students' opinions seriously* (S2043)	88%	90%	81%
student behaviour is well managed at their school* (S2044)	86%	88%	73%
their school looks for ways to improve* (S2045)	99%	94%	94%
their school is well maintained* (S2046)	100%	94%	89%
their school gives them opportunities to do interesting things* (S2047)	97%	94%	88%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2015	2016	2017
they enjoy working at their school (S2069)	88%	97%	98%
they feel that their school is a safe place in which to work (S2070)	88%	97%	100%
they receive useful feedback about their work at their school (S2071)	76%	79%	92%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	93%	100%
students are encouraged to do their best at their school (S2072)	97%	100%	100%
students are treated fairly at their school (S2073)	94%	95%	98%
student behaviour is well managed at their school (S2074)	91%	85%	96%
staff are well supported at their school (S2075)	79%	85%	92%
their school takes staff opinions seriously (S2076)	85%	77%	89%
their school looks for ways to improve (S2077)	94%	90%	96%
their school is well maintained (S2078)	91%	90%	96%
their school gives them opportunities to do interesting things (S2079)	81%	95%	94%

* Nationally agreed student and parent/caregiver items
# '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 were involved in the school through a wide range of programs:
• Volunteer opportunities.
• Information programs including parent/teacher interviews and school program induction forums.

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- Social activities, including academic, sporting and cultural celebrations organised in partnership with the Parents and Citizens' Association.
- 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
- Parents receive detailed written and oral reports on their children's progress.

Respectful relationships programs

The school continued to implement a social skills program. This program complements the behaviour management plan which is very explicit in teaching strategies empowering students to address harassing or bullying situations. The student council helps organise special days where respectful relationships are the focus, such as our "Day for Daniel".

The school also trained twenty student mentors to help peers deal with friendship issues in the playground while each of our students in Year 6 has a buddy in prep.

School Disciplinary Absences
The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	**2015**	**2016**	**2017**
Short Suspensions – 1 to 10 days	12	8	19
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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Environmental Footprint

Reducing the school's environmental footprint

2017 saw the commissioning of more air-conditioning. Despite this, the environmental footprint of the school has decreased. This is attributed to awareness campaigns and the use of the school's passive cooling strategies implemented in 2015.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	**Electricity kWh**	**Water kL**
2014-2015	264,527	1,364
2015-2016	264,034	1,013
2016-2017	189,556	755

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.

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

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

School name   **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

SEARCH

Where it states **'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.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	61	37	0
Full-time Equivalents	48	20	0

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Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	**Number of classroom teachers and school leaders at the school**
Doctorate	0
Masters	6
Graduate Diploma etc.**	6
Bachelor degree	49
Diploma	0
Certificate	0

*Teaching staff includes School Leaders
**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were $ 170 000.

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 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	**2015**	**2016**	**2017**
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of Staff Retained from the Previous School Year
From the end of the previous school year, 98% of staff was retained by the school for the entire 2017.

Key Student Outcomes
Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2017			
Description	**2015**	**2016**	**2017**
The overall attendance rate* for the students at this school (shown as a percentage).	95%	96%	95%
The attendance rate for Indigenous students at this school (shown as a percentage).	94%	94%	95%

*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 student attendance rate in 2017 for all Queensland Primary schools was 93%.

AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	**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**
2015	95%	95%	95%	95%	96%	96%	97%						
2016	95%	96%	95%	96%	95%	96%	96%						
2017	95%	96%	96%	95%	96%	95%	95%						

*Attendance rates effectively count 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:
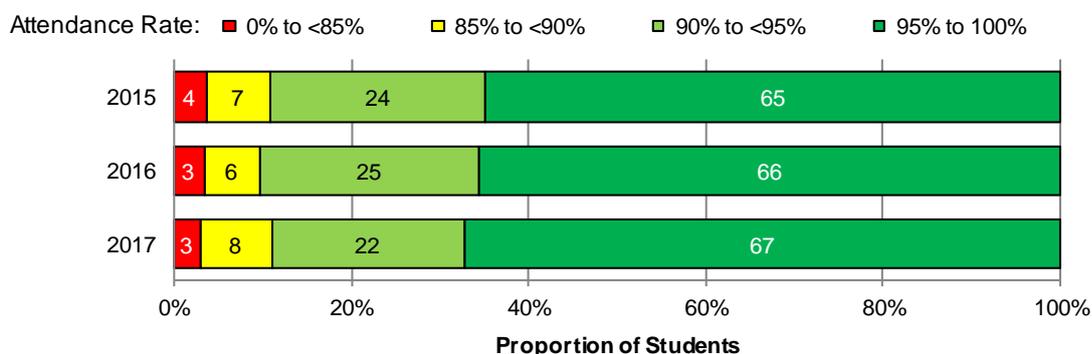
Description of how non-attendance is managed by the school
Non-attendance is managed in state schools in line with the Department of Education procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

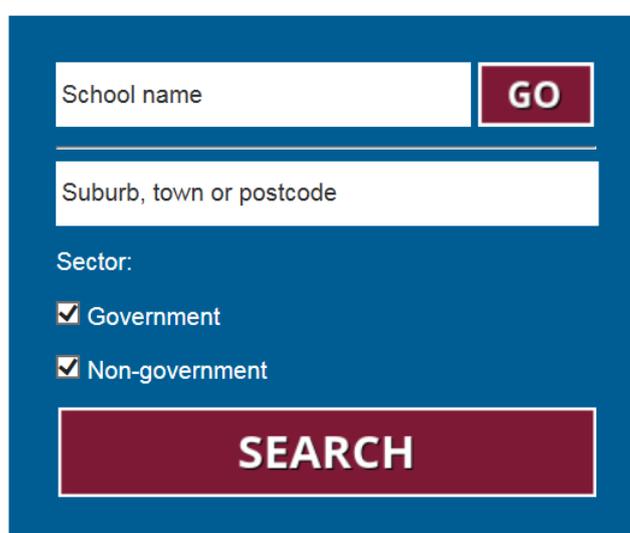The school managed absenteeism in the following ways:

• Maintained an absentee phone line

• Used a same day notification process to inform parents of unexplained absences

• Conducted weekly checks of attendance and punctuality rates with parents contacted by phone and/or email when absentee rates were not satisfactorily explained.

NAPLAN

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/.

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Suburb, town or postcode	

Sector:

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