

Holland Park State School (1593)

Queensland State School Reporting

2012 School Annual Report



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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

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Person School Contact Person: Anthony Gribbin - Principal

Principal's foreword

Introduction

As a learning community, we have committed ourselves to the achievement of the best possible outcomes for each child. We are therefore committed to the employment of the best teaching and learning practices. We seek 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 2012, we focussed our professional learning and curriculum planning around the alignment of curriculum with pedagogy and assessment.

To achieve its purpose, the school has as its major focus, the maximising of learning outcomes for all students in Literacy, Numeracy and Science. Teachers differentiate their teaching to meet the learning needs of all their students.

Gifted Education remained a very significant driver for change with a number of children having their acceleration monitored by the Principal. The Excellence Expo has been embedded as a signature event of the school.

The school's partnerships have continued to reap benefits for the learning of our students. Some of these partnerships are listed:

- As a reference school for The Australian Children's Television Foundation, providing wonderful opportunities to use the latest in visual literacies and to have our staff provided with exceptional professional learning.
- As an Access Asia School associated with the Asian Education Foundation, providing staff and students with resources, professional learning opportunities and time to plan cross Key Learning Area (KLA) units of study for all the students of the school. The school has benefited from receiving a "Becoming Asian Literate Grant" for \$20 000 to help achieve our goals in this area.

School progress towards its goals in 2012

In 2012, we continued the strategies that produced very significant gains in 2011. We maintained a focus on reading and writing but extended that to also focus on spelling and number. Our goals continued to be the reduction the percentage of students in the bottom two bands of NAPLAN and the maximising of the percentage of students in the top two bands. After analysing our data from 2011, we employed the following strategies:

- A program of coaching and mentoring was implemented to better teach reading comprehension.
- Creation of a systematic cross school data collection schedule with attached intervention strategies implemented.

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The result of our work showed significant continued positive trends particularly in the Early Years, continuing to Year 3. Year 3, 5 and 7 results, as measured by NAPLAN, showed that the school was significantly above similar schools of the nation in all areas measured.

Future outlook

It is anticipated that the strategies being developed and implemented during 2012 will continue to improve our academic outcomes in line with the goals that we have set.

Coaching and mentoring will be extended to include mathematics. Our Asian Studies will continue to develop momentum.

The gifts and talents of our students will continue to be showcased at our "Excellence Expo".

The addition of new and refurbished facilities will give new flexibilities for the provision of Science. Japanese and curriculum resource rooms.

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	745	380	365	97%
2011	767	371	396	97%
2012	813	389	424	96%

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

Characteristics of the student body:

The school community is characterised by relatively high levels of family income, employment, stability and enrolment continuity. It has relatively low rates of ethnic, cultural and religious

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	23	24	21
Year 4 – Year 10	25	25	21

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	9	2	4
Long Suspensions - 6 to 20 days	1	1	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings:

Gifted Education
Asian Studies
Excellence Expo
Japanese Language Prep to 7

Extra curricula activities

Regular concerts.
Chaplain led activities.
Chess Club.
Tournament of the Minds
World of Trivia
Readers' Cup
Premier's Cup
Maths Team Challenge
Mathletics
Interschool Sport
Camping Program
Sister School related activities – including school trip
Student Council

How Information and Communication Technologies are used to assist 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 a lab arrangement in our resource centre.

Our partnership with the Australian Children's Television Foundation as a reference school ensures that our teachers have access to the latest in visual literacies and software.

All classrooms have been equipped with Interactive White Boards – training has been undertaken by teachers.

Social climate

The students of the school exhibit excellent behaviour with very few disciplinary absences needing to be enforced. The whole school responsible behaviour plan for students recognises and celebrates positive behaviour while providing consistent and fair discipline strategies. The school has a chaplaincy program that complements our pastoral care program. All teachers had access to a pastoral care program which was implemented in all classes. The school, through its partnerships with local churches, conducted a mentoring program for a small number of students.

Parent, student and staff satisfaction with the school

The overall satisfaction of parents, students and staff remained very high.

Our school at a glance

Performance measure (Nationally agreed items shown*)	
Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	100.0%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	100.0%
their child is making good progress at this school*	100.0%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	95.5%
teachers at this school motivate their child to learn*	95.5%
teachers at this school treat students fairly*	95.5%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	100.0%
this school takes parents' opinions seriously*	90.5%
student behaviour is well managed at this school*	85.0%
this school looks for ways to improve*	90.5%
this school is well maintained*	100.0%

Performance measure (Nationally agreed items shown*)	
Percentage of students who agree that:	2012 [#]
they are getting a good education at school	100.0%
they like being at their school*	92.4%
they feel safe at their school*	99.1%
their teachers motivate them to learn*	99.1%
their teachers expect them to do their best*	100.0%
their teachers provide them with useful feedback about their school work*	96.6%
teachers treat students fairly at their school*	87.3%
they can talk to their teachers about their concerns*	86.2%
their school takes students' opinions seriously*	87.2%

Our school at a glance

student behaviour is well managed at their school*	85.5%
their school looks for ways to improve*	95.7%
their school is well maintained*	87.3%
their school gives them opportunities to do interesting things*	91.5%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	83.3%
with the individual staff morale items	95.8%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

Involving parents in their child's education

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

- Volunteer opportunities,
- Information programs including parent/teacher interviews and school program induction forums
- Social activities
- School community celebrations

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Awareness campaigns among staff and students were conducted throughout the year. Increased usage of electricity related to significant purchases of IT, air conditioning and increased enrolments. With the support of the school's Parents and Citizens' Association and in partnership with Queensland University of Technology, the school has begun to implement a program of passive cooling which includes solar powered exhaust fans, insulation and shade.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	174,270	1,213
2010-2011	224,870	1,969
2011-2012	199,408	2,755

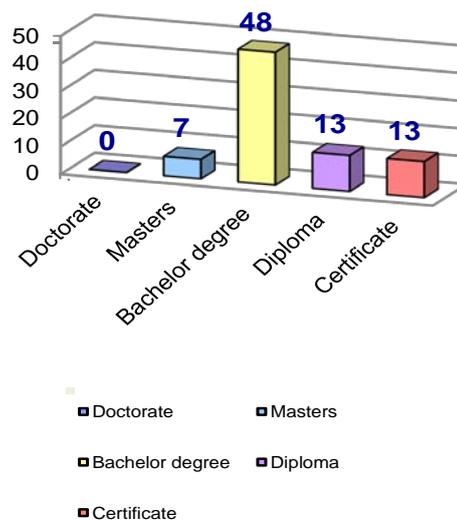
Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	55	26	<5
Full-time equivalents	46.4	14.9	<5

Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	7
Bachelor degree	48
Diploma	13
Certificate	13



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$20 943.

The major professional development initiatives are as follows:

The leadership team of the school developed and implemented a reading comprehension coaching/mentoring strategy that showed significant success. Teachers were also coached and mentored in their continued implementation of the Australian Curriculum.

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	95.6%	95.2%	95.5%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2012 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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's My School entry web page.

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

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	95%	94%	96%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

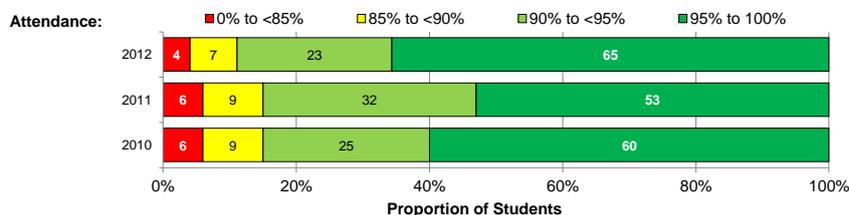
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
2010	94%	95%	95%	95%	95%	95%	95%
2011	94%	95%	95%	95%	95%	95%	95%
2012	95%	96%	96%	96%	95%	96%	96%

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 policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

The school maintains 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 then monitored. Should there be persistent unexplained absences, the relevant authorities are contacted.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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.

Performance of our students

Find a school

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Search by suburb, town or postcode

Sector Government
 Non-government

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If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The school's records of attendance, attainment and retention, indicate significant areas in which the gap between indigenous and non-indigenous achievement towards has been narrowed.