



HOLLAND PARK STATE SCHOOL

STRATEGIC PLAN 2017 – 2020

School Profile

Holland Park State School is a coeducational primary school with an enrolment capacity of 920 students located on the near south side of Brisbane. It has enjoyed strong community support since opening in 1929 and maintains a waiting list of students from outside its enrolment managed area. The school enjoys high academic, cultural and sporting outcomes in a wide range of curricular and extra-curricular learning opportunities.

The school community is united under its motto, *Striving to Excel* where excellence is defined as *doing and being our best*. Teachers are valued professionals whose implementation of the Australian Curriculum is guided by professional research, ongoing analysis of data and feedback. Teaching is differentiated to match student individual need and parents are partners in the educational process and whose input is actively sought. The school's P&C has an excellent record of partnership with the school's leadership team and was judged, P&C of the year in 2015 by the state's Council of P&C Associations.

Vision

Our vision is to provide excellent teaching that allows all students to embrace the pursuit of optimal educational outcomes that will enable them to value the past while embracing a future in an increasing digital and global community.

Values

Our school community values:

- Leadership that is distributed and affords all who share the school community the capacity to lead towards clearly articulated excellence in learning goals.
- Consistency of teaching practice built on contemporary evidence drawn from world best practice.
- Differentiation where all students have the opportunity to achieve their optimal learning outcomes.
- Professional learning to ensure that our professional practices match world best practice.
- The nurturing of creative and critical thinking abilities.
- Digital pedagogies to ensure our students are well placed to embrace the opportunities presented by an increasing digital learning community.

- Asian and international perspectives where our students will be well placed to embrace the opportunities presented by globally connected communities.
- Indigenous perspectives where our largely non-indigenous community recognise, value and help nurture ongoing respect for the indigenous custodians of the land on which we live and learn.
- Student voice where our students are partners in the processes of the school and owners of their goal oriented learning.

Our strategies, our timelines, our success indicators:

Each of the following **Guided Processes** will have different timelines and varying levels of impact on the school as we move toward achieving our individual **Success Indicators**. The heat map timelines are used to give a visual representation of this impact and the expected time frame of that impact.

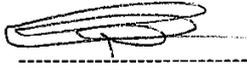
Not yet impacting school.	Minimal impact on school. <i>Typically a research, trial or planning phase.</i>	High impact on school. <i>Typically a training and implementation phase.</i>	Moderate impact on school. <i>Typically an embedding phase following implementation.</i>	Minimal impact on school. <i>Typically a maintenance phase following a successfully implementation and embedding.</i>

Guiding Processes

Place teacher professional capacity building at the centre of the school's processes.	2017	2018	2019	2020
<p>Success indicators:</p> <ul style="list-style-type: none"> • School's improvement agenda clearly articulated to the whole community. • Professional Development Plans and other sources of feedback from staff articulated into differentiated professional learning plans to address the school's priorities in literacy and numeracy. • All elements of the school's Explicit Improvement Agenda are implemented with consistency across the school. • Clearly articulated targets relate to the Explicit Improvement Agenda. • All teaching staff to be able to enter, access and analyse relevant data and articulate those into differentiated teaching practices and consistent curriculum delivery. 				

Continue to promote the culture of inquiry and innovation through the school.	2017	2018	2019	2020
<p>Success indicators:</p> <ul style="list-style-type: none"> • The explicit teaching of philosophy across Prep to Year 6 by teachers trained in philosophy and supported by a thinking coach. • Partnerships with neighbouring schools, Seville Road, Buranda and Cavendish Road maintained and enhanced. • STEM (Science, Technology, Engineering and Mathematics) taught from Prep to Year 6 by confident teachers supported by a STEM leader. • Infrastructure, resources and teacher capacity in place to provide for an “anytime, anywhere” access to digital learning. • Online communication to be the prime means of written communication for staff, students and parents. • Excellent learning and achievement is a goal for all students and celebrated by the school community. 				
Continue to build Global Perspectives	2017	2018	2019	2020
<p>Success indicators:</p> <ul style="list-style-type: none"> • All students to be engaged in the learning of Japanese. • Asian studies emphasised as a cross curriculum priority and celebrated as part of the school’s “Excellence Expo”. • Relationship with Otemon Gakuin Shogakko’s school community continued and strengthened. • Other relationships with schools internationally fostered eg St Jude’s in Tanzania. 				
Continue to build indigenous perspectives	2017	2018	2019	2020
<p>Success indicators:</p> <ul style="list-style-type: none"> • No gap in relation to indigenous students and non-indigenous students in relation to attendance, achievement and well-being. • Clear evidence in school’s artefacts, practices and resources acknowledging traditional custodians of the land on which Holland Park State School stands. 				

Continue to develop leadership capacity within the school community.	2017	2018	2019	2020
				
<p>Success indicators:</p> <ul style="list-style-type: none"> • Key committees chaired by staff interested in leading areas of the school's operation. • Action research encouraged, supported and celebrated. • Leadership through partnership with the P&C continued and enhanced. • Line of sight maintained and enhanced to ensure focus on school's improvement agenda. 				
Continue to develop student voice.	2017	2018	2019	2020
				
<p>Success indicators:</p> <ul style="list-style-type: none"> • Student leadership to be encouraged and enhanced. • Students to help inform key processes and celebrations. • Students to be able to articulate and get feedback on goals they set with their teachers in relation to the key learning areas of reading, writing, mathematics and science. 				
Provide a focus on well-being and mental health for students, staff and parents/carers.	2017	2018	2019	2020
				
<p>Success indicators:</p> <ul style="list-style-type: none"> • A clear definition of well-being is developed and known. • Widely representative group/s maintained to promote well-being among staff, students and parents. • Staff trained by behavioural AVTs to maximise positive behaviour for learning and working with students dealing with trauma. • Significant achievements are recognised and celebrated. 				
Continue to develop links with pre-prep providers	2017	2018	2019	2020
				
<p>Success indicators:</p> <ul style="list-style-type: none"> • Regular meetings between the staff of prep and pre-prep providers to discuss curriculum. • Prep transition programs continued and enhanced. 				



Aidan Lamberth
President P & C Association



Karen Howes
Assistant Regional Director
Metropolitan Region



Anthony Gribbin
Principal
Holland Park State School