

# Holland Park State School

## Queensland State School Reporting

### 2014 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the <a href="#">My School</a> website and the <a href="#">Queensland Government data</a> website.
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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 2014, 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.

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.

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

- As a reference school for The Australian Children's Television Foundation, Holland Park provided 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 across Key Learning Area (KLA) units of study for all the students of the school.

### School progress towards its goals in 2014

In 2014, 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. After previous analysis of school data, the following strategies were employed:

- Programs of coaching and mentoring were further developed and implemented to better teach 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".
- Promoting literacy development in the Prep year 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 trialed in 2014 as the basis for a future 2015 professional development program.

- 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, particularly in year 5, where results in the five strands of reading, writing, spelling, grammar and punctuation, and numeracy were significantly above the national scores and the scores of like schools. Higher results in the five strands were similarly evident in the year 3 and 7 NAPLAN results.

### Future outlook

- It is anticipated that the strategies developed and implemented during 2014 will continue to improve our academic outcomes in line with the goals that we have set.
- Coaching and mentoring will continue to be supported.
- Our Asian Studies will continue to develop momentum.
- The gifts and talents of our students will continue to be showcased at our "Excellence Expo".
- 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.
- A spelling working party commenced in 2014 to develop a whole of school spelling program through a research methodology.
- Teachers have regular fortnightly meetings addressing the curriculum, assessment and reporting.
- Opportunities for teachers to moderate on assessment tasks will be facilitated through designated meetings.
- The whole school will implement a Gradual Release of Responsibility model of student learning and teaching.
- This will promote the 'I do, We do, You do together and You do' pedagogical framework for explicit teaching and student learning'.
- Continue the ongoing use of data to underpin decisions related to teaching, learning and students' differentiated needs.

## Our school at a glance

### School Profile

**Coeducational or single sex:** Coeducational

**Year levels offered in 2014:** Prep Year - Year 7

**Total student enrolments for this school:**

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	813	389	424	96%
2013	841	406	435	98%
2014	868	424	444	98%

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

### Characteristics of the student body:

#### Average class sizes

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3	21	21	20
Year 4 – Year 7 Primary	21	23	25
Year 7 Secondary – Year 10			
Year 11 – Year 12			

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	4	15	22
Long Suspensions - 6 to 20 days	0	0	0
Exclusions <sup>#</sup>	0	0	0
Cancellations of Enrolment	0	0	0

<sup>#</sup> Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

### Our distinctive curriculum offerings

- Gifted Education
- Asian Studies
- Excellence Expo
- Japanese Language: Prep to Year 7
- Swimming: Prep to Year 7
- Gymnastics: Prep to Year 3

### Extra curricula activities

- Junior and Senior Choirs
- Recorder Band
- String, Brass, Woodwind, Percussion instruction.
- Instrumental Bands
- Regular concerts.
- Chaplain led activities.
- Chess Club.
- Tournament of the Minds
- Readers' Cup
- Premier's Cup
- Maths Team Challenge
- Athletics
- Maths Online
- Reading Eggs
- Interschool Sport
- Camping Program
- Japanese Sister School related activities – including school trip to Osaka, Japan and annual teacher exchange
- 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 the computer laboratory. Several of our teaching blocks are connected with wireless. All classrooms have been equipped with interactive white boards. Interactive whiteboards promote a wide range of teaching and learning opportunities.

## Social Climate

The students of the school exhibited 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 school utilized a chaplaincy program

that complemented our social skills program. All teachers had access to this program. During 2014 A School Discipline Audit was undertaken.

**The 2014 School Discipline Audit revealed the following profile:**

- Principal Leadership>>>>Outstanding
- Parent and Community Engagement>>>>High to Outstanding
- Data Informed Decision Making>>>>High
- Clear Consistent Expectations for Behaviour>>>>Outstanding
- Explicit Teaching of Appropriate Behaviour to All Students>>>>Outstanding

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

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree <sup>#</sup> that:			
their child is getting a good education at school (S2016)	100%	93%	95%
this is a good school (S2035)	100%	93%	96%
their child likes being at this school* (S2001)	100%	100%	99%
their child feels safe at this school* (S2002)	100%	100%	99%
their child's learning needs are being met at this school* (S2003)	100%	87%	93%
their child is making good progress at this school* (S2004)	100%	87%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	96%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	95%	87%	86%
teachers at this school motivate their child to learn* (S2007)	95%	93%	90%
teachers at this school treat students fairly* (S2008)	95%	93%	92%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	93%
this school works with them to support their child's learning* (S2010)	100%	93%	91%
this school takes parents' opinions seriously* (S2011)	90%	86%	86%
student behaviour is well managed at this school* (S2012)	85%	93%	90%
this school looks for ways to improve* (S2013)	90%	100%	94%
this school is well maintained* (S2014)	100%	87%	93%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2012	2013	2014
they are getting a good education at school (S2048)	100%	97%	100%
they like being at their school* (S2036)	92%	97%	95%
they feel safe at their school* (S2037)	99%	93%	93%
their teachers motivate them to learn* (S2038)	99%	100%	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)	97%	91%	95%
teachers treat students fairly at their school* (S2041)	87%	84%	90%
they can talk to their teachers about their concerns* (S2042)	86%	85%	88%
their school takes students' opinions seriously* (S2043)	87%	81%	91%
student behaviour is well managed at their school* (S2044)	85%	84%	86%
their school looks for ways to improve* (S2045)	96%	99%	99%
their school is well maintained* (S2046)	87%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	91%	94%	97%

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2012	2013	2014
they enjoy working at their school (S2069)		100%	100%
they feel that their school is a safe place in which to work (S2070)		100%	100%
they receive useful feedback about their work at their school (S2071)		82%	86%
students are encouraged to do their best at their school (S2072)		100%	100%
students are treated fairly at their school (S2073)		100%	100%
student behaviour is well managed at their school (S2074)		94%	97%
staff are well supported at their school (S2075)		88%	97%
their school takes staff opinions seriously (S2076)		100%	100%
their school looks for ways to improve (S2077)		94%	100%
their school is well maintained (S2078)		94%	100%
their school gives them opportunities to do interesting things (S2079)		100%	100%

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

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## 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 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.

## Reducing the school's environmental footprint

Awareness campaigns among staff and students were conducted throughout the year. There was a small reduction in electricity usage over the 2013-2014 year and a substantial reduction in water usage. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	199,408	2,755
2012-2013	249,253	1,851
2013-2014	246,723	1,257

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.

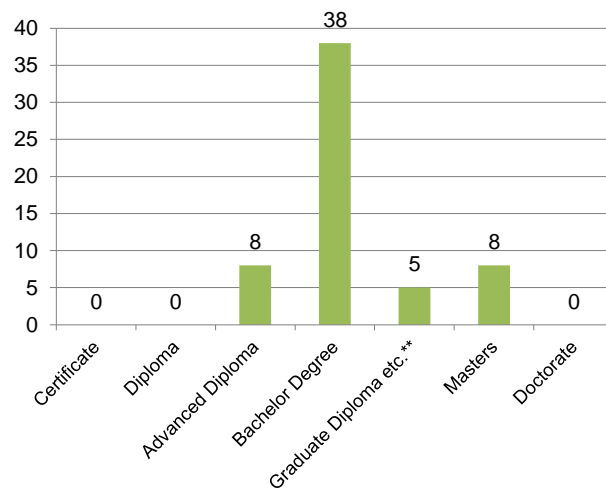
## Our staff profile

### Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	59	35	0
Full-time equivalents	47	17	0

**Qualification of all teachers**

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	8
Bachelor Degree	38
Graduate Diploma etc.**	5
Masters	8
Doctorate	0
<b>Total</b>	<b>59</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 2014 were \$16 069.

The major professional development initiatives were as follows:

- The leadership team of the school continued to develop and implement coaching/mentoring programs in reading comprehension, maths problem solving and science teaching strategies.
- Professional development in spelling was undertaken through a research model strategy.
- Triads, involving three teachers engaged in pedagogical dialogue, was trialled.
- The proportion of the teaching staff involved in professional development activities during 2014 was 100%.
- In addition to the above PD allocation, further funds available through the Great Teachers, Great Results program were utilised for teacher development.

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	96%	96%	96%

**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 2014 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 webpage.

School financial information is available by selecting 'School finances' in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	96%	95%	95%

The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

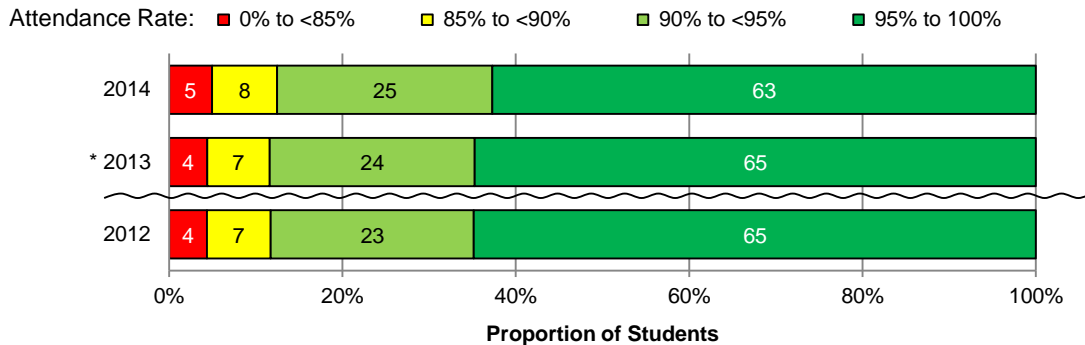
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	95%	96%	96%	96%	95%	96%	96%					
2013	94%	95%	96%	96%	96%	93%	95%					
2014	95%	95%	95%	95%	95%	96%	95%					

DW = Data withheld to ensure confidentiality.



## Student attendance distribution

The proportions of students by attendance range.



\*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

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

Non-attendance is managed in state schools in line with the DETE 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 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, 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.

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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. 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, indicated areas in which the gap between indigenous and non-indigenous achievement towards has been narrowed.