



School Improvement Unit Report

Holland Park State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Holland Park State School from 14 to 16 June 2016. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	59 Abbotsleigh Street, Holland Park
Education region:	Metropolitan Region
The school opened in:	1929
Year levels:	Prep to Year 6
Current school enrolment:	850
Indigenous enrolments:	1.8 per cent
Students with disability enrolments:	2.6 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1138
Year principal appointed:	2003
Number of teachers:	44 (full-time equivalent)
Nearby schools:	Cavendish Road State High School, Seville Road State School
Significant community partnerships:	Parents' and Citizens' Association - 2015 P&C of the year, Community of Inquiry partnership (Cavendish Road State High School, Seville Road State School, Buranda State School, University of Queensland), Otemon Gakuin (Japan), Pre-prep providers network
Significant school programs:	Philosophy, Japanese Languages Other Than English (LOTE), Teacher exchanges to Japan, Prep-Year 2 literacy, Excellence Expo



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's Assistant Regional Director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and two deputy principals
 - Head of Curriculum (HOC) and Head of Special Education Services (HOSES)
 - Master teacher, Business Services Manager (BSM), 20 parents and 75 students
 - Specialist teachers – Health and Physical Education (HPE), teacher-librarian, music, special education program teachers, intervention teachers, gifted education mentor, information and communications technology (ICT) coach, speech language pathologist
 - School committee chairs – international, special needs, behaviour, learning enhancement, closing the gap, technology
 - 18 classroom teachers, nine teacher aides
 - Parents and Citizens' Association (P&C) president and Indigenous elder
 - Principal, local high school
 - Tuckshop convenor

1.4 Review team

Garry Lacey	Internal reviewer, SIU (review chair)
Brad Fox	Peer reviewer
Suzanne Henden	External reviewer



2. Executive summary

2.1 Key findings

- A strong collegial culture is demonstrated amongst teaching staff that provide professional and personal support through formal and informal interactions and partnerships.

The year level team structure is strong with teachers co-planning curriculum units and assessment tasks, and regularly sharing curriculum resources. There is a commitment to learning for all students by all staff members. Teacher aides report that their role is respected as they work in unison with teachers to support and scaffold student learning.

- The school is held in high regard by the community.

Parents and community members speak positively regarding life at the school. The school's Excellence Expo is an established community event that showcases a broad range of learning programs, culminating in a night-time celebration.

- The development of teachers' repertoire of practice in high impact teaching practices is a school priority.

The Gradual Release of Responsibility (GRR) model of instruction across all learning areas involves teachers in scaffolding learning so that the cognitive load shifts from teacher as model, to joint responsibility, to independent practice and application by the learner. We are learning to (WALT), What I'm looking for (WILF) and This is because (TIB) are apparent across the school.

- The school has attracted and retained an established team of teachers; many are experienced in the craft of teaching.

The leadership team places a high priority on Professional Development (PD). Teachers are supported by a range of strategies to assist them in developing shared understandings related to curriculum, assessment, teaching and learning and the pedagogical strategies targeted in the Explicit Improvement Agenda (EIA). The various forms of professional learning offered by the school are strongly valued by teaching staff.

- The school effectively uses the skills, talents and passions of teachers through its comprehensive committee structure.

Classroom teachers chair these committees and work with colleagues to enhance curriculum, teaching and learning in their designated areas of responsibility. This practice is having a positive impact on the abilities of teachers to develop, implement and review quality teaching and learning practices.



- The school has developed a range of documentation to support implementation of curriculum.

A whole-school curriculum planning document, which is aligned to Australian Curriculum (AC), provides a sequenced overview of the intended curriculum. Curriculum units draw extensively on Curriculum to the Classroom (C2C) resources which are reviewed in year level groups. Teachers modify curriculum, assessment tasks and Guides to Making Judgements (GTMJ) to suit local needs.

- The school is using a range of assessment tools to monitor school-wide achievement and student progress, particularly in literacy and numeracy.

Data collected provides a balance between diagnostic, formative and summative assessments. The use of formative assessment to identify starting points for improvement and to monitor progress over time is demonstrated. Some teachers are highly proficient in their use of data. All teachers use data to inform their teaching practice, it is apparent that further work could be undertaken to extend data literacy skills.

- Teaching practices and school-wide procedures reflect a belief that all students can learn.

School-wide processes are developed to support the learning of students in identified target groups including students with learning difficulties, disabilities, and gifted and talented students. It is less clear that there is a specific focus on providing for the learning needs of the significant number of high performing students, within classrooms, on a daily basis.

- The introduction of a community of inquiry, through the teaching of philosophy, is an element in the school's establishment of a culture of inquiry and innovation.

There is a plan to foster development of innovative curriculum programs which will enhance and deepen the learning of students. Planned aspects of this include a continued focus on the teaching of problem-solving, ongoing investment in the enhancement and use of digital technologies, work in the area of Science, Technology, Engineering, Mathematics (STEM), including coding, plans to partner with the local state high school and Griffith University in a STEM program and an emphasis on science inquiry during Semester 2. Many of these programs are in the early phase of implementation and there is a belief continued work in this area will bring benefits to student learning.



2.2 Key improvement strategies

- Develop systematic quality assurance processes within curriculum planning and assessment process.
- Engage all staff members in ongoing PD to enhance data literacy skills to maximise the use of data to inform differentiated teaching practices.
- Provide further support teachers in planning for differentiated learning experiences for high achieving students.
- Continue to promote a culture of inquiry and innovation throughout the school.
- Develop broader networks with schools on similar education journeys and with organisations that will bring benefit to the learning of students and the professional practice of staff.