



HOLLAND PARK STATE SCHOOL

STRATEGIC PLAN 2021 – 2024

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 advancing the school's vision and values in partnership with the school's leadership team.

Vision

Our vision is to be an inclusive learning community that empowers all learners to pursue and achieve their optimal learning outcomes.

Values

Our school community values:

- Learning – every student can succeed and each staff member can contribute collegially to the school's evidence based pedagogical practices,
- Acceptance, respect and inclusion – all students are entitled to an education that meets their needs, and prepares them for active participation in the creation of a socially just, equitable, democratic and globally connected society,
- Excellence – where excellence is defined as doing the best we can do and being the best we can be,
- Leadership - that is distributed and affords all who share the school community the capacity to lead towards goals consistent with the school's vision,
- Consistency of teaching practice - built on contemporary evidence drawn from world best practice,
- Creative and critical thinking – taught explicitly and applied to enquiry and empirical learning,
- The safety and wellbeing of all school community members.

Our Mission

To provide:

- Inclusive learning environments that are responsive to diversity, equity and student voice,
- Highly effective pedagogy, focussed on improving student outcomes, and supported by teachers' commitment to ongoing professional development, evidence informed practices, coaching, mentoring and collaboration,
- Differentiated learning programs aligned to year level content and achievement standards aligned to the Australian Curriculum,
- Quality student assessment that is aligned to QCAA's *Principles of Quality Assessment* and DOE's *P – 12 Curriculum Framework*.
- Relevant digital and other resources that enrich and engage,
- Opportunities for parents and community partners to participate in learning and decision making partnerships,
- A safe and supportive environment for all school community members,
- Opportunities for students to develop their critical and creative thinking skills.

Guiding Process 1

Place professional capacity and capability building at the centre of the school's processes.

Success indicators:

- Teachers have a deep knowledge and understanding of all elements of the Australian Curriculum for all learning areas, including achievement standards, general capabilities and cross curriculum priorities,
- Strong processes exist to monitor and quality assure the enacted curriculum in classrooms,
- All teaching staff can enter, access and analyse relevant data and articulate those into differentiated teaching practices,
- Staff members are provided time to engage with colleagues for the purposes of practitioner research, planning, feedback, coaching and mentoring,
- The school's intended curriculum is developed and delivered with consistency.
- Professional learning programs are aligned to school's priorities,
- School's priorities are collaboratively developed with and clearly articulated for staff and wider community,
- Clearly articulated targets relate to the agreed school priorities,
- Teachers use internal and where appropriate, external moderation to better understand the Australian Curriculum.

Guiding Process 2

Construct a shared vision and philosophy for inclusion.

Success indicators:

- Student assessment that is aligned to QCAA's *Principles of Quality Assessment* and DOE's *P – 12 Curriculum Framework*,
- Teachers have the capacity and capability to differentiate for the full range of learners, including high achieving students,
- Supporting committees (Inclusive Education, Gifted and Talented, ICTs, Reconciliation, align their work to support all students' engagement in learning,
- There is explicit teaching of philosophy across Prep to Year 6 by teachers trained in philosophy and supported by a thinking coach,
- Relevant digital and other resources that enrich and engage all students,
- Collaboratively reviewed Student Code of Conduct is consistently understood and implemented,
- Students able to articulate and get feedback on goals they set with their teachers in relation to the key learning areas.

Guiding Process 3

Develop leadership capacity and capability within the school community.

Success Indicators:

- All school priorities are supported and led by school leaders with instructional leadership capability and capacity,
- Leadership roles and responsibilities of school leaders and staff members are clearly documented and articulated,
- Key committees chaired by staff interested in leading areas of the school's operation,
- Action research in pursuit of high yield teaching strategies is supported and celebrated,
- Leadership through partnership with the P&C continued and enhanced,
- Student leadership to be encouraged and enhanced,
- Students and parents to help inform key processes and celebrations,
- Aligned APR processes that supports practitioner research and leadership of pedagogical innovation,
- Teachers and other staff members receive feedback regarding their classroom practice.

Guiding Process 4

Build community and culture

Success Indicators:

- School's improvement agenda clearly articulated to the whole community,
- Staff, student and parent voices are sought and is reflected in the articulation of school priorities,
- P&C is valued as a key partner in forming key processes of the school,
- Partnerships with other schools maintained and enhanced,
- Inclusive transitions from pre-prep to primary and from primary to secondary are supported and consistently implemented,
- Aboriginal and Torres Strait Islander student learning outcomes are monitored along with attendance and wellbeing,
- School's artefacts, practices and resources support the acquisition of Aboriginal and Torres Strait Islander perspectives,
- All students to be engaged in the learning of at least one other non-English language,
- 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 through the Asian Education Foundation's Bridge Program,
- Excellence in learning and effort is celebrated,
- Parents and carers are valued as partners in student learning.

Guiding Process 5

Promote the culture of inquiry and innovation through the school.

Success indicators:

- Philosophy is taught explicitly and its higher order creative and critical thinking skills incorporated into curriculum planning,
- STEM taught from Prep to Year 6 by confident, successful teachers,
- Infrastructure, resources and teacher capacity in place to support inquiry, investigation and innovation,
- Decision making data easily accessible to teachers and other staff,
- Excellent inquiry, investigation an innovation is celebrated by the school community.

Guiding Process 6

Provide a safe and supportive school environment

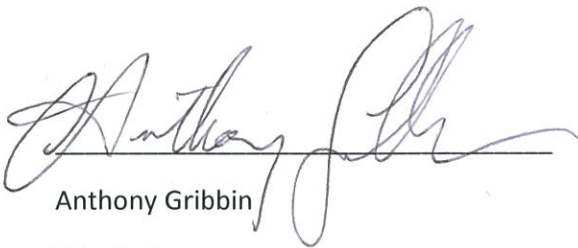
Success indicators:

- School facilities are clean and well maintained,
- Workplace, Health, Safety and Wellbeing Committee meets regularly,
- Staff are trained in the recording of student wellbeing issues,
- Staff and students regularly surveyed in relation to issues that can impact on wellbeing.
- Staff aware of support services available,
- Inclusive Education Committee meeting takes referrals to support student learning and wellbeing,
- Staff trained by members of the behaviour committee and behavioural AVTs, as appropriate to maximise positive behaviour for learning and working with students dealing with trauma,
- Significant school community achievements are recognised and celebrated.



Mark Lyell

President, P & C Association



Anthony Gribbin

Principal

Holland Park State School

Hugh Goodfellow

Assistant Regional Director

Metropolitan Region