

Holland Park State School

School review executive summary

Every Queensland state school and centre has a review at least once every 4 years to guide continuous improvement and inform strategic priorities. Community feedback is an essential part of the reviews, with staff, parents, students and the community encouraged to have their say. This executive summary provides an insight into the findings from the school review process.







Acknowledgement of Country

Holland Park State School acknowledges the shared lands of the Turrbul and Yuggera peoples.

About the school

Education region	Metropolitan South Region
Year levels	Prep to Year 6
Enrolment	815
Indigenous enrolments	1.7%
Students with disability	10.6%
Index of Community Socio-Educational Advantage (ICSEA) value	1146

About the review

 3 reviewers from 5 to 8 February 2024	 137 participants	 61 school staff
 40 students	 27 parents and carers	 9 community members and stakeholders

Key improvement strategies

Domain 1: Driving an explicit improvement agenda

Create opportunities for further stakeholder consultation to collaboratively determine a shared vision, values, and aspirations for the school.

Collaboratively develop a sharp and narrow improvement focus, with roles, responsibilities and specific targets, to provide clarity for all staff and measure the impact of improvement actions on student learning.

Domain 3: Promoting a culture of learning

Establish strategies for clearly communicating the purpose, direction and pace of change to build a culture of mutual trust and collective efficacy.

Domain 6: Leading systematic curriculum implementation

Collaboratively develop a single, accessible whole-school curriculum plan aligned to the P–12 curriculum, assessment and reporting framework (P–12 Framework) to ensure alignment of curriculum, assessment and reporting.

Domain 8: Implementing effective pedagogical practices

Prioritise a shared commitment from teachers and leaders about the use of evidence-informed pedagogies to support teachers in meeting the diverse learning needs of students.

Domain 7: Differentiating teaching and learning

Strengthen staff knowledge and understanding of inclusive education to enhance school-wide differentiation practices that support positive learning and wellbeing for all students.

Key affirmations

Staff describe a strong collegial culture of professional and personal support.



Teachers express eagerness to learn from each other through participating in school inquiry cycles, High Impact Teaching Strategies (HITS) meetings and working parties. Leaders acknowledge teachers' dedication to building their professional knowledge to support students in classrooms. Teachers express that evolving school governance structures enable opportunities for professional growth, and leadership experiences beyond their classrooms.

'Superpowers' in teaching and learning provide a shared community language and support learners to strive for personal excellence.



The developing 'Learning Superpowers' focus on personal and social capability supports students to build their ability to regulate their thoughts, emotions and behaviours. Teachers describe the Superpowers as 'students and staff forming common goals together'. Student leaders discuss how teachers are helping them become better learners through the Superpower focus. Parents indicate support for and investment in a school-wide personal and social capability focus.

Committed staff have developed a range of programs to encourage student inquiry, creativity and innovation.



Parents express appreciation for the range of opportunities available within and outside school hours that cater for the diverse learning needs and talents of their child. Students discuss the Entrepreneurial Science and Sustainability (ES&S) subject, which focuses on inquiry learning, global citizenship and environmental sustainability. They speak enthusiastically about lunchtime clubs and the music, 'Buddies', and student leadership programs. Leaders collect affective domain data in a range of areas to gauge student voice about learning.

Parents and community members hold the school in high regard and speak with pride about its history and traditions.



Teachers articulate a sense of pride in the significant and respected role the school has developed in the community over time. Parents and teachers speak of families who have attended the school for generations, and how this has created long-standing connections between families and staff. Parents and staff comment the mix of heritage-listed buildings and newer buildings on the school grounds balances access to modern facilities with a sense of history and tradition.