

QUEENSLAND STATE SCHOOL REPORTING - 2009

Holland Park State High School (2125)

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Principal's foreword

Introduction

In 2009 the school's reputation for excellence has been enhanced by the outstanding achievements of its graduates. The school focus for the year on **Optimism, Opportunity and the Power of Nine** has fostered quality academic and vocational outcomes as well as the social and citizenship attributes so necessary for success in life.

Our Dux of 2009 was awarded an OP 1 and a prestigious Vice Chancellor's Scholarship to QUT. Six students achieved OP 1-5 and 70 students completed one or more vocational certificates. Our Year 9 Naplan results continue to be close to National benchmarks – scores for reading, spelling, punctuation and grammar show that 91- 93% of our students achieve at or above the national average score for reading, writing, spelling, punctuation and grammar and 98% for numeracy. Our AAA Academic Acceleration for All strategy ensures all students learn the fundamentals and are exposed to extension activities.

Students have been willing to take up the many opportunities provided for them. We again successfully defended our national volleyball title in the National Volleyball championships, with the Open Girls winning Gold in the top level of competition, Honours and U15 girls winning the Silver medal in Division 2.

School progress towards its goals in 2009

In 2009 we commenced a new Strategic Planning Cycle. Three key school priorities were identified: A Focus on Fundamentals (Curriculum and Pedagogy, Employability Skills, Smart Classrooms, Literacy and Numeracy), Community Standing and Relationships (Partnerships and Reputation) and Our people (Staff development and Capacity Building).

Teachers continued curriculum development based on the Essential Learnings and revised or rewrote Year 11-12 Work Programs based on QSA timelines. A stronger focus on employability skills was enhanced by use of external business people to conduct Work Experience interviews for Year 11 students. Student learning outcomes were reviewed and adjustments made to the school's literacy strategy, AAA. Heads of Department were trained in key gifted and talented concepts. Additional electronic whiteboards were purchased and a number of teachers completed their ICT Certificate and ICT Pedagogical Licence. The Computers for teachers project was rolled out successfully, and plans for the Digital Education Revolution 1:1 computers for students in Years 9-12 were made.

A Memorandum of Understanding was signed with Greenslopes Hospital to progress our Health Science focus and community service placements commenced. The newly appointed Senior Schooling HOD made additional links with TAFE and employers to develop the school's network of mentors. The school's reputation in the community was enhanced through a focus on personal presentation.

A revised process was implemented to enhance the student leadership selection process and provide more input from teachers. A deliberate strategy to train additional staff in critical areas, to broaden the knowledge base in the school was commenced, with job sharing occurring where appropriate.

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In 2009 the official opening of our new school facility, our Multi Purpose Sports Shed, was conducted. We wish to acknowledge funding from a successful SSS submission from the state government and IOS funding from the Commonwealth Government. Further development of an outdoor "Living Lab" has provided students with the opportunity to engage with the sustainable technologies of the future. Under the Commonwealth's Building the Education Revolution National School Pride Program and a successful State Government SSS grant, the school commenced planning for additional facilities in the Arts area – an additional art classroom space, covered walkway and additional storage for Instrumental Music in the Assembly Hall.

Future outlook

Holland Park High aims to provide an education that is tailored to the individual and underpinned by traditional values. The school's ethos that each person is special and everyone is good at something is the basis for valuing the contribution each student makes to our family oriented community. Blending traditional educational values with innovative teaching practices lie at the heart of the school's success, and this is attracting considerable interest from parents and students across the southern suburbs of Brisbane. Expansion of teacher understanding of Higher Order Thinking Skills and the latest research into the brain and learning, based on the 2010 theme "Get Smarter" is planned.

As 63% of senior students study a science subject, the school will continue to develop partnerships such as those with universities (Griffith Connect), and Greenslopes Private Hospital (Memorandum of Understanding signed) to enhance a focus on health science and environmental health. Training of teachers in the provision of Certificate IV in Workplace Assessment and completion of a Certificate III in Allied Health will enable the school to offer vocational programs.

A comprehensive focus on use of the One School integrated IT package and teacher inservice in Literacy is planned as part of the DET rollout for Year 8-9 teachers.

Renewal of facilities is planned, with the refurbishment of the Science block under SSOT, together with external repainting of several classroom blocks. Holland Park High is contributing to the planning of a cluster Trade Training Centre. Extensions to classroom art space and instrumental music will be carried out as part of the Commonwealth National School Pride funding.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered: 8-12

Total student enrolments for this school:

Total Enrolment	Girls	Boys	Enrolment Continuity (Feb 2009 – Nov 2009)
534	275	259	89%

Characteristics of the student body:

Students come from a range of suburbs in southern Brisbane, with approximately 80% of students residing in the Holland Park, Tarragindi and Moorooka areas.

Class sizes – Proportion of school classes achieving class size targets in 2009

Phase	Average Class Size	Percentage of classes in the school			
		On or under target	Under Target	On Target	Over Target
Prep – Year 3					
Year 4 – Year 10	22	97%	78%	19%	3%
Year 11 – Year 12	12	98%	96%	1%	2%
All Classes	18	97%	85%	12%	3%

School Disciplinary Absences

Disciplinary Absences	Count of Incidents
Short Suspensions - 1 to 5 days	49
Long Suspensions - 6 to 20 days	21
Exclusions	<5
Cancellations of Enrolment	<5

Curriculum offerings

Our distinctive curriculum offerings

Holland Park High has an excellent record in Science, with an average of 63% of students choosing one or more science electives in the Senior School (2004-8). LOTE enrolments in Japanese and German have expanded and exceed those in other larger high schools.

The school runs a Support Program for elite gymnastics and other sports such as diving; a Volleyball Development program and Peer Mediation training. The High Performance Volleyball Program introduced for students in years 9-12 in 2008 has continued to expand.

Our school at a glance

Extra curricula activities

Students have a range of extra curricular activities available, including Instrumental Music, Debating, Volleyball, Student Council, Year level activities and whole school activities such as the annual Talent Quest, and Art at the Park, our Arts festival. Our Homework Club on Thursday afternoons continues to be supported by dedicated teachers and students wishing to gain additional assistance.

How Information and Communication Technologies are used to assist learning

Students have ready access to computers with 3 class computer laboratories, and computer pods in the Library, Science, Social Science, English, Music, Graphics, Home Economics. The focus is on integration of technology into everyday classroom activities. In addition, the school installed additional electronic whiteboards and classroom data projectors to complement a dedicated presentation room for student presentations. Teachers who have completed their ICT Pedagogical Licence are mentoring teachers preparing for their ICT Certificate. ICT integration has been enhanced by the rollout of the Computers for Teachers Laptops in 2009.

In the future, Holland Park High hopes to rollout netbooks/laptops to students in Years 9-12 as part of the Commonwealth Digital Education Revolution strategy.

Social climate

The school has a positive and peaceful school climate fostered by all staff and the network of student support services – part time Guidance Officer, Youth Support Coordinator, and Youth Health Nurse, Student Welfare committee and Peer Mediators. A part time School Chaplain funded through the National Chaplaincy program was appointed. Year level Coordinators have a particular focus on Year level welfare and leadership development.

Regular committee meetings enable coordination of programs and support using proactive and reactive strategies as required.

Eighty one percent of parents are satisfied that their children are getting a good education at Holland Park SHS and 75% are satisfied with student safety. Parents rate the school's efforts to develop students' social skills and prepare them for the future highly. Students feel that teachers help them to do their best.

In keeping with the 2009 theme of Optimism and Opportunity, three students walked the Kokoda Track, a student studied polar bears in Canada and students travelled to Germany on exchange. An art student won a Creative Generation Excellence award and her work has been in an exhibition at GOMA.

Year 11-12 Visual Arts Studies students created seven large mural panels inspired by visiting indigenous artist Deanna Grant from Griffith University. The official unveiling of the murals, which now hang in A,B,F and H blocks was a respectful celebration of our indigenous culture.

Our school at a glance

Parent, student and teacher satisfaction with the school

Performance measure	Result 2009
Percentage of parents/caregivers satisfied that their child is getting a good education at school	81%
Percentage of students satisfied that they are getting a good education at school	49%
Percentage of parents/caregivers satisfied with their child's school	84%
Percentage of school workforce satisfied with access to professional development opportunities that relate to school and systemic initiatives	53%
Percentage of staff members satisfied with morale in the school	67%

Involving parents in their child's education.

Parents are involved in the school through attendance at P&C meetings, school committees, parent teacher interviews, parent evenings. The fortnightly newsletter is valued by parents, especially the mailing each term of significant information, including assessment planners. Teachers make themselves available outside of parent teacher interviews to meet with parents on request, and supply work for students with extended illness or sporting commitments.

Advice is regularly sought by the Principal from the P&C Association on a range of issues. Surveys and invitations to comment are requested periodically, usually via the newsletter.

The school community strongly supports events such as concerts, art shows, awards ceremonies.

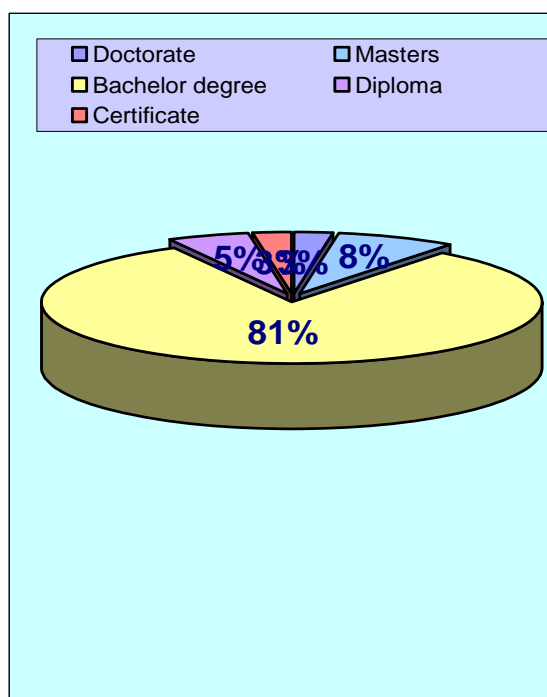
Our staff profile

Staff composition, including Indigenous Staff

Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	51	29	1
Full-time equivalents	46	17	1

Qualifications of all teachers.

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	1
Masters	3
Bachelor degree	32
Diploma	2
Certificate	1



Our staff profile

Expenditure on and teacher participation in professional development.

The total funds expended on teacher professional development in 2009 was \$16684. The major professional development initiatives are as follows:

Curriculum development and QSA inservice

Learning

Cluster activities with local primary schools

Professional Association membership and seminars

ICT integration, Computers for Teachers activities, mentoring for ICT Certificates, preparation for implementation of the Digital Education Revolution (access to a computer for every student in years 9-12)

First Aid Registration

The involvement of the teaching staff in professional development activities during 2009 was 100%.

Average staff attendance

For permanent and temporary staff and school leaders, the staff attendance rate was 96% in 2009.

Proportion of staff retained from the previous school year.

From the end of the 2009 school year, 93% of staff were retained by the school for the entire 2009 school year.

Performance of our students

Key student outcomes

Attendance

Student attendance - 2009

The average attendance rate for the whole school as a percentage in 2009 was 91%.

Student attendance for each year level

							Year 8	Year 9	Year 10
							91%	90%	90%

Description of how non-attendance is managed by the school

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

Attendance rolls are marked by form teachers at the start of each day and by class teachers in each lesson. Teachers report unexplained absence from class to the office for checking. Parents may use the Student Absence line to report and explain student absences, as well as email. Currently, office staff telephone parents of students with more than occasional unexplained absences or patterns of absence to ascertain the reason for the absence. Referrals are often made to the Guidance Officer or Year Coordinator. Where student absence is of concern and not improving and there is no medical documentation, official letters are sent and interviews are conducted to remind parents and students of their attendance obligations and identify strategies for supporting the student. In the senior school, non attendance may be followed up through letters or through a notice of non compliance – an early warning that they are at risk of cancellation of enrolment.

Achievement – Years 3, 5, 7, and 9

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

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
Reading	Average score for the school in 2009				576	
	Average score for Australia in 2009				580.5	
	For the school the percentage of students at or above the national minimum standard.	2008				94%
		2009				91%
	For the school the percentage of students in the upper two bands	2008				18%
2009					20%	
Writing	Average score for the school in 2009				572	
	Average score for Australia in 2009				568.9	
	For the school the percentage of students at or	2008				85%

Performance of our students

Domain	Measures	Yr 3	Yr 5	Yr 7	Yr 9	
	above the national minimum standard.	2009			92%	
	For the school the percentage of students in the upper two bands	2008			15%	
		2009			25%	
Spelling	Average score for the school in 2009				578	
	Average score for Australia in 2009				576.3	
	For the school the percentage of students at or above the national minimum standard.	2008				91%
		2009				93%
	For the school the percentage of students in the upper two bands	2008				30%
		2009				24%
Grammar and Punctuation	Average score for the school in 2009				584	
	Average score for Australia in 2009				573.5	
	For the school the percentage of students at or above the national minimum standard.	2008				95%
		2009				91%
	For the school the percentage of students in the upper two bands	2008				27%
		2009				23%
Numeracy	Average score for the school in 2009				579	
	Average score for Australia in 2009				589.1	
	For the school the percentage of students at or above the national minimum standard.	2008				98%
		2009				98%
	For the school the percentage of students in the upper two bands	2008				18%
		2009				20%

Performance of our students

Attainment and Achievement – Year 12

Apparent retention rates Year 10 to Year 12.

Year 12 student enrolment as a percentage of the Year 10 student cohort.	74%
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Outcomes for our Year 12 cohort of 2009

Number of students receiving a Senior Statement	72
Number of students awarded a Queensland Certificate Individual Achievement.	0
Number of students receiving an Overall Position (OP).	49
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship.	6
Number of students awarded one or more Vocational Educational Training qualifications.	70
Number of students awarded an Australian Qualification Framework (AQF) Certificate II or above.	15
Number of students awarded a Queensland Certificate of Education at the end of Year 12.	56
Number of students awarded an International Baccalaureate Diploma (IBD).	0
Percentage of OP/ IBD eligible students with OP 1-15 or an IBD.	65%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	82%

Overall Position Bands (OP)

Number of students in each Band for OP 1 to 25.				
OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
6	17	9	12	5

Vocational Educational Training qualification (VET)

Number of students awarded certificates under the Australian Qualification Framework (AQF).		
Certificate I	Certificate II	Certificate III or above
70	10	6

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2009 Year 12 post-school destinations survey, Next Step – Student Destination Report for the school were not available. Information about these post-school destinations of our students will be incorporated into this Report in September.