



Holland Park State High School

ANNUAL REPORT

2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy
Department of Education



Queensland
Government

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School overview

Holland Park State High School is a boutique high school, selected by discerning parents making a deliberate choice of a smaller high school for their children. In 2018 the School Council, as part of the Independent Public Schools initiative, completed the development of a ten year Strategic Master Plan, in consultation with the school community. Central to the Strategic Master Plan are our three pillars – Learning, Growth and Connectedness, and the identification of a set of Graduate Student Attributes which we expect to foster in our students by the time they complete Year 12.

Parents are attracted by our high standards, our focus on the individual child, our strong academic results and OP history, our vocational pathways and tailored programs in the Senior School. Ninety one (90.6%) percent of eligible students achieved OP 1 - 15 in 2018, including two OP1s and 16% OP 1-5. 98.8% of graduates finished school with a qualification (QCE, VET or SAT) and completed their QCE.

Our signature programs such as Triple E excellence classes produce outstanding academic outcomes for our students. With our approach to personalised learning, all students complete a Personal Learning Plan where they learn to set goals and monitor their progress throughout the year. Our High Performance Volleyball program has delivered National Championship winning teams, while tailored programs for elite athletes have enabled them to combine their studies with international diving and gymnastics competitions, including the Olympic and Commonwealth Games. Creative programs in Music, Art and Languages (Japanese and German) attract considerable interest. The school has a long standing sister school relationship with Tennoji Senior High School, Osaka, Japan. The school has developed bilingual and masterclass strands in partnership with Wellers Hill SS and local schools offering Japanese, for talented students of Japanese entering year 7 in 2020. Provisional accreditation has enabled the school to host international students commencing in 2019, a focus which complements our Graduate Student Attributes and develops 21st century skills for the global economy.

School progress towards its goals in 2018

This report reflects the school's progress towards its core values of *Learning, Respect, Co-operation*. For 2018, our focus was *Stronger and Smarter*. A major focus was also consolidating innovations we identified as part of the IPS submission process – Personal Learning Plans for students, and exploring Learning How to Learn, supported by the best in the neuroscience of learning. In 2018 we set some ambitious targets with a number of them met:

For student achievement:

- Reduce Attendance less than 85% from 20% to less than 18%, especially for Years 10, 11, 12 – achieved.
- 100% of students achieve QCE (2017 98%) – maintained current performance, 98.6%.
- Improve Year 9 NAPLAN writing MSS to 550 on 2016 score – cohort 2016 = 504.7) – on track with 546.1 achieved.
- 100% of matched students maintain/improve MSS relative gain NAPLAN compared with other state Schools – exceeded QSS average in every category across Years 7 and 9, with Year 7 writing and Year 9 reading strongest.
- 90% A-C achievement across all year levels – on track – 89.5%
- 20% A achievement across all year levels – Improving, 17.4%.

For systematic curriculum and effective pedagogy:

- All Teachers have detailed knowledge of 7 – 10 curriculum and have participated in unit development and review – achieved.
- All Teachers have detailed knowledge of new 11-12 curriculum and assessment practices and have completed a close reading of their syllabus(es), and completed QCAA on line modules prior to attendance at scheduled QCAA PD – on track and completed.
- Processes implemented effectively to ensure comparability – moderation practices established.
- All Teachers complete 2 video selfies and use them to reflect on practice: Focus areas: Learning how to learn, Cognitive verbs, Writing and vocabulary – at least one video selfie completed.

Staff and students actively engaged in our improvement agenda and were proud of their contribution to achievement of our targets.

Future Outlook

The school is looking forward to the implementation of the Strategic Master Plan (SMP) and its focus on developing our Graduate Student Attributes.

Our focus for 2019 is *Growing stronger together*. We have completed our AIP for 2019 using the planning model in our SMP. We have set the following improvement priorities and targets:

- Developing our Graduate Student Attributes in our young people
- Implementing our Growing Stronger Together strategy, incorporating
 - Building Resilience within our school community (students, staff and parents)
 - Improving writing using the Write that Essay program alongside existing school approaches
 - Introducing and practising effective Learning how to Learn strategies
- Achieving our targets:
 - 95% A - C results
 - 20% A results
 - Indigenous student outcomes equivalent to whole school outcomes
- Planning for the successful implementation of current and emerging signature programs
 - Japanese Proficiency strand
 - Japanese Masterclass
 - International Student Program.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Year 7 - Year 12

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	528	542	605
Girls	256	260	301
Boys	272	282	304
Indigenous	22	22	25
Enrolment continuity (Feb. – Nov.)	89%	93%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Our school works closely with primary schools in our Freeway Schools Coalition (Marshall Road, Wellers Hill, Junction Park) and draws students from the local suburbs of Tarragindi, Wellers Hill, Moorooka, Salisbury and Greenslopes. We enrol many students from out of the local catchment as parents are attracted to our smaller, boutique high school as an alternative to very large high schools. Parents are making a deliberate choice of a smaller school with a personalized approach and excellent results, where their child won't be lost in the crowd.

Students come from a range of socio economic backgrounds, and approximately 18% of students come from a non English speaking background. The school recorded 14% of students under the NCCD (Nationally Consistent Collection of Students with Disability) and approximately 5% of students have an EAP under Queensland disability planning.

Holland Park High hosts students attending the elite gymnastics program at the Qld Academy of Sport, based at Chandler. These students complete a tailored educational program developed around their training and competition commitments. Elite athletes from a range of sports, including volleyball, have negotiated programs to accommodate their sporting commitments.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	21	22	23
Year 11 – Year 12	17	17	18

Note:

The [class size](#) targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Our curriculum for Year 7-10 is based on the Australian curriculum and the Qld C2C materials, and tailored to suit our students, staffing and resources. All students in Years 7-10 study a core of English, Maths, Science, HPE, History. In Years 7-8 all students study Japanese or German, and sample a number of elective subjects in Arts and Technology – Art, Music, Drama, Home Economics, Applied Technology, Digital Technology. In Years 9-10 students select 2 elective subjects from Languages, Arts and Technology.

Our curriculum for Years 11-12 is based on current QCAA syllabi. A range of Authority and Authority Registered subjects were offered in 2018 for the final Year 12 graduates under the OP system in 2019. Vocational subjects are available for study through TAFE and private providers, and school based traineeships negotiated for selected students. All Year 11 students completed 5 days of work placement, and university subjects were offered to academically strong students.

From 2019, General and Applied subjects similar to those currently offered will be introduced to Year 11 students for the first time, following extensive professional development provided by the QCAA. Extensive planning for implementation will occur during 2019 at a school and system level.

Co-curricular Activities

Students are encouraged to participate in a wide range of extracurricular activities, as student academic results consistently show that our highest achievers are always involved in another activity complementary to their academic work, such as music, art, drama club, volleyball, musical, peer mediation, sound and lighting, choir, student council, interschool sport. Students have attended or participated in a Year 7-12 Music Camp, Creative Generation,

TalentQuest, Music tour to Sydney, our biannual art show Art @ the Park. Two students successfully complete the Duke of Edinburgh Bridge Award. There are more opportunities to participate for students in a smaller school.

Year 12 students organize lunchtime activities programs for Year 7 students to help them settle in to high school. A more formal program of student School Ambassadors has been successful, to build leadership capacity at all levels and enable students to make a positive contribution of service to school life.

How information and communication technologies are used to assist learning

Holland Park State High School continued the implementation of a "Bring your own Device" (BYOD) program in years 10-12 with a high number of students participating. BYOD allows students to bring their own laptop to school for use in the classroom. The school's network supports this access with minimal down time. This program will be expanded to include year 9 students in 2019.

Maintaining the upgrade program of our computer labs and year 7 classroom laptop trolleys, as well as increasing the numbers of computers in our library provided continued access for all students at all year levels.

Teaching staff continued their professional development in the use of One Note and One Drive. Several staff started a trial of the use of Class Notebooks with their classes that will continue into 2019. Mathematics staff also trialed several online maths platforms with various year levels.

One full time IT technician and a part time IT assistant (both Orange Card holders) were employed to support teachers and students by maintaining a high functioning IT network for administration and classroom learning. The school uses ID attend as an attendance monitoring package and data collection for a new program Gold Card Rewards for Students.

Social climate

Overview

The school has a well established reputation for its focus on the individual student, and we work hard at building and maintaining a culture based on tolerance of others and respect. In 2018 the school had two part time Guidance Officers, part time Youth Health Nurse, part time Chaplain, Year Coordinators for each year level, as well as a part time Learning Support teacher, full time Special Education teacher, and a team of part time teacher aides. In semester 2, an additional part time Guidance Officer was added to focus exclusively on Year 7, both current Year 7s and future students enrolling for the following year (2019). This initiative proved invaluable, as she met with teachers in primary schools to develop a profile of the learning, social and emotional needs of all future students, which was then used to brief teachers, develop support programs, and construct class groupings. Following its success, the school intends to continue this practice in 2019. The contribution and importance of Indigenous people have been recognized through Reconciliation Week activities with guest speaker Patrick Johnston, and involvement in Deadly Choices activities. Five students took on the Kokoda Challenge. International Womens' Day and Men's Health week were marked with information sessions and morning teas.

Staff, students and parents all agree (93-94%) that the school is a safe place to be. 92 – 95 % of students and parents believe they are getting a good education. 94% of parents and 74% of students believe students are treated fairly, with support for the way behavior is managed ranging from 72% (students), 86% (staff) and 94% (parents). 84% of students and 94% of parents report they like being at the school. There is considerable consistency in high ratings for social climate items in survey data for all groups surveyed – parents, students, staff.

During 2018, the school continued implementation of Success Standards for Students, a strategy aimed to reinforce and reward excellent workplace standards in attendance and punctuality, personal presentation and organisation. Weekly and Term incentives and prizes were offered to students who met the high standards set. An expansion of this program occurred in 2018, with the launch of the Gold Card Rewards Scheme, supported by a number of local businesses, including Rebel Sport, Mad mex, Subway, Good Life, Dropouts, Black Lab coffee, Baskin Robbins, Books @ Stones. Students report high levels of satisfaction and interest with the recognition provided by the scheme, and a high level Platinum Award is planned for 2019.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	96%	92%	95%
• this is a good school (S2035)	92%	92%	95%
• their child likes being at this school* (S2001)	92%	94%	94%
• their child feels safe at this school* (S2002)	94%	96%	94%
• their child's learning needs are being met at this school* (S2003)	92%	88%	91%
• their child is making good progress at this school* (S2004)	94%	92%	94%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	100%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	88%	95%
• teachers at this school motivate their child to learn* (S2007)	87%	85%	91%
• teachers at this school treat students fairly* (S2008)	90%	94%	94%
• they can talk to their child's teachers about their concerns* (S2009)	91%	92%	98%
• this school works with them to support their child's learning* (S2010)	88%	89%	94%
• this school takes parents' opinions seriously* (S2011)	89%	91%	92%
• student behaviour is well managed at this school* (S2012)	92%	93%	94%
• this school looks for ways to improve* (S2013)	93%	96%	95%
• this school is well maintained* (S2014)	97%	100%	97%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	94%	92%	92%
• they like being at their school* (S2036)	89%	85%	87%
• they feel safe at their school* (S2037)	90%	88%	93%
• their teachers motivate them to learn* (S2038)	94%	88%	89%
• their teachers expect them to do their best* (S2039)	97%	95%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	92%	88%
• teachers treat students fairly at their school* (S2041)	83%	77%	74%
• they can talk to their teachers about their concerns* (S2042)	79%	85%	70%
• their school takes students' opinions seriously* (S2043)	79%	75%	78%
• student behaviour is well managed at their school* (S2044)	72%	68%	72%
• their school looks for ways to improve* (S2045)	90%	86%	86%
• their school is well maintained* (S2046)	90%	84%	90%
• their school gives them opportunities to do interesting things* (S2047)	86%	85%	85%

Percentage of students who agree# that:	2016	2017	2018
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* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	90%	99%	98%
• they feel that their school is a safe place in which to work (S2070)	88%	100%	94%
• they receive useful feedback about their work at their school (S2071)	75%	87%	87%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	65%	84%	72%
• students are encouraged to do their best at their school (S2072)	96%	100%	96%
• students are treated fairly at their school (S2073)	88%	100%	94%
• student behaviour is well managed at their school (S2074)	74%	92%	86%
• staff are well supported at their school (S2075)	65%	93%	87%
• their school takes staff opinions seriously (S2076)	57%	88%	84%
• their school looks for ways to improve (S2077)	86%	97%	94%
• their school is well maintained (S2078)	80%	90%	81%
• their school gives them opportunities to do interesting things (S2079)	67%	93%	85%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

Parents are involved in their children's education through a variety of communication methods – online and print newsletters fortnightly during term time, Parent Teacher interviews twice per year, once per term mailing of the newsletter and key documents, special assemblies, information sessions, arts events including music, athletics and sporting events and competitions. New Year 7 parents are invited to a BBQ early in Term 1 so that they can meet other parents and provide advice on how the transition worked from their perspective and that of their child. Parents are regular attendees at state volleyball competitions and some travel to Melbourne each year for the national volleyball titles. The School Council provides the Principal with advice on a range of school issues, with a range of forums such as staff meetings, LCC, Student Council and P&C meetings, providing advice from staff, students and parents.

Parent Club was again offered after its successful introduction in 2016, with the school sponsoring three sessions of the Triple P parenting for teenagers program for parents, conducted by Dr Karyn Healy. This was followed up by an optional one on one consultation for parents completing the three sessions, sponsored by the school.

The school is a member of the South East Brisbane Chamber of Commerce and our Senior Schooling HOD regularly attends breakfast meetings (often with students as well) to develop networks and expand our contacts with the business community. A large number of employers hosted our Year 11 students on a week of work placement in late August, and visited to conduct interviews with Year 11 students as part of their post school preparation program.

The school has a joint Development Agreement with the Tarragindi Tigers Football Club that involves regular maintenance of the oval.

We continue to maintain our links with the Norman Creek Bushcare group, which has over many years undertaken the arduous task of removing noxious weeds from the bush on school land adjacent to Norman Creek. They have installed cameras to record activities of nocturnal animals, and host talks and tree planting with our students as part of World Environment Day.

A key mechanism for engagement are 1:1 interviews with teachers, twice per year following reporting at the end of Term 1 and Semester 1. All students undertake their own review process as part of their Personal Learning Plan, following reporting each term.

Year 10 parents all attend a formal SET Plan interview with their child and a teacher to discuss and create their senior secondary educational plan, usually late Term 3. These plans are reviewed formally at the commencement of Year 12, and each term of Year 12. Students at risk of not completing their QCE by the end of Year 12 receive intensive coaching and monitoring throughout their final year.

Adjustments for students with diverse needs are put in place following consultations with parents and students by relevant members of staff - Administration, Guidance Officers, Special Education and Learning Support and EAL/D. These adjustments are documented with a relevant plan or annotation on the profile, and could include approved extension, special consideration for QCS and QTAC processes. Future plans include regular reviews as part of our Parent Teacher Interview processes, with an additional interview at the end of Term 3 for some students with diverse needs, and an additional Unit 1 Year 11 Parent Teacher Interview session in June 2019.

A transition program was offered to verified Year 6 students in their final term of primary school to help them prepare for high school. The school has plans to expand this program and offer it twice in Term 4, and to a wider range of students to ensure we maximize attendance and provide sufficient opportunities for young people to become familiar with their new environment.

Respectful relationships education programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships.

While some personal development for Year 7-8 is integrated within the subject HPE, the school also ran Personal Development Days for students in Years 7-9, with Years 10-12 students accessing programs in 2018 facilitated by our School based youth health nurse, guidance officers and other specialist school and regional staff. Respectful relationships are a core element of these programs. The school's Guidance Officers provide extensive support for individual students and have a network of agencies they can call on to support students and families in need.

The Principal and Deputy Principals and Year Coordinators provide weekly messages to students on a range of personal development topics, linking these with our Code of Behaviour and contemporary issues. Information is also featured in newsletters – for example Bullying no way, Cybersafety. All Year 7-8 students attended a seminar program “Digital Insights”, while two students represented the school and later reported back on their day with the Queensland Government’s Anti Cyber Bullying taskforce consultations on a school assembly.

The school has two Adopt-A-Cops who attend a range of school events to build relationships between police and young people. They have provided talks on specific topics including schoolies and domestic violence, the latter using both male and female officers.

Peer mediation provides all students with a mechanism for the peaceful resolution of differences among students. Year 11-12 Peer mediators all receive training in conflict resolution before selected students progress to assisting younger students to resolve differences peacefully. Surveys to gain information about bullying and school strategies to address it are conducted regularly. These surveys lead to appropriate intervention, with the consent of parents, to build student awareness, assertiveness, and consideration for others. Specialised courses run by DET staff are also accessed for selected students – Rock and Water, CTC and Connexions, RISE.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	97	37	34
Long suspensions – 11 to 20 days	10	0	4
Exclusions	5	2	4
Cancellations of enrolment	2	0	2

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

Paper and cardboard are recycled extensively. The school P&C Association and the Student Council are participating in the TOMRA container donation scheme to aid recycling.

The grounds staff and the science department actively practise mulching and grow herbs, fruits and vegetables which are donated to the school canteen.

Electricity continues to stay at a stable level even though we have installed several additional air conditioning units in F Block. The installation of more air conditioners in the future will however impact this. The energy audit is now over, however we are still following the suggested practices and this may be helping with the stable level of usage.

Water consumption on the whole is stable but does tend to fluctuate due to the requirements to maintain the football club and school sporting fields. Active monitoring of water consumption with daily and weekly reads in 2019 will allow us to fine tune watering to avoid too frequent watering. Water tanks are also a contributing factor to keeping our water consumption stable; however in the near future these will need replacing.

Table 7: Environmental footprint indicators for this school

Utility category	2015-2016	2016-2017	2017-2018
Electricity (kWh)	181,007	174,439	175,799
Water (kL)	4221	5,204	4,890

Note:

Consumption data is compiled from sources including ERM, CS Energy, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the [My School](#) website at.

How to access our income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

The screenshot shows the My School search interface. At the top, there are two buttons: 'Find a school' and 'Search website'. Below these is a search bar with the placeholder text 'Search by school name or suburb' and a 'Go' button. Underneath the search bar are three dropdown menus for filtering: 'School sector', 'School type', and 'State'.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

A rectangular button with a thin border and the text 'View School Profile' centered inside.

4. Click on 'Finances' and select the appropriate year to view the school financial information.

A horizontal navigation menu with a dark background and white text. The items are: 'School profile', 'NAPLAN', 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'.

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	58	31	<5
Full-time equivalents	51	18	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	
Masters	7
Graduate Diploma etc.*	18
Bachelor degree	30
Diploma	3
Certificate	

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$41862.

The major professional development initiatives are as follows:

Curriculum – professional development to support the new SATE

Australian curriculum

Writing – Write that Essay

Early career teacher programs

Leadership and coaching

International Student Program training and conference

Professional Association membership and seminars

DoE training.

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
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, 96% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	91%
Attendance rate for Indigenous** students at this school	87%	88%	86%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 12: Average student attendance rates for each year level at this school

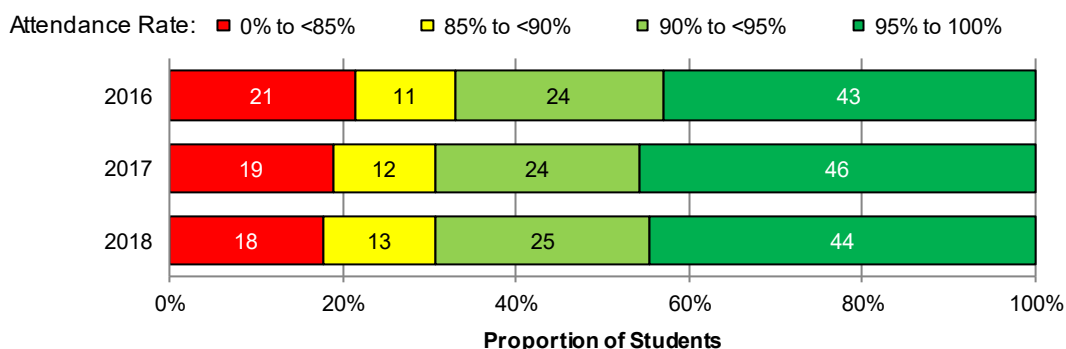
Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	89%	92%	91%
Year 9	91%	89%	88%
Year 10	89%	86%	90%
Year 11	89%	88%	93%
Year 12	90%	92%	91%

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate



Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: [Managing Student Absences and Enforcing Enrolment and Attendance at State Schools](#); and [Roll Marking in State Schools](#), which outline processes for managing and recording student attendance and absenteeism.

The school devoted support staff resources to follow up unexplained absences through the Investing for Success grant. ID Attend is used to facilitate daily text messaging to parents for all unexplained absences following morning roll marking. Daily follow up occurred for students particularly in Junior Secondary, to reinforce the importance of regular attendance. Daily roll marking used ID Attend for recording full day and lesson by lesson absences. Teachers mark class rolls online each lesson and discrepancies are identified by the office for checking. Every effort is made to follow up absences and lateness in senior secondary years, as part of a focus on employability skills.

Incentives through the Success Standards for Students strategy included weekly canteen vouchers, and draws for movie tickets each term, for students meeting high standards in attendance, preparation and personal presentation.

The school offers a free Triple P parenting course each year, to assist parents in managing a range of teenage behaviours, including poor attendance.

A range of support staff provide intensive support for parents and students where regular attendance is not satisfactory. Telephone calls, interviews, home visits by the Chaplain, suggested strategies and referrals to outside agencies are all employed to try to reengage students. Alternative settings such as the Queensland Pathways College have provided another avenue to engage students in a more flexible environment. When all attempts to reengage students and parents have not produced an improvement in attendance, the Principal issues formal notice to parents to remind families of their obligations under Queensland law and the Education Act.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

Find a school
Search website

Go

School sector
▼

School type
▼

State
▼

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile
NAPLAN
Attendance
Finances
VET in schools
Senior secondary
Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.

Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at www.aqf.edu.au and www.ibo.org.

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	97	72	81
Number of students awarded a QCIA	0	0	0
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	91	71	80
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	47	45	32
Percentage of Indigenous students who received an OP	100%	33%	25%
Number of students awarded one or more VET qualifications (including SAT)	22	23	28
Number of students awarded a VET Certificate II or above	9	18	22
Number of students who were completing/continuing a SAT	9	7	7
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	85%	82%	91%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	96%	100%	99%
Percentage of QTAC applicants who received a tertiary offer.	100%	95%	100%

Notes:

- The values above:
 - are as at 11 February 2019
 - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	11	7	5
6-10	14	13	10
11-15	15	17	14
16-20	7	8	3
21-25	0	0	0

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	9	5	5
Certificate II	8	15	17
Certificate III or above	3	4	7

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Students undertook a range of VET qualifications in areas such as engineering, hospitality, business, construction, rural operations (animal studies), sampling and measurement, health services, retail and plumbing.

Apparent retention rate – Year 10 to Year 12

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	83%	81%	99%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	50%	60%	80%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

Early school leavers

The destinations of young people who left this school in Year 10, 11 or before completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The majority of students who left Holland Park SHS did so to either take up employment or a different learning pathway. For any student considering leaving secondary schooling prior to the end of Year 12, relevant guidance was offered from a variety of people including Principal, Deputy Principal and HOD Senior Schooling, Guidance Officer, and Regional Pathways Officer, depending on the circumstances. The purpose of the guidance was to ensure that the student was choosing a suitable option within the guidelines of earning or learning. Some students who left school did so because their SAT was offered as a fulltime apprenticeship. A number of students found that the school was not the appropriate learning environment for them and chose alternative learning pathways such as the Queensland Pathways College, TAFE, alternative schooling choices. Students who had their enrolment cancelled or were excluded were provided a number of potential educational choices during their exit interviews.

Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<http://www.hollandparkshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Documents.aspx>