



Holland Park State High School

ANNUAL REPORT 2016

Queensland State School Reporting

Inspiring minds. Creating opportunities. Shaping Queensland's future.

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



Contact Information

Postal address:	PO Box 197 Holland Park 4121
Phone:	(07) 3347 0111
Fax:	(07) 3347 0100
Email:	info@hollparkshs.eq.edu.au
Webpages:	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact Person:	The Principal

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 2016 the school was selected as one of 250 *Independent Public Schools* in the state, which has recognised our capacity for innovation, enabled enhanced strategic governance, and provided greater staffing flexibility. 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.

Eighty five percent of eligible students achieved OP 1 - 15 in 2016, including an OP1 and 23% OP 1-5. Ninety four percent of graduates completed their QCE, with many also completing a VET qualification or undertaking a traineeship.

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 LOTE (Japanese and German) attract considerable interest. The school has had a sister school relationship with Tennoji Senior High School, Osaka, Japan for more than 20 years.

Significant infrastructure projects have recently delivered additional Year 7 facilities, a world class student recreation area, contemporary hospitality kitchens, landscaped school entry plaza and air conditioning for all Year 7 core classrooms.

Introduction

This report reflects the school's progress towards its core values of *Learning, Respect, Co-operation*. For 2016, our focus was *Work hard, Aim high*— in a respectful, cooperative way. A major focus was also implementing innovations we identified as part of the IPS submission process – Personal Learning Plans for students, and commencing a teacher reflective teaching strategy inspired by UQ's Science of Learning research. In 2016 we set some ambitious targets:

- Lift student achievement – 85%A-C; 95%QCE, reduce N ratings
- Increase distance travelled for all students – 100% improve from Year 5 to Year 7 NAPLAN, 5%increase in A-B ratings, increase NAPLAN U2B writing and numeracy
- 10% improvement in NAPLAN writing.

Staff and students actively engaged in our improvement agenda and were proud of their contribution to achievement of our targets. Of particular note was some outstanding results from our Year 12 graduates, with our highest proportion of OP 1-5 results in more than 5 years – 25%.

A highlight of the year was the election of staff, parent and student representatives to our School Council, formed as part of our Independent Public School obligations. The Principal led a study tour of five staff members to Western Australia, as part of a large Queensland contingent of IPS schools, to understand implementation of IPS in that jurisdiction.

School Progress towards its goals in 2016

In terms of **student achievement**, we achieved our target of 85% A-C ratings in Year 7-10 English and Science, and Year 9 Maths, with Year 7&8 Maths slightly under our target (80-81%) and Year 10 Maths needing further investigation. Our QCE results were 93.8% - our Senior Schooling team contributed to 91 students graduating with a QCE, just one student short of our target.

Increasing distance travelled, that is ensuring every student has progressed, was an ambitious target, and is somewhat difficult to measure. However, we can see Improvement in the % of A-B ratings from Semester 1 to Semester 2 in Years 7-10 English and Science, and Year 9 Maths, while the other Maths year levels were steady. Year 9 numeracy results showed a modest improvement with matched students achieving higher gains than their peers from 2014-6. Writing has proved more challenging, and a change in genre on the test from 2015 to 2016 has made comparisons more difficult. Overall, our Mean Scale scores and U2B students performed above the nation in 7 out of 10 NAPLAN areas, and in all ten areas when compared with Qld results.

Achieving a **10% improvement in writing on NAPLAN** is one of our greatest challenges, though the impact of a writing strategy, Seven Steps to Writing, has improved our NAPLAN writing. Mean Scale Scores were a little under the previous year, and the nation, and above Qld state schools.

One specific school initiative to support student achievement has been Homework Club for Year 7-9 students, offered on three afternoons per week and staffed by teachers. Twenty five to forty students attend each afternoon, for a light afternoon tea and supervised study and homework help. A corresponding Homework Club for Years 10-12 is offered one afternoon each week, staffed by English and Maths teachers.

Future Outlook

The school is looking forward to the developing impact of the School Council on the strategic planning and focus of the school in 2017. As 2017 is the end of our 4 year planning cycle, and a School review is scheduled, we have an opportunity to develop our new strategic plan with the input of the Council.

Our focus for 2017 is *Get Involved and Improve*, and we have identified two areas on which to focus our improvement agenda: Student achievement, and systematic curriculum and effective pedagogy. We have set the following priorities and targets:

- Student Achievement: A focus on student involvement, attendance and standards; 95%QCE attainment, 85% A-C ratings, 15% A ratings, and improve U2B writing and numeracy.
- Systematic Curriculum Delivery: Build knowledge and understanding of the Australian curriculum 7-10, including a focus on learning goals (Foundation, Target and Cognitively complex), Senior Assessment and Tertiary Entrance processes including trials, Consistency of teacher judgements and moderation, and The Art and Science of teaching and video selfies.

Student engagement will be enhanced by the staging of "*High School Musical*", the trial of the *Duke of Edinburgh Bridge* program, the introduction of a new leadership position for all year levels, *School Ambassadors*, and a visit to our sister school Tennoji Senior High School in Osaka Japan in December.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2016:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	485	218	267	16	93%
2015*	550	260	290	18	93%
2016	528	256	272	22	89%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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. Holland Park High hosts students attending the elite gymnastics program at the Qld Academy of Sport, based at Chandler. These student complete a tailored educational program developed around their training and competition commitments.

Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	23	22	21
Year 11 – Year 12	18	19	17

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Our curriculum for Year 7-10 is based on the Australian national 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 a LOTE, and sample a number of elective subjects – Arts in Year 7 and Home Economics and Manual Arts in Year 8. A computer coding subject was introduced into Year 7 on a term rotation with the Arts. In Years 9-10 students select 2 subjects from a range of elective offerings.

Our curriculum for Years 11-12 is based on QCAA syllabi and a range of Authority and Authority Registered subjects are offered. Vocational subjects are available for study through TAFE and private providers, and school based traineeships negotiated for selected students. All Year 11 students complete 5 days of work placement, and university subjects offered to academically strong students. In 2016 we trialed an external English assessment at Year 11 level, and will trial a Maths B assessment in 2017. Teachers have contributed to the development of new state wide curriculum and endorsement processes scheduled for implementation in 2019.

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 almost always involved in another activity, such as music, art, drama club, volleyball, musical, peer mediation, sound and lighting, choir, student council, interschool sport. There are more opportunities to participate 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 was introduced, to build leadership capacity at all levels.

How Information and Communication Technologies are used to Assist Learning

Holland Park State High School implemented a "Bring your own Device" (BYOD) program in Years 10-12 this year. BYOD allows students to bring their own laptop to school for use in the classroom. During the first half of 2016 our school IT network underwent an extensive upgrade and installation of the BYOx Connect program. This was necessary to ensure students were able to connect successfully to the Education Qld computer network to access class resources, send emails, and explore the internet safely and securely. Many students joined the initial trial group successfully and the program continued to grow from there.

In the second half of the year, the school undertook another major upgrade, this time of classroom technology. Along with wireless technology, all of our learning spaces now have short throw data projectors to enhance teaching and learning programs.

Two part time IT technicians and Orange Card holders were employed to support teachers and students by maintaining a high functioning IT network for administration and classroom learning. The school also selected ID attend as an attendance monitoring package for 2016, and undertook staff training in preparation for its implementation.

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 2016 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 full time Special Education teacher. Years 9-12 students had a dedicated personal development program which covered year level appropriate topics, and the Youth Health Nurse provided courses in sexual health education. Personal development for



Year 7-8 is integrated within HPE. Year 11-12 Peer mediators all receive training in conflict resolution before selected students progressed to assisting students to resolve differences peacefully. Surveys to gain information about bullying and school strategies to address it are conducted annually. Students and parents agree (90-94%) that the school is a safe place to be, and 94-96% of staff, students and parents believe they are getting a good education. There is considerable consistency in high ratings for social climate items in survey data for all groups surveyed – parents, students, staff.

During Term 2, the school introduced 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 are offered to students who meet the high standards set.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	94%	94%	96%
this is a good school (S2035)	95%	91%	92%
their child likes being at this school* (S2001)	95%	90%	92%
their child feels safe at this school* (S2002)	97%	93%	94%
their child's learning needs are being met at this school* (S2003)	90%	90%	92%
their child is making good progress at this school* (S2004)	87%	94%	94%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	86%	87%	87%
teachers at this school motivate their child to learn* (S2007)	85%	86%	87%
teachers at this school treat students fairly* (S2008)	92%	88%	90%
they can talk to their child's teachers about their concerns* (S2009)	92%	94%	91%
this school works with them to support their child's learning* (S2010)	87%	86%	88%
this school takes parents' opinions seriously* (S2011)	89%	89%	89%
student behaviour is well managed at this school* (S2012)	85%	87%	92%
this school looks for ways to improve* (S2013)	90%	95%	93%
this school is well maintained* (S2014)	92%	99%	97%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	95%	94%	94%
they like being at their school* (S2036)	94%	92%	89%
they feel safe at their school* (S2037)	94%	94%	90%
their teachers motivate them to learn* (S2038)	94%	97%	94%
their teachers expect them to do their best* (S2039)	100%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	97%	94%	93%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
teachers treat students fairly at their school* (S2041)	85%	88%	83%
they can talk to their teachers about their concerns* (S2042)	80%	83%	79%
their school takes students' opinions seriously* (S2043)	81%	84%	79%
student behaviour is well managed at their school* (S2044)	73%	84%	72%
their school looks for ways to improve* (S2045)	93%	94%	90%
their school is well maintained* (S2046)	85%	91%	90%
their school gives them opportunities to do interesting things* (S2047)	92%	91%	86%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	95%	90%
they feel that their school is a safe place in which to work (S2070)	100%	100%	88%
they receive useful feedback about their work at their school (S2071)	84%	86%	75%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	85%	65%
students are encouraged to do their best at their school (S2072)	100%	98%	96%
students are treated fairly at their school (S2073)	100%	100%	88%
student behaviour is well managed at their school (S2074)	89%	85%	74%
staff are well supported at their school (S2075)	81%	76%	65%
their school takes staff opinions seriously (S2076)	81%	83%	57%
their school looks for ways to improve (S2077)	95%	95%	86%
their school is well maintained (S2078)	84%	76%	80%
their school gives them opportunities to do interesting things (S2079)	86%	85%	67%

* 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, 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 P&C Association provides the Principal with advice on a range of school issues.

Parent Club was offered for the first time, 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 three additional sessions on cybersafety, managing moods and promoting well being, and how to manage conflict as you help your teenager reach their potential. led by Dept of Education Cybersafety Manager Rob Priddey, GO Ms Huestis and School Nurse Mrs Raff. Feedback indicated widespread support for Parent Club to be repeated in 2017.

The school is a member of the South East Brisbane Chamber of Commerce and our Senior Schooling HOD regularly attends breakfast meetings (occasionally with students as well) to develop networks and expand our contacts with the business community. A large number of employers host our Year 11 students on a week of work placement in late August, and visit to conduct interviews with Year 11 students as part of their post school preparation program. The school has signed a joint Development Agreement with the Tarragindi Tigers Football Club, which has extended their use of the grounds through the provision of lighting towers for evening training.

We continue to maintain our links with the Normal Creek Bushcare group, which has over many years undertaken the arduous task of removing noxious weeds from the bush on school land adjacent to Normal 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 have commenced their own review process as part of Personal Learning Plan reviews 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 occurs 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 the issue of an EAL/D card, 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.

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 programs

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

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.

Cybersafety talks were conducted for Years 9-12 students to alert them to a range of privacy and personal safety matters. The HPE curriculum also provides a range of age appropriate learning activities to address respectful relationships.

Peer mediation provides all students with a mechanism for the peaceful resolution of differences among students, and annual bullying surveys also provide information on issues that may be hidden from adult observers. 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

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	74	85	97
Long Suspensions – 6 to 20 days	9	3	10
Exclusions	5	2	5
Cancellations of Enrolment	2	3	2

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Environmental Footprint

Reducing the school's environmental footprint

Monitoring of the school's consumption of energy is carried out by the school's Business Services Manager. Electricity consumption has decreased slightly over time, though gradual installation of air conditioning into classrooms may have an impact in future. Occasionally, timing of energy bills into the next financial year produces artificial peaks and troughs. The installation of solar panels some years ago provides students with an example of how alternative energy sources can be utilized.

Water consumption has been affected by our aging water pipes and infrastructure, with leakages underground very difficult to find and costly to repair. The identification during landscaping works in 2016 of the origin of a water leak deep underground may have contributed to the reduction in water consumption in 2016.

While increased use of the ovals, due to the establishment of a Joint Development Agreement with a local football club Tarragindi Tigers, may increase water consumption slightly, community use of our facilities is welcomed.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	190,164	5,232
2014-2015	184,401	8,144
2015-2016	181,007	4,221

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

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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

Find a school

GO

Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	54	27	<5
Full-time Equivalent	47	16	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	9
Graduate Diploma etc.**	9
Bachelor degree	31
Diploma	5
Certificate	

*Teaching staff includes School Leaders

**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 2016 were \$30,538.

The major professional development initiatives are as follows:

- Conferences and workshops for teachers – for example Leadership, Collaborative Teams, Putting Faces on the Data, NAPLAN, literacy, numeracy, writing, teaching and learning, working memory, university, careers and well being PD for Guidance Officers, IPS Study Tour
- Teacher relief to replace teachers attending Professional Development, moderation meetings, network meetings, Oneschool training for teachers and support staff
- Professional association memberships, subscriptions, memberships of business organisations, teacher professional diaries
- Training for teacher aides and administration staff – Seven steps to writing, first aid and CPR, software, students with disabilities, Union reps
- Training for cleaners.

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
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, 98% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	87%

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

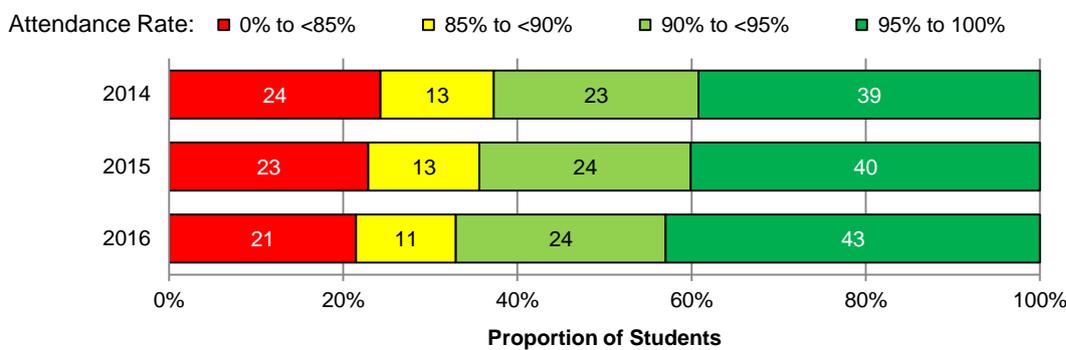
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									95%	90%	87%	88%	89%
2015								93%	92%	91%	90%	88%	89%
2016								93%	89%	91%	89%	89%	90%

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

Non-attendance is managed in state schools in line with the DET 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 Great Results Guarantee/Investing for Success grants. An attendance program ID Attend was purchased and installed, to facilitate daily text messaging to parents for all unexplained absences. 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 include weekly canteen vouchers, and draws for movie tickets each term, for students meeting high standards in attendance, preparation and personal presentation.

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 Pathways College have provided another avenue to engage students in a more flexible environment. The Principal issues on occasion, formal notice to parents where student attendance is unsatisfactory, to reengage families with their obligations under Qld law and the Education Act.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following 'Find a school' text box.

Find a school

Sector:

Government

Non-government

Where it states 'School name', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting 'NAPLAN' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	93	83	97
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0
Number of students receiving an Overall Position (OP)	38	39	47
Percentage of Indigenous students receiving an Overall Position (OP)	0%	20%	100%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	11	3	9
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	81	32	22
Number of students awarded an Australian Qualification Framework Certificate II or above.	41	28	9
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	84	80	91
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	79%	82%	85%
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.	98%	98%	96%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	96%	95%	100%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	5	13	12	6	2
2015	4	12	16	5	2
2016	11	14	15	7	0

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	78	21	27
2015	5	16	13
2016	9	8	3

As at 3rd February 2017. The above values exclude VISA students.

Students studied and completed a wide variety of certificate courses including but not limited to Construction, Hospitality, Fitness, Sport and Recreation, Music, Engineering Pathways, Health Support and Allied Health. These courses were those that students have identified as potential pathways but they are also areas of potential employment growth. The main RTO has been TAFE, that is TAFE at Schools and SkillsTech. Most courses were obtained through the VETiS funding. Students that completed their School based Traineeship obtained a Certificate III in Retail, Certificate II and III in Sport and Recreation. A number of students have been successful in gaining school based Apprenticeships in Construction, Meat Processing (Butcher) and Hairdressing which have led to full time apprenticeships on exiting school. Some students obtained School Based Apprenticeships as Year 11 students in areas such as Bicycle Workshop Operations and Hairdressing and are continuing these during 2017.

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	84%	78%	83%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	83%	50%

* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

Student Destinations

Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

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

Early leavers information

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 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 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.