



# Holland Park State High School

# ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021  
Department of Education

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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 2017, following the formation of a School Council as part of the Independent Public Schools initiative, work commenced on the development of a 10 year Strategic Master Plan . 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 two percent of eligible students achieved OP 1 - 15 in 2017, including an OP1 and 15% OP 1-5. One hundred percent of graduates finished school with a qualification (QCE, VET or SAT), with 98.6% of graduates completing 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 volleyball, 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 is developing bilingual and masterclass strands for talented students of Japanese, for implementation in 2020. Provisional accreditation to host international students will complement the school's focus on developing 21<sup>st</sup> century skills for the global economy.

## Principal's Foreword

### Introduction

This report reflects the school's progress towards its core values of *Learning, Respect, Co-operation*. For 2017, our focus was *Get involved and Improve* – 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, video selfies. In 2017 we set some ambitious targets:

- Lift student achievement – 85%A-C; 15% As; 95%QCE.
- Increase distance travelled for all students – 90% of students improve from Year 7 to Year 9 NAPLAN in MSS, increase NAPLAN U2B writing to 16% and numeracy to 20%, achieve a Year 9 Writing MSS of 500 or better.
- 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.

A highlight of the year was the commencement of our School Council, formed as part of our Independent Public School obligations. The Council embarked on a process to develop a 10 year Strategic Master Plan.

### **School Progress towards its goals in 2017**

In terms of **student achievement**, we exceeded our targets of 85% A-C ratings and 15% As, with results of 89.5% A-C ratings and 17.4% A ratings.

Our QCE results were also exceeded the target of 95% with 98.6% of Year 12 students achieving their QCE. Our Senior Schooling team worked hard to ensure this high rate, and 100% of students graduated with a qualification – QCE, VET outcome or School Based Apprenticeship/Traineeship.

We achieved our attendance target – a reduction in students attending less than 85%. This dropped from 21.5% to 18.9%, following a concerted strategy to engage at risk students.

Achieving improvement in NAPLAN showed some modest gains. Our MSS improved to 541, above our target of 500, with 88% of matched students improving (slightly under our target of 90%). Year 9 U2B targets in writing (16%) and numeracy (20%) were not achieved, though results were close to targets, on 15% and 18.5% respectively. As our cohort is small, under performance of one or two students can have an effect on results.

One continuing 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 completion of the Strategic Master Plan by the School Council in 2018. Our School review completed in 2017 provided acknowledgement of excellent and systematic progress towards the school goals, with recommendations to be considered in future planning.

Our focus for 2018 is *Stronger and Smarter*, and we are continuing to focus on two areas in our improvement agenda, pending the finalisation of our Strategic Master Plan : 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; 100%QCE attainment, 90% A-C ratings, 20% A ratings, and improvement in 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), professional development and planning for Senior Assessment and Tertiary Entrance implementation (SATE), 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 a Talent Quest, Art at the Park, evaluation of the trial of the *Duke of Edinburgh Bridge* program, the consolidation of a new leadership position for all year levels, *School Ambassadors*.

Planning for the introduction of new Japanese strands to cater for bilingual and talented students of the language commencing with Year 7 in 2020, as well as the accreditation for welcoming international students from 2019 will also be undertaken.

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2017:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	550	260	290	18	93%
2016	528	256	272	22	89%
2017	542	260	282	22	93%

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

### 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 enroll 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 18.8% of students under the NCCD (Nationally Consistent Collection of Students with Disability) and approximately 10% 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

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	22	21	22
Year 11 – Year 12	19	17	17

### 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 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 subjects from Languages, Arts and Technology.

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 are offered to academically strong students. From 2019, new General and Applied subjects will be offered to Year 11 students for the first time, following extensive professional development provided by the QCAA. Extensive planning for implementation will occur during 2017- 19 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 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 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 implemented a “Bring your own Device” (BYOD) program in Years 10-12 in 2016, and has been continued in 2017. 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.

Along with wireless technology, all of our learning spaces now have short throw data projectors to enhance teaching and learning programs. A major installation of similar technology in the Assembly Hall has enabled larger groups to incorporate relevant technology into school activities – for example screening a film for the year level for English, projecting settings for our school musical, and celebrating school achievements on assembly. Students have made creative use of ICTs to enhance performances for our new subject Music Extension (Year 12).

Teachers have participated in STEM professional development, including digital technology, robotics, and coding to create digital solutions to solve problems.

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 uses ID attend as an attendance monitoring package and data collection for a new program Success Standards 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 2017 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. 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. While some personal development for Year 7-8 is integrated within the subject HPE, the school also ran a Personal Development Day for students in Years 7-9. Year 11-12 Peer

mediators all receive training in conflict resolution before selected students progress to assisting students to resolve differences peacefully. Surveys to gain information about bullying and school strategies to address it are conducted annually.

Staff (100%), students and parents agree (93-94%) that the school is a safe place to be. 92% of 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 2017, 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 is planned for 2018.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2015	2016	2017
their child is getting a good education at school (S2016)	94%	96%	92%
this is a good school (S2035)	91%	92%	92%
their child likes being at this school* (S2001)	90%	92%	94%
their child feels safe at this school* (S2002)	93%	94%	96%
their child's learning needs are being met at this school* (S2003)	90%	92%	88%
their child is making good progress at this school* (S2004)	94%	94%	92%
teachers at this school expect their child to do his or her best* (S2005)	96%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	87%	88%
teachers at this school motivate their child to learn* (S2007)	86%	87%	85%
teachers at this school treat students fairly* (S2008)	88%	90%	94%
they can talk to their child's teachers about their concerns* (S2009)	94%	91%	92%
this school works with them to support their child's learning* (S2010)	86%	88%	89%
this school takes parents' opinions seriously* (S2011)	89%	89%	91%
student behaviour is well managed at this school* (S2012)	87%	92%	93%
this school looks for ways to improve* (S2013)	95%	93%	96%
this school is well maintained* (S2014)	99%	97%	100%

### Student opinion survey

Performance measure			
Percentage of students who agree# that:	2015	2016	2017
they are getting a good education at school (S2048)	94%	94%	92%
they like being at their school* (S2036)	92%	89%	85%
they feel safe at their school* (S2037)	94%	90%	88%
their teachers motivate them to learn* (S2038)	97%	94%	88%
their teachers expect them to do their best* (S2039)	98%	97%	95%

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2015	2016	2017
their teachers provide them with useful feedback about their school work* (S2040)	94%	93%	92%
teachers treat students fairly at their school* (S2041)	88%	83%	77%
they can talk to their teachers about their concerns* (S2042)	83%	79%	85%
their school takes students' opinions seriously* (S2043)	84%	79%	75%
student behaviour is well managed at their school* (S2044)	84%	72%	68%
their school looks for ways to improve* (S2045)	94%	90%	86%
their school is well maintained* (S2046)	91%	90%	84%
their school gives them opportunities to do interesting things* (S2047)	91%	86%	85%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2015	2016	2017
they enjoy working at their school (S2069)	95%	90%	99%
they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
they receive useful feedback about their work at their school (S2071)	86%	75%	87%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	85%	65%	84%
students are encouraged to do their best at their school (S2072)	98%	96%	100%
students are treated fairly at their school (S2073)	100%	88%	100%
student behaviour is well managed at their school (S2074)	85%	74%	92%
staff are well supported at their school (S2075)	76%	65%	93%
their school takes staff opinions seriously (S2076)	83%	57%	88%
their school looks for ways to improve (S2077)	95%	86%	97%
their school is well maintained (S2078)	76%	80%	90%
their school gives them opportunities to do interesting things (S2079)	85%	67%	93%

\* 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 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 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 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 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 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.

As part of Personal Development Days for Years 7-9, 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 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.

<b>SCHOOL DISCIPLINARY ABSENCES</b>			
<b>Type</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>
Short Suspensions – 1 to 10 days	85	97	37



Long Suspensions – 11 to 20 days	3	10	0
Exclusions	2	5	2
Cancellations of Enrolment	3	2	0

## 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, despite the installation of air conditioning in some classrooms and staff offices. Further installation of air conditioning into classrooms may have an impact in the future. An audit of energy consumption in the school was conducted in late 2017 and the school receives alerts when energy consumption reaches maximum demand.

Water consumption has become more stable over time, with the identification and rectification of some underground leaks. Increased use of the ovals, due to the establishment of a Joint Development Agreement with a local football club Tarragindi Tigers, has increased water consumption slightly. While community use of our facilities is welcomed, we will monitor consumption regularly to avoid unnecessary usage.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	184,401	8,144
2015-2016	181,007	4,221
2016-2017	174,439	5,204

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

Sector:

Government

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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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	56	29	<5
Full-time Equivalents	48	17	<5

#### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	7
Graduate Diploma etc.**	16
Bachelor degree	20
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 2017 were \$22473.

The major professional development initiatives are as follows:

- Conferences and workshops for administration and teachers – for example Australian curriculum, SATE workshops, Leadership, Positive Schools, Regional briefings, State schooling updates, Teacher Librarian networks, QASA for Guidance Officers, numeracy, STEM, robotics, vocational training
- Relieving teachers 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 – Nonviolent crisis intervention, first aid and CPR, software, student support
- Training for cleaners.

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 100% of staff was retained by the school for the entire 2017.

## 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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	87%	88%

\*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 2017 for all Queensland Secondary schools was 90%.

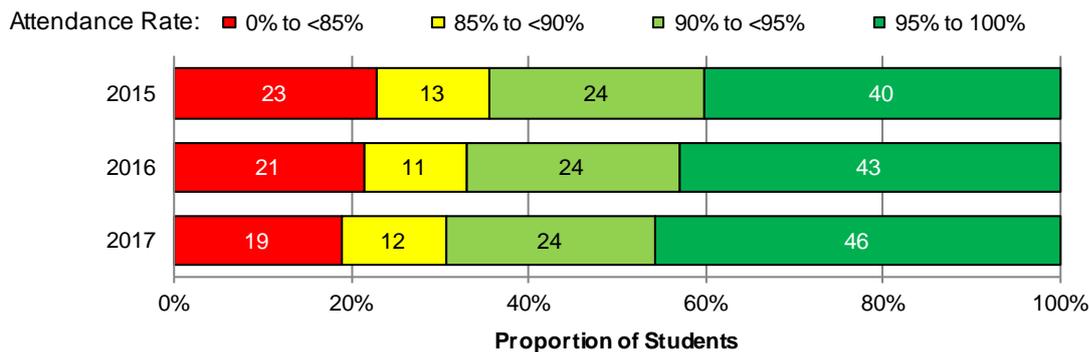
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								93%	92%	91%	90%	88%	89%
2016								93%	89%	91%	89%	89%	90%
2017								93%	92%	89%	86%	88%	92%

\*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.

The school devoted support staff resources to follow up unexplained absences through the Great Results Guarantee/Investing for Success grants. 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.

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 and School Projects Officer, 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 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.

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GO

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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 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	2015	2016	2017	
Number of students receiving a Senior Statement	83	97	72	
Number of students awarded a Queensland Certificate of Individual Achievement.	0	0	0	
Number of students receiving an Overall Position (OP)	39	47	45	
Percentage of Indigenous students receiving an Overall Position (OP)	20%	100%	33%	
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	3	9	7	
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	32	22	23	
Number of students awarded an Australian Qualification Framework Certificate II or above.	28	9	18	
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	80	91	71	
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	
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	82%	85%	82%	
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%	96%	100%	
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	100%	95%	

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
2015	4	12	16	5	2
2016	11	14	15	7	0
2017	7	13	17	8	0

As at 14th February 2018. 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
2015	5	16	13
2016	9	8	3
2017	5	15	4

As at 14th February 2018. The above values exclude VISA students.

Students studied and completed a wide variety of certificate courses including but not limited to Construction, Hospitality, Early Childhood Education, Justice, Rural Operations, Sampling and Measurement, Animal Studies, Business, Light/Heavy Automechanical, Electrotechnology, Visual Arts, Business, 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 RTOs have been TAFE, TAFE in Schools and SkillsTech. Most courses were obtained through the VETiS funding. Students who completed their School based Traineeship obtained a Certificate II and III in Retail, Certificate III in Sport and Recreation. A number of students have been successful in gaining school based Apprenticeships in Construction, Barbering, Light Vehicle Automotive, 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.

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	78%	83%	81%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	83%	50%	60%

\* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

### **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, 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.