EXECUTIVE SUMMARY – HOLLAND PARK SHS

Background:
Holland Park SHS is located in the Brisbane suburb of Holland Park West. The school has a current enrolment of just over 500 students.

Commendations:
- There has been improvement made since the previous Teaching and Learning Audit in the domains of An Expert Teaching Team, Systematic Curriculum Delivery and Effective Teaching Practices.
- The Principal has provided strong instructional leadership developing an agenda for improved research-based teaching practices, providing a strong platform for improved student outcomes.
- The Principal’s 2013 standard, Good, Better, Best and the values of Learning, Respect and Cooperation have enhanced the drive for high performance and are widely known.
- School personnel are engaging with the Principal to market the school to the local and broader community to attract high-order enrolments, emphasising the breadth and depth of educational opportunities available at the school. Clever refurbishment work has complemented this marketing.
- Students with learning difficulties, English as a Second Language (ESL) students, Indigenous and refugee students are having their learning needs well catered for within the school. Care systems are very thorough.

Affirmations:
- The introduction of the Art and Science of Teaching (ASOT) pedagogical framework has begun to enhance reflective and deliberative pedagogical practices by teachers, providing clear signposts for future improvement.
- Recently introduced data placemats present a great opportunity to focus effective differentiation.
- Teachers are diligently implementing the Australian Curriculum.
- Triple E classes focus on excellence, enrichment and extension, and composition is kept flexible.
- The Principal, other members of the administration team, teachers and other staff members have fostered a tangible learning culture, marked by high levels of collegiality and professionalism.
- Students of Holland Park SHS have great pride in their school and consistently express strong confidence in their teachers to look after both their welfare and their learning.
- School personnel have developed a strong school identity, which is respected in the local community and in the broader educational community, and have forged strong community links for learners. Vocational programs are comprehensive and complement the strong academic program.

Recommendations:
- Clarify, narrow and sharpen the explicit improvement agenda of the school, ensuring that the accountabilities of each staff member are clear. Set clear targets at all levels to match this.
- Enhance the work that has been done on differentiation by ensuring this is evident in curriculum planning for all classes. Ensure that it then becomes a focus of every teacher's classroom practice, particularly for those more able students, who can be further challenged.
- Provide professional development aimed at further building the data literacy skills of all staff members. Focus this on teachers analysing and discovering each student's skills gaps, so teachers can develop more expertise in differentiation.
- As the rollout of ASOT continues, ensure that it is embedded into all classrooms, so that there is consistency of practice. Ensure clarity about what students are expected to learn, explicitly teach skills and content, set high expectations for each student's learning, track individual progress and provide timely formative feedback to students.
- Ensure that the Australian Curriculum remains a focus for discussion amongst, and collaboration between, teachers and that the prescribed curriculum is faithfully implemented. Include in all work programs the literacy and numeracy demands and opportunities to elicit higher order thinking.
- Implement literacy and numeracy strategies more consistently across the school.
- Provide opportunities for teachers to receive collegial feedback.