

Our school at a glance

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Principal's foreword

Introduction

The ongoing development of a new leadership and management structure has supported both a rigorous core curriculum within the pedagogical framework of early years and middle phase learning and the realignment of school resources to more responsively support the differentiated learning needs of individual students.

The prime objective has been to tighten the supervision and delivery of core curriculum within year level cohorts and individual classrooms while providing a broader curriculum differentiation to accommodate individual student needs.

A major initiative in 2007 was to acquire a purpose build modular building from a non-government school to accommodate our Out of School Hours Care program operated by YMCA. This will be conveniently located near the bottom gates of the school and will include a large activity area for student use during school time. The refurbished preschool building will eventually be given over entirely to prep classes.

The following additional minor works were undertaken during 2007.

- Air conditioned the library, M6, 7, 8 and parts of the admin building that house file servers
- Removed concrete trip hazards from all paths around the school
- Painted the surfacings of all permanent buildings not yet in the dark green.
- Conducted electrical upgrade to manage additional air conditioning
- Recarpeted and internally painted the library
- Replaced the roofing of reading pergolas outside permanent classrooms.
- Cleaned out all guttering around the school
- Replaced frayed lattice work outside TB1.
- The prep play scape completed
- All old original coloured facias repainted in the darker heritage green
- All paths around the school smoothed out to minimise trip hazards
- Several outside reading areas have had their shading replaced with a more permanent cover
- Internal painting of resource centre.
- New line markings for parking and play areas.

Other significant outcomes and goals achieved include

- The first half cohort of prep students were integrated into school organisation and management structures successfully.
- All year 2 net results and year 3, 5 and 7 literacy and numeracy results for 2006 are already ahead of Education Queensland's Destination 2010 targets for 2008.
- All student and parents opinion survey results remained above state averages with a majority of dimensions being significantly above like school and state means.
- Realignment of leadership delegations and accountabilities to create communities of learning within general school population
- More cohesive application of existing buildings to create learning communities
- Implementation of new report card process to comply with the standards of essential learnings.
- Two education classes established and operating cooperatively in M4

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- Discretionary space allocated to student support services

Future outlook

Building on the leadership and management transformation undertaken in 2006 our view was to use 2007 as the year to realign leadership responsibilities ready for the full implementation of essential learnings and student achievement standards in 2007. Much of the work that was undertaken in 2007 was to ensure that our school community would have a reasonably smooth start to the transitional introduction of learning outcomes as a basis for planning and reporting on student achievement.

The following activities were undertaken in 2007 to ensure the school has a relevant and meaningful curriculum aligned with contemporary policies and expectations that will remain place for the next few years.

Providing professional development around QCAR initiatives.

Reviewing and rewriting core programs around outcomes based assessment tasks.

Developing a school specific report card based on the mandated requirements of all state schools and placing the template on the school's intranet.

Continue to emphasise the application of technology as the major driver of pedagogical reform especially with a view to the introduction of MOE and OneSchool in 2008.

Enhance the capacity of our special education classes through the enrolment of additional special needs students and the establishment of a second class.

Create more cohesive assessment and reporting strategies across year level cohorts through effective moderation practices across all year levels

The grounds-staff storage will be relocated to purpose built sheds in the environment area and the existing area will be taken over by the P. & C. to expand the uniform shop facilities.

We are also looking to relax the Enrolment Management Plan in order to maintain current enrolments capable of being accommodated without the need for additional buildings or infrastructure.

School Profile

There are currently 1095 students enrolled at Helensvale State School. We are a co-educational school with 591 males and 560 female students enrolled from prep to year 7. During 2007 we commenced our prep program with a half year cohort intake of 3 classes.

We have 45 general class teachers, 4 specialist teachers, 2 support teachers-learning difficulties and two special education teachers providing direct instruction to our students.

Helensvale State School was established in 1984 to service Helensvale, a satellite community of the Gold Coast bounded by the Gold Coast Highway and Coombabah Lake. Helensvale has a population of more than 12,000 people, which represents annual growth of 9.4 per cent in the decade to 2000.

The resident population has a median age of 33, against a Gold Coast average of 37.

59 per cent of households in Helensvale are couples with children as against the Gold Coast average of 41 per cent.

One of the major factors influencing the future growth of Helensvale is its proximity to a rail station and the Pacific Motorway making the suburb appealing for people who choose to live on the Gold Coast but work in the Brisbane CBD.

Helensvale also has appeal to the family market due to its access to quality primary and high schools, while recreation facilities include several golf courses and theme parks.

As a result of large increases in enrolments, an enrolment management plan was initiated in 2002 that has resulted in

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stable student enrolments since that date. The current student population is characterised by: -

In 2007, 85% of eligible local students made up 78% of total enrolments

The student population is culturally similar with < 1% qualifying for ESL support

An attendance rate of 97.72%.

Approximately 12 - 15 % of student population require and receive additional support.

Facilities

54 General learning and teaching areas: majority are double teaching spaces comprising permanent (P.S.78) and Modular designs B,C,D. This includes new permanent building, constructed in 2005, containing 8 classrooms

Music Room / Practice Rooms

2 Special Education classes operating out of M4

1 Purpose built prep building used as preschool during remodeling of existing preschool building for prep in 2007.

Resource Centre

Tuckshop

4 Covered Games Areas

Oval and 6ha of naturally landscaped grounds
Multipurpose courts for basket ball and net ball

3 adventure playgrounds

3 Amenities Blocks

Environmental Area

Administration Block

OSHC and activity centre in modular building delivered and refurbished

Curriculum offerings

Our curriculum framework includes a core element of **literacy** and **numeracy** and a **school based integrated units** framework that accommodates learning outcomes from some statements from Science, Study of Society, HPE and Art syllabi.

Preparatory year implementation fully operational. Early years supported through Early Literacy Project. (ELP)

Strong emphasis on use of **technology** within a networked learning community.

Middle phase of Learning operationalised in upper primary year levels.

Special Education class established in 2005 to provide a service for students with ASD or II disability

Extra curricula activities

Instrumental Music program produces performers in junior, senior strings and concert and stage bands.

Strong links to **community sports organizations** such as Hockey, Basketball, Australian Rules and Rugby Union who provide coaches to conduct specific sport skills lessons in support of HPE program.

Auskick and Keep Fit program operating on a user pays basis outside of school hours.

Guitar lessons offered on site on a user pays basis out of school hours.

Successful and competitive **chess club** regular competes successfully in Gold Coast interschool competitions

Students can compete in **interschool public speaking** competition after progressing through an intraschool

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competition.

Strong involvement in **winter interschool sports program** for students selected from years 6 and 7.

How computers are used to assist learning

We have developed 3 computer labs for whole class access and instruction. We also maintain 125 computers in classrooms all of which have direct internet access. The school will be looking to introduce new technology into classrooms rather than increase or even maintain current computer numbers. Funding was put aside in 2007 for the funding of electronic smartboards in classrooms during 2008.

Social climate

Student Council representation from students in years 5, 6 and 7 allows for emergent issues to be addressed and support given for social conscience programs

Peaceful Schools Community Project links with Griffith University has provided opportunities for asset enhancement and additional support to be given to individual students with specific needs.

Playground Leaders Program has placed senior students trained in mediation strategies into the junior playground to assist with social development

Games Leaders Program has trained senior students to assist with the peer management of organized games during play time.

Focus 40 and Values Education social skills development has been included into curriculum planning to incorporate social skills into mainstream curriculum activities.

Strong emphasis on **Supportive School Environment** has promoted a clearly articulated framework within which acceptable behaviour can be acknowledged and logical consequences applied to noncompliant behaviour within our framework of expectations.

Highlights of student opinions includes:

98% of students are happy to go Helensvale State School and feel that it is a good school

95% of students are satisfied that they feel safe at Helensvale State School

92% of students are satisfied that they are treated fairly at Helensvale State School

93% of students believe they are getting a good education at Helensvale State School

Involving parents in their child's education.

Active P & C participation provides parents with an opportunity to participate in the organisational management of the school and to provide services that directly meet the needs of students. The Association also provides significant funds towards the school's global budget as well as specific curriculum enhancement submissions.

Trained parent helpers in classrooms, in the areas of Literacy and Numeracy, support teachers in meeting the needs of individual students.

Highlights of parent opinions as indicated in the 2007 parent opinion survey include:

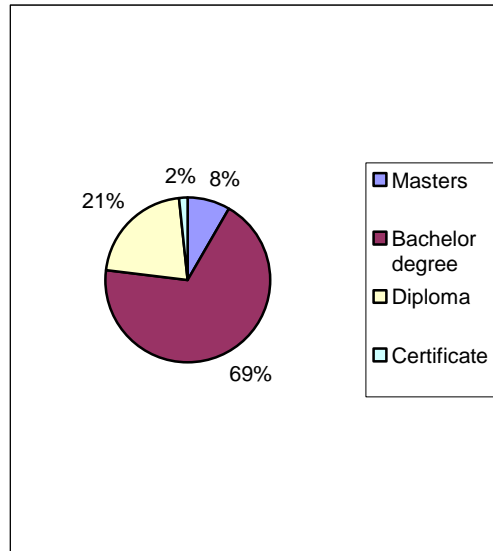
- Parent responses in all performance areas with the exception of resourcing were above state benchmarks
- All dimensions within the area of school climate were above state benchmarks
- General satisfaction rating was above state and like school benchmarks
- No dimension in any performance area was below state or like school benchmarks

These results indicate that strong school-community relationships exist around a common shared desire to provide the best possible learning opportunities for students

Our staff profile

Qualifications of all teachers

Highest level of Attainment	Percentage of classroom teachers and school leaders at the school
Masters	5
Bachelor degree	42
Diploma	13
Certificate	1



Expenditure on and teacher participation in professional development.

- The total funds expended on teacher professional development in 2006 was \$19 810 (made up as follows: TRS \$7 379; Registration \$11 537; Materials \$894)
- The major professional development initiatives are as follows:
Effective teaching, technology for Learning, Assessment & Reporting, First Aid, Literacy, PD Conferences
- The involvement of the teaching staff in professional development activities during 2006 was 77.1 %.

Average staff attendance

- For permanent and temporary staff and school leaders the staff attendance rate was 92% in 2007.

Proportion of staff retained from the previous school year.

- From the end of the 2006 school year, 94% of staff were retained by the school for the entire 2007 school year.

Performance of our students

Student attendance

The average attendance rate as a percentage in 2006 was 96.8%.

Key outcomes in the early and middle phases of learning

Results in the Year 2 Diagnostic Net	
	Percentage of students not requiring additional support
Reading	92.8%
Writing	95.2%
Number	94.4%

Our reading, writing and numeracy results for the Queensland Years 3, 5 and 7 Literacy and Numeracy Tests					
		Yr 3	Yr 5	Yr 7	
Reading	Average score for the school		522	599	667
	Average score for Queensland		521	600	665
	Percentage of students at the school above the national benchmark	2007	93%	73%	89%
		2006	96%	87%	86%
Writing	Average score for the school		510	596	691
	Average score for Queensland		518	594	669
	Percentage of students at the school above the national benchmark	2007	90.5%	92%	98.5%
		2006	93%	96%	97%
Numeracy	Average score for the school		519	574	648
	Average score for Queensland		514	570	642
	Percentage of students at the school above the national benchmark	2007	91%	78%	79.5%
		2006	93%	94%	81%

Year 2 net and Year 7 Literacy and Numeracy results indicate a pleasing improvement in these areas. The results in year 3 and year 5 literacy and numeracy indicate the need to address these areas of teaching and learning more closely in 2008 to determine if there are opportunities for improvement in student performance.

Other Key Outcomes

Value added

Academically, the school creates a very sound foundation in the early years of learning through the direction of additional non-contact time towards an early year's intervention program supported by year 2 net and reading recovery strategies to provide capture rates significantly better than state averages.

Although not immediately visible in parent opinion survey responses, many of the teachers of the school also contribute significant amounts of their own time to providing extra-curricular activities for students based on identified interests.

The school has also realised a long term intention to establish and embed an out of school hours and vacation care program into the structure of the school so that it best meets the needs of the local community. This along with 2 full special education classes and the 50% cohort of prep implementation has meant that 2007 was the first year when Helensvale could offer a full and comprehensive program across all sectors.

Parent, student and teacher satisfaction with the school

In 2007, 93% of students indicated they were getting a good education at Helensvale State School, 81% of staff was satisfied with morale within the school and 95% of parents indicated that they felt Helensvale is a good school for their children to attend.

All survey responses received from staff on morale items were consistent with like school and state benchmarks. Student responses were significantly above state and like school benchmarks while parent responses were also similar to state and like school benchmarks.

Student opinion survey responses were significantly above state and like school benchmarks in 6 of the 7 indicators. parent opinion survey responses were significantly above state and like school benchmarks in 7 of the 8 indicators. Staff opinion survey responses were consistent with state and like school means in all areas with the exception of physical work environment.

Long term survey responses over the years have been erratic and there is no consistent thread emerging with the exception that responses in all measured items are consistently at or above state and like school benchmarks. This may be an indication of the effort and energy put into ensuring that the school consistently reflects the attitudes and values of the community it serves.