

Helensvale State School

Queensland State School Reporting

2013 School Annual Report



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Principal's foreword

Introduction

Welcome to the 2013 School Annual Report

This report provides parents and members of the school community with information about the school's activities and performance during the 2013 school year. It highlights strengths and identifies areas for development and improvement.

The School Annual Report is a public document required for the school's and Education Queensland's accountability and improvement purposes. It provides valuable information for Education Queensland and members of the school community on the achievement of the school in relation to declared systemic and school priorities as outlined in the 2013 School Annual Implementation Plan.

The School Annual Report fulfils three functions:

1. It provides the school community, through the Parents and Citizens Association, with information on the school's progress towards achieving the goals and priorities outlined in the school's Annual Implementation Plan (AIP).
2. It provides the Assistant Regional Director (ARD) with information to guide discussions about both the school's progress towards achieving organisational goals and the priorities of the school.
3. It provides a base on which the school develops its next Annual Implementation Plan (AIP)

The report provides information for prospective and current parents on our school, including size, subjects offered, qualifications of staff, results of School Opinion Surveys and school performance in NAPLAN testing for years 3, 5 & 7. I trust you will find the 2013 School Annual Report both

Queensland State School Reporting 2012 School Annual Report



interesting and informative.

School progress towards its goals in 2013

To improve achievement levels of all students through

- *Improving the teaching of reading and number across all year levels to ensure all students achieve their individual potential.*
- *Successful implementation of the History component of the Australian Curriculum.*
- *Aligning teaching practice with the Helensvale SS Pedagogical Framework, identifying areas for improvement*
- *Implementing targeted strategies. (LIFT reading program as a model of explicit reading and comprehension strategy instruction)*
- *Improving partnerships between the P & C, industry partners and the school community so that they are positive and productive.*
- *Addressing the School Opinion Survey data.*
- *Addressing school attendance.*

Future outlook

Key focus areas in 2013 will include the following improvement agenda:

Priority Areas of Development

- Literacy to improve all students outcomes
- Numeracy to improve all students outcomes
- Whole of school to focus on student management and differentiation
- Individualised Learning
- Community Engagement

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	1059	498	561	95%
2012	1096	520	576	95%
2013	1070	521	549	94%

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

Characteristics of the student body:

The school is structured in single year classes with the majority of the student enrolment living in the local Helensvale area. Students travel to the school using a range of transport modes including: walking, car, bike and bus. Eight different bus routes service the school community. The socio-economic status of families enrolling at the school over the past five years has changed and reflects a greater diversity.

Helensvale SS is committed to valuing student voice and providing a range of student leadership opportunities. In 2013 these included: School Leaders, School Prefects, Class Captains, Sport Captains, Library Leaders, Music Leaders, LOTE Leaders, Eco Leaders, Student Council Body made up of all school leaders, Playground Mentors, Games Leaders. Student Council Committees included: Free Dress Day Committee, Disco Committee, Mentor Leaders Committee.

The school has benefited from a proud tradition of support from the active Parents and Citizens Association.

Student enrolment numbers increased throughout 2013

Average Class sizes

Phase	Average Class Size		
	2011	2012	2013
Prep – Year 3	24	24	23
Year 4 – Year 7 Primary	26	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Note that the SDA figures below count those students recommended for an SDA, and not just the actual SDA.

Disciplinary Absences	Count of Incidents		
	2011	2012	2013

Our school at a glance

Short Suspensions - 1 to 5 days	20	54	9
Long Suspensions - 6 to 20 days	0	3	1
Exclusions	0	2	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings

Curriculum offerings include English, Mathematics, Science, History, The Arts and Health and Physical Education. ICTs are embedded across the Curriculum. LOTE (Japanese) is taught to all students in Years 5, 6 and 7. Swimming is offered to all year levels. Instrumental Music (Strings and Multi) is available to students from years 3 - 7. Children are also able to participate in Band and Choir. The school is continuing to develop its Curriculum Framework in line with the Queensland Curriculum, Assessment and Reporting Framework.

Extra curricula activities:

During 2013 children were able to take part in a wide range of extra curricula activities. The major events and activities available to our students during this period included:

- Year level excursions to complement class units of study
- Year 6-7 Camping program
- Athletics, Cross Country and Swimming Carnivals
- Swimming Program was offered to all students in Years 1-7
- Student leadership activities Education Week Activities
- Band and Choir participation
- Gold Coast Eisteddfod
- Coordinated activities with various aged care facilities
- School discos
- Wipe Out Waste Program
- Environmental activities
- Out of school hours activities such as fitness programs, AFL and Auskick;
- Year level social activities
- Instrumental Music – approximately 150 students participated in this program and were involved in a range of out-of-school-hours performances
- School Choirs – our Junior and Senior choir rehearsed at lunchtimes and performed at various events throughout the year
- School Incursion Sports – students in Year 6/7 participated in sports such as Netball, Rugby, Hockey, AFL and Soccer
- Dance Club – at lunchtimes for students in Years 1&2
- “Helensvale’s Got Talent” (talent quest) for Students in Years 3-7. An annual event which was extremely popular in 2013
- Gardening Greenies – students participated in weekly gardening activities
- Eco Leaders – two students in each class lead environmentally sustainable practices
- Buddies – senior students buddy with Preps in a range of activities
- Games Leaders- support for students from Years 1-2
- BOSE Mentors (Beautifying Our School Environment) – all classes are involved in keeping our school environment clean and tidy

How Information and Communication Technologies are used to assist learning

Our school vision for ICT is that:

Information Communication Technologies can accelerate, enable, improve and transform student learning opportunities in all key learning areas and phases of learning. Through a range of digital learning technologies, our students are empowered to engage with technology to be successful citizens. We recognise that Digital Literacy is vital for students to become confident, creative and productive in a digital world.

As a 21st century learning organisation, Helensvale State School aims to:

- Engage the digital generation
- Improve individualised learning opportunities
- Spark innovation in learning
- Enhance teachers' digital pedagogy
- Achieve the best results possible from our school ICT investment

Our digital learning goals include:

- Taking full advantage of the possibilities of ICT to enhance student learning, create efficiencies in delivering education and school administration and advance lifelong learning.
- Empowering our school community to make the most of new technologies to create new learning pathways that equip students to live and work in the Smart State
- Connecting teachers with professional learning so they can create and employ meaningful and engaging strategies where ICT is integral to learning
- Building partnerships between the school and wider school community to broaden learning opportunities, foster collaboration and advance lifelong learning
- Supporting the effective use of ICT for learning by sharing and celebrating success, delivering an underpinning framework of ICT support and assisting our school to maintain and extend their ICT curriculum integration.
- Introduction and use of iPads with special needs students, along with the introduction of iPads for specific reading and teaching strategies.

Further purchasing will be carried out in 2014 to support Information and communication Technologies.

Social climate

Helensvale State School strives to create and develop a caring and co-operative educational environment for individuals through an enthusiastic, professional commitment to excellence, which reflects a genuine love of and care for children.

Our School's Responsible Behaviour Plan focuses on developing a supportive school environment and responsible, positive behaviour in all students and staff. The Plan provides a framework for creating an environment for each learner to develop responsible self-management, whilst learning about how and why people behave the way they do. The framework encourages students, staff and community members to critically reflect on behaviour, problem solve and develop strategies to support individuals to become socially responsible citizens. The school is child centred and student opinion is highly valued.

Helensvale State School dress code was fully implemented in 2013 with consultation with the school community.

Helensvale State School has developed a positive reputation in both the local and wider community, the high expectations of students and for our caring learning environment. The multicultural enrolment at Helensvale develops our students' racial, ethnic and cultural understanding and tolerance as well as enriching our learning activities and experiences with input from other cultures.

An enthusiastic Student Council and a team of capable student leaders make a very positive contribution to student support and day-to-day activities in the school and wider community. Helensvale State School currently operates a range of programs that provide scaffolding for students at risk / requiring assistance and extension.

Our school at a glance

Parent, student and staff satisfaction with the school

Helensvale state school continues

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	83%
this is a good school (S2035)	91%	91%
their child likes being at this school* (S2001)	94%	94%
their child feels safe at this school* (S2002)	100%	97%
their child's learning needs are being met at this school* (S2003)	97%	86%
their child is making good progress at this school* (S2004)	94%	86%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	81%
teachers at this school motivate their child to learn* (S2007)	97%	81%
teachers at this school treat students fairly* (S2008)	82%	86%
they can talk to their child's teachers about their concerns* (S2009)	94%	94%
this school works with them to support their child's learning* (S2010)	94%	86%
this school takes parents' opinions seriously* (S2011)	78%	82%
student behaviour is well managed at this school* (S2012)	83%	83%
this school looks for ways to improve* (S2013)	94%	94%
this school is well maintained* (S2014)	94%	86%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	91%	92%
they like being at their school* (S2036)	83%	94%
they feel safe at their school* (S2037)	87%	93%
their teachers motivate them to learn* (S2038)	92%	94%
their teachers expect them to do their best* (S2039)	94%	97%
their teachers provide them with useful feedback about their school work* (S2040)	90%	92%
teachers treat students fairly at their school* (S2041)	84%	84%
they can talk to their teachers about their concerns* (S2042)	86%	86%
their school takes students' opinions seriously* (S2043)	84%	81%
student behaviour is well managed at their school* (S2044)	68%	70%
their school looks for ways to improve* (S2045)	93%	96%
their school is well maintained* (S2046)	89%	87%

Our school at a glance

their school gives them opportunities to do interesting things* (S2047) 82% 87%

Performance measure

Percentage of school staff who agree that:	2013
they enjoy working at their school (S2069)	95%
they feel that their school is a safe place in which to work (S2070)	97%
they receive useful feedback about their work at their school (S2071)	77%
students are encouraged to do their best at their school (S2072)	100%
students are treated fairly at their school (S2073)	100%
student behaviour is well managed at their school (S2074)	81%
staff are well supported at their school (S2075)	80%
their school takes staff opinions seriously (S2076)	84%
their school looks for ways to improve (S2077)	97%
their school is well maintained (S2078)	63%
their school gives them opportunities to do interesting things (S2079)	77%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Helensvale State School is committed to building effective partnerships within and beyond the school community. Parents are valued as partners in their child's learning and supported by providing open communication, opportunities for active participation and consultation.

Parent Information Evening. These sessions provided an opportunity for teachers to discuss expectations, classroom routines and procedures and other important information. Parent volunteers were also sourced at these meetings with teachers sharing the key times they were seeking this support. Parents are welcome in classrooms to provide support in key learning areas.

Parent Helpers: Numerous parent helpers support classroom programs daily. In addition to this, parent helpers are invaluable in supporting key school events including:

- School Sport Days
- Excursions, Incursions and extracurricular activities.
- School Working Parties such as SWPBS.
- School Assemblies and special events ANZAC
- School Sports Day

Communication: The school provided a range of communication strategies to ensure parents and guardians with information and opportunity for feedback. These include:

- *Homelines:* our fortnightly newsletter which provides an overview of current school activities and achievements:
- School website which features the School Calendar and a wide range of information for parents. The address is www.helensvaless.eq.edu.au
- The number of teachers providing Virtual Classrooms continued to grow in 2013. These virtual classrooms enable parents to access information about classroom learning and in turn, support their children at home as well as share classroom messages and achievements directly with parents. The number of teachers using email as a form of communication with parents to ensure they are kept informed of their child's progress achievements also increased in 2013

Formal Reporting: Helensvale State School provides two formal reporting opportunities to parents each year. These Parent Teacher Meetings provide opportunities for teachers to outline each child's strengths, areas for development and learning goals for the following semester.

Parents & Citizens Association: Helensvale State School has an active and supportive Parents and Citizens Association. The Association meets on the third Wednesday of each month and is chaired by President, Mrs Hemmings. This forum provides feedback on aspects of our school community provides ideas for improvement and leads key fundraising events. The P & C Association also manages the School Tuckshop and Uniform Shop.

Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

The school community is aware of the benefits to our whole community in reducing our environmental footprint. Through this awareness electricity usage is lower which is supported by a small degree with a solar panel installation . Staff and students are encouraged to turn off lights and power when classrooms are not in use.

Water consumption has reduced due to higher rainfall and a rigorous maintenance program to correct leaks etc. in a timely manner.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	111,107	589
2011-2012	121,824	1,424
2012-2013	212,848	4,156

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

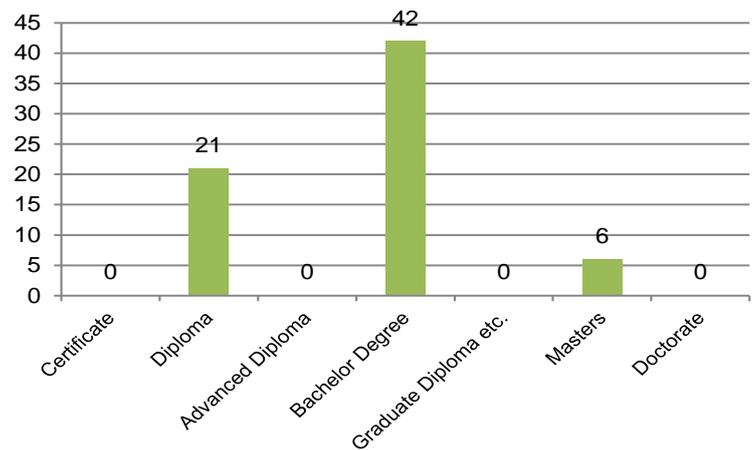
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	67	24	<5
Full-time equivalents	61	19	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	21
Advanced Diploma	0
Bachelor Degree	42
Graduate Diploma etc.	0
Masters	6
Doctorate	0
Total	69



* Teaching Staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 13,316,39 The major professional development initiatives are as follows:

- Curriculum activities: Spelling, Reading, Numeracy
- Australian Professional Standards
- Numeracy updates in schools
- Literacy building knowledge across the school
- Students Medical Updates such as Anaphylaxis and Asthma Training
- Facilities Staff Core Business Days
- iPad in the Classroom
- Differentiation Mentor Training
- Deputy Principals 'Core Business Days
- Asbestos Awareness

Our staff profile

- Sharing Curriculum Transition of History to High School
- One School Reporting
- Difference in Mind
- Moderation and SER Improvement Agenda
- Cyber Bullying
- Principals Conference
- SE Region Principal's Learning Circle

The proportion of the teaching staff involved in professional development activities during 2013 was 86 %.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 86% of staff was retained by the school for the entire 2013 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry web page.

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

Key student outcomes

Student attendance	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The overall attendance rate in 2013 for all Queensland State Primary schools was			92%

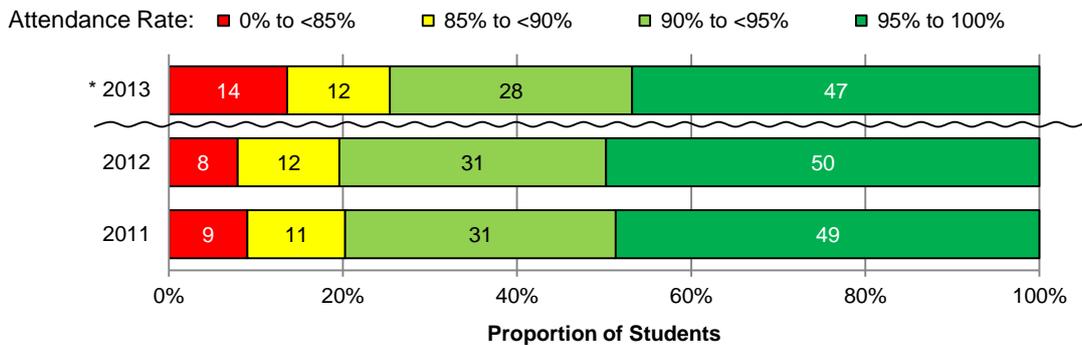
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	95%	94%	93%	94%	94%	93%	92%					
2012	93%	95%	94%	93%	93%	94%	92%					
2013	93%	93%	93%	93%	92%	91%	92%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Description of how non-attendance is managed by the school

Performance of our students

Non-attendance is managed in state schools in line with the DET policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

Staff members are diligent in following up student absence. Class teachers follow up absences immediately with the administration team. Member of the administration make phone calls to families to determine absences and offer strategies for support if required. Extreme cases are discussed and managed by the Deputy Principal. Extreme cases are discussed and managed through the Tipple P Committee. Class rolls are marked by class teachers twice daily.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9.

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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Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

22 students identified as Aboriginal and/or Torres Strait Islanders. Attendance data 91.7% was below whole school cohort rate of 93.5%. Retention rates and numbers of our indigenous students were stable. Each indigenous child had an individual learning plan regardless of achievement, so teachers could monitor students' progress against school and systemic data. Through data analysis, individual goals in literacy and numeracy were identified and monitored each school term for each student. Academic achievement was very similar to our whole school cohort in Years 5&7 but significantly below in Year 3 Naplan results.