Helensvale State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

This report provides parents and members of the school community with information about the school's activities and performance during the 2015 school year. It highlights strengths and identifies areas for development and improvement.

The School Annual Report is a public document required for schools 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 2015 School Annual Implementation Plan. The report fulfills 3 functions:

1. 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. 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. 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 and 5. I trust you will find the 2015 School Annual Report both interesting and informative.

School progress towards its goals in 2015

Helensvale State School's 2015 improvement agenda priorities and progress towards its goals are described in the table below:

Priorities	Goal progress	Timeline
Improve Literacy & Numeracy levels for all students	All performance indicators evident	Completed 2015
Student Wellbeing	Still working towards 95% student attendance	Working towards in 2016
Introduce and embed into practice Professional Learning Teams (PLC) to focus expectations, quality teaching, student learning	All performance indicators evident	Completed 2015
Dynamic Pedagogy	Still working towards completion of ASoT pedagogical framework	To be completed in 2016
Quality Curriculum & Assessment	Working towards 100% of cohorts using ACARA for planning & C2C as a resource	To be completed in 2016
Improving Upper 2 Band performance	All performance indicators evident	Completed 2015

Improve Literacy & Numeracy levels for all students	Classroom observations and walk throughs documented not yet evident in classrooms	To be completed in 2016

Future outlook

Priority Areas of Development

In 2016 we will build on this work by completing 2015 priorities and complete the following priorities:

- ➢ develop a Safe and Collaborative Culture
- ➢ develop a Guaranteed and Viable Curriculum which is based on a solid knowledge of our students.
- ➢ implement our HSS Pedagogical Framework (informed by the Art and Science of Teaching and Fleming approaches) ensuring every classroom features dynamic pedagogy which is engaging our learners.
- ➢ improve Student and Staff Wellbeing
- ➢ improve our Upper 2 Band Performance

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015:   Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	1070	521	549	19	94%
2014	1123	557	566	25	95%
2015	1043	519	524	33	95%

Student counts are

Characteristics of the student body:

The socio-economic status of families enrolling at the school over the past five years has changed and reflects a greater diversity. The student body includes students who were born in 24 different countries. 5.8% of students originate from New Zealand, 4.5% come from the United Kingdom, and approximately 0.5% come from each of the following countries: South Africa, China, Japan, USA and Thailand. 4.6% identify as English as an additional language or dialect and 3.9% are Indigenous or Torres Strait Islanders. 4.6% have a verification and are supported by the SEP. The majority of students have no religion nominated.

The majority of the student enrolment live within the local Helensvale area and travel to the school using a range of transport modes including foot, car, bike, scooter and bus. Eight different bus routes service the school community.

Average class sizes

	Average Class Size		
Phase	2013	2014	2015
Prep – Year 3	23	22	22
Year 4 – Year 6 Primary	26	25	27

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	9	23	24
Long Suspensions - 6 to 20 days	1	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* 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.

Curriculum delivery

Our approach to curriculum delivery

Curriculum offerings include English, Mathematics, Science, History, Geography, The Arts, Physical Education and Health. ICT is embedded across the Curriculum. LOTE (Japanese) is taught to all students in Years 5 and 6. Swimming is offered to students in Years 1 – Year 6. Instrumental Music (Strings and Multi) is available to students from years 3 - 6. Students are also able to participate in Band and Choir.

Teachers follow ACARA and utilise C2C resources for planning. A guaranteed and viable maths curriculum and proficiency scales have been developed with support for all teaching staff from the Marzano Institute Australia. The intention is to develop the same for English and Science in 2016. The school is working towards the development of its Pedagogical Framework based on The Art and Science of Teaching (Marzano) and Fleming's Model of a Gradual Release of Responsibility. Response to Intervention (RTI) is explicitly planned for each and every student in the school based on current data, specific individual strategies required by students and teacher observations. Students are grouped according to their needs and attend 3 x 30 minute sessions per week run by three squads of eight adults (double teaching space), including the class teachers, support teachers, teacher aides and all Deputy Principals. Helensvale State School's Assessment Framework guides the collection of data, and specifies specific tools, timelines, benchmarks and targets. Cohorts of teachers are released for an hour each week to work with Sector Deputy Princpals, Head of Curriculum, a Support Teacher Pedagogy (coach) and Master teacher to respond to an agenda which focuses on the following 4 questions:

1. What do I want my kids to know?
2. How do I know if they have learnt it?
3. What will I do for those who have learnt it?
4. What will I do for those who have not learnt ot?

Teachers are supported by a Head of Curriculum, Master Teacher, 4 Support Teachers Pedagogy and 1 STL&N funded by the I4S initiative. The Support Teachers Pedagogy utilise instructional coaching cycles to support teaching staff with Marzano's design questions. The current focus being on design Question 1 and Question 6 from The Art and Science of Teaching. Teacher aides are also provided with professional learning to support their response to intervention roles.

A key outcome from this high level of support has been a more informed use of student data to drive planning and a school-wide response to intervention. This deep interrogation of data, substantive conversation and explicit response is evident in the sustained trajectory of improvement in English and Maths.

The Student Support Services (Triple S) team is comprised of Deputy Principals, Guidance Officer, HOSES, Chaplain, Speech Language Pathologist and 2 Behaviour Support Teachers who review and respond to student referrals. The team meets weekly with a focus on new referals in odd weeks and progress updates in even weeks.

Extra curricula activities

During 2015, students 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
- Years 5 and 6 Camping program
- Athletics, Cross Country and Swimming Carnivals
- Swimming Program was offered to all students in Years 1-6
- 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
- Life Education
- 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 before school, or during lunchtimes and performed at various events throughout the year
- School Incursion Sports – students in Year 6 participated in sports such as Netball, Rugby, AFL, NRL and Soccer
- "Helensvale's Got Talent" for Students in Years 3-6
- 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, fostering collaboration and advancing 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 of data projectors (to ensure there is one in every classroom), iPads and the installation of wireless access points were carried out in 2015 to support Information and Communication Technologies. Ipads were trialed in two classes to investigate the learning capabilities.

Social Climate

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

Our School Wide Positive 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 has developed a positive reputation in both the local and wider community, for our high expectations of students and for our caring learning environment. The multicultural enrolment at our school 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. Our school currently operates a range of programs that provide scaffolding for students at risk / requiring assistance and extension.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	83%	91%	91%
this is a good school (S2035)	91%	92%	95%
their child likes being at this school (S2001)	94%	97%	94%
their child feels safe at this school (S2002)	97%	97%	95%
their child's learning needs are being met at this school (S2003)	86%	85%	90%
their child is making good progress at this school (S2004)	86%	91%	89%
teachers at this school expect their child to do his or her best (S2005)	97%	95%	96%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	81%	85%	88%
teachers at this school motivate their child to learn (S2007)	81%	91%	90%
teachers at this school treat students fairly (S2008)	86%	87%	87%
they can talk to their child's teachers about their concerns (S2009)	94%	93%	97%
this school works with them to support their child's learning (S2010)	86%	89%	88%
this school takes parents' opinions seriously (S2011)	82%	84%	85%
student behaviour is well managed at this school (S2012)	83%	87%	81%
this school looks for ways to improve (S2013)	94%	95%	93%
this school is well maintained (S2014)	86%	86%	96%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	97%	95%
they like being at their school (S2036)	94%	97%	96%
they feel safe at their school (S2037)	93%	94%	92%
their teachers motivate them to learn (S2038)	94%	99%	98%
their teachers expect them to do their best (S2039)	97%	98%	98%
their teachers provide them with useful feedback about their school work (S2040)	92%	95%	94%
teachers treat students fairly at their school (S2041)	84%	88%	98%
they can talk to their teachers about their concerns (S2042)	86%	93%	92%
their school takes students' opinions seriously (S2043)	81%	91%	96%

Performance measure			
Percentage of students who agree# that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	70%	90%	76%
their school looks for ways to improve (S2045)	96%	98%	97%
their school is well maintained (S2046)	87%	96%	90%
their school gives them opportunities to do interesting things (S2047)	87%	95%	96%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they enjoy working at their school (S2069)	95%	93%	91%
they feel that their school is a safe place in which to work (S2070)	97%	97%	98%
they receive useful feedback about their work at their school (S2071)	77%	89%	82%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	82%	87%	87%
students are encouraged to do their best at their school (S2072)	100%	100%	98%
students are treated fairly at their school (S2073)	100%	97%	98%
student behaviour is well managed at their school (S2074)	81%	87%	85%
staff are well supported at their school (S2075)	80%	81%	75%
their school takes staff opinions seriously (S2076)	84%	84%	81%
their school looks for ways to improve (S2077)	97%	99%	98%
their school is well maintained (S2078)	63%	89%	80%
their school gives them opportunities to do interesting things (S2079)	77%	87%	75%

# '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

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. Multiple opportunities are provided for engaging with our school and include:

1. 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.

2. 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 School Wide Positive Behaviour Support (SWPBS)
   - School Assemblies and special events such as ANZAC, NAIDOC and Year 6 Graduation

3. Formal Reporting: Helensvale State School provides two formal reporting opportunities to parents each year. Parents are provided with a report card for their child which details achievement and areas for development in each English and Mathematics.

4. Parent Teacher Meetings: These meetings are held at the end of Term 1 and Term 3 to provide an opportunity for teachers to outline each child's strengths, areas for development and learning goals for the following semester. Parents are able to book online for these meetings in the last week of Terms 1 and 3.

5. 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 Lisa Rae. This forum provides feedback on aspects of our school community, ideas for improvement and leads key fundraising events. The P & C Association also manages the School Tuckshop and Uniform Shop.

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

- Homelines: our weekly 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
- School sign located near the entrance of our school flashes important reminders and messages to our parents
- Emails are sent for key reminders or to provide information about upcoming events
- School Facebook established
- Teachers use email or weekly newsletters as forms of communication with parents to ensure they are kept informed of their child's progress and behaviour.

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.
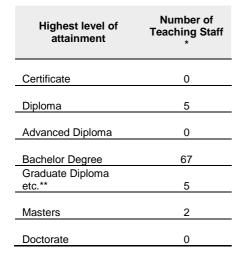
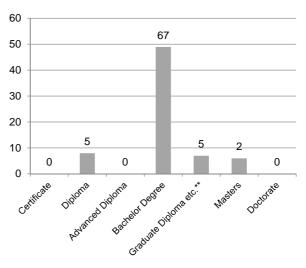|	Environmental footprint indicators	
Years	Electricity kWh	Water kL
2012-2013	212,848	4,156
2013-2014	213,973	6,710
2014-2015	243,351	8,469

*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.

Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	79	28	<2
Full-time equivalents	65	20	<2

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	5
Advanced Diploma	0
Bachelor Degree	67
Graduate Diploma etc.**	5
Masters	2
Doctorate	0

Total	79

*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 2015 were **$37 172**

The major professional development initiatives are as follows:

- Art and Science of Teaching – all classroom teaching staff released to develop maths Guaranteed and Viable Curriculum and Proficiency Scales
- Response to Intervention training
- SWPBS training
- Beginning Teachers
- Teacher induction program
- Moderation and
- Planning using ACARA

The proportion of the teaching staff involved in professional development activities during 2015 was 100%

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	94%

Proportion of staff retained from the previous school year
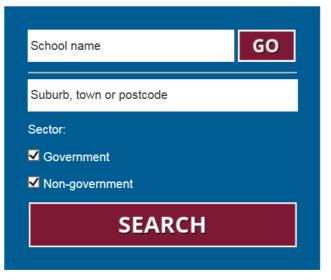
From the end of the previous school year, 97% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income 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

School name [ ] GO

Suburb, town or postcode [ ]

Sector:

☑ Government

☑ Non-government

SEARCH

Where it says **'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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	93%	93%	93%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	88%	86%

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.

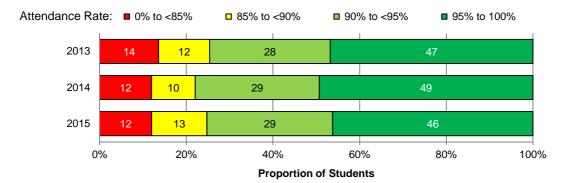The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

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

	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
2013	92%	93%	93%	93%	93%	92%	91%	92%					
2014	93%	93%	93%	93%	94%	93%	93%	93%					
2015	94%	92%	93%	93%	93%	93%	92%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2013	14	12	28	47
2014	12	10	29	49
2015	12	13	29	46

Proportion of Students

Description of how non-attendance is managed by the school

Non-attendance is managed in line with the DETE 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.

At Helensvale State School, parents are strongly encouraged to phone our Student Absence Line to notify the school when their child is going to be absent. This is considered an explained absence. Teachers mark their class rolls twice daily - at 8:55am and 2:15pm, straight after second break.

For unexplained absences, teachers make the first contact with parents regarding the absence. This can be via phone call, letter home or email. Once a reason is provided, our attendance records are updated to reflect this.

If a reason is not provided, our Deputy Principals make contact with the family and invite them to meet and discuss the absence. If the parents are unable to meet with the Deputy Principal, a letter documenting the unexplained absences is sent home with information to support parents ensuring their child is at school. Community organisations support families ensuring their child attends school through consultation with our Guidance Officer. 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. Enforcement of attendance procedures are enacted if necessary following stakeholders meetings.
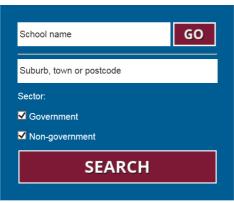
Classes and cohorts that reach or exceed the 95% target are acknowledged in the weekly school newsletter and fortnightly sector assemblies. Teachers are encouraged to share data regarding attendance from class dashboard with their students.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3 and 5 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

Where it says **'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.