



Helensvale State School

ANNUAL REPORT 2016

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2016-2020
Department of Education and Training



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School Overview

Our school caters for Prep - Year 6 and is situated on the northern Gold Coast with a current enrolment of over 1000 students. Through high levels of learning and wellbeing, our mission is for all students to learn. Through our three school rules of Be Safe, Be Respectful and Be A Learner our students Strive to Succeed in all endeavours. Through quality teaching and learning we aim to personalise the learning of every student to support the achievement of their individual learning goals. Students have access to academic, language, arts, sporting and music programs with specialist teachers.

Our students are proud to wear their school uniform which is well recognised in the Helensvale community and provides children with a sense of belonging. We value parents as partners in their child's education and develop strong partnerships with all members of our community to support our students in their pursuit of excellence. Parents work in partnership with our staff to prepare our students for a lifetime of learning. When you make Helensvale State School your school of choice, we accept this responsibility seriously as we strive to maximize the learning of every child in our care.

Vision: United to inspire all minds to live, learn and lead successfully

Principal's Forward

Introduction

This report provides parents and members of the school community with information about the school's activities and performance during the 2016 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. Provide 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

School Progress towards its goals in 2016

The improvement priorities for 2016	
Priority	Actions included but were not limited to
Developing a safe and collaborative school culture	Establishing PLTs (professional Learning teams) across year levels Introduction and of new behaviour system Provided opportunities for community feedback including student council
Developing a guaranteed and viable curriculum through a solid knowledge of our students	Scales written and actioned for Maths and Reading Tracking tool for Maths written and trialled
Implementing 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.	Continued work on The Art and Science of Teaching through professional learning, coaching, mentoring, watching other work. Focus on Design question 1: What will I do to establish and communicate learning goals, track student progress and celebrate success. Design question 5 : What will I do to engage students
Improving Student and Staff Well Being	Tracking student attendance Pre prep transition program High school transition program Continuation of Chaplaincy program Programs for staff and student well being such as “Kids know How” and PPP parenting
Improving our Upper two Band Performance NAPLAN	RTI (response to intervention) U2B classes

Future Outlook

The school will continue to work on these priorities in 2017 and continually monitor progress of the four year Strategic plan. Data will continue to be used to monitor success of students including

- ✓ Attendance
- ✓ A to E data
- ✓ NAPLAN
- ✓ Pat R and Pat M
- ✓ Maths Tracking

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	1123	557	566	25	95%
2015*	1043	519	524	33	95%
2016	1059	519	540	39	95%

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep** program.

** pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

Characteristics of the Student Body

Overview

The school is structured in single year classes from Prep – Year 6 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 is diverse. A growing number of students with English as a Second Language attend our school as do students who identify as Indigenous.

Helensvale State School is committed to valuing student voice and providing a range of student leadership opportunities. In 2016 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 and Games Leaders. Student Council Committees included: Free Dress Day Committee, Disco Committee.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	24
Year 4 – Year 7	25	28	27
Year 8 – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Curriculum Delivery

Our Approach to Curriculum Delivery

Curriculum offerings include English, Mathematics, Science, HASS (History and Social Studies), The Arts, 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 students in Year 1 – Year 5. Instrumental Music (Strings and Multi) is available to students from years 3 - 6. Children are also able to participate in Choir. The school is continuing to develop its Curriculum Framework in line with the Australian Curriculum.

Co-curricular Activities

During 2016 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 Camping program
- Athletics, Cross Country and Swimming Carnivals
- Student leadership activities
- Under Eights 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 100 students participated in this program and were involved in a range of out-of-school-hours performances
- School Incurion Sports including AFL, Rugby League.
- “Helensvale’s Got Talent” (talent quest) for Students in Years 3-7. An annual event which was extremely popular.
- Gardening Greenies – students participated in weekly gardening activities
- Buddies – senior students buddy with Preps in a range of activities

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.

Our school has a STEM (Science, Technology, Engineering and Mathematics) committee that is developing action plans around technology and how we can best support our students.

Social Climate

Overview



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 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	91%	91%	90%
this is a good school (S2035)	92%	95%	94%
their child likes being at this school* (S2001)	97%	94%	97%
their child feels safe at this school* (S2002)	97%	95%	95%
their child's learning needs are being met at this school* (S2003)	85%	90%	91%
their child is making good progress at this school* (S2004)	91%	89%	89%
teachers at this school expect their child to do his or her best* (S2005)	95%	96%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	85%	88%	91%
teachers at this school motivate their child to learn* (S2007)	91%	90%	94%
teachers at this school treat students fairly* (S2008)	87%	87%	86%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	94%
this school works with them to support their child's learning* (S2010)	89%	88%	89%
this school takes parents' opinions seriously* (S2011)	84%	85%	88%
student behaviour is well managed at this school* (S2012)	87%	81%	82%
this school looks for ways to improve* (S2013)	95%	93%	92%
this school is well maintained* (S2014)	86%	96%	93%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
they are getting a good education at school (S2048)	97%	95%	98%
they like being at their school* (S2036)	97%	96%	94%
they feel safe at their school* (S2037)	94%	92%	96%
their teachers motivate them to learn* (S2038)	99%	98%	97%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	95%	94%	93%
teachers treat students fairly at their school* (S2041)	88%	98%	89%
they can talk to their teachers about their concerns* (S2042)	93%	92%	92%
their school takes students' opinions seriously* (S2043)	91%	96%	87%
student behaviour is well managed at their school* (S2044)	90%	76%	83%
their school looks for ways to improve* (S2045)	98%	97%	96%
their school is well maintained* (S2046)	96%	90%	95%
their school gives them opportunities to do interesting things* (S2047)	95%	96%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	93%	91%	95%
they feel that their school is a safe place in which to work (S2070)	97%	98%	97%
they receive useful feedback about their work at their school (S2071)	89%	82%	90%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	87%	87%	96%
students are encouraged to do their best at their school (S2072)	100%	98%	99%
students are treated fairly at their school (S2073)	97%	98%	96%
student behaviour is well managed at their school (S2074)	87%	85%	88%
staff are well supported at their school (S2075)	81%	75%	88%
their school takes staff opinions seriously (S2076)	84%	81%	89%
their school looks for ways to improve (S2077)	99%	98%	97%
their school is well maintained (S2078)	89%	80%	86%
their school gives them opportunities to do interesting things (S2079)	87%	75%	84%

* 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

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. Parents are welcome in classrooms to provide support in key learning areas.
3. 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, Graduation and NAIDOC.
4. 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 subject area.
5. 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 use an online appointment booking system for these meetings in the last week of Term 1 and 3.
6. 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, Mr Karl Wall. 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.

Communication: The school provided a range of communication strategies to ensure parents and guardians with information and opportunity 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 electronic 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 site

Respectful relationships programs

Helensvale State School rules are Be Safe, Be Respectful and be a Learner. These rules apply to all community members. To support this our school has implemented programs that focus on appropriate, respectful and healthy relationships. Actions to support this include having an on site Chaplain, full time Behaviour teacher and full time Guidance officer. Children at risk are supported with Individual Learning Plans, Behaviour Plans and small group intervention. The school has a Student Support Services group (SSS) who monitor and support children at risk. Mandatory reporting of abuse or neglect and proactive personal safety is taught to children through the Health curriculum and the You Can Do It program and external agency programs such as Kids Know How and Drum Beat.

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.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	23	24	37
Long Suspensions – 6 to 20 days	0	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.

Environmental Footprint

Reducing the school's environmental footprint

The school community is aware of the benefits to our whole community in reducing our environmental footprint. The school has a solar panel installation. Staff and students are encouraged to turn off lights and power when classrooms are not in use. Water leaks etc are dealt with in a timely manner.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	213,973	6,710
2014-2015	243,351	8,469
2015-2016	257,724	17,150

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

Non-government

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

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	78	32	<5
Full-time Equivalent	69	22	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	2
Graduate Diploma etc.**	5
Bachelor degree	66
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 2016 were \$55038.59

The major professional development initiatives are as follows:

- Australian Professional Standards for Teachers
- Developing Individual Learning Plans
- Coaching for teachers to support the implementation of our Reading and Number priority areas
- School Wide Positive Behaviour
- The Disability Standards for Education, Queensland School Leaders for Inclusive Practices workshops
- Anaphylaxis Training
- Code of Conduct and Student Protection Training
- Asbestos Management Training
- Australian Curriculum implementation sessions
- Regional coaching and curriculum professional learning events
- Using data to analyse student achievement and inform teaching and learning
- Regional network meetings
- Art and Science of Teaching – all classroom teaching staff released to develop Reading Guaranteed and Viable Curriculum and Proficiency Scales and tracking tools for Maths and Reading

- Beginning Teachers
- Moderation
- STEM
- Sprints – Inquiry Cycle

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	94%	95%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

Performance of Our Students

Student Attendance

Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	93%	93%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	88%	86%	91%

*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 2016 for all Queensland Primary schools was 93%.

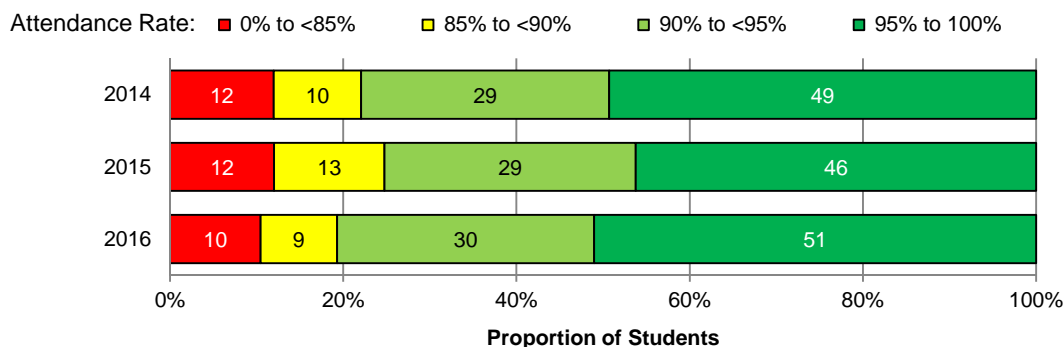
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	93%	93%	93%	93%	94%	93%	93%	93%					
2015	94%	92%	93%	93%	93%	93%	92%						
2016	95%	93%	93%	94%	94%	93%	93%						

*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.

Helensvale State School has an attendance plan which is led by a Deputy Principal. In 2016 our SMS parent alert was introduced advising parents that their child was absent by 9:45. Absences and Lateness to school are followed up and letters, emails and meetings are arranged with parents of students where non-attendance is not reasonable and affecting schooling and learning outcomes.

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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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.

Conclusion

Helensvale is a thriving school community focused on Teaching and Learning. More information about the school can be found at our website <https://helensvaless.eq.edu.au/Pages/default.aspx> facebook site or contacting the school.

