**Helensvale State School**

**Queensland State School Reporting**

**2014 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 2014 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 2014 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, 5 & 7. I trust you will find the 2014 School Annual Report both interesting and informative.

## School progress towards its goals in 2014

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.
* Implementing targeted intervention strategies. (LIFT reading program as a model of explicit reading and comprehension strategy instruction)
* Enhancing the Special Education Program to support students with additional needs, ensuring all classrooms offer inclusive learning pathways for these students
* 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 2015 will include the following improvement agenda:

Priority Areas of Development

In 2015 we will seek to build on this work by developing:

* Opportunities for teachers to collaborate in teams regarding student achievement, curriculum, assessment and intervention
* Developing a guaranteed and viable curriculum using the Australian Curriculum to inform planning
* Reviewing our school pedagogical framework as part of the new school planning cycle
* Developing Individual Curriculum Plans for identified students to support their access and engagement with the curriculum
* Developing our student wellbeing programs
* Increasing community engagement

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| Our school at a glance |
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## School Profile

**Coeducational or single sex: Coeducational**

**Year levels offered in 2014: Prep Year - Year 6**

**Total student enrolments for this school:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Total | Girls | Boys | Enrolment Continuity(Feb – Nov) |
| 2012 | 1096 | 520 | 576 | 95% |
| 2013 | 1070 | 521 | 549 | 94% |
| 2014 | 1123 | 557 | 566 | 95% |

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

## Characteristics of the student body:

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 over the past five years has changed and reflects a greater diversity. 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 2014 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.

## Average class sizes

| Phase | Average Class Size |
| --- | --- |
| 2012 | 2013 | 2014 |
| Prep – Year 3 | 24 | 23 | 22 |
| Year 4 – Year 7 Primary | 25 | 26 | 25 |
| Year 7 Secondary – Year 10 |  |  |  |
| Year 11 – Year 12 |  |  |  |

## School Disciplinary Absences

Note that SDA figures represent those students recommended for an SDA. Recommendations are subject to appeal and may therefore be upheld or set aside.

| Disciplinary Absences | Count of Incidents |
| --- | --- |
| 2012 | 2013 | 2014\* |
| Short Suspensions - 1 to 5 days  | 54 | 9 | 23 |
| Long Suspensions - 6 to 20 days  | 3 | 1 | 0 |
| Exclusions#  | 2 | 0 | 0 |
| Cancellations of Enrolment  | 0 | 0 | 0 |

# Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.
\* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

## Curriculum offerings

**Our distinctive 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 students in Year 1 – Year 7. 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 Australian Curriculum.

**Extra curricula activities**

During 2014 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.
* 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 2015 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 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: | 2012 | 2013 | 2014 |
| their child is getting a good education at school (S2016) | 97% | 83% | 91% |
| this is a good school (S2035) | 91% | 91% | 92% |
| their child likes being at this school\* (S2001) | 94% | 94% | 97% |
| their child feels safe at this school\* (S2002) | 100% | 97% | 97% |
| their child's learning needs are being met at this school\* (S2003) | 97% | 86% | 85% |
| their child is making good progress at this school\* (S2004) | 94% | 86% | 91% |
| teachers at this school expect their child to do his or her best\* (S2005) | 100% | 97% | 95% |
| teachers at this school provide their child with useful feedback about his or her school work\* (S2006) | 100% | 81% | 85% |
| teachers at this school motivate their child to learn\* (S2007) | 97% | 81% | 91% |
| teachers at this school treat students fairly\* (S2008) | 82% | 86% | 87% |
| they can talk to their child's teachers about their concerns\* (S2009) | 94% | 94% | 93% |
| this school works with them to support their child's learning\* (S2010) | 94% | 86% | 89% |
| this school takes parents' opinions seriously\* (S2011) | 78% | 82% | 84% |
| student behaviour is well managed at this school\* (S2012) | 83% | 83% | 87% |
| this school looks for ways to improve\* (S2013) | 94% | 94% | 95% |
| this school is well maintained\* (S2014) | 94% | 86% | 86% |

| **Performance measure** |  |  |  |
| --- | --- | --- | --- |
| Percentage of students who agree# that: | 2012 | 2013 | 2014 |
| they are getting a good education at school (S2048) | 91% | 92% | 97% |
| they like being at their school\* (S2036) | 83% | 94% | 97% |
| they feel safe at their school\* (S2037) | 87% | 93% | 94% |
| their teachers motivate them to learn\* (S2038) | 92% | 94% | 99% |
| their teachers expect them to do their best\* (S2039) | 94% | 97% | 98% |
| their teachers provide them with useful feedback about their school work\* (S2040) | 90% | 92% | 95% |
| teachers treat students fairly at their school\* (S2041) | 84% | 84% | 88% |
| they can talk to their teachers about their concerns\* (S2042) | 86% | 86% | 93% |
| their school takes students' opinions seriously\* (S2043) | 84% | 81% | 91% |
| student behaviour is well managed at their school\* (S2044) | 68% | 70% | 90% |
| their school looks for ways to improve\* (S2045) | 93% | 96% | 98% |
| their school is well maintained\* (S2046) | 89% | 87% | 96% |
| their school gives them opportunities to do interesting things\* (S2047) | 82% | 87% | 95% |

| **Performance measure** |  |  |  |
| --- | --- | --- | --- |
| Percentage of school staff who agree# that: | 2012 | 2013 | 2014 |
| they enjoy working at their school (S2069) |  | 95% | 93% |
| they feel that their school is a safe place in which to work (S2070) |  | 97% | 97% |
| they receive useful feedback about their work at their school (S2071) |  | 77% | 89% |
| students are encouraged to do their best at their school (S2072) |  | 100% | 100% |
| students are treated fairly at their school (S2073) |  | 100% | 97% |
| student behaviour is well managed at their school (S2074) |  | 81% | 87% |
| staff are well supported at their school (S2075) |  | 80% | 81% |
| their school takes staff opinions seriously (S2076) |  | 84% | 84% |
| their school looks for ways to improve (S2077) |  | 97% | 99% |
| their school is well maintained (S2078) |  | 63% | 89% |
| their school gives them opportunities to do interesting things (S2079) |  | 77% | 87% |

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

# ‘Agree’ represents the 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. 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 and Graduation
1. 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.
2. 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 Term 1 and 3.
3. 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.

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](http://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
* The number of teachers providing Virtual Classrooms continued to grow in 2014. 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 2014.

**Reducing the school’s environmental footprint**

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| 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 | ElectricitykWh | Water kL |
| 2011-2012 | 121,824 | 1,424 |
| 2012-2013 | 212,848 | 4,156 |
| 2013-2014 | 213,973 | 6,710 |

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.

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| Our staff profile |
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**Staff composition, including Indigenous staff**

The staff figures below are based on Equal Employment Opportunity (EEO) 2014 census. In accordance with the EEO privacy provisions and to ensure confidentiality, the ‘*less than 5*’ rule has been applied in schools whose Indigenous staff numbers are less than five.

|  |  |  |  |
| --- | --- | --- | --- |
| **2014 Workforce Composition** | Teaching Staff\* | Non-teaching Staff | Indigenous Staff |
| Headcounts | 73 | 27 | <5 |
| Full-time equivalents | 66 | 20 | <5 |

**Qualification of all teachers**



\*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 2014 were $30100.00. 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
* Autism Spectrum Disorder
* Anaphylaxis Training
* Code of Conduct and Student Protection Training
* Asbestos Management Training
* Workplace Health and Safety Training
* Australian Curriculum implementation sessions
* OneSchool implementation sessions
* Words Their Way (Spelling)
* Regional coaching and curriculum professional learning events
* Using data to analyse student achievement and inform teaching and learning
* Regional network meetings

The proportion of the teaching staff involved in professional development activities during 2014 was 87.0%.

|  |  |  |  |
| --- | --- | --- | --- |
| **Average staff attendance** | 2012 | 2013 | 2014 |
| Staff attendance for permanent and temporary staff and school leaders. | 95% | 96% | 95% |

**Proportion of staff retained from the previous school year**

From the end of the previous school year, 100% of staff was retained by the school for the entire 2014 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.**



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 webpage.

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

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| Performance of our students |
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**Key student outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| **Student attendance** | 2012 | 2013 | 2014 |
| The overall attendance rate for the students at this school (shown as a percentage). | 93% | 93% | 93% |

The overall attendance rate in 2014 for all Queensland 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 |
| 2012 | 93% | 95% | 94% | 93% | 93% | 94% | 92% |  |  |  |  |  |
| 2013 | 93% | 93% | 93% | 93% | 92% | 91% | 92% |  |  |  |  |  |
| 2014 | 93% | 93% | 93% | 94% | 93% | 93% | 93% |  |  |  |  |  |

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 after 2012 to that of previous years.

**Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools 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 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 (morning and afternoon).

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.

Classes with the highest attendance for the fortnight are recognized on assemblies and rewards provided to students to celebrate their excellent attendance. *Every Day Counts* is promoted through our school Homelines newsletter.

**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.**

 

Where it says **‘Search by school name’**, type in the name of the school whose NAPLAN results 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 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**

24 students identified as Aboriginal and/or Torres Strait Islanders. Attendance data 88.1% was below the whole school cohort rate of 93.3%. Retention rates and numbers of our indigenous students were stable. Through data analysis, individual goals in literacy and numeracy were identified and monitored each school term for each student.

NAPLAN data shows that we are *Closing the Gap* in Reading and Numeracy with Writing identified as a focus for 2015.