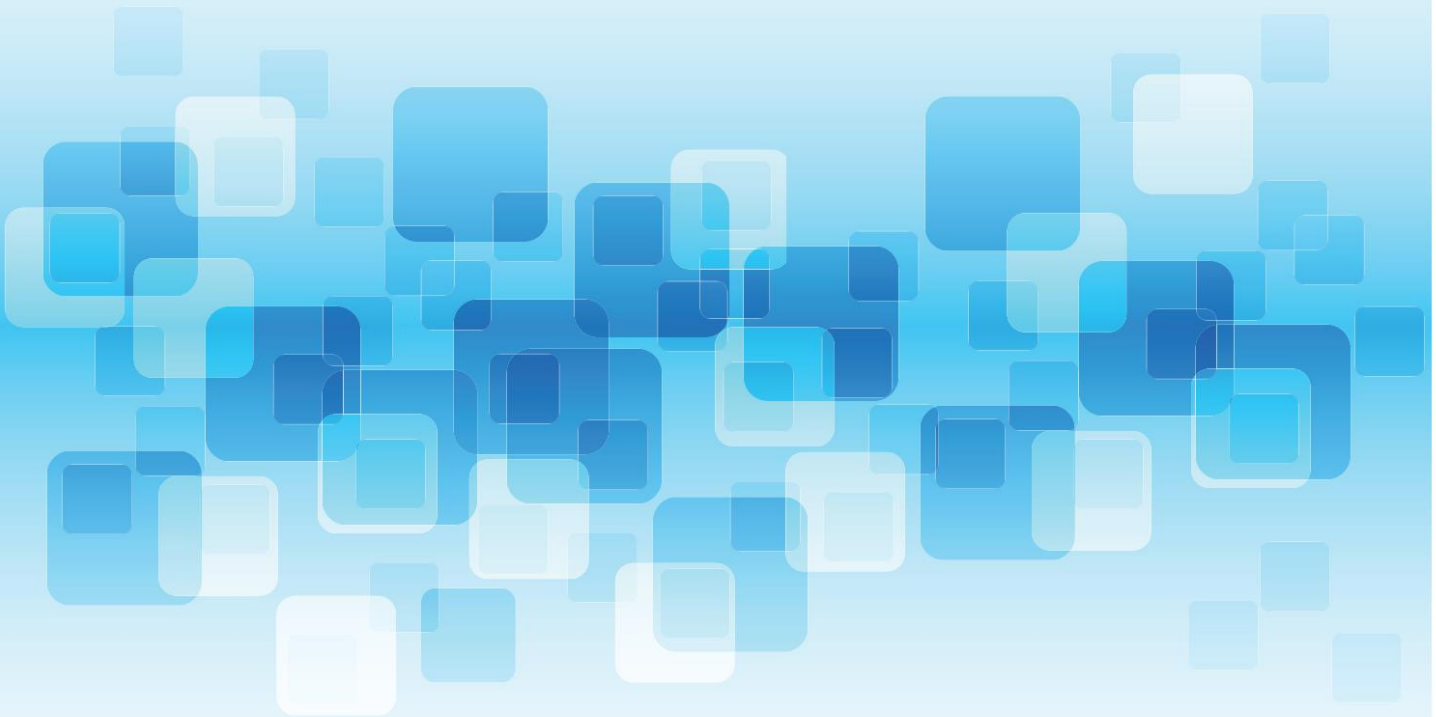




School Improvement Unit Report

Helensvale State School Executive Summary



1. Introduction

1.1 Background

This report is a product of a review carried out at Helensvale State School from 10-12 February 2015. It provides an evaluation of the school's performance against the nine domains of the [National School Improvement Tool](#). It also recommends improvement strategies for the school to consider in consultation with its regional office and school community.

The review and report were completed by a review team from the School Improvement Unit (SIU). For more information about the SIU and the new reviews for Queensland state schools please visit the Department of Education and Training (DET) [website](#).

1.2 School context

Location:	8 Lindfield Road, Helensvale
Education region:	South East Region
The school opened in:	1984
Year levels:	Prep to Year 6
Current school enrolment:	1026
Indigenous enrolments:	2 percent
Students with disability enrolments:	4 percent
Index of Community Socio-Educational Advantage (ICSEA) value:	1029
Year principal appointed:	2012
Number of teachers:	40 classroom teachers
Nearby schools:	Helensvale State High School, Gaven State School, Pacific Pines State School, Pacific Pines State High School, Coombabah State School, Upper Coomera State College, Biggera Waters State School
Significant community partnerships:	Helensvale Library, Bendigo Bank, Cross Life Church, Gold Coast City councillor, State Member
Unique school programs:	Literacy Improvement Fun Togetherness (LIFT)



1.3 Review methodology

The review was conducted by a team of three reviewers.

The review consisted of:

- a pre-review audit of the school's performance data and other school information
- consultation with the school's assistant regional director
- a school visit of three days
- interviews with staff, students, parents and community representatives, including:
 - Principal and school administration team
 - LIFT teacher, Head of Special Education Services (HOSES), Guidance Officer, Master Teacher, Head of Curriculum (HOC), four learning coaches, two student support coordinators
 - Chaplain
 - 32 classroom teachers, LOTE teacher and nine teacher-aides
 - Business Services Manager (BSM), two administration staff
 - Helensvale State High School Principal
 - Young Discoverers Early Childhood Education Centre
 - P & C President and Vice-President
 - 15 parent representatives

1.4 Review team

- Bert Barbe, Internal Reviewer, SIU (review chair)
- Ian Hall, External Reviewer
- Liam Smith, Internal Reviewer, SIU



2. Executive summary

2.1 Key findings

- The school has prioritised the development of positive partnerships with families and community.

School leaders have strategically re-engaged with parents, listening and communicating broadly to address issues as they arise and provide parents and community with confidence in the school's improvement agenda.

- Routine teacher analysis and monitoring of student achievement data is an emerging practice.

Year level professional learning teams (PLTs) work weekly with members of the executive leadership team and the Great Results Guarantee (GRG) team. This structure has provided teachers with scaffolded support and is improving their data literacy. Teachers now own and share their data. The GRG team members plan to monitor the vertical alignment across PLT teams.

- Differentiation for the full range of students is an area for development.

The school has provided a range of support programs for students below the national minimum standards, including an oral language program in the early years, Literacy Improvement Fun Togetherness (LIFT) intensive reading program and individual learning plans (ILPs) for students with identified learning needs. Teachers are at different stages of differentiating work for higher achieving students across the curriculum.

- The school's improvement agenda is clear but would benefit from refinement.

All staff members know the school's improvement agenda is literacy and numeracy. A visual graphic has been developed to communicate the improvement agenda to the wider school community. The school has documented targets and timelines for reading and numeracy, however class targets based on individual student achievement is an emerging focus.

- There is evidence of teacher observation and feedback, both verbal and written.

The school has used learning coaches to provide interested teachers with observation and feedback opportunities. The roles and responsibilities of the team and the process which supports coaching and mentoring for teachers, is yet to be clearly articulated and implemented.



2.2 Key improvement strategies

- Establish clear vertical alignment of curriculum planning, assessment and teaching practices throughout the school.
- Utilise the expertise within the school to develop a consistent and explicit approach to the teaching of skills and content.
- Establish a framework for coaching and mentoring for all staff.
- Support teachers to establish classroom practices that cater for high achieving students.
- Use digital pedagogy to support differentiated learning goals for the full range of learners.