

Helensvale State School

Executive Summary





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1. Introduction

This report is a product of a review carried out by a review team from the School Improvement Unit (SIU) at **Helensvale State School** from **1 to 4 April 2019**.

The report presents 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 implement in consultation with its regional office and school community.

The report's executive summary outlines key findings from the review and key improvement strategies that prioritise future directions for improvement.

Schools will publish the executive summary on the school website within two weeks of receiving the report.

The principal will meet with their Assistant Regional Director (ARD) to discuss the review findings and improvement strategies.

An action plan will be developed and submitted to the SIU and region within six weeks of the school receiving the report.

For more information regarding the SIU and reviews for Queensland state schools please visit the SIU [website](#).

1.1 Review team

Mike Ennis	Internal reviewer, SIU (review chair)
Tracey Chappell	Internal reviewer
Anthony Ryan	Internal reviewer
Ian Hall	External reviewer



1.2 School context

Location:	Lindfield Road, Helensvale
Education region:	South East Region
Year opened:	1984
Year levels:	Prep to Year 6
Enrolment:	1070
Indigenous enrolment percentage:	1.7 per cent
Students with disability enrolment percentage:	5.4 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1027
Year principal appointed:	Semester 1 2019 – acting
Day 8 Staffing teacher full-time equivalent (FTE):	57.89 – entitlement 60 – including purchased Human Resources (HR)
Significant partner schools:	Helensvale State High School, Oxenford State School, Pacific Pines State Primary School (early partnership), Pacific Pines State High School (early partnership)
Significant community partnerships:	Helensvale cluster – Helensvale State High School, Oxenford State School, eight local Helensvale child care centres, Councillor for Division 2 City of Gold Coast, The Smith Family, Coomera South Neighbourhood Network, Young Men’s Christian Association (YMCA) Outside School Hours Care (OSHC)
Significant school programs:	Bravehearts, Fun FRIENDS – Wesley Mission, early years transition program, high performance teams, Animal Welfare League Queensland Reading Dogs, Solid Pathways, Flourish Project for staff wellbeing, Positive Behaviour for Learning (PBL), Support-a-Talker, Life Education



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, five deputy principals, Head of Special Education Services (HOSES), guidance officer, Business Manager (BM), Speech Language Pathologist (SLP), 44 teachers, 38 non-teaching staff, 90 students, five Parents and Citizens' Association (P&C) executive members and P&C members, and 90 parents.

Community and business groups:

- The Smith Family, Northern Gold Coast Communities for Children and YMCA OSHC.

Partner schools and other educational providers:

- Young Discoverers Helensvale kindergarten, Oxenford State School and Helensvale State High School.

Government and departmental representatives:

- Councillor for Division 2 City of Gold Coast and ARD.

1.4 Supporting documentary evidence

Annual Operational Plan 2019	Explicit Improvement Agenda 2019
Investing for Success 2019	Strategic Plan 2015-2019
Headline Indicators (October 2018)	School Data Profile (Semester 2, 2018)
OneSchool	School budget overview
Professional Learning Teams 2019	Curriculum planning documents
School improvement targets	Responsible Behaviour Plan for Students
School pedagogical framework	Professional development plans
School data plan	School newsletters and website
School based curriculum, assessment and reporting framework	School Opinion Survey



2. Executive summary

2.1 Key findings

Teaching practices across the school reflect the belief that all students are capable of learning.

The school has a number of systems established to assist students who require support to engage in learning. This includes the Student Support Services (SSS) team that meets on a regular basis to identify the needs of students and the next steps in the support process. The team monitors and reviews the impact of their plans and the support provided and adjusts the plan as required.

Staff members are proud to work at the school.

2018 School Opinion Survey (SOS) indicates that 100.0 per cent of staff members agree with the statement 'This is a good school'. 97.1 per cent of staff members indicate that they enjoy working at this school. Many staff members articulate that the leadership of the school in 2019 is fostering a sense of optimism for the future of the school.

The curriculum expectations of the school are well known by teaching staff members.

Teachers have dedicated significant time to developing quality resources and support materials to enhance the implementation of the suite of planning documents. There is yet to be a whole-school coherent, sequenced and explicit plan that clarifies the curriculum intentions aligned to the enactment and assessment of the Australian Curriculum (AC). School leaders and teachers recognise the need for further professional learning to build all teachers' capability to engage with the AC.

The school leadership team recognises that highly effective teaching is the key to improving student learning across the school.

School curriculum unit overviews detail reference to the pedagogical approaches of Explicit Instruction (EI), including the Gradual Release of Responsibility (GRR), Direct Instruction (DI) and the Art and Science of Teaching (ASoT) proficiency scales. The school Guaranteed and Viable Curriculum (GVC) references the ASoT framework. Staff members have varying levels of understanding and application of the framework. A consistent whole-school metalanguage for pedagogy utilising ASoT is yet to occur.

Staff members are committed to improving the quality of teaching and learning throughout the school.

The school's 'Executive Leadership Team Roles and Responsibilities 2019' document identifies the Executive Leadership Team (ELT) members responsible for areas of the school's operations. The document is yet to include the members of the School Leadership Team (SLT) and yet to have clear links to the Explicit Improvement Agenda (EIA). The ELT recognises the need to enhance the statement of roles and responsibilities for all school and teacher leaders to include accountabilities, targets and timelines for key areas of responsibility aligned to the EIA.



The school's leadership team expresses the belief that reliable and timely data regarding student learning is crucial to the school's improvement agenda.

The leadership team has developed and is implementing an assessment schedule that includes standards and targets. This plan details the range of diagnostic, formative and summative data to be collected across all year levels and the timelines for the collection. Most staff members identify that a review of the timelines for collection of data and further clarity regarding the purpose of the collection tools would support their teaching.

The school has developed processes to encourage staff to engage in professional discussions to enhance teaching and learning practices.

The school has recently engaged with key regional staff to support the implementation of the priorities of the improvement agenda. Many staff members indicate an enthusiasm for increased clarity and consistency of the school priorities to allow time to embed key programs and practices. Many teachers articulate an appreciation of classroom walkthroughs, observations and feedback by members of the leadership team and request increased regularity and structure, as through a collegial engagement framework.

Staff care for students and this is apparent in the day-to-day operation of the school.

The school rules of '*Be Safe, Be Respectful, Be a Learner*' are clearly displayed across the school and students know and understand them. Strategies to support students to develop their skills are taught weekly by classroom teachers and reinforced on assemblies and school newsletters.

The school leadership team has a commitment to build a school-wide, professional team of teachers.

The school has developed processes to encourage staff to engage in professional discussions to enhance teaching and learning practices. Weekly year level Professional Learning Team (PLT) meetings supported by a High Performance Teams (HPT) framework are well supported and appreciated. Staff members demonstrate a high level of enthusiasm to enhance their skills to impact positively on student learning outcomes.



2.2 Key improvement strategies

Collaboratively deepen understanding of all elements of the AC and further build teacher capability for implementation.

Collaboratively clarify school signature practices and ensure consistent implementation across the school to support the enactment of the AC.

Build the capability of all leaders across the school and collaboratively develop clarity of roles and responsibilities to quality assure all school practices and programs.

Collaboratively review the assessment tools within the school data plan and ensure implementation with integrity to positively impact teaching practice.

Collaboratively develop a collegial engagement framework aligned to the EIA and school signature practices to support staff implementation of the AC.