

# Helensvale State School

## School-led review validation executive summary

### About the school

Helensvale State School acknowledges the Kombumerri people who are the Traditional Custodians of this land. We would like to pay our respects to Elders past, present and future, and all Aboriginal peoples whichever Aboriginal nation they may come from.

Education region	South East Region
Year levels	Prep to Year 6
Enrolment	952
Indigenous enrolments	5.2%
Students with disability	17.1%
Index of Community Socio-Educational Advantage (ICSEA) value	1028

### About the validation

This report is a product of a school-led review validation, carried out by the School and Region Reviews (SRR) branch at **Helensvale State School** from **31 August to 1 September 2023**.

- **Kylie Smith**, Senior Principal, Reviews, SRR (validation chair)
- **Bronwyn Johnstone**, School Supervisor, South East Region
- **Beverley Turner**, Regional Manager, Behaviour, Metro North Region

### Key improvement strategies

*Informed by the school-led evaluation and prioritised by the SRR-led validation, key improvement strategies are listed in order of priority.*

#### Domain 7: Differentiated teaching and learning

Collaboratively develop a shared vision and understanding for maximising outcomes in educational achievement, wellbeing, engagement, culture and diversity.

#### Domain 3: A culture that promotes learning

Build and implement a holistic, integrated Multi-tiered system of supports (MTSS) approach that aligns learning, engagement, wellbeing and behaviour systems, and effectively uses available resources to optimise a safe, supportive and productive learning environment for all students.

#### Domain 1: An explicit improvement agenda

Consolidate implementation of the Effective Teaching of Reading (EToR) strategy to embed practices and achieve clear targets outlined in the strategic plan and Explicit Improvement Agenda (EIA).

#### Domain 5: An expert teaching team

Review the collegial engagement framework to enhance opportunities for all teachers to systematically develop shared understanding and consistent practice of a range and balance of pedagogies through formalised opportunities for observation, feedback, mentoring and coaching to develop precision of practice.

#### Domain 9: School-community partnerships

Collaboratively develop a plan, including effective communication strategies, to engage staff, parents, carers and community in strategic and practical efforts to achieve goals and targets outlined in the strategic plan.

### Key affirmations



#### Cohesive, respectful and collegial teams are apparent.

Staff speak appreciatively of the respectful, supportive and collegial way that teams work cooperatively together. This is recognised across the whole-school team, year level and other teaching teams, leadership teams, and teams of support staff. Staff genuinely appreciate the experience and contribution of their colleagues and enjoy the opportunities to learn with and from each other, both informally and through more formal collegial engagement of modelled practice and Watching Others Work (WOW). Authentic care and concern for each other's wellbeing is apparent among staff.

#### Authentic collaboration is enabled through targeted resourcing.

Quality and effective collaboration is enabled through the commitment to targeted resourcing to enable structures such as year level Professional Learning Teams (PLT). Year level teaching teams are provided with one hour per week, timetabled into the school routine as extra Non-Contact Time (NCT), to engage in planning and structured professional collaboration, led by members of the school's leadership team. This PLT structure allows transparent governance structures and open communication channels between teaching teams and the leadership team. In addition, it enables enactment of the moderation cycle and professional learning opportunities for teachers. The PLT sessions have a clear purpose and ways of working, including data analysis and use of the inquiry cycle. Teaching staff value these opportunities for collaboration, voice and professional sharing of quality practices. The positive impact of this collaboration on the effectiveness of the implementation of the EToR is noted by many teachers.



#### Established and effective Tier 1 Positive Behaviour for Learning (PBL) systems and processes support a culture of learning.

Established and effective systems within the PBL structure enable proactive and responsive systems to be enacted consistently across the school. Key features include data-informed decision-making, explicit teaching of expected behaviours, regular reporting and discussion of data within meeting structures, discussions regarding enactment of fair consequences, and classroom problem-solving practices. Staff acknowledge the support for the enactment of these processes and their positive impact on the learning culture of the school.

#### Implementation of the EToR strategy is strategic, measured and supportive.

Staff value the strategic and systematic approach to engaging with the EToR strategy. Beginning with the research, leaders identified an evidence-informed approach to the teaching of reading within the curriculum, planned a considered school-wide approach, and documented teaching strategies in an accessible format to support all staff to develop their professional practice. A structured professional learning plan supports all staff to build capability and confidence, have the opportunity to learn from each other, and apply developing skills in their classrooms. This learning is complemented by a range of strategies that contribute to teacher knowledge, practice and confidence, including resourcing of key teachers available for coaching and mentoring, and curriculum planning along with a physical book trolley for each classroom. Some teachers describe the potential for the process to be used as the key model for future strategy implementation.



#### Appreciation for the strategic, collaborative leadership of the EIA.

Staff express appreciation for the leadership team, noting their commitment to continuous improvement, building precision in practice alongside teaching teams. There is shared accountability for the success of all students and commitment to supporting the professional learning and wellbeing of all staff. The leadership team is described as considered and intentional, and staff articulate appreciation for the clear and explicit agenda. They also acknowledge the care and concern by leadership team members for individual staff members and students when needed. Leaders are seen to truly embody and enact the school's mantra of 'Empowered Learners, Healthy Humans' in support of both students and staff.

