

Helensvale State High School

Executive Summary



School
Improvement
Unit



Queensland
Government



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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 High School** from **9 to 12 October 2017**.

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 consider 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.

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

1.1 Review team

Valerie Hadgelias	Senior review officer, SIU (review chair)
Alan Evans	Peer reviewer
Peter Krugle	Peer reviewer
Ian Hall	External reviewer
Jenny Nayler	External reviewer



1.2 School context

Location:	Discovery Drive, Helensvale
Education region:	South East Region
Year opened:	1990
Year levels:	Year 7 to Year 12
Enrolment:	2 566
Indigenous enrolment percentage:	2 per cent
Students with disability enrolment percentage:	4.9 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	1010
Year principal appointed:	2017 (August)
Full-time equivalent staff:	236.41
Significant partner schools:	Northern Collegiate: Coombabah State High School, Upper Coomera State College, Pacific Pines State High School, Pimpama State Secondary College, Ormeau Woods State High School
Significant community partnerships:	Riviera Australia Pty Ltd, Prestige Service Training, Villawood Properties, Club Helensvale, Aurora Training Institute
Significant school programs:	School based apprenticeships/traineeships; Northern Collegiate student leadership; Men of Business; EXCITE Academies - Sport, the Arts, Japanese, Education for Entrepreneurs; Griffith University Connect Program, Australian Business Week (ABW); Wellbeing programs - True Relationships, Love Bites, Wellbeing Fridays, Project Booyah; Special Education Program; Yoga; Focused Learning Intervention Program (FLIP); Levelled Literacy Intervention (LLI); Year 10 Work Experience; International Student Program



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Executive principal, chief curriculum officer, four deputy principals, 13 Heads of Department (HOD), Head of Special Education Services (HOSES), Business Manager (BM), senior HR manger, school chaplain, school health nurse, executive services officer, 83 classroom teachers, FLIP coordinator, six deans, seven teacher aides, administration officer, three scientific officers, cleaners, 135 students, 20 parents, Parents and Citizens' Association (P&C) president and school council chair.

Community and business groups:

- General Manager of South East Queensland of Aurora Training Institute, Director of Prestige Service Training and Project Marketing Manager of Villawood Properties.

Partner schools and other educational providers:

- Principal Coombabah State High School and chair of Northern Collegiate, principal Pimpama State Secondary College, principal Ormeau Woods State High School and principal Helensvale State School.

Government and departmental representatives:

- Councillor Gold Coast Council - Division 2, State Member for Albert, and ARD.



1.4 Supporting documentary evidence

Annual Implementation Plan 2017

Investing for Success 2017

Headline Indicators (2017 release)

OneSchool

Spotlight 2017

School improvement targets

School pedagogical framework

School data plan

Facebook

Responsible Behaviour Plan and the 2017 The 'Vale Way Schoolwide Expectations.

Our Big 5 Critical Questions

Strategic Plan 2014-2017

School Data Profile (Semester 2, 2017)

School budget overview

Curriculum planning documents

Student reports and ICPs

Professional development agendas

School newsletters and website

School Opinion Survey

Line of Sight agendas



2. Executive summary

2.1 Key findings

Staff members, students, parents and community members speak highly of the school.

The school is held in very high regard by parents and the wider community. It is a school of choice in the local area. There is widespread pride in the school and what it represents to the Helensvale community. There is a strong sense of pride apparent and staff members display an obvious sense of belonging. The school promotes a positive and caring environment for students.

The school has developed a broad range of strategic partnerships with key local businesses, organisations and universities.

These partnerships provide access to intellectual, physical and other resources not available in the school for the purposes of improving student outcomes. Strategic approaches have been applied to identify and build partnerships that will improve opportunities for students. These partnerships are characterised by effective communication processes and proven sustainability.

The explicit teaching of Positive Behaviour for Learning (PBL) values of *'Respect, Responsibility and Resilience'* are embedded in the school culture.

Practices and programs are implemented and reviewed regularly to ensure the behaviour of students enables learning in classrooms to be uninterrupted. The implementation of the *Vale Way* is utilised to provide a framework of expected behaviours.

The school leadership team is committed to driving an improvement agenda to improve the learning outcomes of all students in the school.

The school's improvement agenda is reflected in the school priorities detailed in the 2017 Annual Implementation Plan (AIP). These priorities include reading and numeracy, Impact Thinking, quality assessment practices, and staff and student wellbeing. School leaders acknowledge that the improvement agenda remains too broad even though it has been narrowed in recent times.

A culture of high expectations for all students is developing across the school.

Providing challenging, meaningful learning for high achieving students is a focus for Professional Learning Teams (PLT) and the 'learning sprint' process. Many teachers express frustration that due to the number of demands on teaching time they are unable to effectively meet the needs of these students consistently.



School leaders are committed to the use of highly effective teaching practices throughout the school.

Some faculties have implemented formal observations of lessons and provide written feedback to teachers. Walkthroughs are occurring in some faculties. Consistency regarding these practices is yet to occur across the school. Many teachers express a desire to receive feedback regarding their classroom practices.

The recently appointed principal has commenced a coaching program with deputy principals.

Heads of Department (HOD) express a desire to be involved in a coaching program to further enhance their leadership skills.

The school has a commitment to ensuring that the learning needs of all students are addressed.

The PLT process supports teachers to differentiate for individual students. The degree to which differentiation occurs and the range of strategies utilised varies from class to class. Many teachers express a desire to further build their repertoire of teaching strategies to address the learning needs of all students, including high achieving students, in junior and senior secondary.

Teachers report their use of the phases of the IMPACT framework to shape their pedagogical practice.

The IMPACT framework has been shared across the school. Clarity is yet to emerge in relation to the way in which the IMPACT framework aligns, and can be used, with the Effective Instruction approach.

School leaders are engaged in the monitoring of the strategies that have been implemented to operationalise the improvement agenda.

School-wide policies, practices and programs are established to assist in identifying and addressing student needs. Significant resources have been directed towards the implementation of the improvement agenda including extensive human resource allocations. Additional support personnel are purchased by the school to support students. School leaders recognise that the review of programs is important to ensure quality outcomes. A review of several programs has recently begun.

Building teacher capacity is viewed as a priority by school leaders.

This ongoing focus on building staff capability is demonstrated in '*Our Big 5 Critical Questions*' that documents the school's emphasis on the provision of a guaranteed and viable curriculum (GVC), quality instruction, assessment, intervention for extension and support intervention. These critical areas underpin the work of the staff PLTs. These teams provide a systematic framework for regular collaborative interaction in which teachers work together to analyse and improve their classroom practice.



There is a comprehensive use of data to determine the best support options for students.

The school has an extensive data collection, tracking and analysis process linked to the Headline Indicators. This data is regularly discussed and analysed and targets reviewed at HOD level and above. HODs then work with teachers in unpacking this data and formulating strategies for improvement.



2.2 Key improvement strategies

Narrow the Explicit Improvement Agenda (EIA) to provide a sharper focus on fewer key priorities, and ensure that the action plan to support the improvement agenda is fully communicated to staff members so there is clarity regarding the expectations for their professional practice.

Embed the ethos of high expectations and a commitment to excellence for all students.

Develop and consistently implement a whole-school process regarding the observation of teaching practices and the provision of feedback to teachers.

Continue to build capacity of the leadership team as instructional leaders to support the implementation of the EIA by expanding the coaching program.

Build teacher skills to address the learning needs of all students, including high achieving students, in junior and senior secondary.

Collaboratively explore and clarify the way in which the IMPACT framework and the Effective Instruction approach align within the school pedagogical framework.

Review school programs to evaluate their effectiveness and the extent to which school funds are being deployed in ways that improve student outcomes.