

Helidon State School

Executive Summary





Acknowledgment of Country

The Department of Education acknowledges the Traditional Owners of the lands from across Queensland. We pay our respects to the Elders past, present and emerging, for they hold the memories, the traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.

A better understanding and respect for Aboriginal and Torres Strait Islander cultures develops an enriched appreciation of Australia's cultural heritage and can lead to reconciliation. This is essential to the maturity of Australia as a nation and fundamental to the development of an Australian identity.





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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 **Helidon State School** from **18 to 20 February 2020**.

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.

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

1.1 Review team

Anthony Palmer	Internal reviewer, SIU (review chair)
Sandra Perrett	Internal reviewer
Garth Hunt	External reviewer



1.2 School context

Location:	School Street, Helidon	
Education region:	Darling Downs South West Region	
Year levels:	Prep to Year 6	
Enrolment:	144	
Indigenous enrolment percentage:	13.2 per cent	
Students with disability:	Education Adjustment Program (EAP) percentage:	6.9 per cent
	Nationally Consistent Collection of Data (NCCD) percentage:	20.5 per cent
Index of Community Socio-Educational Advantage (ICSEA) value:	943	
Year principal appointed:	2019	
Significant partner schools:	Murphy's Creek State School, Grantham State School – Assessment for Learning Project, Lockyer Cluster of Schools – Sport	
Significant community partnerships:	Kate's Place Early Education and Child Care Centre, Kambu Aboriginal and Torres Strait Islander Corporation for Health.	
Significant school programs:	Robust Reader initiative	



1.3 Contributing stakeholders

The following stakeholders contributed to the review:

School community:

- Principal, Business Manager (BM), administration officer, nine teachers, four teacher aides, chaplain, cleaner, schools officer – grounds, 18 parents, 37 students and cluster Head of Special Education Services (HOSES).

Community and business groups:

- Parents and Citizens' Association (P&C) president, secretary and member, 9Dorf Farms local bus operator and Adopt-a-Cop.

Partner schools and other educational providers:

- Principal Lockyer District State High School and director of Kate's Place Early Education and Child Care Centre.

Government and departmental representatives:

- Mayor of Lockyer Valley Regional Council, State Member for Lockyer, ARD and Principal Advisor – Teaching and Learning (PATAL).

1.4 Supporting documentary evidence

Annual Implementation Plan 2020	Statement of Purpose
Investing for Success 2019	Strategic Plan 2017–2020
School Facebook page	School Data Profile (Semester 1 2019)
OneSchool	School budget overview
Professional learning plan 2020	School curriculum planning documents
School pedagogical framework	School student support 2020 documents
School P-6 Assessment Schedule	School differentiation planner template
School Opinion Survey	Professional development plans
Developing Active Readers	School newsletters and website
Responsible Behaviour Plan for Students	Headline Indicators (October 2019 release)
Reading and Writing Framework 2020–2021	School-based curriculum, assessment and reporting plan
Report card and NAPLAN update Semester 1 2019	



2. Executive summary

2.1 Key findings

All staff members demonstrate a clear and genuine commitment to improving the learning and wellbeing outcomes of students.

The school is creating a positive and supportive learning environment. Parents speak of their appreciation of the efforts and dedication of staff members and the high regard in which they are held within the community.

The school is driven by a strong belief that providing all students with quality learning experiences enables students to learn successfully.

Staff members indicate that the students are the 'best part' of the school. They recognise the importance of quality relationships and indicate that building and maintaining positive and caring relationships between staff members, students and parents is vital. Parents express that teachers are highly supportive of their child and express the belief that the principal and staff members are approachable and respond to any concerns raised.

Students articulate a strong sense of pride in their school.

The school facilities and grounds are neat, well presented and professionally maintained. Safe and supportive learning environments, in conjunction with expansive grounds and new and refurbished buildings, are acknowledged by staff members as powerful contributors to maintenance of the existing rich and positive learning culture. Parents observe that the presentation of the school sets the scene for high expectations with students.

Staff members, students and parents identify 'Robust Readers' as the focus of the school's improvement efforts.

The principal is leading a process to develop a shared understanding of Robust Readers. Students and parents speak of the increase in interest and enthusiasm for reading. The principal acknowledges the importance of regularly reviewing the Explicit Improvement Agenda (EIA) including measuring, evaluating and communicating the effectiveness of actions, strategies and targets aligned to the Robust Readers initiative.

The principal and other staff members demonstrate an understanding of the importance of school-wide analysis and discussion of data.

Teachers collect a range of data from the assessment schedule. Staff members are at different stages in utilising data. Some staff members express appreciation for the support provided by colleagues and the principal in understanding, interpreting and using data. The principal acknowledges the opportunity to develop greater staff member capability in understanding and using data for tracking student outcomes, identifying starting points for learning and planning targeted support for students.



The school has a coherent and sequenced plan for curriculum delivery that is aligned to the Australian Curriculum (AC) and supported by the Curriculum into the Classroom (C2C) resources.

The school facilitates collaborative planning each term. Teachers review, discuss and reflect on the learning and consider the next steps required to improve teaching and learning. Teaching staff members express the need to continue to collaboratively develop and embed this consistent approach to planning and unpacking the AC. Consistent planning processes are emerging across the school.

Staff members place a high priority on ensuring the learning needs of individual students are met.

School staff members articulate the shared belief that all students are able to be successful learners. The school has introduced a differentiated planner template in order to establish differentiation as a feature of every teacher's planning and practice. The application of the differentiation template is an emerging practice and is yet to align to curriculum planning processes.

The principal has a strong belief in and understanding of the relationship between highly effective teaching and improvement in student learning and outcomes.

The school's pedagogical framework is grounded in the Gradual Release of Responsibility (GRR). The Age-appropriate pedagogies (AAP) were recently introduced and a new and refined pedagogical framework developed. Professional learning days have incorporated new learning in relation to AAP. The principal acknowledges the need to revisit the school's pedagogical framework to ensure that the agreed school-wide pedagogical approaches for teaching and learning are clear and embedded in all classrooms across the school.

Students appreciate the efforts of their teachers in preparing and supporting their learning.

School staff members work to develop teaching and learning spaces to ensure students are feeling safe and engaged. Students articulate that they value the positive relationships they have with school staff members and the ongoing support and encouragement they receive during the learning process. Students value the care afforded them by the entire school staff.

The principal and school staff members recognise the importance of building partnerships with parents, families and the community.

The school is recognised as a valuable part of the local community and parents speak highly of the school and the opportunities provided to their child. The Parents and Citizens' Association (P&C) supports students' wellbeing and organises a broad range of fundraising activities to enhance the school and outcomes for students. The allocation of funds is collaboratively decided by the P&C committee with their aim being to '*benefit every child at some stage*'.



2.2 Key improvement strategies

Collaboratively review and refine the actions, strategies and targets, including accountabilities, timelines and classroom application, to implement the EIA and communicate these to staff members, parents and the wider community.

Collaboratively establish, develop and implement processes and protocols to analyse and respond to student data and track and monitor improvement.

Build on the current collaborative planning processes to ensure that curriculum units have a strong focus on the rigour and intent of all learning areas of the AC including cross-curriculum priorities and general capabilities.

Collaboratively develop and document within the curriculum plan a whole-school approach to quality differentiation.

Establish and communicate clear expectations regarding the systematic implementation of effective teaching strategies in all classrooms.