There was a particular focus in the middle of 2013 to engage teachers in the PLC process to improve results in the key areas of English, maths and science. Teachers were encouraged to work collaboratively within teacher teams and across faculties to discuss individual student data and to share resources and strategies. They were encouraged to be innovative with their planning in alignment to the guaranteed, viable curriculum and continually review and refine their lessons based on formative data. While the maths department showed significant improvement in 2014 the data shows that all areas have been on a continuous improvement trajectory from 2013 to 2016.

Incorporated in a focus to improve results in English, maths and science was an intervention strategy to ensure all students achieved above NMS (national minimum standard) in NAPLAN (National Assessment Program Literacy Numeracy) results. The graph represents the percentage difference between the national NMS percentage and the Helensvale SHS NMS percentage. Particular attention was given to reading and numeracy to align with the school improvement plan and the department focus. It is evident from the graph that this strategy was successful as we have exceeded the national minimum standard percentage and show continuous growth.

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| In 2011 a concerted effort was made to focus on each individual student in the senior school in line with our mission of “One student, One community, Many futures”. This also aligned with the Queensland Education Headline Indicators relating to OP (Overall Position- university entrance score, 1 being the highest score and 25 being the lowest) , QCE (Queensland Certificate of Education), VET (Vocational Education and Training) and school based apprenticeships and traineeships data. An important part of this process was for all senior school teachers and the senior school leadership team to collaborate in developing a comprehensive picture of each senior school student. Regular meetings were held with each student to discuss their data and wellbeing and to refine their personal achievement goals and plans. The graphs indicate a consistent trajectory of improvement across all measures. |
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Helensvale High School is a school of choice for students in the northern Gold Coast area. The school is currently at full capacity with approximately 50% of students attending the school from outside the catchment area. There are a limited number of out of catchment enrolments accepted each year. Applications from out of catchment enrolments are rigorously tested for acceptance into one of the school’s excellence programs.

**School Opinion Survey**

**Parents 100% Agreement**

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| My child's learning needs are being met at this school. |
| My child is making good progress at this school. |
| Teachers at this school expect my child to do his or her best. |
| Teachers at this school provide my child with useful feedback about his or her school work. |
| My child is getting a good education at this school. |
| This school encourages me to take an active role in my child's education. |
| This school provides me with useful feedback about my child's progress. |
| I would recommend this school to others.  This is a good school. |

The Queensland Education Department conducts annual school opinion surveys for each school in the state. Parents are randomly selected and asked to indicate their thoughts on a range of issues relating to their child’s education. The last survey was conducted in 2015 and the parents/caregivers of students at Helensvale High School indicated they were in 100% agreement with the statements listed above. The school recognises the important role parents play in the education and wellbeing of students. Parents are encouraged to be active participants in their child’s education and be part of the school community. Transforming school culture within the community has been one of our aims.