Helensvale State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

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School overview

Our school is one of the largest in Queensland. Our teachers are supported by a number of specialist teachers. Our students enjoy lessons in the core learning areas of Literacy, Numeracy & Integrated Studies, as well as in Japanese, Physical Education, Technology and Music. We encourage and support interschool competition in team sports, public speaking, musical performances and chess. Our curriculum is about students actively investigating their world in creative and complex ways through which they develop knowledge and deep understandings and effective communication skills to allow them to participate in an interdependent world and become reflective and self directed learners. At Helensvale State School we believe in using a learner-centred approach. Learning is viewed as the active construction of meaning, and teaching as the act of guiding and facilitating learning. This approach sees knowledge as ever-changing and deepening, built on prior experience, emerging perspectives and evidence. This is underpinned by an understanding of learners' development, interests, needs, talents and cultural and social background.

At Helensvale State School we have a strong connection with our local community and we work in collaboration with our Parents and Citizens Association to ensure the needs of our students and staff are met.

Our partnerships between the school, parents and carers and our community are successful due to active participation in our school life and positive and open communication with the goal of solving problems together. Our school Vision is 'All Students will Learn' and it is this vision that underpins our daily work and our priorities.

School progress towards its goals in 2018

AIP focus areas for 2018 were:

- Improving student reading outcomes through a focus on Response to Intervention and teacher and student understanding of reading behaviours.
- Improving student spelling outcomes through targeted teaching and building teacher pedagogy.
- Continue to build teacher capacity and understanding of the STEM curriculum and its components for full implementation in 2020.

Our Response to Intervention strategy continues to require review and refinement. In 2018, we experienced some significant improvement in reading in some areas of the school that can be attributed to this practice. We will continue to review our RTI model to ensure the needs of our students are being met in the best possible way. Improving the literacy skills of our students is a continued focus in 2019.

Spelling Mastery has been embedded in our school community, with students identifying that they enjoy the program. Students are progressing and improvements in students' spelling is evident through their NAPLAN results and their class work. This will continue to be a practice in our school, however will not be identified as a priority in 2019.

Significant progress has been made in the STEM agenda and continues to be a priority in the 2019 AIP.

Future outlook

Our 2019 focus areas are:
- Literacy improvement for all students (including writing, reading, RTI and the implementation of Early Start and Literacy Continuum)
- Lifting the top through targeting critical thinking practices
- Continue to build teacher capacity and understanding of the STEM curriculum and its components for full implementation in 2020.

Our targets are:
- 93% A-C in all subjects
- 25% A in all subjects
- 100% students improving from pre-assessment to summative assessment

Our school are looking forward to seeing the further development of pedagogical skills with our teachers and our students having a clear understanding of what they are learning and why.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	1059	1065	1082
Girls	519	516	522
Boys	540	549	560
Indigenous	39	33	29
Enrolment continuity (Feb. – Nov.)	95%	96%	96%

Notes:

1. Student counts are based on the Census (August) enrolment collection.

2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.

3. pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

Helensvale State School services a diverse community. We were established in 1984 and during the last 35 years our community has changed. We currently have 1.7% indigenous students, 5.4% students with disabilities, a range of ethnic, cultural and religious backgrounds. HSS prides itself on being a school that is supportive of all backgrounds.

Average class sizes

Table 2: Average class size information for each phase of schooling

Phase of schooling	2016	2017	2018
Prep – Year 3	24	23	24
Year 4 – Year 6	27	27	27
Year 7 – Year 10			
Year 11 – Year 12			

Note:

The class size targets for composite classes are informed by the relevant year level target. Where composite classes exist across cohorts (e.g. year 3/4) the class size targets would be the lower cohort target.

Curriculum delivery

Our approach to curriculum delivery

Helensvale State School aligns our enacted curriculum to the Australian Curriculum.

Co-curricular activities

We have a range of extra curricular activities including:

- School musical
- Chess
- Sporting teams
- School band
- Gardening club

How information and communication technologies are used to assist learning

We provide a range of opportunities for digital learning for students including:

- Class sets of laptops
- Computer labs
- iPads
- option for BYOD

Social climate

Overview

Our school rules are: Be Safe, Be Respectful and Be a Learner and this underpins our approach to learning and behaviour. Our Student Support Services team meet weekly to discuss individual students and any social/emotional/learning issues that may be impacting on their ability to function in the class or school.

We are an inclusive school where all students have access to the classroom and also have access to appropriate academic and social support where required.

Our parents, students and staff believe that HSS is a safe school where students and parents are treated fairly.

Parent, student and staff satisfaction

Tables 3–5 show selected items from the Parent/Caregiver, Student and Staff School Opinion Surveys.

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	90%	87%	93%
• this is a good school (S2035)	94%	92%	95%
• their child likes being at this school* (S2001)	97%	93%	97%
• their child feels safe at this school* (S2002)	95%	94%	97%
• their child's learning needs are being met at this school* (S2003)	91%	86%	92%
• their child is making good progress at this school* (S2004)	89%	85%	96%
• teachers at this school expect their child to do his or her best* (S2005)	98%	93%	98%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	91%	87%	91%
• teachers at this school motivate their child to learn* (S2007)	94%	89%	93%
• teachers at this school treat students fairly* (S2008)	86%	81%	91%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• they can talk to their child's teachers about their concerns* (S2009)	94%	91%	95%
• this school works with them to support their child's learning* (S2010)	89%	90%	94%
• this school takes parents' opinions seriously* (S2011)	88%	84%	90%
• student behaviour is well managed at this school* (S2012)	82%	84%	85%
• this school looks for ways to improve* (S2013)	92%	85%	95%
• this school is well maintained* (S2014)	93%	86%	89%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	97%	95%
• they like being at their school* (S2036)	94%	95%	92%
• they feel safe at their school* (S2037)	96%	97%	97%
• their teachers motivate them to learn* (S2038)	97%	97%	98%
• their teachers expect them to do their best* (S2039)	100%	98%	99%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	96%	97%
• teachers treat students fairly at their school* (S2041)	89%	91%	88%
• they can talk to their teachers about their concerns* (S2042)	92%	92%	88%
• their school takes students' opinions seriously* (S2043)	87%	94%	86%
• student behaviour is well managed at their school* (S2044)	83%	93%	85%
• their school looks for ways to improve* (S2045)	96%	98%	98%
• their school is well maintained* (S2046)	95%	91%	93%
• their school gives them opportunities to do interesting things* (S2047)	92%	96%	93%

* Nationally agreed student and parent/caregiver items.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	95%	99%	97%
• they feel that their school is a safe place in which to work (S2070)	97%	99%	97%
• they receive useful feedback about their work at their school (S2071)	90%	94%	81%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	96%	95%	92%
• students are encouraged to do their best at their school (S2072)	99%	100%	100%
• students are treated fairly at their school (S2073)	96%	97%	97%
• student behaviour is well managed at their school (S2074)	88%	95%	94%
• staff are well supported at their school (S2075)	88%	91%	86%

Percentage of school staff who agree# that:	2016	2017	2018
• their school takes staff opinions seriously (S2076)	89%	91%	84%
• their school looks for ways to improve (S2077)	97%	100%	97%
• their school is well maintained (S2078)	86%	89%	88%
• their school gives them opportunities to do interesting things (S2079)	84%	90%	86%

* Nationally agreed student and parent/caregiver items.

\# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Parent and community engagement

We have an active Parents and Citizens Association who pride themselves on their fundraising and volunteer processes.

Our school has a strong connection with our local community, especially:

- local council member
- state member
- local child care centres
- local high school and other local primary schools – specifically, the Helensvale Cluster (Helensvale State High School, Helensvale SS and Oxenford SS)

Respectful relationships education programs

Our school have engaged with organisations such as Bravehearts and Brainstorm Productions, along with the Department of Education Cyber Safety team to ensure our students and parents are receiving the information and support they require to understand the digital world.

Our staff are vigilant in regards to understanding issues surrounding domestic and family violence and abuse and act according to Departmental expectations and always demonstrate a caring, nurturing and supportive manner with families.

School disciplinary absences

Table 6: Count of incidents for students recommended for school disciplinary absences at this school

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	37	12	43
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

Note:

School disciplinary absences (SDAs) are absences enforced by a school for student conduct that is prejudicial to the good order and management of the school.

Environmental footprint

Reducing this school's environmental footprint

As we are a fully air conditioned school, we have made our best efforts to ensure our staff are aware of the conditions of using this – all air conditioners must be set on 24 degrees when in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	257,724	255,093	251,314
Water (kL)	17,150	7,551	8,528

Note:

Consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool* by schools. The data provides an indication of the consumption trend in each of the utility categories which impact on this school's environmental footprint.

*OneSchool is the department's comprehensive software suite that schools use to run safe, secure, sustainable and consistent reporting and administrative processes.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at.

How to access our income details

1. Click on the *My School* link http://www.myschool.edu.au/.

2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'Finances' and select the appropriate year to view the school financial information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Note:

If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	74	32	<5
Full-time equivalents	68	24	<5

*Teaching staff includes School Leaders.

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Qualification of all teachers

Table 9: Teacher qualifications for classroom teachers and school leaders at this school

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	2
Graduate Diploma etc.*	24
Bachelor degree	99
Diploma	20
Certificate	5

*Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Professional development

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were $60 180.55.

The major professional development initiatives are as follows:

- Early Start and Literacy Continuum
- STEM
- Wellbeing
- The proportion of the teaching staff involved in professional development activities during 2018 was 100%.

Staff attendance and retention

Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	94%

Proportion of staff retained from the previous school year

From the end of the previous school year, 99% of staff were retained by the school for the entire 2018.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2018 for all Queensland state Primary schools was 92%.

Tables 11–12 show attendance rates at this school as percentages.

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	94%	93%	93%
Attendance rate for Indigenous** students at this school	91%	88%	89%

* Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).

** *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

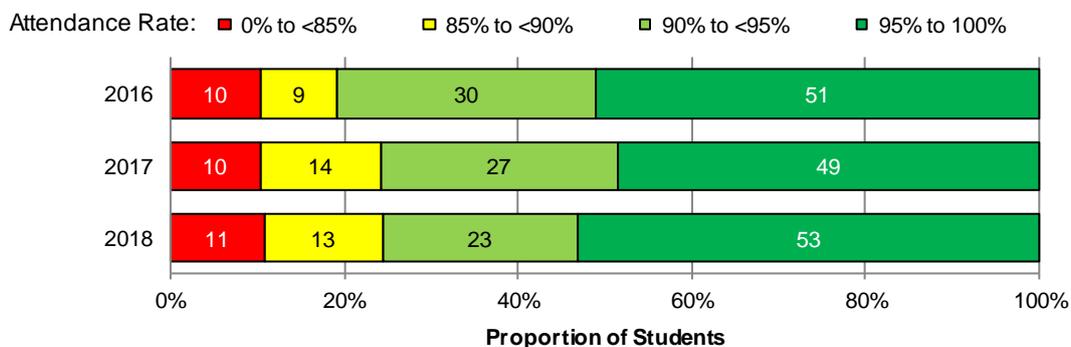Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	95%	94%
Year 1	93%	93%	93%
Year 2	93%	93%	94%
Year 3	94%	93%	93%
Year 4	94%	93%	92%
Year 5	93%	93%	93%
Year 6	93%	93%	92%

Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

Notes:

1. Attendance rates effectively count attendance for every student for every day of attendance in Semester 1.
2. Student attendance rate = the total of full-days and part-days that students attended divided by the total of all possible days for students to attend (expressed as a percentage).
3. DW = Data withheld to ensure confidentiality.

Student attendance distribution

Graph 1: Proportion of students by attendance rate

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	10	9	30	51
2017	10	14	27	49
2018	11	13	23	53

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland Department of Education procedures: *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools*; and *Roll Marking in State Schools,* which outline processes for managing and recording student attendance and absenteeism.

- Roll marking occurs three times per day (morning, after first break, after second break)
- Parents/carers are notified via text message if their child is absent
- Students who arrive late or leave early are signed in/out through the office
- We have an allocated attendance officer who manages attendance, notifies parents/carers and provides attendance reports to the Executive Leadership Team
- Any extended absences are followed up by the Sector DP
- Any extended absences where the parents are uncontactable, is referred to Regional Office for assistance.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the *My School* website.

How to access our NAPLAN results

1. Click on the *My School* link http://www.myschool.edu.au/.
2. Enter the school name or suburb of the school you wish to search.

Find a school	Search website

Search by school name or suburb	Go

School sector ⌄	School type ⌄	State ⌄

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

View School Profile

4. Click on 'NAPLAN' to access the school NAPLAN information.

School profile	NAPLAN	Attendance	Finances	VET in schools	Senior secondary	Schools map

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.