



# Helensvale State High School

# ANNUAL REPORT 2016

Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

Every student succeeding. State Schools Strategy 2016-2020  
Department of Education and Training

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Contact Person:	Mark Blackshaw, Executive Principal

## School Overview

Helensvale State High is a large secondary school with approximately 2500 students, located on the Gold Coast. Helensvale State High is the school of choice on the Northern Gold Coast with a managed enrolment catchment area, however we accept students from outside the boundary (by application) into our Academic, Sport, Japanese, Education for Entrepreneurs and Arts Academy programs. International and special education programs add to the richness of our school. Our students enjoy the opportunities and benefits that flow from a large sized school: broad subject range and links with universities and local employers, while still maintaining that sense of belonging so essential in all great schools. We believe that academic, vocational and social achievements stem from our motto: "One Student, One Community, Many Futures." Our goal is to personalise learning for each and every student, and connect with our community for learning and support to help create the many future pathways for our students. We set high standards in terms of academic and behavioural outcomes. We explicitly teach our three learning values: Respect, Responsibility, Resilience.

## Principal's Forward

### Introduction

This report contains a snapshot of the performance, priorities and activities at Helensvale SHS in 2016. It contains reflections on our progress towards pre-determined goals and details future priorities and the ways we will continually seek to improve our school and student learning outcomes. This report also contains a school profile, curriculum offerings, extra curricula activities, school learning climate information, staff qualifications and information on key student learning outcomes for the 2016 school year. Further clarification or information can be obtained by contacting the school Executive Principal, Mark Blackshaw.

Our Learning Mission is **One Student, One Community, Many Futures**. This mission defines why we exist and aligns our strategic decision making and priorities.

**One Student** is about:

Creating a 'school for one' and personalising learning by catering for the learning needs, interests and aspirations of **every** student;

- Prioritising the connection between well-being and learning to provide for the emotional and social needs of our students;
- Every student engaging meaningfully and personally through our 'four pillars of opportunity' – Learning, Sport, The Arts and Community, to reach their full potential.

**One Community** is about:

Our school as an innovative learning community with an unrelenting focus on, and a commitment to, the learning of each student;

- Very high expectations for learning and behaviour and this is revered within our community; and
- Our school as a hub of learning in our community where our parents and carers feel welcome, supported, connected and frequently engage as partners to improve student wellbeing and learning.

**Many Futures** is about:

- Ensuring every student transitions from our school with a viable pathway to the future;

- Maintaining and growing diverse, deep and productive industry, tertiary education and community links, with our students being sought after by employers at a state and national level; and
- Our students consistently producing learning outcomes that are on par with the best schools in Queensland.

### **School Progress towards its goals in 2016**

Our school focused on actioning our Learning Mission of One Student, One Community, Many Futures with a focus on personalising learning (one student), connection with our parents and community (one community) and providing our students with multiple pathways and opportunities for success (many futures).

In 2016 we narrowed and sharpened our improvement priorities with our key priority to personalised learning to improve level of achievement, literacy and numeracy outcomes of each and every student. To achieve this we focused on a limited number of strategies described as our Big Five:

1. Personalising Learning through our Success for One Student (SOS) model
2. IMPACT Learning
3. Guaranteed and Viable Curriculum (GVC)
4. Tactical Teaching of Reading
5. Assessment quality (Our 5 Design Principles)

We have seen consistent and significant improvement in student level of achievement results across a range of subjects. This has especially been evident in Junior English, mathematics and science.

Our senior school students continued to achieve strong results. We refined programs to ensure senior students gained optimum Overall Position scores (OP), Vocational Certification (VET) and Queensland Certificate of Education (QCE) results. We had a significant improvement in number and percentage of students achieving a QCE to 100 per cent and continued improvement in our OP performance with a greater number of students achieving an OP 1 to 5.

Through our Positive Behaviour for Learning (PB4L) we continued to engage in a whole school approach to behaviour management that focuses on explicitly teaching our learning values of Respect, Resilience and Responsibility.

### **Future Outlook**

The school's Strategic Plan for 2014 to 2017 and our current 2017 Operational Plan can be viewed on the school's website: <http://www.helensvaleshs.eq.edu.au>

In 2017 we are sharpening the focus on improvement by reworking our Big Five improvement strategies. The strategies now relate to how we do business:

1. Guaranteed and Viable curriculum
2. Quality assessment
3. Impact Instruction model
4. Intervention – Support
5. Intervention – Extension

We have identified four Spotlight Improvement agendas for 2017:

1. Reading and numeracy outcomes
2. Student and staff wellbeing
3. Student Goal setting
4. Let's IMPACT thinking

We have narrowed the 2017 targets to focus our strategies and link with classroom practice. Our key 93/25 targets for 2017 are:

Targets	Minimum Targets
93% Targets	<ul style="list-style-type: none"> <li>Percent Overall attendance</li> <li>Percent Level of Achievement (LOA) A to C</li> </ul>
25% Targets	<ul style="list-style-type: none"> <li>Overall Position (OP) 1 to 5</li> <li>Percent students with A on Queensland Core Skills (QCS) test</li> <li>Percent Upper Two Bands (U2B) for Reading and Numeracy in NAPLAN</li> <li>Percent Level of Achievement (LOA) As</li> </ul>

## Our School at a Glance

### School Profile

<b>Coeducational or single sex:</b>	Coeducational
<b>Independent Public School:</b>	Yes
<b>Year levels offered in 2016:</b>	Year 7 - Year 12
<b>Student enrolments for this school:</b>	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
<b>2014</b>	2164	1056	1108	54	93%
<b>2015*</b>	2503	1221	1282	66	92%
<b>2016</b>	2585	1277	1308	66	94%

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

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, there were no students enrolled in a pre-Prep\*\* program.

\*\* pre-Prep is a kindergarten program for Aboriginal and Torres Strait Islander children, living across 35 Aboriginal and Torres Strait Islander communities, in the year before school (<http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html>).

### Characteristics of the Student Body

#### Overview

Our student population is representative of the broader northern Gold Coast community. Approximately 60% of our students come from our local catchment area with the rest selecting to come to our school from neighbouring suburbs to access our quality excellence programs. Our school celebrates the diversity of ethnic backgrounds reflecting the community from which it draws. Our school celebrates Indigenous culture with approximately 3% of our students being from Indigenous backgrounds.

The school has a long tradition of supporting families within the school, with many generations of the same family attending the school. The school also has close links with neighbouring primary schools and families are often connected across sectors.

We have approximately 150 students who require special needs and receive support via our Special Education Unit and facility. Most of these students are integrated into our general classrooms for parts of the school day and are provided with in-class support.

We also have a growing group of approximately 20 international students learning at our school who predominantly come from Asia, South America and Europe. We support an international and inclusive focus at our school and our international students add to the richness of our school culture.

### Average Class Sizes

The following table shows the average class size information for each phase of schooling.

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3			
Year 4 – Year 7			
Year 8 – Year 10	25	24	24
Year 11 – Year 12	20	21	20

\*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

## Curriculum Delivery

### Our Approach to Curriculum Delivery

As Helensvale State High School is one of the largest high schools in the state, it supports a rich and extensive range of subject offerings. Our goal is to offer a personal learning experience for all students and deliver on our One Student, One Community, Many Futures mission by offering programs that cater for the different aspirations, interests and capabilities of our students.

Academy programs:

- Academic Excellence “EXCITE” program focusing on English, Maths, Science and History
- Japanese Academy;
- Arts Academy programs in Dance, Art, Drama and Music; and
- Sport Academy programs specialising in Track and Field, AFL, Rugby Union, Touch, Soccer, Netball and Volleyball
- Education for Entrepreneurs (e4e)

Admission into these programs is competitive and based around student past performance, behaviour, testing/auditioning and interviews.

Broad Senior School curriculum:

We offer a range of QCAA-Authority subjects, QCAA-Registered subjects and nationally accredited Vocational subjects and Griffith University is a strong partner with our school across a range of programs. Vocational Educational and Training courses feature significantly, with a number of TAFE certificates on offer in the areas of construction, hospitality, business and information technology, childhood studies, theatre and recreational sport. The school is also a Registered Training Organisation (RTO) and employs a full-time Industry Liaison Officer for work placement and school-based apprenticeships and traineeships. The school hospitality program is consistently recognised in State awards. The school also offers additional qualifications to students from within and outside the school through involvement in the Northern Collegiate schools program.

### Co-curricular Activities

Our school offers a rich assortment of learning activities as part of our extracurricular program. These include:



- Academic activities including debating, public speaking, Science, Mathematics and other academic competitions;
- Leadership based activities including Year 11 mentoring of Year 8s, an active Student Council, Northern Collegiate Interschool Leadership Program, etc.;
- The full range of sporting competitions for general students as well as excellence students;
- Comprehensive Visual and Performing Arts competitions, eisteddfods and performance nights (including biennial musicals);
- Information and Communication Technologies club and competitions;
- Involvement in International programs and Japanese Sister School visits;
- Work experience, work placement, school based apprenticeships & traineeships;
- Involvement in Australian Business Week (ABW);
- Debating and mooting;
- School musical;
- Activities including World Challenge Trips, Kokoda Challenge, etc.; and
- Leadership, music and academic excellence camps.

### **How Information and Communication Technologies are used to Assist Learning**

Our school has a 1 to 1 laptop program which moves computers out of labs and into the hands of our students. The program aims to:

- provide every student from Year 8 to Year 12 with the opportunity for a ‘state of the art’ high powered laptop to use 24 hours, 365 days of the year;
- enable our students to learn “anytime and anywhere”, in classrooms, playgrounds, at home, in the car, on holidays; and
- provide the complete learning package – a powerful device, the latest software, internet connectivity, on-site technical support, next day repairs, insurance, extensive at school wireless connection, durable business quality machine.

This program is helping transform how students are learning at our school. Learning needs to become more individualised, flexible, relevant, engaging and connected to the online world in which students live. Helensvale High is striving to provide our students with the digital tools required and to prepare them for life and work in the future.

With the cessation of the National Secondary Schools Computer Fund our school has transitioned to a bring your own device program. The school is also working hard with the teachers to continuously upgrade and improve their knowledge and skills in the use of digital media and programs to enhance learning.

## **Social Climate**

### **Overview**

High standards of behaviour are maintained, school uniform is a priority and a whole-school focus on a “learning culture” through the explicit teaching of our learning values of Respect, Responsibility and Resilience drives a quality learning environment at our school. This is delivered through our Positive Behaviour for Learning Program (PB4L).

In addition, our school has appointed a Head of Department Positive Behaviour and a Dean is assigned to each year level. These positions further support students as staff have ownership of an identified group of students.

Our ongoing implementation of PB4L will provide a greater focus on our learning values of Respect, Responsibility and Resilience. A weekly 'Futures' program complements our traditional curriculum program and helps to promote students' personal development. Two lessons each week are devoted to the 'Futures' program.

Helensvale High has a strong and well developed support services network. These services include: a full time school-based Youth Health Nurse, three Guidance Officers, Indigenous Support Officer, Learning Support staff, two School Chaplains and an Industry Liaison Officer.

As a result, 97% of our parents agree that their children feel safe at this school and 97% surveyed agree that this is a good school. 98% of students surveyed feel safe at our school and 98% believe that they are getting a good education at our school. 93% of staff say they enjoy working at this school and 97% of staff indicate that it is a safe place to work. There is strong student and community confidence in our school and strong demand for places in our school.

## Parent, Student and Staff Satisfaction

### Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree <sup>#</sup> that:	2014	2015	2016
their child is getting a good education at school (S2016)	98%	100%	97%
this is a good school (S2035)	96%	100%	97%
their child likes being at this school* (S2001)	96%	97%	96%
their child feels safe at this school* (S2002)	96%	97%	97%
their child's learning needs are being met at this school* (S2003)	93%	100%	92%
their child is making good progress at this school* (S2004)	93%	100%	96%
teachers at this school expect their child to do his or her best* (S2005)	95%	100%	97%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	87%	100%	94%
teachers at this school motivate their child to learn* (S2007)	91%	90%	91%
teachers at this school treat students fairly* (S2008)	87%	90%	86%
they can talk to their child's teachers about their concerns* (S2009)	93%	97%	91%
this school works with them to support their child's learning* (S2010)	91%	97%	89%
this school takes parents' opinions seriously* (S2011)	91%	92%	88%
student behaviour is well managed at this school* (S2012)	85%	94%	87%
this school looks for ways to improve* (S2013)	93%	97%	95%
this school is well maintained* (S2014)	93%	100%	98%

### Student opinion survey

Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
they are getting a good education at school (S2048)	98%	96%	98%
they like being at their school* (S2036)	93%	89%	96%
they feel safe at their school* (S2037)	94%	93%	98%
their teachers motivate them to learn* (S2038)	89%	87%	98%



Performance measure			
Percentage of students who agree <sup>#</sup> that:	2014	2015	2016
their teachers expect them to do their best* (S2039)	96%	99%	98%
their teachers provide them with useful feedback about their school work* (S2040)	88%	91%	93%
teachers treat students fairly at their school* (S2041)	87%	80%	88%
they can talk to their teachers about their concerns* (S2042)	78%	81%	83%
their school takes students' opinions seriously* (S2043)	80%	82%	87%
student behaviour is well managed at their school* (S2044)	81%	86%	91%
their school looks for ways to improve* (S2045)	97%	94%	100%
their school is well maintained* (S2046)	95%	90%	98%
their school gives them opportunities to do interesting things* (S2047)	96%	98%	99%

### Staff opinion survey

Performance measure			
Percentage of school staff who agree <sup>#</sup> that:	2014	2015	2016
they enjoy working at their school (S2069)	92%	94%	93%
they feel that their school is a safe place in which to work (S2070)	95%	98%	97%
they receive useful feedback about their work at their school (S2071)	75%	75%	80%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	83%	77%	81%
students are encouraged to do their best at their school (S2072)	97%	99%	97%
students are treated fairly at their school (S2073)	97%	98%	97%
student behaviour is well managed at their school (S2074)	93%	89%	83%
staff are well supported at their school (S2075)	76%	78%	81%
their school takes staff opinions seriously (S2076)	69%	78%	77%
their school looks for ways to improve (S2077)	95%	96%	93%
their school is well maintained (S2078)	86%	89%	88%
their school gives them opportunities to do interesting things (S2079)	86%	85%	88%

\* 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 foster continuous and open communication with our parents and carers by:

- Having a policy of open communication between teachers and parents;
- Using Facebook and other social media to regularly update parents;
- Regular parent information sessions;
- Strong parent participation in special events – e.g. Hospitality, Awards Ceremonies;
- Communication through a regular school electronic newsletter;
- Communicating student progress through school report cards in terms two and four and in parent-teacher interviews in terms one and three. Parents are then able to arrange an interview with their child's teacher at all other times to discuss academic progress, social issues or other aspects of their child's education;

- Inviting parents with particular knowledge and skills that support the curriculum to participate as guest speakers or experts in their field e.g. authors, musicians and scientists;
- Inviting parents to Induction, Graduation and Awards Ceremonies;
- Inviting year 10 parents and students to attend the Senior Education and Training Plan (SETP) meeting to discuss their child's future plans and educational requirements;
- Encouraging our Indigenous families to participate through our Indigenous Education worker who assists students and engages in family-liaison activities;
- Publishing and sending home each semester our colour brochure, *Helensvale Heroes*;
- Parent emailing system;
- Congratulatory postcards sent home; and
- Subject selection evenings

Students who require catch up or extension work are provide with intervention to assist their particular learning needs. Some of these students are provided with an Individual Curriculum Plan (ICP) and this is negotiated with the student and parent/carer.

### Respectful relationships programs

The school has developed and implemented a program or programs that focus on appropriate, respectful and healthy relationships. Our school has a weekly 'Futures' program that focuses on healthy relationships as a key program priority. Our school explicitly teaches respectful relationships through our Positive Behaviour for Learning (PB4L) program where time is set aside each week to teach students how to behave and interact with each other.

Our school also implements a Year 10 'Love Bites' program which focuses on issues on Domestic Violence and raises awareness of the issues and provides students with a range of non-violent options.

The Student Wellbeing and e-Learning Lounge (SWeLL) space is a hub for school and community wellbeing. Parent and carer support programs operate out of SWeLL as we continue to promote wellbeing and relationships as a key school priority.

### School Disciplinary Absences

The following table shows the count of incidents for students recommended for each type of school disciplinary absence reported at the school.

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	258	257	336
Long Suspensions – 6 to 20 days	1	1	3
Exclusions	7	12	12
Cancellations of Enrolment	5	2	4

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

## Environmental Footprint

### Reducing the school's environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns. The electricity usage has levelled out and has shown only a slight increase from 2015-2016. The school will continue to work hard to reduce power and water consumption. We also recycle paper, toner cartridges and computing equipment etc., to reduce our environmental impact.



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	567,471	2,268
2014-2015	612,297	3,706
2015-2016	637,881	

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

## 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 <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following 'Find a school' text box.

### Find a school

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Sector:

Government

Non-government

SEARCH

Where it states '**School name**', type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Our Staff Profile

## Workforce Composition

### Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	187	75	6
Full-time Equivalent	176	57	5

### Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	11
Graduate Diploma etc.**	4
Bachelor degree	172
Diploma	0
Certificate	0

\*Teaching staff includes School Leaders

\*\*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 2016 were \$116,469

The major professional development initiatives are as follows:

- Further PD on creating a Professional Learning Community and Professional Learning Teams were created to allow teachers to analyse student achievement data and reflect on teaching practice;
- Release time to create our guaranteed and viable curriculum;
- Teaching of Reading
- Preparation for NAPLAN Online
- Release for SATE introduction new senior assessment system
- Professional learning teams facilitation;
- Response to intervention professional development;
- IMPACT professional development session as a main part of our Learning Design Framework; and

The proportion of the teaching staff involved in professional development activities during 2016 was 100%.

## Staff Attendance and Retention

### Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	95%	96%

## Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 96% of staff was retained by the school for the entire 2016.

# Performance of Our Students

## Key Student Outcomes

### Student Attendance

#### Student attendance

The table below shows the attendance information for all students at this school:

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	89%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	86%	85%

\*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Secondary schools was 90%.

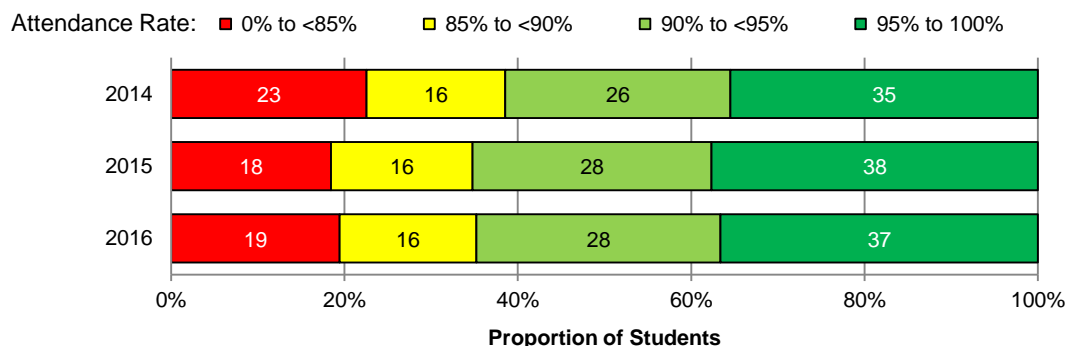
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014									92%	88%	88%	89%	91%
2015								92%	92%	89%	89%	90%	91%
2016								93%	89%	89%	87%	89%	92%

\*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

#### Student Attendance Distribution

The proportions of students by attendance range:



### **Description of how non-attendance is managed by the school**

Non-attendance is managed in state schools in line with the DET 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.

A class roll is marked during Roll class at the start of the day and class teachers mark a roll each lesson thereafter. Text messages are sent home each day for absence after the morning roll marking. The processes have been refined and improved to take account of the same day notification policy changes.

Letters are sent home once a fortnight for students with two or more absences or two or more times late to school. Letters for continued absence are sent home in accordance with DETE Policy for Managing Student Absence.

If a member of the administration believes the child is not attending school, a notice is issued outlining the parent's obligations under the Compulsory Schooling Requirement of the Education Act. A member of the school administration would seek to meet with the parent to discuss attendance concerns. If attendance does not improve, then a warning notice would be issued with referral to the relevant authorities.

Attendance of students in the post compulsory stage of schooling is reviewed on a regular basis.

In 2016 we continued with our 'It's Not OK to Be Away' campaign to focus efforts on improving school attendance rates. This proactive and positive approach is expected to achieve strong improvement results and underpins our belief that attendance is a key to learning achievement.

Students who achieve at least 99 per cent attendance each semester receive a Responsibility recognition award at our end of semester ACE Awards ceremony.

## **NAPLAN**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for Years 7 and 9 are available via the My School website at <http://www.myschool.edu.au/>.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following '**Find a school**' text box.

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GO

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Suburb, town or postcode

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School NAPLAN information is available by selecting '**NAPLAN**' in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

## Year 12 Outcomes

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Number of students receiving a Senior Statement	332	359	388
Number of students awarded a Queensland Certificate of Individual Achievement.	1	1	2
Number of students receiving an Overall Position (OP)	134	136	139
Percentage of Indigenous students receiving an Overall Position (OP)	0%	20%	17%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	78	75	91
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	250	275	290
Number of students awarded an Australian Qualification Framework Certificate II or above.	212	249	286
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	317	353	385
Percentage of Indigenous students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	100%	100%	100%
Number of students awarded an International Baccalaureate Diploma (IBD).	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD.	86%	83%	86%
Percentage of Year 12 students who are completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification.	99%	100%	100%

OUTCOMES FOR OUR YEAR 12 COHORTS			
Description	2014	2015	2016
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	94%	97%

As at 3rd February 2017. The above values exclude VISA students.

OVERALL POSITION BANDS (OP)					
Number of students in each band for OP 1 - 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2014	22	36	57	18	1
2015	21	55	37	21	2
2016	25	32	62	19	1

As at 3rd February 2017. The above values exclude VISA students.

VOCATIONAL EDUCATIONAL TRAINING QUALIFICATION (VET)			
Number of students awarded certificates under the Australian Qualification Framework (AQF)			
Years	Certificate I	Certificate II	Certificate III or above
2014	121	182	92
2015	102	194	154
2016	42	224	174

As at 3rd February 2017. The above values exclude VISA students.

Below is a list of Vocational certificates offered by our school in 2016:

Cert II Landscaping, Cert II Horticulture, Cert II Business, Cert I Construction, Cert II Dance, Cert II Live Production and Services, Cert II Visual Arts, Cert II Information, digital Media and Technology, Cert II Applied Fashion and Technology, Cert II Kitchen Operations, Cert II Tourism, Cert II Workplace Practices, Cert III Media, Cert III Business – RTO Coomera Training College, Cert III Early Childhood Education and Care – RTO Charlton Brown, Cert III Fitness – RTO Binnacle Training, Cert III Sport and Recreation – RTO Binnacle Training and Cert IV Justice Studies – RTO Unity College, Diploma of Business – RTO Careers Australia, Diploma of Events RTO Careers Australia

### Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2014	2015	2016
Year 12 student enrolment as a percentage of the Year 10 student cohort.	91%	89%	85%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	60%	71%	100%

\* The Years 10 to 12 Apparent Retention Rate is defined as the number of full-time students in Year 12 in any given year expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).

## Student Destinations

### Post-school destination information

The results of the 2016 post-school destinations survey, Next Step – Student Destination Report (2016 Year 12 cohort), will be uploaded to the school's website in September.

The report will be available at:

<https://helensvaleshs.eq.edu.au/Supportandresources/Formsanddocuments/Pages/Formsanddocuments.aspx>



### **Early leavers information**

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12 are described below.

The destinations of young people who left the school in Years 10, 11 and prior to completing Year 12: Student retention is high due to the broad and diverse curriculum offered. There is a small percentage of students exiting the school prior to the completion of the compulsory participation phase of learning. Strategies are adopted to promote the completion of schooling and to ensure our students are earning and/or learning through the compulsory participation phase. These include engaging parents/carers with information and learning options and support services such as Guidance Officer, VET Co-ordinator, Industry Liaison Officer, Deputy Principal and external institutions such as TAFE, apprenticeship brokers or re-engagement for employment programs.

