

Helensvale State High School

Queensland State School Reporting

2014 School Annual Report



Postal address	243 Discovery Drive Helensvale 4212
Phone	(07) 5573 8555
Fax	(07) 5573 8500
Email	the.principal@helensvaleshs.eq.edu.au
Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
Contact person	Allina Leal

Principal's foreword

Introduction

This report contains a snapshot of the performance, priorities and activities at Helensvale SHS in 2014. 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 2014 school year. Further clarification or information can be obtained by contacting the school Principal via the contact information stated above.

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 2014

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).

Through our School Wide Positive Learning Behaviour Program System (SWPLBS) we engaged in a whole school approach to behaviour management that focuses on explicitly teaching our learning values of Respect, Resilience and Responsibility. As a result we continued to see declining behaviour referrals and a reduction in long suspension rates.

We continued to refine our NAPLAN performance and strategy with our students performing above State Mean on all strands and equal to National Mean on all strands. We continued to implement strategies to improve our mean scores in Reading, Grammar and Punctuation, Numeracy as well as our performance in Band 9 & 10 in Grammar and Punctuation and Numeracy.

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 and an 8 percentage point improvement in students achieving an OP 1 to 15.

Our improvement agenda in 2014 was on:

- Teaching of reading, writing and numeracy;
- Implementing our Learning Design Framework with an emphasis on IMPACT, WALT and WILF;
- Developing the Professional Learning Teams (PLT) as a data driven process to enact differentiation and personalised learning;
- Improving consistency in planning and assessment quality; and
- Continuing to Implement Junior Secondary agenda.

Future outlook

The school's Strategic Plan for 2014 to 2017 and our current 2015 Operational Plan can be viewed on the school's website : <http://www.helensvaleshs.eq.edu.au>

Key initiatives for 2015 include:

Our improvement priority is to personalise learning to improve level of achievement, literacy and numeracy outcomes. Our 'BIG Five' Strategies are:

- Whole school teaching of reading;
- Learning Design Framework with an emphasis on IMPACT, WALT and WILF;
- Success for One Student (SOS) model to drive personalised learning across the school;
- Consistency and quality in curriculum planning; and
- Assessment quality.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2014: Year 7 - Year 12

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	2073	1026	1047	91%
2013	2094	1032	1062	95%
2014	2164	1056	1108	93%

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

Characteristics of the student body:

Our student population is representative of the broader northern Gold Coast community. Approximately 50% 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 100 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 small group of approximately 15 international students learning at our school who come from predominantly 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

Phase	Average Class Size		
	2012	2013	2014
Prep – Year 3			
Year 4 – Year 7 Primary			
Year 7 Secondary – Year 10	26	26	25
Year 11 – Year 12	20	21	20

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	230	228	258
Long Suspensions - 6 to 20 days	26	13	1
Exclusions [#]	7	4	7
Cancellations of Enrolment	1	0	5

[#] Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings

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.

Excellence programs:

- Academic Excellence "EXCITE" program focusing on English, Maths, Science and History and EXCITE IT in year 9;
- Japanese Excellence;
- Arts Excellence programs in Dance, Art, Drama and Music; and
- Sport Excellence programs specialising in Track and Field, AFL, Rugby Union, Touch, Soccer and Netball.

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

Broad Senior School curriculum:

We offer a range of QCAA-Authority subjects, QCAA-Registered subjects and nationally accredited Vocational subjects. Griffith University is a strong partner with the school running Griff Engineering, Griff Chem, Griff Physics and Griff IT. 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.

Extra curricula 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 8's, 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 (Borneo 2010), Kokoda Challenge, etc; and
- Leadership, music and academic excellence camps.

How Information and Communication Technologies are used to assist learning

In 2010 planning began for our school to make the significant step to implement 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 transforming 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.

By the end of 2013 all students from Year 8 to 12 had access to a 1 to 1 laptop device to support anywhere and anytime learning. 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

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).

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

In addition, our new school model that includes the creation of 10 Heads of Learning Community (HLC) positions, further supports students as teachers have responsibility for a smaller and 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.

As a result, 96% of our parents agree that their children feel safe at this school and 96% surveyed agree that this is a good school. 94% of students feel safe at our school and 98% believe that they are getting a good education at our school. 92% of staff say they enjoy working at this school and 95% 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 with the school

Performance measure	2012	2013	2014
Percentage of parent/caregivers who agree [#] that:			
their child is getting a good education at school (S2016)	92%	87%	98%
this is a good school (S2035)	100%	93%	96%
their child likes being at this school* (S2001)	96%	87%	96%
their child feels safe at this school* (S2002)	96%	93%	96%
their child's learning needs are being met at this school* (S2003)	92%	93%	93%
their child is making good progress at this school* (S2004)	88%	93%	93%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	95%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	96%	93%	87%
teachers at this school motivate their child to learn* (S2007)	91%	87%	91%
teachers at this school treat students fairly* (S2008)	96%	85%	87%
they can talk to their child's teachers about their concerns* (S2009)	91%	100%	93%
this school works with them to support their child's learning* (S2010)	96%	92%	91%
this school takes parents' opinions seriously* (S2011)	90%	100%	91%
student behaviour is well managed at this school* (S2012)	88%	79%	85%
this school looks for ways to improve* (S2013)	100%	93%	93%
this school is well maintained* (S2014)	100%	100%	93%

Performance measure	2012	2013	2014
Percentage of students who agree [#] that:			
they are getting a good education at school (S2048)	95%	95%	98%
they like being at their school* (S2036)	91%	95%	93%
they feel safe at their school* (S2037)	96%	95%	94%
their teachers motivate them to learn* (S2038)	91%	87%	89%
their teachers expect them to do their best* (S2039)	98%	96%	96%
their teachers provide them with useful feedback about their school work* (S2040)	92%	87%	88%
teachers treat students fairly at their school* (S2041)	76%	81%	87%
they can talk to their teachers about their concerns* (S2042)	67%	78%	78%
their school takes students' opinions seriously* (S2043)	80%	80%	80%
student behaviour is well managed at their school* (S2044)	72%	77%	81%
their school looks for ways to improve* (S2045)	93%	96%	97%
their school is well maintained* (S2046)	94%	92%	95%
their school gives them opportunities to do interesting things* (S2047)	87%	95%	96%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		92%	92%
they feel that their school is a safe place in which to work (S2070)		96%	95%
they receive useful feedback about their work at their school (S2071)		78%	75%
students are encouraged to do their best at their school (S2072)		94%	97%
students are treated fairly at their school (S2073)		94%	97%
student behaviour is well managed at their school (S2074)		84%	93%
staff are well supported at their school (S2075)		74%	76%
their school takes staff opinions seriously (S2076)		71%	69%
their school looks for ways to improve (S2077)		95%	95%
their school is well maintained (S2078)		88%	86%
their school gives them opportunities to do interesting things (S2079)		85%	86%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

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;
- Student progress is communicated 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;
- Parents with particular knowledge and skills that support the curriculum are invited to participate as guest speakers or experts in their field e.g. authors, musicians and scientists;
- Inviting parents to Induction, Graduation and Awards Ceremonies;
- Year 10 parents and students are invited to attend the Senior Education and Training Plan (SETP) meeting to discuss their child's future plans and educational requirements;
- Our Indigenous families are encouraged to participate through our Indigenous Education workers who assist students and engage in family-liaison activities;
- Publishing and sending home each term our colour brochure, *Helensvale Heroes*;
- Parent emailing system;
- Congratulatory postcards sent home; and
- Subject selection evenings

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 school discovered a significant water mains leak in 2013 that resulted in a substantial waste of water and a spike in reported water consumption. The leak was fixed and we achieved a dramatic improvement in our water efficiency rates to be back below 2011-12 levels.

The electricity usage has levelled out and has improved dramatically since 2011-12. 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.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	937,742	4,823
2012-2013	546,099	23,909
2013-2014	567,471	2,268

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.

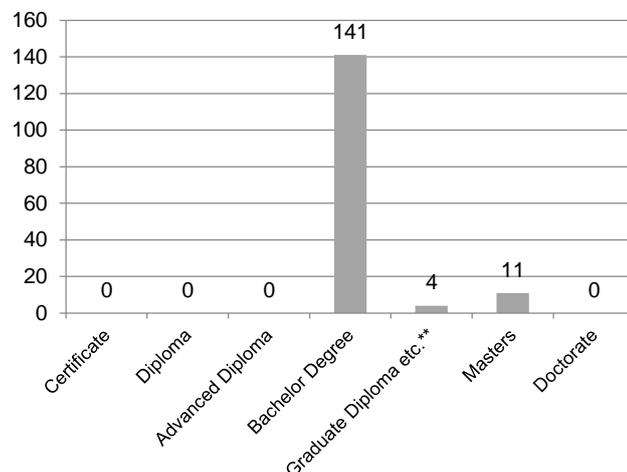
Our staff profile

Staff composition, including Indigenous staff

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	156	65	<5
Full-time equivalents	144	47	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	0
Bachelor Degree	141
Graduate Diploma etc.**	4
Masters	11
Doctorate	0
Total	156



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2014 was \$78,581.29

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;
- IMPACT professional development session as a main part of our Learning Design Framework; and
- Teaching of reading across the school.

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	95%	96%	95%

Proportion of staff retained from the previous school year

From the end of the previous school year, 98% of staff was retained by the school for the entire 2014 school year.

School income broken down by funding source

School income 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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

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

Performance of our students

Key student outcomes

Student attendance	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	87%	90%	89%

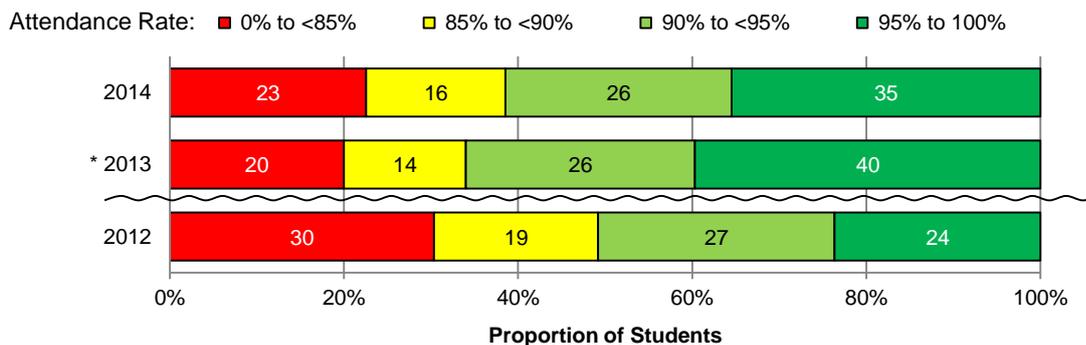
The overall attendance rate in 2014 for all Queensland Secondary schools was 89%.

Student attendance rate for each year level (shown as a percentage)												
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012								90%	88%	84%	86%	88%
2013								92%	89%	89%	91%	91%
2014								92%	88%	88%	89%	91%

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: 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.

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 2014 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.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 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.

Find a school

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

Where it says 'Search by school name', type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

We continued to close the gap on Indigenous attendance. Our Indigenous students improved their average attendance rate from 86.1 in 2013 to 86.4 in 2014. This is still 3% below non-Indigenous attendance.

We closed the NAPLAN reading score (+1) and Indigenous students exceeded the numeracy score by 25 points. Our Indigenous results fell 9 points below non-Indigenous on writing. Overall a really strong result.

Apparent retention rates Year 10 to Year 12	2012	2013	2014
Year 12 student enrolment as a percentage of the Year 10 student cohort.	79%	79%	91%

Outcomes for our Year 12 cohorts	2012	2013	2014
Number of students receiving a Senior Statement	350	310	332
Number of students awarded a Queensland Certificate of Individual Achievement.	0	5	1
Number of students receiving an Overall Position (OP)	159	129	134
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	99	70	78
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	285	240	250
Number of students awarded an Australian Qualification Framework Certificate II or above.	203	193	213
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	291	249	317
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.	76%	78%	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.	96%	99%	99%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	95%	94%	95%

As at 19 February 2015. The above values exclude VISA students.

Overall Position Bands (OP)					
Number of students in each Band for OP 1 to 25					
Years	OP 1-5	OP 6-10	OP 11-15	OP 16-20	OP 21-25
2012	16	53	52	36	2
2013	16	32	52	29	0
2014	22	36	57	18	1

As at 19 February 2015. The above values exclude VISA students.

Vocational Educational Training qualification (VET)

Number of students completing qualifications under Australian Qualification Framework (AQF)

Years	Certificate I	Certificate II	Certificate III or above
2012	177	137	120
2013	102	157	99
2014	121	182	98

As at 19 February 2015. The above values exclude VISA students.

Our school delivers the following Certificate 1 courses:

Certificate 1 Business

Certificate 1 Retail

Certificate 1 Horticulture

Certificate 1 Information, Digital Media & Technology

Certificate 1 General Construction

Post-school destination information

At the time of publishing this School Annual Report, the results of the 2014 post-school destinations survey, Next Step – Student Destination Report (2013 Year 12 cohort) for the school were not available. Information about these post-school destinations of our students will be uploaded to the school's website in September.

Early school leavers information

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.