



Helensvale State High School

ANNUAL REPORT 2017

Queensland State School Reporting

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

Every student succeeding. State Schools Strategy 2017-2021
Department of Education



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School Overview

Helensvale State High is an Independent Public School with approximately 2600 students, located on the Gold Coast. Helensvale State High is a high demand school with a managed enrolment catchment area. We do accept students from outside the boundary (by successful application) into our Academic, Sport, Japanese, Education for Entrepreneurs and Arts Academy programs, however out of catchment enrolments are restricted.

Our learning mission is '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 explicitly teach our three learning values of Respect, Responsibility and Resilience. We set high standards in terms of academic and behavioural outcomes.

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 such as a broad subject range and links with universities and local employers, while still maintaining that sense of belonging so essential in all great schools.

Principal's Foreword

Introduction

This report contains a snapshot of the performance, priorities and activities at Helensvale SHS in 2017. 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 2017

school year. Further clarification or information can be obtained by contacting the school Executive Principal, Karen Lindsay.

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 2017

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 2017 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 the following priorities:

1. Reading and Numeracy
2. Higher order thinking through our pedagogical framework, IMPACT (inspire, model, practise, apply, connect and transform)
3. Staff and student well-being
4. Response to intervention

We have continued to see a consistent improvement in student level of achievement results across a range of subjects. This has especially been evident in Junior English and Science.

We have also seen a significant improvement in our NAPLAN Upper Two Band data.

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 / QCIA 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 2018 to 2021 and our current 2018 Operational Plan can be viewed on the school's website: <http://www.helensvaleshs.eq.edu.au> In 2018 we are further sharpening the focus with our improvement priorities:

1. Reading
2. The New Queensland Certificate of Education (QCE)
3. Impact Instruction model

Underpinning these 3 priorities is staff well-being and building capability.

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

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	Yes
Year levels offered in 2017:	Year 7 - Year 12
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	2503	1221	1282	66	92%
2016	2585	1277	1308	66	94%
2017	2543	1258	1285	49	94%

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

In 2017, 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 (<https://qed.qld.gov.au/earlychildhood/families/pre-prep-indigenous>).

Characteristics of the Student Body

Overview

Our student population is representative of the broader northern Gold Coast community. Approximately 80% 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 academy 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 130 students who have special needs and receive support via our Special Education Program. Our inclusive philosophy sees these students integrated into our general classrooms for entire or parts of the school day and are provided with in-class support.

We also have a growing group of approximately 35 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	2015	2016	2017
Prep – Year 3			
Year 4 – Year 6			
Year 7 – Year 10	24	24	23
Year 11 – Year 12	21	20	20

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 Humanities
- Japanese Academy;
- Arts Academy programs in Dance, Art, Drama and Music;
- Sport Academy programs specialising in Track and Field, AFL, Rugby Union, Touch, Soccer, Netball and Volleyball; and
- 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. 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 VET qualifications 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 extra-curricular 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 and involvement with the Gold Coast Junior Council;
- The full range of sporting competitions for general students as well as academy students;
- Comprehensive Visual and Performing Arts competitions, eisteddfods and performance nights
- Involvement in International programs and hosting International School visits;
- Work experience, work placement, school based apprenticeships & traineeships;
- Involvement in Australian Business Week (ABW);
- School musical;
- Activities including World Challenge Trips, Kokoda Challenge, etc

How Information and Communication Technologies are used to Assist Learning

In addition to four high-end computer labs for specialised IT related subjects, our school has a 1 to 1 laptop program which moves computers into the hands of our students either through our school laptop hire program or the Bring Your Own Device (BYOD) alternative. Additionally, the school also operates a day hire laptop system for students who have not joined either of these programs or may have their laptop in for repair. In 2017 the BYOD option is the most popular and is our preferred future, with the school also supporting families through the provision of a non-compulsory BYOD portal for purchase of appropriate devices and school-based IT support, with respect to liaising with vendors on the portal for warranty and damage repairs. The 1 to 1 laptop program aims to:

- provide every student from Year 7 to Year 12 with the opportunity of 24/7 use, every day of every year;
- enable our students to learn “anytime and anywhere”, in classrooms, playgrounds, at home, in the car, on holidays; and
- facilitate the complete learning package – the laptop, latest version software (Microsoft Office/Adobe products), Internet connectivity, on-site technical support and full campus wireless connectivity.

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. The school also strives to continuously upgrade and improve the knowledge and skills of teachers 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 to support students. 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. One lesson each week is 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, 96% of our parents agree that their children feel safe at this school and 97% surveyed agree that this is a good school. 94% of students surveyed feel safe at our school and 96% believe that they are getting a good education at our school. 90% 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

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	100%	97%	95%
this is a good school (S2035)	100%	97%	97%
their child likes being at this school* (S2001)	97%	96%	91%
their child feels safe at this school* (S2002)	97%	97%	96%
their child's learning needs are being met at this school* (S2003)	100%	92%	92%
their child is making good progress at this school* (S2004)	100%	96%	94%
teachers at this school expect their child to do his or her best* (S2005)	100%	97%	98%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	94%	92%
teachers at this school motivate their child to learn* (S2007)	90%	91%	88%
teachers at this school treat students fairly* (S2008)	90%	86%	86%
they can talk to their child's teachers about their concerns* (S2009)	97%	91%	96%
this school works with them to support their child's learning* (S2010)	97%	89%	90%
this school takes parents' opinions seriously* (S2011)	92%	88%	86%
student behaviour is well managed at this school* (S2012)	94%	87%	86%
this school looks for ways to improve* (S2013)	97%	95%	95%
this school is well maintained* (S2014)	100%	98%	95%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	96%	98%	96%
they like being at their school* (S2036)	89%	96%	92%
they feel safe at their school* (S2037)	93%	98%	94%
their teachers motivate them to learn* (S2038)	87%	98%	88%
their teachers expect them to do their best* (S2039)	99%	98%	97%
their teachers provide them with useful feedback about their school work* (S2040)	91%	93%	89%

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
teachers treat students fairly at their school* (S2041)	80%	88%	77%
they can talk to their teachers about their concerns* (S2042)	81%	83%	81%
their school takes students' opinions seriously* (S2043)	82%	87%	77%
student behaviour is well managed at their school* (S2044)	86%	91%	81%
their school looks for ways to improve* (S2045)	94%	100%	93%
their school is well maintained* (S2046)	90%	98%	92%
their school gives them opportunities to do interesting things* (S2047)	98%	99%	92%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	94%	93%	90%
they feel that their school is a safe place in which to work (S2070)	98%	97%	95%
they receive useful feedback about their work at their school (S2071)	75%	80%	79%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	77%	81%	80%
students are encouraged to do their best at their school (S2072)	99%	97%	92%
students are treated fairly at their school (S2073)	98%	97%	90%
student behaviour is well managed at their school (S2074)	89%	83%	67%
staff are well supported at their school (S2075)	78%	81%	73%
their school takes staff opinions seriously (S2076)	78%	77%	71%
their school looks for ways to improve (S2077)	96%	93%	89%
their school is well maintained (S2078)	89%	88%	83%
their school gives them opportunities to do interesting things (S2079)	85%	88%	82%

* 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, including Subject Selection Evenings;
- 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 two 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 Enrolment Interviews, 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;
- Parent emailing system;
- Congratulatory postcards sent home.

Students who require catch up or extension work are provided 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 programs that focus on appropriate, respectful behaviours and that promote resilience. Our school has a weekly 'Futures' program that focuses on well-being and safety as key priorities. Our school explicitly teaches Respectful Relationships through our Positive Behaviour for Learning (PB4L) program where time is set aside in class and on whole school parade each week to teach students how to behave appropriately and interact with each other. Our school also implements a range of programs specifically targeted at areas of public concern. The Year 10 'Love Bites' program focuses on issues on Domestic Violence, raises awareness of the issues and provides students with a range of non-violent options. Our GIPSA Interschool Sport Well-being Days also provide opportunities for students to gain access to educational programs around physical and mental wellbeing.

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. Community partnerships include resident psychologists, Reconnect and speech pathologists. There are also visiting external agencies that provide other resources including Accoras Unique, Lives Lived Well and Gold Coast Centre for Domestic Violence.

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	2015	2016	2017
Short Suspensions – 1 to 10 days	257	336	297
Long Suspensions – 11 to 20 days	1	3	1
Exclusions	12	12	18
Cancellations of Enrolment	2	4	5

Environmental Footprint

Reducing the school's environmental footprint

Helensvale SHS has an ongoing commitment to reduce the school's environmental footprint.

The school has implemented a range of strategies to reduce the amount of photocopying and also recently installed a solar hot water system. There is regular communication with staff regarding reducing power consumption through turning off air conditioning and lights when rooms are not in use.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	612,297	3,706



ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2015-2016	637,881	
2016-2017	638,131	

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

Sector:

Government

Non-government

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

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	187	75	6
Full-time Equivalents	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	16
Graduate Diploma etc.**	73
Bachelor degree	102
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 2017 were \$84,917.00

The major professional development initiatives are as follows:

- Release time to create our guaranteed and viable curriculum
- Release for SATE introduction new senior assessment system
- Simon Breakspear's Learning Sprints- Executive Team training
- Aspiring Thinkers- Building capacity of the introductory team
- Mentor Beginning Teachers- Building capacity of mentees

The proportion of the teaching staff involved in professional development activities during 2017 was 100%.

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
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, 94% of staff was retained by the school for the entire 2017.

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 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	90%	90%	90%
The attendance rate for Indigenous students at this school (shown as a percentage).	86%	85%	84%

*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 2017 for all Queensland Secondary schools was 90%.

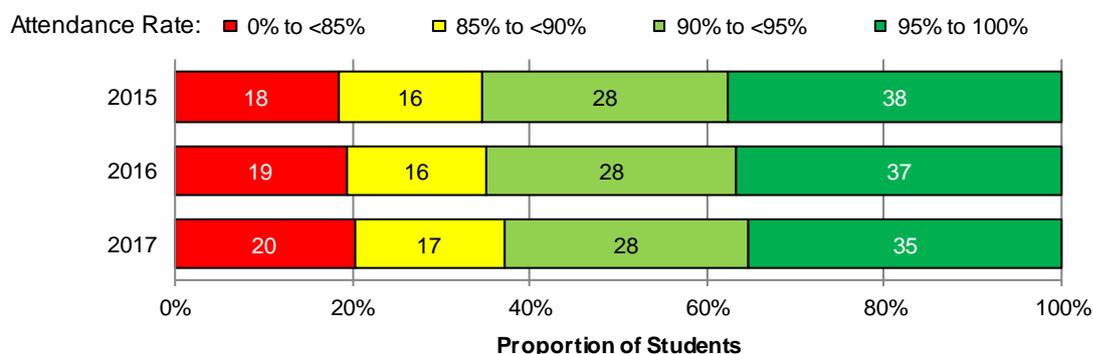
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015								92%	92%	89%	89%	90%	91%
2016								93%	89%	89%	87%	89%	92%
2017								93%	90%	90%	88%	89%	91%

*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 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.

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 continued to be reviewed and improved to take account of the same day notification policy.

Letters for continued absence are sent home in accordance with Department of Education Policy for Managing Student Absence.

Where a student does not attend and there is no reasonable explanation, 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 2017 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 the 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.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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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	2015	2016	2017
Number of students receiving a Senior Statement	359	388	375
Number of students awarded a Queensland Certificate of Individual Achievement.	1	2	8
Number of students receiving an Overall Position (OP)	136	139	83
Percentage of Indigenous students receiving an Overall Position (OP)	20%	17%	0%
Number of students who are completing/continuing a School-based Apprenticeship or Traineeship (SAT).	75	91	105
Number of students awarded one or more Vocational Educational Training (VET) qualifications (incl. SAT).	275	290	305
Number of students awarded an Australian Qualification Framework Certificate II or above.	249	286	298
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12.	353	385	367
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.	83%	86%	89%
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.	100%	100%	98%
Percentage of Queensland Tertiary Admissions Centre (QTAC) applicants receiving an offer.	94%	97%	98%

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
2015	21	55	37	21	2
2016	25	32	62	19	1
2017	19	26	29	9	0

As at 14th February 2018. 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
2015	102	194	154
2016	42	224	174
2017	76	249	199

As at 14th February 2018. The above values exclude VISA students.

Below is a list of Vocational Certificates offered by our school in 2017

Certificate II in Horticulture- RTO HSHS



Certificate II in Business – RTO HSHS
 Certificate III in Business – RTO Barrington College Australia
 Diploma of Business – RTO Prestige Service Training
 Diploma of Events – RTO Prestige Service Training
 Certificate I in Construction – RTO HSHS
 Certificate II in Dance – RTO HSHS
 Certificate II in Creative Industries – RTO HSHS
 Certificate II in Visual Arts – RTO HSHS
 Certificate III in Screen and Media – RTO HSHS
 Certificate II in Information, Digital Media and Technology – RTO HSHS
 Certificate II in Applied Fashion Design and Technology – RTO HSHS
 Certificate III in Fitness/Certificate II in Sport and Recreation – RTO College of Health and Fitness
 Certificate III in Sport and Recreation – RTO Binnacle Training
 Certificate II in Kitchen Operations – RTO HSHS
 Certificate II in Tourism – RTO HSHS
 Certificate IV in Crime and Justice – RTO Unity College
 Certificate I in Information, Digital Media and Technology – RTO HSHS
 Certificate I in Horticulture – RTO HSHS
 Certificate I in Access to Vocational Pathways – RTO HSHS

Apparent Retention Rate – Year 10 to Year 12

APPARENT RETENTION RATES* YEAR 10 TO YEAR 12			
Description	2015	2016	2017
Year 12 student enrolment as a percentage of the Year 10 student cohort.	89%	85%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort.	71%	100%	50%

* 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 2017 post-school destinations survey, Next Step – Student Destination Report (2017 Year 12 cohort), will be uploaded to the school's website in September.

Schools with fewer than 5 responses will not have a report available on the post-school destinations of Year 12 completers for reasons of confidentiality.

The report will be available at:

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

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.

Helensvale State High has a high student retention due to the broad and diverse curriculum offered to post compulsory phase of learning students. There is a small percentage of students exiting the school prior to the completion of their compulsory participation phase of learning for various reasons. 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, Industry Liaison Officer, Heads of Department Senior Schooling, Deputy Principal and external institutions such as TAFE, Department of Education Learning Centres, apprenticeship brokers or re-engagement for employment programs.