



Helensvale State High School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## School overview

Helensvale State High School is an Independent Public School with approximately 2600 students, located on the Gold Coast. Helensvale State High School 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 purpose is 'One Student, One Community, Many Futures.' Our objective 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. 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.

## School progress towards its goals in 2018

Our improvement priorities for 2018 were:

1. Continuing to implement our reading improvement agenda
2. Preparing students from Years 7 to 10 for the new QCE and extending the top end students through the explicit teaching of critical thinking
3. Preparing staff for the new QCE through extensive professional development and collaborative learning opportunities
4. A focus on student and staff well-being
5. Continuing to build the capability of staff through job embedded and targeted professional learning

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 significant improvements in both our NAPLAN Upper Two Band data and National Minimum Standard data following our intentional focus on reading.

Our senior school students continued to achieve strong results. We continue to refined programs to ensure senior students gained optimum Overall Position scores (OP), Vocational Certification (VET) and Queensland Certificate of Education (QCE) results. We maintained percentage of students achieving a QCE / QCIA or VET qualification at 100 per cent and continued to improve in our OP performance, particularly in the OP 1 to 15 range.

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

## Future outlook

The school's Strategic Plan for 2018 to 2021 and our current 2019 Annual Operational Plan can be viewed on the school's website: <http://www.helensvaleshs.eq.edu.au> In 2019 we are further sharpening the focus with our improvement priorities as demonstrated through our 2019 Spotlight.



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> <li>• Overall Position (OP) 1 -15</li> </ul>
25% Targets	<ul style="list-style-type: none"> <li>• Percent Level of Achievement (LOA) As</li> <li>• Overall Position (OP) 1 – 5</li> <li>• Percent of students with A on Queensland Core Skills (QCS) test</li> <li>• Percent Upper Two Bands (U2B) for Reading and Numeracy in NAPLAN</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 2018</b>	Year 7 - Year 12

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	2585	2543	2559
Girls	1277	1258	1296
Boys	1308	1285	1263
Indigenous	66	49	55
Enrolment continuity (Feb. – Nov.)	94%	94%	94%

Notes:

1. Student counts are based on the Census (August) enrolment collection.
2. Indigenous refers to Aboriginal and Torres Strait Islander people of Australia.
3. [pre-Prep](#) is a kindergarten program for Aboriginal and Torres Strait Islander children, living in 35 Aboriginal and Torres Strait Islander communities, in the year before school.

### Characteristics of the student body

#### Overview

Our student population is representative of the broader northern Gold Coast community. Our school celebrates the diversity of ethnic backgrounds reflecting the community from which it draws. Our school celebrates Indigenous culture with approximately 2% 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 491 students listed under the DDA, of which approximately 127 students have a verified disability. Students receive differentiated, supplementary or substantial support as relevant through a range of academic and wellbeing programs delivered by specialist staff. As part of our inclusive philosophy, we promote and develop programs and practices within the school and wider school community to remove barriers and promote inclusive education with a focus on all students achieving success.

We also have a growing group of approximately 34 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

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

Phase of schooling	2016	2017	2018
Year 7 – Year 10	24	23	24
Year 11 – Year 12	20	20	19

Note:

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

## Curriculum delivery

### Our approach to curriculum delivery

Helensvale State High School offers a rich and extensive range of subjects. Our goal is to offer a personal learning experience for all students and deliver on our One Student, One Community, Many Futures learning purpose 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 and Netball; and
- Education for Entrepreneurs (e4e)

Admission into these programs is competitive and based around student past performance, behaviour, testing/trialling/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, school-based apprenticeships and traineeships. 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 Northern Collegiate Leadership program and involvement with the Gold Coast Junior Council;
- A broad range of sporting competitions for all interested 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 every odd year;
- 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 2018 the BYOD option has expanded considerably with approximately 80% take-up across the school, and higher in the senior school. We have continued in 2018 to support 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. 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.

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 State High School 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 provides 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 State High School 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.

## Parent, student and staff satisfaction

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

Table 3: Parent opinion survey

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is getting a good education at school (S2016)	97%	95%	93%
• this is a good school (S2035)	97%	97%	91%
• their child likes being at this school* (S2001)	96%	91%	94%
• their child feels safe at this school* (S2002)	97%	96%	89%
• their child's learning needs are being met at this school* (S2003)	92%	92%	87%
• their child is making good progress at this school* (S2004)	96%	94%	90%
• teachers at this school expect their child to do his or her best* (S2005)	97%	98%	96%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	94%	92%	86%
• teachers at this school motivate their child to learn* (S2007)	91%	88%	86%
• teachers at this school treat students fairly* (S2008)	86%	86%	80%
• they can talk to their child's teachers about their concerns* (S2009)	91%	96%	89%
• this school works with them to support their child's learning* (S2010)	89%	90%	85%
• this school takes parents' opinions seriously* (S2011)	88%	86%	74%
• student behaviour is well managed at this school* (S2012)	87%	86%	73%
• this school looks for ways to improve* (S2013)	95%	95%	83%
• this school is well maintained* (S2014)	98%	95%	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.

Table 4: Student opinion survey

Percentage of students who agree# that:	2016	2017	2018
• they are getting a good education at school (S2048)	98%	96%	91%
• they like being at their school* (S2036)	96%	92%	90%
• they feel safe at their school* (S2037)	98%	94%	89%
• their teachers motivate them to learn* (S2038)	98%	88%	80%
• their teachers expect them to do their best* (S2039)	98%	97%	93%
• their teachers provide them with useful feedback about their school work* (S2040)	93%	89%	79%
• teachers treat students fairly at their school* (S2041)	88%	77%	72%
• they can talk to their teachers about their concerns* (S2042)	83%	81%	68%

Percentage of students who agree# that:	2016	2017	2018
• their school takes students' opinions seriously* (S2043)	87%	77%	69%
• student behaviour is well managed at their school* (S2044)	91%	81%	65%
• their school looks for ways to improve* (S2045)	100%	93%	84%
• their school is well maintained* (S2046)	98%	92%	86%
• their school gives them opportunities to do interesting things* (S2047)	99%	92%	91%

\* Nationally agreed student and parent/caregiver items.

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

DW = Data withheld to ensure confidentiality.

Table 5: Staff opinion survey

Percentage of school staff who agree# that:	2016	2017	2018
• they enjoy working at their school (S2069)	93%	90%	82%
• they feel that their school is a safe place in which to work (S2070)	97%	95%	87%
• they receive useful feedback about their work at their school (S2071)	80%	79%	67%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	81%	80%	82%
• students are encouraged to do their best at their school (S2072)	97%	92%	89%
• students are treated fairly at their school (S2073)	97%	90%	85%
• student behaviour is well managed at their school (S2074)	83%	67%	50%
• staff are well supported at their school (S2075)	81%	73%	59%
• their school takes staff opinions seriously (S2076)	77%	71%	50%
• their school looks for ways to improve (S2077)	93%	89%	77%
• their school is well maintained (S2078)	88%	83%	84%
• their school gives them opportunities to do interesting things (S2079)	88%	82%	67%

\* 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/carers;
- 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 and in parent-teacher interviews twice yearly. Parents are 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 to Enrolment Interviews, Induction, Graduation, Awards Ceremonies and many other school based events;
- 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 education 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 of 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 to support student and family well-being.

## School disciplinary absences

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

Type of school disciplinary absence	2016	2017	2018
Short suspensions – 1 to 10 days	336	297	424
Long suspensions – 11 to 20 days	3	1	4
Exclusions	12	18	20
Cancellations of enrolment	4	5	4

Note:

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

## Environmental footprint

### Reducing this school's environmental footprint

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 window tinting to reduce the temperature in classrooms. There is regular communication with staff regarding reducing power consumption through turning off air conditioning and lights when rooms are not in use.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	637,881	638,131	651,010
Water (kL)	12,274	12,270	13, 515

Note:

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

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

## School funding

### School income broken down by funding source

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

#### How to access our income details

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

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

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

Note:

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

## Our staff profile

## Workforce composition

### Staff composition, including Indigenous staff

Table 8: Workforce composition for this school

Description	Teaching staff*	Non-teaching staff	Indigenous** staff
Headcounts	189	77	<5
Full-time equivalents	180	57	<5

\*Teaching staff includes School Leaders.

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

### Qualification of all teachers

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

Highest level of qualification	Number of qualifications
Doctorate	0
Masters	16
Graduate Diploma etc.*	72
Bachelor degree	101
Diploma	
Certificate	

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

## Professional development

### Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2018 were \$94 014.52

The major professional development initiatives are as follows:

- Continued release time for guaranteed and viable curriculum
- Continued release of VET teachers to upgrade qualifications
- Continued release for upskilling of teachers on the new QCE via ongoing QCAA and school based workshops
- Aspiring Thinkers – Continuing to build executive and wider staff capacity and to deepen the knowledge of the key team
- Visible Learning – Building capacity within the Teaching and Learning team
- Visible Learning for Literacy- Building capacity within the key reading team
- Putting Faces on the Data – Building capacity of Junior HODs

The proportion of the teaching staff involved in professional development activities during 2018 was 100%

## Staff attendance and retention

### Staff attendance

Table 10: Average staff attendance for this school as percentages

Description	2016	2017	2018
Staff attendance for permanent and temporary staff and school leaders.	96%	95%	95%

### Proportion of staff retained from the previous school year

From the end of the previous school year, 95% of staff were retained by the school for the entire 2018.

## Performance of our students

### Key student outcomes

#### Student attendance

The overall student attendance rate in 2018 for all Queensland state Secondary schools was 89%.

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

Table 11: Overall student attendance at this school

Description	2016	2017	2018
Overall attendance rate* for students at this school	90%	90%	91%
Attendance rate for Indigenous** students at this school	85%	84%	87%

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

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

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

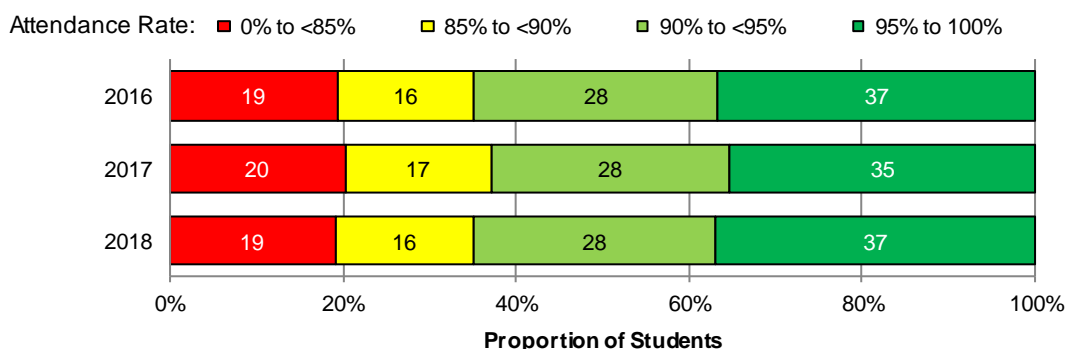
Year level	2016	2017	2018
Year 7	93%	93%	93%
Year 8	89%	90%	91%
Year 9	89%	90%	89%
Year 10	87%	88%	88%
Year 11	89%	89%	90%
Year 12	92%	91%	93%

Notes:

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

## Student attendance distribution

Graph 1: Proportion of students by attendance rate



## Description of how this school manages non-attendance

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 at the commencement of lesson one (combined roll mark / lesson one) and class teachers mark a roll each lesson thereafter. Text messages are sent home each day for absence after the lesson's roll marking.

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. The school continues to promote our 'It's Not OK to Be Away' campaign to focus efforts on improving school attendance rates.

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 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

### How to access our NAPLAN results

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

Find a school Search website

Search by school name or suburb Go

School sector School type State

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

View School Profile

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

[School profile](#)   [NAPLAN](#)   [Attendance](#)   [Finances](#)   [VET in schools](#)   [Senior secondary](#)   [Schools map](#)

Notes:

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

## Year 12 Outcomes

Tables 13–15 show for this school:

- a summary of Year 12 outcomes
- the number of Year 12 students in each OP band
- the number of Year 12 students awarded a VET qualification.

Details about the types of outcomes for students who finish Year 12 are available in the annual [Year 12 outcomes report](#).

Additional information about the AQF and the IBD program are available at [www.aqf.edu.au](http://www.aqf.edu.au) and [www.ibo.org](http://www.ibo.org).

Table 13: Outcomes for our Year 12 cohorts

Description	2016	2017	2018
Number of students who received a Senior Statement	388	375	396
Number of students awarded a QCIA	2	8	1
Number of students awarded a Queensland Certificate of Education (QCE) at the end of Year 12	385	367	394
Percentage of Indigenous students awarded a QCE at the end of Year 12	100%	100%	100%
Number of students who received an OP	139	83	97
Percentage of Indigenous students who received an OP	17%	0%	8%
Number of students awarded one or more VET qualifications (including SAT)	290	305	327
Number of students awarded a VET Certificate II or above	286	298	322
Number of students who were completing/continuing a SAT	91	105	86
Number of students awarded an IBD	0	0	0
Percentage of OP/IBD eligible students with OP 1-15 or an IBD	86%	89%	86%
Percentage of Year 12 students who were completing or completed a SAT or were awarded one or more of the following: QCE, IBD, VET qualification	100%	98%	100%
Percentage of QTAC applicants who received a tertiary offer.	97%	98%	98%

Notes:

- The values above:
  - are as at 11 February 2019
  - exclude VISA students (students who are not Australian citizens or permanent residents of Australia).
- *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

Table 14: Overall Position (OP)

OP band	2016	2017	2018
1-5	25	19	19
6-10	32	26	40
11-15	62	29	24
16-20	19	9	13
21-25	1	0	1

Note:

The values in table 14:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Table 15: Vocational Education and Training (VET)

VET qualification	2016	2017	2018
Certificate I	42	76	74
Certificate II	224	249	277
Certificate III or above	174	199	210

Note:

The values in table 15:

- are as at 11 February 2019
- exclude VISA students (students who are not Australian citizens or permanent residents of Australia).

Below is a list of Vocational Certificates offered by our school in 2018

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

Table 16: Apparent retention rates for Year 10 to Year 12 for this school

Description	2016	2017	2018
Year 12 student enrolment as a percentage of the Year 10 student cohort	85%	87%	87%
Year 12 Indigenous student enrolment as a percentage of the Year 10 Indigenous student cohort	100%	50%	71%

Notes:

1. The apparent retention rate for Year 10 to Year 12 = the number of full time students in Year 12 expressed as the percentage of those students who were in Year 10 two years previously (this may be greater than 100%).
2. *Indigenous* refers to Aboriginal and Torres Strait Islander people of Australia.

## Student destinations

The Queensland Department of Education conducts [annual surveys](#) that capture information about the journey of early school leavers and Year 12 leavers from school to further study and employment.

### Early school leavers

The destinations of young people who left this school in Year 10, 11 or before 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 Region Transition Pathways Officers, 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.

### Next Step – Post-school destinations

The results of the 2019 Next Step post-school destinations survey, *Next Step – Post-School Destinations* report (information about students who completed Year 12 in 2018), will be uploaded to this school's website in September 2019.

To maintain privacy and confidentiality of individuals, schools with fewer than five responses will not have a report available.

This school's report will be available at

<https://helensvaleshs.eq.edu.au/supportandresources/formsanddocuments/documents/next%20step%20year%2012%20completers%20longitudinal%20study%202017.pdf>