

Helidon State School

ANNUAL REPORT 2016

Queensland State School Reporting

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Department of Education and Training



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School Overview

Helidon State School provides a small school environment staffed by caring people who are responsive to the needs of all students. We provide high quality education that makes a positive difference to the lives of our students. We equip young people for the future to enable them to contribute to a socially, economically and culturally vibrant society. Helidon State School, aligned with the Department of Education and Training, is committed to the nine values for Australian schooling: Care and Compassion, Doing Your Best, Fair Go, Freedom, Honesty and Trustworthiness, Integrity, Respect, Responsibility, Understanding, Tolerance and Inclusion. Helidon State School is a co-educational state school situated between Gatton and Toowoomba. There are about 130 students at the school. The school has all of the services of a 'big school' such as access to a Learning Support Teacher, Music Teacher, PE Teacher, Guidance Officer as well as visiting teachers. An Instrumental Music Program operates for students in Years 4 - 6. Throughout the year, an Options Afternoon occurs for our Year 4 - 6 students. The school has a close relationship with BUPA (a nursing home in Toowoomba). The school is a 'Positive Behaviour for Learning' school with the Responsible Behaviour Plan developed in conjunction with the P & C. This has been developed to ensure high standards of behaviour so that teaching and learning can be effective. Our students participate in a range of sporting activities. All buildings are air-conditioned. The school grounds include 2 ovals, cricket pitch, cricket nets, soccer goals, tennis/multipurpose court, 2 playgrounds and exercise equipment. There is also a large covered outdoor area. There is a school bus providing transport for the students. The P & C is an active and integral part of the school.

Principal's Foreword

Introduction

Helidon State School continues to provide an excellent learning environment for its students. We are fortunate to be supported by dedicated staff and a supportive school environment.

School Progress towards its goals in 2016

The following indicates the school's progress on its priority goals for 2016 as identified in the Annual Implementation Plan.

- Teachers focused on the 'how' of teaching as well as the 'what'.
- Technology and The Arts (National Curriculum) were implemented.
- The Whole School Curriculum, Assessment and Reporting Plan was updated to reflect Technology and The Arts.
- Teachers provided regular feedback to students during term conferences. Students were aware of their reading levels and goals were set for improvement.
- Data (both academic and behaviour) was used to provide regular feedback to staff.
- Data was used to determine groups for the before and after school tutoring program.
- The I4S strategies, as outlined in the plan, were implemented.
- The Early Years Group (Playgroup) continued during the year. This was led by a qualified teacher.
- The 2017 prep students participated in weekly play based activities involving literacy, numeracy and music during Term 4.
- Partnerships (students, staff, parents, community) were developed through activities such as showcase night, parent afternoon meetings, barn dance, Carols' night etc.
- The Principal met with teachers to discuss classroom outcomes, strategies etc. The Principal also observed explicit teacher lessons.

Future Outlook

Key strategies for 2017:

- Implementing I4S strategies as outlined in the Agreement Plan.
- Midterm and end of term discussions regarding data obtained from standardised and diagnostic tests.
- Promote the importance of school attendance. Continue with strategies such as class attendance winner of the week; certificates each term for 96% - 100%.
- School resources related to EIA and I4S documents. Resources in the areas of writing, reading and numeracy.
- All staff to participate in Boys in Education PD.
- Staff to participate in Effective Classroom Practices training.
- Continue to provide opportunities for teachers to ensure that differentiated learning occurs.
- Continue with Early Years Group and prep transition programs.
- Provide extra Speech Pathologist time during Terms 1 and 4 for early identification of language difficulties.

Our School at a Glance

School Profile

Coeducational or single sex:	Coeducational
Independent Public School:	No
Year levels offered in 2016:	Prep Year - Year 6
Student enrolments for this school:	

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2014	170	79	91	22	79%
2015*	144	58	86	18	77%
2016	134	56	78	18	91%

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

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

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

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

Characteristics of the Student Body

Overview

The 2016 school year commenced with 6 classes – Prep, Year 1, Year 2, Year 3, Year 4/5 and Year 5/6.

A high proportion of students belong to single parent families. The majority of students resided in the Helidon community or Helidon vicinity. Several students travelled from Withcott, Placid Hills and Gatton. A few families lived at the Helidon Spa Caravan Park. Much of the accommodation at the Caravan Park is used as interim accommodation for families seeking to relocate to housing. Consequently, these students remained for a short period of time.

There are several parents who attended the school themselves. The majority of students either walked or were driven to school. About 15% of the students catch the bus.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2014	2015*	2016
Prep – Year 3	22	24	25
Year 4 – Year 6	19	15	22

Curriculum Delivery

Our Approach to Curriculum Delivery

- Instrumental Music Program
- Music Program – major Musical Production (every 2 years)
- Options Program – including sewing, knitting, visits to a nursing home, craft, art/drawing - Lifeskills Program
- Focus on the Key Learning Areas
- Technology program and student access to computers (Lab of 25 computers; Lab of 10 computers; Lab of 8 computers; set of 6 laptops; set of 27 iPads)
- All classrooms and teaching areas have multimedia projectors.
- Teacher Aide time providing Speech/Language programs in consultation with the Speech Language Pathologist
- Purchased Teacher Aide time to ensure the provision of literacy blocks focusing on reading and writing
- Purchased Teacher Aide time to assist with our support program (including allocation of time for gifted students, speech and students experiencing difficulties)
- Before and after school tutoring
- Leveled Literacy Reading program for students in Years 1 – 3
- Partnership with Lockyer Valley Junior Landcare and the development of vegetable gardens
- A well resourced library to support teaching and learning in all curriculum areas
- Learning Support teacher assists teachers to cater for students who require support, organises standardised testing and assists with extension programs
- Visiting Guidance Officer and Speech Language Pathologist provide additional services upon referral
- Gatton HOSE works with the school to ensure that students with disabilities/difficulties are supported
- LOTE – German

Co-curricular Activities

- Interschool Sport – Gatton and Withcott
- Involvement in Upper Lockyer Sports
- School Camps
- Literacy blocks focusing on reading and writing
- School movie nights
- Variety of school excursions related to units of work
- Active Student Council
- School Musical (every 2 years)
- Involvement in TYME
- Involvement in Sing Out
- Involvement in Eisteddfods
- School Choir
- Sporting Schools Program
- Options Program
- Showcase Evening
- After School Modelling Club
- Special Days

How Information and Communication Technologies are used to Assist Learning

Information and Communication Technologies (ICTs) are integrated across the Key Learning Areas. Equipment includes 59 classroom computers, 16 laptop computers, 7 digital cameras (1 per class), 1 digital video camera, 4 classroom printers, 9 white boards and multimedia projectors (in each classroom/resource centre) and 27 iPads. Students used the Internet regularly. Programs are available in English, Maths, Civics, Business, Science, German, Music and Technology to practise skills. The school has wireless connection to all buildings.

Social Climate

Overview

Helidon State School is a small school situated between Gatton and Toowoomba. Although a small school, it has all of the services of a large school – access to a Guidance Officer, Speech Language Pathologist, Advisory Visiting Teachers, specialist teachers – Music, PE, LOTE and an Instrumental Music Teacher. The school works in close consultation with the P & C Association.

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child is getting a good education at school (S2016)	89%	100%	100%
this is a good school (S2035)	78%	91%	100%
their child likes being at this school* (S2001)	78%	96%	100%
their child feels safe at this school* (S2002)	89%	91%	100%
their child's learning needs are being met at this school* (S2003)	78%	87%	100%
their child is making good progress at this school* (S2004)	78%	91%	100%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	89%	91%	100%
teachers at this school motivate their child to learn* (S2007)	78%	96%	100%
teachers at this school treat students fairly* (S2008)	67%	87%	100%
they can talk to their child's teachers about their concerns* (S2009)	78%	96%	100%
this school works with them to support their child's learning* (S2010)	78%	91%	93%
this school takes parents' opinions seriously* (S2011)	67%	87%	100%
student behaviour is well managed at this school* (S2012)	67%	87%	100%
this school looks for ways to improve* (S2013)	89%	96%	100%
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	96%	100%	97%
they like being at their school* (S2036)	93%	98%	100%
they feel safe at their school* (S2037)	95%	98%	97%
their teachers motivate them to learn* (S2038)	96%	100%	100%
their teachers expect them to do their best* (S2039)	98%	100%	100%

Performance measure			
Percentage of students who agree [#] that:	2014	2015	2016
their teachers provide them with useful feedback about their school work* (S2040)	98%	100%	95%
teachers treat students fairly at their school* (S2041)	87%	95%	92%
they can talk to their teachers about their concerns* (S2042)	91%	95%	92%
their school takes students' opinions seriously* (S2043)	89%	100%	89%
student behaviour is well managed at their school* (S2044)	91%	93%	87%
their school looks for ways to improve* (S2045)	98%	100%	100%
their school is well maintained* (S2046)	96%	98%	97%
their school gives them opportunities to do interesting things* (S2047)	98%	100%	100%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2014	2015	2016
they enjoy working at their school (S2069)	100%	88%	100%
they feel that their school is a safe place in which to work (S2070)	100%	88%	100%
they receive useful feedback about their work at their school (S2071)	92%	94%	100%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	100%	100%
students are encouraged to do their best at their school (S2072)	100%	94%	100%
students are treated fairly at their school (S2073)	100%	94%	100%
student behaviour is well managed at their school (S2074)	100%	94%	100%
staff are well supported at their school (S2075)	100%	88%	100%
their school takes staff opinions seriously (S2076)	100%	88%	100%
their school looks for ways to improve (S2077)	100%	94%	100%
their school is well maintained (S2078)	100%	94%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	95%

* 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

Parents/guardians are actively encouraged to be involved in their child/children's education while at Helidon State School. The school's 'Home Reading Program' depends on parental help to ensure that it continues. Some parents roster on to assist with classroom activities. Parents/guardians are encouraged to attend special events such as Sports Days, Swimming Carnival, ANZAC Service, School Musical, Barn Dance etc.

Parents also assist with transporting students to excursions, sporting events, Options Program etc. The School and P & C work together to ensure the success of the Barn Dance and End of Year Celebration/Christmas Carol Night each year as well as the School Musical held every 2 years. The P & C plays an active role in decision making. Parents are encouraged to be involved in the School's P & C Association. Parents are encouraged to assist with the review of school documents eg Responsible Behaviour Plan.

Respectful relationships programs

The school has developed and implemented programs that focus on appropriate, respectful and healthy relationships. Topics covered included personal safety and awareness, including identifying and responding to abuse and violence and developing students' knowledge and skills to be able to resolve conflict without violence and to recognise, react and report when they, or others, are unsafe. The expectations of our Positive Behaviour for Learning program recognises the importance of respectful relationships. The school chaplain plays an integral part in these programs.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2014*	2015**	2016
Short Suspensions – 1 to 5 days	9	9	10
Long Suspensions – 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

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

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

Environmental Footprint

Reducing the school's environmental footprint

Solar panels are on A Block and B Block. Classrooms are encouraged to turn off air conditioners when not in the classrooms. Thermometers are in each classroom to assist in monitoring the need for the air conditioners. Waste paper and cardboard is recycled. All classrooms, office and resource centre have recycling bins. Two rainwater tanks provide water for the vegetable gardens.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	31,724	1,296
2014-2015	18,020	540
2015-2016	39,264	408

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

GO

Sector:

Government

Non-government

SEARCH

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2016 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	9	8	0
Full-time Equivalents	8	6	0

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Graduate Diploma etc.**	0
Bachelor degree	6
Diploma	2
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2016 were \$5452.12

The major professional development initiatives are as follows:

- Mandatory Training Modules
- Cleaner Inservice
- Excel Training
- Regional Business Meetings
- Reading Eggs and Mathletics
- Spelling Mastery
- Explicit Teaching Workshop
- CSA Modules
- HR Roadshow
- Data Roadshow
- Diabetes Education Training
- Asthma First Aide
- QCT Video – Behaviour Management
-

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2014	2015	2016
Staff attendance for permanent and temporary staff and school leaders.	95%	93%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 85% of staff was retained by the school for the entire 2016.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2016			
Description	2014	2015	2016
The overall attendance rate* for the students at this school (shown as a percentage).	92%	92%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	89%	88%	90%

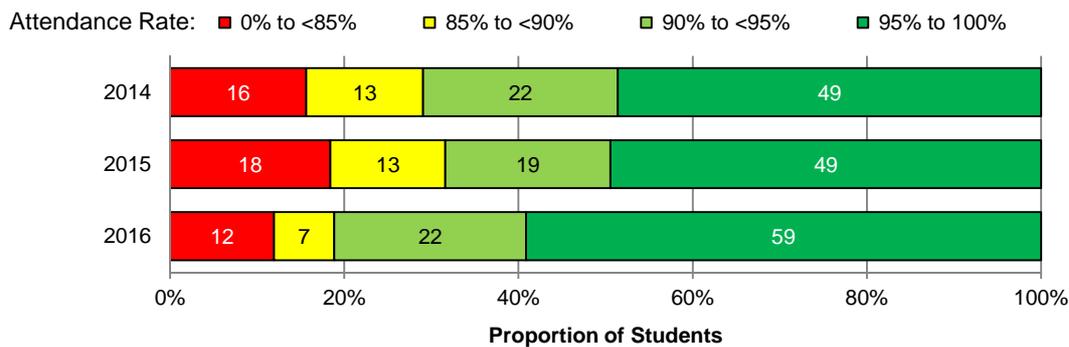
*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall student attendance rate in 2016 for all Queensland Primary schools was 93%.

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
2014	95%	92%	93%	92%	91%	92%	92%	85%
2015	93%	93%	90%	91%	92%	92%	93%	
2016	94%	94%	95%	93%	96%	95%	91%	

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

Class rolls are marked twice daily. Any unexplained absences are reported to the office by 9:30 am. Office staff parents/guardians to follow up these absences. Records of phone calls are kept.

NAPLAN

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.

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