Helidon State 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

Helidon State School is a vibrant small school, big on learning. Helidon State School strives to achieve positive and robust opportunities for learning so that every student succeeds *(State Schools Strategy 2019-2023)*.

In 2018, Helidon State School was 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 implemented a whole school PBL (Positive Behaviour for Learning) approach to achieve a safe and supportive learning environment.

Alongside the implementation of the Australian Curriculum, Helidon State School delivered additional learning programs through the following specialist staff: Learning Support, Music, PE, German LOTE and Guidance Officer. An Instrumental Music Program operated for students in Years 4 - 7. In addition to these specialist staff, Helidon State School provided an Options Afternoon for Year 5 - 7 students, Homework program and Tutoring.

Opportunities for learning also extended to include excursion and incursion programs to support student understandings about the local history, NAIDOC and social connections.

School progress towards its goals in 2018

Helidon State School's goals were to:

- implement PBL expectations across the school with consistency and shared understandings
- implementation of C2C and moderation of English units where the GTMJ for writing is the focus
- develop and implement an explicit improvement agenda for the teaching of reading (2019)
- review existing extra-curricular activities for 2019 (incursions and excursions)
- utilise I4S funding to implement curriculum and PD initiatives

Future outlook

Helidon State School's goals for 2019 include:

- building teacher capability of the Australian Curriculum
- evidence of a whole school community vision of a Robust Reader *(Helidon State School Explicit Improvement Agenda EIA 2019)*
- articulation of the success criteria of a Robust Reader
- greater consistency in teaching practice (teachers and teacher aides) in the teaching of reading
- growth in student achievement for reading (implementing an inquiry cycle of collaborative teacher understanding)
- maintaining a sharp and narrow focus by targeting resources to support the teaching of reading
- strengthening teaching capability (moderation and PD with the Lockyer Cluster Schools)

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	No
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	134	140	128
Girls	56	53	48
Boys	78	87	80
Indigenous	18	18	13
Enrolment continuity (Feb. – Nov.)	91%	92%	92%

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.

In 2018, there were no students enrolled in a pre-Prep program.

Characteristics of the student body

Overview

In 2018, the approximate enrolment was 130 students. Helidon State School enabled many families from the neighbouring area and from other surrounding area.

In 2018, 10.2% of the student body identified as being Aboriginal. The overall attendance of Aboriginal/Torres Strait Islander students at Helidon State School has grown from 88.9% (2014) to 92.3 % (2018).

In 2018, 5.5% of the student body identified as students with disabilities. The school supported their learning through regular classroom programs and the adjustments necessary to ensure student growth in learning.

Average class sizes

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

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

Phase of schooling	2016	2017	2018
Prep – Year 3	25	22	20
Year 4 – Year 6	22	17	17
Year 7 – Year 10			
Year 11 – Year 12			

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

Helidon State School delivered the Australian Curriculum in Mathematics, English, Science, HASS, The Arts, Health, and Physical Education.

Programs were delivered in their year level cohorts through the Curriculum into the Classroom unit programs developed by Education Queensland. A comprehensive student intervention program operated at the school to provide additional support to students who require extra assistance with learning.

Further enhancement opportunities were provided in Literacy Pro challenges, Tutoring, Homework Program and Book Club.

Co-curricular activities

In 2018 the school provided the following additional activities to students:

Music

Classroom music provided understandings and an appreciation of music. The opportunities gave students another way of expressing their artistic talents and creativity. The program imbued a sense of joy when experimenting with sound, rhythm, percussion through team skill building and individual performance.

Choral Program

Interested students attended regular rehearsals to learn additional skills in singing as part of a group. Their skills were called upon for performance at school functions such as the ANZAC Service and School Concerts.

Instrumental Program

Interested students (Years 4 to 6) participated in additional opportunities to learn brass, percussion or wind instruments.

Sport and Physical Education

A strong emphasis was placed upon the physical well-being of all students through regular participation in Intra- and Inter-School events. Weekly PE lessons were delivered by the PE teacher and these understandings were further developed during lunchtime activities with the support of teachers on playground duty and student leaders. Students attended interschool events in Lockyer Cluster across the various sports' classifications and levels.

How information and communication technologies are used to assist learning

The acquisition of technology skills provided students with the skills and understandings to function in the 21st Century. As a well-resourced school, teaching used digital devices for all year levels, at times during the school day. Classes were equipped with both PC, lap top and IPad devices to enhance explicit instruction, small group and individual learning opportunities. Ready access to a computer lab enabled all students to manage their learning tasks and apply understandings gained in prior lessons.

Students from Prep to Year 6 also participated in a 10-week program specifically related to digital technologies, a school funded initiative with the Lockyer Cluster Schools.

Social climate

Overview

In 2018, the School Opinion survey indicated a high level of satisfaction with the way the school community managed behaviour in the school. Parent satisfaction was 100% (S2012), with student satisfaction at 96% (S2044) and staff satisfaction at 100% (S2074).

In 2018, Helidon State School implemented the PBL expectations of being Safe, Responsible, Respectful and a Learner. Each week a PBL expectation was explicitly taught across all year levels. This expectation was then reinforced at school assemblies. Students were also provided with positive feedback and reward system based on the PBL expectations. Additional support from the School's Guidance Officer, School Chaplain, STLN (Special Needs) AVT and a Lockyer Cluster HOSE were implemented throughout the year.

Leaders

School Leaders were involved in many roles and responsibilities throughout the school. Their leadership provided a role model opportunities and incentive for future leaders of the school. These roles and responsibilities were distributed across the various captaincy roles. A Student Council also met weekly, to respond to the student voice of the school community, communicate the ideas of the student voice with staff.

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)	100%	100%	100%
• this is a good school (S2035)	100%	100%	100%
• their child likes being at this school* (S2001)	100%	91%	92%
• their child feels safe at this school* (S2002)	100%	100%	100%
• their child's learning needs are being met at this school* (S2003)	100%	100%	100%
• their child is making good progress at this school* (S2004)	100%	100%	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)	100%	100%	100%
• teachers at this school motivate their child to learn* (S2007)	100%	100%	92%
• teachers at this school treat students fairly* (S2008)	100%	100%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
• this school works with them to support their child's learning* (S2010)	93%	100%	100%
• this school takes parents' opinions seriously* (S2011)	100%	100%	100%
• student behaviour is well managed at this school* (S2012)	100%	91%	100%
• this school looks for ways to improve* (S2013)	100%	100%	92%
• this school is well maintained* (S2014)	100%	100%	100%

* 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)	97%	100%	100%
• they like being at their school* (S2036)	100%	100%	98%
• they feel safe at their school* (S2037)	97%	98%	91%
• their teachers motivate them to learn* (S2038)	100%	100%	100%
• their teachers expect them to do their best* (S2039)	100%	100%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	95%	100%	100%
• teachers treat students fairly at their school* (S2041)	92%	96%	98%
• they can talk to their teachers about their concerns* (S2042)	92%	98%	100%
• their school takes students' opinions seriously* (S2043)	89%	94%	96%
• student behaviour is well managed at their school* (S2044)	87%	100%	96%
• their school looks for ways to improve* (S2045)	100%	100%	100%
• their school is well maintained* (S2046)	97%	100%	100%
• their school gives them opportunities to do interesting things* (S2047)	100%	100%	100%

Percentage of students who agree# that:	2016	2017	2018

* 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)	100%	100%	100%
• they feel that their school is a safe place in which to work (S2070)	100%	93%	94%
• they receive useful feedback about their work at their school (S2071)	100%	100%	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%	100%	100%
• students are treated fairly at their school (S2073)	100%	100%	100%
• student behaviour is well managed at their school (S2074)	100%	100%	100%
• staff are well supported at their school (S2075)	100%	100%	100%
• their school takes staff opinions seriously (S2076)	100%	100%	100%
• their school looks for ways to improve (S2077)	100%	100%	100%
• their school is well maintained (S2078)	100%	93%	100%
• their school gives them opportunities to do interesting things (S2079)	95%	93%	100%

* 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

At Helidon State School, parents were involved in the school community to enhance learning partnerships for students. Parents were active in monthly meetings, fundraising events as well as the school homework reader program. The P & C played an active role in supporting the school community initiatives and contributed to the overall social fabric of the school. In 2018, there was significant funding to support the school community and assisted in the overall development of positive partnerships of school and community.

Respectful relationships education programs

Through the school's PBL program, the focus on personal safety and awareness was promoted throughout the year. This took place at Assemblies, School Newsletter, our Adopt-a-Cop, School Chaplaincy's initiatives and incursions that promoted student safety.

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.

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	10	7	2
Long suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of enrolment	0	0	0

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

The school used the underground bore watering system to water during significant school functions. The school grounds are low maintenance, with most plants indigenous to the area (being drought hardy to reduce the degree of watering throughout the year). Staff actively ensure that most air-conditioners and lighting are turned off at various times during the week during out of school hours periods.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	39,264	39,595	35,704
Water (kL)	408	488	762

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.

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

| School profile | NAPLAN | Attendance | Finances | VET in schools | Senior secondary | Schools map |

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	10	10	0
Full-time equivalents	9	6	0

*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	1
Graduate Diploma etc.*	0
Bachelor degree	7
Diploma	2
Certificate	0

*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 $10,152.98.

The major professional development initiatives were as follows:

- PBL training
- First Aid Training
- Digital Futures
- Reading Workshop
- ASD Workshop

- All teachers completed a Performance Development Plan
- Lockyer Cluster STEAM Day
- Early Years Project
- Maximising Early Learning Project

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.	97%	97%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 100% 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 Primary schools was 92%.

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	94%	94%	94%
Attendance rate for Indigenous** students at this school	90%	91%	92%

* 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

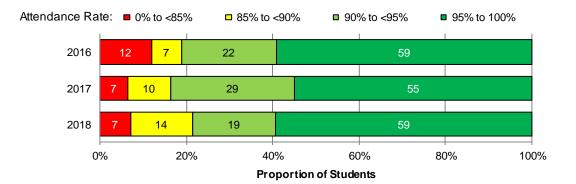| Year level	2016	2017	2018		Year level	2016	2017	2018
Prep	94%	95%	91%		Year 7			
Year 1	94%	94%	94%		Year 8			
Year 2	95%	95%	95%		Year 9			
Year 3	93%	94%	96%		Year 10			
Year 4	96%	94%	95%		Year 11			
Year 5	95%	93%	92%		Year 12			
Year 6	91%	92%	93%					

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

Attendance Rate: ■ 0% to <85% ■ 85% to <90% ■ 90% to <95% ■ 95% to 100%

Year	0% to <85%	85% to <90%	90% to <95%	95% to 100%
2016	12	7	22	59
2017	7	10	29	55
2018	7	14	19	59

Proportion of Students

Description of how this school manages non-attendance

Queensland state schools manage non-attendance in line with the Queensland 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.

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. Rolls are marked each day at 9.00 and after the second break. Parents are requested to leave a message on the school's 'absentee line' if a student is to be absent.

Unexplained absences were followed up with parents through phone calls and meetings to request the reason for the absence where the absence was unexplained. Repeated absence was managed by the principal in consultation with parents. This involved initial phone contact by a school staff member and offers of assistance by the school guidance officer. The school Guidance Officer was also available to assist in the rare cases of 'school refusal'. Continued non-compliance with attendance plans can result in official warning and notification to relevant authorities.

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.