Introduction

Welcome to the 2012 School Annual Report for St Helens State School. This report contains a broad range of information on the operations of the school throughout the 2012 school year, focussing on; School Achievement, School Community Relations, Significant achievements as well as touching on vision for the school in 2013 and beyond.
## School progress towards its goals in 2012

<table>
<thead>
<tr>
<th>AIP PRIORITIES</th>
<th>IMPROVEMENT STRATEGY</th>
<th>PROGRESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>LITERACY / NUMERACY</strong></td>
<td>Use of school data sets to guide deliberate, whole school programs.</td>
<td>NAPLAN and PAT data successfully collected, published and used to guide whole school, whole class and individualized programs of instruction.</td>
</tr>
<tr>
<td></td>
<td>Deliberate improvement agenda in reading.</td>
<td>Professional development and resourcing undertaken for full implementation in 2013</td>
</tr>
<tr>
<td></td>
<td>Use of PM benchmarks to capture trends and progress in P-3</td>
<td>Aspirational benchmarks agreed upon and referred to, 4-7 reading benchmarks being sought in 2013</td>
</tr>
<tr>
<td><strong>IMPLEMENTATION OF C2C AND ACARA</strong></td>
<td>Utilization of a HOC to support staff implement C2C units and ACARA expectations</td>
<td>HOC and staff have worked collaboratively to differentiate units to meet the contextual needs of individual classes and students.</td>
</tr>
<tr>
<td></td>
<td>Sharing of practice amongst staff</td>
<td>2013 will see the generation of whole school programs in key priority areas that align to ACARA.</td>
</tr>
<tr>
<td></td>
<td>The enhancement of technology to support teaching and learning</td>
<td>Whilst some progress was made in this area. Further work in 2013 will occur around moderation and whole school pedagogical practice.</td>
</tr>
<tr>
<td><strong>CLOSING THE GAP</strong></td>
<td>Monitor the achievement data of our indigenous students</td>
<td>Significant work occurred in this area in 2012. There was a significant increase in the number of laptops (replacing desktops), all classes have interactive whiteboards and a systems technician was employed on a one day a week basis.</td>
</tr>
<tr>
<td><strong>SCHOOL PERFORMANCE – TEACHING AND LEARNING AUDIT</strong></td>
<td>Provision of teacher aide time to support indigenous students</td>
<td>School purchased additional teacher aide time to support indigenous students</td>
</tr>
<tr>
<td></td>
<td>Raise community awareness of curriculum programs and student progress</td>
<td>Curriculum updates became a regular feature of our weekly newsletters in</td>
</tr>
<tr>
<td>Formalization of the Developing Performance Framework</td>
<td>2012. All teachers participated in formal Developing Performance Framework discussions</td>
<td></td>
</tr>
<tr>
<td>Development of clear overviews for all KLA's</td>
<td>Significant planning and prioritizing occurred in 2012. Full implementation to occur in 2013</td>
<td></td>
</tr>
</tbody>
</table>
Future outlook

We are very excited about the following improvement agendas that will be taking place at St Helens State School in 2013:

- The implementation of a whole school spelling program based on the Australian Curriculum, First steps and Words Their Way Diagnostic testing.
- 100% of classes undertaking a deliberate focus on reading comprehension strategies, based on the work of Sheena Cameron.
- A whole of school approach to the explicit teaching of mathematical language
- The development of a Pedagogical Framework based on the “Art and Science of Teaching”
- Becoming a School Wide Positive Behaviour Support School
- Working collaboratively with local high schools and our parent community to ensure the 2015 transition of Yr7 students to high school is a success
Our school at a glance

School Profile

Coeducational or single sex: Coeducational
Year levels offered in 2012: Prep - Year 7
Total student enrolments for this school:

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Girls</th>
<th>Boys</th>
<th>Enrolment Continuity (Feb – Nov)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>201</td>
<td>90</td>
<td>111</td>
<td>93%</td>
</tr>
<tr>
<td>2011</td>
<td>230</td>
<td>106</td>
<td>124</td>
<td>95%</td>
</tr>
<tr>
<td>2012</td>
<td>275</td>
<td>123</td>
<td>152</td>
<td>93%</td>
</tr>
</tbody>
</table>

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

Characteristics of the student body:
St Helens State School is a co-educational school catering for students from prep to year 7. In recent years our school population has increased quite dramatically. This has led to significant facilities upgrades.

Average Class sizes

<table>
<thead>
<tr>
<th>Phase</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Prep – Year 3</td>
<td>20</td>
</tr>
<tr>
<td>Year 4 – Year 10</td>
<td>27</td>
</tr>
<tr>
<td>Year 11 – Year 12</td>
<td></td>
</tr>
</tbody>
</table>

School Disciplinary Absences

<table>
<thead>
<tr>
<th>Disciplinary Absences</th>
<th>Count of Incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2010</td>
</tr>
<tr>
<td>Short Suspensions - 1 to 5 days</td>
<td>1</td>
</tr>
<tr>
<td>Long Suspensions - 6 to 20 days</td>
<td>0</td>
</tr>
<tr>
<td>Exclusions</td>
<td>0</td>
</tr>
<tr>
<td>Cancellations of Enrolment</td>
<td>0</td>
</tr>
</tbody>
</table>
Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings

- Individually designed programs for students identified with special needs
- A deliberate approach to the teaching of values
- Extension opportunities for students in mathematics and technology
- Kitchen Garden Program (Prep)

Extra curricula activities

- Participation in the Active After school Program (twice a week)
- Student Council (Student involvement from Yr3-Yr7)
- Strings Program (beginners and orchestra)
- Participation in Maryborough Technology Challenge (Robotics and Solar Boats)
- Interschool sport

How Information and Communication Technologies are used to assist learning

St Helens State School is aware of the importance technology plays in the modern world and as a result staff are encouraged to integrate the use of technologies across all curriculum areas. The school has worked extensively with staff, students and community members to ensure that technology is easily accessible for all stakeholders. We are aware of the importance of upgrading and maintaining the technology provided for our students to ensure an enriched learning experience for everyone. Each of the classrooms have an interactive whiteboard, which allows teacher the opportunity to integrate more effective forms of ICT into their teaching and planning.

The school is now focussing attention on the purchase of laptop technology to enable a more flexible use of technology in the classroom.

Social climate

At St Helens State School we pride ourselves on the positive climate created, fostered and maintained by all members of the community.

The following responses to the 2012 School Opinion Survey highlight the thoughts and beliefs of the parents of our students relating to the social climate of the school.

The responses of the 2012 School Opinion Survey for the question (parents) "that your child is safe at school" was significantly above the state mean. Parents were also asked "about the behaviour of students at this school" and "with student discipline in the school" the results were significantly above state and like school means.

At St Helens State School we actively encourage our older students to take on a leadership role with the school through Student Council. Our school leaders take responsibility for running parade and presenting encouragement awards to their peers and also organise fundraising activities.

A school Chaplain works at the school 2 days a week, providing a valuable pastoral care role to the students, parents and staff within our community.

In 2013 we will be looking to further enhance the positive culture that exists within the school as we commence the journey to becoming a School Wide Positive Behaviour Support School.

Parent, student and staff satisfaction with the school

School Opinion survey data for 2011 indicates that parent, student and staff satisfaction at SHSS is extremely high.

100% of parents have demonstrated satisfaction with their child’s school, this data exceeds both the like school mean and the state mean for this area. The vast majority of students responded to their questions with very satisfied.

Opinion survey data indicates that staff morale is well above state average and that members of the teaching community are very satisfied that their role is appreciated.
### Our school at a glance

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of parents/caregivers who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>their child is getting a good education at school</td>
<td>100.0%</td>
</tr>
<tr>
<td>this is a good school</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child likes being at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child feels safe at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>their child's learning needs are being met at this school*</td>
<td>95.7%</td>
</tr>
<tr>
<td>their child is making good progress at this school*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school expect their child to do his or her best*</td>
<td>100.0%</td>
</tr>
<tr>
<td>teachers at this school provide their child with useful feedback about his or her school work*</td>
<td>95.7%</td>
</tr>
<tr>
<td>teachers at this school motivate their child to learn*</td>
<td>95.7%</td>
</tr>
<tr>
<td>teachers at this school treat students fairly*</td>
<td>95.7%</td>
</tr>
<tr>
<td>they can talk to their child's teachers about their concerns*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school works with them to support their child's learning*</td>
<td>95.7%</td>
</tr>
<tr>
<td>this school takes parents' opinions seriously*</td>
<td>100.0%</td>
</tr>
<tr>
<td>student behaviour is well managed at this school*</td>
<td>95.5%</td>
</tr>
<tr>
<td>this school looks for ways to improve*</td>
<td>100.0%</td>
</tr>
<tr>
<td>this school is well maintained*</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

**Performance measure (Nationally agreed items shown*)**

<table>
<thead>
<tr>
<th>Percentage of students who agree that:</th>
<th>2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>they are getting a good education at school</td>
<td>98.3%</td>
</tr>
<tr>
<td>they like being at their school*</td>
<td>91.5%</td>
</tr>
<tr>
<td>they feel safe at their school*</td>
<td>93.2%</td>
</tr>
<tr>
<td>their teachers motivate them to learn*</td>
<td>94.8%</td>
</tr>
<tr>
<td>their teachers expect them to do their best*</td>
<td>98.3%</td>
</tr>
<tr>
<td>their teachers provide them with useful feedback about their school work*</td>
<td>93.2%</td>
</tr>
<tr>
<td>teachers treat students fairly at their school*</td>
<td>93.3%</td>
</tr>
<tr>
<td>they can talk to their teachers about their concerns*</td>
<td>79.7%</td>
</tr>
<tr>
<td>their school takes students' opinions seriously*</td>
<td>88.1%</td>
</tr>
</tbody>
</table>
Our school at a glance

- Student behaviour is well managed at their school: 88.3%
- Their school looks for ways to improve: 100.0%
- Their school is well maintained: 94.8%
- Their school gives them opportunities to do interesting things: 98.3%

**Performance measure (Nationally agreed items shown)**

<table>
<thead>
<tr>
<th>Percentage of school staff who agree:</th>
<th>2012(^a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>that they have good access to quality professional development</td>
<td>92.3%</td>
</tr>
<tr>
<td>with the individual staff morale items</td>
<td>98.5%</td>
</tr>
</tbody>
</table>

\(^a\) Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

\(^b\) Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.
At St Helens State School we realise that the education of our students is a joint effort between members of staff and parents. Parents are regularly informed of the current situations within each class as teachers are encouraged to communicate with their student’s caregivers.

Over the course of the year parents are invited to two parent teacher meetings, these are designed to keep the parents aware and appraised about any issues or strengths that their children are having.

St Helens State School also employs a dinner table topic section for the school newsletter, these simple one sentence statements from the classroom teachers are designed to stimulate educational dialogue between parents and their children. The dinner table topics always relate to in class topics that are important for the student to remember and investigate.

Ready Reader training has been provided at the school. We now have a significant number of parents assisting purposefully within the school to improve student reading.

The school is well supported by an active P&C

### Reducing the school’s environmental footprint

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

As our school has continued to grow we have enlisted the following strategies to reduce our escalating energy and resource usage:

- Parents have the option of an emailed newsletter
- Limits have been imposed on staff regarding the number of photocopies they are allowed to use each term
- Students take responsibility for ensuring all computers and data projectors are turned off at the end of each day.

<table>
<thead>
<tr>
<th>Environmental footprint indicators</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electricity kWh</td>
<td>43,992</td>
<td>68,284</td>
<td>53,359</td>
</tr>
<tr>
<td>Water kL</td>
<td>1,159</td>
<td>528</td>
<td>486</td>
</tr>
</tbody>
</table>
Our staff profile

Staff composition, including Indigenous staff

<table>
<thead>
<tr>
<th>2012 Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>19</td>
<td>13</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>16.6</td>
<td>8.5</td>
<td>0</td>
</tr>
</tbody>
</table>

Qualifications of all teachers

<table>
<thead>
<tr>
<th>Highest level of attainment</th>
<th>Number of classroom teachers and school leaders at the school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>0</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>19</td>
</tr>
<tr>
<td>Diploma</td>
<td>0</td>
</tr>
<tr>
<td>Certificate</td>
<td>0</td>
</tr>
</tbody>
</table>

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were $5124.11.

The major professional development initiatives are as follows:
- Reading Comprehension workshops
- Instructional leadership
- Special Needs awareness training (autism, speech language)
- First Aid Training
**Data Analysis**

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

<table>
<thead>
<tr>
<th>Average staff attendance</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff attendance for permanent and temporary staff and school leaders.</td>
<td>96.5%</td>
<td>96.9%</td>
<td>97.3%</td>
</tr>
</tbody>
</table>

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

From the end of the previous school year, 86.8% of staff was retained by the school for the entire 2012 school year.

**School income broken down by funding source**

School income broken down by funding source is available via the My School website at [http://www.myschool.edu.au/](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.

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

School financial information is available by selecting ‘School finances’ in the menu box in the top left corner of the school’s entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.
Performance of our students

Key student outcomes

Student attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>95%</td>
<td>94%</td>
<td>94%</td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>95%</td>
<td>96%</td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>95%</td>
<td>94%</td>
</tr>
</tbody>
</table>

The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Year 7</th>
<th>Year 8</th>
<th>Year 9</th>
<th>Year 10</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>95%</td>
<td>97%</td>
<td>95%</td>
<td>96%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2011</td>
<td>94%</td>
<td>95%</td>
<td>93%</td>
<td>95%</td>
<td>95%</td>
<td>94%</td>
<td>91%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2012</td>
<td>94%</td>
<td>95%</td>
<td>95%</td>
<td>92%</td>
<td>93%</td>
<td>96%</td>
<td>94%</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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 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 at the start of the day and following big lunch at St Helens State School. Student absenteeism is managed by a whole school approach. Parents contact the school via letters or phone when their children are absent. When absenteeism is unknown, the school follows up with a phone call home.

For persistent, repeated and long term absenteeism the formal processes regarding compulsory schooling begin.

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

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at [http://www.myschool.edu.au](http://www.myschool.edu.au).
Performance of our students

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.

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

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

Achievement – Closing the Gap

Indigenous students had an attendance rate of 90.7% for the 2012 school year. This was 3.3% lower than the attendance of non-indigenous students.

2012 NAPLAN data does not give an accurate picture of the schools progress towards closing the gap as there were no indigenous students who undertook these tests.