



St Helens State School

ANNUAL REPORT 2017

Queensland State School Reporting

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Department of Education

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School Overview

Staff at St Helens SS are committed to providing students with a dynamic learning environment that explicitly teaches key literacy and numeracy fundamentals. Our curriculum encompasses additional learning areas of music, PE, LOTE (Japanese), Library and STEM. We are very proud of our Strings Orchestra program and enthusiastically participate in the Active After Schools Community program. Our students are given opportunities to lead through Student Council and formal leadership roles as well as through participation in extra curricular activities. St Helens SS is actively supported by a dedicated P&C, committed to aligning its focus to the schools needs.

Principal's Foreword

Introduction

The 2017 School Annual Report for St Helens State School contains a range of information on the operations of the school throughout the 2017 school year, focusing on school achievement, school-community relations, and our vision for the school in 2017 and beyond.

School Progress towards its goals in 2017

In 2017, St Helens State School had a focus on Mathematics and English.

Allocate each class 1 hour per week for individual conferencing and goal setting, aligned to school reading and numeracy targets.	✓
Employ additional staff to assist with wrap around support processes and targeted spelling, reading and writing intervention programs.	✓
Provide focused and intensive teaching for identified students through the Reading Enrichment Program.	✓
Develop and grow a professional learning community through the facilitation of opportunities for teachers to observe others' classroom practice based on the ASOT framework.	✓
Implement extension activities to strengthen student knowledge.	✓
Increase the percentage of students achieving a 'C' standard or better in English to 80%	Making progress

Increase the percentage of students achieving in the upper two bands in English to 40%	Making progress
Increase the percentage of students achieving a 'C' standard or better in Mathematics to 85%	Making progress
Increase the percentage of students achieving in the upper two bands in Mathematics to 50%	Making progress

Future Outlook

In 2018, St Helens State School will:

- Maintain its focus on English and Mathematics, and
- Implement Reboot to enhance student engagement in learning.

Our School at a Glance

School Profile

Coeducational or single sex: Coeducational
Independent Public School: Yes
Year levels offered in 2017: Prep Year - Year 6
Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2015	294	127	167	11	95%
2016	308	140	168	18	96%
2017	314	143	171	14	95%

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

In 2017, there were no students enrolled in a pre-Prep** program.

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

Characteristics of the Student Body

Overview

St Helens State School is a co-educational facility catering for students from Prep to Year 6.

Average Class Sizes

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

AVERAGE CLASS SIZES			
Phase	2015	2016	2017
Prep – Year 3	23	23	23
Year 4 – Year 6	23	26	27
Year 7 – Year 10			
Year 11 – Year 12			

Curriculum Delivery

Our Approach to Curriculum Delivery

- Individually designed programs for students identified with special needs
- A deliberate approach to the teaching of values
- Alignment of teaching to the Australian Curriculum
- Extension opportunities for students in a range of curriculum areas

Co-curricular Activities

- Student Council (Student involvement from Yr4-Yr6)
- Strings Program (beginners and orchestra)

- Participation in Maryborough Technology Challenge (Robotics and Solar Boats)
- Interschool sport
- Extension art program
- Gifted and Talented Program
- UNSW testing opportunities
- Chess Club
- Drama Club
- Senior and Junior Choir
- Readers Challenge and Readers Cup

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.

Social Climate

Overview

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

- Students are actively encouraged 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.
- Students are encouraged to participate in extra-curricular activities designed to engage our students with extension concepts including Readers Cup, Chess Club, two school choirs, an extension art program and drama club.
- A school Chaplain is employed at the school 2 days per week, providing a valuable pastoral care role to the students, parents and staff within our community.
- The positive culture within the school is enhanced through the implementation of "PBL".

Parent, Student and Staff Satisfaction

Parent opinion survey

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
their child is getting a good education at school (S2016)	96%	92%	97%
this is a good school (S2035)	100%	92%	100%
their child likes being at this school* (S2001)	91%	96%	87%
their child feels safe at this school* (S2002)	100%	92%	94%
their child's learning needs are being met at this school* (S2003)	87%	92%	94%
their child is making good progress at this school* (S2004)	91%	88%	90%
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)	96%	88%	94%
teachers at this school motivate their child to learn* (S2007)	91%	92%	90%
teachers at this school treat students fairly* (S2008)	78%	92%	87%
they can talk to their child's teachers about their concerns* (S2009)	96%	96%	94%
this school works with them to support their child's learning* (S2010)	91%	96%	97%
this school takes parents' opinions seriously* (S2011)	91%	92%	97%
student behaviour is well managed at this school* (S2012)	91%	92%	87%
this school looks for ways to improve* (S2013)	96%	96%	97%

Performance measure			
Percentage of parents/caregivers who agree [#] that:	2015	2016	2017
this school is well maintained* (S2014)	100%	100%	100%

Student opinion survey

Performance measure			
Percentage of students who agree [#] that:	2015	2016	2017
they are getting a good education at school (S2048)	100%	96%	98%
they like being at their school* (S2036)	98%	93%	98%
they feel safe at their school* (S2037)	93%	93%	94%
their teachers motivate them to learn* (S2038)	95%	94%	96%
their teachers expect them to do their best* (S2039)	98%	96%	98%
their teachers provide them with useful feedback about their school work* (S2040)	98%	88%	94%
teachers treat students fairly at their school* (S2041)	98%	90%	90%
they can talk to their teachers about their concerns* (S2042)	86%	92%	88%
their school takes students' opinions seriously* (S2043)	91%	86%	92%
student behaviour is well managed at their school* (S2044)	90%	82%	84%
their school looks for ways to improve* (S2045)	95%	97%	98%
their school is well maintained* (S2046)	95%	90%	94%
their school gives them opportunities to do interesting things* (S2047)	100%	93%	94%

Staff opinion survey

Performance measure			
Percentage of school staff who agree [#] that:	2015	2016	2017
they enjoy working at their school (S2069)	100%	96%	100%
they feel that their school is a safe place in which to work (S2070)	100%	100%	100%
they receive useful feedback about their work at their school (S2071)	100%	85%	72%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	100%	94%	100%
students are encouraged to do their best at their school (S2072)	100%	100%	100%
students are treated fairly at their school (S2073)	100%	96%	94%
student behaviour is well managed at their school (S2074)	100%	96%	82%
staff are well supported at their school (S2075)	100%	77%	81%
their school takes staff opinions seriously (S2076)	100%	80%	93%
their school looks for ways to improve (S2077)	100%	85%	100%
their school is well maintained (S2078)	100%	92%	100%
their school gives them opportunities to do interesting things (S2079)	100%	88%	94%

* 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 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 students' caregivers.

During the year, parents are invited to two parent teacher meetings, which are designed to keep parents informed of their child's areas of strength as well as areas for development.

St Helens State School also includes a Dinner Table Topic section in the weekly 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.

St Helens has established a School Council to align with the Independent Public School philosophy. This council meets termly to review and decide on important and crucial school initiatives.

A Student Services Committee meets weekly to ensure that the diverse needs of all our students are being catered for. This committee consists of the Principal, Guidance Officer, HOSES & teachers.

Respectful relationships programs

The school has developed and implemented a program/or programs that focus on appropriate, respectful, equitable and healthy relationships.

School Disciplinary Absences

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

SCHOOL DISCIPLINARY ABSENCES			
Type	2015	2016	2017
Short Suspensions – 1 to 10 days	12	9	9
Long Suspensions – 11 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Environmental Footprint

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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2014-2015	63,774	514
2015-2016	66,857	973
2016-2017	69,712	5,884

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

School Funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website at <http://www.myschool.edu.au/>.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box**.

Find a school

Sector:

☒ Government
☒ Non-government

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

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

Our Staff Profile

Workforce Composition

Staff composition, including Indigenous staff

2017 WORKFORCE COMPOSITION			
Description	Teaching Staff	Non-Teaching Staff	Indigenous Staff
Headcounts	23	16	0
Full-time Equivalents	21	11	0

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	2
Graduate Diploma etc.**	2
Bachelor degree	19
Diploma	0
Certificate	0

*Teaching staff includes School Leaders

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

Professional Development

Expenditure On and Teacher Participation in Professional Development

The total funds expended on teacher professional development in 2017 were \$8 548.17.

The major professional development initiatives are as follows:

- Reboot Education
- Positive Behaviour for Learning
- Mathematics

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

Staff Attendance and Retention

Staff attendance

AVERAGE STAFF ATTENDANCE (%)			
Description	2015	2016	2017
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	97%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 100% of staff was retained by the school for the entire 2017.

Performance of Our Students

Key Student Outcomes

Student Attendance

Student attendance

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

STUDENT ATTENDANCE 2017			
Description	2015	2016	2017
The overall attendance rate* for the students at this school (shown as a percentage).	93%	94%	94%
The attendance rate for Indigenous students at this school (shown as a percentage).	85%	92%	93%

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

The overall student attendance rate in 2017 for all Queensland Primary schools was 93%.

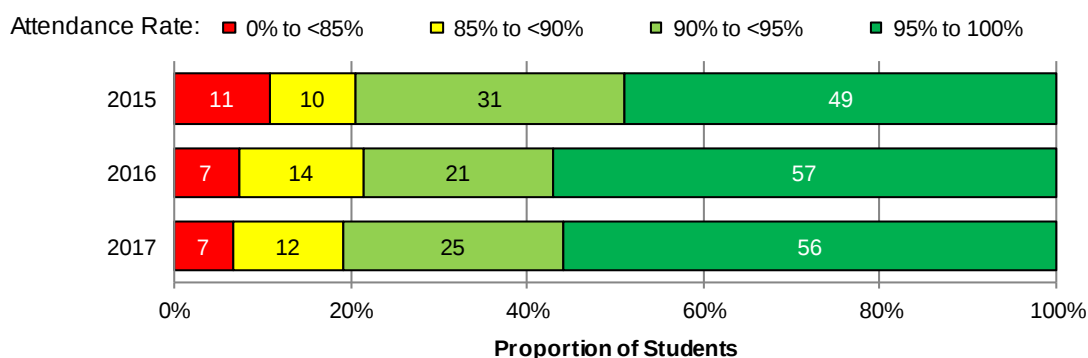
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2015	95%	94%	94%	94%	92%	91%	94%						
2016	95%	93%	94%	94%	95%	94%	91%						
2017	94%	94%	95%	94%	95%	95%	93%						

*Attendance rates effectively count attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range:



Description of how non-attendance is managed by the school

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

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.

Rolls are marked at the start of the day and following big lunch at St Helens State School.

Student absenteeism is managed through a whole school approach. Parents contact the school to advise of their child's absence using a variety of communication modes including email, letter, phone call or face-to-face.

The school has processes in place that align to same day absence reporting requirements through SMS notifications. Student absences are followed up, if an absence remains unexplained following the implementation of same day absence processes.

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

Students are encouraged to attend school through the implementation of innovative school programs including:

- School Choir
- Chess Club
- Drama Club
- Extension Art Programs
- ICT and Robotics programs.

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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