Learning With Friends

St Helens State School

ANNUAL REPORT
2018

Queensland State School Reporting

Every student succeeding

State Schools Strategy

Department of Education

Queensland Government

Contact information

Postal address	891 Saltwater Creek Road Maryborough 4650
Phone	(07) 4120 2222
Fax	(07) 4120 2200
Email	principal@sthelensss.eq.edu.au
Webpages	Additional information about Queensland state schools is located on: • the *My School* website • the Queensland Government data website • the Queensland Government schools directory website.
Contact person	Kim Burns-Atkinson (Principal)

School overview

St Helens State School is an Independent Public School with a history of high academic achievement. St Helens' key values of Respect, Integrity and Commitment are explicitly taught to students and underpin a culture of focused engagement in learning. The school aims to 'develop the whole child', with a range of innovative programs catering for academic, sporting and artistic pursuits in an inclusive and supportive setting.

Dedicated teaching staff provide students with opportunities to participate in a wide variety of extra-curricular opportunities including Chess Club, Drama Group, Cubing, Robotics, Instrumental Strings and Band Programs. Students have opportunities to participate in the Choral Eisteddfod, Reading, Mathematics and Technology Challenges. In addition, there is a range of sporting opportunities, including athletics, swimming, soccer, netball, cricket, softball, hockey, basketball and volleyball.

The development and delivery of a quality curriculum is a fundamental driving force at St Helens State School, this is achieved through a strong focus on literacy and numeracy skills. Staff create a strong, student focussed curriculum that endeavours to develop essential knowledge in the lower grades which is then built upon as the students progress through their schooling years.

St Helens State School recognises the importance of integrating information technology into our student's daily curriculum. Students are provided access to the world beyond the classroom through the internet, email and various educational computer programs. Students have the opportunity to utilise school technology in their classrooms through the use of i-Pads and computers. All classrooms are equipped with interactive whiteboards which are used by teachers and students each day. In addition, students receive weekly STEM lessons, allowing them to engage with coding and robotics.

We work closely with our feeder pre-schools to ensure a smooth transition for students as they start school. Flexible learning spaces in our Prep and Year 1 rooms along with great learning resources are designed to maximise student engagement in learning. Our Prep cooking and gardening programs are just some examples of the authentic learning activities happening at St Helens State School.

A strong community feel is an important element of St Helens State School. The school P&C and School Council play an important role in shaping school policies and supporting student learning. The school P&C provide valuable support to the school with fundraising directed at ensuring our classrooms are well resourced and air conditioned, and students have opportunities to participate in a range of excursions and camps. Parents and family members are welcomed into the school for classroom visits, as volunteers, for weekly celebration parades and for a wide range community events held throughout the year.

The school motto of 'Learning with Friends' sets the tone for the way students relate with each other on a daily basis. We encourage students to work and play collaboratively, supporting and including their peers. Working in unison with our community, we aim to ensure that students are provided with outstanding educational opportunities and 'Shape our Future with Integrity, Respect and Commitment.'

School progress towards its goals in 2018

The 2018 School Annual Report for St Helens State School contains a range of information on the operations of the school throughout the 2018 school year, focusing on school achievement, school-community relations, and our vision for the school in 2018 and beyond.

School Progress towards its goals in 2017

In 2018, 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.	✓
Implement data meetings to identify students for focused/ intensive intervention teaching/case management	✓
Develop and implement a plan, suitable to the schools context, to ensure the Australian Curriculum is fully implemented by 2020.	In progress
Increase the percentage of students achieving a 'C' standard or better in English to 80%	✓
Increase the percentage of students achieving in the upper two bands in English to 40%	✓
Increase the percentage of students achieving a 'C' standard or better in Mathematics to 85%	✓
Increase the percentage of students achieving in the upper two bands in Mathematics to 45%	✓
Implement Reboot to enhance engagement in learning.	✓
Collaboratively review and update the school's pedagogical framework.	In progress

Future outlook

In 2019 St Helens will continue to focus on improvement in Mathematics and English, with an explicit focus on improving writing. We will further extend our extra-curricular opportunities for students.

Our school at a glance

School profile

Coeducational or single sex	Coeducational
Independent public school	Yes
Year levels offered in 2018	Prep Year - Year 6

Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	308	314	306
Girls	140	143	134
Boys	168	171	172
Indigenous	18	14	18
Enrolment continuity (Feb. – Nov.)	96%	95%	95%

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

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

Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	23	23	23
Year 4 – Year 6	26	27	26
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

- 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)
- STEM Program (Prep- Yr 6)
- 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
- 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, 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 Reboot and "PBL".

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)	92%	97%	94%
• this is a good school (S2035)	92%	100%	91%
• their child likes being at this school* (S2001)	96%	87%	91%
• their child feels safe at this school* (S2002)	92%	94%	84%
• their child's learning needs are being met at this school* (S2003)	92%	94%	94%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
• their child is making good progress at this school* (S2004)	88%	90%	91%
• teachers at this school expect their child to do his or her best* (S2005)	100%	100%	94%
• teachers at this school provide their child with useful feedback about his or her school work* (S2006)	88%	94%	91%
• teachers at this school motivate their child to learn* (S2007)	92%	90%	94%
• teachers at this school treat students fairly* (S2008)	92%	87%	94%
• they can talk to their child's teachers about their concerns* (S2009)	96%	94%	97%
• this school works with them to support their child's learning* (S2010)	96%	97%	91%
• this school takes parents' opinions seriously* (S2011)	92%	97%	87%
• student behaviour is well managed at this school* (S2012)	92%	87%	74%
• this school looks for ways to improve* (S2013)	96%	97%	84%
• this school is well maintained* (S2014)	100%	100%	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)	96%	98%	100%
• they like being at their school* (S2036)	93%	98%	97%
• they feel safe at their school* (S2037)	93%	94%	94%
• their teachers motivate them to learn* (S2038)	94%	96%	97%
• their teachers expect them to do their best* (S2039)	96%	98%	100%
• their teachers provide them with useful feedback about their school work* (S2040)	88%	94%	89%
• teachers treat students fairly at their school* (S2041)	90%	90%	94%
• they can talk to their teachers about their concerns* (S2042)	92%	88%	91%
• their school takes students' opinions seriously* (S2043)	86%	92%	94%
• student behaviour is well managed at their school* (S2044)	82%	84%	91%
• their school looks for ways to improve* (S2045)	97%	98%	98%
• their school is well maintained* (S2046)	90%	94%	97%
• their school gives them opportunities to do interesting things* (S2047)	93%	94%	98%

* 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)	96%	100%	79%
• they feel that their school is a safe place in which to work (S2070)	100%	100%	79%
• they receive useful feedback about their work at their school (S2071)	85%	72%	54%

Percentage of school staff who agree# that:	2016	2017	2018
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	94%	100%	100%
• students are encouraged to do their best at their school (S2072)	100%	100%	96%
• students are treated fairly at their school (S2073)	96%	94%	58%
• student behaviour is well managed at their school (S2074)	96%	82%	46%
• staff are well supported at their school (S2075)	77%	81%	33%
• their school takes staff opinions seriously (S2076)	80%	93%	43%
• their school looks for ways to improve (S2077)	85%	100%	71%
• their school is well maintained (S2078)	92%	100%	67%
• their school gives them opportunities to do interesting things (S2079)	88%	94%	54%

* 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 invited to attend school functions including weekly parades followed by a morning tea for parents of students receiving awards.

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.

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 education programs

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

Respectful relationships are explicitly taught through PBL and Reboot lessons on a weekly basis. Respectful and appropriate behaviours are positively reinforced on a daily basis.

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	9	9	31
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

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. The school tuckshop has moved to recyclable/reusable packaging. Parents and students are encouraged to bring waste free lunches. The P&C are collecting containers for change.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	66,857	69,712	73,806
Water (kL)	973	5,884	1,062

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.

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	22	16	0
Full-time equivalents	20	12	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	
Masters	3
Graduate Diploma etc.*	2
Bachelor degree	17
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 $11 190.

The major professional development initiatives are as follows:

- Reading
- Mathematics
- PBL/Reboot
- Inclusive Education

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%	96%

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 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	92%	93%	90%

* 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.

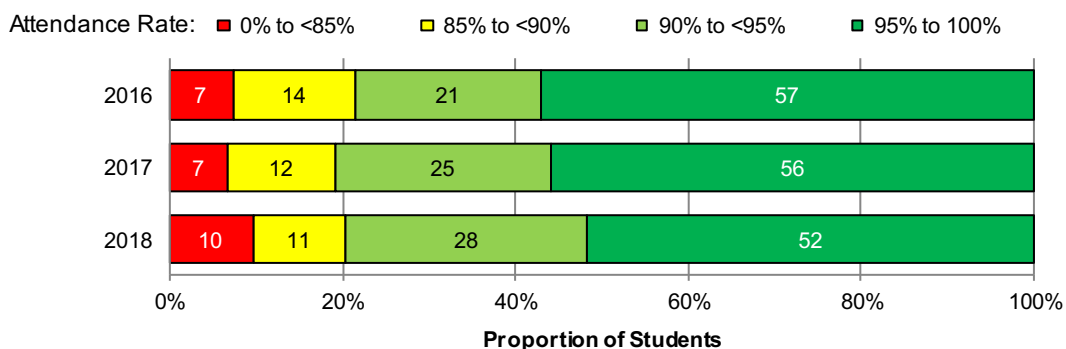Table 12: Average student attendance rates for each year level at this school

Year level	2016	2017	2018
Prep	95%	94%	95%
Year 1	93%	94%	94%
Year 2	94%	95%	93%
Year 3	94%	94%	93%
Year 4	95%	95%	94%
Year 5	94%	95%	94%
Year 6	91%	93%	95%

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	7	14	21	57
2017	7	12	25	56
2018	10	11	28	52

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 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:

- Chess Club
- Cubing Club
- School Newspaper
- Instrumental music program
- Drama Club
- Sporting opportunities
- ICT and Robotics programs

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.

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