

Happy Valley State School (0843)

Queensland State School Reporting

2012 School Annual Report



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Principal's foreword

Introduction

The Annual Report outlines key aspects of achievement and progress throughout the 2010 school year, in a number of areas including:

- Progress and Future goals
- Student Profile and Curriculum Offerings
- Social Climate
- Student, Parent and Staff Satisfaction rates
- Parental Involvement
- Environmental footprint
- Staff Profile and Professional Development
- Key Learning Outcomes
- Attendance
- NAPLAN

School progress towards its goals in 2012

Supportive school environment – We have continued our focus on consistency and proactive measures within our 'responsible behaviour plan' for students. Our aim is to enable teachers to teach and students to learn in a safe environment. Our whole school social skills program continues to focus on raising awareness about bullying including cyber-bullying, and teaches students a range of strategies including words and actions that help address bullying related issues. Feedback from parents, P&C, staff and students has been very positive. The strategies are taught through weekly whole school demonstrations and class lessons and help promote consistency between home and school. In 2012 we also initiated consultation with stakeholders in regards to the School Wide Positive Behaviour Program and began to set in stone procedures for implementation in 2013.

English, Maths, Science and History – Our staff were involved in professional development on Guided Reading blocks and the implementation of the school Literacy Plan, with an emphasis on consistency across the school for planning and programming, teaching strategies and assessment and reporting. Staff were also trained in the Language Leaders – Bridging the Language Gap program. Various staff undertook a band-scaling project for ESL/ESD students in Year 2, with data collected leading to a cluster ESL Specialist being appointed for the beginning of 2013. 2012 also saw the consultation and set up period for the Happy Valley Numeracy Plan, with the Whole School Focus being the explicit teaching Problem Solving Strategies.

Information and Communication Technologies – in 2012 our school priorities included purchasing the 'Mathletics' program for the whole school, purchasing Smartboards for all classrooms and purchasing new computers for classroom use.

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Future outlook

Priorities for 2013:

Australian National Curriculum Implementation of History and consolidation of English, Mathematics and Science

Closing The Gap

Literacy and Numeracy

Increasing Staff Capability

Community Involvement

Attendance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	304	138	166	89%
2011	332	155	177	89%
2012	407	200	207	84%

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

Characteristics of the student body:

Students at Happy Valley State School come from a range of socio-economic backgrounds and from diverse cultural backgrounds. Typically student enrolments are directly impacted by the economic climate and employment situation of the mining industry within and around Mt Isa. Families include interstate and international enrolments as well as approximately 25% Indigenous students.

Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	25	23
Year 4 – Year 10	23	22	25
Year 11 – Year 12	N/A	N/A	N/A

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	20	7	10
Long Suspensions - 6 to 20 days	5	3	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings are:

Music, Health and Physical Education, and Japanese are taught by specialist teachers.

A Support Teacher /Learning Difficulties and a Guidance Officer are available weekly to support our students who are identified by Administration, Teachers and Parents in a collaborative approach.

Consistency is shown with District, Statewide and Australian National Curriculum, Assessment and Reporting. When reporting, Happy Valley utilizes Learning and Achievement Statements developed collaboratively by a committee of department staff representing all state schools in the Mount Isa district.

All Key Learning Areas are offered: English, Mathematics, Science, Study of Society and the Environment, Health and Physical Education, Languages Other Than English, The Arts, Technology.

Authentic learning – Through our Curriculum we aim to promote learning with community links, that will engage and re-engage students in learning. Through the curriculum, teachers and students access community persons and resources to enhance the learning opportunities. The units are based on the National Curriculum as well as explicit teaching and investigative learning where real tasks are undertaken.

Extra curricula activities include:

Instrumental music

After School 'Get Active' Program 2 afternoons per week

ICAS testing provided by University of NSW

After School (P&C)

Junior and Senior Choir

Student leadership and council

Rock Pop Mime

Mardi Gras

Other locally significant events

Year 5 camp is held each year and Year 6 / 7 attend a camp every second year.

How Information and Communication Technologies are used to assist learning

Happy Valley State School has 4 computers in each classroom. We also now have two fully equipped computer labs with 18 - 20 new computers for whole class or group work. We have purchased 15 new classroom computers to upgrade our current system, and a new server for the school. All classes from Prep to Year 7 now have an interactive whiteboard in their classroom.

All students and staff from Prep to Year 7 have access to the internet.

Staff use a range of software in curriculum delivery including EQ's 'Learning Objects', Ed Alive software such as 'Braintastic, Words Rock Spelling Success and Numbers Up', Microsoft Office, Interactive Whiteboard software and the MOE software. We have also continued to purchase the 'Mathletics' program for the 2012 year.

Social climate

In 2012 Happy Valley SS staff focused on building positive and proactive relationships with students and parents.

Our school's Responsible Behaviour Plan guides our discipline procedures and promotes consistency across year levels. The Responsible Behaviour Plan will be rewritten at the end of 2012 in order to reflect changes made due to the School Wide Positive Behaviour Support process that will be undertaken throughout the year. Each classroom has a negotiated set of rules and expectations, a sequence of steps to follow (For example, reminder, warning, time out, buddy class / detention, office referral) and both individual and whole class rewards for positive behaviours and learning outcomes.

We run a whole school social skills program which includes weekly lessons, daily reminders of the lesson and a common language that all staff and students can use when discussing the issues. Each week a new social skills lesson is introduced by the teachers at the Monday school parade and a flyer is sent home for parent information.

For example, in the skill 'Deal or No Deal' teachers presented different scenarios to students so that they gain an understanding of

Our school at a glance

what situations they can 'deal' with themselves and what situations are 'no deal' and therefore should be referred to an adult. This lesson teaches worthwhile skills for all ages, and has helped young students learn to deal with low level situations such as when a friend say 'I don't want to play with you today'; and it also teaches older students that it is OK to ask for help, such as when teasing becomes repeated over time or in situations where a child feels scared or threatened by another. Through a reinforcement of these 'life skills' our behaviour in the school has improved with less suspensions and detentions recorded across the year.

In the school opinion survey results indicated levels of achievement in the satisfied and very satisfied categories as follows. 97% of our parents were very happy with the quality of the teaching in the school. Parents rated their satisfaction in line with the state average for areas including good discipline in the school, children are safe at school and the behaviour of children at our school. 97% of our parents believe their child is happy at school.

Our school has a good reputation and our school opinion survey results indicate that 97% of parents believe this is a good school. A further 97% of parents said they were satisfied or very satisfied that the school makes them feel welcome. We do strive to make Happy Valley a happy and safe place for all students and staff to come each day.

Parent, student and staff satisfaction with the school

School Opinion survey data 2012 indicates that parents are very satisfied with the school's development and focus on students' learning. The results show that 97% of parents are satisfied or very satisfied with the variety of school activities available to students and 97% were satisfied or very satisfied with their child's learning at our school.

The survey data also indicates that parents' satisfaction rates in relation to student curriculum, the school climate, school-community relationships, and facilities and behaviour management are all aligned with the state average in schools.

Again the 2012 survey indicated that parents were satisfied with school discipline and with student safety. Parents indicated the state average result in 'they can talk to their child's teacher about their concerns', with 95% satisfied or very satisfied. This reflects our proactive friendly approach and our 'open door' policy with parents. Staff focus strongly on ensuring all students and families feel welcome at school and learn in inviting and supportive classrooms. 97% of parents were very satisfied with the methods of communication used by the school and 97% of parents believed that staff were responsive to their enquiries.

Teacher satisfaction rates are consistent with the state mean in all areas of the school opinion survey including facilities, relationships, school operations, morale and professional development. Staff indicated an increased satisfaction with professional development opportunities, staff morale and school organisation and operations since 2008. Happy Valley staff pride themselves on having a friendly, approachable and dedicated staff. 98% of staff indicated their work efforts were worthwhile and staff morale has continued to rate highly.

Student responses in the school opinion survey indicated that satisfaction rates were high in the majority of areas surveyed. 91% of students stated that they were satisfied or very satisfied with the way their teachers explained work to them. 83% of students said they were satisfied or very satisfied with the behaviour of students in our school and 95% felt safe at school. 98% of students were satisfied or very satisfied with the expectations placed on them by teachers to do well.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012 [#]
their child is getting a good education at school	97.2%
this is a good school	97.2%
their child likes being at this school*	97.3%
their child feels safe at this school*	97.3%
their child's learning needs are being met at this school*	97.3%
their child is making good progress at this school*	94.6%
teachers at this school expect their child to do his or her best*	97.2%
teachers at this school provide their child with useful feedback about his or her school work*	97.1%
teachers at this school motivate their child to learn*	94.4%
teachers at this school treat students fairly*	94.3%

Our school at a glance

they can talk to their child's teachers about their concerns*	97.2%
this school works with them to support their child's learning*	91.7%
this school takes parents' opinions seriously*	97.1%
student behaviour is well managed at this school*	94.3%
this school looks for ways to improve*	97.1%
this school is well maintained*	97.2%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012 [#]
they are getting a good education at school	98.5%
they like being at their school*	93.9%
they feel safe at their school*	95.5%
their teachers motivate them to learn*	98.5%
their teachers expect them to do their best*	98.5%
their teachers provide them with useful feedback about their school work*	90.8%
teachers treat students fairly at their school*	81.8%
they can talk to their teachers about their concerns*	78.5%
their school takes students' opinions seriously*	92.4%
student behaviour is well managed at their school*	82.8%
their school looks for ways to improve*	96.9%
their school is well maintained*	93.9%
their school gives them opportunities to do interesting things*	93.8%

Performance measure (Nationally agreed items shown*)

Percentage of school staff who agree:	2012 [#]
that they have good access to quality professional development	94.7%
with the individual staff morale items	98.0%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

[#] 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.

Involving parents in their child's education

Parents and carers are encouraged to become involved in their children's education at Happy Valley State School through a range of ways including:

Parent information sessions

Parent helpers at the tuckshop, in the classrooms, at sports activities and other school events

Parents attend camps and excursions

Parents visit classes for one-off or regular classroom lessons

Parents are trained in reading and writing programs and become regular volunteer support personnel

Parents become involved in P&C, or its subcommittees of School Age Care or Tuckshop

Parents come along during the term for class presentations of work or special performances

Parents attend weekly parades

Parent attend our special events or fundraisers

Parents become actively involved in learning units where specific knowledge or expertise is required

Reducing the school's environmental footprint

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

At Happy Valley State School we have installed solar panels and continue to monitor the use of electrical items. We promote the use of timed air conditioners and continue to raise awareness with staff and students about of the importance of reducing our environmental footprint.

The Oval bore pump was repaired and replaced after having run for 17 years. It is used mainly to water the sports oval, providing an excellent surface for students to play. A self-driving sprinkler was also purchased by the P&C to improve the efficiency of watering the oval.

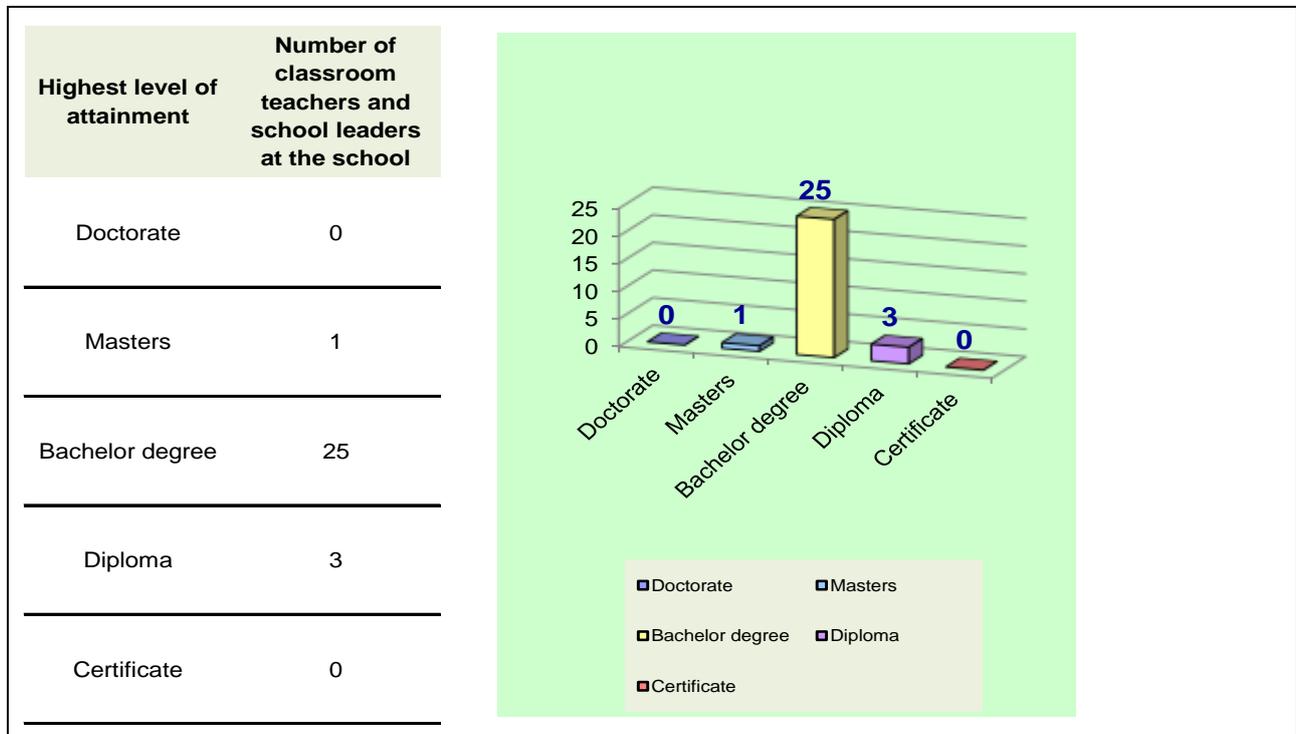
	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	260,779	0
2010-2011	262,658	0
2011-2012	275,549	0

Our staff profile

Staff composition, including Indigenous staff

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	26	13	<5
Full-time equivalents	23.9	9.2	<5

Qualifications of all teachers



Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$24000.

The major professional development initiatives are as follows:

Coaching, workshops and facilitator training course in English and Maths, ICT, ACARA AND C2C, Behaviour Management, Code Of Conduct, Student Protection, Right to Information, Cross Cultural Training, Managing Risks in Curriculum, Workplace Health and Safety, Asbestos Awareness, School Wide Positive Behaviour Support, Aspiring Leaders Training

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

Our staff profile

Average staff attendance

	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	97.5%	97.8%	98.1%

Proportion of staff retained from the previous school year

From the end of the previous school year, 87.4% 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/>.

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

Search by school name

Search by suburb, town or postcode

Sector Government
 Non-government

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.

Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	92%
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.			

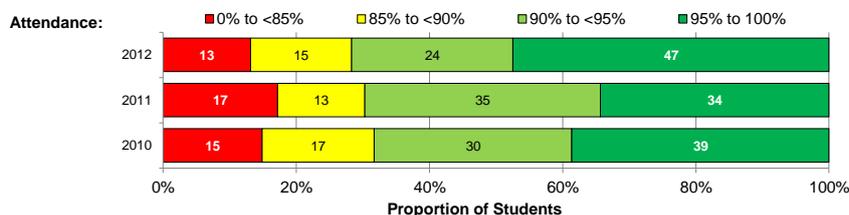
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2010	91%	88%	91%	93%	94%	91%	91%	N/A	N/A	N/A	N/A	N/A
2011	89%	92%	89%	90%	93%	91%	92%	N/A	N/A	N/A	N/A	N/A
2012	91%	93%	95%	90%	90%	93%	93%	N/A	N/A	N/A	N/A	N/A

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 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.

Happy Valley State School has a significant focus on attendance through a whole school approach within our 'Closing The Gap' strategy. Our procedures include:

Teachers mark the class roll 2 times each day

Late students must report to the office and late slips are given and recorded by the teachers

Rolls are sent to the office at 9am and entered into the EQ system

Office staff contact all absent students' parents / carers daily or where absence is unexplained

Students with attendance averaging less than 80% in the previous term are monitored closely and home visits are contacted where necessary

The Deputy Principal and Indigenous Education Worker work with parents to support and improve attendance daily

Records of absences and outcomes of phone contacts and home visits are sighted by the Principal daily

Each week class attendance is totaled and an attendance award is presented on parade to the highest attending class or where improvements are noteworthy

Attendance messages are sent home in the newsletter and the class term newsletters.

Performance of our students

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. (The School results below are available within OneSchool. For parents / caregivers who are provided with a printed School Annual Report, NAPLAN results must be attached.)

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/>.

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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

Yr 3 Reading results indicate an improvement in both Indigenous and Non-Indigenous student results and there was also a significant decrease in the gap..

Yr 3 Numeracy results showed an increase in both Indigenous and Non-Indigenous results and there was also a significant decrease in the gap.

The overall attendance rate for students at Happy Valley State School improved in 2012. There was a 1% increase in the rate of attendance for Non-Indigenous students and a 2% increase in attendance of Indigenous students. Further strategies for identifying low attendance were developed for implementation in 2013 as a result of this trend. Happy Valley State School is in receipt of a 'Step Up Into Education' Grant beginning in 2013 and this will be used to promote transition into school and improve attendance rates from Prep forward.