

Happy Valley State School

Queensland State School Reporting

2013 School Annual Report



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Webpages	Additional reporting information pertaining to Queensland state schools is located on the My School website and the Queensland Government data website.
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Principal's foreword

Introduction

The Annual Report outlines key aspects of achievement and progress throughout the 2013 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 2013

Supportive school environment – We have continued our focus on consistency and proactive measures within our 'responsible behaviour plan' for students. The plan was updated to reflect changes made. 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 continued to be very positive. The strategies are taught through weekly whole

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school demonstrations and class lessons and help promote consistency between home and school. The Happy Valley Social Skills program was identified in the Teaching and Learning Audit as being one of the most impressive drivers of the School Culture, which was noted as being within the excellent range of the outcome. In 2013 we followed the School Wide Positive Behaviour Program and set in stone procedures that solidified the focus for improvement in Playground Behaviour.

English, Maths, Science, Geography 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. Planning days towards the end of each term allowed cohort teachers to work together to unpack the units that were to be taught across the following term.

Information and Communication Technologies – in 2013 our school priorities included purchasing the 'Mathletics' program for the whole school, purchasing Smartboards for all classrooms and beginning to outfit two full class sized computer labs for use of all classes on a roster basis.

Future outlook

Priorities for 2014:

- School and student performance in Reading and Spelling
- Improved student attendance
- Positive wellbeing and relationships promoted between all members of the school community

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	332	155	177	89%
2012	407	200	207	84%
2013	470	235	235	94%

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		
	2011	2012	2013
Prep – Year 3	25	23	24
Year 4 – Year 7 Primary	22	25	26
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	7	10	13
Long Suspensions - 6 to 20 days	3	0	1
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Our school at a glance

Curriculum offerings

Our distinctive curriculum offerings include 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, History, 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

Instrumental music

After School 'Get Active' Program 2 afternoons per week

ICAS testing provided by University of NSW

After School Care (P&C)

Junior and Senior Choir

Student leadership and council

Rock Pop Mime

Mardi Gras

Mount Isa Mine Expo

Interschool Sport Carnival Days (2 per term)

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 3 computers in each classroom. We also now have two fully equipped computer labs with 30 new computers for whole class or group work.
- 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 2013 year.

Social climate

In 2013 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 was rewritten in 2013 in order to reflect

Our school at a glance

changes made due to the School Wide Positive Behaviour Support process that were 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.

As an example, in the skill 'Deal or No Deal' teachers presented different scenarios to students so that they gain an understanding of 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 continues to improve 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. 100% of our parents were very happy with the quality of the teaching in the school. Parents rated their satisfaction above the state average for areas including good discipline in the school, children are safe at school and the behaviour of children at our school. 100% of our parents believe their child is happy at school.

Our school has a good reputation and our school opinion survey results indicate that 100% of parents believe this is a good school. A further 100% 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.

Our school at a glance

Parent, student and staff satisfaction with the school

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	97%	100%
this is a good school (S2035)	97%	100%
their child likes being at this school* (S2001)	97%	100%
their child feels safe at this school* (S2002)	97%	100%
their child's learning needs are being met at this school* (S2003)	97%	100%
their child is making good progress at this school* (S2004)	95%	100%
teachers at this school expect their child to do his or her best* (S2005)	97%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	97%	100%
teachers at this school motivate their child to learn* (S2007)	94%	100%
teachers at this school treat students fairly* (S2008)	94%	100%
they can talk to their child's teachers about their concerns* (S2009)	97%	100%
this school works with them to support their child's learning* (S2010)	92%	100%
this school takes parents' opinions seriously* (S2011)	97%	100%
student behaviour is well managed at this school* (S2012)	94%	100%
this school looks for ways to improve* (S2013)	97%	100%
this school is well maintained* (S2014)	97%	100%

Performance measure (Nationally agreed items shown*)

Percentage of students who agree that:	2012	2013
they are getting a good education at school (S2048)	98%	97%
they like being at their school* (S2036)	94%	89%
they feel safe at their school* (S2037)	95%	97%
their teachers motivate them to learn* (S2038)	98%	98%
their teachers expect them to do their best* (S2039)	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	91%	100%
teachers treat students fairly at their school* (S2041)	82%	93%
they can talk to their teachers about their concerns* (S2042)	78%	82%
their school takes students' opinions seriously* (S2043)	92%	82%
student behaviour is well managed at their school* (S2044)	83%	94%
their school looks for ways to improve* (S2045)	97%	97%

Our school at a glance

their school is well maintained* (S2046)	94%	90%
their school gives them opportunities to do interesting things* (S2047)	94%	94%

Performance measure

Percentage of school staff who agree that:		2013
they enjoy working at their school (S2069)		91%
they feel that their school is a safe place in which to work (S2070)		94%
they receive useful feedback about their work at their school (S2071)		91%
students are encouraged to do their best at their school (S2072)		97%
students are treated fairly at their school (S2073)		97%
student behaviour is well managed at their school (S2074)		97%
staff are well supported at their school (S2075)		97%
their school takes staff opinions seriously (S2076)		94%
their school looks for ways to improve (S2077)		97%
their school is well maintained (S2078)		100%
their school gives them opportunities to do interesting things (S2079)		91%

* 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 a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Our school at a glance

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 the importance of reducing our environmental footprint.

The Oval bore pump was repaired and replaced in 2012 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
2010-2011	262,658	0
2011-2012	275,549	0
2012-2013	332,757	0

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

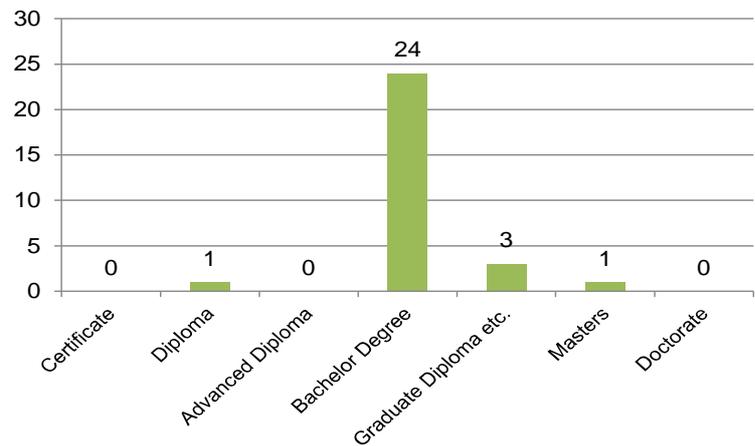
Our staff profile

Staff composition, including Indigenous staff

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	29	15	<5
Full-time equivalents	28	10	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	24
Graduate Diploma etc.	3
Masters	1
Doctorate	0
Total	29



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$35 700.

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
- EATSIPS Training
- Managing Risks in Curriculum
- Workplace Health and Safety
- Asbestos Awareness
- School Wide Positive Behaviour Support
- Aspiring Leaders Training
- Guided Reading Training
- THRASS moderator training
- SBMAQ conference
- Statewide Principal's Conference – Brisbane
- Music Teacher Conference – Maryborough
- First Aid courses

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	98%	98%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 71% of staff was retained by the school for the entire 2013 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.

Our staff profile

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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	91%	92%	93%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

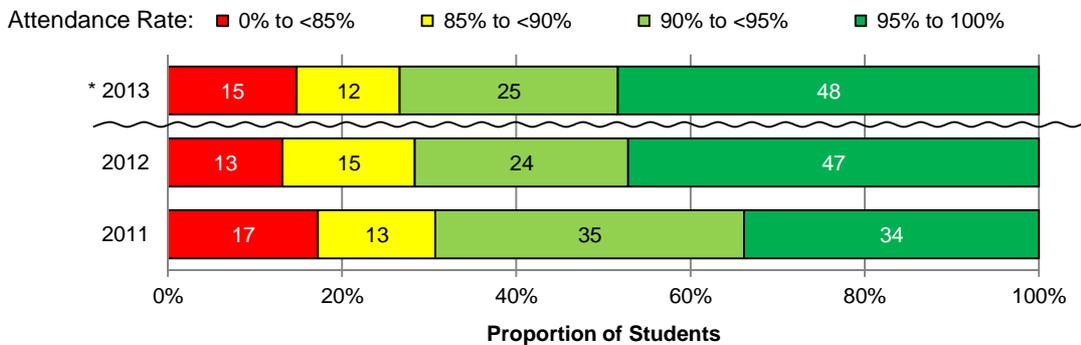
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	92%	89%	90%	93%	91%	92%					
2012	91%	93%	95%	90%	90%	93%	93%					
2013	92%	93%	93%	94%	92%	89%	93%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



* The method for calculating attendance changed in 2013 – care should be taken when comparing data from 2013 to that of previous years.

Performance of our students

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 totalled 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.

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/>.

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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

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

Yr 3 Numeracy results showed an increase in both Indigenous and Non-Indigenous results and there was also a similar gap to 2012.

The overall attendance rate for students at Happy Valley State School increased by 1% in 2013. There was a steady consistency 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 is used to promote transition into school and improve attendance rates from Prep forward.