



Happy Valley State School

# ANNUAL REPORT

# 2018

Queensland State School Reporting

*Every student succeeding*

*State Schools Strategy*  
Department of Education



**Queensland**  
Government

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## From the Principal

### School overview

Happy Valley State School has been proudly serving the community of Mount Isa since 1932. Here students experience success, have positive self image and excel in and confidently master new skills. Our Prep to Year 6 curriculum, established using the Australian Curriculum, including Japanese, is augmented by Gifted and Talented, early intervention strategies and learning and Special Needs support. Classroom teaching programs are balanced and innovative but never lose sight of the foundations of English and Mathematics. Our school is active in the community participating in Anzac Day, Eisteddfod competitions, local sporting competitions and Rock Pop Mime. We have an active After School Care Program for students requiring after school and holiday care. The value of the parental role in education is well recognised at Happy Valley State School. Parents are encouraged to become involved in the school, with our Parents and Citizens Association to foster cohesion within the school community and provide advice and additional resources critical to our success.

### School progress towards its goals in 2018

In 2018 Happy Valley State School focused on:

- Students developing deep understanding in Maths and using their understanding to solve new problems.
- Having clear expectations for intervention and extension.

We have worked with staff on developing clarity around the Australian Curriculum: Mathematics and pedagogies for deep learning.

### Future outlook

Initiative	Objective	Target
To improve Maths of all students by improving pedagogies for deep learning.	What impact does pedagogies for deep Maths learning have on the NAPLAN achievement of all students at Happy Valley State School?	Close gap between report card results and NAPLAN results. Increase number of students in Upper 2 bands for NAPLAN.
To improve intervention processes for students requiring support and extension.	What impact does intervention processes have on the Level of Achievement data of identified students at Happy Valley State School?	All students with D or E receiving targeted intervention.

# Our school at a glance

## School profile

<b>Coeducational or single sex</b>	Coeducational
<b>Independent public school</b>	No
<b>Year levels offered in 2018</b>	Prep Year - Year 6

### Student enrolments

Table 1: Student enrolments at this school

Enrolment category	2016	2017	2018
Total	402	408	384
Girls	207	198	181
Boys	195	210	203
Indigenous	59	72	74
Enrolment continuity (Feb. – Nov.)	89%	92%	89%

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

Happy Valley State School students come from a range of socio-economic backgrounds and from diverse cultural backgrounds. Some of the nationalities we have are: Maori, Pacific Islander, South African, Papua New Guinean, Filipino, Vietnamese and Indian.

Typically, student enrolments are directly impacted by the economic climate and employment situation of the mining industry within and around Mount Isa. Families include interstate and international enrolments as well as approximately 19% Indigenous students.

### Average class sizes

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

Phase of schooling	2016	2017	2018
Prep – Year 3	20	23	22
Year 4 – Year 6	24	26	27
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

Happy Valley State School offers Music, Health and Physical Education and Instrumental Music and are taught by specialist teachers. Japanese is taught via Charters Towers School of Distance Education. All Japanese lessons for Year 5 and 6 are held online with staff experienced in the Languages curriculum. A Support Teacher: Literacy and Numeracy, Special Education Teacher and a Guidance Officer are available to support our students along with Administration, teachers and parents in a collaborative approach.

Consistency is shown with District, State wide and Australian National Curriculum, Assessment and Reporting. When reporting, Happy Valley utilises Learning and Achievement standards developed collaboratively by the Head of Curriculum network, representing all schools in the Mount Isa area.

All key learning areas are offered: English, Mathematics, Science, Humanities and Social Sciences (HASS), Health and Physical Education, LOTE (Japanese), The Arts and Technology.

Authentic learning – Through the curriculum we aim to promote learning through 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. Teachers use a variety of pedagogical approaches when teaching the Australian Curriculum.

Spelling is taught using a consistent approach and incorporates the use of the THRASS (Teaching Handwriting, Reading and Spelling Skills) program. Teachers and Teacher Aides have been schooled in the use of the program for consistency throughout the school. The school also has two trained THRASS Mentors to support staff in the understanding of the program and its implementation.

### Co-curricular activities

Instrumental Music – Woodwind, Brass, Percussion and Strings

Auskick program

ICAS testing provided by University of NSW

After School Care (P&C)

Junior and Senior Choir

Mount Isa Eisteddfod

Student leadership and Student Council

Rock Pop Mime

Interschool Sport Carnival and Gala days

Year 5 Camp held each year

Other locally significant events

### How information and communication technologies are used to assist learning

- Happy Valley State School has two fully equipped computer labs, each with 30 computers for whole class or group work, as well 9 desktops available in the library.
- All classes have access to an electronic whiteboard within their classroom space.
- All students and staff have access to the internet, with an improved bandwidth on our site.
- We have also continued to purchase the 'Mathletics' program for the 2018 year.
- Year 4-6 classes have banks of laptops available for use in the classrooms and iPads are available in Prep to Year 3.

## Social climate

### Overview

In 2018, Happy Valley State School staff collaborated to build positive and proactive relationships with students and families. Our school's Responsible Behaviour Plan guides our discipline procedures and promotes consistency across the year levels. The Responsible Behaviour Plan was revised in 2016. Each classroom has a negotiated set of rules and expectations, a sequence of steps to follow (eg. 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 teachers at the Monday school parade. Through a reinforcement of these 'life skills', students develop a clear understanding of how to cope with a variety of situations within the playground and classroom.

In the school opinion survey, results indicated levels of satisfaction as follows:

- 100% parents reported that their child liked being at school
- 95% students reported that their teacher expects them to do their best
- 98% of students reported that their teachers provide them with useful feedback about their school work

### 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)	100%	93%	96%
• this is a good school (S2035)	100%	86%	100%
• their child likes being at this school* (S2001)	100%	97%	100%
• their child feels safe at this school* (S2002)	100%	86%	92%
• their child's learning needs are being met at this school* (S2003)	100%	83%	96%
• their child is making good progress at this school* (S2004)	100%	79%	96%
• 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)	98%	97%	100%
• teachers at this school motivate their child to learn* (S2007)	98%	90%	100%
• teachers at this school treat students fairly* (S2008)	100%	86%	100%
• they can talk to their child's teachers about their concerns* (S2009)	100%	97%	100%
• this school works with them to support their child's learning* (S2010)	100%	90%	96%
• this school takes parents' opinions seriously* (S2011)	98%	65%	92%
• student behaviour is well managed at this school* (S2012)	100%	74%	78%
• this school looks for ways to improve* (S2013)	100%	73%	92%
• this school is well maintained* (S2014)	100%	100%	100%

Percentage of parents/caregivers who agree# that:	2016	2017	2018
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\* 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)	98%	97%	92%
• they like being at their school* (S2036)	95%	95%	92%
• they feel safe at their school* (S2037)	97%	93%	89%
• their teachers motivate them to learn* (S2038)	97%	99%	92%
• their teachers expect them to do their best* (S2039)	100%	99%	95%
• their teachers provide them with useful feedback about their school work* (S2040)	97%	99%	98%
• teachers treat students fairly at their school* (S2041)	92%	96%	89%
• they can talk to their teachers about their concerns* (S2042)	92%	91%	85%
• their school takes students' opinions seriously* (S2043)	97%	93%	87%
• student behaviour is well managed at their school* (S2044)	93%	90%	70%
• their school looks for ways to improve* (S2045)	97%	97%	91%
• their school is well maintained* (S2046)	100%	97%	91%
• their school gives them opportunities to do interesting things* (S2047)	98%	97%	92%

\* 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)	94%	83%	86%
• they feel that their school is a safe place in which to work (S2070)	94%	83%	93%
• they receive useful feedback about their work at their school (S2071)	81%	48%	78%
• they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	86%	70%	74%
• students are encouraged to do their best at their school (S2072)	100%	95%	98%
• students are treated fairly at their school (S2073)	100%	73%	88%
• student behaviour is well managed at their school (S2074)	97%	45%	65%
• staff are well supported at their school (S2075)	87%	39%	69%
• their school takes staff opinions seriously (S2076)	68%	50%	75%
• their school looks for ways to improve (S2077)	97%	83%	90%
• their school is well maintained (S2078)	100%	87%	98%
• their school gives them opportunities to do interesting things (S2079)	81%	48%	76%

\* 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

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 consultation sessions on how to improve mathematics learning
- Parent helpers at the tuckshop, in the classrooms, at sports activities and other school events
- Parents visit classes for special events, celebrations, presentations or performances
- Parents become involved in P&C, or its subcommittees of After School Care or Tuckshop
- Parents attend weekly parade
- Parents attend our special events or fundraisers
- Parents become actively involved in learning units where specific knowledge or expertise is required

## Respectful relationships education programs

Happy Valley State School runs 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 details are placed on school Facebook page for parents. 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 says 'I don't want to play with you today'. It also teaches older students that 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 reinforcement of these 'life skills' our behaviour in the school continues to improve with less suspensions recorded across the year.

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

## 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	6	29	14
Long suspensions – 11 to 20 days	0	0	3
Exclusions	0	1	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

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 is used mainly to water the sports oval, providing an excellent surface for students to play.

Table 7: Environmental footprint indicators for this school

Utility category	2015–2016	2016–2017	2017–2018
Electricity (kWh)	285,616	309,201	284,406
Water (kL)		75	150

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.

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 '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	30	16	<5
Full-time equivalents	28	11	<5

\*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	0
Masters	2
Graduate Diploma etc.*	2
Bachelor degree	24
Diploma	2
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 \$28 540.

The major professional development initiatives are as follows:

- Quality teaching and learning
- Pedagogies for deep learning in Mathematics
- Leadership development
- Cultural
- Differentiation

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.	99%	97%	97%

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

From the end of the previous school year, 82% 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	93%	93%	92%
Attendance rate for Indigenous** students at this school	87%	89%	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	90%	93%	92%
Year 1	93%	91%	91%
Year 2	94%	94%	92%
Year 3	93%	95%	93%
Year 4	93%	94%	92%
Year 5	94%	94%	91%
Year 6	94%	93%	93%

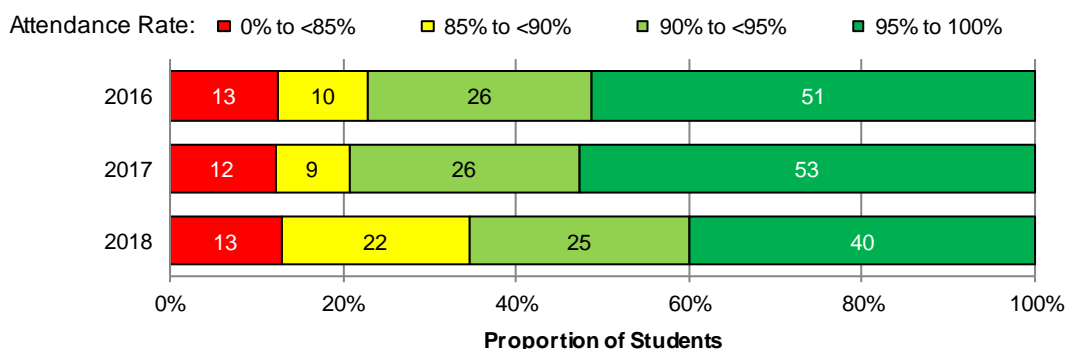
Year level	2016	2017	2018
Year 7			
Year 8			
Year 9			
Year 10			
Year 11			
Year 12			

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



## 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.

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

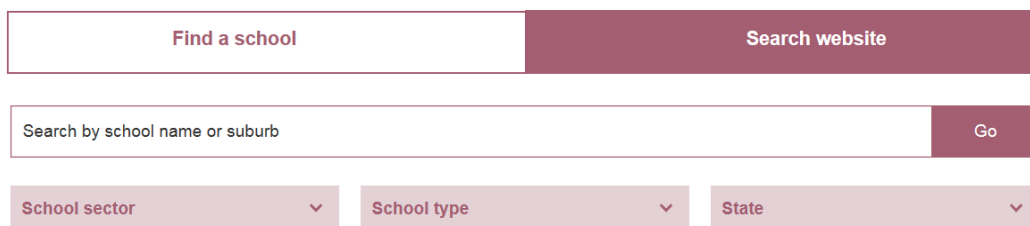
- Teachers mark the electronic roll twice a day
- Late students must report to the office and late slips are given and late attendance is recorded by the office.
- Office staff send an SMS to parents of students with unexplained absences.
- Students with attendance averaging less than 80% in the previous term are monitored closely and home visits are coordinated where necessary.
- The Deputy Principal/Principal and Indigenous Education Worker work with parents to support and improve attendance daily.
- Records of absences and outcomes of phone/SMS 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, as well as on the electronic sign.
- Certificates awarded to students with attendance of 100% each term.

## 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.