# Happy Valley State School

# ANNUAL REPORT
## 2016

### Queensland State School Reporting

*Inspiring minds. Creating opportunities. Shaping Queensland's future.*

*Every student succeeding. State Schools Strategy 2016-2020*
Department of Education and Training

Queensland Government

# Contact Information

| | |
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# School Overview

Happy Valley State School has been proudly serving the community of Mount Isa since 1932. Here students experienced success, have positive self image and excel in and confidently master new skills. Our Prep to Year 7 curriculum, established using the Essential Learnings of the Key Learning Areas, 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, Mardi Gras and Rock Pop Mime. We have an active School Aged Care Program for students requiring after school care and deliver the Active After School Community to promote sporting skills for students. 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 fostering cohesion within the school community and providing advice and additional resources critical to our success.

# Principal's Foreword

## Introduction

**School Progress towards its goals in 2016**

- School and student performance in Reading and Writing and Maths through Quality Teaching and Learning
- Improved student attendance
- Positive wellbeing and relationships promoted between all members of the school community

**Quality Teaching and Learning**

Happy Valley State School staff implemented North Queensland's framework for Quality Teaching learning that focussed on Teaching with a Literacy Focus. Clarity, Evidence Driven Instruction, Gradual Release of Responsibility and Monitoring are the elements within the framework that teachers use to enable assessment literate learnings. This is students who know what is expected of them and what they need to be able to do to achieve. Staff worked collaboratively to ensure alignment between assessment tasks and the Australian Curriculum. Alignment enabled teachers to have clarity of what students had to know and do to be able to be successful learners. Instructional coaching was offered to build teacher capacity.

**Improved attendance**

A range of incentives and rewards were offered for students to achieve a high level of attendance. These included

- Individual certificates for 100% attendance each term
- Class pizza parties if they achieved a week of 100% attendance

**Future Outlook**

**In 2017 Happy Valley State School will improve Quality Teaching & Learning through**
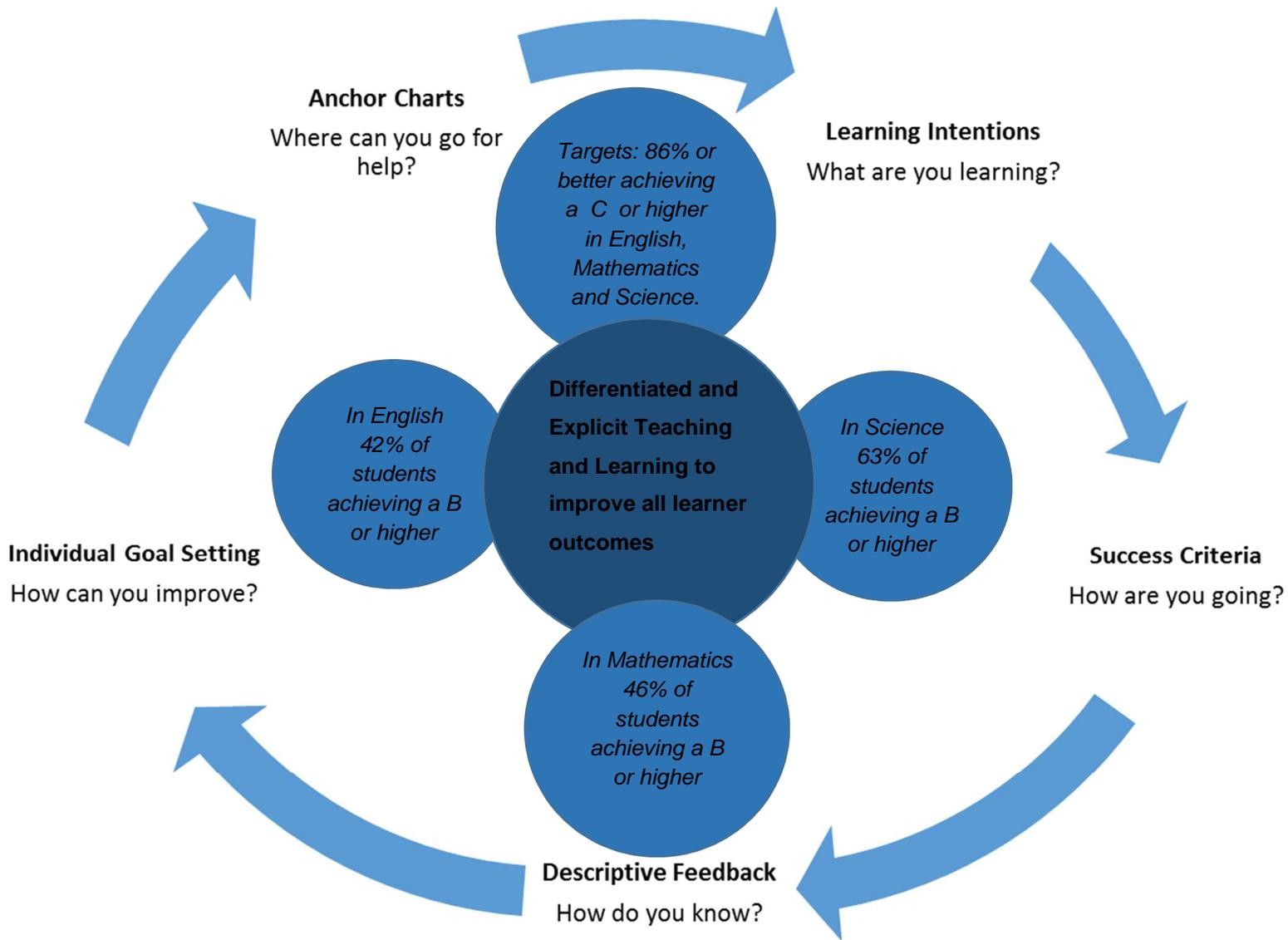
Clarity, Evidence driven instruction, Gradual release of responsibility and Monitoring learning.
We will achieve our targets by using evidence to differentiate instruction, recognising that social and work skills will need to be taught to enable teachers to work with targeted groups of students.

Working together to ensure every child achieves success:

- Academically
- Socially
- Emotionally

In an environment that is both supportive and challenging.

**Anchor Charts**
Where can you go for help?

**Learning Intentions**
What are you learning?

Targets: 86% or better achieving a C or higher in English, Mathematics and Science.

**Differentiated and Explicit Teaching and Learning to improve all learner outcomes**

In English 42% of students achieving a B or higher

In Science 63% of students achieving a B or higher

In Mathematics 46% of students achieving a B or higher

**Individual Goal Setting**
How can you improve?

**Success Criteria**
How are you going?

**Descriptive Feedback**
How do you know?

# Our School at a Glance

## School Profile

**Coeducational or single sex:**  Coeducational

**Independent Public School:**  No

**Year levels offered in 2016:**  Prep Year - Year 6

**Student enrolments for this school:**

|  | Total | Girls | Boys | Indigenous | Enrolment Continuity (Feb – Nov) |
|---|---|---|---|---|---|
| **2014** | 457 | 232 | 225 | 70 | 91% |
| **2015*** | 456 | 223 | 233 | 66 | 94% |
| **2016** | 402 | 207 | 195 | 59 | 89% |

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

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

In 2016, 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 (http://deta.qld.gov.au/earlychildhood/families/pre-prep-indigenous.html).

## 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, Canadian, South African, Congo Republic, New Zealander, Papua New Guinean, Pakistani, Filipino, British, French, Vietnamese.
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 18% Indigenous students.

### Average Class Sizes
The following table shows the average class size information for each phase of schooling.

| AVERAGE CLASS SIZES | | | |
|---|---|---|---|
| Phase | 2014 | 2015* | 2016 |
| Prep – Year 3 | 23 | 23 | 20 |
| Year 4 – Year 7 | 24 | 23 | 24 |
| Year 8 – Year 10 | | | |
| Year 11 – Year 12 | | | |

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

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# Curriculum Delivery

## Our Approach to Curriculum Delivery

Happy Valley State School offers Music, Health and Physical Education and Instrumental Music are taught by specialist teachers. Japanese is taught via Charters Towers School of Distance Education. All Japanese lessons for Grade 5 and 6 are held online with staff experienced in the Languages curriculum. A support Teacher Literacy and Numeracy, Special Education specialist 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, Statewide and Australian National Curriculum, Assessment and Reporting. When reporting, Happy Valley utilizes Learning and Achievement Standards developed collaboratively by a committee of Heads of Curriculum representing all state schools in Mount Isa district.

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 our 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. The units are based on the Australian Curriculum as well as explicit teaching.

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 learning journey. 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 facilitated by AFL Qld in Term 2

ICAS testing provided by University of NSW

After School Care (P&C)

Junior and Senior Choir

Mount Isa Eisteddfod

Mardi Gras

Student Leadership and student council

Rock, Pop, Mime

Mount Isa Mine Expo

Interschool Sport Carnival Days (2 per term)

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 touchscreen computers for whole class or group work as well as 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 and improved bandwidth on our site.

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 OneSchool for various record keeping and information sharing. We have also continued to purchase the 'Mathletics' program for the 2016 year.

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# Social Climate

**Overview**

In 2016 Happy Valley State School 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 revised in 2016. 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. 97% 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 great reputation and our school opinion survey results indicate that 100% of parents agree that their child is getting a good education at this school. We strive to make Happy Valley a happy and safe place for all students and staff to come each day.

**Parent, Student and Staff Satisfaction**

**Parent opinion survey**

| Performance measure | | | |
|---|---|---|---|
| Percentage of parents/caregivers who agree# that: | 2014 | 2015 | 2016 |
| their child is getting a good education at school (S2016) | 97% | 97% | 100% |
| this is a good school (S2035) | 97% | 100% | 100% |
| their child likes being at this school* (S2001) | 97% | 100% | 100% |
| their child feels safe at this school* (S2002) | 100% | 100% | 100% |
| their child's learning needs are being met at this school* (S2003) | 97% | 94% | 100% |
| their child is making good progress at this school* (S2004) | 97% | 94% | 100% |
| teachers at this school expect their child to do his or her best* (S2005) | 94% | 100% | 100% |
| teachers at this school provide their child with useful feedback about his or her school work* (S2006) | 94% | 97% | 98% |
| teachers at this school motivate their child to learn* (S2007) | 97% | 97% | 98% |
| teachers at this school treat students fairly* (S2008) | 97% | 97% | 100% |
| they can talk to their child's teachers about their concerns* (S2009) | 97% | 97% | 100% |
| this school works with them to support their child's learning* (S2010) | 97% | 97% | 100% |
| this school takes parents' opinions seriously* (S2011) | 97% | 97% | 98% |
| student behaviour is well managed at this school* (S2012) | 97% | 94% | 100% |
| this school looks for ways to improve* (S2013) | 97% | 100% | 100% |
| this school is well maintained* (S2014) | 100% | 100% | 100% |

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## Student opinion survey

| Performance measure | | | |
|---|---|---|---|
| Percentage of students who agree# that: | 2014 | 2015 | 2016 |
| they are getting a good education at school (S2048) | 99% | 97% | 98% |
| they like being at their school* (S2036) | 97% | 97% | 95% |
| they feel safe at their school* (S2037) | 97% | 99% | 97% |
| their teachers motivate them to learn* (S2038) | 99% | 98% | 97% |
| their teachers expect them to do their best* (S2039) | 99% | 100% | 100% |
| their teachers provide them with useful feedback about their school work* (S2040) | 97% | 98% | 97% |
| teachers treat students fairly at their school* (S2041) | 97% | 95% | 92% |
| they can talk to their teachers about their concerns* (S2042) | 96% | 96% | 92% |
| their school takes students' opinions seriously* (S2043) | 96% | 97% | 97% |
| student behaviour is well managed at their school* (S2044) | 96% | 97% | 93% |
| their school looks for ways to improve* (S2045) | 99% | 100% | 97% |
| their school is well maintained* (S2046) | 99% | 99% | 100% |
| their school gives them opportunities to do interesting things* (S2047) | 97% | 99% | 98% |

## Staff opinion survey

| Performance measure | | | |
|---|---|---|---|
| Percentage of school staff who agree# that: | 2014 | 2015 | 2016 |
| they enjoy working at their school (S2069) | 96% | 94% | 94% |
| they feel that their school is a safe place in which to work (S2070) | 100% | 94% | 94% |
| they receive useful feedback about their work at their school (S2071) | 100% | 83% | 81% |
| they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114) | 80% | 96% | 86% |
| students are encouraged to do their best at their school (S2072) | 100% | 100% | 100% |
| students are treated fairly at their school (S2073) | 100% | 100% | 100% |
| student behaviour is well managed at their school (S2074) | 96% | 97% | 97% |
| staff are well supported at their school (S2075) | 92% | 88% | 87% |
| their school takes staff opinions seriously (S2076) | 100% | 82% | 68% |
| their school looks for ways to improve (S2077) | 100% | 97% | 97% |
| their school is well maintained (S2078) | 100% | 94% | 100% |
| their school gives them opportunities to do interesting things (S2079) | 100% | 91% | 81% |

* 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 information sessions
- Parent helpers at the tuckshop, in the classrooms, at sports activities and other school events
- Parents attend excursions
- Parents visit classes for one-off or regular classroom lessons

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- 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.

## Respectful relationships programs

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.

## 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 | 2014* | 2015** | 2016 |
| Short Suspensions – 1 to 5 days | 9 | 8 | 6 |
| Long Suspensions – 6 to 20 days | 0 | 0 | 0 |
| Exclusions | 0 | 0 | 0 |
| Cancellations of Enrolment | 0 | 0 | 0 |

\* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

\*\*From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

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

| ENVIRONMENTAL FOOTPRINT INDICATORS | | |
|---|---|---|
| Years | Electricity kWh | Water kL |
| 2013-2014 | 330,484 | 187 |
| 2014-2015 | 323,542 | |
| 2015-2016 | 285,616 | |

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.

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# 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

School name     **GO**

Suburb, town or postcode

Sector:

☑ Government

☑ Non-government

**SEARCH**

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**

| 2016 WORKFORCE COMPOSITION | | | |
|---|---|---|---|
| Description | Teaching Staff | Non-Teaching Staff | Indigenous Staff |
| Headcounts | 29 | 15 | <5 |
| Full-time Equivalents | 27 | 11 | <5 |

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**Qualification of all teachers**

| TEACHER* QUALIFICATIONS | |
|---|---|
| **Highest level of qualification** | **Number of classroom teachers and school leaders at the school** |
| Doctorate | 0 |
| Masters | 1 |
| Graduate Diploma etc.** | |
| Bachelor degree | 28 |
| Diploma | |
| Certificate | |

*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 2016 were $49 250..

The major professional development initiatives are as follows:

Quality Teaching and Learning

Gradual Release of Responsibility

Teaching with a Literacy Focus

The proportion of the teaching staff involved in professional development activities during 2016 was 100

# Staff Attendance and Retention

**Staff attendance**

| AVERAGE STAFF ATTENDANCE (%) | | | |
|---|---|---|---|
| **Description** | **2014** | **2015** | **2016** |
| Staff attendance for permanent and temporary staff and school leaders. | 97% | 98% | 99% |

**Proportion of Staff Retained from the Previous School Year**
From the end of the previous school year, 69% of staff was retained by the school for the entire 2016.

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## Key Student Outcomes

## Student Attendance

### Student attendance

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

| STUDENT ATTENDANCE 2016 | | | |
| --- | --- | --- | --- |
| Description | 2014 | 2015 | 2016 |
| The overall attendance rate* for the students at this school (shown as a percentage). | 93% | 94% | 93% |
| The attendance rate for Indigenous students at this school (shown as a percentage). | 87% | 89% | 87% |

*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 2016 for all Queensland Primary schools was 93%.
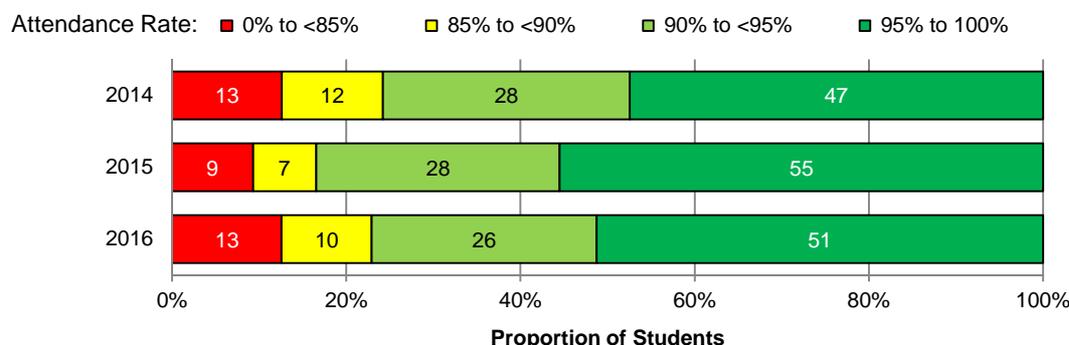
| AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL | | | | | | | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Year Level | Prep | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 |
| 2014 | 92% | 93% | 91% | 94% | 94% | 94% | 93% | 91% | | | | | |
| 2015 | 94% | 93% | 94% | 94% | 95% | 95% | 94% | | | | | | |
| 2016 | 90% | 93% | 94% | 93% | 93% | 94% | 94% | | | | | | |

*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:

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% |
| --- | --- | --- | --- | --- |
| 2014 | 13 | 12 | 28 | 47 |
| 2015 | 9 | 7 | 28 | 55 |
| 2016 | 13 | 10 | 26 | 51 |

Proportion of Students

### Description of how non-attendance is managed by the school
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.

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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 class roll 2 times each day
- Late students must report to the office and late slips are given. Late attendance is recorded by the Office
- Office staff contact all absent students' parents / carers every second day 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/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, 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 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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School NAPLAN information is available by selecting **'NAPLAN'** 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 our school's NAPLAN results.

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