

Healy State School

Queensland State School Reporting

2015 School Annual Report



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Principal's foreword

Introduction

Welcome to Healy State School, a school that has high expectations for learning, behaviour, attendance and school pride. At Healy State School:

- every child can learn and is given the right opportunities to progress
- every teacher can teach and are given the support required to develop their skills.

At this school, our core business is improving the learning outcomes for every student, every day.

Healy State School is located in Mount Isa. It opened its doors in 1972 and is the newest and smallest of the six state primary schools located in Mount Isa. Healy State School is a multicultural school which is proud of its student population. Approximately 50% of our student population identify as Aboriginal and/or Torres Strait Islander. A large proportion of our Aboriginal and Torres Strait Islander students are in formal or kinship care.

Our students enjoy a range of activities and sporting opportunities and we often have visiting athletes, artists and performers to enhance our curriculum. The school works closely with a range of agencies and local organisations.

This report provides information about our school achievements, culture, environment and our future priorities.

School progress towards its goals in 2015

Our improvement agenda for 2015 focused on the following key priorities:

- Reading –improve quality of teaching and student results on PM & PROBE tests
- Writing- introduce 7 Steps for Writing
- Attendance- aim to get to 90%
- Positive Behaviour Learning – build this philosophy as part of our culture
- Case Management and Differentiated Learning – Whole school plan to cater for the varying needs of our students
- Australian Curriculum Implementation – planning and delivery
- Assessment and Data collection – consistency across school and aligned with NQR & State priorities
- Performance Development – Culture of reflective feedback and building capacity of all staff

Many of these priorities were successfully implemented in 2015.

Future outlook

Our improvement agenda for 2016 focuses on the following key priorities:

- Reading – continue to improve our ability to teach reading through the Gradual Release of Responsibility
- Student behaviour – build a culture of positive behaviour and learning
- Attendance – increase attendance rates for all students

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	221	109	112	94	87%
2014	201	95	106	96	86%
2015	192	81	111	103	82%

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 2015, 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:

Healy State School is located in the southern suburbs of Mount Isa, approximately 1800km from Brisbane. The school is physically located in Healy which is one of the growth suburbs of Mount Isa. Classes at Healy State School are organised around traditional year level grouping. In some school years, some composite classes over adjacent year levels are created to meet human resourcing allocations.

Students who attend Healy SS come from a variety of backgrounds. There are students who come from Aboriginal and/or Torres Strait Islander families (50%) and students who do not come from Aboriginal or Torres Strait Islander families. The Aboriginal and Torres Strait Islander population is almost entirely composed of children who identify as Aboriginal and more than half identify as EAL/D learners.

Healy State School also has a considerable proportion of students that are from multicultural backgrounds including the Pacific Islands and New Zealand, Chinese and South African.

Healy State School is a co-education state school providing 'Freedom to Learn' by providing excellent curriculum for all students. Average class sizes

Phase	Average Class Size		
	2013	2014	2015
Prep – Year 3	26	26	21
Year 4 – Year 7 Primary	23	24	23
Year 7 Secondary – 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.

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2013	2014*	2015**
Short Suspensions - 1 to 5 days	26	25	32
Long Suspensions - 6 to 20 days	4	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.

Curriculum delivery

Our approach to curriculum delivery

In 2015, Healy State School implemented the Australian Curriculum in English, Mathematics, Science, History and Geography through the C2C resources created by The Department of Education and Training. Accompanying this, the students were also taught through the QCAR Framework in The Arts, Technology, LOTE (Japanese for Year 5-6) and HPE.

Extra curricula activities

Healy State School offered a range of extra-curricular activities in 2015 that supported and extended student learning. These activities included:

- Brain Day – Learning about Learning (Year 4-6)
- Choral Eisteddfod
- Ukulele Band
- Recorder Group
- District Sports: Netball, Touch, Soccer, Basketball, Rugby League, Futsal and Softball
- Under Eights' Day
- ANZAC Day Ceremony and March
- NAIDOC Day celebrations
- Harmony Day activities
- Swimming Lessons (Prep-Year 6)
- Rodeo Competitions and events
- Instrumental Music (Year 4-6)
- Book Fair
- Junior Secondary Gifted and Talented program
- Deadly Choices Health program (Year 6)
- School Camp at Magnetic Island (Year 6)
- Mining Expo
- Breakfast Club occurring 3 times a week from 7.45 – 8.25am
- Junior & Senior Discos

How Information and Communication Technologies are used to improve learning

In 2015, students had access to the computer lab which was used to conduct whole-class activities. Students also had access to the lab, throughout the school day, to complete curriculum tasks. The school also maintained a bank of computers in each classroom that could be used to enhance classroom learning.

Every classroom has an interactive whiteboard that is used to enhance student learning. Teachers also integrate the use of technology into each lesson and encourage students to use digital technologies.

Social Climate

Healy State School is a medium sized school that has a family-based school climate. Many students have siblings, cousins and extended family at the school and, as such, are very supportive of each other.

From time to time, there is conflict between students and this is dealt with and supported quickly by staff. Teasing and bullying is not acceptable at Healy State School and all cases that are reported are addressed immediately.

All students learn and use the following school strategies to get help when needed: Use your words, walk away or ask an adult for help. This has allowed students to be more proactive and responsible for their own decisions.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree [#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	100%	83%	100%
this is a good school (S2035)	100%	100%	89%
their child likes being at this school (S2001)	96%	100%	89%
their child feels safe at this school (S2002)	96%	100%	78%
their child's learning needs are being met at this school (S2003)	86%	83%	100%
their child is making good progress at this school (S2004)	96%	100%	100%
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)	89%	100%	89%
teachers at this school motivate their child to learn (S2007)	89%	100%	100%
teachers at this school treat students fairly (S2008)	96%	100%	100%
they can talk to their child's teachers about their concerns (S2009)	96%	100%	100%
this school works with them to support their child's learning (S2010)	86%	100%	89%
this school takes parents' opinions seriously (S2011)	100%	100%	100%
student behaviour is well managed at this school (S2012)	93%	83%	78%
this school looks for ways to improve (S2013)	96%	100%	89%
this school is well maintained (S2014)	100%	83%	89%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
they are getting a good education at school (S2048)	92%	100%	98%
they like being at their school (S2036)	94%	100%	89%
they feel safe at their school (S2037)	90%	96%	79%
their teachers motivate them to learn (S2038)	92%	92%	98%
their teachers expect them to do their best (S2039)	98%	100%	98%
their teachers provide them with useful feedback about their school work (S2040)	84%	100%	96%
teachers treat students fairly at their school (S2041)	94%	96%	85%
they can talk to their teachers about their concerns (S2042)	88%	100%	83%
their school takes students' opinions seriously (S2043)	84%	88%	75%

Performance measure			
Percentage of students who agree [#] that:	2013	2014	2015
student behaviour is well managed at their school (S2044)	88%	92%	69%
their school looks for ways to improve (S2045)	98%	96%	94%
their school is well maintained (S2046)	92%	96%	82%
their school gives them opportunities to do interesting things (S2047)	94%	100%	92%

Performance measure			
Percentage of school staff who agree [#] that:	2013	2014	2015
they enjoy working at their school (S2069)	64%	89%	88%
they feel that their school is a safe place in which to work (S2070)	82%	89%	75%
they receive useful feedback about their work at their school (S2071)	50%	78%	63%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	69%	100%	100%
students are encouraged to do their best at their school (S2072)	86%	89%	63%
students are treated fairly at their school (S2073)	59%	78%	63%
student behaviour is well managed at their school (S2074)	45%	78%	25%
staff are well supported at their school (S2075)	55%	78%	50%
their school takes staff opinions seriously (S2076)	68%	78%	63%
their school looks for ways to improve (S2077)	64%	89%	75%
their school is well maintained (S2078)	73%	67%	63%
their school gives them opportunities to do interesting things (S2079)	64%	78%	75%

'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 are valuable partners in the education of our students and, at Healy State School, we like to provide multiple opportunities for parents and caregivers to be engaged in the school. In 2015, parents were engaged in the school through participation in classroom activities, being invited to open days and events, through information provided in newsletters and classroom flyers as well as involving parents in extra-curricular activities.

Healy State School always invites parents and local community agencies to participate in the major activities in the school. In 2015, this included our ANZAC Day ceremony, Under Eights' Day celebration, NAIDOC Day and our swimming, cross country and athletics carnivals.

At the end of each semester, formal reports and interviews were offered to all parents. The school also has an open door policy where parents are welcome, and invited, to speak with their child's teacher on a regular basis.

Healy State School has a very supportive and effective P and C Association that meets monthly and actively encourages and supports parents to be involved in the school through various fundraising activities.

Parents are encouraged to attend weekly assemblies where there is a focus on student achievement, reinforcement of positive student behaviour and, at times, performances by our various musical groups.

Reducing the school's environmental footprint

At times, Mount Isa is placed on water restrictions. Water usage is reduced by a strict program of identifying leaks, areas of water wastage and addressing these issues immediately.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2012-2013	63,072	90
2013-2014	147,811	0
2014-2015	151,552	289

*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.

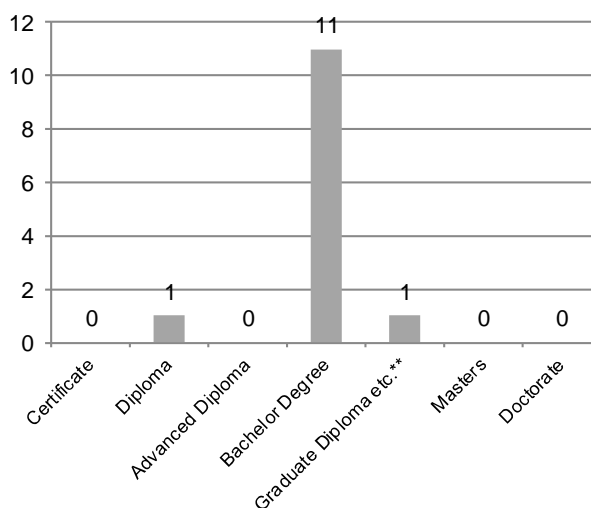
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	13	15	<5
Full-time equivalents	12	11	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	1
Advanced Diploma	0
Bachelor Degree	11
Graduate Diploma etc.**	1
Masters	0
Doctorate	0
Total	13



*Teaching staff includes School Leaders

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

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were \$28,637.

The major professional development initiatives are as follows:

- Curriculum and Assessment planning
- Reading strategies and expectations
- Student profiles and data walls
- Curriculum Planning and Expectations
- Student Protection
- Code of Conduct
- Keys to Information
- Internal Controls
- Health Safety and Wellbeing
- Curriculum Activity Risk Assessment
- Crossing Cultures
- Expectation and 14 Parameters (Sharratt)
- Data Profiles, Guided Reading
- Aus Identities
- Reading Benchmarks and Running Records
- Data Analysis and Update
- Hearing Impairment PD
- Oral Language
- Critical and Creative Thinking
- Oral language
- Cued articulation
- Gradual Release of Responsibility Model
- Comprehension - Professional Classroom Visits

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015
Staff attendance for permanent and temporary staff and school leaders.	96%	98%	97%

Proportion of staff retained from the previous school year

From the end of the previous school year, 84% of staff was retained by the school for the entire 2015 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

Sector:

Government

Non-government

Where it says '**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.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	87%	88%	88%
The attendance rate for Indigenous students at this school (shown as a percentage).	79%	84%	83%

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 attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)													
	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
2013	88%	85%	86%	87%	85%	89%	86%	88%					

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

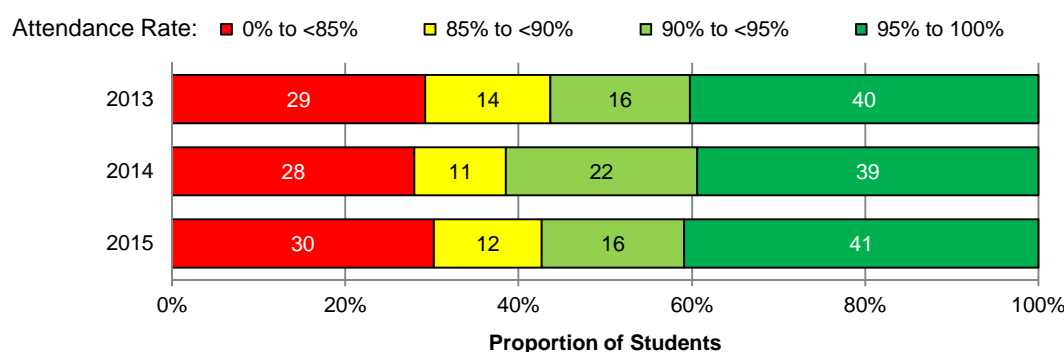
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	88%	89%	90%	89%	90%	88%	89%					
2015	89%	85%	89%	90%	85%	88%	85%						

*From 2013, the methodology used for calculating attendance rates effectively counts 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.



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.

Student attendance is very important to Healy State School and as such is a high priority.

Like all Queensland State Schools, class rolls are marked twice per day (morning and afternoon). Students who are absent for 3 days without contacting the school are contacted by staff as a check in point. After 5 days, the Principal and Family Support Worker contacts the family in person or by phone as well as sending home a letter. This is repeated at the 10 and 15 day point, with home visits on a regular basis to identify if there are factors that the school can assist with. School personnel will sometimes visit families to talk through and problem-solve their difficulties. Families will be referred to outside agencies to provide support and assistance if they wish. Follow up telephone calls and visits may occur as required.

In 2014, there was a strong partnership between home and school to reduce absenteeism. The strong relationships between the Family Support worker, Centacare staff, school staff and our families have helped to attain some improvement in attendance and reduce unexplained absences. Awards for attendance are presented each week on Assembly. There is still a significant gap between the attendance of Aboriginal and Torres Strait Islander students as compared to other 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.

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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