



MURRIJUNDA

Healy 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



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School Overview

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 is given the support required to develop their skills.

At our 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 45% of our student population identify as Aboriginal and/or Torres Strait Islander. The School also has a considerable proportion of students that come from other multicultural backgrounds. These backgrounds include Chinese, South African, the Pacific Islands and New Zealand.

Our students enjoy a range of activities and sporting opportunities and we often have visiting athletes, artists and performers to enhance our curriculum. These opportunities include Rock Pop Mime, Mount Isa Show display, Anzac services, Mount Isa Rodeo Week, interschool and district sport, athletics carnivals, visits from North Queensland Cowboys and NRL players, NAIDOC Day celebrations, school discos, Spinifex State College Gifted and Talented Program, pre-prep playgroup and transition to school (kindy into prep; Year 6 into high school).

Healy State School works closely with a range of agencies and local organisations. The school has a strong and positive presence in the local community and is always looking for opportunities to strengthen these relationships.

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

Principal's Foreward

Introduction

School Progress towards its goals in 2016

Our improvement agenda for 2016 focused 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

Future Outlook

Our improvement agenda for 2017 is focused on the following key priorities:

- Creating successful learners
- Embedding quality teaching and learning

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	201	95	106	96	86%
2015*	192	81	111	103	82%
2016	163	73	90	83	79%

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

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 groupings. In some school years, some composite classes over adjacent year levels are created to meet human resourcing allocations.

Healy State School is a multicultural school which is proud of its student population. Approximately 45% of our student population identify as Aboriginal and/or Torres Strait Islander. The School also has a considerable proportion of students that come from multicultural backgrounds. These backgrounds include Chinese, South African, the Pacific Islands and New Zealand.

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	26	24	24
Year 4 – Year 7	24	25	22
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.

Curriculum Delivery

Our Approach to Curriculum Delivery

In 2016, Healy State School implemented the Australian Curriculum in English, Mathematics, Science, HPE, 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 and Technology.

Co-curricular Activities

Healy State School offered a range of extra-curricular activities in 2016 that supported and extended student learning. These activities included:

- Athletics carnival
- Choral Eisteddfod
- Ukulele Band
- Recorder Group
- Junior Choir
- Senior Choir
- District Sports: Netball, Touch, Soccer, Basketball, Rugby League, Futsal and Softball
- Under Eights' Day
- ANZAC Day Ceremony and March
- NAIDOC Day celebrations
- Rodeo Competitions and events
- Instrumental Music
- Book Fair
- Junior Secondary Gifted and Talented program
- Deadly Choices Health program (Year 6)
- Breakfast Club occurring every morning
- Lunch program occurring every day for families requiring support
- Junior & Senior Discos

How Information and Communication Technologies are used to Assist Learning

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. Every classroom teacher has an iPad which is used to document and display student learning. The school also has a class set of iPads.

Social Climate

Overview

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 or 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

Parent opinion survey

Performance measure	2014	2015	2016
Percentage of parents/caregivers who agree [#] that: their child is getting a good education at school (S2016)	83%	100%	93%
this is a good school (S2035)	100%	89%	93%
their child likes being at this school* (S2001)	100%	89%	93%

Performance measure			
Percentage of parents/caregivers who agree# that:	2014	2015	2016
their child feels safe at this school* (S2002)	100%	78%	87%
their child's learning needs are being met at this school* (S2003)	83%	100%	93%
their child is making good progress at this school* (S2004)	100%	100%	87%
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)	100%	89%	93%
teachers at this school motivate their child to learn* (S2007)	100%	100%	93%
teachers at this school treat students fairly* (S2008)	100%	100%	80%
they can talk to their child's teachers about their concerns* (S2009)	100%	100%	100%
this school works with them to support their child's learning* (S2010)	100%	89%	100%
this school takes parents' opinions seriously* (S2011)	100%	100%	100%
student behaviour is well managed at this school* (S2012)	83%	78%	87%
this school looks for ways to improve* (S2013)	100%	89%	100%
this school is well maintained* (S2014)	83%	89%	93%

Student opinion survey

Performance measure			
Percentage of students who agree# that:	2014	2015	2016
they are getting a good education at school (S2048)	100%	98%	98%
they like being at their school* (S2036)	100%	89%	85%
they feel safe at their school* (S2037)	96%	79%	70%
their teachers motivate them to learn* (S2038)	92%	98%	91%
their teachers expect them to do their best* (S2039)	100%	98%	96%
their teachers provide them with useful feedback about their school work* (S2040)	100%	96%	96%
teachers treat students fairly at their school* (S2041)	96%	85%	80%
they can talk to their teachers about their concerns* (S2042)	100%	83%	75%
their school takes students' opinions seriously* (S2043)	88%	75%	75%
student behaviour is well managed at their school* (S2044)	92%	69%	88%
their school looks for ways to improve* (S2045)	96%	94%	98%
their school is well maintained* (S2046)	96%	82%	91%
their school gives them opportunities to do interesting things* (S2047)	100%	92%	87%

Staff opinion survey

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
they enjoy working at their school (S2069)	89%	88%	100%
they feel that their school is a safe place in which to work (S2070)	89%	75%	100%
they receive useful feedback about their work at their school (S2071)	78%	63%	86%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas	100%	100%	100%

Performance measure			
Percentage of school staff who agree# that:	2014	2015	2016
(S2114)			
students are encouraged to do their best at their school (S2072)	89%	63%	100%
students are treated fairly at their school (S2073)	78%	63%	100%
student behaviour is well managed at their school (S2074)	78%	25%	100%
staff are well supported at their school (S2075)	78%	50%	86%
their school takes staff opinions seriously (S2076)	78%	63%	83%
their school looks for ways to improve (S2077)	89%	75%	86%
their school is well maintained (S2078)	67%	63%	57%
their school gives them opportunities to do interesting things (S2079)	78%	75%	50%

* 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 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 2016, 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 2016, this included our ANZAC Day ceremony, Under Eights' Day celebration, NAIDOC Day and athletics carnival.

At the end of each semester, formal reports and interviews were offered to all parents. Parents are welcome, and invited, to make an appointment 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. The P and C Association 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 performances by our various musical groups.

Respectful relationships programs

The school has developed and implemented a program that focus on appropriate, respectful and healthy relationships.

To ensure the safety and well-being of others, students from Healy State School are taught to follow two fundamental rules:

- Keep your hands and feet to yourself
- Mind your own business

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	25	32	46
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

The school reduce its environmental footprint through the use of solar panels. 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.

ENVIRONMENTAL FOOTPRINT INDICATORS		
Years	Electricity kWh	Water kL
2013-2014	147,811	0
2014-2015	151,552	289
2015-2016	85,456	6,553

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.

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

Sector:

Government

Non-government

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	12	13	<5
Full-time Equivalents	11	10	<5

Qualification of all teachers

TEACHER* QUALIFICATIONS	
Highest level of qualification	Number of classroom teachers and school leaders at the school
Doctorate	
Masters	
Graduate Diploma etc.**	1
Bachelor degree	11
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 \$21000.

The major professional development initiatives are as follows:

- Implementing the Australian Curriculum
- Curriculum alignment
- Gradual Release of Responsibility Model
- Monitoring student learning
- Behaviour management

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.	98%	97%	98%

Proportion of Staff Retained from the Previous School Year

From the end of the previous school year, 65% of staff was retained by the school for the entire 2016.

Performance of Our Students

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).	88%	88%	84%
The attendance rate for Indigenous students at this school (shown as a percentage).	84%	83%	77%

*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%.

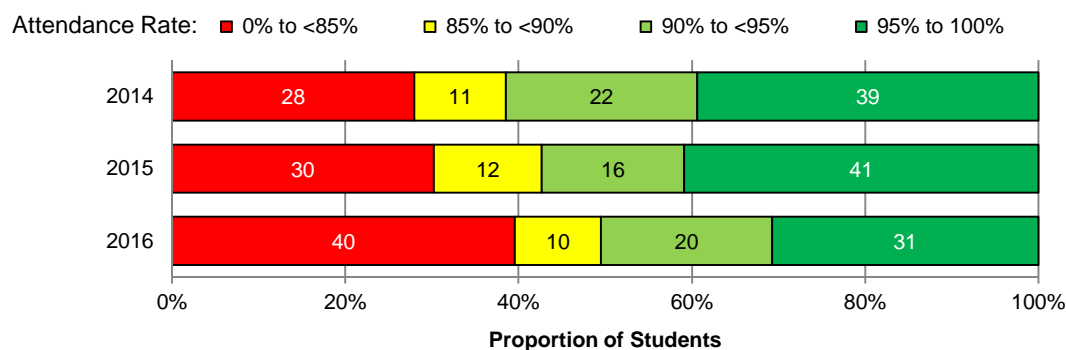
AVERAGE STUDENT ATTENDANCE RATE* (%) FOR EACH YEAR LEVEL													
Year Level	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2014	84%	88%	89%	90%	89%	90%	88%	89%					
2015	89%	85%	89%	90%	85%	88%	85%						
2016	76%	89%	86%	85%	89%	81%	84%						

*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:



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 in which the school can offer support. 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 2016, there was a strong partnership between home and school to reduce absenteeism. The strong relationships between the Family Support worker, support agencies, school staff and our families have helped to gain improvement in attendance and reduce unexplained absences. Awards for attendance are presented each week on Assembly and for the entire 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**.

Find a school

School name

Suburb, town or postcode

Sector:

Government

Non-government

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 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.