Healy State School
Queensland State School Reporting
2014 School Annual Report

MURRIJUNDA

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Principal's foreword

Introduction

Welcome to Healy State School, a place that has high expectations for learning, behaviour and school pride. It is a place where every child can learn and is given the right opportunities to do so and every teacher can teach and are given the opportunity to have the right tools and develop their skills. It is a place where improving student learning outcomes for every child is our core business and focus.

Healy State School is located in Mt 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 and proud of its student population. Our 2014 student population was 201 students with 47% of our students being from Aboriginal or Torres Strait Islander descent. 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.

Every year State schools across the state issue an Annual Report which identifies the growth, development, performance, achievements of our school. It is with pleasure that we present our 2014 School Annual Report. This report provides insight about our school, in terms of achievements, our school culture and environment and our future priorities.

We are also committed to ensuring we promote our school motto.
"Freedom to Learn"

School progress towards its goals in 2014

The Major Priorities for 2014 were:
- Explicit School Improvement agenda in teaching of Reading P-7
- Improvement in Writing P-7
- Increased attendance and participation for all students
- Enhance the capacity and capabilities of all staff

All of these areas were the continuation of work commenced in 2013 and were key to improvement in student learning and achievement. But in particular, we focussed on the following key areas:

We enhanced the School READING program by:
- Employing a Lead Literacy Teacher who began work with the P-3 classes in Term 3
- Providing PD at each staff meeting that focused on teaching reading strategies
- Developing Early Years teachers capacity to deliver Phonemic/Phonological awareness teaching and learning (Synthetic Phonics – Getting Reading Right)
- Developing and enhancing teachers and teacher aide's skills in teaching reading comprehension (using Sheena Cameron's work)
- Encouraging teachers to share their practice by providing time to observe each other in their classrooms
- Purchasing resources for reading that are high interest and low level to cater for high needs students
- Centralising our reading resources and setting up protocols for borrowing

We built capacity to improve teaching of WRITING by:
- Supporting delivery of Break it Down Build it Up units
    - by ensuring staff had knowledge and resources to deliver agreed units and
    - by providing release time for Language 4 Learning Leader to support staff and model delivery
- Moderating writing samples across whole school
- Introducing staff to the Seven Steps to Writing process

We continued to implement strategies to improve ATTENDANCE and School Culture by:
- Embedding School Wide Positive Behaviour Support (SWPBS) processes which focussed on teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour
- Presenting weekly awards for attendance on assembly

Future outlook

AIP priorities 2015
- 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

Our school at a glance

School Profile

Coeducational or single sex: **Coeducational**

Year levels offered in 2014:   **Prep Year – Year 7**

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2012	195	97	98	81%
2013	221	109	112	87%
2014	201	95	106	86%

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

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 one of the growth suburbs, with available building land that was opened in 2010.

Classes at Healy State School are organised around traditional year level grouping with some composite classes over adjacent year levels created, in order to meet human resourcing allocations.

Students who attend Healy SS are a mix of Aboriginal and Torres Strait Islander (47%) and non-Aboriginal and Torres Strait Islander families. The Aboriginal and Torres Strait Islander population is almost entirely composed of children who identify as Aboriginal and >50% identify as EAL/D learners. Many of these families are part of the Yallambee Mob, based in the camp area on the Leichardt River.

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

Motility has a large impact on the student population. The average student has attended 3 or more primary schools, with <15% of students having changed schools at least once a year. This motility is due to the employment in the region being centred on mining, as well as the transient nature of the Indigenous families. There is still a significant pattern of movement between the Northern Territory, Mount Isa and the Gulf region.

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		
	2012	2013	2014
Prep – Year 3	24	26	26
Year 4 – Year 7 Primary	25	23	24
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2012	2013	2014*
Short Suspensions - 1 to 5 days	23	26	25
Long Suspensions - 6 to 20 days	4	4	0
Exclusions#	0	0	0
Cancellations of Enrolment	0	0	0

Exclusion is an abbreviated title which reflects suspensions with recommendations for exclusion, which may result in an exclusion or be set aside through an appeals process.

* Caution should be used when comparing 2014 data with previous years SDA data as amendments to the disciplinary provisions in the Education (General Provisions) Act 2006, passed in late 2013, created a time series break.

Curriculum offerings

Our distinctive curriculum offerings: Healy State School implemented the Australian Curriculum in English, Mathematics, Science, History and Geography in 2014 through the C2C units offered by Education Queensland. Healy State School also used the Language for Learning resource to teach English as a high percentage of the student body are identified as EAL/D.

Accompanying this, the students were also taught through the QCAR Framework in The Arts, Technology, LOTE (Japanese) and HPE.

Extra curricula activities
Healy State School offered a range of extra-curricular activities in 2014 that supported and extended student learning. These activities included:
Brain Day –Learning about Learning (Yr 4-7)
Choral Eisteddfod
Ukulele Band
Recorder Group
District Sports: Netball, Touch, Soccer, Basketball, Rugby League, AFL, Futsal
Sports Expo
Under 8's Day
ANZAC Day Ceremony and March
NAIDOC Day celebrations
Harmony Day activities
Swimming Lessons P-7
Rodeo Competitions and events
Instrumental Music (Yr4-7)
Book Fair
Junior Secondary Gifted and Talented program
Deadly Choices Health program (Yr 6&7)
School Camp at Magnetic Island (Yr 6&7)
Mining Expo
Breakfast Club occurring 3 times a week from 7.45 – 8.25am

How Information and Communication Technologies are used to assist learning
In 2014 students had access to the computer lab that was used to conduct whole of class activities. Students also had access throughout the school day to complete work tasks. The school also maintained a bank of computers in each classroom that could be used to enhance their classroom work.

Teachers all have an interactive whiteboard that is used to enhance and direct 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 very family base 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 all staff. Any cases of bullying reported by parents are addressed immediately and it is not acceptable in the school. All students learn and use the 3 school strategies to get help when needed: Use your words, walk away or ask an adult for help. This has seen students be more proactive and responsible for their own decisions.

In 2014 continued implementation of strategies based around Positive Behaviour Learning made a significant impact on the majority of students. The Healy Habits – *Respect Yourself, Respect Others, Respect Property and Be a Learner* were introduced along with a redeveloped Expectations of Behaviour Matrix. The introduction of the Healy High Achievers – Gold, Silver & Bronze rewards program and the continued use of *Gotchas* and high attendance recognitions were also highly successful. Teachers implemented a program of Social Skills where a skill a week was presented on Assembly and then revisited as a lesson in the classroom.

Healy State School caters for children from many and varied backgrounds, ability levels and cultures.

From the 2014 School Opinion Survey, parents expressed a high level of satisfaction in the range between 83% and 100% in the questions on 'safe at school', 'treated fairly', 'behaviour and discipline' and 'happy to go to this school'.

Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree# that:	2012	2013	2014
their child is getting a good education at school (S2016)	95%	100%	83%
this is a good school (S2035)	100%	100%	100%
their child likes being at this school* (S2001)	100%	96%	100%
their child feels safe at this school* (S2002)	100%	96%	100%
their child's learning needs are being met at this school* (S2003)	95%	86%	83%
their child is making good progress at this school* (S2004)	95%	96%	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)	100%	89%	100%
teachers at this school motivate their child to learn* (S2007)	95%	89%	100%
teachers at this school treat students fairly* (S2008)	95%	96%	100%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%	100%
this school works with them to support their child's learning* (S2010)	95%	86%	100%
this school takes parents' opinions seriously* (S2011)	95%	100%	100%
student behaviour is well managed at this school* (S2012)	95%	93%	83%
this school looks for ways to improve* (S2013)	95%	96%	100%
this school is well maintained* (S2014)	95%	100%	83%

Performance measure			
Percentage of students who agree# that:	2012	2013	2014
they are getting a good education at school (S2048)	98%	92%	100%
they like being at their school* (S2036)	93%	94%	100%
they feel safe at their school* (S2037)	95%	90%	96%
their teachers motivate them to learn* (S2038)	98%	92%	92%
their teachers expect them to do their best* (S2039)	98%	98%	100%
their teachers provide them with useful feedback about their school work* (S2040)	98%	84%	100%
teachers treat students fairly at their school* (S2041)	93%	94%	96%
they can talk to their teachers about their concerns* (S2042)	86%	88%	100%
their school takes students' opinions seriously* (S2043)	88%	84%	88%
student behaviour is well managed at their school* (S2044)	90%	88%	92%
their school looks for ways to improve* (S2045)	100%	98%	96%
their school is well maintained* (S2046)	95%	92%	96%
their school gives them opportunities to do interesting things* (S2047)	100%	94%	100%

Performance measure			
Percentage of school staff who agree# that:	2012	2013	2014
they enjoy working at their school (S2069)		64%	89%
they feel that their school is a safe place in which to work (S2070)		82%	89%
they receive useful feedback about their work at their school (S2071)		50%	78%
students are encouraged to do their best at their school (S2072)		86%	89%
students are treated fairly at their school (S2073)		59%	78%
student behaviour is well managed at their school (S2074)		45%	78%
staff are well supported at their school (S2075)		55%	78%
their school takes staff opinions seriously (S2076)		68%	78%
their school looks for ways to improve (S2077)		64%	89%
their school is well maintained (S2078)		73%	67%
their school gives them opportunities to do interesting things (S2079)		64%	78%

* Nationally agreed student and parent/caregiver items were incorporated in the School Opinion Survey in 2012.

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to a major redevelopment of the surveys (parent/caregiver and student in 2012; staff in 2013), comparisons with results from previous years are not recommended.

DW = Data withheld to ensure confidentiality.

Involving parents in their child's education

Parents are valuable partners in the education of our young people and at Healy we like to provide multiple opportunities for parents and caregivers to be engaged in the school. In 2014 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. This included in 2014, our ANZAC Day ceremony, Under 8's Day activities program, a community based 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, however there is an open door policy and parents are welcome and invited to speak with their child's teacher on a regular basis to be an effective part of maximising learning opportunities for their child.

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 on Mondays 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

Data is sourced from school's annual utilities return and is reliant on the accuracy of these returns.

Due to the drought we are on restricted schedule of watering grounds and gardens. Water usage was also reduced by a strict program of identifying leaks, areas of water wastage and addressing these issues.

We have had a significant increase in our use of electricity due to a very prolonged and hot summer where continued running of the air-conditioners was necessary to maintain a comfortable working environment.

Years	Environmental footprint indicators	
	Electricity kWh	Water kL
2011-2012	137,733	5,000
2012-2013	63,072	90
2013-2014	147,811	0

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

2014 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	15	14	<5
Full-time equivalents	12	10	<5

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	13
Graduate Diploma etc.**	0
Masters	1
Doctorate	0
Total	**15**
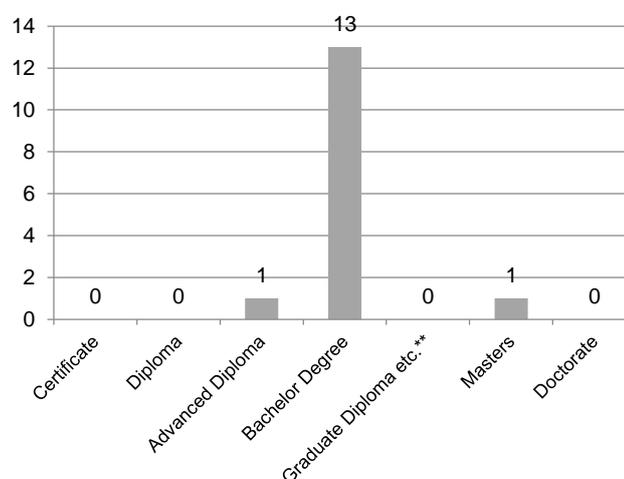
*Teaching staff includes School Leaders

**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 2014 were $6,808.00

The major professional development initiatives are as follows:

- C2C Planning and implementation
- Language for Learning – BIDBIU
- QSIL
- Nationally Consistent Data Collection for students with Disabilities
- NQR Quality Teaching and Learning
- AITSL Observation and Feedback using the Professional Standards for Teachers
- Music teachers conference
- One School training
- Code of Conduct, Student Protection
- Differentiation
- Speech Language Learning
- Mental Models with Neil Carrington
- Learning with the Brain in Mind with John Joseph
- 5 Pillars for Reading Instruction
- Positive Behaviour Learning – De-escalating behaviour strategies
- Reading and PM Benchmarks
- Putting Faces on the Data with Lyn Sharratt
- NQR Principals Conference

The proportion of the teaching staff involved in professional development activities during 2014 was 100%

Average staff attendance	2012	2013	2014
Staff attendance for permanent and temporary staff and school leaders.	97%	96%	98%

Proportion of staff retained from the previous school year

From the end of the previous school year, 62% of staff was retained by the school for the entire 2014 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.**

Where it says **'Search by school name'**, type in the name of the school you wish to view, and select <GO>. Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being given access to the school's *My School* entry webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's entry 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	2012	2013	2014
The overall attendance rate for the students at this school (shown as a percentage).	88%	87%	88%

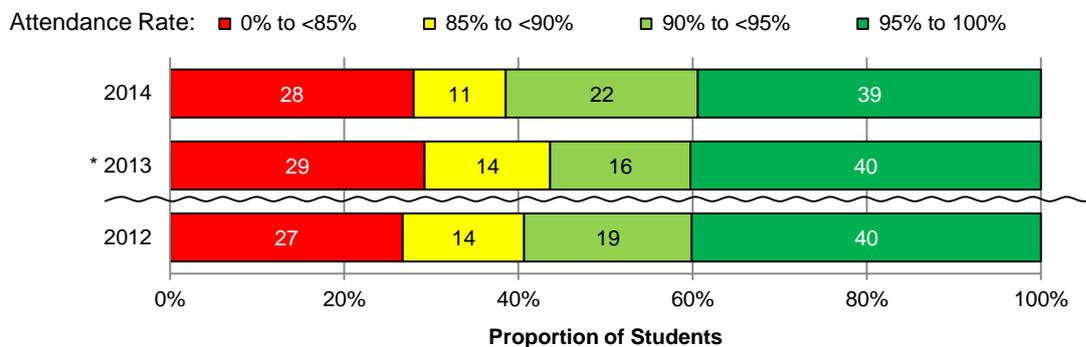The overall attendance rate in 2014 for all Queensland Primary schools was 92%.

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

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2012	90%	86%	89%	80%	92%	91%	88%					
2013	85%	86%	87%	85%	89%	86%	88%					
2014	88%	89%	90%	89%	90%	88%	89%					

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	28	11	22	39
* 2013	29	14	16	40
2012	27	14	19	40

Proportion of Students

*The method for calculating attendance changed in 2013 – care should be taken when comparing data after 2012 to that of previous years.

Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DETE policies, SMS-PR-029: Managing Student Absences and SMS-PR-036: Roll Marking in State Schools, which outline processes for managing and recording student attendance and absenteeism.

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 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.**

Where it says **'Search by school name'**, type in the name of the school whose NAPLAN results you wish to view, and select <GO>.

Read and follow the instructions on the next screen; you will be asked to accept the **Terms of Use** and Privacy Policy before being able to access NAPLAN data. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.

Achievement – Closing the Gap

The Closing the Gap strategy aims to reduce the gap between Aboriginal and Torres Strait Islander students as compared to other students.

In 2014, Healy State School's Indigenous enrolment was approximately 47% of students enrolled. Attendance for all students was at 88%. Indigenous student's attendance was at 82% and Non-Indigenous student's attendance at 92.5%. In 2014, most Indigenous students transitioned to Spinifex Junior College, however there were also some students who transitioned to the Catholic Sector and Boarding Schools in Charters Towers and Cairns.

Indigenous student achievement on NAPLAN indicates that there remains a gap between Indigenous and non-Indigenous student performance and in 2014 the gap has remained the same in most areas. There was a strong focus during 2014 in establishing and implementing a consistent approach to teaching Phonics and Phonemic awareness in the Early Years and teaching using Language for Learning resources and strategies.   Bandscaling was done for Year 2, 3 and 4 identified students.

At Healy State School there is a strong correlation between students attendance and student academic achievement. The focus of the Family Support Worker, Principal, classroom teachers and various outside support agencies is to increase student attendance and participation in schooling to enhance indigenous students' opportunities to be academically successful.