

# Healy State School (0232)

## Queensland State School Reporting

### 2012 School Annual Report



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## Healy State School

### Principal's foreword

#### Introduction

This report outlines the achievements and data for 2012 with commentary. This commentary is designed to assist in understanding the situation and circumstances of Healy State School in 2012.

Healy SS is located in Mt Isa. Healy State School opened its doors in 1972 and is the newest and smallest of the 6 state primary schools located in Mount Isa.

Our current student population is 195 students with 42% 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. In addition we have a large group of our Aboriginal and Torres Strait Islander students that reside in the local Aboriginal community, Yalabee, located in close proximity to our school. Students attending school from these communities have often come from outlying communities and have had little exposure to traditional forms of schooling.

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.

#### School progress towards its goals in 2012

The following have been outlined as the Major Priorities for 2012:

- Improvement of Reading P-7;
- Improvement of writing P-7;
- Increase attendance and participation rates for all students;
- Enhance the capacity and capabilities of all staff;
- Development of a Community Engagement and Participation Strategy; and
- Renew and invest in facilities.

These priorities were developed to build on the work completed in the school in 2011.

#### Future outlook

The Major Priorities for 2013 will be:

- Improvement in Reading P-7;
- Improvement in Writing P-7;
- Increased attendance and participation for all students; and
- Enhance the capacity and capabilities of all staff.

3 of these areas are a continuation of 2012 priorities as they are key areas for student success and achievement.

# Our school at a glance

## School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2012: Prep - Year 7

Total student enrolments for this school: 195

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2010	179	88	91	82%
2011	197	101	96	81%
2012	195	97	98	81%

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 being opened in 2010.

Students who attend Healy SS are a mix of Aboriginal and Torres Strait Islander (42%) 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. Many of these families are part of the Yalabee Mob, based in the camp area on the Leichardt River.

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.

## Average Class sizes

Phase	Average Class Size		
	2010	2011	2012
Prep – Year 3	21	23	24
Year 4 – Year 7	26	27	25

## School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2010	2011	2012
Short Suspensions - 1 to 5 days	20	15	23
Long Suspensions - 6 to 20 days	6	3	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

# Our school at a glance

## Curriculum offerings

Healy State School introduced the Australian Curriculum in English, Mathematics and Science to students in 2012 through the C2C units offered by Education Queensland.

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

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Healy State School offered a range of extra-curricular activities in 2012 that supported and extended student learning. These activities included:

Choral Eisteddfod

Ukulele Band

Rock Pop Mime: Junior

Rock Pop Mime: Senior

Indigenous Dance Group

Sports: Netball, Touch, Soccer, Basketball, Rugby League, Hockey

Under 8's Day

ANZAC Day Ceremony and March

NAIDOC Day celebrations

Swimming Lessons P-7

Rodeo Competitions and events

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How Information and Communication Technologies are used to assist learning

In 2012 additional computers were purchased to extend the class suite of computers for whole class activities, as well as maintaining a bank of computers in each classroom. Students have access to the computer lab throughout the school day 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.

Students were also involved in on line learning programs, especially through Charters Towers SDE, which aimed to enhance writing skills in students.

In 2012 all classroom and specialist teachers secured their ICT Certificate.

## 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 is not acceptable in the school. All students learn and use the 3 school strategies to get help when needed: Ask a teacher, walk away or use your words. This has seen students be more proactive and responsible for their own decisions.

The introduction of strategies based around School-wide Positive Behaviour in semester 2, 2012 made a significant impact on the majority of students. The use of a rewards and recognition program was highly successful.

The students, staff and parents all recognised the significant improvement in the school climate through the 2012 School Opinion Survey results.

# Our school at a glance

## Parent, student and staff satisfaction with the school

Generally the results in 2012 showed a significant improvement in the overall satisfaction with the school. This was an improvement on the previous trend and reflected the effort and work of the parent body and staff to support students.

All areas are above the Queensland State Average.

### Performance measure (Nationally agreed items shown\*)

Percentage of parents/caregivers who agree that:	2012 <sup>#</sup>
their child is getting a good education at school	95.2%
this is a good school	100.0%
their child likes being at this school*	100.0%
their child feels safe at this school*	100.0%
their child's learning needs are being met at this school*	95.2%
their child is making good progress at this school*	95.2%
teachers at this school expect their child to do his or her best*	100.0%
teachers at this school provide their child with useful feedback about his or her school work*	100.0%
teachers at this school motivate their child to learn*	95.2%
teachers at this school treat students fairly*	95.0%
they can talk to their child's teachers about their concerns*	100.0%
this school works with them to support their child's learning*	95.2%
this school takes parents' opinions seriously*	95.0%
student behaviour is well managed at this school*	95.2%
this school looks for ways to improve*	95.0%
this school is well maintained*	95.2%

### Performance measure (Nationally agreed items shown\*)

Percentage of students who agree that:	2012 <sup>#</sup>
they are getting a good education at school	97.6%
they like being at their school*	92.9%
they feel safe at their school*	95.2%
their teachers motivate them to learn*	97.6%
their teachers expect them to do their best*	97.6%

## Our school at a glance

their teachers provide them with useful feedback about their school work*	97.6%
teachers treat students fairly at their school*	92.9%
they can talk to their teachers about their concerns*	85.7%
their school takes students' opinions seriously*	87.8%
student behaviour is well managed at their school*	89.7%
their school looks for ways to improve*	100.0%
their school is well maintained*	95.2%
their school gives them opportunities to do interesting things*	100.0%

### Performance measure (Nationally agreed items shown\*)

Percentage of school staff who agree:	2012 <sup>#</sup>
that they have good access to quality professional development	91.3%
with the individual staff morale items	100.0%

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

<sup>#</sup> Percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement. Due to changes to the School Opinion Surveys in 2012, comparisons with results for previous years are not recommended.

DW = Data withheld to ensure confidentiality.

## Involving parents in their child's education

Healy State School has always provided parents with multiple opportunities to be involved and engaged in the school by involving parents in a wide range of activities. In 2012 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 2012 a whole community Under 8's Day and a community based NAIDOC Day.

Highly successful in 2012 was the introduction of BBQ's for parents each term with open classrooms. The participation rate at these events doubled each term.

At the end of each semester formal reports and interviews are 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 actively encourages and supports parents to be involved in the school.

## Reducing the school's environmental footprint

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

Healy SS has taken measures to reduce the environmental footprint through garden programs that aim to not only beautify the school but educate students about their own environmental responsibilities. In a joint project with the Southern Gulf Catchment a dry river bed display was established that demonstrates the wide range of fauna, and eventually insects, that are part of this eco system.

Water usage was reduced by a strict program of identifying leaks, areas of water wastage and addressing these issues. An example is the replacement of valves in the toilets reduced the excess water usage by over ½ million litres a year.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2009-2010	110,329	2,086
2010-2011	130,463	13,236
2011-2012	137,733	5,000

# Our staff profile

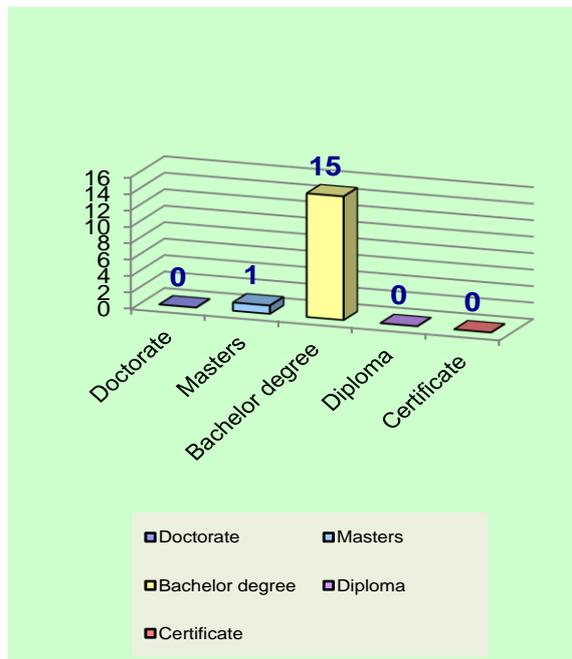
## Staff composition, including Indigenous staff

Healy State School has staff from a wide range of backgrounds. The wide mix of staff allows students to be exposed to a wide range of skills, interests and cultures as a part of their experience at Healy State School.

2012 Workforce Composition	Teaching Staff	Non-teaching Staff	Indigenous Staff
Headcounts	19	13	<5
Full-time equivalents	15.7	8.8	<5

## Qualifications of all teachers

Highest level of attainment	Number of classroom teachers and school leaders at the school
Doctorate	0
Masters	1
Bachelor degree	15
Diploma	0
Certificate	0



## Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2012 were \$23727.

The major professional development initiatives are as follows:

- Fun Friends
- Friend Program
- Stronger Smarter
- ESL Essentials
- Language Leader Training
- ROLE M
- Yumi Deadly Maths

# Our staff profile

Cultural Awareness Training

Michael Carr-Gregg

Sand Play Therapy

Support a Talker

The proportion of the teaching staff involved in professional development activities during 2012 was 100%.

Average staff attendance	2010	2011	2012
Staff attendance for permanent and temporary staff and school leaders.	96.9%	97%	97%

## Proportion of staff retained from the previous school year

From the end of the previous school year, 70.7% of staff was retained by the school for the entire 2012 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**

Search by school name

Search by suburb, town or postcode

Sector  Government  
 Non-government

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 web page.

School financial information is available by selecting '**School finances**' in the menu box in the top left corner of the school's entry web page. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

## Key student outcomes

Student attendance	2010	2011	2012
The overall attendance rate for the students at this school (shown as a percentage).	88%	86%	88%

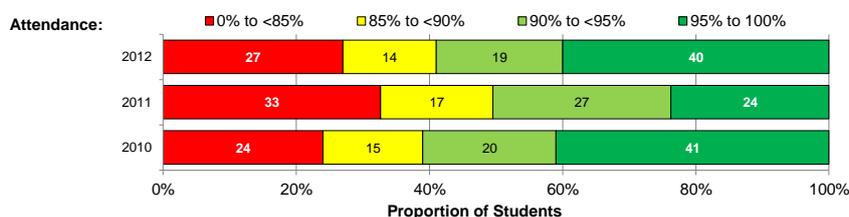
The overall attendance rate in 2012 for all Queensland state Primary schools was 93%.

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
2010	83%	85%	89%	89%	91%	89%	92%
2011	89%	82%	87%	86%	86%	85%	90%
2012	90%	86%	89%	80%	92%	91%	88%

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 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.

In 2012 there was a strong partnership between home and school to reduce absenteeism. The introduction of awards for attendance improvement and unexplained absence reduction was successful with the majority of students. There is still a significant gap between the attendance of Aboriginal and Torres Strait Islander students as compared to other students.

Students who are absent for 3 days without contacting the school are contacted by classroom teacher as a check in point. After 5 days the Principal 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.

# Performance of our 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/>.

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## 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 2012 the gap has remained the same in most areas, although individual students have shown significant improvement. A stronger focus at the end of 2012 in establishing and implementing Individual Education Programs for all Aboriginal and Torres Strait Islander students has already begun to make an impact, and this should be reflected in 2013 NAPLAN data.

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 that correlates with academic success.