

Healy State School

Queensland State School Reporting

2013 School Annual Report



Healy State School

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Webpages Additional reporting information pertaining to Queensland state schools is located on the [My School](#) website and the [Queensland Government data](#) website.

Contact Person Ms Janene Franklin - Principal

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.

Our current student population is 203 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. 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.

It is with pleasure that we present our 2013 School Annual Report. This report provides information about our school, in terms of achievements, our school culture and environment and our future priorities.

Queensland State School Reporting

2012 School Annual Report



School progress towards its goals in 2013

The following priorities were outlined in the 2013 AIP

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

These priorities were developed to build on work commenced in 2012 and work done to progress their implementation was carried out by three different Principals throughout the year. The progress and implementation has been ongoing for all areas.

Future outlook

The Major Priorities for 2014 are:

- 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 will be a continuation of work commenced in 2013 and are key to improvement in student learning and achievement. But in particular, we will focus on the following key areas:

Continue to enhance the School READING program by:

- Providing PD at each staff meeting focused on teaching reading strategies
- Developing whole school approach to delivering Phonemic/Phonological awareness teaching and learning (Synthetic Phonics – Getting Reading Right)
- Developing and enhancing teachers and teacher aide's skills in teaching reading fluency and 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

Building Capacity to improve teaching of WRITING by:

- Supporting delivery of Break it Down Build it Up units
 - by ensuring staff have 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

Continuing to implement strategies to improve ATTENDANCE and School Culture by:

- Embedding School Wide Positive Behaviour Support (SWPBS) processes which focus on teaching and reinforcing positive behaviour and procedures for managing inappropriate behaviour

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Year levels offered in 2013: Prep Year - Year 7

Total student enrolments for this school:

	Total	Girls	Boys	Enrolment Continuity (Feb – Nov)
2011	197	101	96	81%
2012	195	97	98	81%
2013	221	109	112	87%

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.

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		
	2011	2012	2013
Prep – Year 3	23	24	26
Year 4 – Year 7 Primary	27	25	23
Year 7 Secondary – Year 10			
Year 11 – Year 12			

School Disciplinary Absences

Disciplinary Absences	Count of Incidents		
	2011	2012	2013
Short Suspensions - 1 to 5 days	15	23	26
Long Suspensions - 6 to 20 days	3	4	4
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

Curriculum offerings

Our distinctive curriculum offerings: Healy State School implemented the Australian Curriculum in English, Mathematics, Science and History in 2013 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 SOSE, The Arts, Technology, LOTE (Japanese), and HPE.

Extra curricula activities: Healy State School offered a range of extra-curricular activities in 2013 that supported and extended student learning. These activities included:

Choral Eisteddfod

Ukulele Band

Recorder Group

Rock Pop Mime

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

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

How Information and Communication Technologies are used to assist learning:

In 2013 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.

In 2013 a bank of iPads and relevant apps were purchased to enhance student learning and provide greater access to digital media.

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 2013 continued implementation of strategies based around School-wide Positive Behaviour made a significant impact on the majority of students. The use of a rewards and recognition program was 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.

From the 2013 School Opinion Survey, parents expressed a high level of satisfaction in the range between 93% and 96% in the questions on 'safe at school', 'treated fairly', 'behaviour and discipline' and 'happy to go to this school'.

Our school at a glance

Parent, student and staff satisfaction with the school

Overall satisfaction of parents and students is generally high in most areas and is similar to 2012 data. Overall satisfaction of the staff for 2013 was low.

Performance measure (Nationally agreed items shown*)

Percentage of parents/caregivers who agree that:	2012	2013
their child is getting a good education at school (S2016)	95%	100%
this is a good school (S2035)	100%	100%
their child likes being at this school* (S2001)	100%	96%
their child feels safe at this school* (S2002)	100%	96%
their child's learning needs are being met at this school* (S2003)	95%	86%
their child is making good progress at this school* (S2004)	95%	96%
teachers at this school expect their child to do his or her best* (S2005)	100%	100%
teachers at this school provide their child with useful feedback about his or her school work* (S2006)	100%	89%
teachers at this school motivate their child to learn* (S2007)	95%	89%
teachers at this school treat students fairly* (S2008)	95%	96%
they can talk to their child's teachers about their concerns* (S2009)	100%	96%
this school works with them to support their child's learning* (S2010)	95%	86%
this school takes parents' opinions seriously* (S2011)	95%	100%
student behaviour is well managed at this school* (S2012)	95%	93%
this school looks for ways to improve* (S2013)	95%	96%
this school is well maintained* (S2014)	95%	100%

Performance measure (Nationally agreed items shown*)

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

Our school at a glance

their school is well maintained* (S2046)	95%	92%
their school gives them opportunities to do interesting things* (S2047)	100%	94%

Performance measure

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

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

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

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 2013 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 2013, our ANZAC Day ceremony, Under 8's Day activities program, a community based NAIDOC Day and our Swimming 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 parades 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.

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

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.

There was a significant reduction in electricity usage across the school during the 2012-13 periods.

	Environmental footprint indicators	
	Electricity kWh	Water kL
2010-2011	130,463	13,236
2011-2012	137,733	5,000
2012-2013	63,072	90

The consumption data is sourced from the validated utilities expenditure return which the school submits at the end of each financial year. The data provides an indication of the consumption trend in each of the utility categories which impact on the schools environmental footprint.

Our staff profile

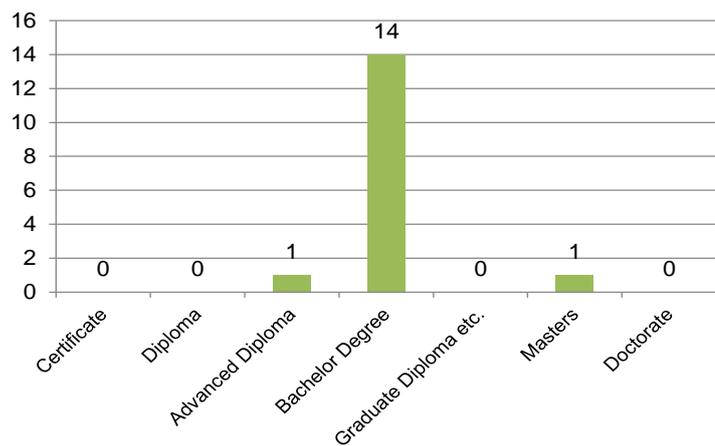
Staff composition, including Indigenous staff

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.

2013 Workforce Composition	Teaching Staff *	Non-teaching Staff	Indigenous Staff
Headcounts	19	13	<5
Full-time equivalents	16	9	<5

Qualifications of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	0
Advanced Diploma	1
Bachelor Degree	14
Graduate Diploma etc.	0
Masters	1
Doctorate	0
Total	16



* Teaching Staff includes School Leaders

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

Our staff profile

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2013 were \$ 52,778.29.

The major professional development initiatives are as follows:

- C2C Planning and implementation
- Dare to Lead
- ISSU Support training (Language for Learning) – Stronger Smarter Institute
- Focus Schools Initiative conference
- Explicit literacy teaching
- Students With Disability Digital Practice
- Music teachers conference
- Principal Leadership Capability Professional Learning
- One School training

The proportion of the teaching staff involved in professional development activities during 2013 was 100%.

Average staff attendance	2011	2012	2013
Staff attendance for permanent and temporary staff and school leaders.	97%	97%	96%

Proportion of staff retained from the previous school year

From the end of the previous school year, 51% of staff was retained by the school for the entire 2013 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	2011	2012	2013
The overall attendance rate for the students at this school (shown as a percentage).	86%	88%	87%
The overall attendance rate in 2013 for all Queensland state Primary schools was 92%.			

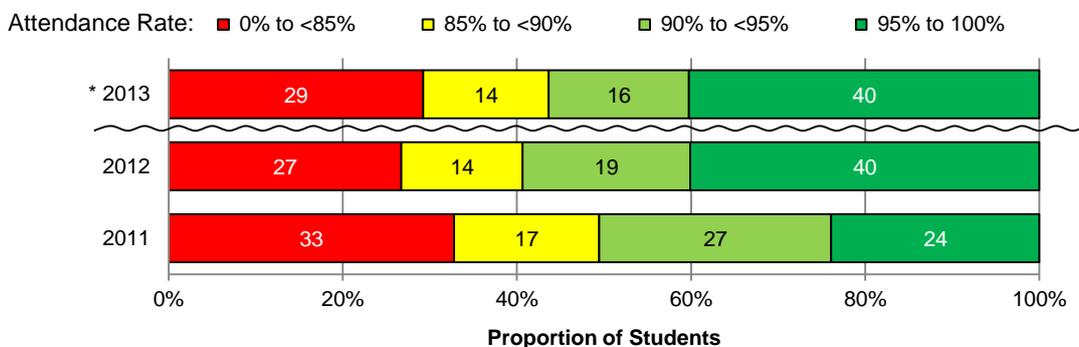
Student attendance rate for each year level (shown as a percentage)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2011	89%	82%	87%	86%	86%	85%	90%					
2012	90%	86%	89%	80%	92%	91%	88%					
2013	85%	86%	87%	85%	89%	86%	88%					

DW = Data withheld to ensure confidentiality.

Student Attendance Distribution

The proportions of students by attendance range.



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

Performance of our students

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.

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 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 2013 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 parade. 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.

Find a school

Search by school name

GO

Search by suburb, town or postcode

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SEARCH

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

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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 2013, Healy State School's Indigenous enrolment was approximately 42% of students enrolled. Attendance for all students was at 86.7%. Indigenous student's attendance was at 78.8% and Non-Indigenous student's attendance at 92.8%. In 2013, 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 2013 the gap has remained the same in most areas, except Year 5 Reading and Writing where no significant gap was evident. A strong focus during 2013 in establishing and implementing Personal Learning Plans for all Aboriginal and Torres Strait Islander students has begun to make an impact on improving student learning.

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.