



Happy Valley Primary School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Happy Valley Primary School Number: 171

Partnership: South Valley Precinct

Name of School Principal:

Deborah Hemming

Name of Governing Council Chair:

Michael Field

Date of Endorsement:

Improvement Planning and Outcomes

The strategic plan was written collaboratively by staff in response to the previous years self review process. Governing Council were consulted and all parties agreed to the final draft. A mid - year review occurred using the 'traffic light system identifying areas achieved, areas in progress and areas not achieved.

At the end of the year Staff reviewed the strategic plan at the Pupil Free Day in mixed groups using the same system – green – achieving, yellow – in progress and red – not achieved. Teachers worked through the targets, strategies and examples of evidence to determine their perspective on our progress as a school this year.

The process included professional discussion within each group and a group sharing to exchange opinion and ideas and to gain an understanding of the perception of others. This year reflected the growth of staff in their understanding and confidence to express their opinions and provide sound judgement based on evidence of our work to determine our progress against the SIP.

In general staff identified

- approximately 75% of the targets had been met - they suggested we refine the targets to make them more specific in 2018.
- varying opinion was expressed regarding the utilisation of the strategies which was a reflection on the year levels and cohorts of students in classes – 60% achievement of the strategies, 25% in progress and 15% not achieved.
- Evaluation of the evidence was a discussion point as staff could offer different examples of evidence and some required further clarification, all of which indicated a greater level of attachment and ownership to the plan than in previous years. Evidence could be provided for approximately 80% of examples, 15% for in progress and 5% not at all.

The discussion also focussed on refining the plan for 2018 reflecting on whole school and systemic data sets.

Recommendations for next year included:

- A greater focus on STEM implementation and professional development
- Implementation of strategies for an integrated approach to STEM and Digital technologies
- The implementation of the Numeracy agreements
- Greater accountability to the plan at Performance development meetings
- The identification of year levels in the targets for improvement
- Increased focus on wellbeing for learning across the school

An outcome of the External School Identified a need to include Literacy as a priority on the plan – this has not been discussed at this stage with the staff but a recommendation will be to increase the focus on reading and the monitoring of reading growth beyond level 30.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	18%	22%	25%
Middle progress group	55%	37%	50%
Lower progress group	27%	41%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	18%	11%	25%
Middle progress group	55%	50%	50%
Lower progress group	27%	39%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	39	39	16	8	41%	21%
Year 3 2015-17 Average	33.3	33.3	14.7	8.7	44%	26%
Year 5 2017	24	24	6	7	25%	29%
Year 5 2015-17 Average	33.0	33.3	10.3	6.0	31%	18%
Year 7 2017	32	32	9	7	28%	22%
Year 7 2015-17 Average	29.7	29.7	7.0	5.3	24%	18%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

^{**}Percentages have been rounded off to the nearest whole number.

Attendance Comment

A whole school focus on attendance occurred throughout 2017 to ensure Teachers followed processes to follow up absences after 3 days without notification. Information regarding attendance was advertised via the school newsletter with an average percentage attendance identified every fortnight. At the commencement of terms 2,3 and 4 attendance data was analysed for days absent and reasons for not attending. In instances where students had been absent from school for any reason a letter was sent home notifying families of days absent for that term. The average attendance for 2-17 was 94%.

Behaviour Management Comment

A review of the existing Behaviour management Policy occurred throughout the year with staff evaluating the relevance of uits approach for the current stage of education. it was decide to move towards a Behaviour Education approach with students developing self efficacy and responsibility for their actions. This has been challenging and will require ongoing support and development. A number of students demonstrate difficulty following school routines and expectations. The leadership team worked with staff and students to support and modify behaviours.

Referrals to the Behaviour Coach for individual students have resulted in data collection, classroom observations, teacher meetings, parent discussions and behaviour planning.

Client Opinion Summary

A formal client opinion survey was not conducted in 2017 however ongoing processes of informal discussion with community members were responded to throughout the year. The Governing Council were an effective mechanism for feedback and open discussions.

Teacher Qualifications and Workforce Composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	33
Post Graduate Qualifications	12

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	16.7	0.0	5.9
Persons	0	21	0	10

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	234111.00
Grants: Commonwealth	575.55
Parent Contributions	89045.00
Fund Raising	8086.15
Other	98784.12 (SVP)

Data Source: Data Source: Education Department School Administration System (EDSAS).