

Happy Valley Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Happy Valley Primary School Number: 171

Partnership: South Valley Precinct

Name of school principal:

Suzanne Schmidt

Name of governing council chair:

Michael Field

Date of endorsement:

18th March 2019

School context and highlights

Happy Valley Primary School is situated 20 km south of Adelaide in the Onkaparinga City Council zone. It borders a local nature park and offers picturesque grounds for the enjoyment of students and providing the opportunity for a range of learning experiences in the classroom, the environment and the community. The community embraces the local environment and in general enjoy an active lifestyle.

The staff and community of Happy Valley Primary School work together to provide a broad range of learning experiences for students to develop the skills and dispositions for learning and work. The student population peaked at 290 with some transience between schools within and outside of the state. The student cohort reflected the diversity of the community consisting of 0% ATSI, 13.5% School Card, 7% Students with Disabilities, 12.4% Learning Difficulties, 1.03% students under Guardianship of the Minister and 4.5% Students from Non English Speaking backgrounds.

Student achievement was commendable in NAPLAN, Running Records and PAT-M and PAT-R testing cycles. A number of students participated in National university tests achieving pass, credits and commendations.

Additional programs offered to the students included Choir, Pedal Prix, SAKG and various Sports events all supported by staff and community members. The junior primary staff collaborated with Early Years colleagues in the partnership to develop skills in Bookmaker.

All students participated in excursions off site connecting the curriculum with real life experiences. The junior primary students engaged in learning about our elderly community through visits and activities at the neighbouring Retirement Village. Students in year 6 attended a camp at Little Eagle Campsite Hindmarsh Island and the Year 7 students visited Canberra for hands on experiences and consolidating their cohesion as a group.

Professional development for staff focussed on data collection and analysis, Learning Design Assessment and Moderation, SIP Self Review.

Community involvement is positive and extends broadly across the school. Committed members of the Governing Council offer support and opinion via working committees and activities and promote a positive culture within and broadly beyond the school

Governing council report

As Chairperson, I would like to acknowledge the dedication of the parents and staff who devote their time both in lead up to and at GC meetings. The HPVPGC is made up of a diverse group of individuals that all have one common interest: our children's health, wellbeing, education and future. I would like to acknowledge Deborah Hemming, Sue Schmidt and Dana Lauck for their leadership this year. These Women have maintained a balanced approach between operating under government policies and procedures while supporting the HVPSCG and school community in a compassionate way.

I would also like to acknowledge the sub-committees that sit underneath the HVPSCG: OSHC, Fundraising, Canteen and Grounds Keeping. Their dedication to the school is reflected in the amazing work undertaken in 2018.

OSHC

The HVPS OSHC is anecdotally known in the southern suburbs as a quality establishment that provides a service that is second to none. This year saw the OSHC committee set a new standard in governance with the implementation of regular scheduled updates of their policies and procedures. While the OSHC have worked autonomously through this challenging task, they have also been inclusive and frequently sought input from the Chair of HVPSCG and Mrs Hemming.

Fundraising

One of HVPS's greatest strengths is our fundraising sub-committee. Their success is twofold. First the events and fundraising activities have been enjoyed school wide from discos to their record breaking Bunnings BBQ and Christmas market. Their second measure of success is seen in the money raised and how it has benefited the school. The introduction of the HVPS Buddy Bench was one highlight and has proven a useful tool for inclusion in the playground. To finish the year, a spectacular fireworks display was also funded by the fundraising sub-committee and was a fitting way to finish the 2018 school year.

Canteen

One of our greatest stories is the HVPS canteen. Over the past few years, this dedicated group have taken the canteen from a liability to one of our strongest assets. We recognise the hard work of the sub-committee and, in particular, Sheena Margot who manages this space. As a result we have updated several items in the canteen and have been able to employ a casual canteen worker to support Sheena.

Grounds

Perhaps the most challenging sub-committees in 2018 has been Grounds. Shane and his team have tirelessly maintaining the grounds contributing to the health and well-being of our staff and pupils.

Improvement planning and outcomes

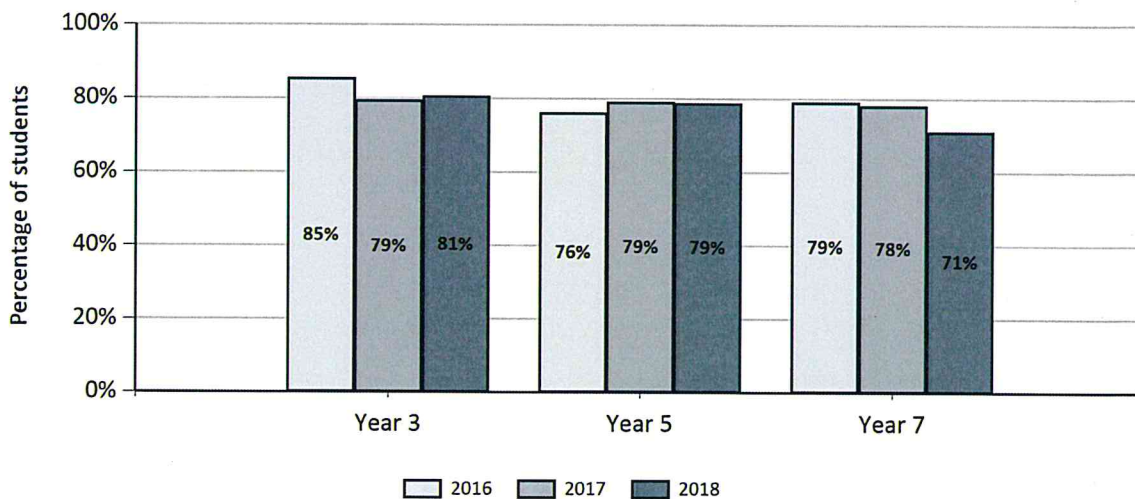
The 2018 Site Improvement Plan maintained the focus on the priorities of Numeracy, LDAM, STEM and Digital Technology with powerful Learners as the overarching focus for learning dispositions underpinned by learner wellbeing. The directions of the 2017 External Review were incorporated into the goals with an increased focus on Reading. All staff implemented the Numeracy agreements to support consistency in numeracy teaching across the curriculum. Digital Technologies lessons were offered to all students as a NIT subject with opportunities to develop a deeper understanding of computers and early coding skills. Claire Bosworth (Year 6) and Anthea Bartlett (Reception) attended the STEM 500 learning program throughout the year participating in Master Classes and a PLC across a range of schools. As a result of their learning they were confident to share their understandings at staff meeting for all teachers to reflect on their classroom programs in Science. Teachers across the school developed their knowledge and understanding of STEM thinking and how to create opportunities for students to develop their critical and creative thinking abilities. Staff participated in a range of learning activities with the partnership Senior Leader Learning Improvement and Dana Lauck to moderate student learning activities and student work. Staff actively engaged in rigorous discussions regarding learning tasks, reflected on their practice and reviewed their work with a goal of improvement. Professional Learning Communities across the school further discussed and developed learning activities in line with the LDAM strategy. Student engagement in STEM is high and lessons that challenge students required confidence and resilience building. The Tri Schools Moderation day was highly successful with support from Tina Delchau to moderate student work across schools in the partnership. The whole school focus on Learning Blast Off with a focus on the skills and dispositions for learning provided a coordinated approach across all classrooms. Students were exposed to a new topic each week via a video and discussions. Staff used positive reinforcement to encourage students to demonstrate the skills they had been learning. The whole school approach to Numeracy, STEM and Wellbeing was a major focus of the current Site Improvement Plan. Ongoing work to embed Digital Technologies in each classroom programme will occur in 2019 as will a continued focus on student wellbeing and the achievement and retention of students in the higher bands.

Performance Summary

NAPLAN Proficiency

The Dept. for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

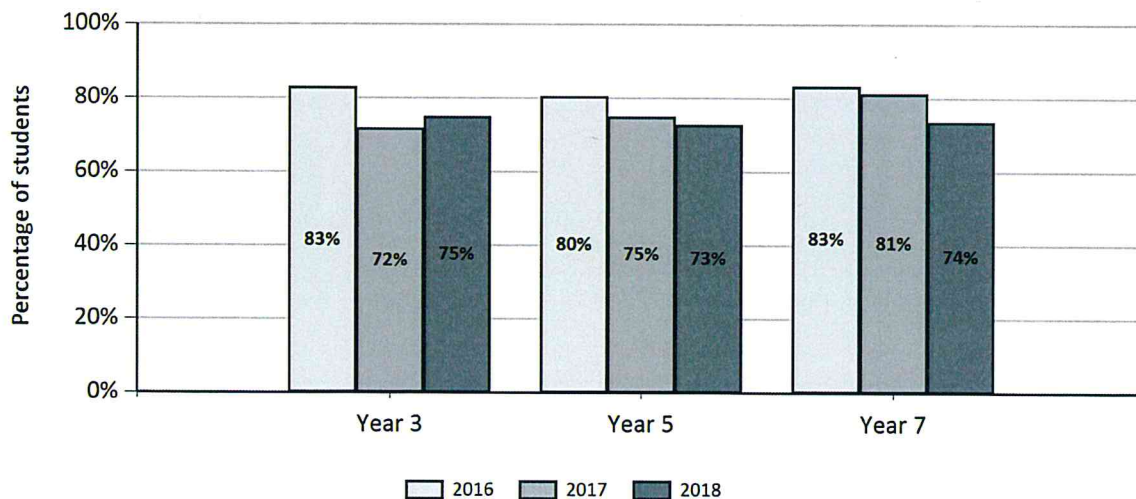
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 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	24%	16%	25%
Middle progress group	59%	61%	50%
Lower progress group	17%	23%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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	21%	29%	25%
Middle progress group	54%	45%	50%
Lower progress group	25%	26%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

*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 2018	36	36	18	12	50%	33%
Year 3 2016-18 average	38.7	38.7	16.7	10.0	43%	26%
Year 5 2018	33	33	10	8	30%	24%
Year 5 2016-18 average	34.3	34.3	11.0	7.0	32%	20%
Year 7 2018	38	38	5	4	13%	11%
Year 7 2016-18 average	31.3	31.3	6.3	5.3	20%	17%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]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.

School performance comment

The Year 1 students participated in the Year 1 Phonics Screening Test for the first time this year. The results indicated 65% of the students achieved at standard or above for their age group. The students who did not achieve at standard are all known to teachers needing additional support and included 3 who are identified under the students with disabilities policy. Year 1 running records indicated 72% of students achieved above or at standard and 28% were below standard at the August collection point. The year 2 running records indicated 68% of students achieved above or at standard in running records and 32% were below standard. In both year levels a number of students were very close to reaching standard at the August collection date and would have progressed further in term 4.

Achievement results across all curriculum areas reflected a broad range from A-E. The majority of students achieved at standard receiving a C grading. Some students achieved at B and above and small numbers across all year levels were below standard. This reflected the flexibility in assessment tasks, processes and collection.

Students in year 3 showed a slight increase of 3% in Reading in NAPLAN with a total of 75% reaching benchmark and 50 % in the upper bands. The year 5 results in Reading in NAPLAN maintained the same level at 79% which is positive with 30.3% in the higher bands. The year 7 results in Reading in NAPLAN indicated a 7% decline from the previous year to 71% meeting benchmark with 13.2% in the higher bands.

The Numeracy results for NAPLAN for year 3 students showed an increase of 3% to 75% of students meeting benchmark with 12 % in the upper bands. The year 5 Numeracy results in NAPLAN indicated a 3% decline to 73% meeting benchmark with 24.2 % in the upper bands. The year 7 Numeracy results in NAPLAN indicated a 7% decline in achievement to 74% meeting benchmark with 10.5 % in the higher bands.

The higher band retention rate for students from year 3-5 in Reading was 61.5% and from year 3-7 was 30.8 %.

The higher band retention rate for students from year 3-5 in Numeracy was 75 % and from year 3-7 was 50 %.

Staff reflected on the results and developed goals for 2019 to increase student achievement in Reading and Numeracy.

Attendance

Year level	2015	2016	2017	2018
Reception	93.9%	94.4%	93.4%	94.5%
Year 1	93.0%	93.0%	94.3%	92.2%
Year 2	93.1%	93.7%	91.2%	94.3%
Year 3	94.8%	93.6%	92.4%	94.5%
Year 4	93.5%	95.5%	91.7%	93.3%
Year 5	91.6%	93.6%	92.8%	92.7%
Year 6	90.2%	93.9%	93.1%	94.0%
Year 7	93.1%	90.5%	92.8%	93.5%
Total	93.0%	93.6%	92.7%	93.7%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance comment

Student attendance is monitored throughout the year and reported to the community via the newsletter. We have maintained consistent levels averaging at 93.7% across the school. A successful intervention by the Student Attendance Officer occurred for a student in year 5 with a history of high absentee levels throughout her school life in response to a referral from the school. Each term attendance letters are sent to families informing them of student absences if they are away for more than 5 days each term. The 2018 average is a 1% improvement on last year and our highest across 4 years.

Behaviour management comment

Staff implement a range of positive behaviour strategies in classes and in the yard to support the development of the social emotional well being of students. The whole school 'Learning Blast Off' initiative focussed on the skills and dispositions for learning including making friends, valuing others and teamwork. Upper Primary students participated in talks on Cyber bullying with SAPOL and the Middle Primary students engaged in action research across the school on bullying with the SammyD Foundation. Support to students experiencing difficulties managing their behaviour was sought from DfE Support Services in the form of advice and additional funds for SSO support. In all instances the leadership team aimed to support students.

Client opinion summary

The school community was surveyed and the results are available at the school.

The Happy Valley Primary School 2018 parent survey was available online and accessible to all families. There was approximately 25% parent response. It was clear that our staff are valued by parents.

All staff had access to the Happy Valley Primary School 2018 Staff survey and approximately 25% of staff responded.

In both parent and staff surveys there were similar concerns which are currently being addressed by the new leadership team in consultation with staff and Governing Council.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	4.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	7	10.8%
Transfer to SA Govt School	55	84.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All volunteers are required to have relevant screening through DCSI and this is kept as a formal record at the school. Para professionals and outside agencies provide evidence of their screening and Reporting Abuse and Neglect training. All records are kept in the school office.

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	40
Post Graduate Qualifications	13

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

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	17.5	0.0	7.2
Persons	0	22	0	12

Data Source: Dept. for Education HR Management Reporting System, extracted Term 3 2018.

Financial statement

Funding Source	Amount
Grants: State	10,000.00
Grants: Commonwealth	4,600.00
Parent Contributions	173,061.22
Fund Raising	7,992.56
Other	0.00

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

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Targeted funding was provided for 2 students throughout the year to support them in the classroom and year. Support was short term for 4 weeks each.	Both students were more settled with support and increased social awareness.
	Improved outcomes for students with an additional language or dialect	EALD students have been supported through additional SSO and BSSO funding in class and in 1:1 sessions to support their knowledge and understanding of the english language within the curriculum.	
	Improved outcomes for students with disabilities	Students received LOS funding individually to develop skills as identified in their NEP. Goals were reviewed throughout the year and reset according to progressed achieved. All students showed progress.	All students have worked on modified curriculum and shown skill development.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	Students with learning difficulties are supported through SSO time in classrooms and in the Kitchen/Garden program. The 'Cubby House' program is staffed by SSOs and provides a sensory program for students at the beginning of each day and during lessons for Interception.	Students settle and transition successfully between home and school. Students develop an awareness of their body and the stresses and relaxers to help them.
	Australian Curriculum	All students experienced learning programs designed using the Australian Curriculum.	
Other discretionary funding	Aboriginal languages programs initiatives	Not applicable	
	Better schools funding	The better schools funding supported SSO salary to work with students in classes in small groups on literacy skills. Student achievement is measured through class and systemic data collection.	
	Specialist school reporting (as required)	Not applicable	
	Improved outcomes for gifted students	Not applicable	
	Primary school counsellor (if applicable)	The 0.2 salary was incorporated into the Deputy Principal's role and used to run social skills programs with targeted groups of students. The outcomes were responsive to the individual needs of the group building skills.	