

Happy Valley Primary School

2019 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:

Sue Schmidt

Name of governing council chairperson:

Michael Field

Date of endorsement:

17.2.2020

School context and highlights

Happy Valley Primary School is situated 20km 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 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 is currently sitting at around 265 and these students reflected the diversity of the community: 0.4% A.T.S.I., 6% student with a disability, 21.9% school card eligibility and 4.5% non English speaking background. Student academic achievement was commendable throughout 2019.

Happy Valley Primary has many additional programs that enrich the curriculum for our students. The SAKG program enables students in Years 3 to 7 to gain hands-on garden and kitchen experiences facilitated by experienced SSO's. There is a strong environmental theme within the school, with the Ecoleaders driving student voice and learning in this area. This year, the school was awarded a grant to allow us to strengthen the Indigenous Perspectives area of the outdoor learning environment. The Choir and visiting music specialist teachers provide additional musical enrichment for those students wishing to take part and the choir annually take part in the Festival of Music. Students have the opportunity to access many SAPSASA, after school sports and participate in the Pedal Prix events

All students have participated in excursions and incursions, connecting the curriculum with real life experiences. The Junior Primary students connected with elderly in the community through visits and activities with the neighbouring Retirement Village. The year 4/5 students enjoyed the environmental science learning at Arbury Park for their camp. The year 6's went to Monarto Zoo and slept in swags within the complex. The year 7's undertook their Canberra trip, bringing their political learning and understanding to life. Students in Reception to Year 5 undertook an annual swimming lesson block whilst year 6/7 students completed aquatics activities. 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 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 Sue Schmidt, Hazel Robertson and Dana Lauck for their leadership this year. I thank each of you for your transparency, honesty and integrity.

I would also like to acknowledge the sub-committees that sit underneath the HVPSGC: OSHC, Fundraising, Canteen and Grounds Keeping. Their dedication to the school is reflected in the amazing work undertaken in 2019.

OSHC

The OSHC committee continued with 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 HVPSGC and Sue Schmidt. As always, we acknowledge all the OSHC team's hard work and look forward to seeing how they out do themselves in 2020.

Fundraising

The HVPS fundraising committee has set new standards in excellence. This year they raised the bar with numerous successful events and fundraising activities held. We all look forward to sharing their achievements in 2020. As with last year, a spectacular fireworks display was funded by the fundraising sub-committee and was a fitting way to finish the 2019 school year.

Canteen

It has been another successful year in the canteen and we thank and acknowledge the work Sheena-Margot and the volunteers have put in. Sadly, this will be Sheena-Margot's final year in the canteen. However, we will still see her around in the HVPS kitchens in 2020. I would like to take this opportunity to welcome Marilyn to the school as the new canteen manager.

Grounds

The Grounds committee is arguably one of our greatest success stories this year. Not due to the actual work done (although that in its self has been amazing), but in that under Wendy and Nigel's leadership, we have seen working bee numbers sky rocket in 2019. Our school is a much tidier, safer, space for all our community to enjoy thanks to our grounds volunteers! As with any community, the successes of all our committees are only as great as the volunteers who dedicate their time to making the school the amazing place it is. With that, a huge thanks to all our volunteers throughout 2019.

I look forward to 2020 successes.

Improvement planning - review and evaluate

Our Site Improvement Plan (SIP) has been the driver for our Improvement in 2019. At the beginning of 2019, the new leadership team of Sue Schmidt, Hazel Robertson and Dana Lauck worked with the Principal Consultant, Lyn Ferenci and the Learning Improvement Officer, Jackie Morgan to re-look at the SIP in order to more accurately reflect our students learning needs. Our three major goals focussed on increasing student achievement in phonics from Reception to Year 3, improving our students' achievement in reading comprehension from Reception to Year 7 and increasing the depth of knowledge in vocabulary.

Professional development for all staff was directed to achieving these goals. The SIP was shared with Governing Council and parent information sessions on Literacy were held by Dana Lauck. Staff meetings, half day release and Pupil Free days focussed on providing resources and giving time for all to learn, plan and implement plans for reaching SIP goals.

Teachers were released for half day workshops and using student achievement data to inform our choices around teaching, assessing and intervention was a focus. Each Professional Learning Team (Junior Primary, Middle Primary and Upper Primary) chose a representative to meet with Leadership twice a term to discuss and review the SIP and its implementation. It was agreed by all staff that our students would receive a consistent and structured approach to Reading. We audited our understandings and practices in relation to The Big Six of Reading (Oral Language, Phonological Awareness, Letter-Sound Relationships (phonics), Vocabulary, Fluency and Comprehension). It was decided to maintain our commitment to using the synthetic Jolly Phonics Program and to refresh our knowledge and implementation of it. Our Pupil Free Day in May focussed on the Big Six and Jolly Phonics. Jan Polkinghorne, from SPELD, led a session with all staff in the Jolly Phonics program. Middle and Upper Primary teachers "mapped" the explicit teaching of the Big Six within their Literacy instruction.

Our Literacy Agreement was reviewed and altered to reflect our current practices.

All Junior Primary teachers attended the Literacy Guarantee Unit training in the January holiday period.

Tracking and monitoring student achievement through effective use of data has been an ongoing focus and this will continue into 2020 and beyond. Using data from teacher assessment, NAPLAN, PAT M and PAT R, and the newly introduced PowerBI will continue and grow. Intervention for students who needed extra support (other than classroom teacher intervention) in phonics was provided. SSO's were trained in the use of resources for this work. This work will continue and be expanded in 2020.

Classroom walk-throughs by leadership have been a powerful way of looking at practice. Students were asked about their learning and this feedback was given to teachers to use.

The SIP was reviewed by staff in Term 4. Through explicitly addressing our Site Improvement Plan goals our staff have accessed the latest research in Literacy – specifically Learning to read and the place of The Big Six of Reading.

There was a significant increase in phonics screening check data (August 2019) for Year 1's in 2019. The results indicated that 78% of students achieved at standard, with an improvement of 49% (up from 29% of Year 1's achieving at standard in 2018)

We have been congratulated as the school having the most significant growth score in our partnership. (Goal 1)

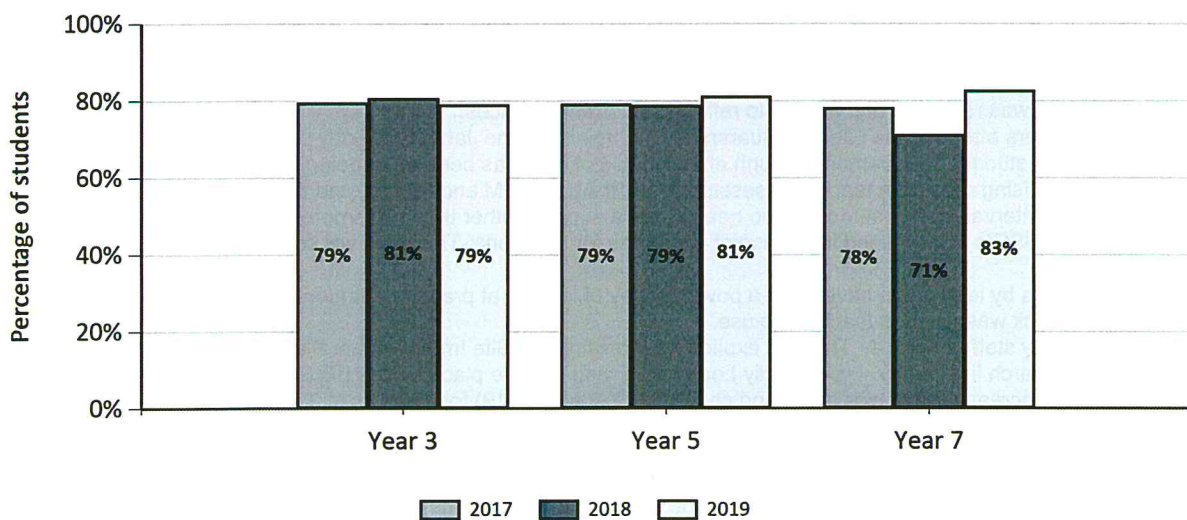
Comprehension strategies and the role of Vocabulary and Oral language were also investigated and new methodologies trialled. This work will be on 2020. The 2020 SIP will include continue to build on the successes from 2019 on our three literacy goals.

Performance Summary

NAPLAN Proficiency

The Department 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.

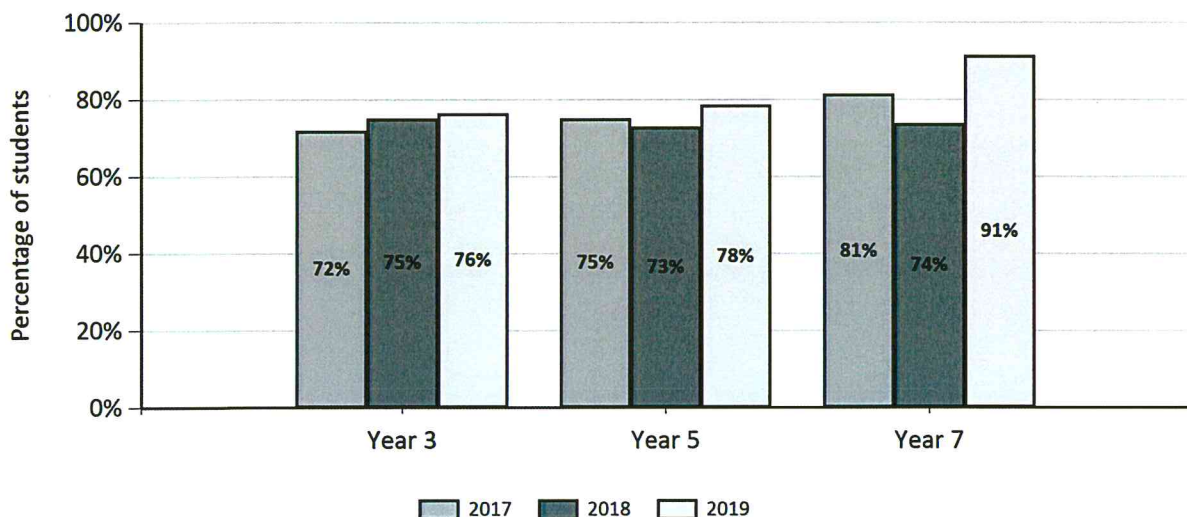
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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 2017 to 2019 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	39%	42%	25%
Middle progress group	48%	47%	50%
Lower progress group	13%	11%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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	40%	21%	25%
Middle progress group	37%	53%	50%
Lower progress group	23%	26%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). 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 2019	38	38	21	5	55%	13%
Year 3 2017-19 average	37.7	37.7	18.3	8.3	49%	22%
Year 5 2019	37	37	12	5	32%	14%
Year 5 2017-19 average	31.3	31.3	9.3	6.7	30%	21%
Year 7 2019	23	23	8	8	35%	35%
Year 7 2017-19 average	31.0	31.0	7.3	6.3	24%	20%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

Happy Valley Primary Schools NAPLAN Performance Score demonstrates an increase in 4 points against the average of 1-2 points. This returns historical achievement back to 2016 rate of growth, after a few years of a decline.

The school demonstrated a marked growth in our Phonics Screening Test. The Year 1 students participated in the screening for the second year. The results indicate 78% of the students achieve at standard in 2019 with an improvement of 49% from the indicate result s of 29% in 2018 . The students who did not achieve at standard are all known to teachers and offered in-class or small group intervention. Our Education Director announced that Happy Valley Primary School demonstrated the highest results in the Phonics Screening Test with the most significant growth score in the partnership of schools.

Year 1 running records indicated 82% of students achieved above or at standard and 18% were below standard at the August collection point. The Year 2 running records indicated 75% of students achieved above or at standard in running records and 25% were below standard. In both year levels the percentage of students achieving above or at standard has increased at minimum of 7% at the August collection point with further expected progressed 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. An increase in students achieved at B and above is demonstrated and small numbers across all year levels were below standard.

Students in year 3 showed a slight decrease of 2% in Reading in NAPLAN with a total of 79% reaching benchmark and 55% in the upper bands. The year 5 results in Reading in NAPLAN with a slight increase of 2% with a total of 81% and 32% in the higher bands. The year 7 results in Reading in NAPLAN indicated a 12% increase from the previous year to 83% meeting benchmark with a significant increase to 35% in the higher bands.

The Numeracy results for NAPLAN for year 3 students showed an increase of 1% to 76% of students meeting benchmark with 13 % in the upper bands. The year 5 Numeracy results in NAPLAN indicated a 5% increase to 78% meeting benchmark with a decrease to 14% in the upper bands. The year 7 Numeracy results in NAPLAN indicated a 17% increase in achievement to 91% meeting benchmark with a significant increase to 35% in higher bands.

Student progress, growth of students from 2017-2019, for students from year 3-5 in Reading in NAPLAN demonstrated a median score of 39%. Students from year 5-7 in Reading in NAPLAN indicated a median score of 42%. Students from year 3-5 in Numeracy in NAPLAN indicated a median score of 37%. Students from year 5-7 in Numeracy in NAPLAN indicated a median score of 26%.

Staff reflected on the results and have developed goals for 2020 to increase student achievement in Reading and Numeracy. The focus will be on explicit teaching in Literacy using the Big 6 components of reading, understanding of a variety of texts and strengthening students' thinking skills.



Attendance

Year level	2016	2017	2018	2019
Reception	94.6%	94.6%	94.5%	93.4%
Year 1	93.5%	96.0%	92.2%	95.2%
Year 2	94.2%	92.2%	94.2%	93.7%
Year 3	94.1%	94.0%	94.5%	94.1%
Year 4	96.2%	92.7%	93.3%	93.7%
Year 5	94.3%	94.8%	92.7%	93.7%
Year 6	95.1%	94.6%	94.0%	93.6%
Year 7	92.1%	93.2%	93.5%	93.6%
Total	94.2%	94.0%	93.6%	93.9%

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

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

Attendance comment

School attendance is monitored throughout the year and reported to the community. We have maintained consistent levels of attendance averaging at 93.9% across the school. We have worked with some success with families who show high absentee history. Attendance letters have been sent to families where there is an ongoing concern. We have had conversations with families and offered support where we are able. We have referred two families to the Student Attendance Officer and have been able to provide support to them.

Behaviour support comment

Behaviour management was an agreed focus across the school.

Learning Blast Off initiative at the start of 2019 focussed on below the Line and Above the Line behaviours and improving skills students. Upper Primary had session with SAPOL on cyberbullying. The Leadership team was more visible in classes and were committed to support teachers when asked. Lunch Time-Out was moved to office area and had high leadership involvement. Communication and working with parents of perpetrators and victims intentionally increased. Interoception was a focus to support students with self regulation. Staff were trained and a grant received to have Interoception room. Support from DfE Support Services was requested in the form of advice and additional SSO support.

Client opinion summary

The Happy Valley Primary School 2019 School parent survey was available online and accessible to all families. There was approximately 10% parent response. There was approximately 11% response to the student survey and approximately 35% response to the staff survey.

This is not a high response rate and the recommendation is to conduct the survey earlier in the year. In 2019, the survey was made available mid Term 4.

It is clear from those that responded that

- * parents, students and staff agree that the teachers at Happy Valley have high expectations of students.
- * both parents and teachers value the good communication they have with each other
- * Students, teachers and staff agree that there are good relationships between staff and students
- * teachers, parents and students agree that the school is trying to improve

Staff respondents think that issues needing addressing are more work on consistent student behaviour guidelines and intervention for students with learning needs.

Parent respondents think that behaviour of some students is an issue and effective communication can be an issue.

Students would like longer breaks, more printing money. They like being at Happy Valley.

The 2020 leadership team will address issues raised and work with staff, parents and students.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	2	2.8%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	11.1%
Transfer to SA Govt School	62	86.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

All of our teachers (permanent and contract) are up to date with their relevant screening checks in line with their teacher registration.

All of our SSO's (permanent and contract) are up to date with their relevant screening checks.

We are implementing the Department's most recent Volunteer policy with regards to monitoring volunteer screening across our site.

Qualifications held by the teaching workforce 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	28
Post Graduate Qualifications	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

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	16.2	0.0	7.0
Persons	0	20	0	11

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	\$27,100
Grants: Commonwealth	\$7,200
Parent Contributions	\$80,890
Fund Raising	\$10,640.64
Other	

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

2019 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 2019 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	* SSO support	* visible improvements in behaviour with sensory support
	Improved outcomes for students with an additional language or dialect	* monitoring and assessment of literacy progress	* clear literacy goals for identified students
	Improved outcomes for students with disabilities	* Targeted intervention with SSO support * Creation of detailed One Child One Plans	* clearly identified goals for students * targeted differentiated teaching
	Improved outcomes for • rural and isolated students • Aboriginal students • numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	* Targeted phonics intervention with Heggarty support materials * Jolly Phonics program reviewed and resources audited	* tightening in Jolly Phonics use and programming across the school * new 'readers' for students purchased
Program funding for all students	Australian Curriculum	* deepening literacy pedagogy and learning through site improvement plan work	* vastly improved results in Phonics Screening test * literacy blocks
Other discretionary funding	Aboriginal languages programs initiatives	* Aboriginal perspectives / language work through Ecoleaders program * close work with Aboriginal elder, Karri Smith, and ACEO, Jordy Harrison	* Indigenous perspectives visible within garden
	Better schools funding	* landscape improvement projects * funding for finance manager SSO due to unforeseen circumstances	* outdoor learning spaces maintained * maintenance of classroom learning SSO's
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	*N/A
	Primary school counsellor (if applicable)	* Pastoral Care Worker in place at school to support students / families * Release from classroom teaching duties for Deputy to adopt wellbeing coordinator role	* creation of OCOPs * liaison with families / support officers * support role

