



Happy Valley Primary School

2020 annual report to the community

Happy Valley Primary School Number: 171

Partnership: South Valley Precinct

Signature

School principal:

Mrs Hazel Robertson

Governing council chair:

Michael Field

Date of endorsement:

11 December 2020



Government
of South Australia
Department for Education

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 provides 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 their knowledge, understanding and skills. The student population for 2021 is 272 students and these reflect the diversity of the community:

Happy Valley Primary has many additional programs that enrich the curriculum for our students. Specialist teachers provide lessons in Japanese, Performing Arts, Health and PE and Digital Technologies. The Stephanie Alexander Kitchen Garden (SAKG) program enables students from year 3 to year 7 to gain hands on garden and kitchen experiences facilitated by experienced SSO's. There is a strong environmental ethos throughout the school, with the student Eco-leaders driving student voice and learning in this area and we have a strong Indigenous connection with our outdoor learning environment. The choir and visiting music specialist teachers provide 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 Pedal Prix.

All students participate in excursions and incursions, connecting the curriculum with real life experiences. The Junior Primary students are connected with the elderly in the community through visits and activities with the neighbouring retirement village. The year 6/7's will be undertaking a trip to Canberra this year, bringing their civics and citizenship learning and understanding to life. Students in reception to year 5 take part in annual swimming lessons whilst the year 6/7 students complete aquatics activities at Port Noarlunga.

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 to promote a positive culture within and beyond the school.

Governing council report

As Chair, I would like to start by acknowledging the ongoing dedication of our Governing Council members. This year, more than any other, has tested our resilience and adaptability. Along with the 'normal' functions of the Governing Council, we have navigated through some complex matters from bushfire response to the coronavirus. The Governing Council has always worked towards maintaining the safety and wellbeing of our school and community and I thank each and every one of them for their many hours of work.

I would also like to acknowledge Hazel Robinson and Anthea Bartlett and all staff for their leadership this year. They have continued to work tirelessly with integrity and transparency which, in a world impacted by coronavirus, has been particularly challenging. On this note, I would also like to Welcome Paul Taylor who will be joining us next year. We look forward to working with you.

Happy Valley Primary School has several subcommittees that report to Governing Council. As with Leadership and Governing Council, each has functioned and had huge successes despite the hurdles 2020 has thrown at us.

OSHC

Our OSHC have continue to set a high standard in their approach to providing a safe and fun space for our students (and others) during vacation care. Their updated policies and procedures keep their focus relevant and standards high. THE OSHC has also undergone some staffing challenges and changes during this year and we would like to congratulate and welcome all new staff.

Fundraising

The Fundraising subcommittee, as they do every year, has continued to raise the bar in bringing together community to support the school. Their adaptive approach to fundraising during lock-down periods has been commendable. Of particular note is our new playground, installed in partnership with our Grounds Committee. Although there will be no fireworks celebrations night this year, I look forward to seeing what magic they can pull out of their hat in 2021.

Canteen

A new Canteen subcommittee was established this year to support Marylyn in managing the Kookaburra Canteen. The 2020 year saw a reduction of days open and an amendment of menu to ensure the economic viability of the canteen. As Marylyn leaves the role I would like to acknowledge and thank her for all she has done and I wish her well into the future. I look forward to the Canteen reopening three days a week next year and working closely with the new Canteen manager.

Grounds

More a collective of likeminded community members, the Grounds subcommittee has continued to make our space safe and enjoyable for everyone. Despite gathering restrictions, the team has continued to grow and our ama

Quality improvement planning

Our Site Improvement Plan in 2020 had 3 goals. Goal 2 and goal 3 are based on results from NAPLAN which cannot be truly evaluated due to the lack of NAPLAN results in 2020.

Goal 1: Increase student achievement in Phonics from Reception to Year 3

Results: 2020 results show that 88% of our Year 1 students reached benchmark, a marked increase from 76% in 2019.

Goal 2: Improve our student achievements in reading comprehension, Reception to Year 7

Results: Our goals in comprehension were focused our retention of students in the higher bands at NAPLAN.

Goal 3: Increase reading achievement, Reception to Year 7, through deepening knowledge of vocabulary

Results: Our goal was for 85% of year 3 to 5 students to achieve SEA in NAPLAN reading.

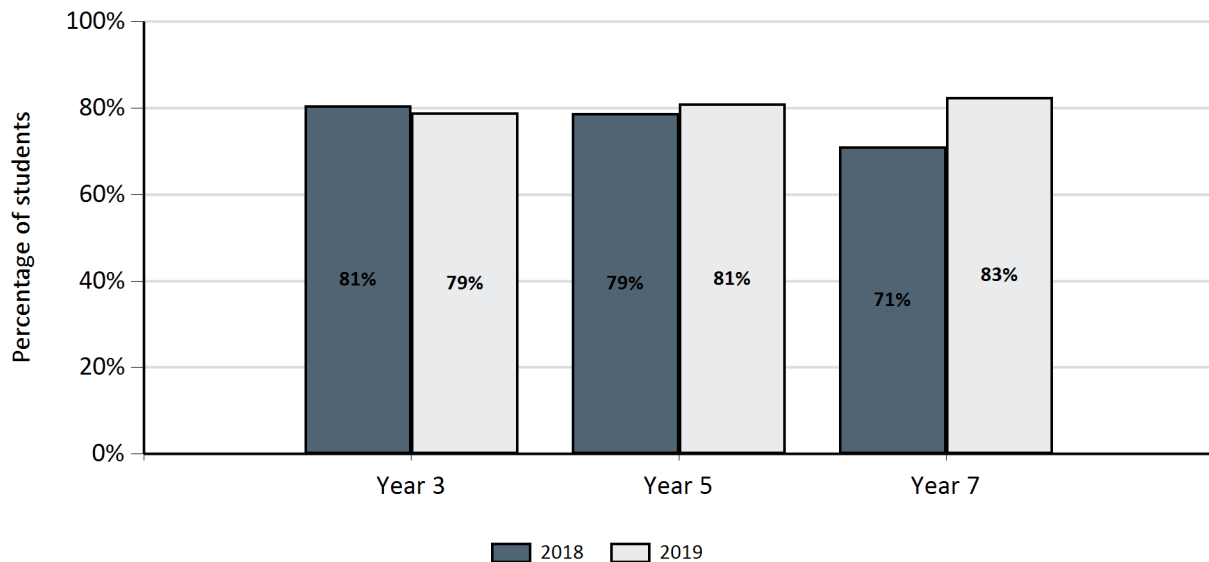
Improvement: Aboriginal learners

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

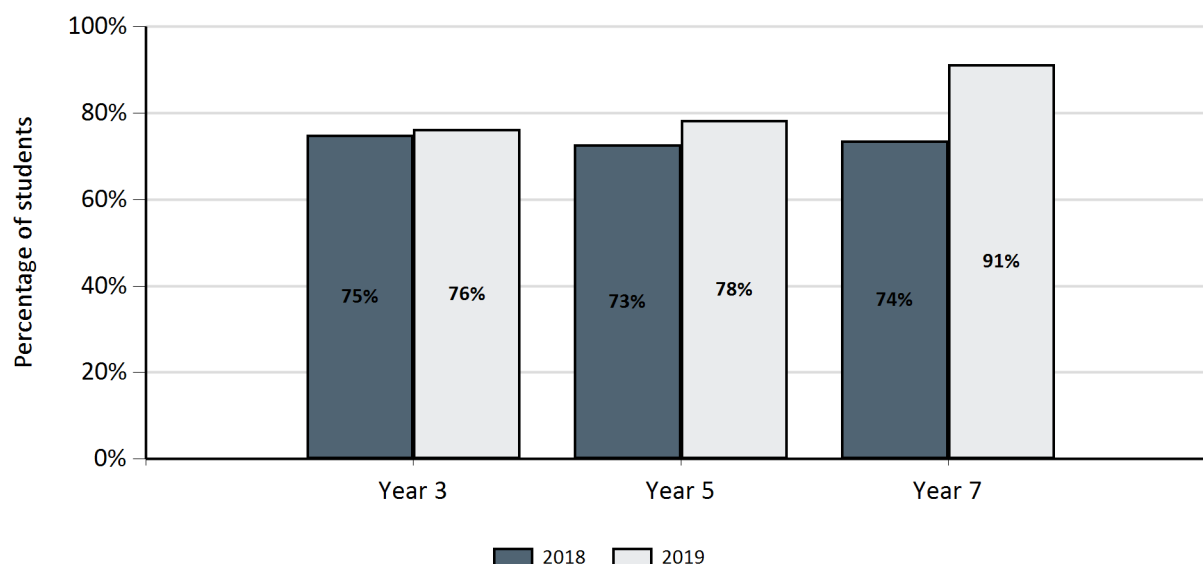


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

*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 2020 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	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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%	*	25%
Middle progress group	37%	53%	50%
Lower progress group	23%	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2017-2019 Average	37.7	37.7	18.3	8.3	49%	22%
Year 5 2019	37	37	12	5	32%	14%
Year 5 2017-2019 Average	31.3	31.3	9.3	6.7	30%	21%
Year 7 2019	23	23	8	8	35%	35%
Year 7 2017-2019 Average	31.0	31.0	7.3	6.3	24%	20%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

^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 school demonstrated another year with marked growth in our Phonics Screening Test. In 2020, staff identified gaps in our phonics instruction, The Junior Primary teams work in the area of reading has achieved a 27% increase (2019) in phonics results and a further 11.5 % increase in 2020. The results indicate 88.5% of students achieved at standard. This strategic plan starting in 2017, with the development of a coherent phonological awareness program. This work is aligned to our Site Improvement Plan where our teams was able to exceed our commitments to practice. In part, this result is due to students being offered a place in an Early Year's intervention program supported by in-class and small group intervention with funding assigned to SSO supported learning.

Year 1 running records indicate 78% of students achieved above or at standard and 22% were below standard at the August collection point. The Year 2 records indicate 91% of students achieved above or at standard in running records and 9% were below standard. The percentage of students achieving at or above standard has slightly dropped for Year 1 (4%) and increased for Year 2 (16%) at the August collection point with further expected progress in term 4.

PAT data

Maths - achievement at SEA

Year 3 80%; Year 4 88%; Year 5 86%; Year 6 88%; Year 7 85%

Reading - achievement at SEA

Year 3 90%; Year 4 88%; Year 5 80%; Year 6 82%; Year 7 89%

No NAPLAN data available

Attendance

Year level	2017	2018	2019	2020
Reception	94.6%	94.5%	93.4%	91.8%
Year 1	96.0%	92.2%	95.2%	89.8%
Year 2	92.2%	94.2%	93.7%	91.4%
Year 3	94.0%	94.5%	94.1%	92.5%
Year 4	92.7%	93.3%	93.7%	92.0%
Year 5	94.8%	92.7%	93.7%	90.8%
Year 6	94.6%	94.0%	93.6%	88.0%
Year 7	93.2%	93.5%	93.6%	92.6%
Total	94.0%	93.6%	93.9%	91.0%

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

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

Attendance comment

Attendance average at time of writing this report was at 91%. This is lower than recent years but some absence can be attributed to COVID precautions. Habitual non-attenders have been referred to Truancy support, with follow up actions and plans to support student attendance. All absences are followed up by the school.

Behaviour support comment

At the start of 2020, all teaching staff created a Code of Conduct for Happy Valley students - a guideline of expectations for across the whole school. Leadership have rigorously followed up on all behaviour misconduct, completing daily Time Out duties with follow up phone calls to families where needed. Up to September this year, behaviour incidents recorded in EDSAS were 33% lower this year compared to last year.

A few students have been part of suspensions this year due to the severity and frequency of behaviour misconduct. Parents were closely consulted and communicated with at all times.

Client opinion summary

Perspective survey

95% of our staff said they were engaged at school, an increase from 23% in 2018.

84% of our staff said that major change initiative were well managed at school to deliver better performance

100% of our staff said leadership was visible and accessible to staff

Growth points: a site wide behavioural support policy, challenging the practice of colleagues in a robust way and resources in line with key priorities.

Well-being and Engagement Survey

Our overall survey results showed a general improvement in student health and wellbeing.

82% of students had a solid academic self concept

87% of students took part in activities outside school

Perceived incidents of bullying have decreased since last year.

Growth point: 30% of students indicated a low level of self regulation at school

Parent opinion

Parents believe everyone is respected at the school, their child feels valued and they are clear of the expectations in their child's work.

Growth points: 30% of parents said they would like more information around how to assist their child within their learning and 60% believe the school could do more to encourage learning at home.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	8	13.6%
Transfer to SA Govt School	51	86.4%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

Happy Valley Primary School meets the Departments requirements for relevant staff, volunteers and third party providers to have DCSI / WWCC history screening. We have a thorough process for volunteer induction at the school to ensure that the screening is undertaken. The information is recorded and monitored by the school on an annual basis.

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	20
Post Graduate Qualifications	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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	13.4	0.0	7.1
Persons	0	16	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$2,483
Grants: Commonwealth	\$8,500
Parent Contributions	\$80,805
Fund Raising	\$6,114
Other	\$0

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

2020 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 2020 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 wellbeing and engagement	Targeted SSO funding for small group and one on one support for students. Small amount set aside for the support of our PCW role.	Reduction in number of behavioural issues as recorded in EDSAS.
	Improved outcomes for students with an additional language or dialect	Teacher funded to work with EALD students for the equivalence of 0.5 days per term. This was used to look at work samples, collaborate with teachers and set literacy goals for students.	Students achieving at year level standard.
	Inclusive Education Support Program	Primarily used for specific and targeted SSO support according to related One Plan goals. Literacy intervention within Junior Primary focused aligned with student SMARTAR goals and the school SIP.	All outcomes and progress has been recorded on One Plans through SMARTAR goals
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Primarily used for specific and targeted SSO IESP support according to related One Plan goals. Literacy intervention within Junior Primary focused aligned with student SMARTAR goals and the school SIP.	All outcomes and progress have been recorded on One Plans through SMARTAR goals
Program funding for all students	Australian Curriculum	Focus around reviewing Back to Front resources, knowledge and understanding in Mathematics. Training and development and resources purchased focused around the Jolly Phonics / Grammar literacy program.	Whole school numeracy agreement and thorough phonics program
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Personalised professional learning budgets for each teacher, focused around the needs of students and SIP.	Improved teacher knowledge and pedagogical skills.
	Specialist school reporting (as required)	N/A	N/A

	Improved outcomes for gifted students	N/A	N/A
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