



Hackham East Primary School 2016 Annual Report to the School Community



Government
of South Australia
Department for Education
and Child Development

Hackham East Primary School Number: 1066

Partnership: Panalatinga

Name of School Principal:

BOB THIELE

Name of Governing Council Chair:

CLAUDIA HANTON

Date of Endorsement:

School Context and Highlights

Hackham East Primary School has developed a strong reputation within the community as a school that focuses on the social and emotional needs of all students. Central to our goal is the development of positive interpersonal skills, self-control, self-motivation and reflective thinking by raising empathy levels and providing opportunities to enact virtuous behaviour and tolerance towards others.

We embrace a values based approach to education and this underpins our culture.

At Hackham East PS we believe it is the quality of the teacher that is the critical factor in ensuring positive outcomes for all students.

We believe all students can achieve success. We do not use rewards, praise or punishments to manipulate students. We want students to leave Hackham East PS as self-motivated learners who do the right thing because it is the right thing to do.

The school's level of Disadvantage was adjusted back to a Category 3 in 2016 which more accurately describes the increased complexity of the student population over the past few years.

Student Population

Over 10% of the student population, 32 students is ATSI (Aboriginal and Torres Strait Islander) 9 students EALD (Students from non English speaking backgrounds)

136 students on School Card

Students with Disabilities Level of Support Total

A – 12, D – 13, I-1, N – 20

The school has lost a great deal of experience with long serving teachers, Barb Beare retiring after 23 years at Hackham East Primary, Amanda Litzow (16 years) and Rebecca Hepworth (11 years) winning positions closer to home and Andrew Lord and Jonathon Kaesler pursuing roles outside of teaching.

Highlights of the Year

- Further development of High Expectation Play
 - Students using the Bike Track which includes BMX jumps,
 - Loose Parts Play, building cubbies, using planks, pavers, branches, sticks etc, riding of scooters
- Fund Raising – Quiz Night, Mothers and Fathers Day, Election Day, Canteen and Function Success made possible by the hard working canteen manager Coralie Goodman and volunteers.
- Official opening of the Front Office by the Minister of Education, Hon Susan Close and Rick Persse, DECD CEO Book Week activities
- Increase in student enrolments resulting in an additional class for 2017

Governing Council Report

This has been a productive and successful year for the Governing Council once again.

The Canteen is doing well this year due to great work by Coralie Goodman and the canteen volunteers. A new 100L fridge was purchased with money provided by the Fundraising committee.

We have supported parents/caregivers through the work of Pastoral Care Worker, Cherie Love and Parent Afternoon Teas.

Mothers' Day and Fathers' Day stalls were a big hit. Thank you to all involved in making items for sale. Easter raffles were also successful.

Thank you to all committee members, volunteers and Rosalie, Mr Grieve's mother for all her donations.

It was exciting to see the trial implementation of Interoception program to support engagement and self regulation of emotions.

The school received \$1m STEM grant to develop 3 STEM environments in the school for all students to access.

The School concert once again was fantastic. The students and staff did an amazing job. A total of over \$3,000 was raised on the night.

Congratulations to the year 7s on their graduation which was held at the Christies Beach Surf Live Savers Club. It was a wonderful dinner with a beautiful sea view and sunset.

Jacky has been very successful in increasing OSHC and Vac care numbers due to an innovative and exciting program and her caring personality and good management.

Nature Play at school where children make decisions about their own play has been supported by the Council. Students have "permission" to make cubbies, climb trees to a safe height, ride skateboards and scooters at Recess and Lunch times. The children make decisions based on safety and high expectations which link to our school values. This year we had a small team of students design and make a BMX bike track to ride on. Thanks to Kevin our groundsman for all his hard work and effort.

Sports day was a fantastic day. The children again this year demonstrated the school values by cheering from all the teams at the event and true sportsmanship.

The Dress Code Shop has done an amazing job once again. Thanks to all volunteers throughout the year.

Hackham Has Talent at the end of year was a success and a great way to finish off the year followed by farewells to teachers.

My thanks go to Principal Bob Thiele and staff rep Scott Megson for your support to me personally and the Council. Thank you to all Councillors who give their time to help make Hackham East Primary a truly great place of learning and community.

Claidia Hanton
Chairperson

Improvement Planning and Outcomes

The school's internal review processes include timetabled and documented SIP Committees review of progress against targets, PPT data conversations each term, tracking of cohorts and individual students using multiple data sets. Whole school assessment schedule was implemented and data collated in Scorelink and on Data walls. Collaborative team structures developed whole school agreements and consistency of content and approach across SIP Priorities.

Literacy Goal Outcomes Achieved

Learning Walks supported to build consistency in reading practices.

Staff implemented and refined the reading scope and sequence and a draft Writing Scope and Sequence to be implemented in 2017.

Teams released for PD in Writer's Workshop and Writer's Notebook approach.

All staff participated in PD on Words Their Way - Spelling for Life and a draft spelling continuum has been developed.

Consistent and agreed forms of data assessment tools.

Whole school administration of Fountas and Pinnell reading assessment.

Numeracy Goal Outcomes Achieved

All teachers engaged in collaboratively designing Mathematics /Numeracy tasks within the Australian Curriculum using the school's reviewed Scope and Sequence.

Activated Student Voice – the curriculum has been explored through co-design of learning through authentic and real world learning opportunities that engage all students.

Increased opportunities for higher order thinking for problem finding and solving.

Staff participated in PD to further develop their understanding of how to 'transform tasks' from 'closed to open', and 'tell to ask.'

Teams 3-7 analysed PAT-M data in order to identify students for intervention, extension and support.

Staff engaged in cross school moderation in maths learning tasks with Morphett Vale PS.

Wellbeing Goal Outcomes Achieved

Implemented whole school Play Is The Way games, including class rotation to build language/questioning improvement

New staff were mentored to build consistency in PITW practises.

Refined the Ultimate Community Role Model (UCRM) process to be implemented in 2017.

Further developed understanding amongst students and staff of Growth Mindset.

Implemented High Expectations Play, making links between learning in the classroom and out at play and developed opportunities for students to take risks at play, build cubbies, play with sticks, ride scooters and bikes.

Digital Learning Goal Outcomes Achieved

Provided professional development for all staff in STEM pedagogies, computational thinking and building this into rich learning task design.

Further implemented use of collaborative teaching and learning tools such as Seesaw, Google Education apps.

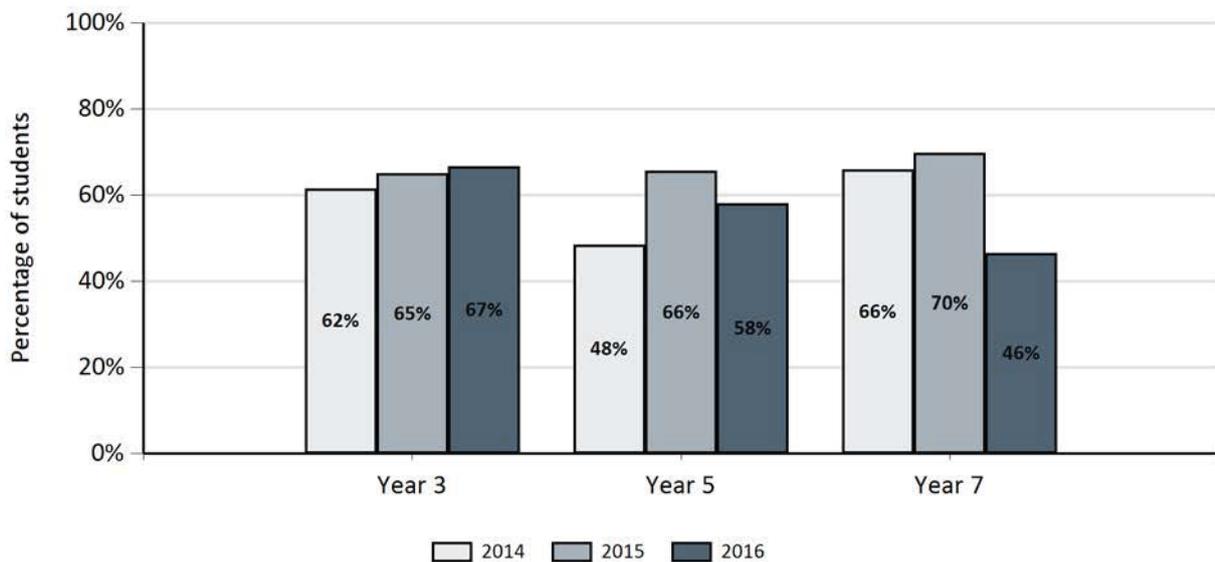
Updated IT infrastructure for the future demands of individual device education.

Performance Summary

NAPLAN Proficiency

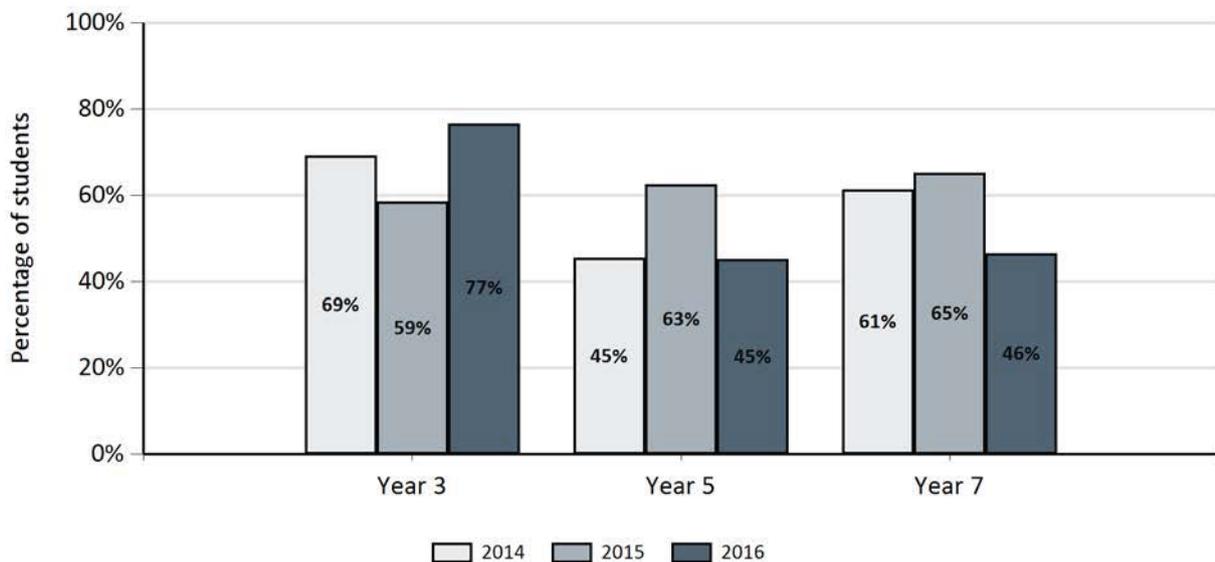
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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 2014 to 2016 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)
Lower progress group	26%	17%	25%
Middle progress group	52%	58%	50%
Upper progress group	22%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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)
Lower progress group	45%	30%	25%
Middle progress group	41%	57%	50%
Upper progress group	14%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016	30	30	7	2	23%	7%
Year 3 2014-16 Average	32.0	32.3	7.0	2.7	22%	8%
Year 5 2016	31	31	7	2	23%	6%
Year 5 2014-16 Average	32.0	32.0	6.3	2.0	20%	6%
Year 7 2016	28	28	3	4	11%	14%
Year 7 2014-16 Average	38.3	38.3	6.7	4.0	17%	10%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

The school has a priority on developing students' wellbeing for learning. Our focus is on developing growth mindset, perseverance, resilience and grit to enable children to take on challenge, persevere with their learning and be engaged in co-designing their own learning.

The data from the 2016 Early Year Developmental Index and the Middle Years Survey of Wellbeing and Engagement show that our students are entering school with greater complexity, fewer school readiness skills and low expectations. At every criteria, Hackham East Students scored higher in the low category, sometimes by up to a factor of 3. 60% of recipients scored low in optimism and perseverance.

Running Record data shows significant growth in Reception and Year 1 due to the approaches mentioned in the Improvement Planning section. Our data shows that children coming from 2 Junior Primary cohorts were significantly below standard. Extensive intervention programs has been implemented for these students along with intensive professional development for staff to address this.

A goal for all teachers is to engage and challenge students to achieved in the Higher Bands in year 3, 5 and 7 in reading and in Numeracy.

Student achievement in NAPLAN, particularly Numeracy remains an area of focus. While there is not yet the improvement we are expecting at Year 3 in Reading, progress from year 3 to 5 is consistent with state average and progress from Year 5 to 7 shows a higher percentage (57%) in the middle growth bracket and less (17%) in the low.

In 2016 Testing as a Genre was introduced to assist children in better understanding the NAPLAN questions and style of test. Children are required to decide which parts of the question are relevant and which pieces of information are not related to the problem.

PATM and PATR data was also analysed in 2016. Students not meeting the DECD Standard were prioritised for intervention support. Specific areas of concern for each child were mapped by teachers and this information is assisting teachers to meet individual learning needs.

Attendance

Year level	2014	2015	2016
Reception	90.2%	87.1%	91.4%
Year 01	87.8%	91.7%	86.4%
Year 02	90.9%	89.9%	90.7%
Year 03	89.5%	90.1%	88.6%
Year 04	90.7%	91.9%	89.6%
Year 05	90.2%	90.8%	90.8%
Year 06	91.9%	87.9%	87.5%
Year 07	88.6%	89.5%	86.3%
Primary Other	87.0%	88.2%	87.1%
Total	89.9%	89.7%	88.9%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

Attendance has declined by 0.8% 2015 to 2016 due partly to a few chronic non-attenders and an unusually transient year. Parents of students with 2 consecutive unexplained absences are phoned to encourage attendance, seek a reason for absence and offered support. Those with < 80% are monitored through phone calls home and meetings. Those with attendance lower than 80% received a letter outlining how many days missed. All chronic non-attenders have been referred. Learning for Life Scholarship program and agencies such as CAHMS, The Smith Family, Uniting Communities and Headspace are utilised.

Behaviour Management Comment

Our Behaviour Education and Self Management Policy adopts the Play Is The Way methodology for teaching social and emotional learning which: includes a consistent approach to Behaviour Education across the school, uses school Values to enable common understandings and language when addressing student learning. Group Problem Solving helps students address behaviour concerns and enable students to build empathy. Data indicates that 63% of all recorded inappropriate behaviour incidents came from students in our R-2 classes or students new to our school, approximately 40% of our clientele. Children are coming to school with significantly low social and problem solving skills however over time we are able to support students to self-manage behaviour.

Client Opinion Summary

Parent Survey

The Parent Survey was sent out to half the parent population via email but only 19 responded which does not give an accurate sample size.

From this data 100% believed that the teachers expected their students to do their best. Over 85% reported that the school looks for ways to improve, that their child feels safe, is making good progress and enjoys being at the school. Over 75% felt that they could talk with their child's teacher about any issue. 70% believed that teachers treat children fairly.

From this data, the school will examine how to improve communication between parents/caregivers about our Behaviour Education and Self Management Policy. Many still want a punitive model.

Student Survey

Only one class completed the survey. This will be increased to all students from year 2 upward in future years. 100% of these students reported that their teachers expected them to do their best. 93% reported that teachers gave them useful feedback to improve. Over 80% believed that their opinions were taken seriously and that they were treated fairly. 75% rated highly that they felt that behaviour is well managed and that they feel safe at school and could talk to teachers about their concerns.

Staff Survey

14 of 40 Staff completed the survey. All criteria received a positive rating greater than 85%. Only "The School Takes Staff Opinion Seriously" scored at 85%. "Teachers At This School Expect Students to Do Their Best" and "Staff Are Well Supported At This School" scored 93%. All other criteria scored 100% neutral or positive.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	4	5.3%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	4.0%
Transfer to SA Govt School	68	90.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

On the 9/9/14 Hackham East School's Criminal Screening process was audited. The processes for ensuring compliance with the DECD Criminal History Screening are adhered to at all times. All staff and volunteers have their Criminal Screening kept up to date. All names are kept in a database with dates of expiry. This database is used to ensure that any adult working with children at the school have a current check in place.

This link provides guidelines that Hackham East School adheres to:

<https://www.decd.sa.gov.au/working-decd/relevant-history-screening/about-relevant-history-screening>

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	41
Post Graduate Qualifications	12

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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	19.1	1.0	15.7
Persons	0	22	1	22

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	\$3 756 655
Grants: Commonwealth	\$17 963
Parent Contributions	\$66 961
Fund Raising	\$5921
Other	

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	RAAP funding used to employ SSOs to support children in academic and social learning in the classroom and to be successful in yard play programs.	RAAP funding supported students to successfully engage in the learning program.
	Improved Outcomes for Students with an Additional Language or Dialect		
	Improved Outcomes for Students with Disabilities	Training for staff in ASD, Interoception. SSOs employed for targeted programs to address NEP learning requirements, SSOs support teacher to address learning requirements.	Students with ASD more successful in learning program.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	Australian Curriculum areas addressed this year through Student Free Days and staff professional learning were Technologies with focus on computational thinking, coding and STEM pedagogies.	All staff familiar with Technologies curriculum and have begun implementing coding and STEM pedagogies through integrated learning design throughout the curric.
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	Employment of SSOs to assist teachers target learning programs to meet the needs of all students.	Differentiated learning programs better met the learning needs of students
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	Counsellor employed full time to build teacher capacity in student wellbeing, behaviour education and self management. Counsellor worked to improve attendance and address the social and emotional needs of many families.	Improvement in some attendance, success with student self regulation.