

Hackham East Primary School

2018 annual report to the school community



Government
of South Australia
Department for Education

Hackham East Primary School Number: 1066

Partnership: Panalatinga

Name of school principal:

Bob Thiele

Name of governing council chair:

Aileen Winstanley

Date of endorsement:

School context and highlights

Events

The School Concert was a magnificent success showcasing the amazing talent and creativity of our students and staff. It was a highlight of the year and very well supported by our school community.

French Day was again "magnifique" thanks to Madame Mawson's creativity and organisation.

We farewelled 28 Year 7 students who graduated from Mr Grieve's and Mr Cronin's classes. The ceremony was an outstanding success with Mr Cronin providing special touches.

Colour Run was a great success raising nearly \$3000 and was enjoyed by all

Sports Day was once again successful with input from local sporting clubs

The opening of the \$82000 Nature Play Space and Outdoor Learning Day, substantially funded by the Fund Raising committee raising \$20000 over the past 5 years.

Breakfast Club began in Term 4 with support from Kick Start for Kids and staff has 20 students regularly attending.

We raised \$130 through a fundraiser for KickStart for Kids.

Pajamas for Farmers fundraiser raised \$715. This was money was matched. Hay was purchased and given to a farming family in the eastern states suffering from the drought.

Hackham Has Talent showcased the talent of our students and was the perfect way to end the year.

Professional Learning

Student Free Days for STEM, Design Thinking, Learning Design, Play Is the Way SFD and Parent Workshop with Wilson McAskill and the Partnership Conference

Collaborative PDP process was implemented and feedback from staff was that it was most effective.

Chris Killey's feedback on Word Study reinforced the staff's success with the implementation and development of the program

STEM Initiatives

Castle Unit - Environmental Programs including hens and composting

Stillwell Unit - Pilot School for CSIRO Vegetable Study

Holly - Climate Ready Schools

Interception visitors - the schools' Interception Program is so successful that visitors from across the state have visited to observe the program and hear from those who work in it.

Ms Hay and Mr Thiele presented at the STEM Leaders Summit at the Convention Centre

Personnel

Mr Wilson, Mr Grieve, Mr Cronin, Mr Picton, Mr Bellis, Mr Thiele, Ms Hay, Ms Love, Ms Slattery, Ms Megson, Ms Winstanley, Ms ...

Governing council report

We have had a very satisfying and busy year.

After many years of fundraising and planning we were able to complete the schools \$82,000 Nature Playground. After all the preparing the amazing playground was officially opened on International Outdoor Education Day on 1st November with a ceremony joined by Mr Chris Picton MP. The Fund Raising Committee raised almost a quarter of the funds to make this playground a reality. What was a basketball court is now a vibrant, stimulating and extremely popular nature play space.

Jackie Smith and the OSHC staff continue to do a great job and are continually coming up with great ideas and challenges for the children.

The Canteen, although they do an amazing job are unfortunately still running at a loss. Many of the volunteers have other commitments so help is little. Governing Council will have to consider alternative options to keep the Canteen financially viable.

Dress code are also looking for a new volunteer to take over as volunteers move on.

Kevin Bellis has done an amazing job in our school grounds by keeping them beautifully maintained and making great improvements which include paving the areas outside the storage sheds and improving drainage and the entrance to the northern playground.

The Fundraising Committee have also had a great year, with the Mothers' and Fathers' Day stalls and Billy G's cookie dough and Kyton's Bakery. The most successful fundraiser was the Colour School Fun Run with participation from the children, teachers, parents and carers on the last day of Term 3. We had perfect weather, everyone was buzzing with excitement and a huge \$3000 was raised.

We also hosted a very interesting and informative "Play is the Way" parent workshop with Wilson McCaskill.

Cherie Love the Pastoral Care Worker continues to be a great asset to the school and recently teaming up with her church to pack 70 "Shoeboxes of Love" to send to underprivileged children.

Another group of year 7s moved on to High School and we wish them all the best for their future.

We finish the year with concert which was a busy family orientated night and an amazing success. The Christmas Gift Stall and Hackham has Talent were a great way to end the year.

Thanks to Bob Thiele, Sally Slattery and Scott Megson and all the other members of the Governing Council for their valuable input and support this year.

It has been a very busy year and I can't wait to see what 2019 has in store.

Thanks

Aileen Winstanley

Governing Council Chairperson

Improvement planning and outcomes

2018 SIP Priorities

Mathematics -We will build capacity in students to successfully engage in and grapple with problem solving tasks in Mathematics.

Key actions included:

Task Design, Moderation and Assessment as part of tri-school moderation and ongoing planning in year level learning teams.

Focus on questioning pedagogy linked with Performance Development plans and goals - all staff

Design Transforming Tasks

Use "I Can" Statements

Surface prior knowledge and misconceptions

Outcomes - refer to NAPLAN data summary for Mathematics

Staff report greater confidence in asking a range of questions that promote student thinking, alternative ways of tackling problems and students being more resilient when presented with problem solving tasks and more able to use a range of strategies to help them when they are in the "Learning Pit."

The PDP process and ongoing observations by leadership show that teachers are providing learning tasks that have multiple entry points and are more open ended to allow students to extend and show their thinking in multiple ways.

Teachers are more cognizant of the types of questions that they use and are planning for 'hinge questions' that allow misconceptions to be surfaced and addressed through differentiated tasks.

Spelling - We will build a consistent approach to Word Study/Spelling across all Year levels and classrooms with a focus on students becoming metacognitive around their spelling strategies which will be reflected in student writing.

Key actions included

Implement explicit Word study blocks minimum of 3 times per week

Use Words their Way Spelling Inventory to differentiate learning groups (minimum) once per term

Track and monitor growth via the WTW Spelling Inventories, establish and monitor on data walls

Peer observations and Professional Development in word study approach (Chris Killey school incursion)

Outcomes - all staff are implementing word study and there is school wide consistency in assessment, differentiating based on WTW Spelling inventory assessments.

NAPLAN Spelling results show school wide improvement in growth and students achieving SEA

Teachers report more confidence in teaching Word Study as indicated by PDP reflection and professional conversations with Professional Planning Teams and with line managers. Leadership have observed a more consistent approach across the school and meta-cognition in students articulating spelling/word study strategies.

Following is an outline of the key recommendations of goals, targets and actions for the 2019 school year identified through the review and evaluation of improvement planning processes as per the 2019-2021 School Improvement Plan, in line with new DfE strategic directions.

2019 - 2021

To increase the proportion of students in higher bands in Numeracy - Challenge of Practice: If we collaboratively plan with a focus on learning design which promotes working mathematically, reflects the content and encompasses the proficiencies we will see improvement in higher bands attainment in NAPLAN, PAT M and A-E assessment data.

2019 Target

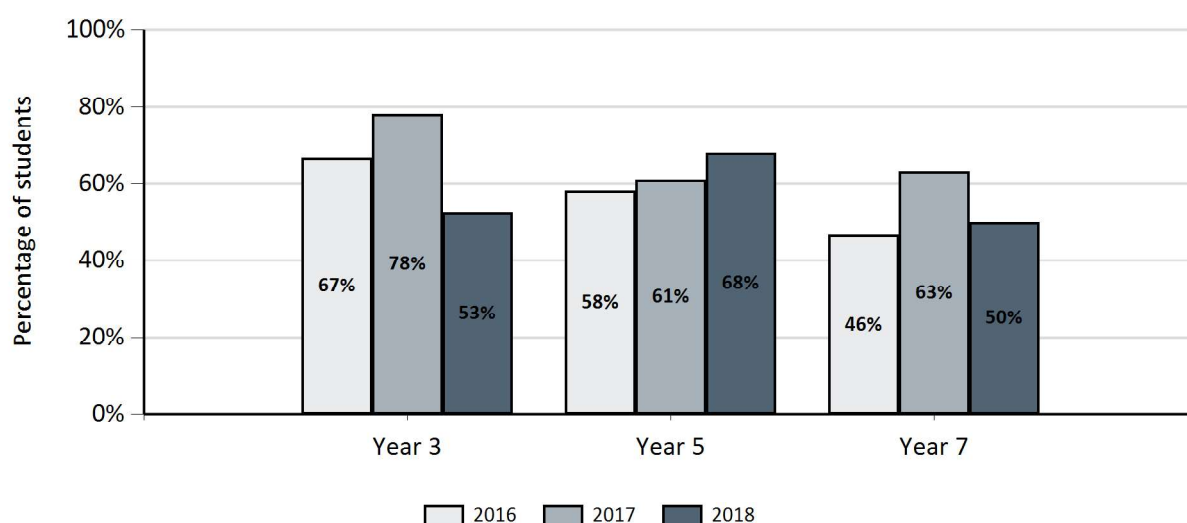
The students who were in Higher bands data in Year 3 in 2017 (47.1%) will maintain higher bands achievement and w

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.

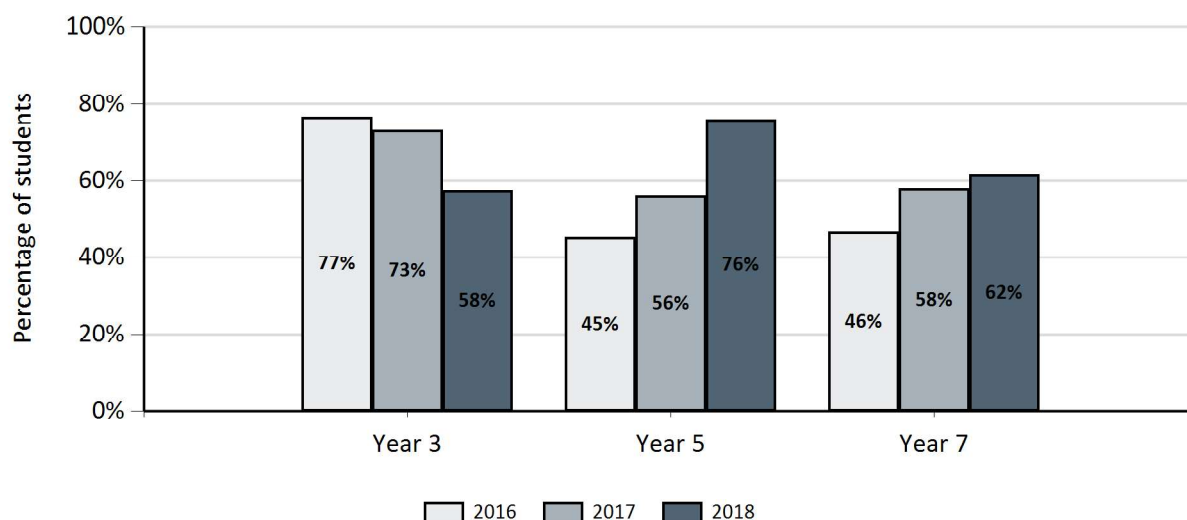
Reading



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	30%	10%	25%
Middle progress group	43%	55%	50%
Lower progress group	26%	35%	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	17%	30%	25%
Middle progress group	71%	65%	50%
Lower progress group	12%	5%	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	40	40	12	8	30%	20%
Year 3 2016-18 average	37.0	37.0	10.7	5.7	29%	15%
Year 5 2018	25	25	6	0	24%	0%
Year 5 2016-18 average	32.3	32.3	5.7	1.7	18%	5%
Year 7 2018	26	26	3	1	12%	4%
Year 7 2016-18 average	30.7	30.7	3.7	1.7	12%	5%

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

2018 September Running Records data show improvements in percentage of students achieving SEA from 2017. Literacy and Numeracy funding was used to provide additional class based SSO support in order to target students who were below SEA in Years 1 and 2 based on the 2017 data.

Percentages of students who achieved Running Record SEA in September 2018 -

Reception: School based data shows that 60% of our Reception students achieved SEA of RR 5 or above in September 2018

Year 1: 56.5% - increase from 46% 2017 (Excluding Special Options enrolments)

Year 2: 70% - increase from 65% 2017(Excluding Special Options enrolments)

This is a trend that we have tracked over the past few years indicating that a number of our students make greater gains in achieving SEA in Year 2, we believe due to ongoing consistency of teaching practices and students consolidating decoding skills and building comprehension skills during Year 2.

The Business Intelligence Unit responsible for providing the NAPLAN data and analysis has described the school's historical data as "sawtooth". That is, up and down with no discernible pattern. The 2018 results once again reflect this.

NAPLAN Reading

The percentage of students achieving the Standard of Educational Achievement (SEA) in Reading shows a sharp decrease of 25% in Years 3 and 13% 7 but an increase of only 7% in Year 5.

Higher Bands Trends

Year 3 - 30%

Year 5 - Increase 2017 (9.8) - 2018 (24%)

Year 7 - 11.5%

What we plan to do

It is apparent that students are not being stretched and challenged.

Revisit the Big 6 and TfEL Framework. Team leaders to Coach

Ensure consistency in Reading practices in Guided Reading, Reciprocal Reading and Conferencing.

Build on existing Reflection and Feedback Processes through Peer and Leadership Observations around quality questioning, Wait Time, Who is doing the talking and thinking.

Team planning to allow students to do deeper thinking around comprehension.

Continue and further develop plans during Data Day releases - ensuring all staff are planning processes and interventions to identify identify, plan for and more closely track our Higher Bands and potential Higher Band students.

NAPLAN Mathematics

The percentage of students achieving the SEA in Numeracy shows another sawtooth result with the Year 3 cohort



Attendance

Year level	2015	2016	2017	2018
Reception	85.7%	90.8%	88.4%	90.0%
Year 1	90.7%	86.3%	88.4%	89.2%
Year 2	89.6%	90.2%	89.6%	89.9%
Year 3	88.8%	88.6%	88.7%	89.2%
Year 4	89.5%	89.5%	89.3%	92.2%
Year 5	89.3%	89.6%	89.5%	87.5%
Year 6	86.8%	86.7%	87.7%	90.6%
Year 7	88.7%	85.0%	85.1%	91.6%
Primary other	87.9%	83.5%	80.6%	81.3%
Total	88.6%	88.1%	87.8%	89.6%

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

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

Attendance comment

Our attendance data indicates that our whole school attendance has increased by 1.6% to 89.6% in 2018. Teachers follow up student non-attendance. Leadership follow up chronic non attenders. This year we continued following up non-attendance by sending out letters to families for unexplained absences 3 times per term. Our unexplained absences have significantly decreased over the past 2 years from 39% of total absences in 2016 to 21.9% in 2018. We also aimed to reduce lateness across the school by 10% (3345 late in 2017). Unfortunately it has slightly increased (3665 late in 2018).

Behaviour management comment

Our Behaviour Education and Self Management Policy adopts the Play Is The Way methodology for teaching social and emotional learning. This enables a consistent approach to Behaviour Education across the school which uses School Values to enable common understandings and language when addressing student behaviour learning. Inappropriate behaviour incidents have decreased by 11% from 2017 to 2018. Data indicates that 50% of all recorded inappropriate behaviour incidents came from our R-2 students or students new to our school in 2018 - down from 57.5% in 2017. Inappropriate behaviour incidents with our primary students slightly increased by 13 from 2017 to 2018.

Client opinion summary

Students

All criteria were rated positively by the students. Rating in the Good/Very Good range:

My teachers expect me to do my best. 95%

My teachers provide me with useful feedback about my school work. 84%

My School Looks for ways to improve. 83%

My teachers motivate me to learn. 78%

My school gives me opportunities to do interesting things, 74%

Staff Feedback

100% of teachers and SSOs rated the following Strongly Agree:

This school is well maintained.

Students feel safe at this school.

Students at this school can talk to their teachers about their concerns.

This school looks for ways to improve.

This school takes staff opinions seriously.

Teachers at this school motivate students to learn.

94% or more of all staff rated the following Strongly Agree:

Teachers at this school expect students to do their best.

Teachers at this school provide students with useful feedback about their school work.

Teachers at this school treat students fairly.

Parents at this school can talk to teachers about their concerns.

Student behaviour is well managed at this school.

Students like being at this school.

Students' learning needs are being met at this school.

This school works with parents to support students' learning.

76% or more of all staff rated the following Strongly Agree:

I receive useful feedback about my work at this school.

Staff are well supported at this school.

This school takes staff opinions seriously.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	6	6.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	11.2%
Transfer to SA Govt School	73	82.0%
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

On the 9/9/14 Hackham East School's Criminal Screening process was audited. The processes for ensuring compliance with the Department for Education Criminal History Screening are adhered to. All staff and volunteers have their Criminal Screening checks kept up to date. Outside Service providers provide the school with their up to date DCSI clearance before commencing work with students.

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	42
Post Graduate Qualifications	8

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	20.4	1.0	16.4
Persons	0	24	1	25

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

Financial statement

Funding Source	Amount
Grants: State	\$4 148 906
Grants: Commonwealth	\$27 900
Parent Contributions	\$79 476
Fund Raising	\$12 858
Other	\$52 615

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	SSOs employed to work closely with targetted students and to support in the Interception Program.	Students more engaged in learning program. Interception Room very successful.
	Improved outcomes for students with an additional language or dialect		
	Improved outcomes for students with disabilities	SSOs employed to support individual and groups of students to best achieve One Plan learning and social goals	Improvement in student engagement and learning outcomes.
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	Literacy and Numeracy team leaders were released 0.2 to work with all teachers to focus on student learning data and lead in the implementation of the Site Improvement Plan strategies through training and development in surfacing misconceptions, collaborative learning design, assessment and moderation. Australian Curriculum funding supported training and development for teachers in STEM learning design, implementation and moderation,	Teaching teams working collaboratively to meet the learning, social and emotional needs of all students.
	Program funding for all students		
Other discretionary funding	Aboriginal languages programs initiatives		
	Better schools funding	Funding contributed to the employment of an extra teacher and SSO hours to create smaller class sizes and more 1:1 support for students in cohorts of extreme complexity.	Students with behavioural challenges and learning needs better met.
	Specialist school reporting (as required)		
	Improved outcomes for gifted students		
	Primary school counsellor (if applicable)	The school "topped up" the salary to a 1.0 Senior Leader in Wellbeing position with role is to implement the school Student Behaviour Learning and Self Management Strategy based around Play Is The Way.and Interception	More students actively engaged on learning through being able to self manage.