Hallett Cove East
Primary School
Annual Report
2013
Hallett Cove East Primary School was established in 1991 and is situated in a middle class suburb. It is a Category 7 school. The school community is diverse and generally has a strong commitment to its school. Parents have high expectations for their children’s success in learning. The school is uniquely structured with two classrooms and wet area facilities in each of 8 Houses, which provide a “home like” learning environment. 2010/2011BER funding provided for the building of a 4 classroom learning block complete with a central computer space, currently housing Middle Years students, and, two covered outdoor learning spaces (COLAs). The school has excellent facilities and has an aesthetically pleasing environment. Due to changes in the local demographic, Hallett Cove East Primary School has enrolments that have shown a general decline over several recent years falling from a peak of about 700 in the early 2000s to the peak 2013 enrolment of 379. Despite the decline there continues to have been many new enrolments of students from UK during the year and more recently enrolments from South Africa, Pakistan and India. Of the remaining enrolments in 2013, 1.3% were indigenous, 8% were of non-English speaking background, 6% were identified as students with disabilities and 8% were on school card.

13 classes commenced in January and a 14th class commenced in Term 2 taking all Reception intakes for the remainder of the year.

2013 Highlights

HIGHLIGHTS IN TEACHING AND LEARNING PROGRAMS

- Teaching Teams continued to develop with a focus on collaborative planning of teaching and learning programs and a focus on the implementation of whole school improvement strategies. These included Reading (and Literacy) and Australian Curriculum.
- An uninterrupted Lesson 1 dedicated R-7 Reading Block with continuation of a 2 lesson Literacy and Numeracy Block for Early Years in lessons 2 and 3 and for Primary and Middle Years in lessons 4 and 5. All class teachers implemented 300 minutes each of English and Maths during the Blocks.
- This year teachers in each section of school worked together to plan literacy. The Early Years teachers were led the Reading Support Teacher in the development of an Early Years Literacy Action Plan towards consistency of programming.
- Early Years teachers utilised the 3 days of Literacy T&D release time to investigate the Big 6 of Reading and CAFÉ 5 strategies, then planned and implemented programs in classrooms.
- 4 volunteer teachers in the Year 3-7 classes were supported to improve literacy teaching and learning skills through a Literacy Coach. There was a focus on Reading.
- Through the work of the Reading Support Teacher and Literacy Coach along with the Principal's involvement in PALL (Principals as Literacy Leaders) T&D, the Whole School Literacy Agreement was finalised, approved and implemented in 2013.
- 4 teachers participated in training around “Natural Maths” facilitated by Ann Baker, Mathematician in Residence
- Ongoing development of the IT plan continued. ActivExpression learner response units were used in many classrooms. iPads for use with application with students with special needs and an iPad for teacher use in each classroom were implemented.
- Diverse and rigorous Music and PE/Science NIT programs were implemented.
- SSOs undertook training in the new QuickSmart literacy intervention program
- SSO time was allocated to Wave 2 and 3 learners through withdrawal programs in QuickSmart (MY), Rainbow Reading (PY) and A Sound Way (EY). Much of the support was provided during the Reading and L&N blocks.
- 4 Professional Learning Communities (PLCs) were implemented in the areas of Reading, Digital Literacy, Differentiation and Parent Partnerships
- A Pupil Free Day for all staff to attend training in Reading training with a focus on the Big 6 facilitated by Wendy Westgate was held in March
A Pupil Free Day for all cluster staff to attend training in the Australian Curriculum with a focus on History facilitated by central Curriculum advisory staff was held on the first day of Term 2.

There was a high level of participation in the Premier’s Reading and Be Active Challenges

A diverse and engaging resource centre program where the teacher and class teachers planned and delivered programs together was implemented.

**HIGHLIGHTS IN WELLBEING PROGRAMS**

- The School Values were implemented with input from Year 7 students across the school (refer to separate report)
- There was continued development of our school’s Student Leadership program through or Lighthousekeepers Executive and Wellbeing Leaders.
- The Play Program was further modified and implemented to support students who found making friendships challenging. This was managed by the Deputy Principal and provided by SSOs and the CPSW.
- The 3 weekly Buddy Class R-7 Assemblies program continued as part of the ongoing Buddy program.
- Staff celebrations centred on acknowledging successes and sharing these to encourage staff bonding happened each term and one night per term was also given to staff to leave school by 3:30 to pursue their own personal Wellbeing needs.

**GENERAL HIGHLIGHTS**

- Student Leadership Elections were held in February and saw the development of a 6 person Executive and 16 Wellbeing leadership team. Classes then conducted their own elections to choose representatives. Lighthousekeepers Meetings were held three weekly throughout the year.
- Executive and Wellbeing leaders attended 2 days of Leadership training in March. The Executive also attended Safety Ambassador training in Term 2.
- An AGM that was student centred, where the LHK Executive and Wellbeing leaders presented the highlights of 2012, the LHK SRC was inducted, and, the Choir and Jump Rope Demonstration team performed was conducted.
- Harmony Day was celebrated in March with a special assembly and class activities.
- A special Remembrance Day Commemorative Assembly was held in November and led by 9N and the class teacher.
- Book Week was celebrated in Term 4 with a performance by Splash Theatre company, dress up and Book Fair.
- The Lighthousekeepers (LHK - SRC) organised successful fundraisers through Casual Days during the year to continue our sponsorship of our World Vision sponsored child Salma Josephat from Kenya, again raising over $560, and support for the Philippines typhoon disaster raising over $600 and raising over $500 for the NSW Bushfire victims.
- Quality specialist teaching and learning program were provided across all classes in Japanese (R-7), PE, (R-7), Music, (R-7) and Science (5-7). Programs were highly valued by the school community.
- Ongoing participation in SAPSASA programs throughout the year included Athletics, AFL, Cross Country, Netball, Rugby, Soccer, Cricket and Volleyball.
- Specialist Gymnastics and Orienteering programs were also offered to all classes in Term 3.
- There was another outstanding year of involvement in Jump Rope for Heart. Special thanks to Chris Franklin who undertook this role this year even though she is retired. This program involved a high level of student participation, and also the raising funds for the Heart Foundation through our school fundraiser in Term 3, and a number of demonstrations by the Lightning Jets our Jump Rope Demonstration Team, in other sites and venues. This is Chris’ last year as the leader of the Jump Rope program, and we thank her for her significant contribution to this program over many years.
- A range of quality Training and Development opportunities were offered to all staff. A significant program of training in Reading/Literacy, and, Planning, Assessment and Moderation of Australian Curriculum was delivered including through pupil free days.
There has been significant involvement of our students in a range of SAPSASA, Sports clinics and out of school sporting endeavours with students having lots of fun and achieving success in many sports. Shona Trenouth (PE Teacher), the Sports Committee and individual sports coordinators and coaches are to be congratulated for all their continuing efforts.

Another fantastic Sports Day was held in March on a day of perfect weather. Well done in particular to PE Teacher, Deputy Principal, and, the Sports, Fundraising and Canteen Committees for organising all facets of the Sports Day and to teachers for their work with students.

PE Week in Term 4 saw daily programs of shared rotational sports activities for students. Teachers also participated in an after school program learning some line dancing (that lead to performing at the annual concert).

Our Senior Choir performed very well as part of the Festival of Music. They also performed for our whole school assemblies and at other community events on a number of occasions. We also introduced a Junior Choir during the year that included all Early Years and Primary Years classes. Special thanks to Evelyn Donoghue our Music and Choir teacher for her outstanding work in these programs.

An End of Year Concert that included a whole school program and a staff item was presented in December. The highlight was the whole school flash mob item.

HCEPS ongoing support for Pre-service Teachers in 2012 has continued. Special thanks for staff involved in mentoring our teachers of the future.

Our Canteen has continued to provide a healthy, quality menu for all our students. Thanks to our Canteen Manager and volunteers for continuing to ensure our canteen operates successfully.

The school Uniform Shop continued to provide an invaluable service to the school community. I would like to commend the Manager and her assistants for their ongoing efforts.

The Christian Pastoral Support Worker provided a high level of care in the school. Recent feedback from the school community provided overwhelming support for both the CPSW program and her work within the school.

Volunteer Training for volunteers was conducted during the year. Our 2013 Volunteers Database currently has 150 Volunteers with current criminal history checks listed.

Swimming was offered to R-5 students in Term 1 and Aquatics to Year 6/7 students in Term 4.

There were a number of Camps, Incursions and Excursions during the year including a performance by the Seacliff PS Circus Troupe.

We had 2 very successful discos, one each in Terms 1 and 4

In all it was a very busy and productive year.

Year 7 Leadership Program

In 2013 the school embarked on a whole school approach in teaching the School Values of Excellence, Responsibility, Respect and Fairness. One of the vehicles used to achieve this was the inclusion of all Year 7 Students being acknowledged as School Leaders in their own right. They were presented detailed, prescriptive activities about School Values to use in all classes. The activities were relevant and age appropriate. When they visited classes to present they were supported by Year 7 teachers Andrea Hayden and Jonathon Warren-White as well as Evie Donoghue, Chris Ross and the Leadership Team.

The Year 7’s were all well prepared and exhibited confidence and persistence. We were most pleased with the manner the Year 7s were committed to the School Values program and enjoyed the interaction with younger students.

Positive feedback on their presentation was forthcoming. They extended their influence into the School Assembly with information sharing by LHKs and being good role models.

I believe we achieved our goal of providing all Year 7s the opportunity of Leadership and working towards all students knowing, understanding and enacting the School Values. At the same time we acknowledge that embedding School Values in the School culture is a gradual process and we need to continue the momentum with further development of this program in 2014.

Chris Ross
27/11/2013
Report from Governing Council

As a whole, Governing Council has worked hard to provide oversight of the school by ways of
- Reviewing all OSHC Policies and Procedures
- Review and Implementation of the 2nd QIP submission for the OSHC
- Approval of the Site Plan for 2014
- Work on returning the Canteen to a financially stable business
- Reviewing of the CPSW program
- Input into the creation of the new School Website
- On top of Governing Council meetings members have been involved in many sub committees within the school community.

Assets and Grounds – This year we have seen the installation of the new electronic sign at the front of the school, internal painting of many classrooms making the children’s learning environments clean and bright, substantial earth works near the COLA’s to help with drainage issues and moving of the rainwater tanks in readiness for a vegie garden.

Canteen – This has been a hard year for the canteen. Unfortunately our canteen was running at a loss and so there had to be some hard decisions made which have proved to be successful in that we are slowing starting to decrease our deficit. I would like to thank Janine Curtis, Canteen Manager, as she truly does an amazing job of running our canteen.

Education – The school Site Plan for 2014 along with the Schools Literacy Agreement was reviewed and completed and passed onto Governing Council for approval and probably the most notable to families is the change in school hours that has been implemented this year.

Fundraising – It has been an extremely good year for fundraising this year raising over $5,000 in funds to be put back into the school to benefit our children. Although we didn’t hold a major fundraiser event for the year, what was done was done well and proved to be profitable. I think that the children particularly enjoyed the discos that were held this year.

OSHC – Firstly I would like to say a huge thank you to Lissy and Sally, our co-directors of OSHC, for the outstanding work that you have done to ensure our OSHC is running at its best and meeting all the necessary requirements. OSHC is subject to a 2nd QIP, which is a Quality Improvement Plan audit, which has been the main focus this year as we are still working on this from our 1st visit.

Sport – Once again our school has led the way in sporting excellence. We are well represented in Soccer, Cricket, Netball, Football and Volleyball along with Cross Country and Athletics. There were also basketball clinics and rugby clinics held within the school. Sports day was also another great success.

Uniform – It is great to see that our school continues to maintain a high standard of uniform compliance. Students really do look smart and it is especially noticeable when out on excursions how good they look. Thanks to Sarah King who has been the Uniform Shop Coordinator this year and her band of volunteers who help out.

Finance – Final budgets for the School and OSHC for 2013 were presented to Council for approval. The canteen was the main focus of 2013 and it is pleasing to see that it is now starting to show signs of becoming a financially stable business again.

Jo Wigg, Chairperson

<table>
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<th>Governing Council Attendance 2013</th>
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<tbody>
<tr>
<td>Name</td>
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<tr>
<td>Anne Rathjen - Principal</td>
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Site Improvement Planning

Almost all of the strategies identified in the Site Plan for 2013 were successfully implemented in 2013.

Focus on Learning

- All students were tested using standardised and diagnostic testing recommended by the Literacy Secretariat that were determined in each section of schooling according to the finalised Literacy Agreement and outcomes of T&D in the Big 6 as well as PALL training for the Principal. These included the SPAT and PAT-R tests.
• Lesson 1 was quarantined as an uninterrupted lesson for all classes R-7 to participate in a Reading block
• An R-7 uninterrupted Literacy & Numeracy block was implemented for a further two lessons beyond the Reading block
• Teachers undertook training in the Big 6 of Reading leading to the Reading block becoming a consistent Guided/Explicit teaching Reading block
• Teachers were released to further develop The Big 6 practices to improve Reading with an ongoing focus on Comprehension, and, there was a dedicated R-7 PLC for this area
• Teachers were released to assess the literacy learning needs of their students with disabilities
• Teachers used team structures to plan, share, assess, moderate and develop consistent Reading strategies utilising data from NAPLAN, Running Records, standardised testing
• SSOs delivered targeted intervention programs to Wave 2 learners utilising appropriate programs identified by staff including QuickSmart for Middle Years, Rainbow Reading for Primary Years and A Sound Way for Early Years. QuickSmart literacy support for Years 5-7 was introduced this year with a high level of success. Some to significant improvements were noted in PAT-R data recorded in November, across all participants in this program. QuickSmart will continue in 2014. SSOs will also undergo level 2 training in 2014 to ensure appropriate delivery of this program.
• SSOs delivered targeted intervention programs to Wave 3 learners that were developed with the teacher and also based on QuickSmart, Reading Eggs/Eggspress, Jolly Phonics, THRASS, Rainbow Reading, A Sound Way and ELLA programs and Study Ladder. Teachers met with SSOs early in the year to determine the special needs programs for identified students. This practice will be further improved in 2014 to ensure SSOs meet with teachers twice in the year.
• An Early Years teacher was released 2 as the Reading Support Teacher. Her role was to support development and implementation of improvement strategies in Reading in the Early Years
• A Cluster Literacy Coach was appointed to facilitate and support implementation of Reading improvement strategies in the PY and MY Programs that identified and targeted support through the WAVE protocols for STAR. These were implemented during the L&N and Reading blocks. After 2 years in the LNNP literacy coach program, we are seeing genuine improvements. (Please refer to the separate LNNP report further in this Annual Report.) In 2014 our focus will be on extending middle band learners and SHIP students.

2013 SITE PLAN LITERACY TARGETS
The 2013 NAPLAN results were generally satisfactory to very positive in Literacy areas. Improvements in our higher bands in Reading as per the Targets in the 2013 Site Plan have been generally met very well. 10% increase on 2012 results across the board was targeted in 2013 and the following results were achieved.

READING:
Yr 3  + 18.9%  Yr 5  + 5.1%  Yr 7  + 20.5%

Through Staff Meeting discussions, staff also identified the need to look at Writing and Spelling in the 2014 Site Plan/Literacy program. So the following % comparison between 2012 and 2013 achievement data has informed the 2014 Site Plan draft for Literacy targets.

WRITING:
Yr 3  + 4.7%  Yr 5  - 10.9%  Yr 7  + 22.7%

SPELLING
Yr 3  + 17.7%  Yr 5  - 0.3%  Yr 7  + 21.9%

From this data new areas have been identified in Yr 3 and Yr 5 Writing, and Year 5 Spelling. Yr 5 Reading has also been re-identified. Yr 5 Reading and Yr 3 Writing have 5% increase targets while the other Year 5 areas have 10% targets. Running Records data showed some improvement in Year 2 data but a decline in Year 1 data on 2012 records. The 2013 records have shown the following achievement growth against 2012 records.
Year 2:  + 3% (59% in 2012 – 62% in 2013)
Year 1:  - 29% (61% in 2012 – 32% in 2013)

The targets that are in the 2014 Site Plan will remain at 10% for Year 1 and 5% for Year 2s.

Focus on Pedagogy
• Staff Meetings and PLCs were developed to address Literacy/Reading, and, the implementation of the Australian Curriculum. The Reading PLC had an R-7 focus initially, then developed into an R-2 and 3-7 PLC. In 2014 this PLC will be an R-7 PLC group with a Writing and Spelling focus
Teams accessed release time to discuss, attend T&D and share new learning in Maths, Science, History and English in the new Australian Curriculum.

Teachers met 3 times per term in a PLC group. The PLCs were Reading, Differentiation (with a focus on higher achievers), Digital Literacy and Parent Partnerships. Each PLC developed its own protocols and foci but each looked at ways to improve student/parent engagement within education/school. The PLCs will delve more deeply into their work in 2014 in order to further integrate them under the R-7 banner.

The national and DECD Performance Development Processes were implemented and included foci in Reading, Australian Curriculum (and TfEL) and the National Standards for teachers.

Focus on Culture

- The Values, Restorative Practices and Behaviour Guidelines protocols developed in 2012 were implemented.
- The language of the Values and Restorative Practices were embedded into school practices and school community communications and events. The Year 7s were all trained as School Leaders and conducted mini-lessons to embed the Values with groups of students in all classes every 3 weeks. 4 large schoolyard pencils with the Values painted on them were erected. These have become a focal point for the school community and visitors alike.
- An inquiry into how communication between members of the school community and the school could be further developed was undertaken by the Parent Participation PLC. A number of Parent forums were held during 2013. Information from these forums will be used to direct the work of the PLC and include members of the school community in determining school community partnerships in 2014 and for the future.
- A new electronic sign, new, more vibrant and engaging website, school banners and new logo were all developed and implemented, to update and freshen the brand and communication methods for the school community. Several classes and specialist teachers also developed and implemented blogs that were also accessible via the website.
- The Attendance Policy continued to be monitored rigorously and attendance data checked twice termly to determine students for follow up. While there was a slight decline in attendance data this year, we remain above both regional and ACARA averages. In 2014, we will continue to monitor attendance rigorously.

Student Achievement

NAPLAN

Year 3 Mean Scores

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<th>Mean Scores</th>
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</tr>
<tr>
<td>Reading</td>
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<td>300</td>
<td>250</td>
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<tr>
<td>Writing</td>
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Year 3 Mean Scores

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<th>Mean Scores by Test Aspect</th>
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Year 3 achievement across the board in 2013 was very pleasing. All areas showed improvement in the achievement of students in 2012 with Numeracy, Reading and Grammar showing the most significant improvement. It is also pleasing to note that only Writing is also below the 2011 achievement. I believe that this is attributable to the fact that 2 lower Primary Years teachers were Early Years teachers in 2012. They worked closely with the Reading Support Teacher in 2012 and then the Literacy Coach in 2013 focussing on the Big 6. These results would strongly suggest their work has had a significant impact on students this year.

Year 3 Proficiency Bands by Aspect

![Bar chart showing % Proficiency Band by Test Aspect]

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<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
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Again it is very pleasing to note that achievement in Bands 5 or above has significantly increased this year to being 43.2% in Reading, 44.7% in Spelling and 44.7% in Grammar. While 35.1% achievement in Band 5 in Numeracy is satisfactory, the fact that no one has achieved in Band 6 will need to be addressed in 2014. While there was achievement in Band 1 in all areas, it must be acknowledged that this represents only 1, 2 or 3 students who are students identified with disabilities. We continue to develop appropriate learning programs to address their needs.
Year 5 Mean Scores

| Mean Scores by Test Aspect | Year 5 |  |
|----------------------------|--------|--
|                            | 2011   | 2012 | 2013 |
| Numeracy                   | 480.6  | 459.4| 453.8 |
| Reading                    | 493.3  | 461.7| 478.9 |
| Writing                    | 480.2  | 449.9| 445.7 |
| Spelling                   | 482.9  | 474.9| 466.7 |
| Grammar                    | 489.3  | 457.1| 480.5 |

While it is very pleasing to note the significant improvements in Reading (17.2%) and Grammar (23.4%) achievement in 2013 compared with 2012, this has not been evident in Numeracy, Writing and Spelling. As previously stated, Year 5 Writing and Spelling will be the foci for Literacy development identified in our Site Plan for 2014.
Year 5 Proficiency Bands by Aspect

<table>
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<th>% Proficiency Band by Test Aspect</th>
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It is very pleasing to note a 47.4% achievement in Reading and 55.3% achievement in Grammar at Band 6 or above. It was also very pleasing to note that all students achieved at least the minimum standard in Reading. Again I believe this is evidence of the implementation of explicit teaching in the Big 6. The achievement in Writing was disappointing given that a lot explicit teaching time is spent on genre development across the school. In 2014, teachers will be focussing on Writing as part of the next stage of development in our Reading program and in working with the Literacy Coach and Reading Support Teacher. Writing will also be a focus in the PLC.

Year 7 Mean Scores

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<th>Mean Scores by Test Aspect</th>
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Traditionally at HCEPS, Year 7 achievement is very good across the board. This year is no exception and in fact the improvements against 2012 data are significant in all areas. The achievements are also an improvement on those of 2011 in all areas except Numeracy.
Year 7 Proficiency Bands by Aspect

![Graph of Year 7 Proficiency Bands by Aspect]

Table 3: Year 7 Proficiency Bands by Aspect

<table>
<thead>
<tr>
<th>% Proficiency Band by Test Aspect</th>
<th>Exempt</th>
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<td>1.8</td>
<td>7.3</td>
<td>29.1</td>
<td>29.1</td>
<td>20.0</td>
<td>12.7</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>14.5</td>
<td>21.8</td>
<td>21.8</td>
<td>36.4</td>
<td>5.5</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>3.6</td>
<td>10.9</td>
<td>18.2</td>
<td>32.7</td>
<td>21.8</td>
<td>12.7</td>
<td></td>
</tr>
</tbody>
</table>

Again it is pleasing to note the achievement in Numeracy (61.7%), Reading (67.3%), Writing (61.8%), Spelling (63.7%) and Grammar (67.2) in Bands 7 or above. The achievement in Spelling is also noteworthy as all students achieved at least the minimum standard.

Year 3-5 Growth

![Graph of NAPLAN School Growth: Year 3-5]

Year 3-5 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 3-5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
</tbody>
</table>
The Growth between Year 3 (2011) and Year 5 (2013) for the same cohort of students shows movement from Lower into the Middle groups but less movement from Middle to Upper. We hope that continued focus in both aspects will see stronger movement into the upper area. (Traditionally at HCEPS we do see this latter trend occurring by the end of Year 7.)

Year 5-7 Growth

<table>
<thead>
<tr>
<th>Growth by Test Aspect</th>
<th>Year 5-7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Progress Group</td>
</tr>
<tr>
<td>Numeracy</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
<tr>
<td>Reading</td>
<td>Lower 25%</td>
</tr>
<tr>
<td></td>
<td>Middle 50%</td>
</tr>
<tr>
<td></td>
<td>Upper 25%</td>
</tr>
</tbody>
</table>

Trend data over recent years shows that while the lower year levels may show achievement data at slightly lower levels, by Year 7, the data has generally met or exceeded standard in all areas. The Growth into Middle and Upper areas from Year 5 (2011) to Year 7 (2013) has again been strong. Numeracy in particular shows very solid growth. Clearly this has to do with explicit teaching and teaching style. Teachers will continue to work towards shared planning and development of consistent programs across R-7 to ensure the best teaching programs are delivered in all areas.
HCEPS has a strong Attendance Policy in place with strategies to effectively record and follow up absence. While still achieving attendance data above the regional and ACARA averages, our attendance data has declined overall this year and within all year levels except Years 3 and 4. This is disappointing since we have a rigorous focus on attendance. Unfortunately, understanding the importance of a child’s daily attendance and being on time as is required for building a good education, was a challenge for some families. This was particularly evident in Year 7 where there were a number of students who took unexplained absences and whose parents did not provide reasons despite repeated follow up. Our targets in the 2012 Site Plan based on the 2012 data (and therefore following the appropriate cohorts of students through into 2013) were to increase Year 2 by 2.4% to 95.6% (from Year 1), and increase Year 7 attendance by 1.2% to 95% (from Year 6). Clearly we did not reach these targets, and in fact the Year 7 data declined 2.8%. We also set a target of .2% increase overall from 94.1% to 94.3%. We did not achieve this target but dropped by .7%. In 2014 we
will focus on Years 2, 3, 6 and 7 as these cohorts have shown declining data over (2 and) 3 years. We will also provide attendance information in the newsletter and through flyers from the commencement of the year.

## Destination

### Table 10: Intended Destination

<table>
<thead>
<tr>
<th>Leave Reason</th>
<th>2012</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Region</td>
<td>Index</td>
<td>DECD</td>
</tr>
<tr>
<td>Employment</td>
<td>2.9%</td>
<td>0.9%</td>
<td></td>
<td>2.9%</td>
</tr>
<tr>
<td>Interstate/Overseas</td>
<td>3</td>
<td>3.8%</td>
<td>8.7%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Other</td>
<td>1.3%</td>
<td>0.6%</td>
<td></td>
<td>2.3%</td>
</tr>
<tr>
<td>Seeking Employment</td>
<td>2.9%</td>
<td>0.9%</td>
<td></td>
<td>3.3%</td>
</tr>
<tr>
<td>Tertiary/TAFE/Training</td>
<td>5.3%</td>
<td>1.7%</td>
<td></td>
<td>4.2%</td>
</tr>
<tr>
<td>Transfer to Non-Govt Schl</td>
<td>14</td>
<td>17.7%</td>
<td>9.9%</td>
<td>16.7%</td>
</tr>
<tr>
<td>Transfer to SA Govt Schl</td>
<td>62</td>
<td>78.5%</td>
<td>45.8%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Unknown</td>
<td>23.3%</td>
<td>22.8%</td>
<td>20.4%</td>
<td></td>
</tr>
</tbody>
</table>

(You will note that the Intended Destination data is actually for the year 2012 as the available system data for analysis is actually one year behind.)

The movement out of HCEPS by the end of 2012 had improved considerably on the data shown in 2011 dropping from 96 transfers in 2011 to 79 transfers in 2012.

In 2013, we noticed that we had a far greater number of Reception enrolments than in recent years. In fact the enrolment peak of 2012 was 381 compared with the enrolment peak of 2013 which was 379 - only 2 different. Given the trend in recent years of dropping numbers around a class size each year, this was most heartening. It should be noted, however, that in 2013 55 Year 7 students graduated and therefore transferred out, compared to 40 Year 7s in the above data. This would then suggest that the 2013 data in next year’s report may be slightly lower.

(NB: From feedback we have received, we believe that our new website is one of the main reasons for the increase in enrolments.)
Behaviour Management

As per the requirement from the Cossey Report, we conducted a major Bully Audit in Term 4 this year. Early Years students were given one survey while Primary and Middle Years students were given another survey to complete. In the surveys students were asked a series of questions to determine if they knew what bullying was, if they had been bullied, where they felt safe, what sorts of bullying had they seen/experienced and what they could do about bullying. The following is the summary of each set of surveys.

HALLETT COVE EAST PRIMARY SCHOOL
EARLY YEARS BULLY AUDIT DATA
NOVEMBER 2013

From 196 children surveyed, 187 understood that bullying is repetitive, with students in the Early Years also understanding that it can be verbal, social/emotional and physical.

Areas where students feel most safe include the Classroom, Resource Centre and the Pavilion. The Oval was the area where children felt the least safe with many drawings indicating balls being a problem in this area and older students also playing there. It was interesting to note, that some students didn’t feel safe in any area of the school and this trend was mainly new students starting at
HCEPS going through the process of transitioning into the school environment. Having said this new
Receptions students play in the Boat Playground area and close to their classrooms, therefore it
would be anticipated that the data for the remaining areas of the school would indicate uncertainty
about safety in areas that these children do not play.

For Early Years, students seem to know what to do if bullied, with teachers being extremely helpful in
assisting them to resolve these issues. There is a high level of confidence demonstrated in being
able to tell the person to stop, walk away from the issue, talk to parents and report to teachers.
Students generally felt that if they reported to their teachers, the matter would be resolved. It would
be beneficial to encourage bully reports to be completed regularly.

It is pleasing to note that most students indicated that they have not been bullied at all. 42 students
indicated bullying at different times, however only 15 students reported (below) that the bullying has
not stopped. This information was provided to the teachers of these students to follow up and assist
with resolving these issues.
Both the playground and the oval were the main areas where students indicated bullying has occurred, however, the playground was an area where this appeared to more about friendship issues such as children not wanting to play together or feeling left out.

Once again it is pleasing to note that of the students indicating that bullying had occurred that 24 students reported that it had stopped. The remaining 15 students were referred to their class teachers for follow up and a letter sent home to parents advising of what has happened in relation to the issue.
The highest level of bullying in the Early Years identified was verbal with 25 reported incidents. As these often involve friendship issues where students chose to play with other students and “saying so”, it is not necessarily a bullying issue but more a social development issue. Social/emotional trends were largely based on friendship issues also where building social resilience would be beneficial. The data for physical bullying was mostly attributed to ball play where students were either hit by a ball or pushed in a ball game. There were a few occasions where older students had interfered with games in the COLA areas.

In summary the results are quite pleasing showing most issues as being minor. There appears to be some support for COLA areas to be discussed with a view for safer ball play and students following the rosters for their days to access these areas. It was very evident that staff were well supporting students in the area of bullying and were actively following up issues and assisting students to resolve them.

The majority of students understood that bullying was deliberate and repetitive actions by someone who feels more powerful than the person being bullied.
This is a reasonably positive result in that many students have not been bullied at all and of those 48 students who were bullied 35 had advised that the issues have been resolved (see below).

Teachers were seen to be very supportive and helpful in assisting students who had been bullied. A large number of students reported to parents and in many cases the school and parents worked together to resolve the issues. It would be beneficial to encourage students to use the Bullybox (either email address or the box at the front office) more often to ensure that all issues are raised and dealt with.
Other:
- Following me around
- Threatening
- Harassment
- Taking advantage that it was soft and bullying
- Standing around us and making us feel uncomfortable

WHERE HAS BULLYING TAKEN PLACE?
- In and outside of school
- After school
- Online
- Near classroom
- In front of everyone

WHERE THERE BYSTANDERS?
- Yes: 26
- No: 20

类型的欺凌:
- 39 频率
- 13 频率
- 4 频率
- 9 频率
- 8 频率
- 6 频率

地点:
- 教室: 12
- 校园: 39
- 其他: 5

是否有人帮忙?
- 是: 26
- 否: 20
Other:
- Saying mean words
- Racism
- Kicking balls away
- Influencing bad habits
- Breaking others models and games
Generally, primary and middle years students have a clear understanding of cyberbullying. Students who indicated that they did not know still understood strategies such as blocking a person to handle this situation. It appears that of the students who didn’t know what cyberbullying was most had not read the question clearly before answering it.
What do you think is working to support bullying related issues?

- BTR and getting into trouble
- Bek (CPSW)
- Telling the Principal
- No bullying it can really hurt them
- Teachers
- Friends
- Lighthouse Keepers Meetings
- Reporting to teachers
- People saying stop
- Big pencils at our school and school values
- Kids are more brave to report them
- Letting others play and say it’s alright
- Bully Box
- Lots of teachers on duty
- Teachers helping us and telling them to stop
- Parents
- Staying away from the Bully
- Caring for each other
- Bullies knowing that there will be a consequence
- Having talks in the Pavilion has stopped bullying on Facebook with some girls
- Nice people in our schools
- This survey
- The school is constantly reminding students what bullying is and what to do
- Yr 7 leadership class
- Assemblies and the teacher talking to us
- By telling people that can help you. Discussing it with the other person with an adult.
- Encouraging bystanders to speak up
- LHK meetings allow students to give all their ideas so the issues about bullying quietly disappear
- Bek, the bully box and teachers are very supportive. I feel I could tell any teacher.
- Teachers watch gangs of students talking
- Teachers are helping to stop bully related issues
The leadership course
People are being nice to each other
Talking about bullying in class
Teachers are watching when on yard duty
Rules and consequences
Bully box in office and library
You have someone to talk to
You have friends to help you
Lessons and awareness
We don’t have many bad students. We have strict rules but they work

Suggestions – what do you think could help?

Tell the people that get bullied to say stop to the bully.
Have more bully boxes around the school
Have a bully box in each class
Tell parent or guardian
Bring it up with the teacher
People telling other people that they don’t like it
Help the person report the bully and if you see others bullying others tell the bully to stop.
Keep your thoughts to yourself
A bully thing where you press a button on it and you speak and it goes to the office
Video cameras
More teachers on yard duty
No recess or lunch for the bully
To put up bullying signs around the school
Stand tall and tell someone
Tell the teacher as they might know the bully’s parents
Don’t go near them
Teachers need to show more interest in bullying
Send a note to parents or on website
Maybe educate them more and tell them what to do if they do get bullied
Better systems to where students can talk to teachers without being turned away
Ask kids if they are alright if they are acting weird
To reduce bullying we could email to the teachers or Principal saying who has been bullied and we can give the bully punishments
Security cameras
Make another rainbow seat under the Pavilion.
More severe punishments and to reward people such as bystander s who stand up to bullies
Tell the bully’s parents and suspend them
More lessons on bullying
Just don’t start it in the first place
Ignore the person and avoid them
Tell an adult
Maybe get all the students together and talk about how serious bullying is
Posters
A special room for the bullies to go in as punishment
None because there is barely any bullying here
Sometimes it is hard because the teachers can’t always be in
the right place
- Find out both sides of the story
- Writing down names of people who bully. Stay away from them or try and become friends
- Separate older kids from younger kids
- Office time outs
- Have more people to talk to
- For the teachers to always help
- I think students should all get along and not take their anger or frustration out on others
- If bullies were suspended or expelled it would help reduce bullying
- Wellbeing leaders should keep a look out for bullying
- Put up lots of banners made by year 7s
- I think it is all going ok
- Make the place more peaceful and fun
- For people to stop leaving people out and stop the teasing and name calling
- Teachers keep an eye out on big groups of kids

The above data shows that we are generally doing well to monitor and address bullying. What we also know is that in many cases, bullying goes unreported and therefore the first the leaders or teachers know about it is when a parent tells them. We continue to encourage students to report bullying and work hard to break down the culture of “not wanting to dob”. Aside from teaching programs, our Year 7 leadership program works to proactively instill the Values (particularly Respect, Responsibility and Fairness) and appropriate behaviours with all students across the school.

In 2014, we will be looking closely at the yard duty supervision in the COLAs and on the Oval as these were identified as bullying hotspots. We also need to better educate students regarding what bullying actually is. While bullying is unacceptable, it is also our plan to teach students Resilience and ways to be stronger against behavior that is inappropriate. We plan to utilize a program such as Bounce Back to develop this. We will also be looking at ways to better enhance parent partnerships around bullying, and, educating parents about the difference between conflict between equals, and, bullying. We need to continually work with a few families who believe “this is bullying and the other student is to blame” when in fact the issues are actually equal and are concerned with fighting between peers rather than bullying. In order to eliminate bullying (and indeed fighting too) we work with parents in partnerships to determine an appropriate resolution and also encourage parents to recognise and proactively address their own child’s involvement and responsibility.
The data from the Parent Survey shows clear support for the school, staff and programs. Areas of strength include the approachability of staff by both parents and students, the high expectations of students, that students like being here, that parents feel welcome in the school and are invited to participate and that the school grounds are well maintained. The main area identified as needing to be addressed was the need for better communication from teachers to parents regarding their child and their learning programs. Only a third of parents indicated only agreement that the school uses outside agencies to support individual students. 57% also indicated they either did not know, or, neither agreed nor disagreed. This would be because development of individual support programs and involvement of external support providers are confidential strategies that are employed on a needs basis. Unless a parent has a child for whom support has been sought, the general school community may not know what is available and utilised.
STUDENT SURVEY RESPONSES – 128 Respondents

Clearly the majority of students know that their teachers expect them to do their best. Other strong areas include: teacher provision of feedback, teacher motivation of students to learn, feeling safe, having someone at school to talk to, the school looking for ways to improve and provision of resources. It was surprising to note, given our big student focus on embedding the values (including Respect), that only about a third of students believe that people treat each other with respect at school. Just over a half of students either disagreed or neither agreed nor disagreed that student behavior is fairly managed. I would like to know what the perspective of these students is (ie as a victim, perpetrator or observer), to better understand these responses. Clearly these aspects need further follow up in 2014.

It was very interesting to note the percentage of students who indicated that that neither agreed nor disagreed with many of the questions. I am unsure as to what this means.
There is very strong support all aspects of the teaching programs with only one person disagreeing that teachers clearly explain the learning. The neutral response to addressing the range of abilities was interesting. The Site Plans and our literacy work, as well as Differentiation PLC will address this.

**SUPPORT OF LEARNING**
Again there is strong support for the learning support programs although a very small percentage indicated concerns in a couple of areas. It was interesting to again note the percentage of staff who indicated a neutral response as to whether the schools programs addressed the needs of every student. As previously stated, this is being and will be addressed in the 2014 Site Plan.

RELATIONSHIPS AND COMMUNICATION (1)

Again, this area is very strong with only a small percentage identifying concerns or neutrality in some areas.
This area is another strong area for staff and particularly in the area of relationships between teachers and students.

LEADERSHIP AND DECISION MAKING

This is another reasonably strong area of the school and staff.

My School website http://www.myschool.edu.au/
Literacy and Numeracy National Partnership

Literacy Coach - School Report 2013

School Name: Hallett Cove East Primary School

School Address: Quailo Avenue, Hallett Cove, SA 5158

No. of years as LNNP school: 1 or 2

Principal: Anne Rathjen

DECD Region: Southern Adelaide

Coach: Wendy Westgate

No. of days worked in school: 39.5

Context background:
Student enrolment: 369
Category of disadvantage: 7
Index of Community Socio-Educational Advantage (ICSEA) value of 1035
Enrolment demographics:

<table>
<thead>
<tr>
<th>Number of Students</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALD</td>
<td>8</td>
</tr>
<tr>
<td>ATSI</td>
<td>1</td>
</tr>
<tr>
<td>Disabilities</td>
<td>6</td>
</tr>
<tr>
<td>School Card</td>
<td>8</td>
</tr>
</tbody>
</table>

Intervention and support provided for students:

SSOs support Wave 2 and Wave 3 students through targeted programs including:
- QuickSmart in Years 5-7;
- Rainbow Reading in Years 3/4, and
- A Sound Way in Years R-2.
- Ongoing assessment is built into QuickSmart and Rainbow Reading.

Staff profile: No. of teaching staff: 23 (FTE: 19)
No. of non-teaching: 10 (FTE: 6.6)

Leadership structure:

Principal: Anne Rathjen
Acting Deputy Principal: Suzanne Dunn
**Number of teachers** working directly (in class) with the coach: 4

<table>
<thead>
<tr>
<th>Teacher</th>
<th>No. of students</th>
<th>No. of ATSI students</th>
<th>Year level(s)</th>
<th>Main focus (foci)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>26</td>
<td>0</td>
<td>3</td>
<td>Persuasive writing; Reading Comprehension Strategies (History)</td>
</tr>
<tr>
<td>B</td>
<td>28</td>
<td>0</td>
<td>3/4</td>
<td>Reading Comprehension Strategies, leading into writing</td>
</tr>
<tr>
<td>C</td>
<td>28</td>
<td>0</td>
<td>7</td>
<td>Reading Comprehension Strategies, leading into writing</td>
</tr>
<tr>
<td>D</td>
<td>27</td>
<td>0</td>
<td>7</td>
<td>Reading Comprehension Strategies, linked to writing</td>
</tr>
</tbody>
</table>

- Describe the processes used by the school to identify teacher participants
  All four teachers volunteered to be part of the program.

- Comment on how well this worked and describe some of the strategies to work with the identified staff
  This worked very well; I had worked with two of the teachers last year for a short time, and these two teachers were eager to build upon the work we had previously done. All four made time in their programs for each of our lessons to be one hour long, and were keen to participate in learning new strategies and approaches. They contributed ideas and suggestions, and were very much part of each lesson.

**Key literacy focus at this site in 2013**
- Reading and the Big Six
- Implementation of a whole-school reading lesson, lesson 1 each day;
- Support for Wave 2 students in reading;
- Whole-school reading agreement, leading to whole-school literacy agreement.

**Regional literacy focus or strategy impacting on literacy teaching and learning**
- Whole-school literacy agreements;
- Use and analysis of data and evidence, including NAPLAN and PAT-R.

**Literacy leadership**
- Describe the role of the LNNP coach as part of the school leadership team
  - Meetings with Anne (often including the Early Years Reading Support Teacher, Kerry Patterson) have taken place as required;
  - I led Staff Meetings around reading and literacy on behalf of Anne in Term 3.
- Describe or list literacy professional learning program(s)/ workshop(s) provided through LNNP coach at site, cluster or regional level (include whole school approaches and whole school agreements)
  - On-site Staff Meetings:
    - PAT-R information and analysis
    - Whole-school Literacy agreement (3 meetings)
  - Student-free Day: The Big Six of Reading
  - Cluster:
- Hallett Cove Literacy Expo (held at Hallett Cove East PS)
- Early Years’ Cluster meetings (one a term throughout the year)
  - PD involving teachers from the school:
    - Term 1 Literacy Leaders’ Day, EDC – Kerry Patterson
    - Anne Bayetto, Reading Assessment, Grange – Kerry Paterson
    - Numeracy and Literacy Expo, EDC – Andrea Hayden

- Describe the LNNP coach role in establishing, facilitating or supporting professional learning communities in this school or in supporting/developing parent and community involvement
  - PLCs were set up in Term 1; I have been part of the Reading/Big Six PLC throughout the year, attending each meeting of the PLC;
  - I have provided articles to introduce and support our topic each time, and provided notes summarising our meetings to each member of the (large) PLC.

**PAT R Report:**

1. Provide context for data collection in the site

At the beginning of the year, I organised a catch-up session for PAT-R for students who had not taken part in the end-of-year assessment, either due to absence or being new to the school. This has given the school the opportunity to obtain comparative data for a greater number of students.

End-of-year PAT-R testing took place in the first two weeks of Term 4; prior to testing commencing, I provided full class lists of students’ user names and passwords to every Year 2 to 7 teacher. I was on-hand to assist with this process on the Monday and Tuesday of Week 1, and ran a catch-up session in Week 3 for students who had been absent.

PAT-R has run very smoothly at Hallett Cove East PS – Suzanne has set up a ‘visitor’ username and password for the computers, which has enabled us to set up the PAT-R log-in page at the beginning of the day and then keep the PAT-R webpage available from one test to another, thus saving a lot of time. Students have therefore been able to come and log themselves in without having to wait for the web page to load. However, for future use, it would be beneficial to have a web link as part of the school’s Home Page, to allow students to access the site independently.

The school has also organised days to be blocked out solely for PAT-R testing, which has meant we can get the bulk of testing done at one time.

2. Describe how you used 2012 (or early 2013) PAT-R data with teachers and leaders at the beginning of the year.

At the beginning of the year, each Year 3 to 7 class teacher was given the comparison data for their students, and a Staff Meeting was spent showing teachers how to access the site for class and individual data. We also discussed the results in general as a whole group, and teachers from last year were able to provide student information and contexts where necessary.

a) Following data review with teachers, what was identified for teacher practice?

The data showed that students were having difficulties with interpreting by making inferences and, to a lesser extent, interpreting explicit information.

b) What was followed up (with teachers and/or whole school)?

The teachers with whom I worked spent some lessons looking specifically at Inferring, and have discussed the purpose and audience of the texts read or written. I have put together two
folders of information about reading, primarily reading comprehension strategies, and including a lot of information about how to teach inferring, and these are kept with other reading resources in the Teacher Reading room. There has also been some focus, especially via the Reading PLC, on teaching and extending vocabulary, particularly synonyms; all of these areas were reinforced during the Staff Meetings looking at the Whole-School Literacy Agreement.

3. Include graph showing average/expected growth 2012-2103 (or Mar-Oct 2013) for year level/cohorts. Analyse and discuss the graph.

<table>
<thead>
<tr>
<th>No of Students</th>
<th>Yr 3 (8M)</th>
<th>Yr 3</th>
<th>Yr 4</th>
<th>Yr 5</th>
<th>Yr 6</th>
<th>Yr 7</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16</td>
<td>19</td>
<td>34</td>
<td>32</td>
<td>36</td>
<td>53</td>
</tr>
</tbody>
</table>

NB: This data reflects only those students for whom there is a matched pair of PAT-R tests, 2012 and 2013.

- Yr 3 (8M) is the cohort of Year 3 students for whom the period between Test 2 (February 2013) and Test 3 (October 2013) was 8 months. For all other year levels, the period between tests was 12 months (Oct 2012 to Oct 2013);
- On average Year 3 (8M), Year 4, Year 5, Year 6 and Year 7 students have shown above expected 12-month growth, with the Years 4, 6 and 7 cohorts increasing by more than double the expected growth at their respective levels;
- A possible reason for the higher than expected growth of the Year 4 cohort could be that the two Year 3/4 teachers had Year 2 classes last year, and were part of a focus group run by the Early Years Reading Support Teacher inquiring into reading practice in the Early Years, which had a positive impact on their teaching this year. Some of the Year 3 (8 months) students also come from one of these Year 3/4 classes;
Several students in Years 5, 6 and 7 have been part of the QuickSmart Literacy program, and the SSOs running the program feel there has been a definite improvement in the students’ attitude to reading as well as their ability;  

Whilst the expected growth for the Year 3 cohort is less than the expected 9 points, the achievement of this group of students is, on average, above the Australian mean scaled score for like students (see Graph 2). The progress of individual students within this cohort will be closely monitored in 2014 to enable continued achievement in the higher stanines and further development of their reading abilities.

4. Include graph showing average scale score per year level with national mean score. Analyse and discuss the graph.

<table>
<thead>
<tr>
<th>Year</th>
<th>Oct 2012 Mean</th>
<th>Aus Mean</th>
<th>Oct 2013 Mean</th>
<th>Aus Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 3 (8M)</td>
<td>95.1</td>
<td>112</td>
<td>108.5</td>
<td>112</td>
</tr>
<tr>
<td>Yr 3</td>
<td>103</td>
<td>112</td>
<td>120</td>
<td>120</td>
</tr>
<tr>
<td>Yr 4</td>
<td>109.1</td>
<td>120</td>
<td>122.9</td>
<td>126</td>
</tr>
<tr>
<td>Yr 5</td>
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<tr>
<td>Yr 6</td>
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<td>129</td>
<td></td>
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<tr>
<td>Yr 7</td>
<td>131.7</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- For Year 3 (8M) the Oct mean is actually the February mean scaled score for this cohort of students;  
- There have been great improvements in the mean scaled score achievement of the Year 4, Year 3 and Year 6, in comparison with the Australian means;  
- Years 4 and 7 are over 5 points above the Australian mean score for their year levels, and Years 3 and 6 are just above the Australian mean;  
- Although Year 3 (8M) and Year 5 are below the Australian mean, both cohorts have closed the gap between the actual and Australian means. This could also be the result of changes in teaching pedagogy outlined earlier.

Key achievements in literacy improvement at this site in 2013:  
- More whole-school practices are in place, e.g. lesson 1 is an uninterrupted lesson for all Reception to Year 7 classes to participate in a Reading block;  
- There is becoming greater consistency in teacher practice within teams as to the teaching of reading (including phonics);
• More teachers are developing student understanding of and use the language of comprehension strategies;
• SSOs are delivering targeted intervention programs to Wave 2 learners utilising QuickSmart, Rainbow Reading and A Sound Way.

Future plans and priorities for literacy improvement in this school:
(Completed with Principal)
• A move towards greater literacy planning and consistency between year level teams;
• Guided reading across the school, using reading comprehension strategies, becoming embedded;
• The literacy focus will move to writing, developing a whole-school continuum;
• There will be an R-7 focus on spelling;
• PLCs will continue; there will be a different literacy focus;
• There will be more SSO support within classrooms during literacy lessons, with teachers meeting with SSOs to provide explicit instruction;
• Training a school-based PAT-R administrator.

Hallett Cove East Primary School
Reading Support Teacher Report 2013

During 2012 the Early Years teachers have worked together to further their understanding of the reading process. They have looked at what good readers do and the complex cognitive processes good readers use. As a team they worked towards developing a balanced pedagogy of reading for the children, using common language and strategies. They wanted children to read for meaning and looked separately at the six integrated components necessary for children to become proficient readers, referred to as the ‘Big 6’ - Oral language, Phonological awareness, Phonics, Vocabulary, Comprehension and Fluency. They challenged themselves to read quality texts with children across the curriculum areas. They referred to the fact that, ‘chatter matters’, and so allowed children the opportunity to engage in meaningful oral language. They paid close attention to building onto children’s vocabulary, giving them time to discuss the meaning of words and how they can be applied. They used a phonemic awareness assessment to monitor childrens’ skills then used the data to support individual development. This data was collated and passed on to each student’s new teacher in 2013 to allow for continuity of learning. The data was used to identify second wave learners who were then put in groups to work out of the class with SSOs on programmes monitored by the Leadership Team. To conclude the work of 2013, the Early Years team looked at, and collated the expertise, knowledge and resources they now have, that can be used to support all learners, including the second and third wave learners. They will use this in 2014 to plan programs for individuals using formative assessment and data so students can be supported within the classroom, with some SSO time in the class.

Reading comprehension continued to be a focus. Teachers focussed on explicitly teaching the children reading strategies to help them understand what they were reading. Readers were explicitly taught comprehension strategies, when they could be applied and how to apply them. Some of the strategies we focussed on in 2013 were questioning, making connections, visualising and inferencing. The children were given a lot of opportunities to use and practise these. The Early Years team ensured they were using the same language, teaching the same skills appropriate to the children’s learning to ensure there was continuity across the classes and year levels. Through looking at current research on reading and learning, sharing and reflecting on their practices the Early Years teachers were able to plan, implement and make agreements on the reading programmes at Hallett Cove East Primary School at the end of 2012.

In 2013 Reading continued to have a high profile and was an area targeted in our site plan. With the Principal participating in the PALL training, and the continued work by the Year 3-7 LNNP Coach, there has been a greater emphasis on the importance of a common understanding of Reading from Reception to year 7.
This year began with Leadership and representatives from Early Years, Primary and Middle Years team attending a workshop on the BIG 6 in week 0 and sharing their insight with the rest of the staff. Only one of the teachers who were involved in the reading PLC with the RST in 2012 remained in the Early Years team this year. Four new staff joined our team. They were able to join a Reception to year 7 Reading PLC, using articles from the Literacy Secretariat by Deslea Konza as a basis to continue professional dialogue to reflect and share their practices.

Renee Hunt, a teacher newly appointed to the school in a Year 1/2 class, had knowledge and experience in teaching using the CAFÉ 5 pedagogy. She welcomed the Early Years teachers into her classroom to observe and was generous with sharing her resources and expertise. Professional dialogue about the reading strategies and how they fitted within the Big 6 were productive, with the teachers choosing to begin adopting these as part of their reading practices. The outcome is that students are becoming more able to articulate the reading strategies they are developing and putting them into practice when reading. They are demonstrating that they are aware of how they can support their own and others reading by the choices they make. Teachers are exploring ways to record students’ learning and use formative assessment when planning to cater for learners needs.

The Running Records data that was collected in September 2013 showed a significant improvement by Year 2 students when compared with the 2012 data. As a team, in the beginning of 2013 the teachers decided not to put an emphasis on reading level of books, and to band the take home reading texts. They also agreed to focus on the strategies that the children were learning and make them explicit and transparent to the learners. The challenge now will be to support parents to have a deeper understanding of the reading process and how children learn to read, so that they can best support their children.

Two teachers who worked in Early Years PLC on Reading in 2012 went on to work within the Primary Years team with Year 3s and 4s and continued to use and develop their knowledge of reading this year. Their feedback at the end of 2013 gave an insight to the continued impact the reading work the EYs teachers did in 2012 had during this year:

“ The reading comprehension strategies worked really well which can be seen in the NAPLAN results and the PAT-R results. Teachers involved with RST in 2012 have had increased growth rate in the PAT-R results in reading Comprehension. Even as a PY teacher the ‘Chatter Matter’ continued to be used in the class and this increased the vocabulary the children used in their writing. Students’ growing confidence to discuss their experiences gave opportunities for the Big 6 strategies to be used and explained in meaningful situations.”

“I had the confidence to try and to change my reading practice to suit the mixed ability groups, giving the children strategies to support each other. I could cater for children with special needs.’

At the conclusion of 2013, the EYs teachers met to look at what we need to do to develop childrens’ language for reading and writing and how the running records data can be used effectively to support formative assessment. They looked at some of the work done by Dr Janet Scull and read an article on recent research on teaching explicit phonological skills and notes from Anne Bayetto’s PD ‘Leading Reading Assessment for Reading Instruction.’ Discussions began on how this may impact on our practice next year.

As a Reading Support Teacher I have had the opportunity to learn and reflect on so much from going to the different PD that has been made available to us. Being involved in discussions with people from other sites and hearing different stories has been inspiring. I can only try and share that with staff back at my site and am continually amazed at how they take an idea or suggestion and run with it. How they ask themselves questions and as a team guide and deepen their learning. The professional dialogue, reflective comments and looking at possibilities is inspiring. Peoples’ generosity to share their knowledge and resources is so valuable. As a team we are learning together to best support our learners. I know our team is keen to start a new year with what we have tried and learnt this year and to take it further. All of us have expressed that we want to build on the Parent Partnerships through Reading. That will definitely be one of our foci next year.

Kerry Patterson
Hallett Cove East PS – Reading Support Teacher
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
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<tr>
<td>Bachelor Degrees or Diplomas</td>
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<td>Post Graduate Qualifications</td>
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Please note: Staff that 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

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<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
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Financial Statement

Income by Funding Source

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<td>Grants: Commonwealth</td>
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Other Financial information is attached.