

Hallett Cove East Primary School

2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Hallett Cove East Primary School Number: 1053

Partnership: Marion Coast

Name of School Principal:

Anne Rathjen

Name of Governing Council Chair:

Jo-Anne Wigg

Date of Endorsement:

13/2/18

School Context and Highlights

Hallett Cove East PS commenced 2017 with a February enrolment of 375 students in 14 classes, 17 more students than at the same time in 2016 continuing the trend of increasing enrolments since 2015. Enrolments included 71 Receptions which continues the 3 year alignment to increasing enrolments in our 2 local preschools. Other enrolments included a number of students from overseas and especially South Africa, UK and Asian countries. In 2017 there were 10% School Card, 9% EALD background, 2% with a DECD funded disability, 1.5% Indigenous and 1% under Guardianship of the Minister.

Curriculum Highlights

- Problem Solving, Stretch Thinking, Growth Mindset, Resilience and Student Voice in Mathematics/Numeracy and developing in other areas.
- Student Voice in Learning Team trained to observe and give feedback about how students use stretch thinking in learning and how teachers could add further stretch. All students had opportunities to create stretch thinking activities.
- Re-Imagining Childhood focus of "Capable and Competent Child" continues across the school
- Working with partnership colleagues to develop processes around learning design, assessment and moderation in Mathematics, Languages, Health and PE, and, The Arts
- Significant planning in teams to address learning issues within each cohort utilising data from various standardised testing and observation. (This included foci in Mathematics, Writing and Spelling)
- IT/e-Learning Coordinator to develop digital learning programs
- Introduction of Levelled Literacy Intervention as the main intervention program for students with learning difficulties in literacy. SSOs trained to deliver the program Yr 2-7.
- Buddy Hard Thinking Day and Hard Thinking parent Open Day

Wellbeing Highlights

- Student Wellbeing Leader, 2 pre-service Social Work students on placement, Pastoral Care Worker delivering a range of proactive and preventative programs as well as monitoring and ongoing intervention processes for students at risk
- Training and implementation of Play is the Way and social and emotional learning programs
- Introduction of a school based Student Review Team with a focus on ongoing monitoring of all students deemed at risk
- Whole school Japanese Picnic day, Harmony Day and Bullying No Way day events
- Student leaders developed and led a range of activities to support student wellbeing, eg Yoga, lunchtime fun and sporting activities



Governing Council Report

Governing Council Overview 2017

2017 has seen yet another successful year for Governing Council. A change in our Constitution late 2016 saw our membership set to a maximum of 17. On top of Governing Council meetings which are held twice a term, members have been involved in many sub committees within the school community. It is through these sub committees that recommendations come to Governing Council for final discussion and approval.

Assets and Grounds – Installation of directional signage around school grounds. Continual maintenance of grounds has the school looking neat and tidy.

Canteen – Blind upgrade was completed and new door strips were purchased. Facebook page created to promote the canteen. Continued success with special lunches and sports day.

Education – Worked on 2018 Site Plan. The school was subject to an External Review and excellent results were received. Held a successful Hard Thinking Open Morning.

Fundraising – Yet another amazing year with fundraising. Successful Mothers/Father's day stalls, discos and movie event. The Fun Run returned and was very well supported.

OSHC – Another successful year with numbers continuing to grow. Purchased an online training package for educators. Several policies updated and approved. Children are continuing to have input into programing to ensure fun is had by all.

Sport – Once again our school has led the way in sporting excellence. We are well represented in Cricket, Netball, Soccer, Rugby and Volleyball along with Cross Country and Athletics. Sports day was another great success as was the participation of students in the Premiers Be Active Challenge.

Uniform – Year 6's chose their design for year 7 commemorative tops. An updated uniform policy to allow grey leggings under skirts and legionnaire hats as the only hat option.

Finance – The committee oversees the finances of the School, OSHC and Canteen. Final approval was given for the 2017 budget for both the school and OSHC. School fees for 2018 were set and approved.

I would like to take this opportunity to thank the current Governing Council on what has been a very successful and productive year.



Improvement Planning and Outcomes

SCHOOL PERFORMANCE REPORT - SWAPPED WITH THE NEXT SECTION DUE TO THE SIZE OF REPORT.

NUMERACY

In NAPLAN Numeracy achievement against SEA 80% of students in Yr 3 achieved SEA an increase of 7% and in Yr 7 an excellent achievement of 96%, while up only 2% on 2016, was a 21% increase on 2015. Both year levels are notable for strong improvement trends. While Yr 5 achievement against the SEA declined by 3% on last year's achievement overall Yr 5 achievement over 3 years has been very good.

In NAPLAN Numeracy in Yr 7 we achieved our target of 65% of students achieving in the top 3 bands in numeracy (80%) and while we did not achieve our target of 60% each in Yrs 3 and 5 we almost achieved it, with 52% and 53%, which were good results. This aligns with our continued focus on numeracy improvements and particularly our processes to further develop key proficiencies of problem solving, reasoning and fluency. Higher Band achievement over time is pleasing.

There was a very strong improvement in progress from 2015 Yr 5 - 2017 Yr 7 testing with 41% in upper progress and only 5% in lower progress. The improvement in progress for 2015 Yr 3 - 2017 Yr 5 was notable to middle progress from lower (only 9%) and while upper progress was still good (28%) facilitating upper progress for those in the middle will remain a focus.

PAT-M targets were set at 95% of students without a disability achieving the SEA benchmark. Our achievement included: 74% (Yr 3), 80% (Yr 4), 92% (Yr 5), 77% (Yr 6) and 94% (Yr 7), with years 5 and 7 achieving well.

LITERACY

Our Running Records achievement in Yr 1 was disappointing with our target being 90% of students without a disability achieving SEA and our actual achievement being 56%. Much of our literacy intervention support in Reception and Yr 1 is focussed on basic phonics and phonetic awareness. We are now considering implementation of Levelled Literacy Intervention at Yr 1 to better address this. (The achievement target for Yr 2 in 2018 in the Site Plan will be adjusted accordingly.)

Achievement in Yr 2 was better. The target was 90% and the actual achievement was 76%. While we did not achieve the target we did perform better than state and partnership levels and only slightly lower than category level. This also suggests that our targets may have been set a little too high and will be addressed in the new Site Plan.

In NAPLAN Reading there was improvement in the % of students achieving the SEA in both Yr 5 (up 5%) and Yr 7 (up 2%) and represents a general upward trend in both year levels. While achievement in Yr 3 dropped by 2% the achievement was still 20% above the 2015 achievement.

Targets of 10% increase of students achieving in the top 3 bands in Yrs 3, 5 and 7 NAPLAN Reading were achieved in the case of Yrs 3 and 7 with 22.9 % and 18% achievement respectively. While Yr 5 achievement was below the target there was still growth (2.7%). Higher Band achievement over time is pleasing in Yrs 3 and 7.

There was a very strong improvement in progress in NAPLAN Reading between both Yr 3 and Yr 5 in 2015 and Yr 5 and Yr 7 in 2017 with both showing a strong upper progress % and a much smaller lower progress %. This would align with the general improvement trend already noted.

Targets of 50% of students achieving in the top two bands in NAPLAN Spelling in Yrs 5 and 7 were not met and in fact there was also a decline in achievement in Yr 3 Spelling. Spelling will be a whole school focus for improvement in 2018. All three year levels have targets for improvement in 2018. This is also the case with Writing.

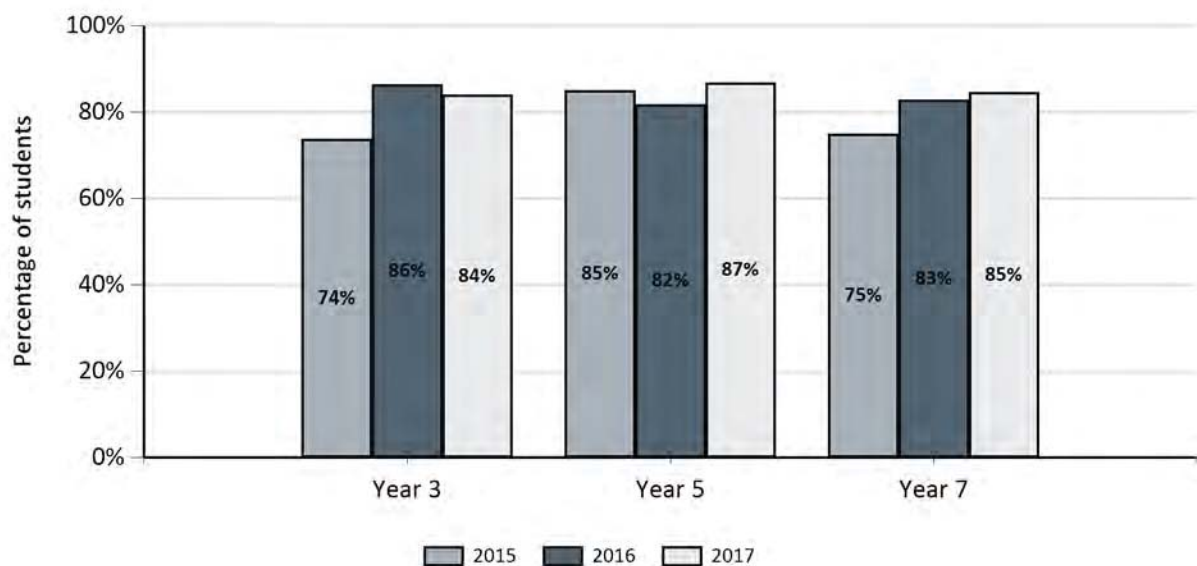
PAT-R targets were set at 95% of students without a disability achieving the SEA benchmark. Our achievement included: 80% (Yr 3), 84% (Yr 4), 93% (Yr 5), 96% (Yr 6) and 93% (Yr 7), with years 5, 6 and 7 achieving well.

Performance Summary

NAPLAN Proficiency

The DECD 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 one 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 DECD SEA for Reading and Numeracy.

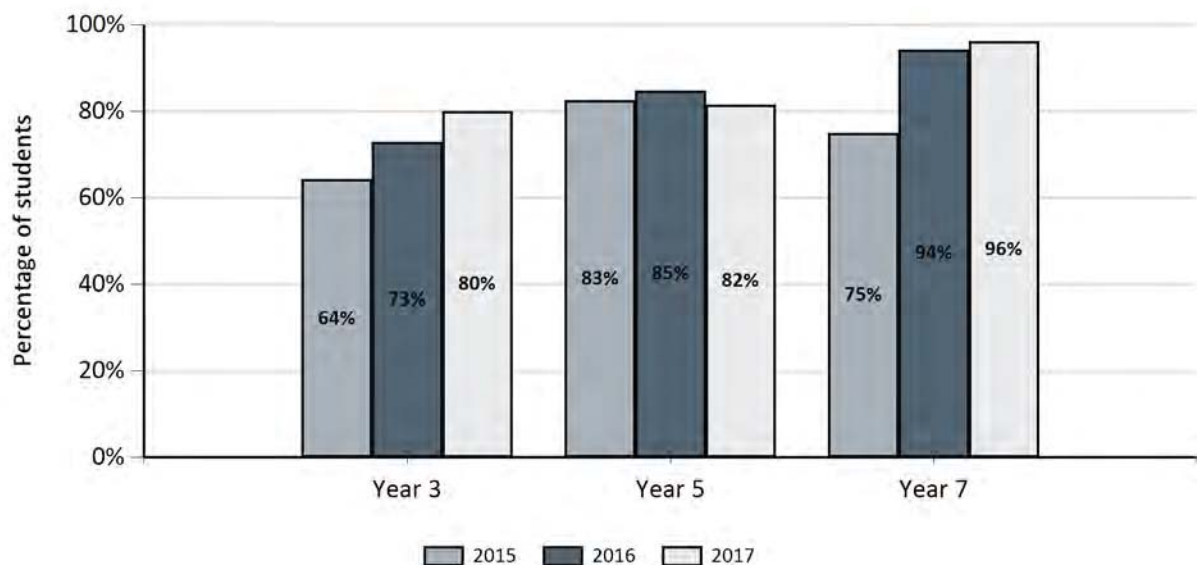
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*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, July 2017.

*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 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	39%	34%	25%
Middle progress group	43%	53%	50%
Lower progress group	17%	13%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 5-7	Year 3-5	State (average)
Upper progress group	41%	28%	25%
Middle progress group	55%	63%	50%
Lower progress group	5%	9%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*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 2017	50	50	23	15	46%	30%
Year 3 2015-17 Average	50.3	50.3	22.3	13.7	44%	27%
Year 5 2017	38	38	15	9	39%	24%
Year 5 2015-17 Average	37.0	37.0	15.0	9.0	41%	24%
Year 7 2017	26	26	10	9	38%	35%
Year 7 2015-17 Average	28.3	28.3	7.7	8.7	27%	31%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]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

IMPROVEMENT AND PLANNING REPORT - SWAPPED WITH PREVIOUS SECTION

Levelled Literacy Intervention was introduced for students in Years 2-7. SSOs were trained in the delivery of the program and spent much of Term 1 testing and levelling students to organise groups. Students received 2 X 40 min sessions of support per week in groups of up to 4. Groups commenced late in Term 1 and underwent review testing in Term 4 which has indicated improvement for students across the range of the program. Students in R-7 were also tested in Running Records. These are now gathered each term and continue until 31 is achieved. Teachers monitor achievement through Scorelink.

2 X 45 min sessions per class per week of Numeracy support for students who had gaps in learning in the Big Ideas in Number was introduced. Students whose achievement was below SEA in 2016 PAT-M were included along with Reception and Yr 1 students who did not understand the "basics". Early Years classes received a modified Too Smart program which utilises principles from Quicksmart Numeracy and applies them at a basic level. An SSO was trained specifically for this program. Feedback regarding numeracy support is that it has provided good support for students who struggle. As this is the first year of this support, it will continue and we will further monitor in 2018 to determine the level of impact.

The Student Voice In Learning (formerly Student Learning Rounds), Partnership Numeracy T&D and Partnership Leaders T&D projects continued, designed to improve teaching practice through intellectual stretch, problem solving and student voice, particularly in design and planning. We have particularly seen students show more perseverance when working on problem solving, especially in maths. This work culminated in a successful Buddy Hard Thinking Day where students planned hard thinking tasks to do with their buddies then with their parents at a Hard Thinking Open Day. 4 years of work in the Re-Imagining Childhood Project and the work achieved in 2 years of SVIL and the numeracy projects is beginning to align very closely. We are seeing evidence of the principles of each of these projects operating in classrooms across the school, both in the way that students undertake their learning and also how the teachers deliver their teaching.

Teachers across the partnership met for 2 pupil free days and a number of staff meetings to share planning, assessment ideas and moderate work in Maths, PE, the Arts and Japanese. This has started to lead to more consistent program delivery across the partnership and will continue in 2018.

Having now had a Student Wellbeing Leader for two years has enabled the development of programs and strategies to develop positive mindset alongside growth mindset. Provision of social and emotional learning programs including training in and implementation of Play is the Way, has been observed across the school. The language is being embedded and aligns closely to school values. A new school based Student Review Team meets termly to monitor all students at risk in any aspect of learning.

Attendance

Year level	2014	2015	2016	2017
Reception	93.2%	94.4%	93.4%	92.7%
Year 1	91.9%	92.6%	94.6%	93.8%
Year 2	93.9%	95.2%	92.3%	93.4%
Year 3	95.3%	91.4%	94.1%	94.4%
Year 4	92.4%	92.3%	94.2%	94.9%
Year 5	94.4%	94.8%	94.9%	94.7%
Year 6	93.5%	93.0%	94.3%	96.3%
Year 7	92.3%	92.6%	94.1%	93.7%
Total	93.3%	93.4%	93.9%	94.1%

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

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

Attendance Comment

While the DECD target of 95% was not met by the school in 2017, we were very close with an achievement of 94.1% and continue the increasing trend over the last 3 years. We continue to implement rigorous practices to record attendance including the use of Daymap to record non-attendance, lateness and early leavers electronically. Texts are sent at 9:30am daily to parents of students who have recorded an unexplained absence and teachers are expected to follow up to gain a reason. The Student Review Team closely monitors students with attendance concerns. Our focus is increasingly on lateness.

Behaviour Management Comment

The Student Wellbeing Survey was done in Term 4 in R-2 and 3-7. 92% of 370 students took part. The R-2 section was managed by class teachers as a whole-class activity. Within the R-2 cohort there was a marked increase in the number of students who could correctly identify bullying. The majority indicated that toilets and oval were not "safe places" for them. The 3-7 section was conducted on-line. Results indicated that 74% could identify what bullying was. This was an increase on 2016. 34% of the 3-7 cohort responded that they had been bullied this year, with 50% of these being name-calling and teasing. 11% responded with physical bullying. 79% responded that the bullying had stopped with 81% of this cohort responding that an adult had helped them.

Client Opinion Summary

The Opinion Surveys were conducted online through the School Survey process. 186 Yr 2-7 students, 37 parents and 20 staff completed surveys.

STUDENT

Results were positive with ratings from 3.4 - 4.6 (out of 5). 10/16 areas had a response of 4.0 or above including: teachers expecting them to do their best, teachers providing feedback, them feeling safe, having people at school to talk to, feeling of belonging, school looking for ways to improve, teachers motivating them, opportunities to do interesting things, provided with a variety of resourcing and school is well maintained. The lowest rating of 3.4 concerned people treating each other with respect. Student behaviour and bullying were identified as concerns in comments. Play is the Way and social and emotional learning programs will continue in 2018.

PARENT

Parent responses were positive with 17/21 questions receiving 60% or higher Strongly Agree/Agree responses, including 92% for the school communicating events and 90% for the school being well maintained and improves facilities. Other strong areas included that their children liked being at the school and that teachers treated students fairly. The 4 areas below 60% satisfaction included: teachers providing students with feedback (this doesn't match the student response which was high at 4.1), children having someone to talk to at school (which also doesn't match the student response which was high at 4.3), the school setting high expectations for behaviour and teachers providing parents information about their child's learning. Parents generally raised concerns regarding staffing, communication and events, in comments.

STAFF

Results were positive with ratings 3.6 - 4.4 (out of 5). Responses of 4.0 and above included: all aspects of teaching and learning and almost all aspects of support of learning, staff development of the vision, some aspects of relationships and communication and encouragement to pursue development. Responses below 4.0 while not considered low given 3.6 was the lowest, included: communication between some staff, staff freely expressing opinions, supportive leadership, and feeling appreciated. There has been a significant implementation of staff wellbeing support structures this year and this will continue in 2018. While ratings for some areas were lower they do not fully align with responses in the Psychological Health Survey conducted at the same time. We will be looking at the differences and determining strategies in response.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	9	11.5%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	20	25.6%
Transfer to SA Govt School	49	62.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

HCEPS continues to comply with child protection expectations regarding screening and other practices for staff, volunteers and on-site contractors.

Volunteers participate in DCSI screening, Reporting Abuse and Neglect Training, Volunteer Training and familiarisation with policy and school expectations in confidentiality, duty of care, WHS and role expectations. Some of these processes are now conducted on-line. All volunteers sign agreements and governing council members sign two. The Volunteers database is monitored closely to ensure certificates remain current and followed up as required.

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	6

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

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	19.2	0.0	5.1
Persons	0	23	0	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	\$81 952
Grants: Commonwealth	
Parent Contributions	\$115 476.50
Fund Raising	\$11 890.56
Other	

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

2017 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 2017 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	SSO support both 1:1 and observation programs	Improved social interactions and positive behaviour choices. Learning focus now.
	Improved Outcomes for Students with an Additional Language or Dialect	Funding was put with the learning difficulties support funding to provide targetted literacy support for identified students.	Improvement monitored through comparison of standardised achievement data.
	Improved Outcomes for Students with Disabilities	SSO support both 1:1 and small group support with learning difficulties programs	NEP goals are monitored regularly through meetings and Student Review Team.
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	Students with learning difficulties were supported through SSO intervention programs. Literacy Intervention was introduced to support students with literacy challenges in Yrs 2-7. Reception - Yr 1 students were supported through a Sound Way and other strategies to improve reading, phonics and phonetical awareness. All classes received 2 lessons/week of numeracy intervention support. In Early Years this was delivered through a modified Too Smart program. In other year levels students with gaps in Big Ideas in Number received support.	Improvement monitored through comparison of standardised achievement data in Scorelink.
	Australian Curriculum	Australian Curriculum Funding was used to release teachers to plan, assess, moderate and include stretch.	Improvement in students applying problem solving and resilience.
Other Discretionary Funding	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	Funding was put with the learning difficulties support funding to provide numeracy support.	Improvement monitored through comparison of standardised achievement data.
	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Second year of Category 7 implementation - 2 Student Wellbeing Leader. Implementation of social and emotional learning frameworks including Play is the Way.	Mental Wellbeing of targetted students is being addressed.