

Hallett Cove East Primary School

2019 annual report to the school community



**Government
of South Australia**
Department for Education

Hallett Cove East Primary School Number: 1053

Partnership: Marion Coast

Name of school principal:

Anne Rathjen

Name of governing council chairperson:

Simon Gierke

Date of endorsement:

6/2/20

School context and highlights

Hallett Cove East PS commenced 2019 with a February enrolment of 417 students in 16 classes. This was an increase of 40 students compared to 2018. Enrolments included 62 Receptions and a number of students from overseas, especially South Africa, UK and Asian countries. There were 11% School Card, 9% EALD background, 3% with a DfE funded disability, 1% Indigenous and .5% under Guardianship of the Minister.

Curriculum Highlights

- Problem Solving, Stretch Thinking, Growth Mindset, Resilience and Student Voice in Mathematics/Numeracy continued and was further developed in all other curriculum areas.
- All Year 7s held leadership positions in one of 7 aspects of schooling developing many student based projects. The Student Voice in Learning Team also conducted surveys of students about attitudes to learning in Mathematics and Reading to share with staff and ideas from this with partnership SVIL teams.
- The Literacy focus was on oral literacies and using talk to develop ideas, thinking and literacy learning areas. Bookmaking and Writer's Notebook provided a writing focus across the school. Developing comprehension strategies was the focus in Reading.
- Working with partnership colleagues to develop processes around learning design, assessment and moderation in Mathematics, Languages, Health and PE, and The Arts continued with a focus on formative assessment, success criteria, learning intentions and using student feedback to improve learning design
- Significant planning in teams to address learning issues within each cohort continued utilising data from various standardised testing and observation.
- IT/e-Learning Coordinator co-planned and delivered digital learning training to all teaching staff.
- Levelled Literacy Intervention program for Yr 1-7 students with learning difficulties in literacy continued. SSOs also provided support lessons in Mathematics.

Wellbeing Highlights

- Wellbeing Leader and Pastoral Care Worker delivered a range of proactive and preventative programs as well as monitoring and ongoing intervention processes for any families and students at risk
- A school based Students At Risk (STAR) team and in-school support services Student Review Team (SRT) met each term with a focus on ongoing monitoring of all students deemed at risk
- Whole school Japanese Festival and Open Day and Harmony Day events
- Student leaders developed and led a range of activities to support student wellbeing through Genki Kids

Governing council report

Hallett Cove East Primary School continues to grow in student numbers and deliver a wide range of programs.

Assets and Grounds – the School grounds have been kept neat and tidy thanks to the grounds staff. OSHC redeveloped a garden play area and the irrigation on the oval was replaced.

Canteen – the canteen continues to be a success thanks to the Canteen Manager and the numerous volunteers. Equipment and facilities continue to be updated.

Education – the school continues to improve in the areas of numeracy and literacy. The annual update of the site improvement plan provides guidance to our school and the results continue to be pleasing.

Fundraising – thanks to all the volunteers who help with fundraising activities. Currently we are looking to contribute funds to providing air conditioning in the pavilion.

OSHC – OSHC continues to provide a valuable service. The service is at its practical limit for size and requires careful management of numbers.

Sport – Once again our school has led the way in sporting excellence. We are well represented in Soccer, Cricket, Netball, Football, Rugby and Volleyball along with Cross Country and Athletics.

Uniform – Year 6's chose their design for year 7 commemorative tops. The School continues to have high levels of uniform compliance.

Finance – The committee oversees the financials of the School, OSHC and Canteen. Final approval was given for the 2019 budget for both the school and OSHC. School fees for 2019 were set and approved.

Thanks to the members of Governing Council on what has been a very successful and productive year.

Simon Gierke
Chairperson
Hallett Cove East Primary School Governing Council

Improvement planning - review and evaluate

Levelled Literacy Intervention continued for students in Years 1-7. Students received 2 X 40 min sessions of support per week in groups of up to 5. Groups commenced early in Term 1 and underwent review testing in Term 2. Out of testing, adjustments were made to groupings and new students included in the program in semester 2. Review testing indicated improvement for students across the range of the program. Students in R-7 were also tested in Running Records each term (and this regimen continues until 31 is achieved). Teachers recorded and monitored achievement through Scorelink.

Development of consistent language around comprehension strategies was a school focus. Our Simon Breakspear project continued focussing on developing student skills to be able to set rigorous Reading goals in Yrs 2-7. All teaching staff were involved and outcomes of improved student engagement in the process and subsequent adjustment to how students learn in Reading, were observed across the school by the end of the project. Rec/1 teachers focussed on how the use of decodable readers could help students to understand phonics and ultimately read more effectively. Their work will continue in 2020.

6 years of work in the Re-Imagining Childhood Project in connection with a 2019 focus on Bookmaking/Writer's Notebook, developing oral literacy using fiction and non-fiction stimuli and story tables saw a steady increase in student talk and skills in being able to critically discuss and effectively write.

Teachers planned learning to develop the 4 proficiencies of Maths: Problem Solving, Reasoning, Fluency and Understanding. 2 X 45min sessions/class/week of Numeracy support for students who had gaps in learning in the Big Ideas in Number continued. Students whose achievement was below SEA in 2018 PAT-M were included along with R/1 students who did not understand the "basics". EY classes had a modified Too Smart program which utilises principles from Quicksmart Numeracy at a basic level. This was delivered by trained SSOs. Feedback was that it provided good support for students who struggle. Some teachers also utilised SSO support to provide higher order thinking maths opportunities for more able students. These support processes will continue and we will further monitor in 2020 to determine the level of impact in PAT-M and NAPLAN Numeracy achievement.

The Student Voice In Learning project continued, to help improve teaching practice through intellectual stretch, problem solving and student voice, particularly in design, planning and feedback. We continued to observe students showing and increasing perseverance when working on problem solving, especially in maths, but also in other areas of the curriculum. This work was also tested through student surveys developed and delivered by SVIL student leaders to capture information about student attitudes and dispositions in Maths and Reading. This was shared with teachers to help inform changes to learning designing.

Teachers across the partnership met for 2 pupil free days and a number of staff meetings to continue to share planning, assessment ideas and moderate work in Maths, PE, the Arts and Languages. The focus was on Formative Assessment, Success Criteria, Learning Intentions and ways to gather Feedback from students about their understanding. Staff in like year levels from across sites have continued to develop consistent practices together.

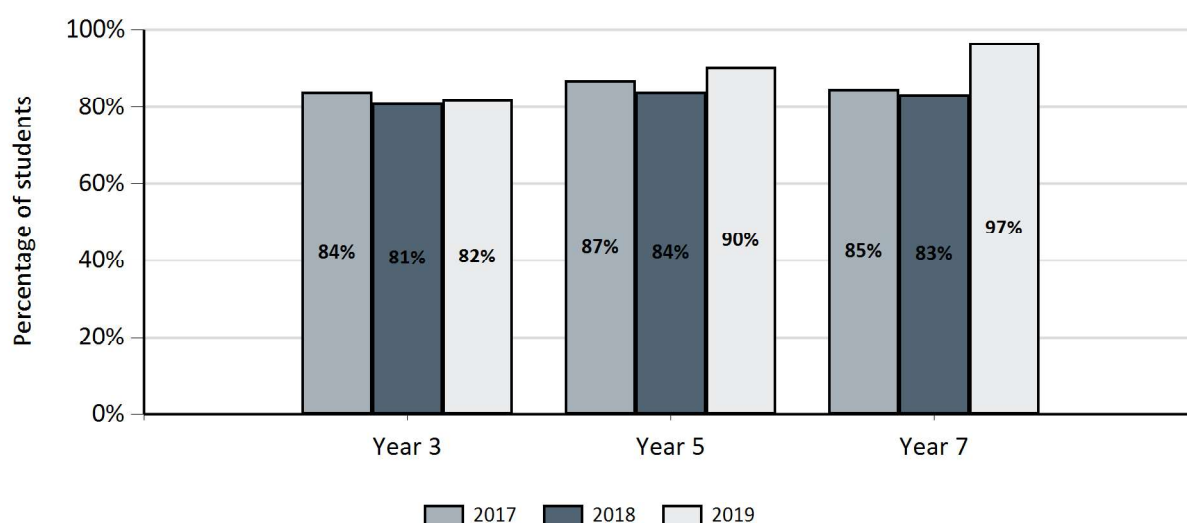
The school-based STAR team and then the support services SRT team met termly to monitor all students at risk in any aspect of learning. This ensured every identified student was tracked and support provided appropriately. The Wellbeing leader and Pastoral Care Worker continued to deliver wellbeing support programs.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

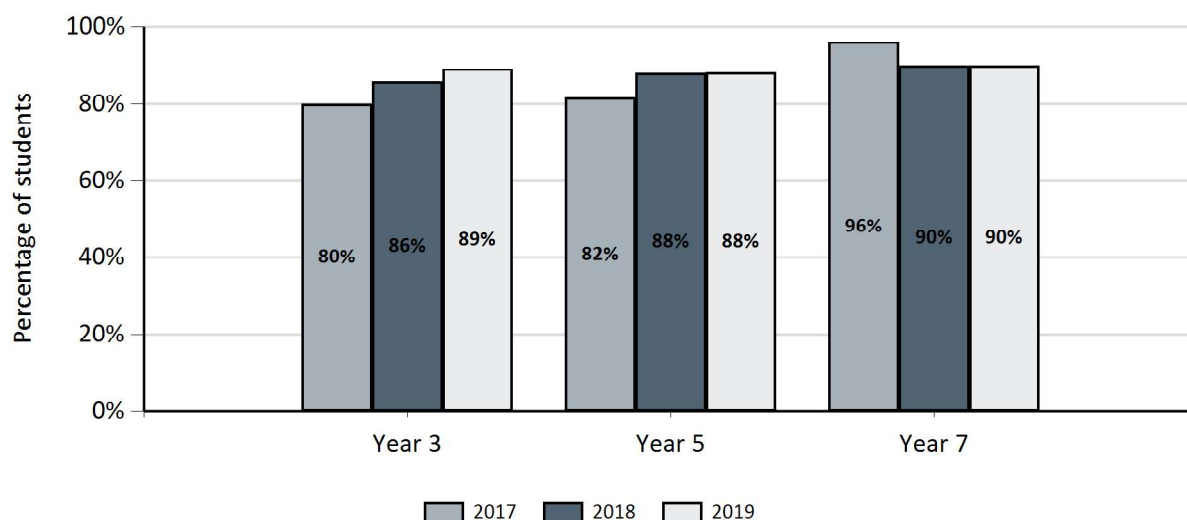
Reading



Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*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: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2017 to 2019 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	49%	17%	25%
Middle progress group	38%	62%	50%
Lower progress group	14%	21%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	38%	45%	25%
Middle progress group	54%	48%	50%
Lower progress group	8%	7%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2019.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2019	55	55	23	11	42%	20%
Year 3 2017-19 average	49.0	49.0	24.3	12.7	50%	26%
Year 5 2019	42	42	23	6	55%	14%
Year 5 2017-19 average	43.3	43.3	20.0	8.0	46%	18%
Year 7 2019	30	30	7	14	23%	47%
Year 7 2017-19 average	28.7	28.7	10.0	12.0	35%	42%

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2019.

[^]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

NUMERACY

In NAPLAN Numeracy achievement against SEA, 89% of students in Yr 3 achieved SEA an increase of 3%. While Yr 5 and Yr 7 achievement remained at 88% and 90%, both were still high.

In NAPLAN Numeracy 20%, 15% and 47% respectively of Yrs 3, 5 and 7 students achieved in the top 2 bands. Higher Band achievement and maintaining students in high bands over time was notable in Yr 7.

There was strong improvement in progress from 2017 Yr 5 - 2019 Yr 7 with 45% of students in upper progress and only 7% in lower progress. The improvement in progress for 2017 Yr 3 - 2019 Yr 5 was also notable with lower progress only 8% and upper progress 38%. We believe the overall progress of students is a direct response to the focus on Maths over 4 years.

Our PAT-Maths achievement included: 85% (Yr 3), 92% (Yr 4), 91% (Yr 5), 90% (Yr 6) and 90% (Yr 7), with years 4-7 achieving at a high level. It is worth noting the increase made by 2018 Yr 4 student cohort in achieving an 8% gain in 2019 and that four of the year levels had 90% achievement or higher.

LITERACY

Our Running Records achievement in Yr 1 at 54% was disappointing. Yr 1 Phonics Screening Check and training provided information about ways to address this. Teachers will be changing their teaching of Reading to include decodable readers. These increase earlier phonics understanding.

Yr 2s achieved 74% in Running Records. Given the achievement of this cohort in Yr 1 (2018) was 70% there was a 4% improvement. It was also a 14% improvement against the 2018 Yr 2 achievement. Our Yr 2 achievement was above state and partnership level.

In Yr 3 NAPLAN Reading there was a slight increase to 82% of students achieving the SEA. This is to be commended as only 48% of this cohort achieved Year 1 Running Records SEA in 2017 and 60% in Year 2 in 2018.

In Yr 5 NAPLAN Reading 90% achieved SEA while 97% of Yr 7s achieved SEA. These percentages are increases from 84% and 83% respectively, and show a significant increase in both year levels.

42.6% of Yr 3s, 57.5% of Yr 5s and 22.6% of Yr 7s achieved in the top 2 bands for NAPLAN Reading. The Yr 5 achievement in particular was exceptional with almost 2/3 of students achieving in high bands., while over 1/3 of Yr 3s achieved in high bands. There was a very strong improvement in progress from 2017-2019 in NAPLAN Reading between Yr 3 and Yr 5 showing a strong upper progress at 49% and much smaller lower progress 14%. The upper progress represents about half the students and is commendable.

Our PAT-Reading achievement included: 86% (Yr 3), 95% (Yr 4), 93% (Yr 5), 98% (Yr 6) and 100% (Yr 7) with years 4-7 achieving at a very high level. It is worth noting increases made by 2018 student cohort achievement in 2019, especially 11% gain Yr 3s to Yr 4, 5% gain Yr 4s to Yr 5, 4% gain Yr 5s to Yr 6 and 3% gain Yr 6s to Yr 7, with all Yr 7 students achieving SEA or above.

Overall, the goals and actions we have in our Site Plan, are reflected in the above achievement.

Attendance

Year level	2016	2017	2018	2019
Reception	93.4%	92.7%	94.6%	93.4%
Year 1	94.6%	93.8%	93.8%	93.7%
Year 2	92.3%	93.4%	93.8%	93.1%
Year 3	94.1%	94.4%	93.1%	93.2%
Year 4	94.2%	94.9%	94.3%	94.1%
Year 5	94.9%	94.7%	95.8%	93.5%
Year 6	94.3%	96.3%	92.9%	93.6%
Year 7	94.1%	93.7%	96.0%	91.4%
Total	93.9%	94.1%	94.3%	93.3%

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

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

Attendance comment

While the DfE target of 95% was not met by the school in 2019, we were still well above 90%. 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 Teams closely monitor students with attendance concerns. Our focus in 2019 continued to be on lateness and unexplained absence.

Behaviour support comment

Values were the focus of all class social learning and when dealing with behaviour issues. Wellbeing programs: Peaceful Kids, Rock'n'Water, Drumbeat, What's the Buzz and Friends addressed the needs to build resilience, learn how to make positive behaviour choices and increase positive social skills. Classes participated in a Buddy program and Play is the Way activities which developed teamwork and positive social intelligence. Student leaders led: a Wellbeing program called Genki Kids, yard support through Peer Mediation and fun lunchtime activities such as Fun'n'Fitness, Digital games and Gardening. Teachers offered a range of activities at lunchtime including Mindful Arts and Drama Club. Bullying that was reported was addressed fully.

Client opinion summary

The Parent and Student Opinion Surveys were conducted online through the School Survey process. 265 Yr 2-7 students, 50 parents out of 282 families (ie 18%) and 30 staff members completed appropriate surveys.

STUDENT

Results were positive with 12/16 areas having a response of 71% or above Strongly Agree/Agree responses with highest being: teachers motivating them to learn, students helping each other learn, having people to talk to, being provided with useful feedback, teachers treating students fairly and feeling safe at school. The lowest rating of 54% was for the school considering their opinions. As in previous years, student behaviour and bullying were identified by some as concerns, in their comments. (Some students are still unclear that some issues are not bullying but rather conflict between equals.) Student Leadership as well as Social and Emotional learning programs will continue in 2020 to address these concerns. Many students had positive comments about all aspects of their learning, staff and the school itself.

PARENT

Parent responses in 16/21 questions were ranked 66% or above Strongly Agree/Agree responses. Strength areas included that the school had high expectations, their children felt safe and cared for, they felt welcome, their children liked being at the school, they could talk to teachers about concerns and good communication about events. The areas below 66% satisfaction included: providing useful feedback (though this contradicts what students think), providing information to help at home and the school taking parent opinions seriously. Parents raised concerns regarding direct communication with and receiving feedback regarding learning from teachers, homework and a number of individual issues, in their comments.

STAFF

Staff responses in 36/37 questions were ranked at 80% or above Strongly Agree/Disagree responses. Strength areas included: learning programs being responsive to need, teachers expect students to do their best, teachers being enthusiastic, having high expectations, providing a safe environment, treating students fairly, feeling they belong and being appreciated for their work. The lowest area was different communication forms to parents (still high at 70%). Staff were very positive about the school work environment with only time and workload to cover everything expected, raised as concerns.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	11	18.0%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	12	19.7%
Transfer to SA Govt School	38	62.3%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2019.

Relevant history screening

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

Volunteers participate in DCSI/WWCC screening, Reporting Abuse and Neglect Training, Volunteer Training and familiarisation with policy and school expectations in confidentiality, duty of care, WHS and role expectations. Most of these processes are 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.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	44
Post Graduate Qualifications	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	20.8	0.0	7.7
Persons	0	25	0	10

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2019.

Financial statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	\$9600
Parent Contributions	\$114510
Fund Raising	\$10793.50
Other	\$4500

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

2019 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 2019 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	SSO support both 1:1 and observation programs, yard and class.	Some improved social interactions and behaviour choices, more focus needed.
	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 monitored regularly through meetings and, STAR & SRT Teams.
	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Learning difficulties grant	Students with learning difficulties including ATSI were supported through SSO intervention programs. LLI was utilised to support students with literacy challenges in Yrs 1-7. Reception students were supported through other strategies to improve reading, phonics and phonetic awareness. All classes received 2 lessons/week of numeracy intervention support: in Early Years through a modified Too Smart program, in other year levels students with gaps in Big Ideas in Number received support. Some students accessed higher order problem solving in the SSO support.	Improvement monitored through comparison of standardised achievement data.
Program funding for all students	Australian Curriculum	Australian Curriculum Funding was used to release teachers to plan, assess, moderate and include stretch, in keeping with the LDAM strategy.	Improvement in students problem solving, reasoning, feedingback 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 literacy and 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)	4th year of Category 7 implementation - funded .2 Wellbeing Leader. Implementation of social and emotional learning programs for identified students and proactive student led programs.	Mental Wellbeing of targetted students addressed. School programs developed.