

Hackham West R-7 School

2018 annual report to the school community



**Government
of South Australia**
Department for Education

Hackham West R-7 School Number: 1131

Partnership: Beach Road

Name of school principal:

Shannon Little

Name of governing council chair:

Richard Schirmer

Date of endorsement:

School context and highlights

Hackham West R-7 School is category 1 on the index of educational disadvantage, with an enrolment of 140 students; of these 35% are Aboriginal and 30% are recognised as students with disabilities. The community surrounding the school is predominately housing trust homes and 80% of families have both parents unemployed.

A focus for Hackham West throughout 2018 was to continue the Nurture Groups Program (which began during 2017) and create a whole school Nurture Philosophy in each classroom. This initiative has been supported through work with local agencies to increase positive community connections to make the school a place in which families and students felt supported and comfortable. Creating greater connections with the Hackham West Children's Centre and the Hackham West Community Centre has been instrumental in our success.

These connections have proven to be successful in helping the school become a central community hub for families to visit to feel supported. In 2018 increased parental engagement was evident with higher participation in school events, such as sporting events and student learning conferences. Parental attendance at the end of year celebration of learning had a representative from every family in the school, which meant over 90 people attended.

At the beginning of 2018 the school had an enrolment of 120 students. This number increased throughout the year to 140 and this upward trend is continuing into 2019. This positive growth has been attributed to the increased community engagement and positive parent voice. The majority of new enrolments have been a result of recommendations from current families happy with the support their children have received at school. This is a big highlight for the Hackham West neighbourhood and furthers our vision of creating a connected and flourishing community.

The school has continued the incorporation of social and emotional learning into daily learning routines and this has seen behaviour data decrease throughout the year. Teachers and students are building strong relationships and working together to talk through, and overcome issues, throughout the school day.

Overall 2018 has seen continued positive growth across the school and we are looking forward to furthering this in 2019.

Governing council report

Hackham West R-7 has enjoyed a consistent and active group of parents forming its Governing Council for a number of years, with 2018 seeing the exciting development of a number of new members joining the fold. We see this as beginning a time of recruitment and transition for the Council as we strategically look to tap into the influx of new families coming into our school through the junior grades and translate that into new parental involvement. We were encouraged in 2018 to see new members competently taking on executive roles for the Council and overall value adding to meetings and parental voice as part of the school community.

Another highlight of 2018 was the growing rapport between school staff and parents, with an overall sense that we are on the same page in adopting and being able to articulate the vision and strategy of how the school is moving forward. To add to this there was also a growing sense of pride in what is being achieved by our school in terms of educational outcomes, resource development, the many and varied life development opportunities being created for our children and the resultant growth in numbers of students. This again translates into adding diversity of skills, talents and availability amongst our parent cohort that broadens our schools capacity to aid our children, staff and the broader community.

Some of the key highlights of the year from the Governing Council perspective were:

- the success of implementing the 'nurturing school' concept where social and emotional learning strategies were incorporated into daily learning routines, acknowledging the specific needs in this area for a great number of our students
- the growing education for our students around Aboriginal (and specifically Kaurana) culture which includes learning of the Kaurana language, creation of an indigenous garden and a week excursion for some students to Northern Territory, acknowledging the large percentage of Aboriginal students in our school community.
- the continued growth in key partnerships with the HW Children's Centre and Community Centre providing holistic support to school families through programs and out of school hours care.
- the purchase of a bus at the end of the year to again add to the resources and support the school can offer to students and families.

We look forward then with optimism toward 2019 to hopefully continue these positive trends.

Improvement planning and outcomes

The three areas of focus for 2018 were Literacy and Numeracy, Holistic Wellbeing and Pedagogy for Engagement. Work on these areas involved the following three priorities and actions:

1. Increase the academic learning growth of students by using data to accurately differentiate for and stretch each student to their next point of learning.

Key actions:

- Key literacy and numeracy concepts were supported by real world examples to stretch learners and further knowledge transference.
- All classrooms enacted common elements to their literacy and numeracy pedagogy to ensure consistency.
- All educators took part in Big 6 literacy professional development.
- Developmental writing continuum was implemented and analysed.

2. Use of an evidence-based approach to social and emotional learning support, and to continuously and closely monitor the impact of student behaviour on the quality of the teaching and learning environment.

Key actions:

- All staff were provided with professional learning on the social emotional learning program of Kimochis.
- All educators embedded the 6 principles of the Nurture Program into their planning and pedagogy.
- Boxall profiles were completed on all students to inform teaching practice.
- A nature play environment was created with student involvement and utilised for outdoor learning times.

3. Increase the level of rigor and challenge for students through quality task design that regularly engages all students through inquiry and problem-solving.

Key actions:

- All classrooms have visual supports for students.
- Walker learning approach trialled across three junior primary classrooms.
- Peer observation occurred twice a year based on AITSL standards and site improvement priorities.
- Staff involved in dedicated speech and learning program designed to improve pedagogy.

One of the biggest outcomes we have seen from the 2018 priority areas has been achieved through teacher professional learning with a dedicated speech pathologist and the incorporation of the Big 6 in literacy. Teacher involvement in ongoing professional learning has seen changing pedagogy to support students oral language and vocabulary development, resulting in an increase of achievement in students reading and writing levels by term 4 and higher engagement in all areas of the curriculum.

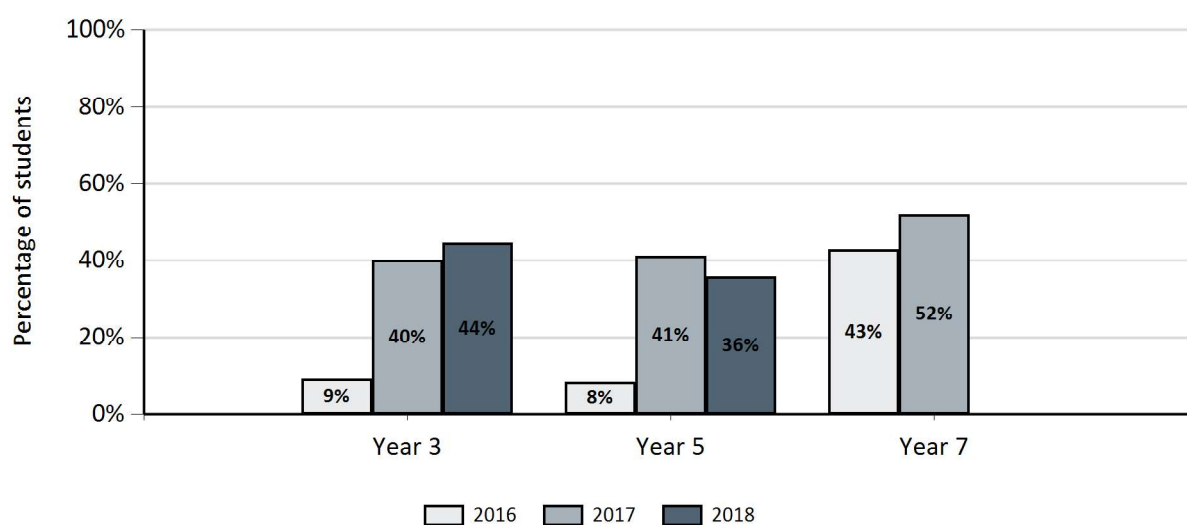
The whole school focus on the principles of the Nurture Program has also seen a large shift in the way staff manage student behaviour. Teachers are taking higher levels of responsibility in the social and emotional learning of their students, which in turn has created stronger relationships and less behavioural incidents. The school identifies this positive shift towards the whole school Nurture philosophy to contributing to the increased enrolments.

Performance Summary

NAPLAN Proficiency

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

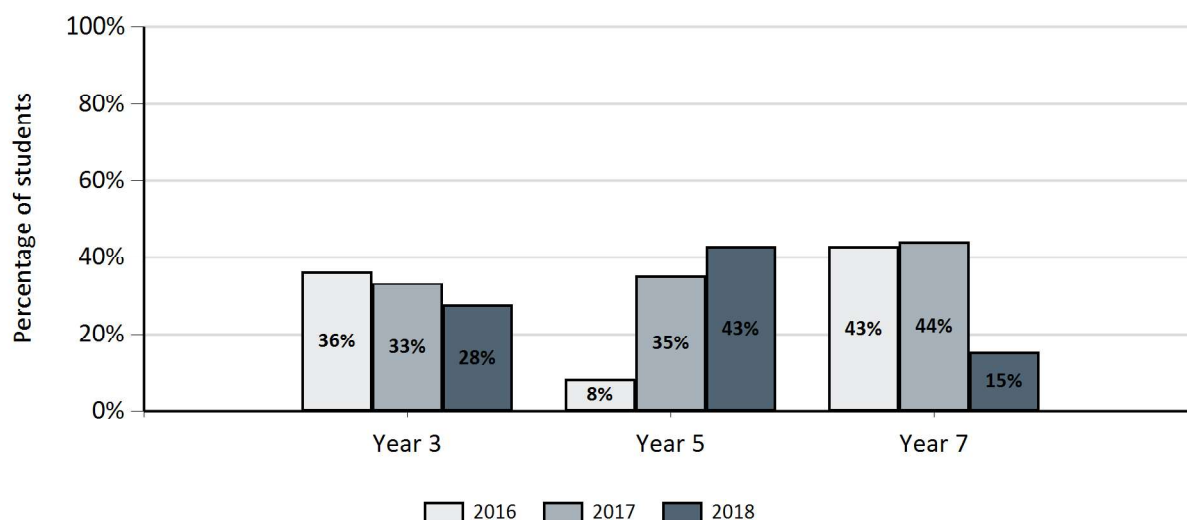
Reading



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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

Numeracy



Data Source: Dept. for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2018.

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

NAPLAN progress

The data below represents the growth of students from 2016 to 2018 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	50%	0%	25%
Middle progress group	0%	60%	50%
Lower progress group	50%	40%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

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

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	30%	0%	25%
Middle progress group	20%	75%	50%
Lower progress group	50%	25%	25%

Data Source: Dept. for Education special extract from Student DataWarehouse, August 2018.

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

NAPLAN upper two bands achievement

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

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2018	18	18	1	1	6%	6%
Year 3 2016-18 average	14.7	14.7	1.0	1.3	7%	9%
Year 5 2018	14	14	1	0	7%	0%
Year 5 2016-18 average	14.3	14.3	1.0	1.0	7%	7%
Year 7 2018	13	13	0	1	0%	8%
Year 7 2016-18 average	15.0	15.0	1.0	0.7	7%	4%

Data Source: Dept. for Education special extract from NAPLAN SA TAA data holdings, August 2018.

[^]includes absent and withdrawn students.

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

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

School performance comment

The 2018 NAPLAN data shows there is still improvement required across all year levels in reading and numeracy. There are areas of success; the gradual increase in year 3 reading over the past three years and the year 5 cohort of students showing improvement in their numeracy scores is one area to be celebrated. There are also students in the upper progress groups for both reading and numeracy. However, it is evident there needs to be further targeted improvement strategies for all students not reaching SEA and to move students into the upper progress groups.

Hackham West R-7 School has been responsive to the data, adjusting the whole school improvement agenda to better support the students. Changes implemented were:

- Whole school priority of reading during the second half of 2018.
- School buddy reading system to ensure all students read daily to a peer or an adult.
- All students not reaching SEA reading benchmark in Reception - year 3 receive a minimum of 6 months literacy intervention.
- All students not reaching SEA reading benchmark in year 3 - year 7 receive literacy intervention or targeted SSO support during literacy times.
- InitiaLit implemented in the Reception - year 1 classroom.
- All SSO support targeted around student learning goals and student reading progress.

As a result of these changes we have seen increased reading levels across the school, with 66% of students gaining at least 2 PM benchmark levels per term during the second half of the year; of these students, 51% were reading at the SEA at the end of 2018. This increase has shown the targeted and specific focus on reading has had a positive impact of student data. The improvement agenda on reading will continue into 2019 and we expect to see an increase in the number of students reaching SEA in reading by the end of term 3.

NAPLAN data shows there is significant improvement needed in numeracy and this will be a 2019 priority, supported by the re-establishment of the Quick Smart Numeracy intervention program.

Attendance

Year level	2015	2016	2017	2018
Reception	82.0%	82.1%	84.4%	84.0%
Year 1	83.3%	79.3%	83.7%	71.4%
Year 2	91.8%	84.4%	85.0%	79.2%
Year 3	86.9%	91.1%	84.4%	82.0%
Year 4	81.9%	83.5%	89.7%	76.2%
Year 5	90.5%	83.8%	83.0%	71.5%
Year 6	76.0%	87.7%	80.3%	78.0%
Year 7	82.6%	75.7%	85.4%	79.6%
Total	85.8%	84.4%	84.8%	78.0%

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

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

Attendance comment

There were two main reasons for the overall decline in attendance, especially in the second half of the year.

1. Four significant non-attending students who were non responsive to school or department attendance procedures.
2. The loss of a community bus in the mornings which enabled approximately 24 students to get to school each day.

To rectify these issues an OSHC service at the Hackham West Community Centre has been established and the school has begun working with Attendance and Wellbeing prior to the start of the new school year.

Behaviour management comment

School behaviour data showed a decrease in daily behavioural incidents in the second half of 2018. This can be attributed to a change in whole school behaviour management processes to align with the 6 principles of the Nurture Program and the implementation of a new anti-bullying policy, resulting in more positive student teacher relationships and increased accountability /respect for this relationship.

Stronger connections with adults in the school also resulted in better social connections more broadly and decreased behaviour incidents within the yard at play times. The school achieved this by establishing a process which gave teachers responsibility for following up on student behaviour throughout the day.

Client opinion summary

The Staff Opinion Survey for 2018 had 12 responses, reflecting 50% of the staff. The responses were positive overall with every question receiving an answer of more than 60% in the agree or strongly agree. This is an improvement in comparison to previous year's result, which was often negative about the school collaboration and culture. Improvement in staff morale is largely to do with a strong focus on team work and staff relationships. It can also be attributed to small levels of staff change over in the past two years.

Staff were asked an open ended question in relation to biggest successes in 2018. This question showed consistent responses around the positive focus on learning and the intervention support programs put in place during the year. Staff are happy to see a whole school focus on reading and student learning dispositions.

The 2018 parent opinion survey had 6 responses, which is the average number of responses received each year. The responses were overall positive with all questions receiving higher than 60% in agree and strongly agree.

Parents were asked to be specific about successes for their children this year and the results were all based around their child's increased reading ability and learning disposition in the classroom. Areas for improvement requested from parents could be described as ensuring learning remained a focus and ensuring behaviours from students did not impact other children.

Priorities for 2019, identified through analysis of the feedback from these surveys, are to continue the focus on learning and the positive behaviour development techniques commenced in 2018. The need to further engage parents in their children's education and gain more feedback are further identified priorities arising from the survey responses.

Intended destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	5	9.4%
Other	1	1.9%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	47	88.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2018.

Relevant history screening

All staff and volunteers have carried out the relevant history screening.

Teacher qualifications and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	19
Post Graduate Qualifications	4

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

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

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	9.0	1.8	8.8
Persons	0	9	2	12

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

Financial statement

Funding Source	Amount
Grants: State	14800
Grants: Commonwealth	5000
Parent Contributions	8500
Fund Raising	3000
Other	0

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

2018 school annual report: Tier 2 funding report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2018 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved behaviour management and engagement	Funding is used to support small group targeted interventions such as the Nurture Group Program, Mixed Martial Arts, Drum Beat, Raise Your Voice Music and SEL targeted groups with the wellbeing leader.	Students show higher engagement in classroom learning upon return to mainstream.
	Improved outcomes for students with an additional language or dialect	NA	NA
	Improved outcomes for students with disabilities	Funding is used to support InitialLit, MiniLit, MacqLit interventions and SSO time in classrooms. It also supports a special education coordinator role to work with teachers and small group SWD supports.	Improved teacher pedagogy, improved student reading levels, SWD programming.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> rural and isolated students Aboriginal students numeracy and literacy including early years support First language maintenance and development Students taking alternative pathways Students with learning difficulties grant	<p>All student funding is used to keep class sizes low, SSO support during key learning times and intervention for all students not reaching SEA in reading. Students receive a minimum of 6 months literacy intervention if they are behind the required SEA.</p> <p>SWD receive small group and 1:1 support with the special education coordinator. SWD receive SSO class support.</p> <p>Aboriginal students receive literacy intervention until they reach required benchmark in reading.</p> <p>All students in reception / year 1 receive InitialLit 4 days per week to ensure they are receiving appropriate phonemic awareness / phonics instruction in the early years.</p>	Students increase in reading levels across the school. All students receiving the needed literacy interventions, no child missed. Student engagement.
	Program funding for all students	Australian Curriculum	
Other discretionary funding	Aboriginal languages programs initiatives	NA	
	Better schools funding	This is used to support small class sizes and a third leadership member to work with SWD and teachers on planning and pedagogy.	Increased teacher small group time and increased SWD outcomes in engagement.
	Specialist school reporting (as required)	NA	
	Improved outcomes for gifted students	NA	
	Primary school counsellor (if applicable)	The school counsellor role has been converted into a full time deputy position which is based around wellbeing and around aboriginal education programs.	Increased support for teachers and families. More engagement from parent.