Hackham West R-7 School
2017 Annual Report
to the School Community

Government of South Australia

Department for Education
and Child Development

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

School Context Update

Hackham West R-7 School has seen significant changes over the past 12 months and this has had a positive impact on the school culture.

- At the beginning of 2017 Hackham West R-7 School was changed to a category 1 of disadvantage.
- The percentage of students with a verified disability has increased to 35% (from 27%).
- The percentage of Aboriginal students has increased to 35% (from 22%).
- Enrolment has increased from 109 to 128, which has seen the development of a 6th class for the school.

Highlights

During the second half of 2017 Hackham West became part of a Nurture Groups trial and this has seen whole school changing in the philosophy of teaching.
This involved close connections with;

- Support services; behaviour coach & speech pathologists.
- All staff undertook professional learning on the 6 principals of nurture, trauma informed practice, brain development and pedagogical change to suit language disorders.

This learning was a highlight for staff and students because it changed the practice in all classrooms and has seen an increase in student engagement and a decrease in student behaviour.

School programs became more focused and consistent across the site during 2017 and have created a culture of belonging and safety for all community members. Program highlights were:

- Kimochi's – a social and emotional literacy program which has seen positive self-talk language, perseverance and resilience embedded throughout the school.
- Drum beat – a safe space to discuss feelings and manage pressures.
- Martial Arts – a program designed to develop strength in self and the ability to control your emotions when you need it most.
- Cooking Classes – 5 week programs run all year to teach healthy, easy and affordable cooking life skills to students.

Governing Council Report

During this year the school has been working on improving outcomes for all students. Teachers have taken part in professional learning and have been regularly surveying parents about their children's school engagement and wellbeing.

This year the governing council agreed to subsidize a whole school camp to victor harbor. This was a huge positive for families as it meant that the opportunity was available to all students. The middle and upper primary went for two nights and the junior primary went for a long day camp. Governing council has also been involved in a Bunning's BBQ, cake stalls & other fundraising activities to fundraise for the camp.

Governing Council has run mother's day & father's day stalls, members are responsible for working in the canteen when they can to help provide healthy lunches for children and being a volunteer to listen to children's reading daily is a great support for teachers.
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Being part of the governing council at Hackham West has provided parents with regular times to discuss children and what would meet their needs during the school day. It is a positive experience for all involved and makes your feel a part of your child's education.

Improvement Planning and Outcomes

LITERACY AND NUMERACY

Consistent and high quality curriculum is used to provide the building blocks for literacy and numeracy development.

KEY ACTIONS

1. Implementing Jolly Phonics and Jolly Grammar R-7.
2. Timetabled literacy blocks with agreed common elements enacted in all classrooms.
3. Review literacy blocks each term against developed rubric.
4. Moderation of EALD scales and analysis of PAT data is used to inform teacher programming and practice.

OUTCOMES

1. All educators use Jolly Phonics and Jolly Grammar R-7 as the basis of student literacy development.
2. Educators use focussed literacy times to target students in small groups and further develop basic literacy skills.
3. Shared learning blocks are used for student movement to developmentally appropriate learning ability groups.
4. EALD moderation of student work and PAT data analysis is used to inform practice and is programmed into staff meetings 4x per year.

HOLISTIC WELLBEING

A safe school environment is fundamental for learning.

KEY ACTIONS

1. Implementing a Kids Matter action team to facilitate professional learning across the site.
2. Professional learning for all staff on Non-Violent Crisis Intervention.
3. Develop and implement a holistic healthy lifestyle model for R-7 which is links to positive behaviour development.
4. Development of Nurture Group philosophy throughout the school and one dedicated Nurture Group classroom.

OUTCOMES

1. The kids matter team meets regularly and component 1 is actioned.
2. All staff use Non Violent Crisis Intervention in their daily practice.
3. A breakfast club and various afterschool programs are created to meet the needs of students and families.
4. Trial during term 4 of dedicated Nurture group classroom.

PEDAGOGY FOR ENGAGEMENT

Differentiation in each classroom is responsive to the learning needs of all students.

KEY ACTIONS

1. Professional Learning is provided for all educators around sensory appropriate practices for students R-7.
2. All targeted students receive intervention through either minilit or specific targeted programs.
3. All students are screened with the CELF 4 screener to inform appropriate speech and language development and interventions.

OUTCOMES

1. The sensory needs of students are met in the environment and learning task design.
2. Students receive an appropriate speech and language program to support their development.
3. All targeted students receive support throughout the year and this is reviewed 2x per term.

During 2017 HWR7 successfully took part in an on track evaluation process and received positive feedback in regards to the improvements made throughout the year. The panel concluded that strategic leadership in the school has become very strong. Staff have been unified as a collaborative team around a lucid improvement agenda, that is evidence-based and skilfully targeted to the needs and demographics of the school. The professional learning and performance development of staff is being strongly and coherently tailored around this improvement agenda. Staff are empowered and energized by this quality improvement culture, and are inspired to work relentlessly for student learning improvements in their complex classes. Staff are able to see small increments of growth both in their students' academic learning and in their self-concepts as learners. This motivates staff even more in a continuous improvement cycle.

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
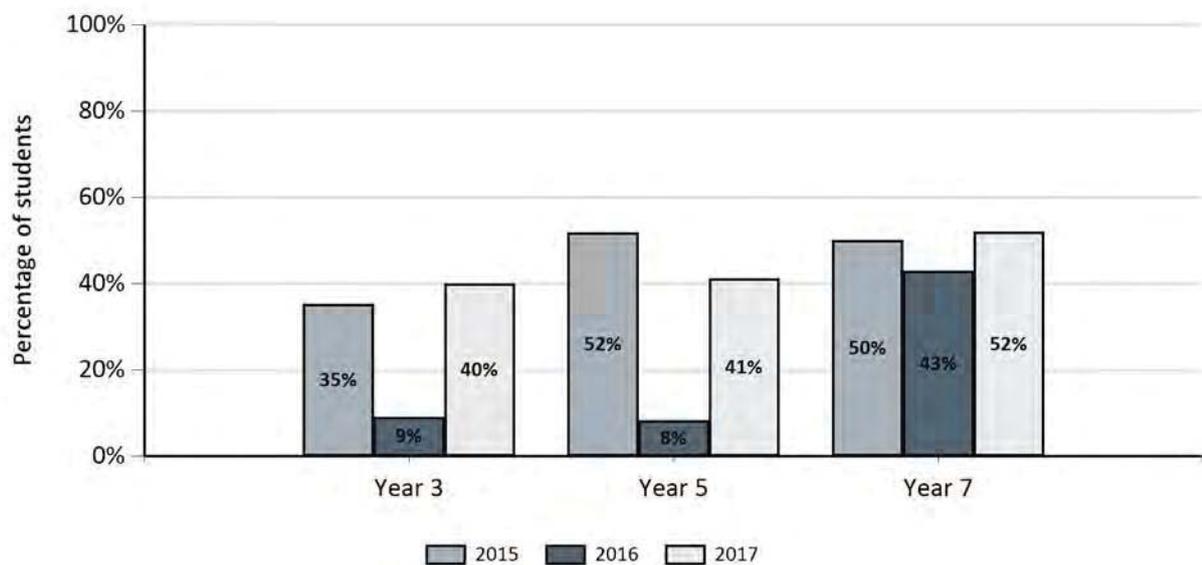
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
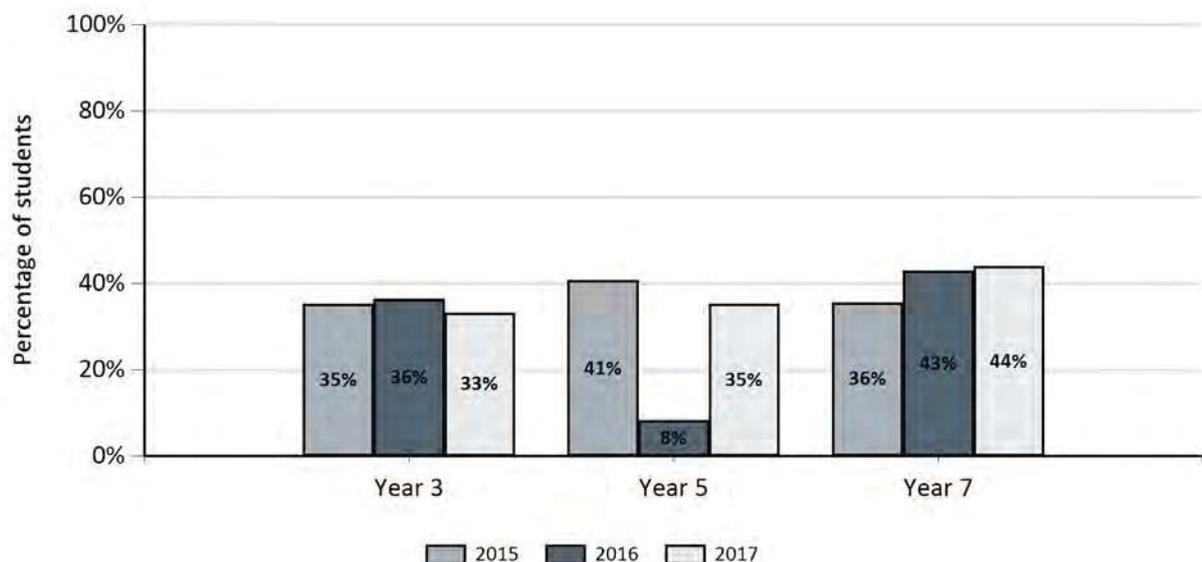
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NAPLAN Progress

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 3-5	Year 5-7	State (average)
Upper progress group	31%	15%	25%
Middle progress group	38%	55%	50%
Lower progress group	31%	30%	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	11%	17%	25%
Middle progress group	39%	50%	50%
Lower progress group	50%	33%	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	15	15	2	3	13%	20%
Year 3 2015-17 Average	14.3	14.3	1.3	1.3	9%	9%
Year 5 2017	17	17	2	3	12%	18%
Year 5 2015-17 Average	18.7	18.7	3.0	1.3	16%	7%
Year 7 2017	25	25	3	1	12%	4%
Year 7 2015-17 Average	15.3	15.3	1.0	0.3	7%	2%

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

2017 had a focus on consistent practice R-7 to improve student outcomes. The following were the key focus points for strategic improvement.

1. Pedagogy appropriate to learning needs informed by data.
2. Engagement and differentiated teaching approaches.
3. Growth targets for whole school and individual students.
4. Data-informed performance development and alignment of professional learning.

Our school performance results have provided feedback as to the importance and the positive the impact of a whole school focus.

- Literacy in the school is generally increasing and students are in the upper progress bands in NAPLAN.
- Numeracy in the school is increasing and students are in the upper progress bands in NAPLAN.
- Teachers value and rely on the information that triangulated student learning data provides in order to target intentional teaching and in turn increase student outcomes.

These results are evidence that across the school there is strong use of data to inform direction and to determine priorities. The improved results also indicate as data literacy across the school is increasing, the value of setting evidence-based targets and goals for growth in learning is being understood and it is contributing to increasing levels of student academic learning growth.

The school is in a position with the positive increase in academic results to continue to empower students as learners through goal-setting and quality feedback, and a careful, scaffolded increase in the academic stretch and challenge of all students.

These positive results are a stepping stone and still provide significant room for improvement over future years. The further professional learning and performance development of staff which is strongly and coherently tailored around this improvement agenda will see a continued increase in outcomes.

Feedback from the 2017 OTE affirm this improvement agenda through the acknowledgment that staff are "empowered and energized by this quality improvement culture, and are inspired to work relentlessly for student learning improvements in their complex classes."

Attendance

Year level	2014	2015	2016	2017
Reception	77.1%	84.0%	83.5%	90.9%
Year 1	83.5%	81.3%	78.1%	87.6%
Year 2	85.9%	93.2%	83.0%	89.0%
Year 3	70.1%	86.4%	91.4%	85.6%
Year 4	89.4%	84.5%	85.0%	90.8%
Year 5	86.5%	90.9%	86.7%	84.5%
Year 6	83.2%	74.7%	90.4%	84.0%
Year 7	86.9%	83.2%	75.2%	86.2%
Primary Other	0.0%			
Total	83.7%	86.2%	85.4%	87.0%

Data Source: Site Performance Reporting System, Semester 1 Attendance.
Note: A blank cell indicates there were no students enrolled.

Attendance Comment

At Hackham West we have a focus on engagement and belonging which in turn has a positive impact on our student attendance. Our school has an attendance rate of approx. 83% which is inclusive of chronic non-attenders.
This is a positive increase over the last few years. During term 1 2017 we have the highest attendance rate in 6 year with an increase of over 4% positive attendance.
To support the chronic non-attenders we utilise the school counsellor, ACEO and child wellbeing practitioners to promote positive engagement with school.

Behaviour Management Comment

All behaviour management at Hackham West is run with a restorative practice model. Students are expected to be accountable for their actions and the impact their actions have on other students.
During 2017
- There were minimal external suspensions.
- Internal suspensions are used as a behaviour development technique to provide students with time to discuss their actions with the school counsellor.
- Exclusions were only carried out as a necessary placement into an alternative learning program to support student behaviour development.

All students at Hackham West are supported to change inappropriate behaviours through proactive and supportive means rather than a punitive approach. This is supported through the Nurture Groups Program and the data from this showed a decrease in bahviour incidents with the most high profile students once the classes had an intergraded nurture program running.

Client Opinion Summary

Parent Questions with percentage of Strongly agree / agree responses.
Teachers at this school expect my child to do his or her best.
90%
Teachers at this school provide my child with useful feedback about his or her school work.
90%
Teachers at this school treat students fairly.
81%
This school is well maintained.
90%
I can talk to my child's teachers about my concerns.
90%
My child feels safe at this school.
99%
Student behaviour is well managed at this school.
72%
My child likes being at this school.
90%
This school looks for ways to improve.
90%
This school takes parents' opinions seriously.
81%
Teachers at this school motivate my child to learn.
90%
My child is making good progress at this school.
90%
My child's learning needs are being met at this school.
90%
This school works with me to support my child's learning.
90%
There was only 1 response in the disagree column which was in relation to the question "I can talk to my child's teachers about my concerns."

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	6	20.0%
Other	2	6.7%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	21	70.0%
Unknown	1	3.3%
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

All staff and volunteers have the appropriate DCSI screening. This process is carried out and monitored on site by administration staff .

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	16
Post Graduate Qualifications	5

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	8.8	1.0	7.7
Persons	0	9	1	10

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

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
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	Additional funding for students with behavioural needs is utilised to create small group engagement programs and provide additional SSO support into mainstream classes. This funding also supports the Nurture Groups program across the school through teacher release and SSO additional hours.	Students develop more regulation strategies. Students achieve higher levels of growth in SEA due to developmentally appropriate lessons.
	Improved Outcomes for Students with an Additional Language or Dialect	NA	
	Improved Outcomes for Students with Disabilities	SWD funding is used to employ a special education teacher and intervention SSO's for mini lit and 1:1 supports.	Students are receiving their allocated support time with a dedicated teacher. Students NEP goals are being more closely achieved.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	All student based money is dedicated to creating small groups for students and keeping class sizes small. Programs to target students were during 2017 LITERACY / NUMERACY - Mini Lit - Numeracy supports - Intervention tutoring - Special Ed teacher support SOCIAL / EMOTIONAL - Cultural studies - Drum Beat - Kimochi's	- Students are learning in small groups with differentiated programs. - Students are setting individual learning goals through conferencing with their teachers - Students are regulating their emotions and gaining more
	First Language Maintenance & Development		
	Students taking Alternative Pathways		
	Students with Learning Difficulties Grant		
Program Funding for all Students	Australian Curriculum	Money is dedicated to having additional adults in the classrooms to meet the needs of the diverse range of learners.	
	Aboriginal Languages Programs Initiatives	NA	
	Better Schools Funding	Better schools funding has been used to support additional leadership time, additional intervention programs and to implement professional learning for all staff throughout the year on trauma informed practices, nurture groups, brain development,	Students gain more developmentally appropriate teaching and are therefore more engaged in
Other Discretionary Funding	Specialist School Reporting (as required)	NA	
	Improved Outcomes for Gifted Students	NA	
	Primary School Counsellor (if applicable)	2017 funding a 0.99 school counsellor position. This is used as a leadership position within the school and the school counsellor runs all social and emotional learning programs for students and staff.	Student have access to weekly SEL programs with their teacher, school counsellor and SSO. Improved behaviour regulation.