

Hampstead Primary School 2016 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

Hampstead Primary School Number: 689

Partnership: Torrens

Name of School Principal:

JOY KEDDIE

Name of Governing Council Chair:

AFRODITI MAY

Date of Endorsement:

22/2/2017

School Context and Highlights

Current enrollment is 190 students. Hampstead Primary School supports learning for a culturally diverse student community. There are 30 different cultures represented across the school.

It is a Category 2 school on the index of social disadvantage & located within the Port Adelaide Enfield District Council East Local Service Area. The school is located within the suburbs of Greenacres and Hampstead Gardens.

39% of students are in receipt of school card assistance, 12% are Aboriginal including a group of traditional children from Alekerung in the NT, 75% are EALD, 10% have a Negotiated Education Plan.

- Support offered

School Counsellor, Special education teacher, Aboriginal Education teacher, ACEO plus learning support for students requiring intervention to achieve their potential. Bilingual SSO support is provided for students in the IELP supporting several languages.

- Student management

Our school implements a Restorative Justice approach with an emphasis on preventative, developmental, proactive and supportive programs. There is strong support for students to be successful.

Student Voice

Student leaders are elected each year by their peers. All students are members of one of our SWAT teams. (Students Working Actively Together). SWAT teams meet fortnightly and plan school events such as fundraising for charity or school resources, excursions, incursions and inter House sporting events.

SWAT team leaders meet fortnightly with the staff leadership team to plan, review and negotiate improvements to our school structures and processes.

Students are increasingly becoming actively involved in their own learning programs.

- Special programmes

Specialist Programs are The Arts (music, media, visual art, drama) and Science.

The learning intervention program targets specific learning goals for individual and small groups of students. Support is provided regularly and student progress is closely monitored and reviewed each term to ensure learning improvement for every student.

The Stephanie Alexander Kitchen Garden program provides students in Years 3-7 with real life experiences of planting, growing, harvesting, cooking and tasting fresh, organic food. The Kitchen and Garden Specialists are highly skilled and continually update their training.

Governing Council Report

Our Governing Council began 2016 with 10 members. At the end of the year we finished with 6 active members, with members resigning due to health or family commitments or due to moving out of the area.

2016 saw many improvements to the school both outside and in.

Governing Council approved improvements include:

- painting the exterior of the school on the Muller Road frontage
- painting the exterior of what was the preschool (now the Junior Primary Unit)
- pressure clean and painting of the childrens toilet block in the JP unit
- repairing and painting of the bench outside the library
- upgrade of the Outdoor Learning Area in the JP unit
- tidying and replanting in the snake garden and landscaped area adjacent to the Karoomba St car park
- tidy and re mulch of Swale area and staff car park
- upgrade of kitchen garden beds - including additional mulch paths
- additional natural log seating in quiet area and oval
- painting of student toilets in Central Wing.

A Governing Council initiative was the installation of a "Buddy Bench". This was donated by one of the members and is used by students at play times to indicate they may need some support with friendship issues.

We celebrated 60 Years of Hampstead Primary School in November – with more than 40 ex students and teachers attending. This was a highly successful community celebration, with Governing Council members being actively involved in the planning and organisation.

We look forward to working together to continue to provide quality learning environments for all students at Hampstead Primary School.

Improvement Planning and Outcomes

Our 2017 SLIP (Site Learning Improvement Plan) has 3 main priorities.

1. Literacy – Writing
2. Numeracy – Conceptual understandings in mathematics
3. Engagement for Learning

Our targets for 2017 are:

Literacy:

75% of students at or above assigned LLL for year level.

Numeracy:

Increase number of students achieving the SEA.

Yr 3 75%

Yr 5 75%

Yr 7 75%

Engagement for Learning:

- Zero unexplained absences.
- 94% attendance rates
- 100% students with 10 or more days absent have attendance plan.

Identified improvement strategies for 2017 include:

Literacy:

- Staff training in taking and moderating Language and Literacy levels
- Staff professional learning in analysing writing data and identifying individual student needs and strengths
- Consolidating a consistent, whole school approach to teaching and learning as well as tracking student progress through data analysis.

Numeracy:

- Continued staff professional learning in conceptual understandings in mathematics
- Opportunities for staff to plan learning opportunities for students in collaborative teams
- Analysis of student learning evidence through collaborative moderation processes

Engagement for Learning:

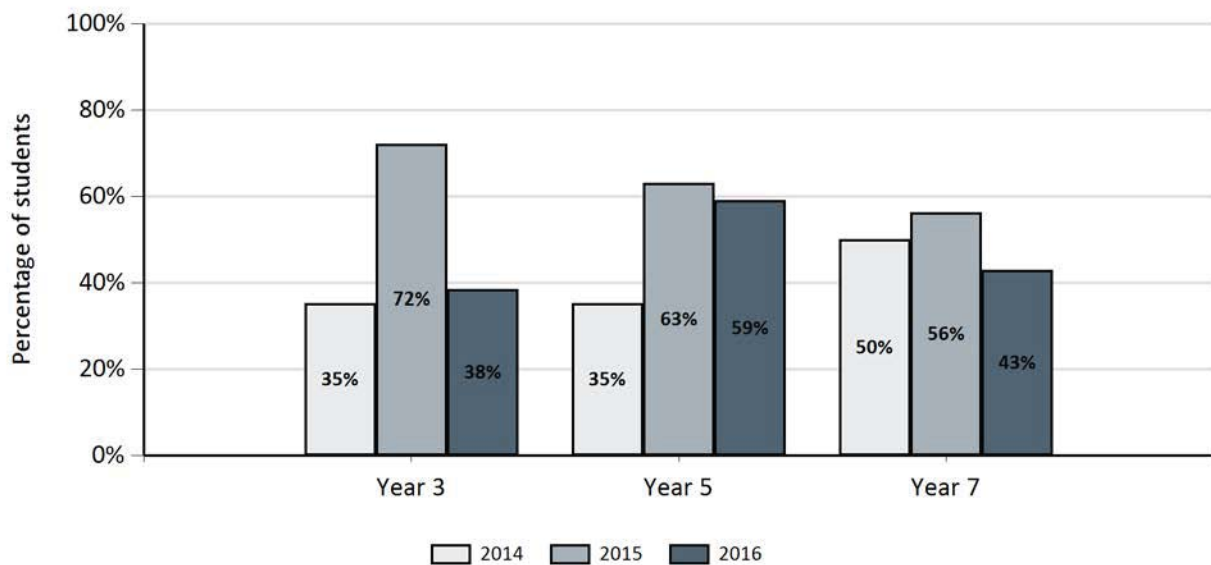
- HPS Attendance Improvement policy
- Ongoing staff and student training in Restorative Justice
- Implementation of Kidsmatter – staff and community
- Student feedback

Performance Summary

NAPLAN Proficiency

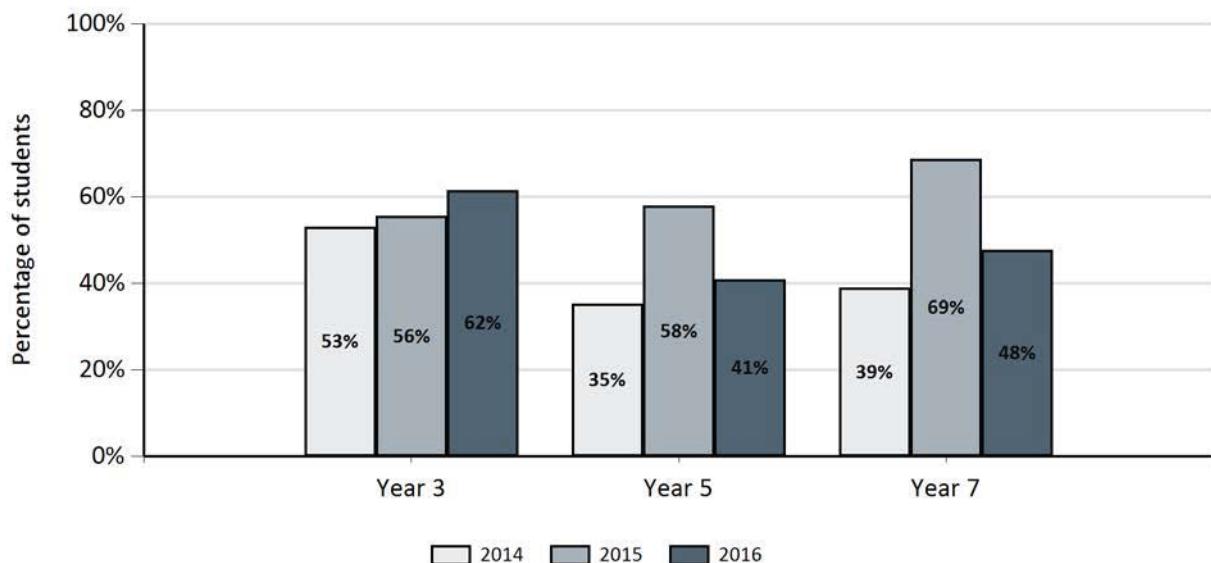
The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016. *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, September 2016. *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 2014 to 2016 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) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 9% | 18% | 25% |
| Middle progress group | 45% | 64% | 50% |
| Upper progress group | 45% | 18% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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) |
|-----------------------|----------|----------|-----------------|
| Lower progress group | 18% | 9% | 25% |
| Middle progress group | 45% | 55% | 50% |
| Upper progress group | 36% | 36% | 25% |

Data Source: DECD special extract from Student DataWarehouse, September 2016.

*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 2016 | 13 | 13 | 3 | 2 | 23% | 15% |
| Year 3 2014-16 Average | 16.0 | 16.0 | 3.3 | 2.7 | 21% | 17% |
| Year 5 2016 | 22 | 22 | 2 | 2 | 9% | 9% |
| Year 5 2014-16 Average | 19.3 | 19.3 | 1.7 | 1.7 | 9% | 9% |
| Year 7 2016 | 21 | 21 | 1 | 2 | 5% | 10% |
| Year 7 2014-16 Average | 18.3 | 18.3 | 1.0 | 2.0 | 5% | 11% |

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.

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

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

School Performance Comment

Of particular note is the percentage of our students who demonstrated middle to high growth in reading and numeracy over 2 years.

| Reading Hampstead | | State Average |
|-------------------|-----|---------------|
| Year 3-5 | 90% | 75% |
| Year 5-7 | 82% | 75% |

| Numeracy Hampstead | | State Average |
|--------------------|-----|---------------|
| Year 3-5 | 81% | 75% |
| Year 5-7 | 91% | 75% |

This indicates that, while the percentage of students not yet achieving SEA is of concern, the level of growth over 2 years in both reading and numeracy is a very positive indication that our learning support and intervention programs as well as staff professional development is having an impact on student learning.

Reading Levels

Our running record data for our Year 1 & 2 students for 2016 indicates that generally our students are not achieving at recommended levels.

For 2017 we will provide intensive learning support in all R-3 classes. Our learning support team will consist of 3 teachers and 1 SSO. (2016 1 teacher and 3 SSO's.) Research indicates that the level of impact of an intervention program is heightened if it is delivered by a qualified teacher.

In 2017 each of the R-3 classes will have 2 teachers for 3-4 mornings per week – with a strong focus on:

- Developing reading comprehension strategies
- Guided reading
- Explicit instruction

Student retention in the upper NAPLAN Bands.

Students achieving in the upper bands have been identified and are tracked regularly.

Our learning support and intervention team will be focussing on students in wave 2 (those who are just below SEA) with an aim to significantly improve the learning outcomes by providing targeted support to identified (data informed) learning goals. SMART goals for individual students.

Attendance

| Year level | 2014 | 2015 | 2016 |
|---------------|-------|-------|-------|
| Reception | 84.2% | 88.6% | 90.7% |
| Year 01 | 91.1% | 90.0% | 88.7% |
| Year 02 | 90.2% | 84.0% | 90.2% |
| Year 03 | 91.4% | 92.2% | 87.9% |
| Year 04 | 90.9% | 95.5% | 91.8% |
| Year 05 | 92.4% | 88.6% | 92.4% |
| Year 06 | 87.6% | 88.2% | 86.8% |
| Year 07 | 87.5% | 88.7% | 84.3% |
| Primary Other | 93.4% | 93.2% | 93.6% |
| Total | 90.6% | 90.8% | 90.3% |

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

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

Attendance Comment

The Hampstead Primary School Attendance Improvement Policy has very clear processes undertaken by staff to support families to improve student attendance at school.

The School Counsellor review whole school attendance weekly and provides a written report to staff. Students identified as having unexplained absences are identified and families contacted.

Attendance Improvement plans are put in place for those students with ongoing attendance issues. These plans are formed jointly with parents /care givers, the Counsellor, the ACEO and regional attendance officer.

Behaviour Management Comment

Our staff were trained in the Restorative Justice approach to support our students to recognise and regulate their behavioural choices.

In 2017 students will continue to be trained to offer mediation to their peers during play times.

While our data indicates an increase in suspensions, it is important to note that the repeat incidents that occur remain limited to 2 - 4 students. These students have complex learning and social needs and have additional support through extra staffing to provide a specific social learning program.

Our school processes around recording incidents are more efficient - with every incident and suspension now being officially recorded. Another reason for the data showing an increase.

Client Opinion Summary

Parents:

Parents were given the option of responding to the survey online or via a paper copy. Time was offered for them to use the school internet and have assistance if they wanted to complete the survey at school. Only 12 parents responded to the survey, all were online responses.

All responses from parents rated between 3.3 to 4.3, indicating a general satisfaction from those who responded. The most positive responses were:

"I can talk to my child's teachers about my concerns."

"Teachers at this school provide my child with useful feedback."

This reflects the open communication avenues in place for parents and teachers to discuss students' learning and social development at school.

Staff:

19 staff responded from a possible 35.

"Teachers at this school expect students to do their best."

This reflects our commitment to having high expectations for our students in behaviour and learning outcomes.

Staff indicated some inconsistency about behaviour management. This reflects our shift from a disciplinary approach to one of Restorative Justice during 2016. We will continue to build staff confidence and professional learning about the positive, long term impacts of a Restorative Justice approach across our school.

Students:

Of the 21 students who responded to the survey, there was a high degree of consistency of agreement with the high expectations staff have of their learning outcomes.

"Teachers at this school expect me to do my best."

Student responses were also very positive for:

"My school looks for ways to improve."

Students indicated some inconsistent responses

"Student behaviour is well managed at my school."

This reflects our school shift to a Restorative Justice approach.

Intended Destination

| Leave Reason | School | |
|-----------------------------|--------|-------|
| | Number | % |
| Employment | 0 | NA |
| Interstate/Overseas | 26 | 21.8% |
| Other | 1 | 0.8% |
| Seeking Employment | 0 | NA |
| Tertiary/TAFE/Training | 0 | NA |
| Transfer to Non-Govt School | 4 | 3.4% |
| Transfer to SA Govt School | 83 | 69.7% |
| Unknown | 5 | 4.2% |
| Unknown (TG - Not Found) | 0 | NA |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All volunteers who work in our school undergo the DCSI Screening process.

Our volunteer policy is aligned with the DECD policy and ensures that all prospective volunteers are interviewed and provided with our school context before proceeding with a screening application.

All new staff and volunteers are provided with a comprehensive induction program specific to our school.
All volunteers are trained in up to date and relevant RAN.

Volunteers at Hampstead Primary School meet regularly with the School Counsellor to review satisfaction and requirements.

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 | 21 |
| Post Graduate Qualifications | 4 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

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 | 1.0 | 17.9 | 0.9 | 8.7 |
| Persons | 1 | 19 | 1 | 14 |

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

| Funding Source | Amount |
|----------------------|----------------|
| Grants: State | \$2,500,085.84 |
| Grants: Commonwealth | \$9,000.00 |
| Parent Contributions | \$54,726.24 |
| Fund Raising | \$6125.50 |
| Other | \$7425.95 |

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

2016 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 2016 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 | 1.0 Primary School Counsellor. | |
| | Improved Outcomes for Students with an Additional Language or Dialect | 0.6 EALD specialist teacher. Teacher release to support moderation of LLL. | All 2016 teachers trained in LLL. Consistent whole school agreements re writing |
| | Improved Outcomes for Students with Disabilities | SSO support in class and withdrawal. Speech program for identified individual students. | Learning data indicates high % of students demonstrating med -high growth. |
| 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 | Australian Curriculum funding was used to release teachers in teams of 3 to work with the DP in PLC's. The focus was improving understanding of the AC mathematics. Particular focus on: learning design assessment moderation Funding also used for providing Curriculum Breakfasts for local schools in the Torrens partnership - resources and catering. The focus was mathematics /learning design /assessment and reporting. | Teacher feedback indicates higher levels of confidence in designing rich learning tasks that allow students to demonstrate conceptual understandings. |
| | Australian Curriculum | | |
| Program Funding for all Students | Aboriginal Languages Programs Initiatives | N/A | |
| | Better Schools Funding | Employment of 3 SSO's to work with targeted students - literacy focus. | JP student data indicated improvement in reading levels. |
| | Specialist School Reporting (as required) | N/A | |
| Other Discretionary Funding | Improved Outcomes for Gifted Students | | |
| | Primary School Counsellor (if applicable) | Focus on Engagement for Learning: Attendance, Behaviour (Restorative Justice), Social Awareness programs, Anti bullying programs, Childrens University, | Students and teachers trained in R.J. Students eager to run anti bullying. |