



Hampstead Primary School

2021 annual report to the community

Hampstead Primary School Number: 0689

Partnership: Torrens

Signature

School principal:

Ms Joy Keddie

Governing council chair:

Andrew Mills

Date of endorsement:

14 March 2022



Government
of South Australia
Department for Education

Context and highlights

2021 saw a rejuvenation of active Student leader teams. 4 students went to leader training at the local partnership level. Their role in the school was to examine our PAT R data and to feedback their findings to teachers and students.

We also established 5 other teams: Sustainability, Marketing, Whole School Events, Wellbeing, STEM and Sport. All students in Year 5-7 participated in a full day leadership training and set their specific team's Purpose and Vision. Meetings were held fortnightly and students used TEAMS as well as school assemblies to communicate with the staff and student body.

2021 saw our Year 6 and 7 students graduate from primary school. Our graduations were held over 2 sessions and limited parents/ carers were able to attend. Both ceremonies were streamed so family members could be part of it.

Three of our Aboriginal students also graduated as part of the "Celebrating Success" initiative.

Construction finally began on the sections of our building that was destroyed in December 2019. Demolition began in December 2021. Estimated completion of the project is mid 2022.

The new build will house:

- Administration Office
- Offices for Principal, Deputy Principal, Wellbeing Leader, Aboriginal Education Team
- Staffroom
- Therapy Room (OT services)
- Interoception Room
- Flexible Learning area
- Undercover walkways connecting East and West, North and South.

The findings of the External School Review – conducted in week 5 term 3, indicated the school had a comprehensive and strategic improvement process in place. There was consistency of practice across the school, particularly in reading. All staff were familiar with the Site Improvement Plan and understood their connection to the improvement cycle.

ESR Directions:

- Direction 1 Embed the established improvement cycle processes and structures in reading comprehension and transfer and utilise this model into other curriculum areas.
- Direction 2 Provide stretch and challenge for all students across curriculum areas by building staff and student capacity to utilise the critical and creative thinking continuum in their planning.
- Direction 3 Build staff and student capacity to engage all students in analysing their assessment data to set learning goals and monitor their progress.

Governing council report

Governing Council meetings were initially restricted due to COVID safety precautions. The decision was made to hold the AGM at the beginning of term 2 so more parents /carers could attend. There was limited attendance at the AGM and all standing members were re elected unopposed.

The vote was in favor of continuing with our OSHC service, with the request that all families across the school be surveyed about before school care. The result of the survey has resulted in a reinstatement of the before school care service. This service will be trialed in term 1 2022.

Fundraising was also restricted due to COVID safety. The Colour Run was again a huge success with students and was our only fundraising for 2021.

The grounds were updated with a new paved area adjacent to the kitchen garden and several upgrades were made to the JP Outdoor Learning Area as well as part of the kitchen garden. Irrigation was repaired on the oval and several new native plants were planted in the Swale area.

Quality improvement planning

Teachers analysed PAT R, PAT M and Naplan data with a particular focus on our SIP priorities: Reading Comprehension and Place Value in maths.

There was a significant improvement in achievement for PAT R and PAT M for students in Year 2-6.

The JP teachers have been working with a Literacy Coach and have implemented the use of an agreed Scope and Sequence as well as a consistent approach to the teaching of synthetic phonics in all JP classes. Phonics screening results have gone from 16% achieving SEA in 2019 to 46% achievement in 2021. We will continue with the consistent approach in 2022 to further improve achievement levels for our students.

The school employed a Maths Coach to support the improvement of a consistent approach to pedagogy. The coach conducted in class observations, modelled lessons, individual feedback meetings with teachers and professional learning sessions 3 times per term. As a result we now have a whole school agreement which specifically describes our pedagogical approach as well as the structure of lessons and short and long term planning guides.

The staff Priority Improvement Teams met twice per term to review:

Our progress against our targets:

- Evidence against our Challenge of Practice – through Teaching Sprints
- Evidence against our Success Criteria – through student work samples

Our pupil free day in November was focused on further data analysis and a review of progress to date. It was decided that maths would be our major focus for 2022 and we would continue to utilize the services of our maths coach.

The Priority Improvement Teams will continue to meet regularly to monitor progress.

The focus of Teaching Sprints will be once again on the implementation of High Impact Teaching Strategies with a focus on place value.

The Gantt Chart (timeline) has been transferred to an electronic version so it is accessible to all staff. This includes an agreed timeline for assessments.

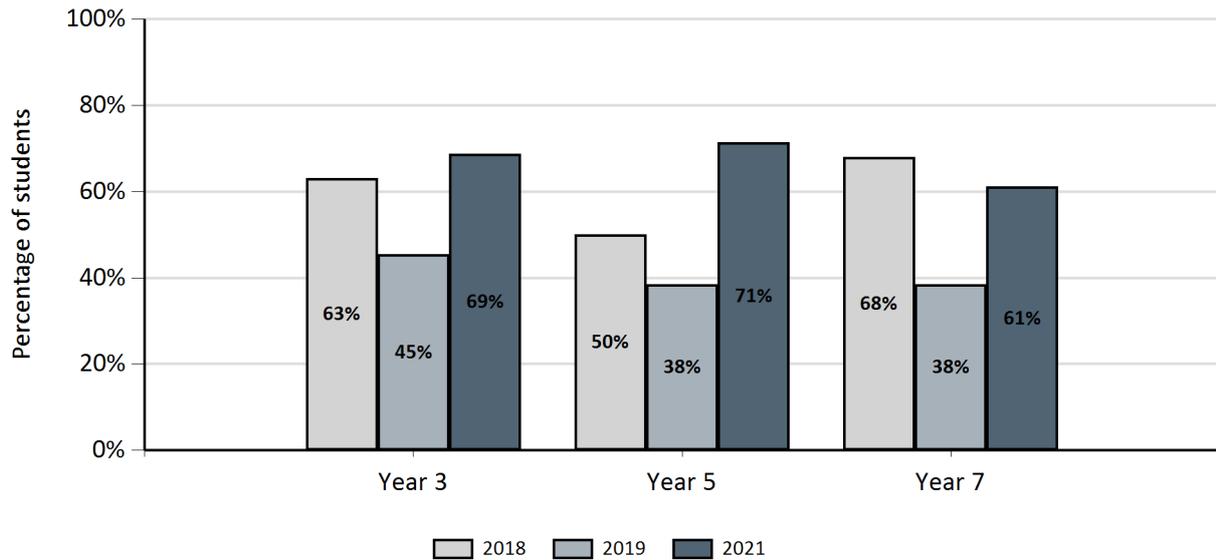
With a change in staff for 2022 we will include a detailed induction process and some additional training where necessary to ensure all staff follow our Whole School Pedagogical Agreements.

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

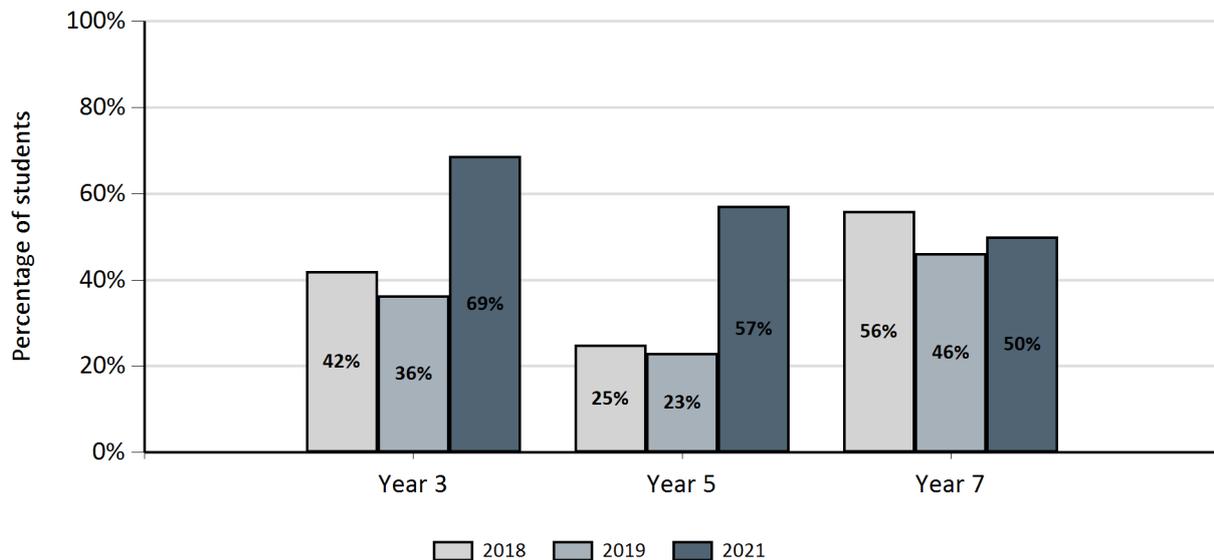


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

*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 2019 to 2021 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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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 2021	16	16	4	4	25%	25%
Year 3 2019-2021 Average	13.5	13.5	3.0	2.0	22%	15%
Year 5 2021	14	14	4	0	29%	0%
Year 5 2019-2021 Average	13.5	13.5	3.0	0.0	22%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

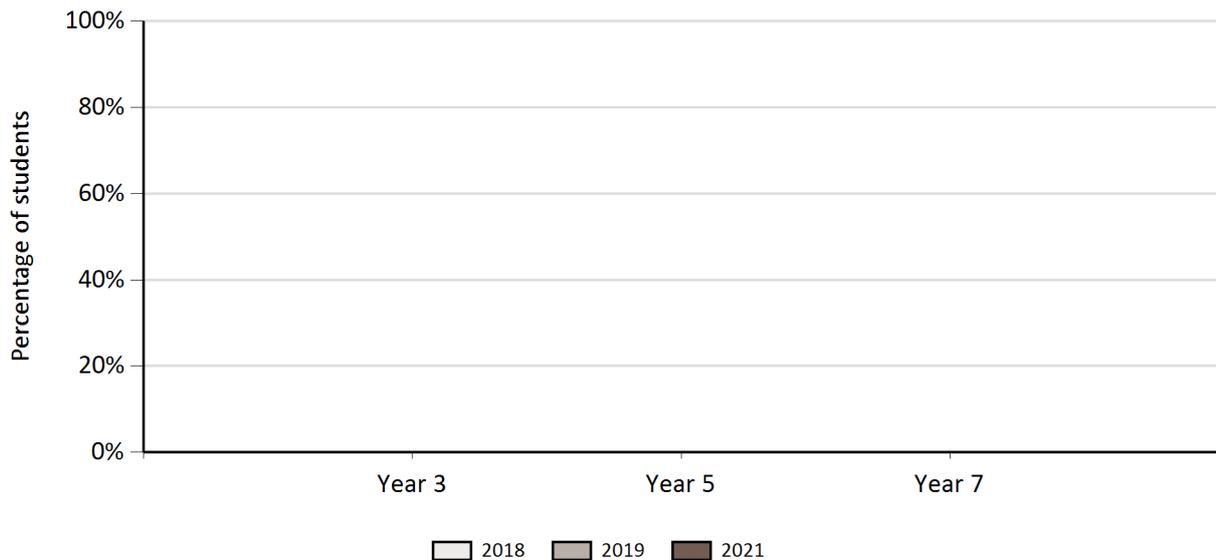
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



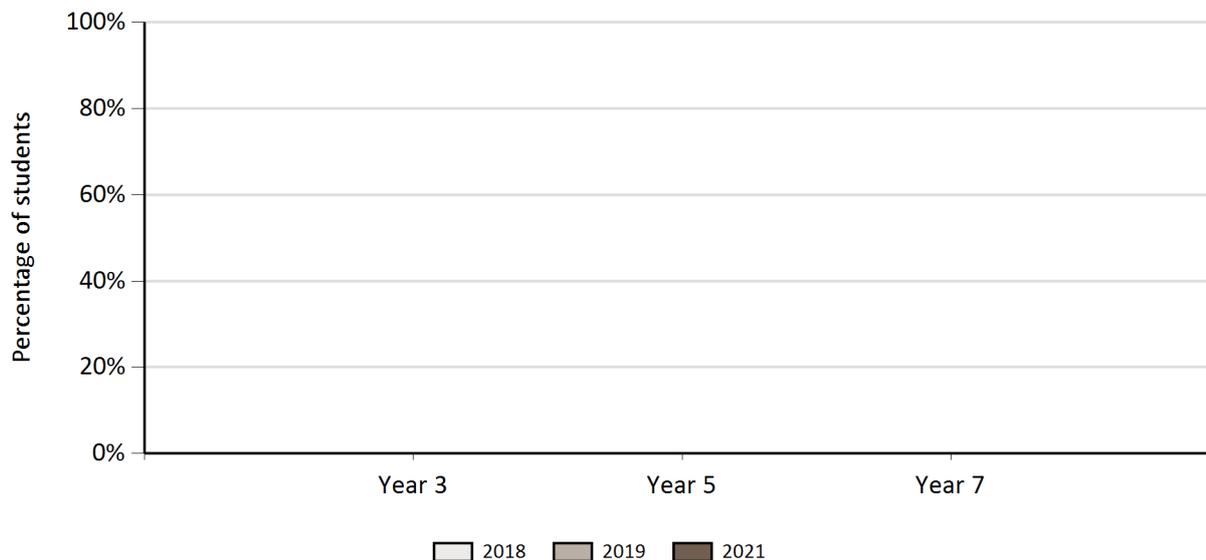
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 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	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2021: Tracking & Monitoring

New improvement actions implemented via the Aboriginal Learner Achievement Leaders' Resource to raise the literacy and numeracy achievement Aboriginal learners:

Key element 2: How does the monitoring of progress inform Aboriginal learner literacy and numeracy goals? Formative Assessment practices were introduced in all classes in 2021. This regular assessment using:

- running records
- comprehension scope and sequence
- biweekly guided reading
- place value maths assessment

along with regular individualized feedback to students had a positive impact on the student's ownership of their learning improvement journey.

All students identified individual learning goals in reading and maths. These goals were identified through assessment in reading and maths and were reviewed regularly. (at least once per term).

The AET supported teachers to ensure all Aboriginal student goals were SMART. Specific, Measurable, Achievable, Timebound.

The AET worked with individual Aboriginal students with a focus on their individual learning goals.

The biggest challenge for our Aboriginal students is their level of attendance at school. Addressing this will be a priority for 2022. The Team Around the Child approach will be used. Our AET, Wellbeing Leader, EALD/ Inclusive Ed teacher will meet regularly to monitor Aboriginal student attendance, form positive relationships with families and provide support

Improvements achieved in literacy and numeracy outcomes for Aboriginal learners (Including individual student successes):

There were some improvements in reading outcomes.

One student moving from level 5 in Year 1 to level 17 in Year 2.

The shift for other JP students was minimal – both students moving up one reading level. These students were chronic non attenders.

Students in Year 7 showed improvement in grades in English.

School performance comment

2021 NAPLaN data indicated improved outcomes for students across year levels.

Percentage of students achieving SEA :

Reading 2019 2021 Maths 2019 2021

Year 3 45% 69% Year 3 36% 69%

Year 5 38% 71% Year 5 23% 57%

Year 7 36% 61% Year 7 46% 50%

Students who achieve just below SEA have been identified and will receive targeted intervention in 2022. Quicksmart program for maths and reading comprehension intervention. These intervention programs will be administered by SS's and programmed and monitored by classroom teachers, AET and EALD teachers.

High Band Achievement 2021

Reading 2021 Maths 2021

Year 3 25% Year 3 25%

Year 5 29% Year 5 0%

Year 7 0% Year 7 0%

We have identified the students who are either achieving in high bands or who are just under high band achievement. These students will be closely monitored and provided opportunities through Design Thinking programs to provide further extension and challenge.

The Year 1 and 2 running record data indicates slightly less students in both Year 1 and 2 achieving SEA. A strong focus on regular reading practice in all classes, particularly Reception – Year 3 will be achieved in 2021 with SSO support. Quality pedagogical practice will be implemented through High Impact teaching Strategies – and monitored through regular observations and feedback from the leadership team.

Phonics Screening:

2019 16% students achieving SEA

2021 46% students achieving SEA

PAT R

Analysis of PAT Reading data indicated that, while there was an increase in students achieving SEA there was still a need for improvement in students' ability to interpret both explicit and inferred information from a wide range of texts.

PAT M

Data analysis indicates an understanding of place value is still an area of need for our students.

In 2022 we will continue to utilize the services of a maths coach who will support teachers to plan, program as well as conduct regular assessments and use the data to inform practice.

PLT's and teaching sprints in 2022 will have a place value focus.

Attendance

Year level	2018	2019	2020	2021
Reception	90.1%	83.1%	86.2%	89.8%
Year 1	83.4%	90.7%	72.4%	88.8%
Year 2	89.9%	87.8%	81.9%	80.2%
Year 3	90.7%	91.2%	78.9%	91.2%
Year 4	87.7%	88.0%	83.5%	88.5%
Year 5	91.7%	86.2%	81.4%	79.1%
Year 6	94.6%	87.9%	77.9%	83.7%
Year 7	92.8%	92.5%	77.0%	78.9%
Primary Other	91.3%	89.8%	90.0%	92.6%
Total	90.2%	89.1%	83.0%	87.0%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.
NOTE: A blank cell indicates there were no students enrolled.

Attendance comment

While there was a slight improvement in student attendance overall – from 85.6% to 87.4 we still have a small percentage of chronic non attenders.
The lowest attendance rates by year level were in Year 1 – 82.1% and Year 6 - 83.8%.
The Student Wellbeing Leader conducted several home visits and engaged the services of external agencies.
In 2022 the Student Wellbeing Leader, AET and Inclusive Education teacher will meet regularly to review attendance, make contact with families, engage external services where needed and make regular reports back to the leadership team.

Behaviour support comment

There were 6.49% of students in 2021 who are recorded as having incidents with behaviour in 2021. Some of these students had repeat incidences.
There were 18 students who had exhibited violence (threatened or actual). These violent incidents included acts against physical object (e.g. tipping furniture over) and were not always directed at another student.
The addition in term 4 of a new Student Wellbeing Leader provided an opportunity for a whole school review of existing behaviour management strategies and current behaviour data.
As a result of this review a “Positive Behaviour” approach to managing behaviour was adopted by staff.

Parent opinion survey summary

45 parents participated in the survey.

Of these at least 71% of responses for the School Climate section were in the agree or strongly agree category.

Feedback for the Communication Channels indicated a preference for electronic communication between home and school. TXT messages, emails and the Seesaw app being the most popular.

Parents indicated they would like more regular communication from teachers about their child's learning at school as well as more support with their learning at home.

The school has always offered family acquaintance evenings, open mornings, student teacher parent interviews as well as whole school assemblies with a focus on recent learning and achievements from the presenting class. Unfortunately parent attendance on these occasions has been minimal. Strategies to improve parent attendance will be reviewed in 2022.

The impact of COVID lockdowns and restrictions has limited the access parents and carers have to have conversations with teachers or visit classrooms. The school has adopted a more consistent approach to communicating with families. The Seesaw app is used by all classroom teachers and notices are sent via skoolbag or SMS.

In 2022 we will upgrade our subscription to Seesaw so all school notices will be sent via this app. Teachers will continue to report against student learning - sharing photos of evidence of achievement via Seesaw.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	21	21.0%
NS - LEFT SA FOR NSW	2	2.0%
NT - LEFT SA FOR NT	5	5.0%
OV - LEFT SA FOR OVERSEAS	4	4.0%
QL - LEFT SA FOR QLD	6	6.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	58	58.0%
U - UNKNOWN	2	2.0%
VI - LEFT SA FOR VIC	2	2.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

All staff members have the WWCC. Evidence is stored in individual staff files.
The Student wellbeing Leader manages the process of ensuring all WWCC's are current.
All volunteers are screened prior to starting on site.

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	22
Post Graduate Qualifications	6

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. 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	15.0	0.0	9.3
Persons	0	18	0	12

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2021 .

Financial statement

Funding Source	Amount
Grants: State	\$3,227,657
Grants: Commonwealth	\$5,900
Parent Contributions	\$55,084
Fund Raising	\$2,593
Other	\$16,681

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

2021 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 2021 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 wellbeing and engagement	2 days of Berry Street PD for all staff. Student Wellbeing Leader provided a variety of lunch time activities for identified groups of students. As well as PD for staff. Interoception program was introduced. Student Lea	Strategies in place: Student Wellbeing Team conduct mini lessons in classes – r
	Improved outcomes for students with an additional language or dialect	Teacher employed 0.5. Training provided to all teachers in LEAP assessment of writing. EALD teacher provided intervention to small groups of students – individual goals identified through assessment data collection.	All teachers trained in LEAP levelling. LEAP level assessment implemented in all
	Inclusive Education Support Program	SSO's employed to support identified students. One plan goals identified by teachers (release provided for review and reset of One Plan goals). SSO's documented strategies used and outcomes achieved toward goals.	Data indicated all OCOP goals were documented and followed up via SSO's in consu
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	AET 0.4 provided additional support for ATSI students. Individual and small group support provided. All student goals aligned with SIP. AET provided advice for One Plan goals and additional training for teachers where needed. Literacy: PLT Pillar release provided for teachers to research High Impact Teaching Strategies and applied to reading comprehension. Numeracy: Maths coach employed to work with teachers. In class modelling, observation and professional learning. Whole School Agreement for Maths planning, programming and pedagogy established.	All students had individual Reading and Maths goals. These were identified via student assessment data and reviewed regularly.
Program funding for all students	Australian Curriculum	All teachers provide term planners. Leadership team provide feedback re balance and required elements of Australian Curriculum. Teachers work in pairs to plan together.	Class programs reflect the teacher's knowledge of the A.C. Specialist teachers
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/AN/A
	Better schools funding	Additional teacher allocated to JP synthetic phonics program three times per week enabling smaller groups of students.	Significant improvement in phonics screening outcomes for Year 1.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

