



# Hampstead Primary School

## 2020 annual report to the community

Hampstead Primary School Number: 689

Partnership: Torrens

Signature

School principal:

Ms Joy Keddie

Governing council chair:

Andrew Mills

Date of endorsement:

22 March 2021



Government  
of South Australia  
Department for Education

## Context and highlights

### Context:

Hampstead Primary School is a category 2 school with overall enrolments of 250 for the year. The Intensive English Language Program had between 75-80 enrolments over the year.

Mainstream enrolments enable us to set up 6 classes – all with composite year levels.

We had 30 different cultural backgrounds represented across the school.

Our Aboriginal student enrolments fluctuated a little across the year, but generally sat around 21.

The leadership team consists of Principal, Deputy Principal, Student Wellbeing Leader and Assistant Principal IELC.

Specialist teachers operated in Science, Media Arts and Aboriginal Education.

### Highlights:

2020 saw our school face challenged with the impact of an arson attack which wiped out the entire administration area, staffroom, staff and student toilets as well as a general learning area for students.

The fire happened in the early hours of December 27th 2019. Our challenge was to have the school operational by day one 2020, January 27th.

Further investigation after the fire indicated that every classroom in the "H" shaped brick building had been affected by smoke and /or water damage. Our computer server room was completely destroyed.

We were successful in getting the school operational for day one, however several compromises needed to be made.

The first step toward rebuilding our school occurred in September 2020 when we were provided with 2 modular classrooms. This enabled us to free the only open space we have in the school for student use as well as to create and additional learning space for small groups of students for intervention and extension.

Despite all of these challenges our student learning outcomes improved considerably in PAT R, PAT M and Phonics Screening.

Estimated Practical Completion of the rebuild is end of March 2022.

## Governing council report

### Governing Council

2020 saw several new members elected to Governing Council.

We began the year with 10 members overall. Due to family movements and students enrolling in other schools, we finished 2020 with 6 members.

Governing Council initiated several safety and aesthetic improvements during 2020, including an additional boom gate to the staff car park, upgrading of existing and establishment of new landscaped areas at the entrances to the school.

The COVID -19 restrictions affected the ability to meet face to face and impacted heavily on our ability to host whole school events, celebrations and fundraising opportunities.

Governing Council were involved in analysis of student learning data as well as being kept well informed about staff professional learning and improvements in teaching practice across the school.

## Quality improvement planning

This year the Numeracy Priority Improvement Team has directed their focus towards formative assessment strategies for supporting student achievement in maths, in particular in number and place value.

The team worked collaboratively this year to trial two new assessments with years 3-5 students. The Place Value assessment, from the Back to Front Maths resources gave teachers information on student's knowledge and understanding in place value. Teachers shared the results of this assessment with students and the students identified areas for personal growth, setting individual personal learning goals. The students then undertook a post assessment to measure growth in their learning.

The other assessment trialled by the Numeracy Priority Improvement team was an on line tool. This assessment provided students and teachers with information about their skills in number and place value and suggested areas for improvement.

The Progressive Achievement Test results in Maths showed significant growth in students reaching the Standard of Educational Achievement, in particular years 3-5 students, with the year 4 students achieving a 45% increase in the number of students achieving the Standard of Educational Achievement.

In 2020 the Literacy Priority Improvement Team continued the focus on improving outcomes for students in reading comprehension. The team worked collaboratively to investigate possible assessment tools that would enable teachers to track and monitor progress. Staff agreed on a common scope and sequence, with members of the Literacy PIT trialling it in 2020. Staff agreed to use it across the school in 2021.

The team also spent time reviewing current physical resources to support both reading comprehension and phonics. Decodable reading texts were recommended by the team and purchased, along with several high interest, low level texts. These texts are designed to increase student's interest in reading for pleasure.

PAT R results showed significant improvement in percentages of students achieving SEA.

Improvement from 2019 -2020

Year 3 = 50 % improvement

Year 4 = 41% improvement

Year 5 = 15% improvement

Year 6 = 9% drop

Year 7 = 13% improvement

## Improvement: Aboriginal learners

Our 2020 analysis of the Aboriginal Learner Matrix, based on feedback from staff as well as school data indicated improvement is needed in Key Element 3: Assuring Consistent, High Quality Classroom Practice.

While whole school data collection and analysis is consistent and regular and all aboriginal students have comprehensive literacy and numeracy data sets we need to provide professional learning for teachers to ensure they have a deeper understanding of how to provide the conditions necessary to maximise learning outcomes for our Aboriginal Learners.

During 2020 our Aboriginal Education Team (AET and ACEO) undertook professional learning with the EALD HUB Coach and presented at several staff meetings.

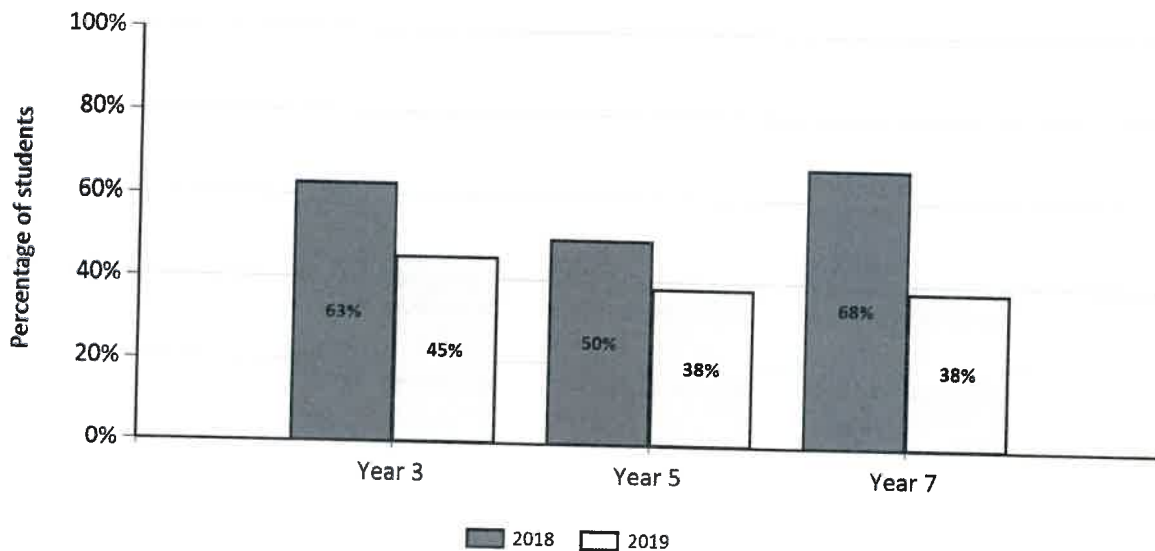
These workshops gave teaching staff the opportunity to undertake some research and deepen their understandings of the specific challenges Aboriginal Learners may face as well as to plan with other teachers how they might adapt their teaching practice to increase inclusivity as well as raise expectations for our Aboriginal Learners.

# 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

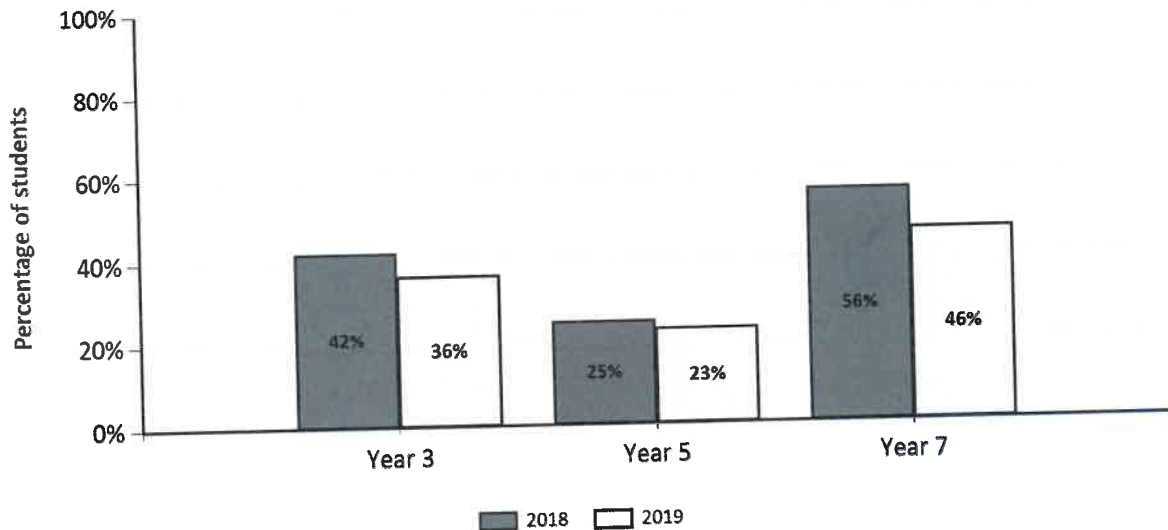


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

\*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 2020 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  | *        | *        | 25%             |
| Middle progress group | 67%      | *        | 50%             |
| Lower progress group  | *        | *        | 25%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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  | *        | *        | 25%             |
| Middle progress group | *        | *        | 50%             |
| Lower progress group  | 67%      | *        | 25%             |

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

\*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 <sup>^</sup> |          | No. of students achieving in the upper two bands |          | % of students achieving in the upper two bands <sup>**</sup> |          |
|--------------------------|---|----------|--|----------|--|----------|
|                          | Reading                                       | Numeracy | Reading  | Numeracy | Reading  | Numeracy |
| Year 3 2019              | 11  | 11       | 2  | 0        | 18%  | 0%       |
| Year 3 2017-2019 Average | 15.3  | 15.3     | 2.7  | 1.3      | 17%  | 9%       |
| Year 5 2019              | 13  | 13       | 2  | 0        | 15%  | 0%       |
| Year 5 2017-2019 Average | 13.7  | 13.7     | 1.7  | 0.7      | 12%  | 5%       |
| Year 7 2019              | 13  | 13       | 2  | 1        | 15%  | 8%       |
| Year 7 2017-2019 Average | 19.0  | 19.0     | 3.3  | 1.7      | 18%  | 9%       |

\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

<sup>^</sup>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

All class teachers were part of a Priority Improvement Team (PIT). PIT meetings were held twice per term - the focus on reviewing progress toward our SIP targets in Reading Comprehension, Place Value or Engagement in Learning.

Each team provided recommendations to leadership for processes (teacher support or release for training), physical and human resources as well as feedback to staff on the overall progress of our students toward our targets.

Teams also reviewed the Actions in our SIP and provided feedback on whether we were doing what we said we would do.

Student assessment data showed significant improvement in PAT R and PAT M tests.

The percentages of students achieving SEA increased significantly in every year level, with the exception of Year 6 students for reading.

Students Achieving SEA in Reading:

Year 2 80.9%  
Year 3 100%  
Year 4 91.6%  
Year 5 76.19%  
Year 6 66.6%  
Year 7 66.6%

Students Achieving SEA in Maths:

Year 2 86.3%  
Year 3 78.5%  
Year 4 90.9%  
Year 5 75%  
Year 6 73.3%  
Year 7 75%

Phonics Screening:

Our Year 1 student results were significantly improved from 2019.

Screening Score: 2019

0-20 = 76%  
20-28 = 14%  
28 = 10%

Screening Score: 2020

0-20 = 43%  
20-28 = 14%  
28 = 43%

## Attendance

| Year level    | 2017  | 2018  | 2019  | 2020  |
|---------------|-------|-------|-------|-------|
| Reception     | 85.5% | 90.1% | 83.1% | 86.2% |
| Year 1        | 91.0% | 83.4% | 90.7% | 72.4% |
| Year 2        | 88.2% | 89.9% | 87.8% | 81.9% |
| Year 3        | 84.5% | 90.7% | 91.2% | 78.9% |
| Year 4        | 82.5% | 87.7% | 88.0% | 83.5% |
| Year 5        | 93.0% | 91.7% | 86.2% | 81.4% |
| Year 6        | 91.7% | 94.6% | 87.9% | 77.9% |
| Year 7        | 86.9% | 92.8% | 92.5% | 77.0% |
| Primary Other | 93.3% | 91.3% | 89.8% | 90.0% |
| Total         | 89.4% | 90.2% | 89.1% | 83.0% |

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

## Attendance comment

Attendance is a large focus. At this time it is sitting at 88%. There are currently 23 students who are attending under 70%. Adequate actions have been taken to change this outcome. This consists of phone calls home, meetings held, attendance letters sent, attendance plans formed, referrals to the Social Work Truancy Line in the Department for Education, home visits and Mandated Notifications made if required. Of the 23 students; 3 have medical conditions that require consistent medical treatment, 5 are in transient regularly and the remaining 15 have continuous family situations that arise. We also provide attendance awards each term for the students who achieve our school goal of 93% attendance.

## Behaviour support comment

2020 saw an increased number of enrolments of students with very complex needs. There were several incidences of extreme behaviour from a small number of repeat offenders. These students were all trauma affected. Our response was to ensure all staff undertook training in Trauma Informed Practice (Berry Street professional learning days). The leadership team undertook additional Berry St training. We worked closely with our Behaviour Coach to provide additional support / strategies to class teachers and support staff. One student was enrolled in Access for Learning for two terms and the application for another student to attend has been accepted for term 1 2021.



## Client opinion summary

### Parent:

A total of 35 parents completed the perception survey in 2020. This was a significant increase from the past few years. Overall, parent opinion was high to very high in the areas of respect and communication. While parents indicated they have useful discussions with the school about their child/ren's learning, they were not so confident about the school's effectiveness in providing information to parents about the standard of work that is expected for students.

Parents indicated they have opportunities to have input into their child/ren's learning, that they often talk to their children about their learning and their children have good routines for learning.

Parents indicated they would like more help from the school to support their child/ren to address their needs.

We will continue to strongly encourage parents and carers to attend formal and informal meetings to discuss their child/ren's progress.

Staff rated themselves highly in provision of learning design that develops meta-cognitive talk and learning tasks that provide appropriate levels of challenge for all students.

In 2021 we will move forward with more professional sharing of practice as well as collecting feedback from students to confirm the quality of teaching and learning programs.

Staff indicated they would like more opportunities to work collaboratively and to have some leadership opportunities.

This is an area we will investigate further with all staff. In 2020 teaching staff had opportunities to train in and develop their leadership skills through the PLT Pillar role. Over the year 7 different teachers took up this opportunity.

Collaborative planning opportunities were provided through provision of release time for teachers to:

- Work collaboratively with a Literacy Coach
- Work collaboratively as a JP team to plan phonics instruction
- PLT Pillars were released to plan PLT meetings
- Four teachers were released for training in planning and delivering our PFD in term 4.

We will further investigate this area with the aim of clarifying and developing a consistent understanding of what leadership means to us.

Staff also indicated they would like leaders to be more visible in classrooms. The leadership team trialled a different way of observing teaching practice and providing feedback to teachers during the latter part of the year. This meant leaders were in classrooms much more often.

This will be another area in which the leadership team will gather feedback from teaching staff.

## Intended destination

| Leave Reason                | Number | %     |
|-----------------------------|--------|-------|
| Employment                  | 0      | NA    |
| Interstate/Overseas         | 11     | 12.1% |
| Other                       | 0      | NA    |
| Seeking Employment          | 0      | NA    |
| Tertiary/TAFE/Training      | 0      | NA    |
| Transfer to Non-Govt School | 1      | 1.1%  |
| Transfer to SA Govt School  | 78     | 85.7% |
| Unknown                     | 1      | 1.1%  |
| Unknown (TG - Not Found)    | 0      | NA    |

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

## Relevant history screening

All staff have up to date Working with Children Checks.

# 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 | 29                       |
| Post Graduate Qualifications | 4                        |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 | 0.4            | 17.2           | 0.8                | 8.2            |
| Persons               | 1              | 19             | 1                  | 10             |

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

## Financial statement

| Funding Source       | Amount   |
|----------------------|----------|
| Grants: State        | \$1,122  |
| Grants: Commonwealth | \$500    |
| Parent Contributions | \$62,785 |
| Fund Raising         | \$3,594  |
| Other                | \$0      |

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

## 2020 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 2020 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  | Several proactive programs were put in place during 2020. SSO's were trained in "What's the Buzz" and the school subsidised student enrolment into Children's University and whole school incursions addressing Persistence.  | Increased numbers of students with highly complex needs resulted in an increase   |
|  | Improved outcomes for students with an additional language or dialect  | A teacher was employed 0.4 to work closely with small groups of students, most of whom had recently transitioned from the IELC program into mainstream classes. Student learning goals focussed on building vocabulary for r  | All students involved in the intervention program demonstrated an improved understanding  |
|  | Inclusive Education Support Program  | Teachers were released to train in writing One Plans with clearly defined SMARTA goals for each learner.<br>Barriers to learning were identified and staff undertook training in how to provide appropriate adjustments for the   | Staff identified Interoception as a program that would benefit both staff and st  |
| Targeted funding for groups of students  | Improved outcomes for rural & isolated students<br>- Aboriginal students<br>- numeracy and literacy including early years support<br>First language maintenance & development<br>Students taking alternative pathways IESP support | Junior Primary teachers were released to work with a Literacy Coach. The focus was to analyse phonics screening data and to develop a consistent approach to the teaching of synthetic phonics in Reception, Years 1 & 2.<br>Teachers were released to train in the new IESP process and funding applications.<br>Teachers were released to work collaboratively with the DP to prepare IESP packages to apply for funding for identified students.<br>SSO's were employed to provide additional support for students. Site leaders used their teaching component to work in identified classroom | Phonics Screening results indicated significant improvement for Year 1 students.<br>Teaching practice across the JP classes was consistent and based on a common Sc |
| Program funding for all students         | Australian Curriculum  | Staff meeting time was allocated to enable teachers to jointly moderate samples of student learning.<br>Some release time was provided for Year level cohort teams to co plan units of work.  | Planning for 2021 collaborative investigation into the new Curriculum Tracker an  |
|  | Aboriginal languages programs<br>Initiatives   | Our ACEO was provided with some hours to teach Aboriginal Languages across the school. Aboriginal students presented key words in Aboriginal languages at each whole school assembly. This information was also included in   | Students across the school know key words in a variety of Aboriginal languages.   |
|  | Better schools funding   | Class teachers were released to attend training in facilitating Professional Learning Teams and to plan for on site workshops for teachers.<br>Teachers worked in PLT's to conduct teaching and learning sprints.<br>Review of th   | Review of the impact of teaching and learning sprints indicated that all student  |
| Other discretionary funding              | Specialist school reporting (as required)  | Not Applicable  | N/A   |
|  | Improved outcomes for gifted students  | Not Applicable  | N/A   |

