Hawthorndene Primary School
2016 Annual Report
to the School Community

Government of South Australia
Department for Education and Child Development

Hawthorndene Primary School Number: 972

Partnership: Mitcham Hills

Name of School Principal: Diane Winterling

Name of Governing Council Chair: Trevor Harrison

Date of Endorsement: 06/03/2017

School Context and Highlights

Hawthorndene Primary School is a category 7 school characterised by high numbers of students living in relatively stable, homogenous families who place great value in their children's education, their natural surroundings and their quality of life.

The school has one Aboriginal student as well as several students whose families are from Asian countries. The students at Hawthorndene Primary School are happy, confident and creative, and they demonstrate a caring and courteous attitude towards others.

The Governing Council and staff work collaboratively to ensure that our school remains committed to its values of "Care, Learning & Confidence".

In 2016 the staff commenced the process to develop a core set of attributes that the school aims to develop in all students. This will focus on all students as Powerful Learners.

Staff also began working collaboratively in learning teams to develop units of inquiry. These units are presented in a transdisciplinary mode. It is anticipated this will extend in 2017 working to develop a program of inquiry across the school which maps the Australian Curriculum.

Throughout the year the emphasis on developing "Every space as a learning space" resulted in whole staff from the early years visiting other schools, participating in workshops and beginning to explore a Reggio Emilio approach to the design of learning spaces. Planning for the redevelopment of the area adjacent to Reception classes was part of this process.

Student voice continued with a stronger emphasis through the implementation of Student Action Teams. Students in Year 6/7 enthusiastically embraced the opportunity to initiate, plan and facilitate events for the whole school.

The inaugural Day on the Dene initiated by the Parents and Friends was a huge success and will become a biannual event. The Year 6/7 students used the opportunity to develop a unit of inquiry around ACARA economics requirements which proved to be an authentic learning experience for many.

In 2017 work will continue through the site improvement plan on Powerful Learners, Inquiry and Numeracy.

Governing Council Report

I would first like to thank all Council members who served both HPS and the community so effectively during 2016. Their passion, dedication and support for the school is a testament to the high calibre of serving Council members. I would especially like to thank the following members who are finishing their term on Governing Council, Alexis Watt, Zara Soden, Alex Emmerich and Craig Baulderstone. The contribution made by these individuals have been invaluable to the school.

Governing Council continues to actively pursue issues on behalf of parents and the community on school policy (non-curriculum), facilities and programs. The role of Councillor can be a difficult one and 2016 brought with it a number of challenges, which council successfully navigated bringing outcomes which were in the best interests of the school and the students.

2016 saw the commencement of the schools new Principal, Ms Diane Winterling, for a term of 7 years. Diane has many years prior experience in education and brings with her the qualities of a modern educator and administrator. Governing Council, whilst understanding change can be difficult for everyone, has worked closely with Ms Winterling to make the transition as smooth as possible.

Governing Council is well supported by its subcommittees and I would like to thank the participants of those committees for their time and effort. Council would also like to mention a special thanks to P & F who's tireless efforts continue to provide such valuable services like the 'Kids Eat Fresh Program", cake days and lunch orders to name but a few. They also continue to innovate with activities that promote community involvement whilst raising much needed funds for the school.

Governing Council provides the OHSC and VACOS programs, while overseeing the day to day operations provided by the Director and staff is the OSHC Management Committee. The program continues to go from strength to strength and is a testament to the hard work of these people. Numbers of students attending OSHC are at record levels with the current maximum positions available now at 75.
In closing, Council would like to thank all the other parents that willingly give up their time and energy to assist the school and further support the students and staff.
Governing Council also recognises the teaching staff, SSO's & Administrative Staff for their continued dedication dedication, hard work, planning and genuine care & concern for the students at HPS.

Improvement Planning and Outcomes

Literacy
Staff engaged in a Sheena Cameron comprehension workshop as part of the identified target area to improve comprehension strategies. This was followed by sharing of practise in learning team meetings.
The implementation of a whole school database 'Impromation' and teacher training created a repository for whole school data and easy access to view and reflect on trends.
NAP and PAT Tracker provide visual representation of data to compare with Site Improvement Targets.
Classes continued to incorporate Daily Dash for 10 minutes of sustained daily writing.
Early Years introduce sounds and Tricky Words through the Jolly Phonics program. In Year 1 and 2 Jolly Grammar provides the base for explicit teaching of grammar.
In 2016 several staff trialled 'Words their Way' as a diagnostic tool for spelling. Students engaged in word sorts and spelling strategies based on their diagnostic assessment.
Reception students were assessed at the end of their first term using Concepts of Print and Speech and Phonological Awareness. This provided teachers with growth points for the whole class as well as individual students to assist with required skills development in their first year of schooling.
Students exceeded targets of the site improvement plan.

Numeracy
Throughout 2016 staff continued to focus on numeracy as highlighted in the Site Improvement Plan.
Attendance at the Mitcham Hills Partnership facilitated by Martin Westwall provided a focus for the "plusness" of learning engagements.
The Mitcham Hill Partnership developed a Numeracy agreement which was modified and presented to staff as a possible agreement for Hawthorndene Primary School. Further development will continue in 2017.
As part of the regular learning team meetings and designated staff meetings work samples were moderated. Tasks were analysed to determine the capacity for intellectual stretch.
Leadership attended the DECD Results Plus and several resources were shared with staff as part of a SFD on Growth Mindset and to determine if students were 'coasting.'
The PAT data day for leadership provided resources and an awareness of how to interpret PAT results and utilise the resources when identifying specific areas for student improvement. The Mitcham Hills Partnership Principal consultant, Chris Lawrence, facilitated a staff meeting to present PAT resources and data analysis. This formed the foundation for ongoing staff reflection in staff meetings and learning teams to determine growth points for teaching and learning.
The TeFL coordinator continued to share resources and strategies as required.
I Can do Maths was introduced to assess Year 1 and 2 students in term 4 and the school based foundation "I can do Maths" test. Students exceeded SIP targets.

Learning Teams
In 2016 learning teams met at least 4 times per year to work collaboratively and plan a unit of inquiry. The focus was inquiry pedagogy and higher order thinking skills. The Principal and Deputy Principal attended all planning meetings and utilised a planner which incorporated the Kath Murdoch Inquiry Cycle (Tuning In, Finding out, Sorting Out, Going Further, Making Conclusions, Going Further) and connected the learning intent with the Australian Curriculum.
Teachers used the TfEL compass student feedback survey to reflect on the teaching and learning at the conclusion of a unit of inquiry. Visible Thinking Routines were introduced to reflect and share effective practice. Moderation tasks assisted in the assessment of student work. Challenging students by developing tasks that allowed for intellectual stretch became part of the collaboration process. A student free day on Growth Mindset created an opportunity for staff to reflect on their teaching and learning.

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
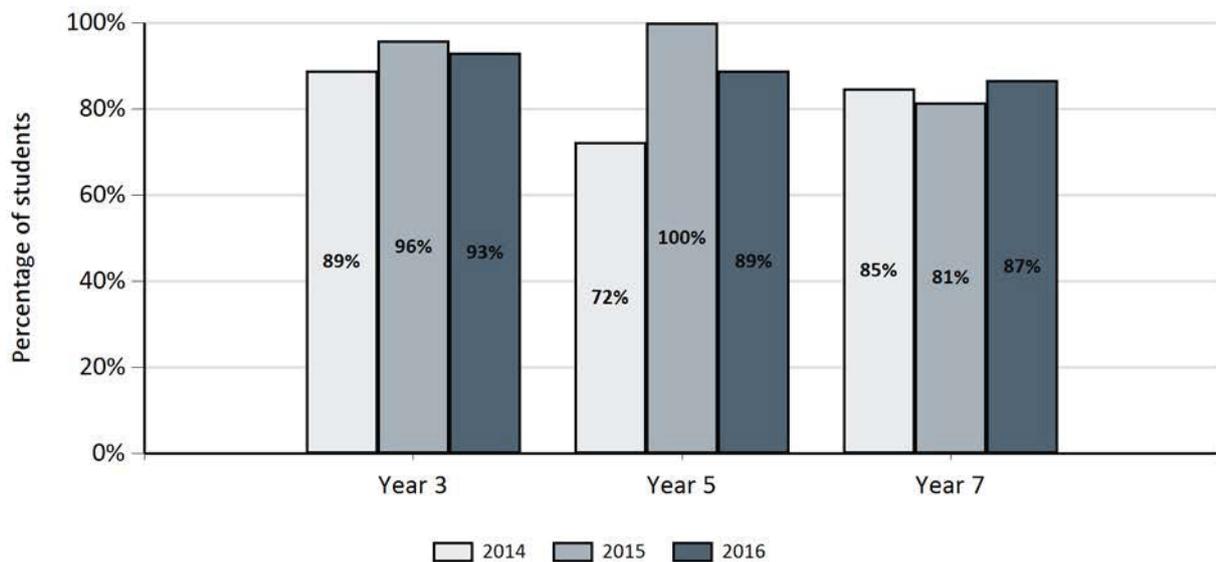
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
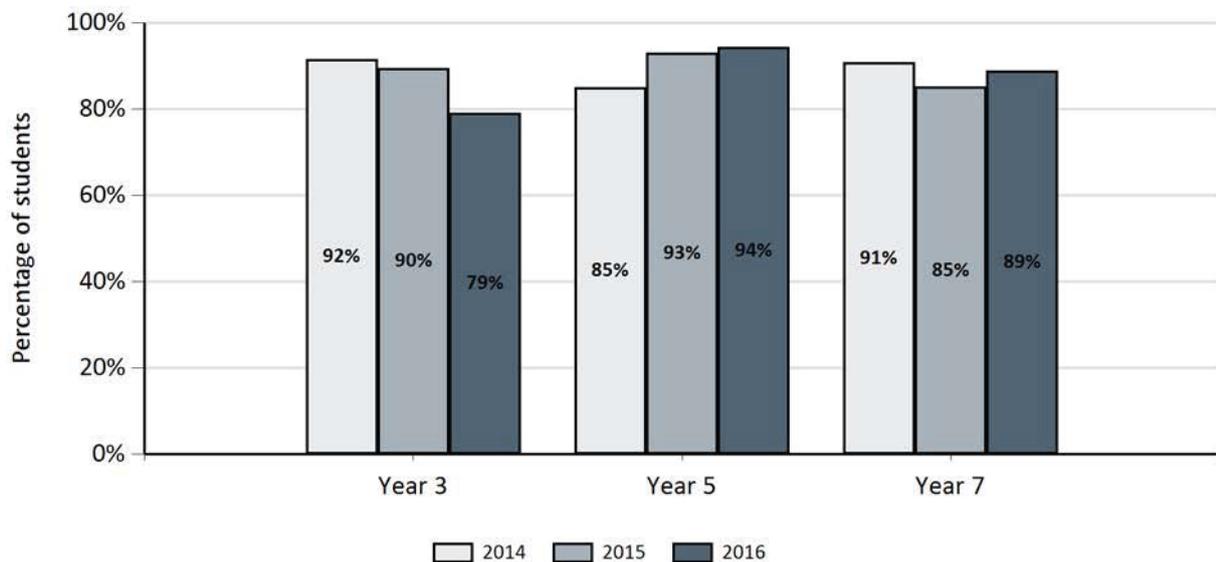
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NAPLAN Progress

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	13%	11%	25%
Middle progress group	47%	43%	50%
Upper progress group	41%	46%	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	6%	22%	25%
Middle progress group	66%	57%	50%
Upper progress group	28%	22%	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	43	43	29	18	67%	42%
Year 3 2014-16 Average	42.3	42.3	30.7	23.0	72%	54%
Year 5 2016	36	36	26	15	72%	42%
Year 5 2014-16 Average	37.3	37.3	19.3	13.7	52%	37%
Year 7 2016	45	45	18	14	40%	31%
Year 7 2014-16 Average	35.0	35.0	13.3	11.3	38%	32%

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

Literacy
Students exceeded targets of the site improvement plan.
91% of year 1 students were reading at Level 15 or above by the end of term 3
93% of year 2 students were reading at Level 22 or above by the end of term 3
90.7% year 7 students achieved Numeracy EAS
94.12% of Year 5 students achieved Numeracy EAS
97.44% or Year 3 students achieved Numeracy EAS

74.42 %Year 7 achieved in higher bands
91.18 %Year 5 achieved in higher bands
87.18% Year 3 achieved in higher bands

Numeracy
Students exceeded targets of the site improvement plan.
95 % of year 7 students achieved Numeracy EAS
100 % of Year 5 students achieved Numeracy EAS
87.18 % or Year 3 students achieved Numeracy EAS

57.14 % Year 7 achieved in higher bands
88.24% Year 5 achieved in higher bands
79.49% Year 3 achieved in higher bands

Hawthorndene Primary received recognition from our local Member of Parliament , Sam Duluk, for ranking in the top 10 South Australian schools in the rankings published in The Age newspaper.

Staff have identified that Numeracy results in the NAPLAN Upper Two Bands Achievement data is not quite as strong as literacy. In line with the Mitcham Hills Partnership focus HPS are part of a consultant support program in Numeracy for 2017.

Attendance

Year level	2014	2015	2016
Reception	94.7%	95.0%	92.7%
Year 01	93.4%	94.5%	94.6%
Year 02	94.6%	94.4%	93.3%
Year 03	95.7%	94.9%	93.4%
Year 04	97.1%	94.7%	91.5%
Year 05	94.5%	96.3%	93.7%
Year 06	95.4%	94.9%	93.4%
Year 07	92.7%	94.6%	92.7%
Total	94.7%	94.9%	93.2%

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

Attendance Comment

Attendance at Hawthorndene Primary School continues to remain constant with a large number of families completing requests for exemption due to family holidays.

Contact is made with families for all unexplained non attendance including students who do not arrive at school and for which no message on the answering machine or school app has been received.

Chronic non attendance is referred to the DECD attendance officer followed by home visits, parent meetings and a plan to assist with attending school.

Behaviour Management Comment

During 2016 there were 37 incidences recorded of focus room attendance.
Of these, repeat visits were recorded by 5 students.

Disobeying a direction 19 records
Potentially dangerous or rough behaviour 22 records

Client Opinion Summary

Parent Opinion Survey and responses
Teachers at this school expect my child to do his or her best 3.8
Teachers at this school provide my child with useful feedback 3.6
Teachers at this school treat students fairly 3.8
This school is well maintained 4.1
My child feels safe at this school 4.3
I can talk to my child's teachers about my concerns 4.0
Student behaviour is well managed at this school 3.9
My child likes being at this school 4.1
This school looks for ways to improve 3.7
This school takes parents opinions seriously 3.1
Teachers at this school motivate my child to learn 3.5
My child is making good progress at this school 3.6
My child's learning needs are being met at this school 3.6
This school works with me to support my child's learning 3.5

Highest area rated 'My child feels safe at this school' and lowest 'This school takes parents opinions seriously'.
On reflection of percentages 70% of responses rated Agree or Higher that the school did take parents opinions seriously.

 Staff Opinion Survey based on an internal review of HPs processes and culture.
Highest ranking occurred in the areas of 'Feeling supported' and 'Opportunities to engage in new learning'.

Areas for improvement include communication and decision making with a slight decrease (1%) in this data.
As a result staff are developing a decision making policy.

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	3.1%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	3	9.4%
Transfer to SA Govt School	28	87.5%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

DECD Relevant History Screening

At Hawthorndene Primary School DECD processes are followed to ensure relevant screening occurs.

Volunteers provide their details to the front office staff. These details are then put into the system and the volunteer responds. The school is alerted once the screening is completed or if there is a problem.

The outcomes of the applications are recorded on EDSAS and reports issued for teachers as requested when planning classroom events or seeking volunteer help.

All volunteers in the school undergo relevant screening as required.

HPS is aware of the situations that do not require 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	40
Post Graduate Qualifications	12

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	0.0	18.6	0.0	6.0
Persons	0	22	0	8

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

Financial Statement

Funding Source	Amount
Grants: State	$18,338
Grants: Commonwealth	$34,907
Parent Contributions	$286,124
Fund Raising	$32,059
Other	$66,696

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

*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	N/A	
	Improved Outcomes for Students with an Additional Language or Dialect	N/A	
	Improved Outcomes for Students with Disabilities	All funding received is directly allocated to students with a disability. In 2016 this focussed on individual or small group withdrawal supported by SSO's under direction of the class teacher/s.	SWD received targeted support in line with NEP's.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Funding provided cultural experiences as part of the Hawthorndene Primary School biannual HATSI day. One student receives funding. Funding supported Hawthorndene Aboriginal and Torres Strait Islander HASS cultural experiences. SIP plan targeted Numeracy and Literacy. Sheena Cameron whole school professional development and whole staff utilising results plus and Martin Westwall 'plusness' to focus on problem solving.	HASS achievement standard met / SEA student numbers
	First Language Maintenance & Development	N/A	
	Students taking Alternative Pathways	N/A	
	Students with Learning Difficulties Grant	All funding directed to support students with a learning difficulty who did not receive a level of support through SSO intervention as directed by the class teacher/s	Students working with SSO's to bridge the gap in their learning and the expectations at year level.
Program Funding for all Students	Australian Curriculum	Growth mindset, assessment and moderation	
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	At HPS all funding received is alocated to stduents identified with learning difficulties who do not qualify for a level of support	Students working with SSO's to bridge the gap in their learning and the expectat
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	Funding supported the Deputy Principal 1 day per week in a 'Counselling' Role	What's the Buzz Student personal interaction and counselling as required