



Hawthorndene Primary School 2017 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:

21st March 2018

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 percentage of families qualifying for school card was 5.32% during 2017.

The school has two Aboriginal students 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 2017 the staff continued the process to embed a core set of attributes that the school aims to develop in all students. These are known as the PLA's (Powerful Learner Attributes).

Learning teams worked collaboratively to develop units of inquiry. These units are presented in a transdisciplinary mode. In 2017 a program of inquiry was developed across the school mapping the Australian Curriculum. This process was led by the Senior Leader in Learning Improvement (SLLIP) for the Mitcham Hills Partnership who is based at Hawthorndene Primary School.

Refurbishment of facilities continued with the two Reception classes receiving sound minimisation treatment and the areas outside these classrooms evolving as an early years learning space. Several Early years staff travelled to Sydney for the biannual Reggio Emilio conference.

In Term 3 and 4 the appointment of a SLLIP with a strength in STEM saw the beginning of STEM thinking for both staff and students.

Student Action Teams strengthened with five focus areas (Fundraising, Events, Sports, Performing Arts, Sustainability). The SAT leaders enthusiastically embraced the opportunity to initiate, plan and facilitate events for the whole school. The highlight was the inaugural Hawthorndene's Got Talent and lunchtime art lessons leading to Royal Show entries.

The inaugural Middle School Canberra Trip was a huge highlight for these students as acknowledged in their Graduation speeches. In preparation students had to research a fallen soldier from the Blackwood Memorial, research and then place a poppy on the poppy wall at the Australian War Memorial.



Governing Council Report

On behalf of Hawthorndene Primary School Governing Council, I submit the following Chairpersons Report for 2017.

I would first like to thank all Council members who served both HPS and the community so effectively during 2017. Their passion, dedication and support for the school is a testament to the high calibre of serving Council members.

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 2017 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.

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 whose tireless efforts continue to provide such valuable services like the "Kids Eat Fresh Program", fun food 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.

Council continues to invest in school facilities with much needed work having been carried throughout the school over the recent school holidays. These improvements predominately include the completion of the modernisation of learning spaces in the down stairs area of the main building together with work carried out in rooms 14,15,17 and 18.

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 and Administrative Staff for their continued dedication, hard work, planning and genuine care and concern for the educational and personal development, safety and wellbeing of all the children at HPS.

Improvement Planning and Outcomes

Powerful Learners

Staff and students used a common language based on the Powerful Learner Attributes (PLA's). This included reflections in class, student feedback on their learning and the learning design. Student reports reflected the descriptive language of the PLA's to describe the qualities of the student as a learner. Staff were able to reflect on their pedagogy using the PLA's. The PLA's were displayed in all learning areas. Staff modelled a growth mindset and an increased number of students were participating and persisting in challenging tasks. The learning pit became a visual interpretation for students to understand they cannot do it 'YET'.

Inquiry

Learning teams (Reception, Year 1/ 2, Year 3, Year 4/5, Year 6/7) developed four units of inquiry for the year using the HPS Australian Curriculum planner lead by the Teacher Librarian, Deputy Principal and Principal. Planning meetings were held each term utilising the days that staff chose to 'bank' across the year. The inquiry cycle was evident in classrooms and in the planning cycle.

Specialist teachers developed units of inquiry as stand alones or in support of units of inquiry developed by learning terms e.g. Year 6/7 Matilda the Musical. There was a focus on developing quality Task design to evoke intellectual stretch with the intent of providing opportunity for consensus moderation.

Through inquiry Literacy continued to remain a focus with R-7 Literacy embedded into units of inquiry creating authentic literacy experiences. Links between literacy and units of inquiry e.g. genre, were identified. Words their Way supported an inquiry approach to the spelling of words initiated after all staff attended day of training in week 0. The emphasis remained on an increased staff use of Formative Assessment to improve student achievement. Running records continue to remain at a high standard with only 0.06% of students not achieving SEA. In Year 3 NAPLAN reading 45.83% of students achieved Band 6 or higher, Year 5 NAPLAN reading 34.04% of students achieved Band 8 or higher. These results will be used by DECD to determine funding for the Literacy component of the Literacy and Numeracy First allocation. This funding is new to schools in 2018.

Numeracy

Throughout 2017 staff continued to focus on numeracy as highlighted in the Site Improvement Plan. The Mitcham Hills Partnership facilitated the Year 3- 5 numeracy project facilitated by Tierney Kennedy. Teachers collected student data, attended workshops designed to reflect on their learning design and then recollected student data to determine their effect size.

Tierney Kennedy also lead moderation facilitator training with several staff attending in order to lead the process in school. HPS staff participated in webinars, SLLIP facilitated workshops and SFD in order to design appropriate tasks for moderating numeracy.

Staff analysed NAPLAN results question by question to determine growth areas with an understanding that NAPLAN is a whole school responsibility not just a year level. Use of the Impromation database through NAP tracker and PAT tracker introduced staff to the concept of students who are 'coasting'.

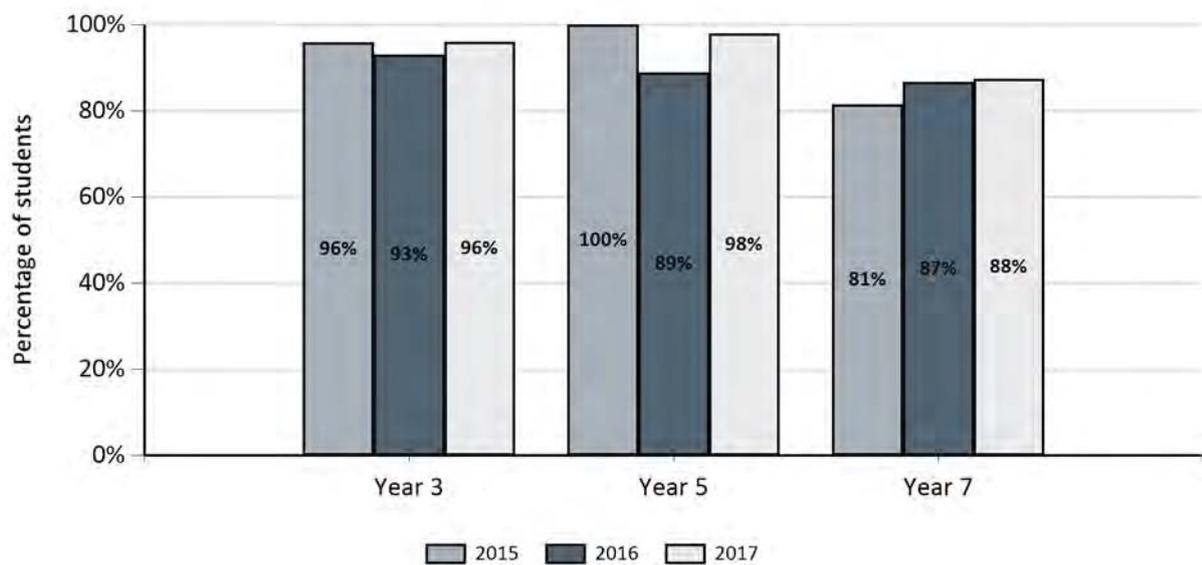
When analysed NAPLAN Numeracy data indicated 27.08% of Year 3 students achieved Band 6 or higher, while 17.02% of Year 5 achieved Band 8 or higher. As for literacy these results will be used by DECD to determine funding for the Numeracy component of the Literacy and Numeracy First allocation.

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.

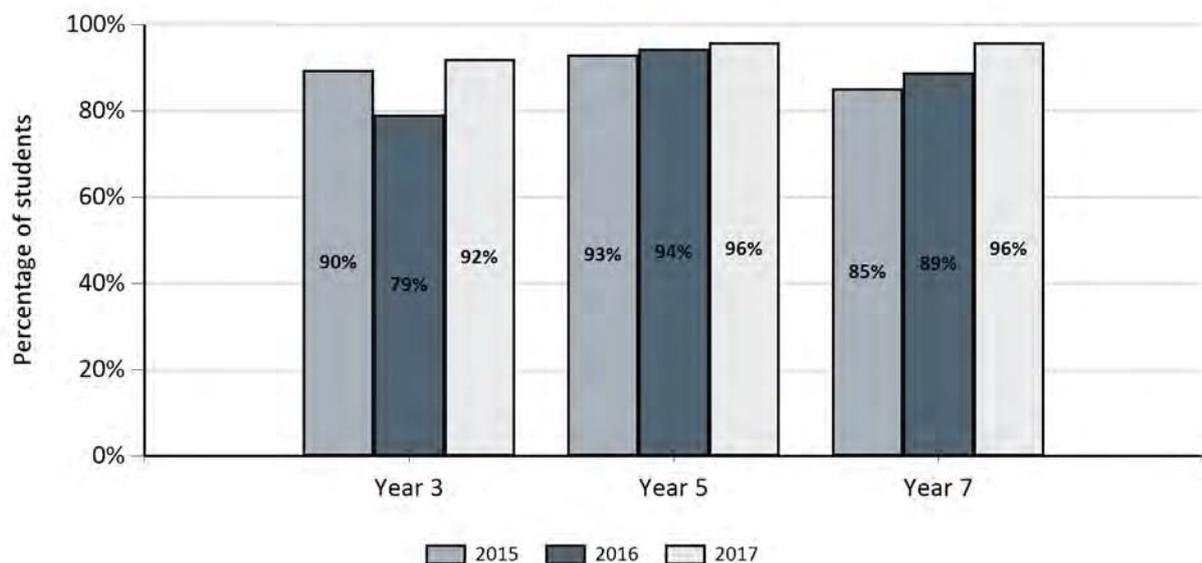
Reading



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



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.

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	35%	18%	25%
Middle progress group	39%	41%	50%
Lower progress group	26%	41%	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 3-5	Year 5-7	State (average)
Upper progress group	49%	14%	25%
Middle progress group	42%	59%	50%
Lower progress group	9%	27%	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	50	50	37	29	74%	58%
Year 3 2015-17 Average	47.0	47.0	33.7	24.3	72%	52%
Year 5 2017	48	48	28	24	58%	50%
Year 5 2015-17 Average	37.7	37.7	23.3	18.7	62%	50%
Year 7 2017	24	24	8	10	33%	42%
Year 7 2015-17 Average	32.0	32.0	11.3	9.7	35%	30%

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

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

87% of year 2 students were reading at Level 22 or above by the end of term 3

88% year 7 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for reading

98% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for reading

96% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for reading

33 %Year 7 achieved in higher bands

58 %Year 5 achieved in higher bands

74% Year 3 achieved in higher bands

Numeracy

Students exceeded targets of the site improvement plan.

96 % of year 7 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for numeracy

96% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for numeracy

92% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for numeracy

42 % Year 7 achieved in higher bands

50% Year 5 achieved in higher bands

58% Year 3 achieved in higher bands

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 continues to participate in the consultancy facilitated Numeracy program. DECD SLLIP has also supported staff in the development of learning tasks to moderate numeracy.

In 2017 a partnership project engaged teaching staff from all of the partnership schools to develop learning engagements which formed the foundation of a web based resource across the partnership.

The data collected from the Wellbeing and Engagement Survey for students in 2017 indicated HPS students were Happy, Optimistic, Satisfied with Life. When questioned about engagement and support at school, they rated the following qualities of HPS very highly; their connection with adults at school, emotional engagement with their teachers, peer belonging, cognitive engagement, friendship intimacy, school climate and school belonging.

88% of Year 2 students achieved SEA or above in annual Running Record data collection

93% of Year 1 students achieved SEA or above in annual Running Record data collection

Attendance

Year level	2014	2015	2016	2017
Reception	94.7%	95.0%	92.7%	94.7%
Year 1	93.4%	94.5%	94.6%	90.9%
Year 2	94.6%	94.4%	93.3%	94.7%
Year 3	95.7%	94.9%	93.4%	93.4%
Year 4	97.1%	94.7%	91.5%	93.3%
Year 5	94.5%	96.3%	93.7%	93.7%
Year 6	95.4%	94.9%	93.4%	93.6%
Year 7	92.7%	94.6%	92.7%	95.6%
Total	94.7%	94.9%	93.2%	93.7%

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 2017 there were 23 incidences recorded of focus room attendance. There were no repeat visits were recorded students.

Disobeying a direction 4 records
Potentially dangerous or rough behaviour 17 records
Out of bounds 2 records

Client Opinion Summary

Parent Opinion Survey and responses

Teachers at this school expect my child to do his or her best 4.1
Teachers at this school provide my child with useful feedback 3.9
Teachers at this school treat students fairly 3.9
This school is well maintained 4.2
My child feels safe at this school 4.3
I can talk to my child's teachers about my concerns 4.3
Student behaviour is well managed at this school 3.9
My child likes being at this school 4.2
This school looks for ways to improve 3.9
This school takes parents opinions seriously 3.2
Teachers at this school motivate my child to learn 3.7
My child is making good progress at this school 3.7
My child's learning needs are being met at this school 3.5
This school works with me to support my child's learning 3.6

Highest area rated 'My child feels safe at this school/ I can talk to my child's teachers about my concerns' and lowest 'This school takes parents opinions seriously'.

On reflection the average response indicates that 64% of parents agree that the school did take parents opinions seriously.

The staff Psychological Hazard and Health Care Check responses for 2017 :

Supportive leadership	Strongly agree
Role clarity	Strongly agree
Co-worker interaction	Agree
Participative decision making	Strongly agree
Goal alignment	Agree
Appraisal & recognition	Strongly agree
Employee development	Strongly agree
Work demands	Agree
Individual morale/distress	Agree
Group morale/distress	Agree
Other	Strongly agree

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	3	4.7%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	11	17.2%
Transfer to SA Govt School	50	78.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

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 require. 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	46
Post Graduate Qualifications	12

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	18.9	0.0	5.7
Persons	0	22	0	9

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

Financial Statement

Funding Source	Amount
Grants: State	\$143,090
Grants: Commonwealth	\$8750.00
Parent Contributions	\$272,774.00
Fund Raising	\$26,667.00
Other	\$97,385.88

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
	Improved Behaviour Management and Engagement	All funding received is directly allocated to targeted students. In 2017 this resulted in appointment of dedicated SSO support for the students.	
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	All funding received is directly allocated to identified students. In 2017 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.
	Improved Outcomes for Students with Disabilities	All funding received is directly allocated to students with a disability. In 2017 this focussed on individual or small group withdrawal supported by SSO's under direction of the class teacher/s.	HASS achievement standard met SEA student numbers
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	Funding provided cultural experiences as part of the Hawthornedene Primary School Indigenous perspectives. One student receives funding. Funding supported Hawthornedene Aboriginal and Torres Strait Islander HASS cultural experiences. SIP plan targeted Numeracy and Literacy (ongoing). MHP focus with Tierney Kennedy supported by funding of additional staff to attend. N/A N/A 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 Growth mindset, Numeracy, assessment and moderation	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 Aboriginal Languages Programs Initiatives Better Schools Funding Specialist School Reporting (as required) Improved Outcomes for Gifted Students Primary School Counsellor (if applicable)	N/A N/A At HPS all funding received is allocated to students identified with learning difficulties who do not qualify for a level of support N/A N/A Funding supported the Deputy Principal 1 day per week in a 'Counselling' Role	Students working with SSO's to bridge the gap in their learning What's the Buzz Student personal interaction and counselling as required