Hackham East Schools R-7 Annual Report 2013
2013 has a series of firsts:
- Hackham East Primary School (HEPS) began its first year as an amalgamated school. It was the first time that the leadership team was reduced to 3 people.
- "Miss Sally" Slattery began as Deputy Principal.
- Mrs Jacinta Wade began as School Counsellor, later to become pregnant and leave to be replaced my Mr Scott Megson in his first leadership role. Mr Megson has since won the position for the next 3 years.
- It was the first year in 9 that the school did not have a French Co-ordinator.
- It was the first year that the school had a Junior Primary and Primary Special Class with the establishment of the Mrs McAllister’s Primary Small Class.

2013 will also see a number of lasts:
- Mr Lamshed will leave to take up a Senior Leader position at Woodend PS after 8 years of outstanding service to the school community. Mr Lamshed was instrumental in establishing Single Sex education in the school. His Boys Class has raised about $20000 through Clippers For Cancer. He has run the School Choir and played a big part in running the Festival of Music Choir at the Festival Theatre. His impact of the school’s digital learning has been profound. He will be a huge loss to our school. We wish him all the best for his future at Woodend. We are confident that we will form a good partnership with him at his new school.
- Mrs Josephine Stirna retired at the end of term 3 after being on Long Service Leave this year
- The last of the old Reception and administration area with 2014 beginning with the upgrade due to the amalgamation.

2013 Highlights
- Further deployment of iPads into the school learning program to give 1:1 for year 4-7 classes.
- Clippers for Cancer
- The opening of the Jamie Mugridge Memorial Garden
- The School Choir’s performance at the Festival of Choirs at the Festival Theatre
- The Kapa Haka’s performance as visiting artists at the Festival of Choirs at the Festival Theatre
- Sports Week, Jump Rope For Heart and SAPSASA competitions
- School Concert
- Hackham Has Talent and farewells on the last day

Staff Professional Learning
- Staff trip to Melbourne to visit Monmia, University Park, Silverton and St Albans Meadows Primary Schools
- Development of the Independent Reading and Classroom Library Program
- Australian Curriculum
- Day spent with Dylan Wiliam on Formative Assessment during the holidays
- Blogging Workshops
- George Couros’s Masterclass hosted here

Governing Council Report
The Governing Council started 2013 with 13 new and returning members. It has been a great year with this Governing Council. We have had ups and downs and made fantastic changes to the school.

Promotions team ordered in lanyards to celebrate HEPS 40th birthday on the 4th of June 2013, which we celebrated by handing out cake to parents, caregivers, teachers and students. The school 40 photo on oval was a big hit and created an awesome picture of our school.

Council successfully moved to get swimming lessons changed to team 2 week 6 in 2014.

Governing Council volunteered time to cater for functions in the Penney Space for The Early Years Conferences. Over 120 people at one time were catered for with extremely positive feedback.
The canteen still struggles to break even. Support from profits from the functions have kept it out of the red. We continue to work with Foodland for supplies.

Fundraising did a great job this year it has been achieved through the Craft Stalls; Easter, Mothers Day, Fathers Day, Christmas also on Election Day.

Constructions to the front office started late 2013 and will be completed by the end of the year. It provides a very attractive, professional looking and safe entrance to the school of which the community can be proud.

The inaugural Hackham Has Talent was held on the last day of the year and was so successful that it has been made into an annual event. The teacher farewells were held after. It was sad to see Mr Lamshed leave but wish him the best in his journey.

The School concert was fantastic despite a little rain near the end. It did not dampen the enjoyment of the hundreds of parents and students.

I had a ball at the year 7 graduation. It was lovely seeing our graduates grown up and so mature.

The Council agree to change school times to 8.50- 3.00pm Monday to Friday.

Bob Thiele was reappointed for the next seven years.
Scott Megson joined the Governing Council mid year as School Councillor after Jacinta Wade left on maternity leave.

OSHC started with a new director Jacky Smith who has transformed the OSHC. She has brought in her cat, got kids art work on the walls and lots more great things during the year. Jacky has been successful in increasing OSHC and Vac care numbers.

Dress code has introduced school bags and removed all lost property.

Great job by all volunteers though out the year and thank you all for your time and hard work put in to our school.

Claudia Hanton
Governing Council Chairperson

Site Improvement Planning

Priority 1: Literacy
The Site Learning Plan strategies changed with the appointment of Mrs Sally Slattery, Deputy Principal

Recommendations for 2013

- To improve diagnostic testing and its analysis to find the gaps in children’s learning and how to use this information to direct teaching and learning
- To continue to work on ways of improving teaching methodology and ensure all students are challenged and engaged
- To ensure that teachers are able to apply effective methodologies in the provision of a differentiated curriculum through mentoring, peers observations and specific training and development

The Site Learning Plan strategies were refined with the appointment of Mrs Sally Slattery, Deputy Principal who comes with an extensive literacy background having been a literacy consultant both overseas and interstate.

Staff Training and Development
The introduction of an emergent plan in the form of a Lotus Diagram outlining the range of instructional practices, pedagogy and assessment techniques to support the development of ‘Lifelong Readers’ was introduced to staff, and will be the focus for our work over the next 2-3 years. This year staff development has focused on introducing ‘classroom libraries’ and building reading stamina of students through daily ‘independent reading,’ and for teachers to begin conferring 1:1 with their students.
To support staff in this implementation all teachers were released in teams for 3 half day professional development sessions across the year, facilitated by Sally and assisted by Melissa Thiele, Reading Teacher and Jonathon Kaesler, Librarian. A number of staff meeting sessions were also dedicated to staff training.

The expectation and outcome is that all classrooms have classroom libraries, consisting of age appropriate books, selected, sorted and categorised by students allowing them to have a range of ‘just right/good fit’ books on hand. Teachers and students also have access to ‘broadbanded’ leveled texts (collections grouped together in 2-3 levels) to assist them in ensuring that students are matched to books that they can read with high accuracy and comprehend. All classrooms have a block of time ranging from 15-40 minutes for independent reading daily. During this time teachers have begun to conference with students 1:1 as another form of explicit teaching and ongoing assessment of reading strategies. Many teachers have also begun implementing explicit teaching of reading comprehension strategies including: making predictions, making connections, asking questions, inferring and summarizing.

PAT-R online assessment was introduced and all students from year 3-7 were assessed in April and again in November to determine progress in comprehension development.

The Literacy team reviewed the whole school Assessment Scope and Sequence and data collection in order to make the assessments that we use meaningful, timely and diagnostic in terms of informing teaching instruction. This will be implemented in 2014.

Jolly Phonics
All Reception-Year 3 students have continued to use the Jolly Phonics and grammar program. Teams will work together to look at how they can differentiate the delivery of the program in 2014 to allow for revision for some students and extension of others, by teaming and grouping students across classes.

Recommendations for 2014

Future priorities will include ongoing staff development to ensure consistency of teaching approaches and support in collaborative planning teams to use assessment data, aligning the English Australian curriculum and literacy cross curriculum strand to build consistency in content being delivered in like year levels.

Teams will continue to be released for in school professional learning with a focus on teaching comprehension strategies, small group explicit instruction, through guided reading, strategy groups and book clubs and continue with conferring and ‘deprivatisation’ of literacy practices through sharing and planning together in year level teams.

Teachers will be guided in how to use the PAT-R and other forms of reading assessment to differentiate for individual and small group learning needs and ensure that curriculum and approaches reflect the differing needs of learners. The PAT-R data to be used by teams at the beginning of the year to group and make decisions about teaching focuses for groups and individuals. Students will be assessed again in November to measure growth based on teaching.

Data boards as a form of making assessment and differentiation visible will be explored, as will developing ‘learning intentions’ and ‘success criteria’ to make learning visible and explicit to students.
WAVE Intervention

WAVE 1 Intervention
Through the implementation of Class Libraries, Independent Reading and Reading Conferences, teachers have started to look at developing differentiated reading programs that meet individuals’ needs within their Reading Block. In Term 4, after our visit to Melbourne Schools, we restructured our NIT timetable so that teachers with similar year levels could meet together once a week to plan in teams. This model will continue in 2014, with the support from the Reading Support Teacher, to develop consistency in the skills and strategies being taught, to assist teachers in learning from each other and to further enhance differentiated reading programs.

WAVE 2 and 3 Intervention
1:1 and 2:1 Multilit instruction has continued to prove to be an effective literacy intervention at Hackham East for Year 3-7 students who were below minimum benchmarks in reading. Five of our students completed the Word Attack Skills component of the course and have moved onto the Word Attack Skills Extension program.

Codes
HA High absenteeism
ATSI Aboriginal/Torres Strait Islander
PGA Pending Guidance Assessment
NEP Negotiated Education Plan
EALD English as an Additional Language or Dialect

Multilit Growth 2013

Minilit group instruction was used as a WAVE 2 intervention for students not reaching minimum benchmarks in literacy in Year 1 and 2. SPA test results, PM benchmark reading levels and Minilit pre-test results were used to establish groups with like needs.

We received APIS allocation funding for our ATSI students who had not reached minimum benchmarks in reading. All of these students accessed Minilit or Multilit programmes.
As a result of these programs as well as WAVE 1 class intervention, 62% of students have shown significant growth in their reading level attainment (see graphs). 52% of students who did not make the progress expected in Multilit/Minilit are students with high absenteeism (greater than 30 days of absences this year) and consistent lateness. This correlation between learning and absenteeism has confirmed that, in 2014, we need to look at strengthening our links with parents of these students as well as the students themselves through programs that target getting to school on time, personal meetings that inform the parents/caregivers about WAVE intervention and outline expectations of being involved in the programs, etc.

WAVE Recommendations
In Term 4, we reviewed our WAVE framework, asking teachers and SSOs to provide feedback on how WAVE intervention was operating at our site and to put forward suggestions to improve support for students across the school. The recommendations are listed below:

- released planning time with SSOs - 2 x per term (9 teachers said this)
- SSOs to be class based to monitor the rest of the class while teacher does explicit group work (3 people suggested this)
- one SSO dedicated to one class rather than several taking out different kids as this causes too much disruption (4 teachers made this suggestion)
- all SSOs receive the same training as teachers so we are all on the same page and using the same language and strategies being taught (2 people recommended this)
- communication between teacher and SSO to inform about programs and update students’ progress (3 people mentioned this)
- SSOs need to learn to let children take risks and make mistakes – develop a culture throughout the school for teachers and SSOs would be useful (1 person suggested this)
- SSOs like the structure of the Multilit/Minilit programs and find it satisfying to see students develop in their reading skills (4 SSOs said this)

From this information, the following strategies will be implemented in 2014:

- SSOs to receive training by the Reading Support Teacher in phonological awareness, comprehension strategies, Independent Reading, strategies for solving unknown words, etc
- SPA testing to be compulsory for all Reception students
- Whole school training in running records, phonological awareness, comprehension strategies
- SSOs to be involved in the teachers’ group planning time, three times per term
- PLCs to continue, the expectation that one night per week be dedicated to team planning and/or Training and Development
- SSOs to spend more time in the classroom during the literacy/numeracy block, collaborating with the teacher to support learning
- Leadership checking timetables, classes, and groupings so there is less disruption
- Matching SSOs’ skills, personalities and strengths with our students and their needs
Reading Support Teacher Summative Report

Name: Melissa Thiele  Site: Hackham East School

Classroom libraries are a literacy necessity; they are integral to successful teaching and learning and must become a top priority if our students are to become thriving, engaged readers (Routman, 2003)

Background

This year has seen the start of whole school change in Reading at Hackham East with the implementation of Classroom Libraries and Independent Reading. Data from internal testing (e.g. PM Reading level benchmarks, TORCH-Reading Comprehension) as well as NAPLAN and teacher observations showed that students required explicit teaching in: specific comprehension skills (ie inferring, visualizing, summarizing); selecting appropriate reading material, and; developing reading stamina.

Students (and their parents) measured themselves as a reader by what reading level they were on, not on what they could already do and what their next learning steps would be to further develop their reading. Teachers too, needed guidance and support in the explicit teaching of reading and there were inconsistencies in teaching practices across R-7.

My major role as Reading Support Teacher was to work collaboratively with our Deputy Principal-Sally Slattery, Librarian- Jonathon Kaesler and Principal-Bob Thiele to instigate change as well as mentor, support and lead staff through this learning process.

We discussed our vision for developing lifelong readers at our site through programmed weekly meetings starting in Term 1. Questions such as the ones below were deeply considered and debated:

. What did we as a school community need to do to improve reading?

. How could we as literacy leaders empower teachers by building their knowledge about their students and about reading instruction?

. How could we shift the focus from measuring reading achievement from test results and attainment of reading levels to other means that would show students the reading behaviours they exhibit and guide them in how to develop certain skills they needed in order to become a proficient reader?

We looked at the big picture through the lens of a “Lotus Diagram” that Sally had been a part of developing across schools in the western suburbs of Melbourne. We met with the Literacy committee to share the Lotus Diagram and to discuss and refine our vision before we took it to the whole staff. Having Classroom Libraries in each class became the aim for our school to develop lifelong readers. Book selection (choosing “Just Right” books), Independent Reading and developing comprehension strategies would then “stem” from the “established root” of the Classroom Library.

These professional conversations with colleagues helped me to clarify my own thinking, extend and strengthen my own knowledge of the teaching of reading and enabled me to consider others’ views in order to make informed decisions that would suit the needs of our school community.

Going Deeper – what have I learnt?

When embarking on a change of this magnitude, it was necessary to do a lot of professional reading, observation and training. The bulk of my professional reading this year has been about Class Libraries and how to implement them, building Independent Reading, choosing “Just Right” books, broadbanding texts as opposed to leveling, using Reading Conferences for formative assessment of students’ reading, comprehension strategies, etc. Authors and speakers such as Regie Routman, Harvey and Goudvis, Sheena Cameron, Di Snowball, Janet Scull and D.R. Reutzel have provided insight and knowledge to assist me in my own PD as well as planning PD for staff and workshops for parents.
As a staff we visited 3 schools in Melbourne in September and saw Classroom Libraries in action across various classrooms. This inspired and energized us to start looking at team planning around a comprehension strategy, using anchor charts for reference, designing reflection journal rubrics, developing reading conferences and book clubs.

For me, knowing how to evaluate a text based on its characteristics/features and broadbanding our existing leveled books has also been a skill which has been developed and refined throughout the year. I have also learnt how to set up a blog and am documenting the journey being undertaken at our site. You can view this by going to http://melissathiele.edublogs.org

Team with Teachers, SSOs and Parents
I took on more of a leadership role as the Literacy team was involved in presenting information to staff at staff meetings and half day planning sessions. I worked collaboratively with the Reception – Year 4 teachers in implementing their own Class Library and gathered baseline data through videos, teacher questionnaires and checklists to identify where the needs were and who required support with different aspects of their reading program. Now we are starting to use this information when planning with individuals or groups. One example of this was supporting our Reception teacher to work out what strategies students were/were not using when doing a running record and to formulate her Guided Reading groups using this information.

A mammoth task towards the end of term 1 was to broadband all our leveled texts. We used parent volunteers and SSOs to help us after they received some training in this skill. Seeing people sharing and helping each other work out where a particular book should go and the professional conversations that were happening about text features and characteristics made this a positive experience.

We held parent mini workshops to inform parents about changes taking place in reading across the school, to demonstrate strategies to help children read and to explain comprehension strategies (ie text connections) so they would be able to support their children at home and so we would all be talking similar language when it came to reading. These workshops have been a highlight for the school. For example, 44 parents attended our second workshop. I was involved in presenting information, making visual displays and videoing snippets of students describing how to choose a “Just Right” book, using a strategy to work out an unknown word, demonstrating how they connected to a particular text, etc. This was satisfying to see the growth that was happening and the common language being used across the school.

Future Goals and direction
Our journey with Classroom Libraries is ongoing. I see myself continuing to work as a literacy leader to develop areas of need on our Lotus diagram and to go deeper with our learning (ie Reading Conferences, rubrics for student learning of comprehension strategies, assessment and tracking of learning) through mentoring, modeling, team planning, team teaching and implementation of staff PD.

After making positive inroads with establishing mini parent workshops, to maintain and further strengthen these links will also remain a focus.

Priority 2: Mathematics
Towards the end of Term 2 2013, Site Learning Plan strategies changed with the deployment of a Mathematics Coach, Mr Michael Koutsoukos, through ILLNP funding. Changes occurred due to information and training presented by DECD on using data to drive differentiation in the classroom.

Michael was positioned to work with a total of 7 classes during Term 3 and 6 classes in Term 4. Teachers were expected to reflect on their teaching practices, gain experience by watching and being reviewed on lessons and also weekly meetings.

Due to the Coach’s suggestions, the school implemented an approach based on the findings and strategies of four key areas, one being Ann Baker’s Natural Maths Strategies. As such, the school funded and released staff to attend a workshop here on site into her strategies. Her resources were bought for each teacher based on the year level that they taught at the time. Further, a Mental Computation Scope and Sequence was developed towards the end of Term 3 for implementation in Week 1 of 2014. This Mental Computation block was carried out in each daily numeracy block and embedded into teacher practice.
The introduction of a site Numeracy Block was implemented by staff in Term 3. The expectation was that an hour of daily mathematics was built into the weekly plan between the hours of 9am – 12:50pm. The approach of Open-Ended/Problem Solving lessons that were then backed up by Strategic/Explicit lessons was implemented. This strategy will be again reintroduced in 2014 and embedded into teacher practice.

To aid teachers in the area of planning, moderating and unpacking the Australian Curriculum, three common planning times were organised where year level teams were released to create and review five-week unit plans. In this time, the Backwards by Design platform is used to plan what essential questions and understandings.

Resources have been introduced to aid teachers in delivering dynamic and open-ended activities. The Panalatinga Website has been introduced with evidence of staff use, Maths 300 has been subscribed to, and Peter Sullivan’s Open-Ended Maths activities have been shared with all staff.

With the aid of the TfEL, Michele Russel, Australian Curriculum Clusters Co-ordinator, and Michael developed a new emergent plan in the form of a Lotus Diagram. This provided the school with clear goals and aims. Many of our aims have been met under the headings of Mental Computation, Rich Learning Tasks and Strategic teaching. Classes have seen higher enjoyment, understanding of The Secret Code and the introduction of Anchor Charts into classrooms in reference to Mental Computation Plan. The poster key chains have been created and will be implemented in Term One of 2014.

Assessment has been increased with the introduction of the PAT-M test. The data highlighted that the majority (72-74%) of the school fell into the lower three stanines when the test was conducted in late April. The school has seen a reduction of 23%, with these children moving into higher stanines. Majority of children still fall below the mean score, however the reduction and growth was a positive sign that the new strategies are showing signs of working.

Further, Mr Michael Koutsoukos developed a whole school Scope and Sequence based on the Australian Curriculum Content Descriptors. This will be introduced and implemented during the two day planning in the first two days of school in 2014.

QuickSmart was also implemented during a 25 weeks block, which involved three sessions a week, with each session going for 30 minutes. This program targeted 12 selected students with the aim being to help students become faster and more automatic in the recall of the basic number facts for the four operations, so that they can apply this knowledge in solving mathematical problems and thus participate more successfully in their classroom mathematics lessons. The program has been successful, with majority of children becoming faster and more fluent, gaining more confidence in the classroom and seeing growth in their PAT-M results.

Recommendations for 2014 are that the mentor/coach role is continued, with more focus being put on the Junior Primary in extending students and working with larger numbers. The aim of this will be the embedding of many of the practices that were discussed and explored in 2013.

2014 will begin with data analysis of the PAT-M results and targeting those students who fall well below the mean and those above. Teachers will be targeting these children for intervention in the classroom and extension. Teachers will also look at unit plans developed in 2013 that will be taught in Week 1 onwards based on the Australian Curriculum Scope and Sequence developed by Mr Michael Koutsoukos. Common Planning with year level teams will continue in 2014, allowing teams to collaborate and develop unit plans based on the Scope and Sequence.

**Priority 3: Wellbeing**

Targets:
- Increased attendance
- Increased positive behaviour from students and decrease in inappropriate behaviour data
- Data from authentic happiness survey showing increased PERMA in staff and students
- Monitor student time on task to inform teaching and learning

2013 has the seen the start of a 3 year Wellbeing plan. Four leadership staff in 2012 down to three, two of whom were new to the school in 2013, combined with a change of Counsellor two thirds of the way through the year has brought about a number of challenges.
Our attendance data this year has slightly increased (see Attendance Data Section) from 2012. This is very pleasing, as we have had a number of students who have been chronic non-attenders throughout the year. Increased student attendance will again be a focus in 2014.

### National Attendance Rates Semester 1

![National Attendance Rates Semester 1](image)

### Table 9: Attendance by Year Level

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
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<tbody>
<tr>
<td></td>
<td>2011</td>
</tr>
<tr>
<td>Reception</td>
<td>87.8</td>
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<tr>
<td>Year 1</td>
<td>90.7</td>
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<tr>
<td>Year 2</td>
<td>90.4</td>
</tr>
<tr>
<td>Year 3</td>
<td>88.8</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.2</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.6</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.4</td>
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<tr>
<td>Year 7</td>
<td>90.0</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>90.2</td>
</tr>
<tr>
<td>Total ACARA 1 TO 10</td>
<td>90.5</td>
</tr>
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**Positive Education**

The journey of Positive Education and PERMA started late in 2013. Two staff members attended a four-day training course – Discovering Positive Education at Geelong Grammar in September. Increased PERMA, Positive emotion, Engagement, Positive Relationships, Meaning, and Accomplishment in staff and students we believe is essential. We believe Positive Education will support and compliment the work we have already done over the past four years with the Play is The Way methodologies. In 2014 we plan on sending staff across to Geelong Grammar from the Junior, Middle and Upper Primary year levels to the Discovering Positive Education training course to further implement it across the school.

This year our Year 6/7 students have taken part on a number of initiatives to support their Wellbeing. The Sammy D foundation has provided workshops on the importance of Cyber Safety, Leadership as well as dealing with Bullying. GROW SA provided our Year 6/7 students with a workshop on wellbeing and resilience, as well as strategies to deal with issues around mental health.

Hackham East Primary School was lucky enough to have The SA Community Foodies – Onkaparinga provide some sessions to both students and parents this year. Our Reception/Year 1
classes took part in practical, fun and interactive sessions where the students used all of their senses to explore vegetables and develop an awareness and interest in vegetables. The parent session was practical and provided 14 parents with healthy breakfast/snack ideas for their children.

The continued training of new staff as well as refreshers for older staff in the Play is The Way Restorative Justice principles have continued to have a positive impact with how students deal with bullying incidents.

**Christian Pastoral Support Worker**

The continued work from Julia our Christian Pastoral Support Worker can’t be understated. She has continued to build up positive relationships with numerous families in need throughout our school community. Through her connections with various agencies Julia has been able to provide emergency support to families when needed and is a constant support to our School Counsellor. Julia provides home visits when needed. She has worked closely with numerous friendship groups offering support and guidance through issues and provides a constant ear to all students and staff.

**Play is the Way**

New staff have continued to be trained by Wilson McCaskill using his Play is The Way Restorative Justice principles and language. This has continued to have a positive impact across our school helping to keep the language used and behaviour expectations consistent across the school.

On the first day of Term 2 Wilson mentored 5 teachers and their classes to explicitly reinforce the Play is The Way language and demonstrate the value of the questioning techniques during the Play is The Way games. Governing Council members as well as Parents were invited to attend. Other teachers and SSOs were also released throughout the day to be involved in the process.

The Ultimate Community Role Model (UCRM) focus this year, the next stage in our Play is The Way implementation as a school hasn’t progressed as much as we would have in visioned this year. The aim of the program is to get students to demonstrate and Practise the Values until they become deeply ingrained habits of actions or VIRTUES. The First UCRM acknowledgement assembly was held in term 2 with two year 7 children being acknowledged for being role models for the Virtues of Friendliness and Good Manners.

The Junior Primary focus on the Virtues of:

- **Courage**
- **Friendliness**
- **Good Manners**

and the Primary students build on these and add

- **Compassion**
- **Tolerance**
- **Persistence/Resilience**

In some classrooms the groundwork has started with classes exploring these Virtues and gaining a deeper understanding of what they mean. Some classes have worked through what these Virtues entail and what they look like in and outside of the classroom. However, as a school, the ongoing focus of the Virtues becoming instilled within students hasn’t occurred to the extent to what we would have liked. We do understand that this is a long term process and are committed to it.
Student Achievement

NAPLAN

We believe that the steps we have taken in Literacy and Numeracy through our Site Improvement Planning begun this year will result in better NAPLAN growth in 2014

Student Proficiency Bands

Figure 1: Year 3 Proficiency Bands by Aspect

Yr 3 Literacy Targets
100% of non exempted students achieve national minimum standard or above
70% achieve Band 3 or above
30% achieve in Band 5 and 6

<table>
<thead>
<tr>
<th>Yr 3 Results</th>
<th>% at or above NMS</th>
<th>% Band 4 or above</th>
<th>% Band 5 and 6</th>
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<tbody>
<tr>
<td>Reading</td>
<td>92.3</td>
<td>74.3</td>
<td>7.7</td>
</tr>
<tr>
<td>Writing</td>
<td>100.0</td>
<td>89.8</td>
<td>23.1</td>
</tr>
<tr>
<td>Spelling</td>
<td>92.3</td>
<td>66.7</td>
<td>23.1</td>
</tr>
<tr>
<td>Grammar</td>
<td>97.5</td>
<td>84.7</td>
<td>33.3</td>
</tr>
</tbody>
</table>

Yr 3 Numeracy Targets
100% of non exempted students achieve national minimum standard or above
60% achieve Band 4 or above (2012 - 34.5%)
20% achieve in Band 5 and 6 (2012 - 23%)

Outcomes:
92.3% of non exempted students achieve national minimum standard or above
33.3% achieved Band 4 or above (2012 - 34.5%)
7.7% achieved in Band 5 and 6 (2012 - 23%)

These results are from the second term of the first year of the 3 year Site Improvement Plan. (Refer to Mathematics section of the Site Improvement Plan Report)

Figure 2: Year 5 Proficiency Bands by Aspect

Yr 5 Literacy Targets
100% of non exempted students achieve national minimum standard or above
75% achieve Band 5 or above
25% achieve in Band 7 and 8

<table>
<thead>
<tr>
<th>Yr 5 Results</th>
<th>% at or above NMS</th>
<th>% Band 5 or above</th>
<th>% Band 7 and 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>88.1</td>
<td>69.0</td>
<td>23.8</td>
</tr>
<tr>
<td>Writing</td>
<td>73.8</td>
<td>50.0</td>
<td>4.7</td>
</tr>
<tr>
<td>Spelling</td>
<td>80.5</td>
<td>65.8</td>
<td>29.2</td>
</tr>
<tr>
<td>Grammar</td>
<td>92.7</td>
<td>73.2</td>
<td>34.1</td>
</tr>
</tbody>
</table>
Yr 5 Numeracy Targets  
100% of non exempted students achieve national minimum standard or above  
70% achieve Band 5 or above  
20% achieve in Band 7 and 8  

Outcomes:  
90.9% of non exempted students achieve national minimum standard or above  
70.6% achieve Band 5 or above – Target achieved.  
12.1% achieve in Band 7 and 8  

These results are from the second term of the first year of the 3 year Site Improvement Plan. (Refer to Mathematics section of the Site Improvement Plan Report)

Figure 2: Year 7 Proficiency Bands by Aspect

Year 7 Literacy Targets
100% achieve national minimum standard or above  
75% achieve Band 6 or above  
25% achieve in Band 8 and 9

<table>
<thead>
<tr>
<th>Yr 7 Results</th>
<th>% at or above NMS</th>
<th>% Band 6 or above</th>
<th>% Band 8 and 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>93.9</td>
<td>61.2</td>
<td>8.2</td>
</tr>
<tr>
<td>Writing</td>
<td>88.0</td>
<td>48.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>88.0</td>
<td>70.0</td>
<td>4.0</td>
</tr>
<tr>
<td>Grammar</td>
<td>82.0</td>
<td>50.0</td>
<td>8.0</td>
</tr>
</tbody>
</table>

Yr 7 Numeracy Targets  
100% achieve national minimum standard or above  
80% achieve Band 6 or above  
20% achieve in Band 8 and 9  

Outcomes:  
92% achieve national minimum standard or above  
59.2% achieve Band 6 or above  
2.2% achieve in Band 8 and 9

Hackham East Primary School Annual Report 2013
It is our challenge for us to extend children into the top 25% of growth and to increase the growth in the bottom 25% range.

**Behaviour Management**

**Bully Audit Results**

<table>
<thead>
<tr>
<th></th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term</td>
<td>Reports</td>
<td>&gt; 3</td>
</tr>
<tr>
<td>1</td>
<td>17</td>
<td>1</td>
<td>16</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>3</td>
<td>21</td>
<td>1</td>
<td>18</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>45</td>
<td>2</td>
<td>54</td>
</tr>
</tbody>
</table>

There has been a slight decrease in the total amount of bully audit reports as well as students with 3 strikes or more. Results in 2013 have again shown that the bully audit reports are only used in very few classrooms. Many teachers continue to use Community Circles to deal with reports of bullying incidents. Community Circles enable students to bring concerns/issues to a forum where they can gain support from their peers in how to deal with an incident. These forums also enable a ‘bully’ to hear how their actions may be having an impact on another student. This then gives them the opportunity to take responsibility for their actions and make a positive change.
Our school agreement of Mutual Respect has again been the emphasis, rather than trying to restore a friendship that may have completely broken down or wasn’t there in the first place. The Virtue of Tolerance has also been a focus in these conversations. Parents have also been contacted or involved with the process when required.

### Behaviour Data

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exclusion</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>External</td>
<td>10</td>
<td>35</td>
<td>18</td>
<td>17</td>
<td>25 (14 students)</td>
<td>23 (12 students)</td>
<td>17 (11 students)</td>
<td>23 (14 students)</td>
</tr>
<tr>
<td>Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Internal</td>
<td>18</td>
<td>43</td>
<td>23</td>
<td>30</td>
<td>24 (18 students)</td>
<td>19 (13 students)</td>
<td>26 (11 students)</td>
<td>34 (24 students)</td>
</tr>
<tr>
<td>Suspension</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The number of Exclusions has remained the same throughout 2011, 2012 and 2013. The number of external suspensions has increased from 17 incidents in 2012 to 23 incidents in 2013. 8 of these suspensions are from new students at the school in 2013. The number of Internal suspensions has increased from 26 in 2012 to 34 in 2013. 12 of these suspensions are from new students at the school in 2013. Hackham East Primary School has a reputation for attracting students with challenging behaviours and successfully working through ways of changing these students’ behaviour trends.

This data reveals that strategies for dealing with students exhibiting behaviours that warrant suspension must continue to be developed and reinforced within the school. Continuing the use of the Play is The Way methodologies, all classes consistently using Community Circles to work through issues at a classroom level, focusing on students who consistently display the school agreements and teachers using restorative practices to help students resolve differences and take responsibility for their actions is paramount.

The Parent Complaint Policy, Parent Grievance Procedures, Anti-bullying Policy are on the school website.

*My School website*
http://www.myschool.edu.au/
Client Opinion

Parent Opinion Survey
The Schools Survey was used for the first time. Only 23 parents responded. This sample is too small to draw any accurate conclusions however the majority response was in the Agree and Strongly Agree range.

<table>
<thead>
<tr>
<th>Item</th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neither agree nor disagree</th>
<th>Agree</th>
<th>Strongly agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers at this school expect my child to do his or her best.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school provide my child with useful feedback...</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school treat students fairly.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school is well maintained.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child feels safe at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can talk to my child's teachers about my concerns.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student behaviour is well managed at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child likes being at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school looks for ways to improve.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school takes parents' opinions seriously.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers at this school motivate my child to learn.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child is making good progress at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>My child's learning needs are being met at this school.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>This school works with me to support my child's learning.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Response (%)
Staff Opinion Survey
The Schools Survey was used for the first time. 27 teachers and SSOs responded. The majority response was in the Agree and Strongly Agree range. One or two responded in the Strongly Disagree and Disagree in a number of criteria. This raises questions for further investigation.

Quality of teaching and learning

<table>
<thead>
<tr>
<th>Description</th>
<th>Strongly Disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
<th>Don't Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning programs at this school are responsive to student needs.</td>
<td>4</td>
<td>4</td>
<td>52</td>
<td>37</td>
<td>4</td>
<td>11</td>
</tr>
<tr>
<td>Teachers clearly explain what students are learning.</td>
<td>4</td>
<td>26</td>
<td>41</td>
<td>19</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Teachers are enthusiastic in their teaching.</td>
<td>4</td>
<td>52</td>
<td>41</td>
<td>11</td>
<td>11</td>
<td>11</td>
</tr>
<tr>
<td>Assessment processes used in the school provide information on students' strengths and areas...</td>
<td>4</td>
<td>41</td>
<td>44</td>
<td>26</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>This school uses student assessment information to evaluate, develop and refine teaching...</td>
<td>7</td>
<td>7</td>
<td>41</td>
<td>41</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Teachers at this school use a variety of teaching and learning strategies to help students...</td>
<td>4</td>
<td>11</td>
<td>37</td>
<td>41</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Teachers at this school include the active participation of students in their lessons.</td>
<td>7</td>
<td>63</td>
<td>22</td>
<td>22</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Teachers at this school use a variety of assessment methods which give students the...</td>
<td>4</td>
<td>15</td>
<td>52</td>
<td>26</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Learning programs in this school respond to the range of students' abilities...</td>
<td>4</td>
<td>20</td>
<td>44</td>
<td>32</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>
Student Opinion Survey

The Schools Survey was used for the first time. Only 23 students responded. This sample is too small to draw any accurate conclusions.
Accountability

National Partnerships

Literacy and Numeracy National Partners Program (LNNP) at Hackham East Primary School Years 3-7

In May 2013 Hackham East School had the opportunity to have a Literacy Coach from the Literacy and Numeracy National Partners Program (LNNP) to work within the school.

• The Literacy and Numeracy National Partnership program’s aim is to build teachers’ literacy or numeracy expertise and ability to effectively address the learning needs of all students through the implementation of a consistent, research based coaching model.

• The coaches’ work focussed on classrooms to ensure the maximum impact on student learning and teacher practice.

The coach at Hackham East School was to:

• Assist in building long-term capacity within a group identified classroom teachers within the school to provide high quality teaching and learning practices in literacy and assessment to meet the needs of diverse learners from Reception to year 7.

• Support teachers’ and leaders’ with the use and analysis of student achievement data to inform teaching practice, enabling teachers to plan where an individual student’s needs are.

• Provided effective professional learning and advice to support teachers’ and leaders’ understanding and implementation of the Literacy Strategy, the Australian Curriculum and sustainable whole school approaches to literacy.

• Work alongside teachers within their classrooms, modelling and observing new ideas with literacy or sometimes working groups to introduce or practice work which may need individualised instruction.

As subject-based learning proceeds, particularly in middle and later school years, the texts that students need to understand and produce take on increasingly formal or academic features employing technical, abstract and specialised ‘written- like language forms, in or to communicate complexities in texts. (Australian Curriculum Capability)

This has been done through:

• Fostering the enjoyment and love of reading through modelling and observations of student reading and conferencing.

• Modelling Reading Comprehension Strategies explicitly which needed a targeted approach to support the learning of critical skills and concepts within reading and writing across all genres.

• Book clubs – where individual students have the opportunity to work with a like group of students, reading a book of their choice. Through the process of the individual and group work they get to share their thoughts, ideas and new learning with others while being guided by the classroom teacher.

• Teacher and Coach working together to plan for the Integration of Literacy across all areas of the curriculum e.g. If the unit of work has a main focus on History, teachers are able to include Mathematics, Geography, Art, Physical Education and English within context of the main idea of History. At the same time teachers are able report about individual student against the Achievement Standards and the General Capabilities within the Australian Curriculum.

• Data collection of all students across the school through testing between March and November and analysis of that data with teachers and leadership which supports teachers’ reports on individual and the strategies they will use to implement programs for future learning.
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>42</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>5</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

Workforce Composition

This report is a profile of staff located in school sector sites as at August 2013. Employee figures fluctuate throughout the year.

It excludes employees on four or more continuous weeks leave, employees on workcover and temporary relieving teachers (TRTs).

Teaching staff are those who spend the majority of their time in contact with students, ie support students either by direct class contact or on an individual basis, and have teaching duties, ie are engaged to impart the school curriculum (includes leadership positions).

Non teaching staff include student counsellors, school services officers, Aboriginal Education Workers, grounds persons, building operations, general maintenance, etc.

Workforce Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0</td>
<td>22.5</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>27</td>
</tr>
</tbody>
</table>

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>$2834476.59</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>$49212.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>$75970.75</td>
</tr>
<tr>
<td>4 Other</td>
<td>$5073.25</td>
</tr>
</tbody>
</table>