Hawthorndene Primary School

2021 annual report to the community

Hawthorndene Primary School Number: 0972

Partnership: Mitcham Hills

	Signature
School principal:	Mrs Diane Winterling
Governing council chair:	Claire Bircumshaw
Date of endorsement:	**7 February 2022**

Government of South Australia

Department for Education

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 7% during 2021. The school has four Aboriginal students. The students at Hawthorndene Primary School are happy, confident and creative, and they demonstrate a caring and courteous attitude towards others. The year commenced positively after the uncertainty of 2020 with staff returning for three days in week 0. This provided teachers with time for solid planning and setting the scene for the year ahead.

There were modifications in place based on the Department for Education's requirements to minimise the possibility of COVID transmission. The usual acquaintance night was held successfully as a family picnic on the oval giving families the opportunity to connect. Unfortunately, volunteers were still not allowed in classrooms. The lock down at the start of Term 3 was well managed by staff and students. Online learning opportunities were facilitated by all staff and many shared personal reflections and challenges to continue the classroom connection. On return to school mask wearing became the norm.

The site improvement plan continued to focus on the 3 challenges of practice focusing on Literacy (Writing) , Numeracy and pedagogy relating to Critical and Creative Thinking which has already been identified. The work for each of these areas is driven by teaching staff.
Our STEM coordinator won the role of Manager of Curriculum Writing for DfE as part of the roll out of the teaching units that are being developed. The role was advertised and Matthew Grose from the Northern Territory was successful in taking up the position from Term 4 for 3 years.

Thankfully many of our major events were able to be undertaken this year with the provision of a Plan B in case circumstances changed at the last minute. The Year 4 and 5 camp went ahead as did the Year 6/ 7 trips to Kangaroo Island. The Hawthorndene Royal Show built on last year's success and was expanded to include a petting zoo and bouncy castle which were big hits with the students.

A huge thank you to our wonderful community for their continued support and understanding through another interesting year.

Governing council report

On behalf of Hawthorndene Primary School Governing Council, I submit the following Chairpersons Report for 2021.

I would like to thank all Council members who served both HPS and the community in 2021. With many new Council members, it has been a great learning curve and exciting new challenge for all. The Council is supported by representatives from many committees, including the Parents & Friends Committee who support fund raising activities and lunch order deliveries, the Sustainability Committee focusing key efforts on supporting the school in a variety of sustainable projects, the Sports Committee scheduling/juggling the schools sports programs, the OSHC Committee supporting the team in delivering out of school care and vacation care programs for students, the Hawthorndene Kindergarten sharing key activities between the kindergarten and the school and the Finance Committee ensuring our school is supported in delivering an outstanding educational program.

The Council and the OSHC Committee has done exceptionally well in supporting the Out of School Hours Care and Vacation Out of School program Directors to deliver a caring, nurturing and fun program for HPS students. This service is highly regarding by both students and the parents and we are very proud of the team.

The Council has supported the review of school polices as well as encouraged the promotion of student wellbeing aligning student education to parent resources available on the HPS website.

2021 has been a very challenging year for the school and I would like to acknowledge the efforts the teachers, SSO's and administrative staff have made to ensure the parent community is informed and involved during the year. The SRC have also done an exceptional job of providing fun activities and events for students throughout the year.

Council would like to thank those parent who volunteer their time supporting these committees and other events. We hope that 2022 brings us more opportunities to embrace our caring community and support the education and wellbeing of the HPS students and staff.

Thank you
Claire Bircumshaw
Chair HPS Governing Council

Quality improvement planning

Literacy

Each teacher
• Will develop a whole school agreement of the explicit teaching of vocabulary and grammar based on the sequencing and common language of Jolly Grammar
• Will use PAT Vocabulary and PAT Grammar in Years 3-7 to track student growth and inform targeted teaching
• Will reflect on Brightpath Tabled Teaching Points and PAT data with students to identify and set individual learning goals with a specific focus on Language Conventions
• Will explicitly teach using tailored and appropriately challenging strategies to support students to set and achieve their writing goals
• Will contribute to the continual review of the HPS Literacy Agreement
• Will track and monitor the progress of ATSI students.

Actions

Worked on aligning the ESR 2020 with the SIP Actions for Literacy.

Look at how ongoing observations and walkthroughs will look like for us as a staff.

How do we develop a culture of receiving and giving specific feedback effectively?

Discussed the Grammar and Vocab test. Looked at both tests and decided on the vocab skills test.

Looked at the testing timetable to see where the Literacy tests were in each term.

Discussed the agreement and will amend. Worked on editing the Literacy Agreement from the staff input. Checked in with staff about how they are going with Jolly Grammar. People are using it and happy with the sequence. Folders distributed for all teaching staff with the Persuasive Ruler and tabled teaching points to moderate writing. Meeting with Eden Hills Literacy PLC to share directions.

Highlighted language conventions to skill build in grammar. Seven Steps training. Planning of writing and generating of ideas.

Use structure beginning to a conclusion. Analysing samples and flipping it. Review the success criteria and determine how they are being met and how do you know?

Reviewing success criteria

Numeracy

Each teacher
• will facilitate learning opportunities that develop student fluency with mental calculations, aligned to the sequencing in the HPS Numeracy agreement
• will use developmentally sequenced approaches, such as referenced in the ACARA Numeracy Progressions, to support students to set learning goals
• will utilise diagnostic testing to identify misconceptions and inform targeted teaching
• will identify and explicitly teach key maths language (aligned to AC) across all strands
• will contribute to the continual review of the HPS Numeracy Agreement.
• will track and monitor the progress of ATSI students

Actions

Mathletics was introduced to all staff after PLC have met with 3P Learning. PLC to prepare staff training to ensure whole school implementation.

Impact

Mental calculations: Students are getting faster in Mathletics Live and levelling up. Students are getting more confidence and willing to persist more - students are becoming risk-takers in numeracy and requesting challenges.Students are enjoying mental calculations in R/1.

Numeracy Goal-setting:

Students develop more self-awareness about strengths and areas of challenge.

Students have choice about receiving intervention based on their numeracy goals.

Better understanding of next steps.

Vocabulary:

5-6: Students can decode maths problems with more ease due to more understanding.

Critical and Creative Thinking

Each teacher
• will collaborate with students to develop challenging learning goals in Literacy and Numeracy
• will plan questions and opportunities in advance for probing, extending, revising, and reflecting to promote discussion
• will provide feedback that challenges students to review, reflect and refine their understanding
• will provide and scaffold opportunities for self-reflection and peer feedback

Actions

C&C Thinking PLC has committed to sending out an email highlighting an aspect C&C Thinking in our teaching practice. Our intention is to share good practice, promote conversations, sharing and reflection around C&C Thinking. PLC facilitated 2 hours session on SFD.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.

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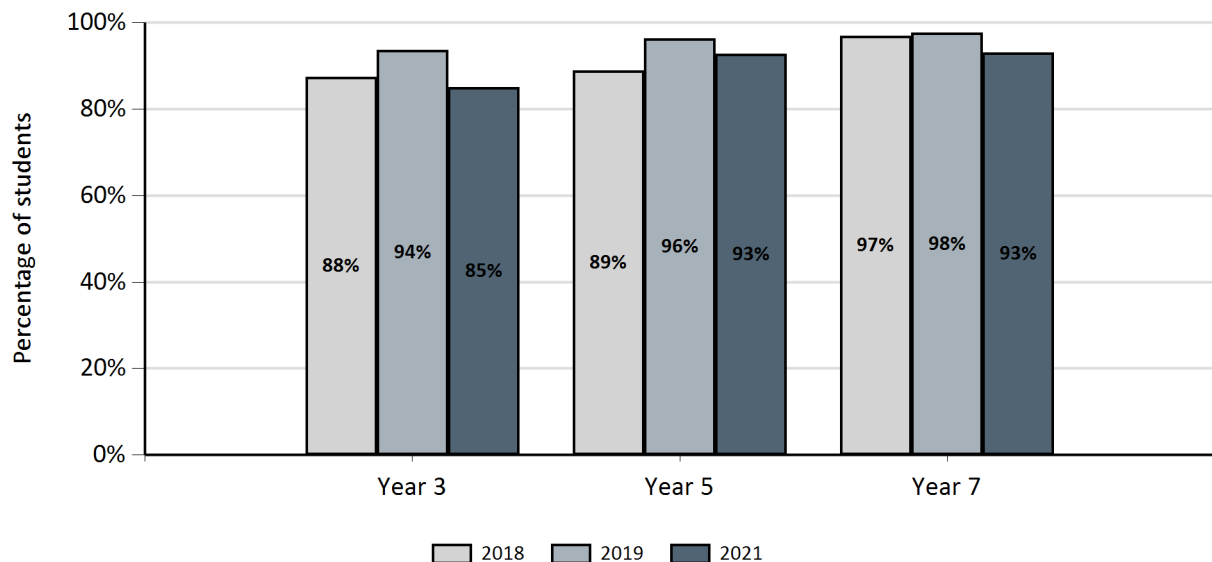
*NOTE: No NAPLAN testing was conducted in 2020.

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

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six acros all cohorts.
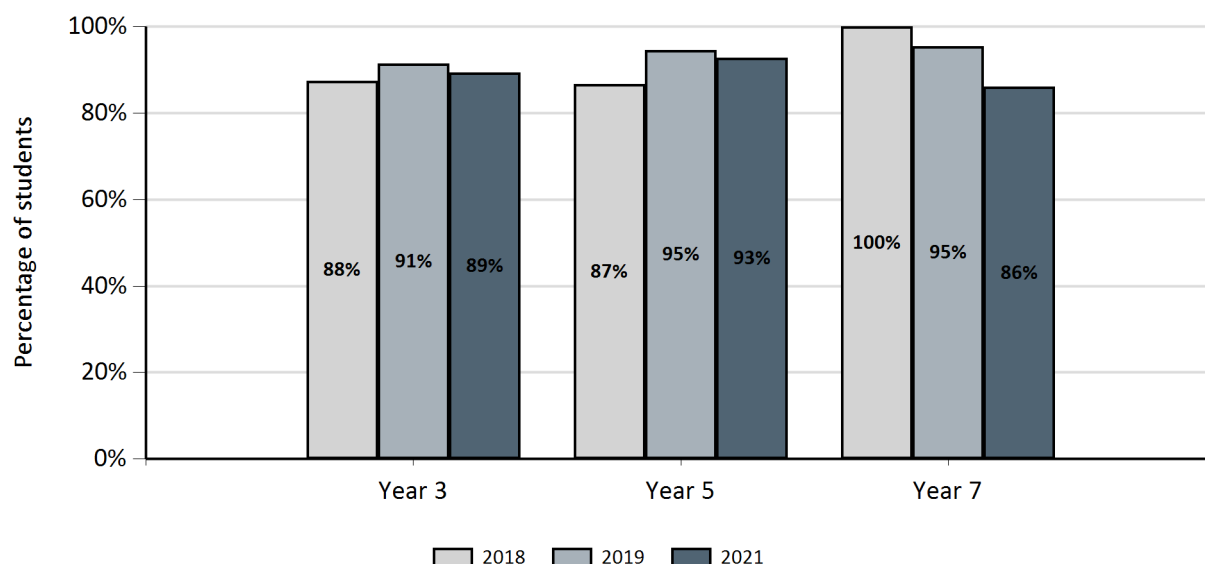
Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	42%	44%	33%
Middle progress group	47%	37%	48%
Lower progress group	*	20%	19%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	47%	38%	33%
Middle progress group	47%	46%	48%
Lower progress group	*	15%	18%

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

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2021	47	47	25	17	53%	36%
Year 3 2019-2021 Average	47.0	47.0	28.5	20.0	61%	43%
Year 5 2021	42	42	19	14	45%	33%
Year 5 2019-2021 Average	48.5	48.5	26.5	20.0	55%	41%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August2021.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

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

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

Hawthorndene Primary School has four students who identify as aboriginal. These students are tracked and monitored as part of the Hawthorndene data collection strategy. Further diagnostic data is provided from the Local Education Team on a regular basis.
Assessments include :
Reception : Speech & Phonological Awareness , Concepts of Print, Running Records, Jolly Phonics sounds and tricky works, Top Ten Counting, PAT M
Year 1 : Words their way , Running Records, Phonics screening, Top Ten Place Value, PAT M, PAT R Year 2 : Words their way, Running Records, PAT M, PAT R , Top Ten Place Value, Addition, Subtraction
Year 3 : Words their way, Top Ten place value, addition, subtraction, multiplication, division, PAT Maths, PAT R, NAPLAN PAT Inquiry & Problem solving in Stem context
Year 4 : Words their way, Top Ten place value, timetables, fractions, multiplication, division, PAT R, PAT M , PAT Inquiry Problem solving in STEM context
Year 5 : Words their way, Top Ten place value, fractions, multiplication, division, PAT Maths, PAT R, NAPLAN, PAT Inqui & Problem solving in STEM context
Year 6 : Words their way, Top Ten place value, timetables, fractions, multiplication, division, PAT R, PAT M , PAT Inquiry Problem solving in S

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

All Aboriginal Learners continue to meet SEA and above.
One student who commenced in 2021 has made significant gains in engagement.
Hawthorndene Primary School has a systematic plan for data collection to identify baseline data for improvement and to monitor progress (growth) over time. All teaching staff have access to a broad range of student achievement and wellbeing data. Data is analysed and displayed as either individual, group and year level growth. The school provides professional learning to build staff skills in analysing and interpreting student data to inform teaching and learning. All teachers are responsible for the collection, discussion and analysis of school wide data. The data plan provides a consistent framework, timelines and common language for the school.

School performance comment

Literacy Students exceeded Standard Education Achievement

84% of year 1 students were reading at Level 13 or above by the end of term 3
90.9% of year 2 students were reading at Level 21 or above by the end of term 3

93% year 7 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for reading
93% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for reading
85% or Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for reading

NB: the following results have been averaged 2018-2021 due to the absence of NAPLAN data for 2019
53% Year 7 achieved in higher bands
55% Year 5 achieved in higher bands
64% Year 3 achieved in higher bands

Numeracy Students exceeded Standard Education Achievement

86% of year 7 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for numeracy
93% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for numeracy
89% or Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for numeracy

NB: the following results have been averaged 2018-2021 due to the absence of NAPLAN data for 2019
49 % Year 7 achieved in higher bands
39% Year 5 achieved in higher bands
45% Year 3 achieved in higher bands

Numeracy continues to be a major focus on the Site Improvement Plan as the higher bands data for Hawthorndene Primary School is not as strong as Literacy.
Writing continues to be a focus through the Literacy PLC as part of the Mitcham Hills Partnership focus for all primary schools.

Year 1 Phonics screening indicated 67% of students attained the Department level of 28 or higher.

In 2022 a major focus on the teaching of phonics through Jolly Phonics and Hegarty will be launched. Hawthorndene Primary School has been selected by the Department to work with a Literacy Coach to drive this component of the site improvement plan. Early years staff are looking forward to this opportunity.

Attendance

Year level	2018	2019	2020	2021
Reception	92.1%	92.7%	89.9%	94.8%
Year 1	93.7%	90.6%	91.7%	92.5%
Year 2	92.3%	92.3%	92.7%	94.9%
Year 3	92.8%	90.8%	91.9%	94.8%
Year 4	94.2%	91.4%	89.4%	93.1%
Year 5	91.8%	93.7%	91.4%	90.7%
Year 6	93.9%	92.3%	90.1%	92.0%
Year 7	94.9%	91.9%	90.0%	93.8%
Total	93.2%	92.0%	90.9%	93.3%

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

Attendance comment

Attendance recording is diligently maintained by front office admin staffNotably there has been an increase in attendance at Hawthorndene Primary School over the last twelve months. With the restrictions imposed by COVID families are removing children less during term time for holidays. Families have been very supportive in keeping students away from school if signs of illness. Contact is made with families for all unexplained non attendance who do not arrive at school and for which no message on the answering machine or via Skoolbag has been received. Chronic non attendance is referred to the DfE attendance officer followed by home visits, parent meetings and a plan to assist with attending school.

Behaviour support comment

In 2021 there have been 11 incidences of focus room attendance.
No child has attended more than once.
Potentially dangerous or rough behaviour 9 records
Harassment 3 records

This can be compared to 2020 where there were 63 incidences recorded of focus room attendance.
10 children attended more than once.
Not following instructions 7 records
Out of bounds 5 records
Potentially dangerous or rough behaviour 40 records

Classroom behaviour continues to be monitored by teaching staff and follows the HPS behaviour policy .Leadership are involved as soon as practical to ensure the issue the final step of the process details are included on EDSAS and parents informed through a sign off note. (As per focus room procedures).

The DfE Behaviour Coach is consulted when required.

Parent opinion survey summary

People respect each other at this school 78% agree or strongly agree 17% neither agree or disagree, 5% disagree.
Teachers and students respect each other at this school 78 % agree or strongly agree 19% neither agree or disagree, 3% disagree.
I feel like my child is important to the school 54% agree or strongly agree 28% neither agree or disagree, 18% disagree.
I receive enough communication from the school 63% agree or strongly agree 19% neither agree or disagree, 18% disagree.
The school communicates effectively with me 55% agree or strongly agree 21% neither agree or disagree, 24% disagree. Parent teacher interviews and emails were the preferred mechanisms of communication followed by use of Skoolbag and Seesaw.
I know what standard of work the school expects of my child 46% agree or strongly agree 25% neither agree or disagree, 29% disagree.
Teachers at the school provide my child with useful feedback 53% agree or strongly agree, 30% neither agree or disagree, 17% disagree.
I have useful discussions with the school about my child's learning 43 % agree or strongly agree 33% neither agree or disagree ,24% disagree.
The school provides an opportunity for me to have input about my child's learning 31% agree or strongly agree 34% neither agree or disagree , 35% disagree.
Overall my child has a good routine around reading, studying and learning 70 % agree or strongly agree 14% neither agree or disagree,16% disagree.
I think that education at school is important to my child's future 94 % agree or strongly agree 1% neither agree or disagree , 4% disagree
I feel equipped to help my child plan what they will do after they leave school 72% agree or strongly agree 20% neither agree or disagree, 8% disagree.
I would like more help from the school with my child's learning 35 % yes to help me (the parent) address their needs 64% no.
The school encourages parents to help students to learn 54 % agree or strongly agree 28% neither agree or disagree, 18% disagree.
The school provides me with useful tips on how to help students learn at home 41% agree or strongly agree 25% neither agree or disagree, 34% disagree.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	30	41.1%
NS - LEFT SA FOR NSW	1	1.4%
OV - LEFT SA FOR OVERSEAS	1	1.4%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	38	52.1%
U - UNKNOWN	3	4.1%

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

Relevant history screening

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

Outcomes of Working with children checks and Responding to abuse and neglect 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. This will be updated for 2022 to include COVID vaccination details. Hawthorndene is aware of the situations that do not require screening.

In 2021 a volunteer package was developed ,accessed by request and must be completed going forward by all volunteers.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	22
Post Graduate Qualifications	18

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	20.7	0.6	7.7
Persons	0	22	1	15

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

Financial statement

Funding Source	Amount
Grants: State	$3,754,408
Grants: Commonwealth	$10,600
Parent Contributions	$308,854
Fund Raising	$11,463
Other	$87,602

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

2021 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	All funding received is directly allocated to targeted students. As per previous year this resulted in the appointment of dedicated SSO support for identified students.	Continued progress to assist and support students to engage in school
	Improved outcomes for students with an additional language or dialect	Funding employs additional SSO classroom support. This is targeted to students identified through EALD levelling process. The SSO works in class to support students to access the English curriculum	Continued support for students to engage in the Australian Curriculum.
	Inclusive Education Support Program	Students who do not receive direct IESP funding are allocated SSO in classroom support. Newly diagnosed SWD receive some support from school funding. If warranted an application is submitted through the IESP process.	Ongoing tracking of student data to determine if support is targeting the need
Targeted funding for groups of students	Improved outcomes for - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	Students identified as SWD receive the total allocation of funding through SSO support Aboriginal students receive support as required Early years receive additional daily SSO classroom negotiated between the class teacher and SSO to determine an appropriate time of the day. This year complete review of the funding occurred and teaching staff work with the SSO as a team to ensure suitable use of funding.	Data is collected from R -7 and entered on Impromation This is analysed by teachers and leaders to determine student growth NAPTRACKER and PATTRACKER assist.
Program funding for all students	Australian Curriculum	All funding received is directly targeted to support teacher upskilling in relation to the Australian Curriculum. In 2021 funding continued to be used to release staff as part of their work within PLCs to drive action	Embedding COPs for Literacy, Numeracy and Critical and Creative Thinking
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	At HPS all funding received is allocated to students identified with learning difficulties who do not qualify for a level of support.This has been extended to providing a level of classroom support around those students	Students supported to bridge the gap in their learning

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A