Huntfield Heights Primary School and Huntfield Heights School Based Preschool

2016 Annual Report
to the Site Community

Government
of South Australia

Department for Education
and Child Development

Huntfield Heights Primary School Number: 1067

Hackham South Child Parent Centre Number: 1715

Partnership: Beach Road

Name of School Principal: Cathryn Herbert _____

Name of Governing Council Chair: Ms Amanda Daams _____

Date of Endorsement: 24/2/2017 _____

Site Context and Highlights

Huntfield Heights Primary school is set in the southern suburbs of Adelaide, an R-7 school with on-site School-based Pre-School. Our site is welcoming and students enjoy the community spirit that this small site offers. We are a Category 2 school and part of the Beach Road Partnership. Our student population includes 11% Students with a disability, 22% ATSI Students, 9% EALD students and 64% school card. The enrolments at the pre-school have been steady, and early enrolment inquiries look promising for 2017.

Bronwyn Andrews, librarian officially retired at the end of term 1.

Unfortunately we had a number of staff injuries during term 1 & 3. Mrs Jodie Munro (PE teacher) was unable to return for 2016, Mrs Lisa Horton (Deputy Principal) was out of action for term 3 & 4 and Mr Aaron Vigor (year3/4 classroom teacher) out for term 3.
In term 4 Mrs Cathy Lambert (0.6), Mrs Julie Fassina (0.4) and Mrs Jane Taylor (1.0) were on long service leave. We welcomed Ms Rachel Ball who replaced Julie and Cathy in the Reception/yr1 class and Mr Alex Gaedt replaced Jane in the Yr5/6 class. Both graduate teachers they did very well. And Mr Mark Arthurson taught PE.
Mr Aaron Vigor stepped into the Deputy Principal position for term 4 and Ms Tammy O'Donoghue took his year3 /4 class. This made 2016 quite a tumultuous year for staffing.

Our school prides itself on the programs we run during break times. SSOs support students in the yard who have difficulty socialising and understanding the rules in games. A teacher has a duty called positive practice – this can include games in the gym, a track walk, craft activities and gardening.

During term three, the long awaited fence began to take shape. However, due to weather and other unforeseen issues it took until close to the end of term 4 for our site to be secure. Vandalism to the school has reduced.

Breakfast club discontinued at the end of term 2, between two and three children were using the service. Staff decided that classroom teachers were able to supply breakfast items for those students and others who occasionally needed breakfast.

Governing Council were enthusiastic about helping with fundraising.

Huntfield Heights School Based pre-school is a small pre-school. Most of the children who attend come from our local community and there are often a number of complexities consuming the families, which can impact on attendance and behaviour. The total enrolments for the year were 12, 2 students required pre-school support for speech and language and one third of the students were indigenous. Term 4 pre-entry enrolments were 12.
Our pre-school sessions are Tuesday and Thursday 8.45am-3pm and Wednesday 8.45 -11.15am. Children attend pre-entry in term 4 of the year prior to them starting full-time kindy. We also offer a playgroup on Monday mornings during the school term 9-11am.

Highlights for the year include our book based literacy program that includes a new theme each term. The children enjoy the opportunity for role-play and being immersed in language and literacy. Animal Capers visited in term 4 and the children had the opportunity to handle different animals, the children were very excited. We bought a Mud Kitchen for the centre and this has been well received by the children.

The pre-school prides itself in catering for the diverse needs of children and a welcoming environment.

Governing Council Report

Governing Council have met regularly and areas of discussion have been positive and fruitful. Governing Council members were offered to attend Governance training during the year but declined due to previous commitments.

Linda Foote and Carissa Lamb penned a letter, which they sent to a number of local businesses seeking financial assistance for our school with a particular reference to swimming, aquatics fees and excursions. No positive replies were received.

Governing Council are making enquires to the Onkaparinga Council with a view to establish a drop off zone at the front of the school, in order to to ease traffic congestion and keep children safe.

The timing of the Federal Election created an opportunity to host a cake stall and sausage sizzle as well as a great platform to highlight our school. The fundraiser was well supported by staff and parent volunteers on the day. Parent contributions to the day were also exceptional. Overall, we had an outstanding year with fundraising.
Governing Council members are keen to hold a sausage sizzle fundraiser at the local Bunnings and will need to write a letter seeking permission.

Due to residual financial limitations the Principal along with the Finance Manager needed to closely monitor school expenditure. The Governing Council was kept well informed throughout the year and were pleased with the positive inroads made.

Quality Improvement Planning (Preschool)

Building on from our National Quality Standards Assessment and Rating we continued to make improvements in the following areas:
Educational Program and Practice
Physical Environment
Staffing Arrangement

1 Educational Program and Practice - our first goal was to improve communicating children's learning to families, as previously parents were reluctant to engage. We supported parents by inviting them individually to view their child's folder and engage in conversation with their child so they could talk about their learning. We also used floor books to engage families in the children's learning.
Through the development of the children's individual learning plan we sought information and feedback from parents through conversation. Our aim for 2017 will be to set up more structured interviews to improve this process.

2. Physical environment
As our pre-school is not purpose built, some of the facilities within the building need significant upgrade. The financial outlay required for improvements to be made are going to be reliant on suitable grant applications (being successful), stringent budgeting on the part of the school site and/or fundraising.
One improvement area that came from our assessment and rating, was to improve children's experiences with sustainability. We made steps by adding the experience of children participating in recycling. We will continue to work on this in 2017.

3. Staffing Arrangements
As a school based pre-school we do not have the funding to support staff meetings in order to improve collaborative planning. Staff need time to collaboratively plan programs, reflect and review the needs of children.

Looking forward to 2017 we intend to continuously improve the high standards we already have in place and remain a welcoming and inclusive site.

Improvement Planning and Outcomes (School)

As the incoming Principal to HHPS, the priority of the Education Director, was that I take the time to get to know the staff and community. Staff had an allegiance to the previous principal and change was something they were approaching with caution.

In 2016 our site aligned with the Beach Road Partnership Plan.

1. Pedagogy

To lead and inspire staff and students to become a hub of powerful learners.

Our staff joined with the staff from O'Sullivan Beach Primary School on a student free day in term 1. This professional development reflected on the legacy for our students this year. The goal for the day included that we had a clear picture of why we do things the way we do, that we are all responsible for the children at our site and that we are all in this together. Jointly we looked at literacy agreements and began to develop our site literacy agreement.

We joined with the Partnership in professional development including Sheena Cameron, focus on writing and Powerful Learners, with a focus on what it means for our students in the Beach Road Partnership. Teachers from our site were also involved in PLTs, attending meetings in lieu of staff meetings in week 2 and 7 each term. The Principal was part of a LLT.

In term 4, our site SFD built on the notion of powerful learners. It is important to recognize there were 3 new classroom teachers, out of the five classes.

Together we established a data wall.

Outcomes: we need to continue to build on using data and promoting rigorous professional conversations.

Develop an Assessment, Reporting and Data Collection Cycle

Develop a genre map

Complete literacy agreement

Further professional development required for teachers to dig deeper into data.

2. Learner Improvement

Improving numeracy and literacy outcomes for all learners with a particular focus on Aboriginal students.

Collection of comparative data NAPLAN, PAT-M, PAT-R and A-E grades.

Teachers to commit to quality planning and programming (including differentiation).

Teachers commit to using Jolly Phonics and Jolly Grammar R-3.

Leaders to attend Leading Numeracy professional development and commit to action.

Outcomes: we need to ensure that data is collected and maintained through Scorelink as agreed.

Staff need time to unpack data.

We are providing additional programs for our Aboriginal learners.

Improve the establishment of Jolly Phonics/Grammar and make use of resources.

Ensure that tracking and monitoring of student progress is being kept up to date, with particular reference to our ATSI students.

2017

Next steps agreed assessment and data collection plan, genre map and complete literacy agreement.

Investigate Walker Learning Approach for early years - participate in a study tour

Establish a Numeracy agreement

Continued professional development including BrightPath, EY PAT, Thinking Maths and 3-D printing project.

Further professional development in moderation and differentiation to be explored.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

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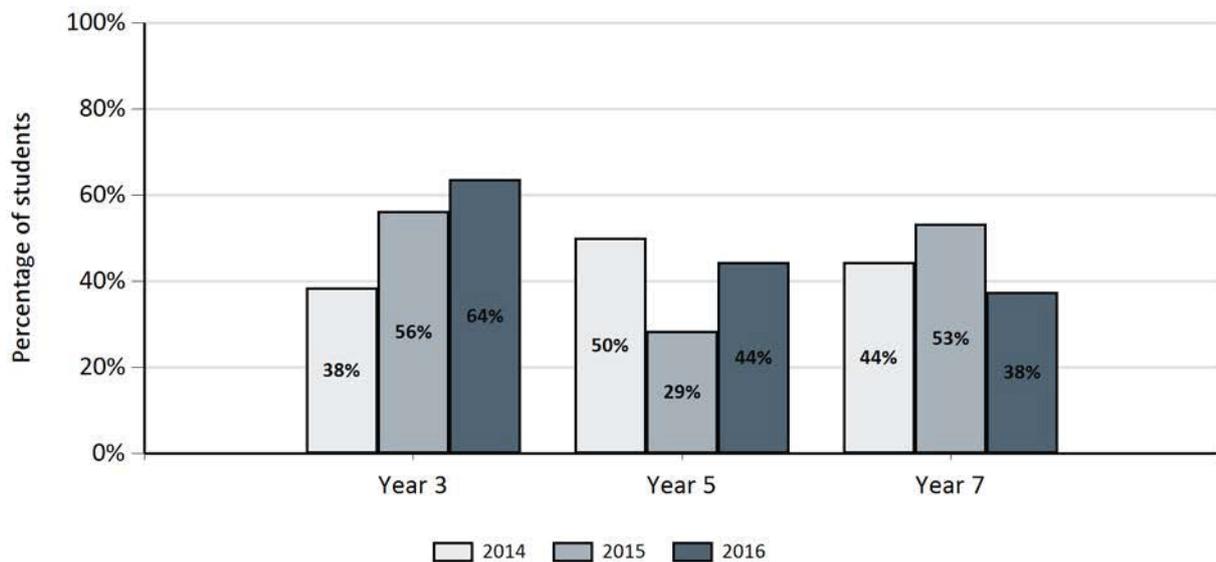
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

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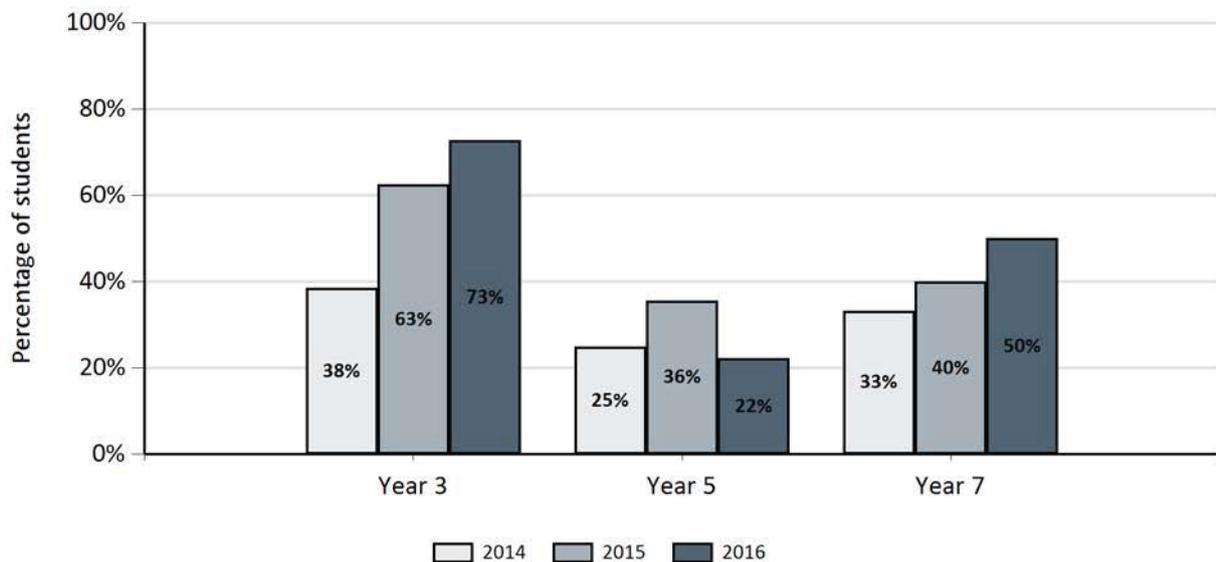
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	20%	29%	25%
Middle progress group	67%	57%	50%
Upper progress group	13%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	33%	14%	25%
Middle progress group	60%	71%	50%
Upper progress group	7%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2016	11	11	2	2	18%	18%
Year 3 2014-16 Average	13.3	13.3	2.3	2.3	18%	18%
Year 5 2016	18	18	2	1	11%	6%
Year 5 2014-16 Average	13.3	13.3	1.0	0.7	8%	5%
Year 7 2016	8	8	0	0	0%	0%
Year 7 2014-16 Average	10.7	10.7	0.3	0.3	3%	3%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to Site nearest whole number.

School Performance Comment

NAPLAN
Our 2016 Year 3 cohort had improved on previous years in both Reading and Numeracy. This can be accounted for in improved teacher pedagogy and practice across year 2 & 3 for this particular cohort.
Unfortunately both year 5 & 7 cohorts are tracking poorly, however this signifies and highlights the impact of transience, as well as, the need for improved learning design.

Running Record Data indicated that 50% of our year 1 students reached benchmark or above, those students who did not have the opportunity to join intervention and support groups.

Year 2 students seven out of seventeen reached benchmark. There was growth for the remaining students.

Preschool Attendance

Year	Term 1	Term 2	Term 3	Term 4
2014 Centre	92.9%	87.5%	82.4%	77.8%
2015 Centre	66.7%	85.7%	85.7%	90.0%
2016 Centre	88.9%	81.8%	90.9%	
2014 State	90.0%	88.9%	86.1%	87.1%
2015 State	90.5%	88.5%	86.3%	86.3%
2016 State	89.6%	88.7%	87.7%	

Based on attendances recorded in the two week reference period each term, and calculated to an average unadjusted daily attendance (deemed attendance). Attendance percentages are based on the calculated deemed attendance (integer), divided by the number of enrolments. Excludes pre-entry. Note: Figures have been revised for previous years, using integer deemed attendance not decimal.
Source: Preschool Data Collection, Data Management and Information Systems.

School Attendance

Year level	2014	2015	2016
Reception	87.9%	93.6%	90.5%
Year 1	90.7%	86.5%	88.6%
Year 2	89.1%	92.9%	89.0%
Year 3	89.1%	89.4%	89.3%
Year 4	92.5%	91.0%	91.4%
Year 5	90.3%	92.0%	89.3%
Year 6	86.0%	89.9%	89.4%
Year 7	94.8%	85.4%	89.5%
Total	89.6%	89.6%	89.6%

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

Attendance Comment

Although we have way to go to reach the DECD target, a small proportion of our students have poor attendance and we have worked with families to improve attendance through regular phone calls.

However, there are a number of families with genuine reasons for their children being absent, like intrastate family support required. And community issues which made it difficult for children to come to school. Processes to support students who have transferred from other sites with attendance and behaviour issues are in place.

Preschool Enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2014	14	16	17	18
2015	6	7	7	10
2016	9	11	11	12

Based on person counts in the two week reference period each term. Excludes pre-entry. Source: Preschool Data Collection, Data Management and Information Systems.

Preschool Enrolment Comment

The total enrolments for the year were 12, 2 students required pre-school support for speech and language and one third of the students were indigenous. Term 4 pre-entry enrolments were 12.
Our pre-school sessions are Tuesday and Thursday 8.45am-3pm and Wednesday 8.45 -11.15am. Children attend pre-entry in term 4 of the year prior to them starting full-time kindy. We also offer a playgroup on Monday mornings during school time 9-11am.
Our enrolment prospects for the future look promising.

Behaviour Management Comment

Data is formally collated termly and used to inform programs and interventions.
The data from 2016 supported perceptions that behaviour had been much improved from the year before.
In promoting positive behaviour targeted students engage in social skills activities. Anecdotal evidence also supports the positive impact this has on behaviour .
Further interventions include case management through ICAN or programs such as What's the Buzz? - the data supports the positive impact of these .
From our data we can see that both boys and students with disabilities or learning difficulties are represented more highly. This provides us with a base to work with staff around differentiation, adjustments and strategies to reduce the incidents of behaviour in

Client Opinion Summary

Survey of Wellbeing and Student Engagement. Year 6 & 7 students participated in this on-line survey. It was heartening that the data reflected, students at HHPS had a positive outlook with a positive connectedness with adults and peers.
Our students responded to questions in regard to important adults in our school and a sense of connectedness positively, scoring 89% and 84%. Students demonstrated a high positivity to academic self-concept, 95% and 74%of students believed that they are will to put in the effort in order to master skills and succeed academically.

When conducting tours with prospective enrolment the students are able to speak confidentially about our school and why they like it here.

Parents are happy to speak with staff with regard to their children and tend to bring bigger issues to the front office. Parents recognise that we are proactive and willing to work together in the best interest of their children.

Parents of the children from the pre-school recognise the effort and care of the kindy staff.

Staff who work at HHPS and pre-school agree that staff feel valued and are part of a team.

Intended Destination from Preschool

Feeder Schools (Site number - Name)	2014	2015	2016
0313 - Old Noarlunga Primary School	9.1%	0.0%	0.0%
0362 - Port Noarlunga Primary School	9.1%	0.0%	0.0%
1060 - O'Sullivan Beach Primary School	0.0%	0.0%	10.0%
1067 - Huntfield Heights Primary School	81.8%	100.0%	90.0%
Total	100%	100%	100%

Intended Destination from School

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	1	2.6%
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	1	2.6%
Transfer to SA Govt School	36	94.7%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

Destination Comment

Our site is transient in nature as our school community includes temporary housing and housing trust units. In 2016 94.7% of those students who left our school, transferred to other DECD sites.

DECD Relevant History Screening

HHPS has developed processes to ensure that all contractors, staff and volunteers comply with the requirement in relation to Criminal History Screening and Induction.
All teachers have met the requirement of the Teachers Registration Board and other staff have been trained in Responding to Abuse and Neglect.
Volunteers including Governing Council members undertake a Police Clearance and complete an induction course provided by the Deputy Principal, which is provided at least twice a year.

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	16
Post Graduate Qualifications	7

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

Please note: Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

School workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.4	0.0	7.8
Persons	0	10	0	11

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

Financial Statement

Funding Source	Amount
Grants: State	$14,800
Grants: Commonwealth	$4,500
Parent Contributions	$24,961
Fund Raising	$6,766
Other	

2016 Preschool Annual Report: Improved Outcomes Funding

Improved Outcomes Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant DECD Standard of Educational Achievement * outcomes (where applicable):	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	The pre-school teacher has undertaken training in the Literacy and Numeracy Indicators Purchasing resources for book based literacy program.	Using the indicators when reporting in the statement of learning. Programming using the desired outcomes.
Improved ECD and Parenting Outcomes (Children's Centres only)	N/A	
Improved outcomes for children with disabilities	Two students received 1 hour a week of additional support. One for speech and one for language. They were supported by an ECW managing their program prepared by the speech pathologist.	Improvement and noticeable progress for both students
Improved outcomes for children with additional language or dialect	N/A	

* The DECD Standard of Educational Achievement is defined as children and young people progressing and achieving at or above their appropriate year level.

2016 School Annual Report: Tier 2 Funding Report*

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSO support both in the classroom and yard to support students to meet their behaviour goals.	Declining violent outbursts. Decline in take homes and suspensions.
	Improved Outcomes for Students with an Additional Language or Dialect	Students attended targeted intervention programs and had in class support.	Improvement measured in individual learning plan goals
	Improved Outcomes for Students with Disabilities	Students were supported by an SSO who implemented the speech program supplied by the speech pathologist. In class support particularly during literacy and numeracy. Yard support if required to build social skills.	Improvement of Individual learning goals achieved.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy	Our ATSI students received significant support in literacy and numeracy interventions, usually is small groups. There was also in class support for students at targeted intervals. Supported student engagement in the classroom.	A number of our ATSI students are tracking well. Unfortunately absenteeism has hindered progress for some students.
	First Language Maintenance & Development	N/A	
	Students taking Alternative Pathways	N/A	
	Students with Learning Difficulties Grant	Partially funded a special education teacher 0.4	
Program Funding for all Students	Australian Curriculum	Supported purchasing resources.	Teachers provided resources.
	Aboriginal Languages Programs Initiatives	N/A	
	Better Schools Funding	This funding supported our school to manage funding a 5th class.	Ability to separate difficult students. Improved learning outcomes of students.
Other Discretionary Funding	Specialist School Reporting (as required)	N/A	
	Improved Outcomes for Gifted Students	N/A	
	Primary School Counsellor (if applicable)	This supported a deputy full-time with a focus on student wellbeing, ATSI students and attendance.	Ensured that appropriate programs were in place to support students.

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