

# Hincks Avenue Primary School 2017 Annual Report to the School Community



Government  
of South Australia

Department for Education  
and Child Development

Hincks Avenue Primary School Number: 938

Partnership: Whyalla

**Name of School Principal:**

Rosemarie Gilsenan-Reed

**Name of Governing Council Chair:**

Marilyn Blieschke

**Date of Endorsement:**

27th February 2018

## School Context and Highlights

2017 was another very exciting and productive year for Hincks Avenue, we were delighted that the evidence provided to the Review Panel during an On-Track evaluation found that the school had established a clear vision, direction, processes and structures to realise evident improvement since the External School Review in 2015. There was evidence of effective educational leadership for the staff through building a culture of high expectations for all students at the school. An instructional leadership approach and strategic intent have provided solid foundations for these enhanced expectations. Higher-level accountability exists across all levels of the school. Clear links are made between learning data and perception data which is collected and used with a greater level of coherence and intent across the school. It was evident that staff have risen to the challenge of maintaining high expectations for all our students and this was commended. The school will continue to focus on effective systems for Work, Health and Safety which was highlighted following an audit in 2016.

The Junior Primary department under the leadership of Deb Smith introduced Walker Learning which has provided a wonderful opportunity to develop structured play and focus on Oral language. We also introduced Read Write Inc Program and saw a dramatic increase in our students confidence with the early stages of reading. We were also a trial school for the year 1 phonics screen which will be introduced in 2018. In our Primary school there was a focus on Guided Reading and Professional learning provided by Sheena Cameron which we also opened up to other Partnership schools and University students. Under the leadership of Stephenie Herbert, Professional learning was provided to support our new STEM building which was completed at the end of the year. Growth Mindset and Visible learning have been significant in 2017 as we work to make learning exciting and engaging. We were also delighted by the professional dedication of all staff who attended training, took risks in their learning and were willing to try new ideas. The notion of life long learning was truly role modeled by all our staff, in particular a number of our teachers who bravely applied for certification as a Highly Accomplished teacher.

## Governing Council Report

On behalf of Hincks Avenue Governing Council I am pleased to submit the Chairperson's Report for 2017.

The year 2017 can be seen as a cohesive year for Hincks with many of the recommendations from the External Review being addressed and implemented under the guidance of our Principal, Rosie Gilseman-Reed.

There has been a concerted effort to raise the reading standards of students with various workshops being offered and attended by both teachers and SSO's.

Much attention has been given to the formalizing of records regarding all safety aspects within the school. This included the storage, use and disposal of any dangerous products and the removal of any equipment deemed to be a potential danger. This large task involved not only the yard and buildings but examining the smallest of objects within the classroom. Reminiscent of one crawling around doing a reconnoitre before ones baby crawls and walks. A job well done!

Reviews of many policies have been undertaken and updated such as the Harassment and Grievance policy, External evacuation and sun-safe policies etc with all staff having common knowledge of procedures.

Our planter boxes have been a great addition allowing children a "hands-on" gardening experience as well as an opportunity to be a part of a living nature study. The students will continue to take pride in their Hincks garden.

Fundraising activities continues this year and the children were able to participate in various sports events and carnivals with some very pleasing results. Sadly they lost the Teacher/Students event due to some dubious rules and decisions.

I see Hincks as having a committed team of teachers and staff who have worked tirelessly to help implement all the changes required. Each has taken the opportunity to enhance their teaching skills and ability with the programs and tasks offered.

I thank my fellow Governing Council members for their support in my first year as Chairperson.

## Improvement Planning and Outcomes

Direction 1 - Consistently implement agreements in literacy, numeracy and positive behaviour learning to ensure a consistent experience for students as they move through the school.

The on track report found that the Principal and staff have clearly defined the expectations for improvement in literacy, numeracy and behaviour at Hincks Avenue Primary School. Professional learning, documented agreements, teaching practices and shared learning through various staff and team meetings are the strategic structures that guide improvement in these areas. The agreements and expectations are supported and monitored by members of the Leadership Team through the Performance and Development Planning process.

Direction 2 - Strengthen the culture of high expectations by documenting measurable learning outcomes and explicit expectations for achievement.

An improvement culture of high expectations has been established with staff and students alike. The staff have raised standards in their professionalism to deliver improved learning for the students at the School. A deliberate and strategic focus has been centred on the Early Years classes – in terms of supportive learning environments and methodology – to engage students as active thinkers and learners. Staff are well-supported through professional development and learning opportunities both within the school and external to it. Staff meeting structures and processes support the understanding of practices through planned discussion and sharing. There is raised teacher professional accountability to the students and each other.

Direction 3 - Sharpen the impact of improvement planning on achievement by collaboratively undertaking regular self-review processes and consistently acting upon findings.

The school has expertly connected the improvement required through an understood and connected approach in teaching practices used. These changes have been well-supported through direct observation and feedback, and high levels of professional accountability.

Direction 4 - Increase the number of students making expected or greater than expected progress by ensuring that the school has reliable and easily accessible data collection and analysis processes for staff to regularly monitor progress of individual students and cohorts throughout the year.

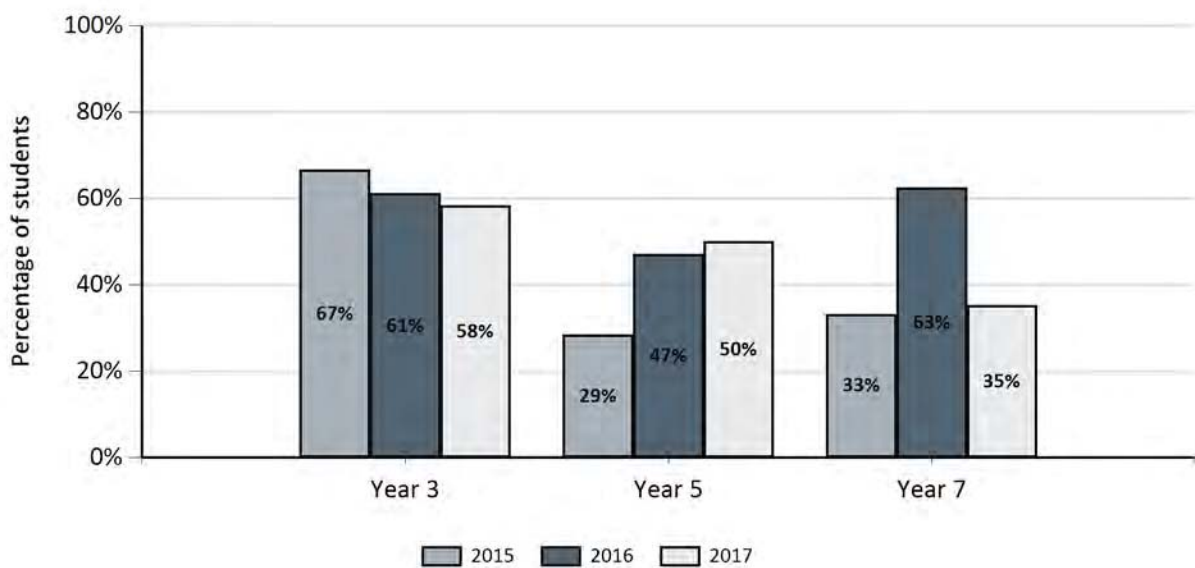
The school has increased its capacity to collect, use and analyse data for a variety of purposes. The Leadership Team, staff and Governing Council are provided with various datasets to plan, monitor and evaluate the impact of their work. The school has established a schedule for data collection and discussion - both system-provided and school-based - to guide the learning discussions held at the school. Data is discussed in an ongoing way to further inform and target teaching. Attendance from 2015 to 2017 has increased as the expectations around learning improvement have been clearly stated across the school community. The students have an understanding of the importance of regular attendance on their learning and the school is continuing to focus on improving levels of engagement.

## Performance Summary

### NAPLAN Proficiency

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

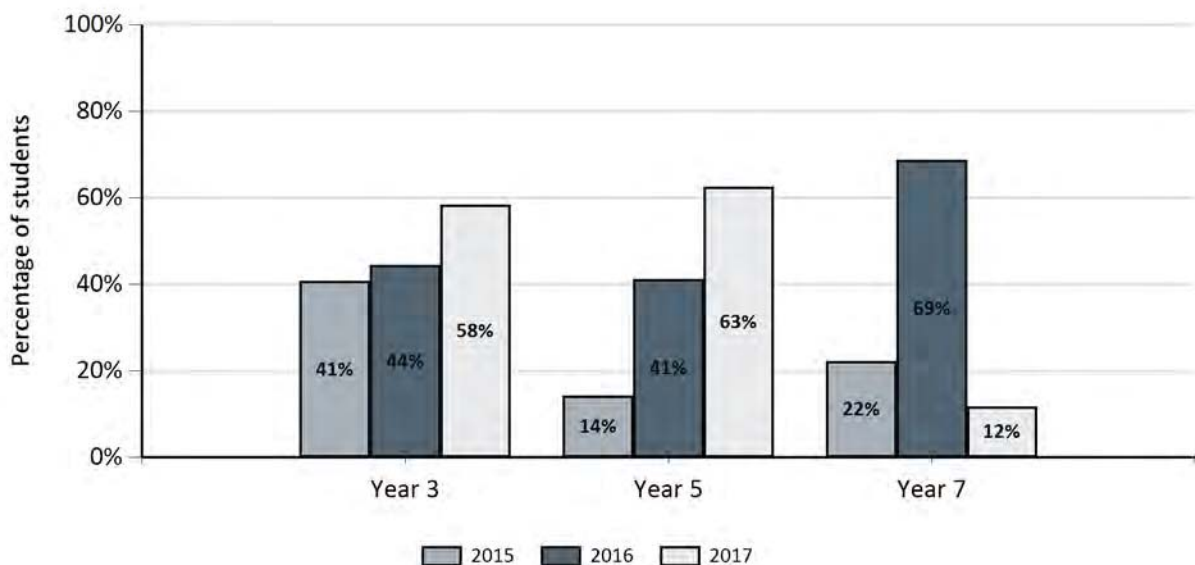
#### Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

#### Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

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

## NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

### Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	21%	8%	25%
Middle progress group	43%	31%	50%
Lower progress group	36%	62%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

### Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	45%	9%	25%
Middle progress group	45%	45%	50%
Lower progress group	9%	45%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

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

## NAPLAN Upper Two Bands Achievement

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

	No. of students who sat the test <sup>^</sup>		No. of students achieving in the upper two bands		% of students achieving in the upper two bands <sup>**</sup>	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	12	12	2	2	17%	17%
Year 3 2015-17 Average	19.0	19.0	3.0	0.7	16%	4%
Year 5 2017	16	16	2	2	13%	13%
Year 5 2015-17 Average	15.7	15.7	1.0	0.7	6%	4%
Year 7 2017	17	17	1	0	6%	0%
Year 7 2015-17 Average	17.0	17.0	1.7	1.0	10%	6%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

<sup>^</sup>includes absent and withdrawn students.

\*Reporting of data not provided when less than six students in the respective cohort.

\*\*Percentages have been rounded off to the nearest whole number.

## School Performance Comment

NAPLAN Comparative Learning data for numeracy in Years 3 and 5 has continued to increase steadily from 2015 to 2017. This is a positive indicator and also reflects the impact of several interventions but in particular the Quicksmart program. In reading the pattern reflects the needs of the cohort and careful analysis has indicated that students need to be exposed to a range of text types as part of explicit reading instruction. More poetry, advertisements and reports need to be included in Guided Reading. Teachers need to ensure they use text specific vocabulary when teaching diverse types of text and this needs to be consistent. Students need to have experience of multi-modal texts where possible so that they learn to interpret and link between the pictures, graphs, tables and texts. The impact of Read Write Inc is not visible yet and it is clear that many of our students are not used to reading for extended periods. Heavy investment in our library and a shift in our classrooms around reading for pleasure is critical, the focus around Aboriginal students Capable and Confident readers will support improvements in our data as those students move to Year 3.

Teachers need to have a focus on the Number Strand, especially in the Early Years. Our analysis of the results showed the gaps in our students understanding giving us a clear direction as we move into 2018. Students need to receive an array of multi-step problems weekly to explicitly teach the language used in worded problems. In Guided Reading students should be exposed to a range of tables and graphs to help with interpreting them in maths. More hands-on activities in Measurement and Geometry so that students gain a better understanding of weight and capacity, transformation, position, 3D shapes and time. Students to develop a more concrete understanding of money and time in the Early Years, in Walker learning opportunities are to be designed to provide practical mathematics in context. Staff have also used I Can Mathematics program and are beginning to identify where our students need reinforcement. Teachers need to create more opportunities for students to critically and creatively think about problems. Staff will be offered some Professional learning to support their continual growth in this area, this will build on the moderation completed in 2017, Thinking Mathematics and the Jo Boalar conference which was attended by Leadership in 2017.

## Attendance

Year level	2014	2015	2016	2017
Reception	87.8%	87.7%	90.0%	78.4%
Year 1	87.4%	91.6%	84.7%	92.9%
Year 2	89.2%	89.0%	90.5%	85.9%
Year 3	88.0%	81.8%	84.5%	89.6%
Year 4	86.5%	83.3%	84.2%	87.5%
Year 5	90.4%	82.7%	82.1%	88.5%
Year 6	82.1%	87.2%	86.6%	87.6%
Year 7	82.6%	77.1%	84.9%	84.3%
Primary Other	87.9%	89.2%	83.5%	86.1%
Total	87.1%	85.2%	85.6%	86.1%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

## Attendance Comment

Attendance continues to be a significant challenge for our community. Breakfast club, shared lunches, certificates and positive calls to parents were used to encourage our families and older students. Attendance was highlighted in red on our reports and linked directly to achievement, a commitment to be in school was discussed at NEP and ILP meetings and this was highlighted as significant for children in wave 2 intervention. During 2017 we began to work with Gabmididi Manoo Family & Children Centre to support improvements in our Reception data, a focus on engagement makes a difference.

## Behaviour Management Comment

At the end of 2016 we contributed to a survey which looked at incidents around trauma, as a Partnership we committed to changes which would target persistent and willful inattention which generated 394 incidents in 2016. During 2017 under the direction of Dr Emma Goodall we introduced The Nest and a series of exercises which support student self management of their feelings and emotions, the focus will continue in our classrooms in 2018.

## Client Opinion Summary

A parent opinion survey was conducted on our annual Sports day, this consisted of 31 responses.

1. Leadership is approachable and deals with my concerns quickly and efficiently - 96.7% responded positively

"Yes teachers inform us if there are any issues"

"Yes always accommodating and helpful if I need assistance."

2. The school is continually looking for ways to improve - 96.7%

"There is always room for change and yes they are looking to improve"

"Yes looking but need to follow through"

"Bullying is a problem which needs to be fixed"

3. My children are happy at Hincks Avenue- 100%

"Yes I really like this school I will be enrolling my son. Thank you"

"Yes they love the school"

4. I receive helpful information about my child/childrens progress - 90.3%

"Yes good feedback is provided"

"I would like more positive phone calls"

"Some information is above our understanding"

More phone calls were requested around behaviour and concerns. Parents also wanted positive calls.

5. Behaviour is managed well at the school - 93.5%

"Still room for improvement."

Visible learning surveys were also collected in 2017, parents and students were asked what makes good learners and this will be used as base line data over the next three years.

## Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	12	18.5%
Other	1	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	4	6.2%
Transfer to SA Govt School	48	73.8%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

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

## DECD Relevant History Screening

All volunteers and DECD personnel undertake the relevant screening process to ensure the safety and wellbeing of all people within the Hincks Avenue Primary School site. Volunteer training is offered on behalf of the Partnership by the Principal at Whyalla Town Primary School.



## 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	23
Post Graduate Qualifications	5

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

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

### Workforce Composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.0	0.8	10.9
Persons	0	11	1	17

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

## Financial Statement

Funding Source	Amount
Grants: State	\$2,415,508.41
Grants: Commonwealth	\$9,000.00
Parent Contributions	\$32,079.83
Fund Raising	\$5,609.00
Other	\$17,793.80

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

## 2017 School Annual Report: Tier 2 Funding Report\*

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

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	Data was analysed at the beginning of 2017. The school introduced Introception with an area called The Nest developed to support students emotional regulation. This was staffed by a full time SSO.	Less disruption to learning Less suspensions
	Improved Outcomes for Students with an Additional Language or Dialect	Mini Lit, Reading Doctor and targeted Speech and language work in our early years classrooms.	Improvements in running record data Track aboriginal students
	Improved Outcomes for Students with Disabilities	Special class students were supported in Mainstream PE and Walker learning	
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy  First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	A range of interventions were offered in 2017 - Quicksmart ran for four days a week with two SSO's  Two staff attended Thinking Mathematics - Phase 2	Steady improvement in Mathematics data for students experiencing Quicksmart
	Australian Curriculum		
Program Funding for all Students	Aboriginal Languages Programs Initiatives	Staff attended Aboriginal Capable and Confident Readers	Improved tracking of Aboriginal students
	Better Schools Funding	Significant investment in quality picture books 0.2 Speech and language staff to support our early years	Oral language focus in Reception
	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
Other Discretionary Funding	Primary School Counsellor (if applicable)	N/A	