

Hamley Bridge Primary School

2021 annual report to the community

Hamley Bridge Primary School Number: 0167

Partnership: Lower Mid North

Signature

School principal:

Mrs Margaret Streatfield

Governing council chair:

Emily Hanrahan

Date of endorsement:

17 March 2022



Government
of South Australia
Department for Education

Context and highlights

2021 was a year where the ongoing impact of COVID-19 continued to be felt - most times in unpredictable ways. There were periods of time where most students engaged with a home learning program and school staff were rostered to be at school to cater for the children of essential workers.

2021 at Hamley Bridge Primary School began with 89 students accommodated in 4 classes - R/1, 2/3, 4/5, 6/7. Provision of NIT to classroom teachers allowed the HASS curriculum to be delivered to all classes and a PE component to the R/1 class. Some teachers chose to "bank" a small amount of their NIT allocation each week, to support time for report writing at the end of terms 2 and 4. Significant funding was allocated to provide SSO support in every classroom for large parts of the week. The work of these SSOs was focused on supporting students with additional emotional, social and learning needs. There was a Pastoral Care Worker on site for one and a half days per week who also provided supported to individuals and classes. For personal reasons, the Pastoral Care Worker resigned their position at the end of term 3 and a new appointment was not able to be made in 2021. At the end of term 2, our year 6/7 teacher took leave for the remainder of the year and we were able to organise an intra-partnership transfer which saw a teacher from Riverton & District High School join our teaching team.

In the Reception/year 1 class, there was continued emphasis on a Systematic Synthetic Phonics Program with results in Running Records, Phonics Screening Check providing evidence of success. Use of the Heggerty Phonemic Awareness program provided structure for some of this work and became a focus of intervention work with some older students. For the 2nd year, our Brightpath focus was on Narrative writing. Students were supported to see their results on a class copy of the Teacher Ruler and to move their avatar up after the second moderation of writing. Many students displayed significant growth.

There were significant developments in the outdoor area of the school. A new playground, shade and rubberised softfall was installed and available for use towards the end of term 1. There was a consultation process with students regarding the development of a Nature Play area. Construction of this began in August and the area was open for use in November. Both of these significant developments are providing excellent spaces for class lessons, playtime and for the community to use outside of school hours.

Other highlights included swimming lessons (held at the Owen swimming pool), swimming carnival, Gilbert Valley Sports Day, Premiers' Reading Challenge and Premiers' Be Active Challenge.

Governing council report

The Governing Council continued to be a small but cohesive group with 2 new parent members elected for the first time. There was a new Chairperson and Treasurer. As per the usual pattern, staff chose to send a representative to each meeting with teachers rostered for a term each.

The Governing Council continued to play a significant role in the approval of many critical documents including: 2021 budget(interim and final), account signatories, financial report (at each meeting), setting of the materials and services charge for 2022.

The Governing Council played a pivotal role in providing approval and finance for the outdoor developments. They looked at plans for the new playground and gave approval for the chosen design. With regard to the nature play area, costings of the preferred design were in excess of the funds available. The Governing Council unanimously agreed to commit some of the school's fund reserves to allow the project to be completed in full.

Once again, fundraising activities were restricted due to the presence of COVID-19 across the state. Despite that, there were still able to be some activities held under COVID safe conditions. These included: Mothers' and Fathers' Day stalls and raffles. The GC was able to provide a celebratory dinner and disco for the yer 6 and 7 students graduating from primary school and moving on to high school.

The Governing Council conducted a selection process for the annual Volunteer of the Year Award. The GC also organised a local member award (the Rowan Ramsay award) for a staff member who for 25 years has given exceptional service to the school, over and above their paid hours.

Quality improvement planning

In the third year of this Site Improvement Plan cycle, the focus areas related to: Increasing student performance in Writing and increasing student achievement in Numeracy.

Following a Systematic, Synthetic Phonics Program in the early years (and for struggling older students) has meant that most students quite quickly become familiar with decoding words and apply this skill to reading and writing from as early as Reception.

For Writing, we continued to work in the Brightpath Narrative space to assess student writing against the Narrative Teacher Ruler, moderate scores and use feedback from the program to support students in making improvement. Students have found this to be helpful, with evidence of appropriate Brightpath growth for many students (40 points for younger students, 20 points for older students). This work was done collaboratively, with teachers working in pairs to score and moderate students' writing. Combined with work with the Punctuation Pyramid, student writing mostly showed a good understanding of the features of a narrative writing sample including punctuation features. Staff reported that some students were difficult to motivate in the push to achieve levels on the Punctuation Pyramid and use of this will be reviewed in 2022. We will continue our involvement with the Brightpath writing program but will change to persuasive Writing.

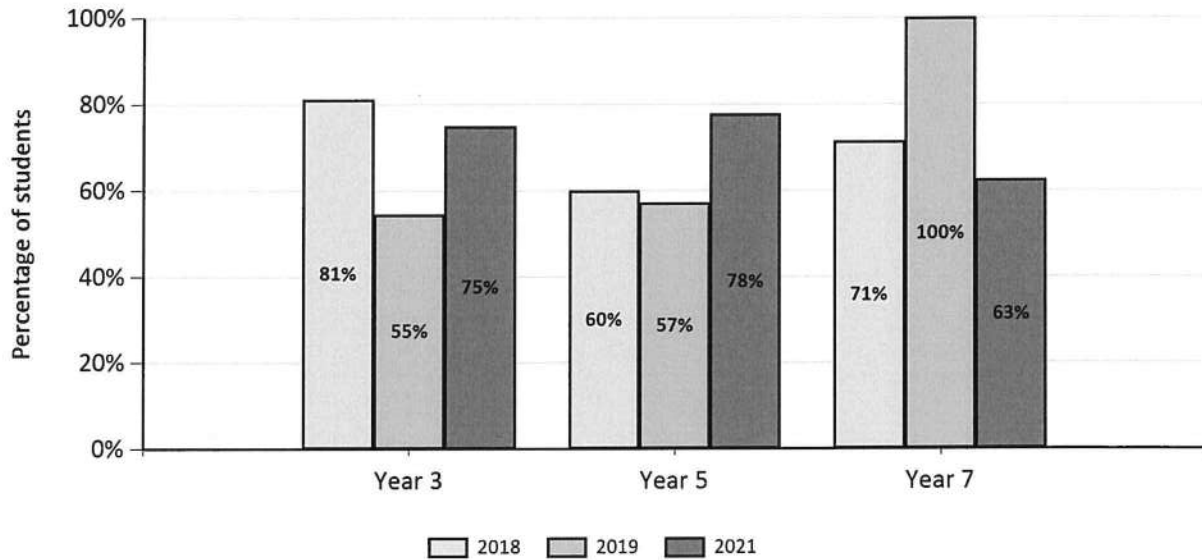
In Numeracy, there were two main approaches. The first centred around the use of the Big Ideas in Number program to assess student progress in understanding number, from Trusting the Count, Place Value, Multiplicative Thinking and Partitioning, students were exposed to a range of skills to support their mathematical problem solving. With problem solving having been identified as an area of concern, teachers worked to present problems and support students in choosing and using appropriate strategies to find solutions to each problem posed. During performance development and whole staff discussions, it became apparent that the amount of time needed to assess the areas of the Big Ideas in Number made it difficult for classroom teachers to commit to this for ongoing years. It was agreed that we would develop "Number Facts" program that would involve students in practising number facts and when confident, asking for a "check out" or "exit test". This program will be developed during term 1, 2022 and implemented early in term 2.

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

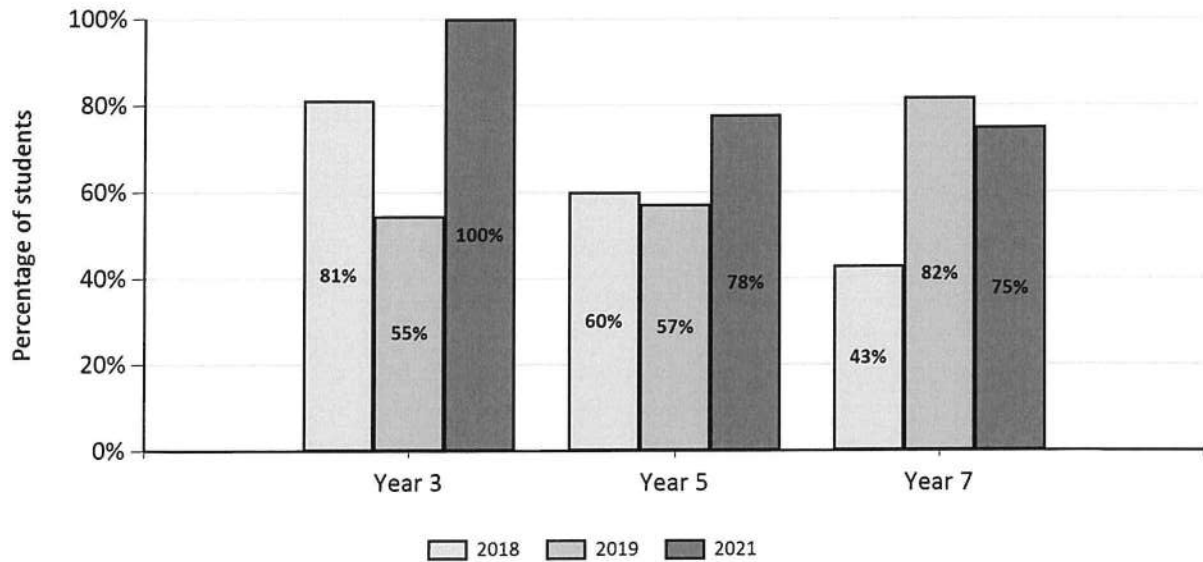


*NOTE: No NAPLAN testing was conducted in 2020.

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 across 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.

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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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	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	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	*	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	8	9	2	3	25%	33%
Year 3 2019-2021 Average	9.5	10.0	3.0	2.5	32%	25%
Year 5 2021	9	9	2	1	22%	11%
Year 5 2019-2021 Average	8.0	8.0	1.5	0.5	19%	6%
Year 7 2021	8	8	1	1	13%	13%
Year 7 2019-2021 Average	9.5	9.5	1.0	1.0	11%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

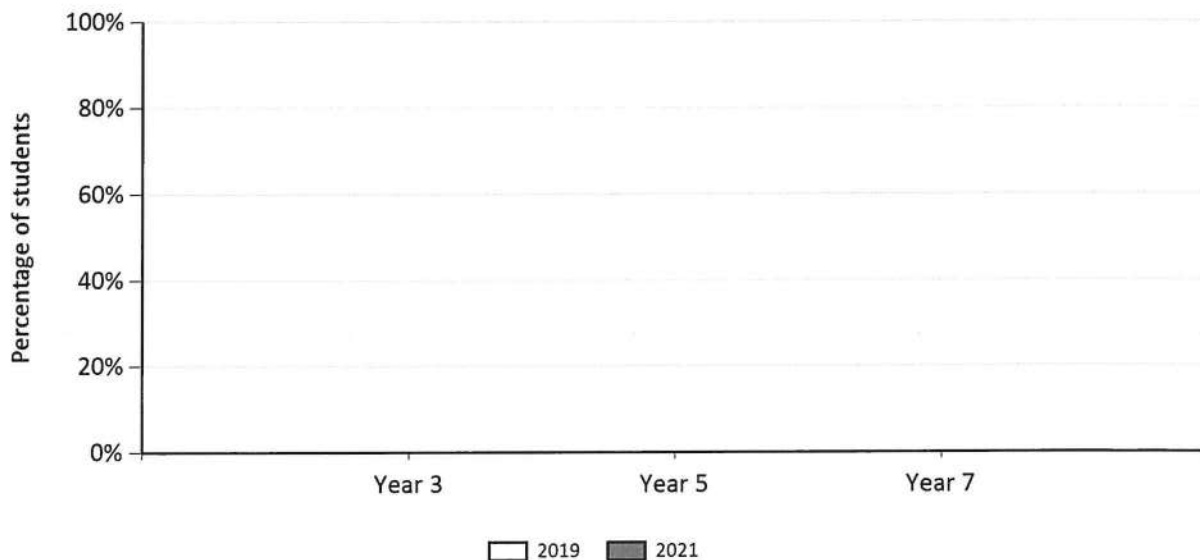
[^]includes absent and withdrawn students.

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

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

NAPLAN proficiency - Aboriginal learners

Reading



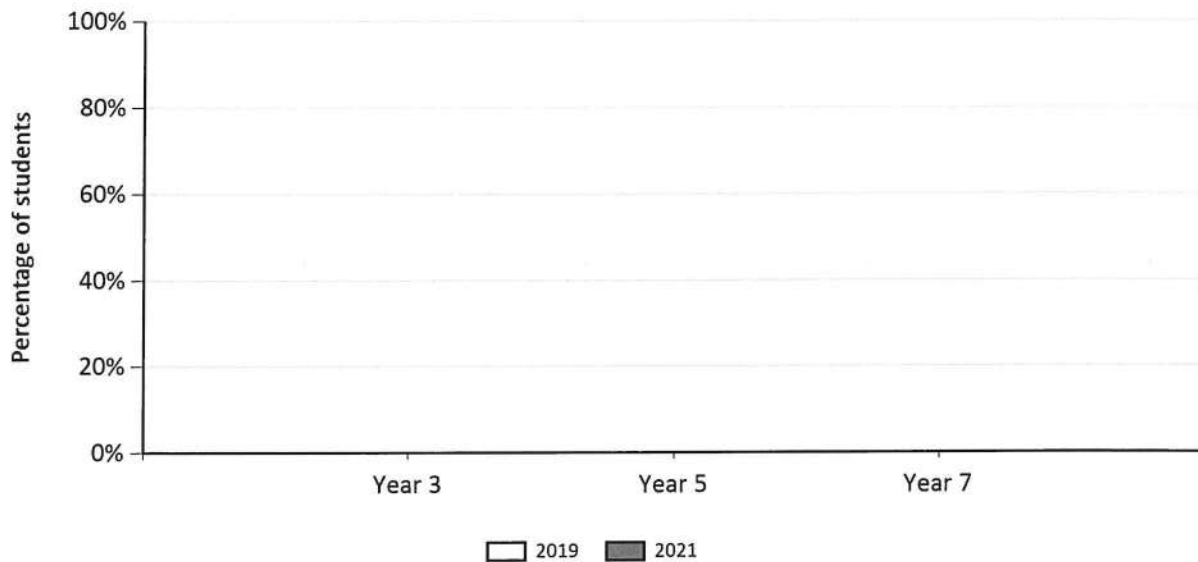
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

Numeracy



*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

Data is only shown for Aboriginal learners.

NAPLAN progress - Aboriginal learners

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

Reading

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	31%
Middle progress group	*	45%
Lower progress group	*	24%

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%.

Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 5-7	State (average)
Upper progress group	*	32%
Middle progress group	*	46%
Lower progress group	*	22%

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%.

Data only includes results for Aboriginal students.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal 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	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*
Year 7 2021	*	*	*	*	*	*
Year 7 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.

[^]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: Intervention & Support

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

The availability of an Aboriginal Education Teacher for the first time at the school meant that time could be allocated for students to receive extra support in addition to class teacher and SSO time. There was an opportunity for class Teacher and AET to discuss student learning needs and implement changes to program if needed.

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

Reception male - Record increase: Year 2 male(1) - Running Record increase: Year 2 male(2) - Running Record increase:
 Year 3 female - NAPLaN: achieved SEA in all areas Year 4 female(1) - Running record improved 23 - 30. learning x tables
 Year 4 female(2) - Independent reader, built confidence in spelling and x tables
 Year 7 male(1) - NAPLaN: achieved SEA in Spelling (no previous NAPLaN records)
 Year 7 male (2) - NAPLaN: achieved SEA in Spelling, Numeracy, Reading, Grammar & Punctuation

School performance comment

SIP goals were:

1) To increase student performance in writing.

Target: 60% of year 1 students to achieve benchmark in Phonics Screening Check. There was a dedicated and continued emphasis on Systematic Synthetic Phonics program in the early years. Result: 82% achieved benchmark - target met.

Target: 4 targeted students to score in high bands for NAPLAN writing. Involvement in the Brightpath program continued with focus on Narrative writing. Class programs focused on several text types. Result: 5 students achieved high bands in Writing (4 year 3, 1 year 5) - target met.

Target: 65% of students will score greater than 50% in PAT punctuation testing. The school continued to focus on the teaching of punctuation skills and monitoring student performance through use of the Punctuation Pyramid and information from the NAPLAN marking guide.

Result: 45% achieved - target not met.

Discussion and reflection with staff team raised some concern about the punctuation result. In 2022 work will be done to review the Punctuation Pyramid work and re-assess future directions.

2) To increase student achievement in Numeracy.

Target: 50% of students in years 2 - 7 will score more than 50% correct in PAT-M number questions Result: 32% - target not met

Target 65% of students in years 5 - 7 are working in the multiplicative thinking and partitioning aspects of Big Ideas in Number. There was insufficient data collection to inform progress towards this target. Review use of Big Ideas in Number program recommended.

Target: 70% of students achieve SEA in NAPLAN Numeracy. Result: 85% - target met

Target: 4 targeted students achieve in the high bands in NAPLAN Numeracy Result: 5 students in Numeracy high bands (3 year 3, 1 year 5, 1 year 7 - Target met

Discussion and reflection with the staff team centred around improving Maths problem solving skills as well as building number fact recall knowledge.

Attendance

Year level	2018	2019	2020	2021
Reception	86.7%	94.8%	90.8%	90.9%
Year 1	92.5%	86.9%	88.2%	93.3%
Year 2	95.3%	91.7%	85.7%	89.9%
Year 3	91.4%	96.0%	95.4%	90.0%
Year 4	96.5%	90.7%	87.6%	93.9%
Year 5	95.9%	93.7%	91.2%	93.8%
Year 6	92.3%	93.3%	90.4%	90.2%
Year 7	88.8%	90.2%	94.3%	88.1%
Total	92.2%	92.1%	91.1%	91.4%

Data Source: Site Performance Reporting System (SPER), Semester 1 attendance.

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

Attendance comment

The attendance rate for most of the year sat at around 92%. There were large parts of the student cohort who achieved much higher levels of attendance. At the end of each term, certificates were given out for: students who attended school every day possible in that term and students who attended "most" days of the term. Each term, there were consistently 50 students being presented with awards. Unfortunately, there was a small group of students with much higher levels of absence. Often this is due to family circumstances. There is regular contact with families of non-attending students with an emphasis on how this is causing the child's learning detrimentally. Where there is little or no improvement, referrals to DfE officers are made.

Behaviour support comment

Reporting of behaviour incidents indicates that most students exhibit appropriate school behaviour for a large part of the time. Most recorded incidents involve older students engaging in verbal or physical harassment of other students. Consequences for these behaviours have included "spoken to", apologies made, time missed from yard play, time out of the classroom, parent contact. It is rare for behaviours to escalate to a level where suspension from school is felt necessary. There were some reports of older students becoming involved in issues that had occurred to their younger siblings. Staff have worked to encourage the older students to support their family members to report the problem and for the older child to not "sort out" the problem themselves. There was an intensive focus on the interoception program in term 3, with older students visiting other classes to teach a range of self-regulation strategies. Further development need in 2022.

Parent opinion survey summary

There were 20 responses to the Parent Survey. Questions that received mostly positive responses were:

- * parent talks with child about school
- * education is important
- * I would like more help with my child's learning

It was clear that parents would like some support in the area of "learning tips" to support their child and an opportunity to develop a greater understanding of the expected "standard of work". There was also an indication that more "useful feedback" would support parents. A suggestion of greater use of e-mail to communicate with parents has been used to modify some processes. We will continue to modify some processes based on the results of this survey - although, quite a small cohort.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	13.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	13	86.7%

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

The Principal monitors staff Working with Children Checks. She keeps an annual calendar indicating when individual's clearances are due for renewal and refers to this frequently, then reminding people of the need to renew. When e-mails from DfE are received indicating the need for renewal, the Principal personally follows this up with staff. Staff are encouraged to initiate the process for a new working with children check at least 2 months prior to expiry.

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	10
Post Graduate Qualifications	1

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	5.8	0.0	5.2
Persons	0	7	0	10

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

Financial statement

Funding Source	Amount
Grants: State	\$1,305,181
Grants: Commonwealth	\$30,016
Parent Contributions	\$20,680
Fund Raising	\$2,895
Other	\$0

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	Worked with individuals, groups and staff to develop activities to improve self-concept and getting along skills. The focus on interoception was further developed in all classes.	Increased learning engagement. Students own their behaviour and work to improve.
	Improved outcomes for students with an additional language or dialect	no funding received	not applicable
	Inclusive Education Support Program	supported the employment of SSOs to work in classes and/or withdrawal programs to address learning needs, build confidence and strengthen social skills.	Individual needs accommodated in classrooms - less disruption to learning.
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	Early Years literacy funding used to purchase decodable reading resources to support Phonics program. Significant funding directed towards employment of SSOs to provide learning support in classrooms. SSOs released to participate in professional learning to further develop the skills needed to support specific students (eg. Heggerty Phonemic Awareness Program) APAS funding is used to support individual daily reading at school to further develop reading skills and levels.	Year 1 Phonics Screening Check 9/11 achieve benchmark. NAPLaN results showed "met or exceeded baseline" in 42% of criteria.
Program funding for all students	Australian Curriculum	Professional learning to support student performance in Writing and Numeracy. Staff participated in Brightpath program with a focus on moderation and in a Spelling PLC. Big Ideas in Number continued.	Student narratives improved. Class spelling programs modified. Numeracy reviewed
	Aboriginal languages programs Initiatives	Aboriginal Education Teacher salary for first time - 1 teacher took on role - worked in all classrooms to support aboriginal learners. Negotiated support areas. There was in class support and withdrawal of small groups.	Aboriginal learners showed increased confidence, performance in targeted areas.
	Better schools funding	Enabled smaller class sizes, provision and maintenance of resources - IT, literacy and numeracy.	Students assisted by teacher/SSO and range of resources.
Other discretionary funding	Specialist school reporting (as required)	no funding	not applicable
	Improved outcomes for gifted students	no funding	not applicable

