



# Hamley Bridge Primary School

## 2022 annual report to the community

Hamley Bridge Primary School Number: 167

Partnership: Lower Mid North

### Signature

School principal:

Mrs Margaret Streatfield

Governing council chair:

2021 Emily Hanrahan

Date of endorsement:

17 March 2023



Government  
of South Australia  
Department for Education

## Context and highlights

Hamley Bridge Primary School began 2022 with the same staff team as at the end of 2021. The partnership transfer agreement meant that a teacher from Riverton & District High School continued to work at Hamley Bridge PS for the first semester of 2022.

We began with 84 students accommodated in the following classes: Reception/Year 1, Year 2/3, Year 3/4 and year 5/6. The NIT program was expanded to cover HASS and Visual Arts for all classes. There continued to be significant SSO time provided in each classroom to enable support to be provided to students requiring additional help for learning or social/emotional needs.

A new Pastoral Care Worker was employed and he spent time working in all classes to establish relationships, as well as being present in the school yard during play times. He also worked with small groups of volunteer students to establish a school garden which produced large amounts of fresh fruit and vegetables. Some of this produce was then used to make pizzas for a special student lunch and to provide fresh produce for families to use at home.

Early in the year, we continued to feel the effects of COVID with a staggered start to school for year 2 and up, meaning home learning needed to be organised for these students. COVID also impacted with staff needing to be at home after contracting the virus or being a close family contact. This presented significant challenge when trying to provide relief staff to work with our classes. Fortunately, we were able to benefit from the availability of regional office staff to support classes on several days. Throughout the year, the Principal spent a considerable amount of time teaching in classes when no other relief was available.

Students continued to enjoy the re-developed outdoor area, with Nature Play proving extremely popular. As part of our Kindergarten to school transition process, kindergarten students and staff began regular visits to the school yard during recess times. This enabled these students to become familiar with the play options available during break times and to catch up with siblings and friends.

Unfortunately we were not able to secure instructors for swimming lessons and the local combined swimming carnival and sports day were placed on hold pending review. We held our own "Sports Fun Day" late in term four which saw many families spend time watching the activities. We even had a guest visit from a "local snake" that required a snake catcher to remove it.

There was continued high level of involvement in the 'Premier's Reading Challenge' and the 'Premier's Be Active Challenge'.

## Governing council report

The Governing Council remained a stable group, with most members continuing or being re-elected. There was 1 new parent representative elected for the first time. The office bearing positions of Chairperson and Treasurer remained stable with our elected Secretary leaving the area early in the year. This position then became a shared responsibility with a USB and laptop provided for typing information into a pre-prepared proforma.

Fundraising activities continued to be restricted to raffles (Easter and Christmas) and gift stalls (Mothers' Day and Fathers' Day) that kept the number of people involved at any one time to a safe minimum. A small group of Governing Council members supported these stalls by supporting students to make choices and dealing with the handling of money associated with this.

The Governing Council continued to meet twice per term and was involved in the discussion and approval of a range of documents including: minutes, reports (financial, Principal and Staff), budget approval, approved delegations of signatories, 2022 materials and services charge and the significant process surrounding the adoption of the new constitution. The Governing Council voted to accept the quote for an ongoing maintenance plan for the Nature Play area that will see twice pr year re-oiling of wood, full check for sharp edges on rocks, clearing pathways and checking function of watering system and water pump.

The Governing Council continued the tradition of the 'Volunteer of the Year Award'.

At our end of year concert, the Governing Council paid tribute to Susan Rex - an SSO who had given 27 years of service and was leaving to take leave leading into retirement.

# Quality improvement planning

The 2022 Site Improvement Plan focused on improving student performance in Writing and Numeracy. The successful Systematic Synthetic Phonics Program in Reception and Year 1 saw many students using their decoding skills to support attempts at reading and written language. Many students could successfully "sound out" simple words and make accurate/near accurate attempts at word spelling and dictation tasks.

Older students continued with Jolly Phonics and Jolly Grammar activities appropriate to their level of development. Growth in these programs suggests a need for more intensive work in this area with a focus on ensuring that the tasks are developmentally appropriate for each child.

Involvement in the Brightpath writing program with a focus on persuasive text provided many students with a new challenge. Components of persuasive writing were explicitly taught in each class with many opportunities to practise provided. Collection and marking of a persuasive text sample enabled teachers to allocate a score based on the Teacher Ruler - a critical part of the Brightpath program. Students could receive feedback as to "what you have done well" and "how you can improve your persuasive writing". The second sample collected later in the year and moderated by teachers at our school showed some students had made good progress. We will continue with persuasive writing with the support of the Brightpath program tools in 2023 and expect to see continued growth.

With regard to Numeracy, term 1 saw the staff team spending time developing a continuum of Number Facts that students would work through practising each skill and when confident having a "check out" with their teacher before moving on to the next skills. During term 1, a number of resources were collected and prepared for use in class sessions. The expectation is that students spend 10 - 15 minutes at the start of each lesson doing a range of activities to support their understanding and recall of Number Facts. This program was implemented from the start of term 2. Some students quickly showed competence and high level understanding of the facts presented and required extension activities. This will be addressed in an ongoing basis in 2023.

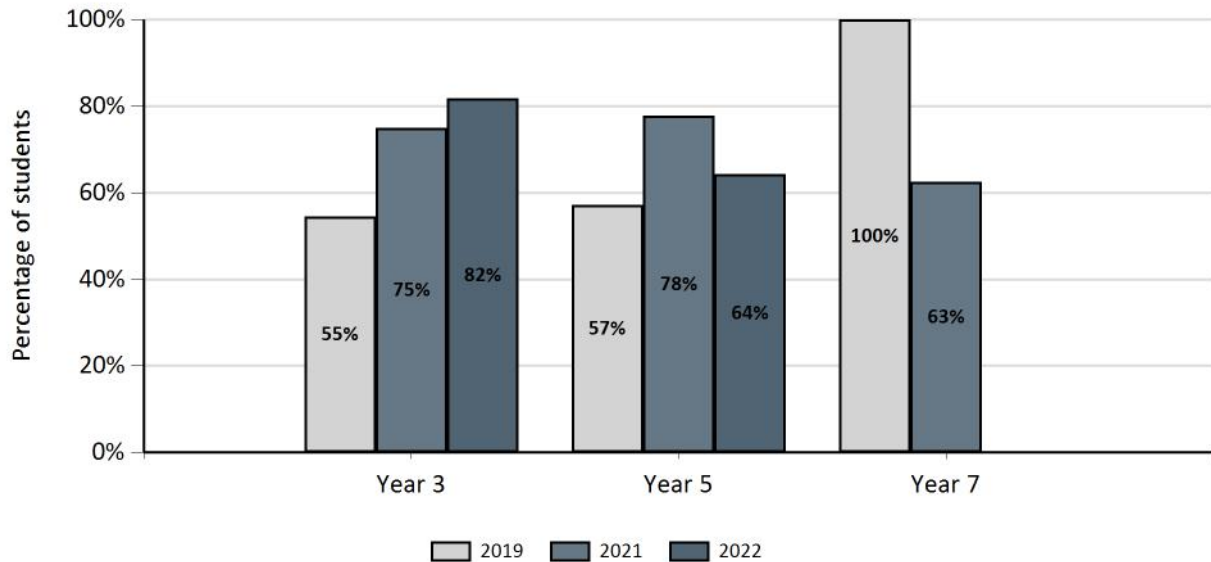
Some teachers explored working with the DfE Units of work. With all composite classes, this at times presented a significant challenge. In 2023, there will be opportunities to work with the partnership Curriculum Lead to explore this concern.

# 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

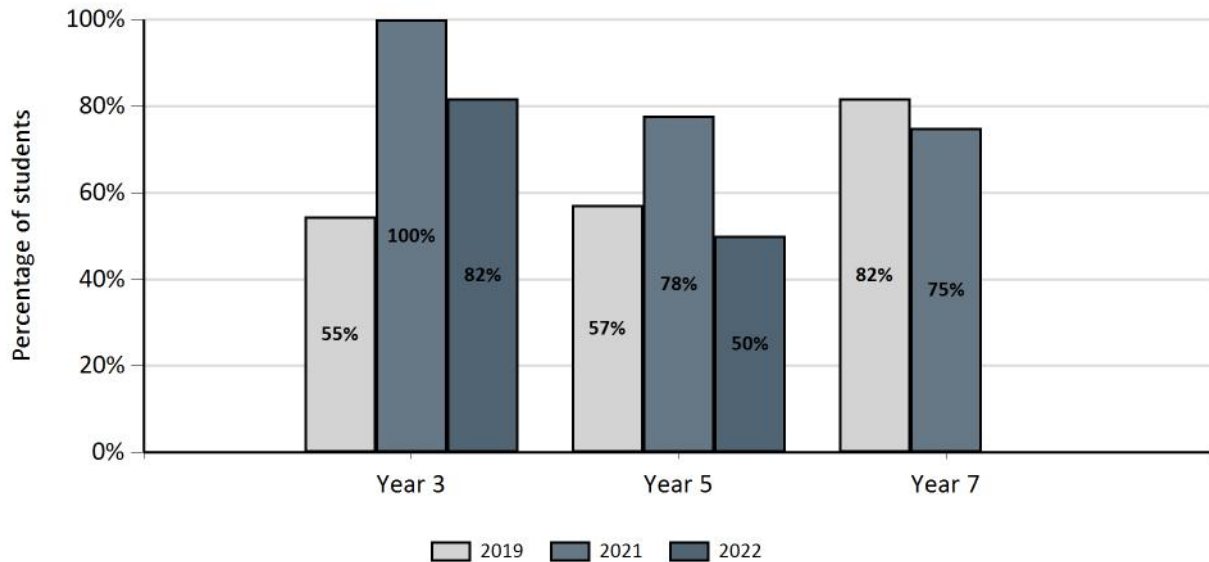


\*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

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 2022.

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## 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 03 2022	11	11	2	2	18%	18%
Year 03 2021-2022 Average	9.5	10.0	2.0	2.5	21%	25%
Year 05 2022	14	14	2	0	14%	0%
Year 05 2021-2022 Average	11.5	11.5	2.0	0.5	17%	4%
Year 07 2021-2022 Average	8.0	8.0	1.0	1.0	13%	13%

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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

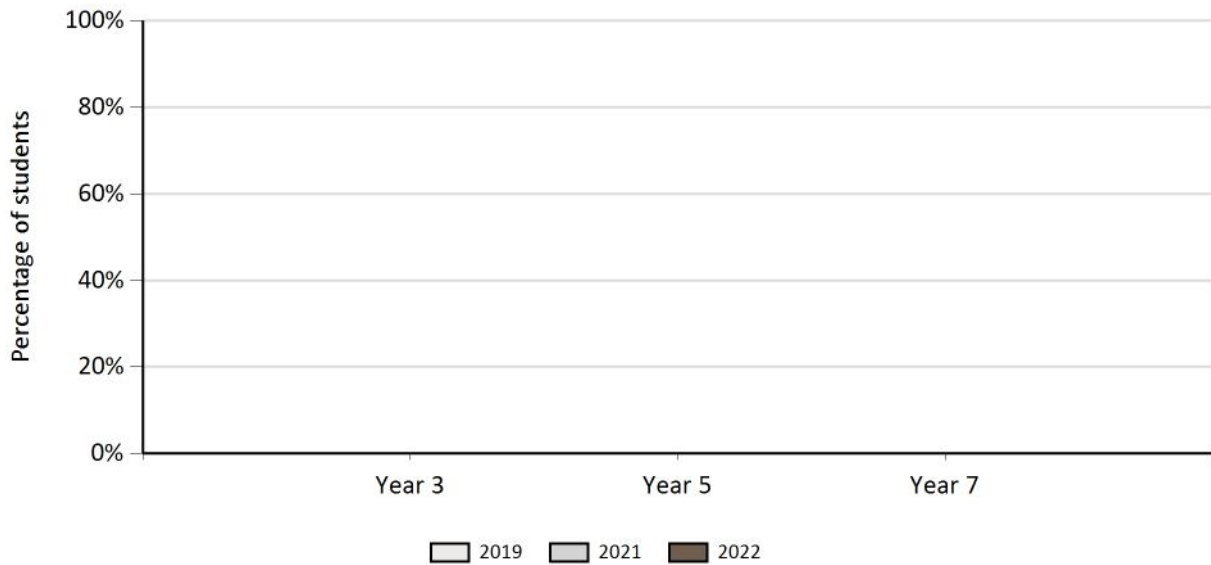
\*Reporting of data not provided when less than six students in the respective cohort.

<sup>\*\*</sup>Percentages have been rounded off to the nearest whole number.



# NAPLAN proficiency - Aboriginal learners

## Reading



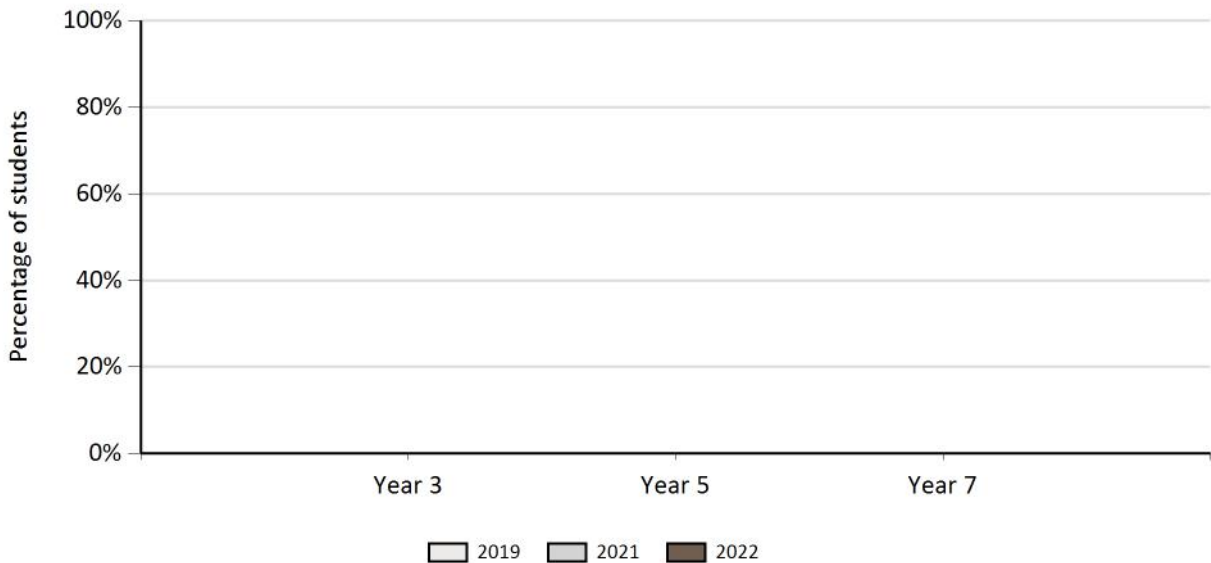
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Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.

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 2022.

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 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 <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 03 2022	*	*	*	*	*	*
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2021-2022 Average	*	*	*	*	*	*
Year 07 2021-2022 Average	*	*	*	*	*	*

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

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

<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.

## Aboriginal Learner Achievement Leaders' Resource (ALALR)

### Key element focused on for school improvement in 2022: Intervention & Support

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

Focus on Reading - moving through reading levels to become independent readers  
 Additional time provided for adults to listen to reading and reinforce the learnings from the Systematic Synthetic Phonics program

Numeracy - involvement in the Number Facts program with SSO support provided for aboriginal learners during these sessions

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

Yr 1 male - in second half of year began to recall sounds more readily (after a disrupted start to the year with a significant stay in hospital and at home recovering from injury)  
 Yr 3 males (2) - reached level 30 in Reading levels - thus becoming independent readers

# School performance comment

2022 SIP goals were:

To further increase student performance in Writing

- 1) 60% of students to meet year level appropriate writing standard
  - 48% met SEA in NAPLaN writing - target NOT met
- 2) Yr 2 - 3 students to show 40 points growth in Brightpath Persuasive text
  - average growth 24 points - ranging from -20 to 210 - target NOT met
- 3) yr 4 - 6 students show minimum 20 points growth in Brightpath Persuasive text
  - average growth 66 points - ranging from -40 to 140 - target MET
- 4) 6 students to achieve high bands in NAPLaN writing
  - 2 year 3 students achieved in high bands - target NOT met

Involvement in the Brightpath Writing program (Persuasive text) will continue for students in years 2 - 6. Further exposure and experience with focussed teaching is expected to lead to further increase in scores. Reception and year 1 students will be involved for the first time through Recount writing.

increase student SEA in Numeracy

- 1) 70% of students to achieve SEA in NAPLaN Numeracy
  - 64% of students achieved SEA in NAPLaN Numeracy - target NOT met (but close)
- 2) 4 students to achieve in high bands for NAPLaN Numeracy
  - 2 year 3 students achieved in high bands for NAPLaN Numeracy - target NOT met

The Number Fact recall program will continue along with differentiated teaching of problem solving strategies and experience in choosing and using a range of strategies.



## Attendance

Year level	2019	2020	2021	2022
Reception	94.8%	90.8%	90.9%	89.5%
Year 1	86.9%	88.2%	93.3%	86.0%
Year 2	91.7%	85.7%	89.9%	90.9%
Year 3	96.0%	95.4%	90.0%	91.1%
Year 4	90.7%	87.6%	93.9%	83.7%
Year 5	93.7%	91.2%	93.8%	90.9%
Year 6	93.3%	90.4%	90.2%	88.2%
Year 7	90.2%	94.3%	88.1%	N/A
Total	92.1%	91.1%	91.4%	88.9%

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

## Attendance comment

The overall student attendance rate for 2022 was disappointingly a little lower than previous years - coming in at 88.9%. Earlier in the year, there were still some absences post Covid with some families to send children to school and be put at greater risk of infection. Later in the year some families took advantage of opportunities for short family holidays. Where attendance rates for individual students are of concern, contact is made with the family by the Principal or class teacher. Where attendance continues to be a concern, Regional Support Services are contacted for advice and next direction planning.

## Behaviour support comment

We continue to monitor behaviour incidents on a daily basis. It is clear that most students exhibit appropriate behaviour most of the time. There are 2 categories of behaviours that present the most concern:  
1) younger children attempting to enter play situations using bossy or physical means, thus causing other students to become upset  
2) older students choosing to engage in harassment of their peers.

Behaviours are reported using the "Behaviour Referral" form and are followed up by the Principal. For more serious or for patterns of repeated behaviours, contact is made with parents/caregivers where most times we receive appropriate support.

## Parent opinion survey summary

In 2022, there were 18 responses to the Parent Engagement Survey. Questions that received mostly positive responses were:  
\* Education is important  
\* Talks with child  
\* Has good home learning routine  
\* Teachers and students are respectful

60% of respondents would like more learning tips to be able to help their child  
66% of respondents want more help  
67% of respondents stated that they receive useful feedback

Based on the results of the 2021 parent survey, e-mails have been used more regularly as a means of getting information to families quickly and more reliably.

## Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	14.3%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	6	85.7%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

## Relevant history screening

Individual staff members are reminded to take responsibility for actioning a new clearance in plenty of time to have continuous service. The Principal creates a calendar list of checks that are expiring during the year and gives timely reminders to staff members needing to update their clearance. Staff are encouraged to initiate a new check with a minimum of two months clear time.

# 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 2022 .

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 2022 .

## Financial statement

Funding Source	Amount
Grants: State	\$1,223,473
Grants: Commonwealth	\$33,788
Parent Contributions	\$14,260
Fund Raising	\$806
Other	\$0

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

## 2022 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 2022 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	Staff have worked with their classes to develop self-esteem, getting along skills and ways to recover from disappointments. All classes have had access to Interception activities and the Kimochis program. There is a need for ongoing work in this area - the school has made a commitment to working with the DfE Self Regulation team in 2023, to further develop the skills and knowledge of staff and students.	Most students have developed an understanding of what helps to "calm them" after a disappointment or upset. This has helped to contribute to more successful learning time. There is further improvement to be made in this area.
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	The provision of IESP funding to individuals or groups of students has enabled the employment of SSOs to work with small groups or individuals to address their specific learning goals. There has been increasing use of the Heggerty program to support student understanding of aspects of English language. The Principal and class teachers have worked with Regional Support Staff to plan and implement strategies to support learning improvement for several students.	The provision of SSO time in classrooms continues to mean that less effective learning time is lost as support is immediately available. Some younger students have seen significant increase in their reading levels through the use of Heggerty and the opportunity to practise their reading 1:1 at school.
Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> <li>- rural &amp; isolated students</li> <li>- Aboriginal students</li> <li>- numeracy and literacy including early years support</li> </ul> <p>First language maintenance &amp; development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	Early Years funding has been used to build a more varied range of decodable readers for students in the very early months at school. Through PD and support from the Literacy Guarantee Unit, a very strong and cohesive Systematic Synthetic Phonics program has been developed. Provision of SSO time in every classroom and for special programs such as "Speech" have ensured that learning support is available as needed. SSOs are offered opportunities to participate in a range of professional learning activities both face to face and online during their paid work hours (or paid back as appropriate)	Through the strong Phonics program in the early years, many students have very quickly applied their knowledge of sounds to support reading of decodables and to make early attempts at sounding out words when attempting writing. Use of APAS funding has helped 2 students achieve independent reading level through reading to an adult at school on most days. A student who transferred from another school with level 3 IESP funding has increased attendance from 2 hours per day to 4 hours with exemption approval in place to support this.

Program funding for all students	Australian Curriculum	Australian Curriculum funding was used to support professional learning for teachers and SSOs. The 2022 Brightpath focus was on Persuasive text with 3 staff members attending a full day of training. Individual feedback from the program helped student understand their next steps. A "Number Facts" program was developed and implemented that provided opportunities for students to practise and refine their recall of these facts. Learnings from the 2021 Spelling PLC continued to be implemented. Several teachers began to use the Units of Work provided by the DfE to support sequential learning for their students.	Implementation of and a focus on Persuasive text saw average increase of 24 points for yrs 2 - 3 and 66 points growth for students in yrs 4 - 6. Increased ability to recall number facts has shown improvement in student ability to more efficiently find solutions to mathematical problems presented to them. Student confidence and understanding about aspects of Spelling showed growth. Some teachers found that the DfE units of work were extremely large and at times, modification was required.
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	The Better Schools Funding continued to allow the maintenance of smaller class sizes where individual help could more readily be accessed. This funding also supported the maintenance of appropriate resources across a range of curriculum areas. In particular, there was a focus on improved, increased and updated iPad access.	More individualised and tailored learning programs were presented for the range of student abilities. Each of the 4 classes had new iPads purchased and set up during 2022, with the number allocated to each class increasing from 6 to 10 to enable more equitable usage time.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A