

Hackham West R-7 School

2020 annual report to the community

Hackham West R-7 School Number: 1131

Partnership: Beach Road

Signature

School principal:

Mrs Shannon Little

Governing council chair:

Ms Tanya Broughton

Date of endorsement:

3 May 2021



Government
of South Australia
Department for Education

Context and highlights

Hackham West R-7 School is category one on the index of educational disadvantage, with an enrolment of 128 students; of these 35% are Aboriginal, and 40% of students are recognised as students with disabilities. The community surrounding the school is predominately housing trust homes, and 80% of families have both parents unemployed.

A focus for Hackham West throughout 2020 was to develop classrooms that had rigorous and explicit teaching practices from Reception to Year 7. This process was carried out through fortnightly professional learning for all staff and ongoing support from the Department for Education. The development of consistent pedagogies across the school has shown positive growth for students in both their academic results and their well-being for learning at school.

With the continuation of the InitialLit program in the early years, we have seen students literacy results increasing significantly. Students in the Year 1 Phonics Screening Check have had a 50% increase in their results from 2019, seeing 65% of students with a passing score. Positive results are also now evident in our reading levels with 54% of our Foundation students achieving DfE benchmarks on their running records. We have also seen growth in our year 3-7 students with 60% now reaching PAT-R benchmarks.

InitialLit, combined with high-quality explicit teaching, is providing students at Hackham West the required skills to become successful learners as they progress through their schooling.

This new learning for teachers has been complemented with the support of our on-site speech pathologist, who has been working alongside the teachers to ensure all students can access the Australian Curriculum learning at an appropriate level. The development of consistent and explicit teaching and learning programs in all classrooms has resulted in higher levels of student engagement during 2020 and a significant decrease in disruptive behaviour. Teachers at Hackham West are ensuring all learners are supported by;

- Adapting pedagogy to differentiate for students.
- Setting individual learning goals for students.
- Planning learning according to student data.
- Explicitly presenting learning, both visually and verbally, to ensure student understanding.
- Broadening the range of learning tasks to enable all students to display their knowledge.

These changes in practice have shown positive outcomes for all students and the feedback from parents has been positive.

Governing council report

Well, what a year it has been for everyone, especially the school community. At HWR-7 School, the staff had their work cut out for them because of covid, but every staff member went above and beyond to support students' learning, especially during the lockdown. The school managed to keep a sense of calm upon returning also. This year saw many excursions and camps cancelled, much to the disappointment of the upper primary students. However, the Junior primary managed to do a camp this year, and there was much excitement for the camp as normally, junior primary do not go on camps.

There have been noticeable differences in some students' behaviours, which is a credit to all staff from 2020. It has not been the easiest year to keep kids engaged in learning and calm with the chaos of a pandemic. The students and some staff consistently continue to order lunches from the school canteen, which is a credit to the volunteers who work hard to make healthy, enjoyable meals. It has also helped them update some equipment to continue doing their good work.

Quality improvement planning

GOAL 1: Increase student achievement in phonological awareness and phonics.

Due to our Phonics Screening Check's low attainment levels, in 2019, we refocused our site improvement plan to ensure all students were receiving a solid foundation in phonological awareness and phonics. This was carried out through our site improvement plans challenge of practice; If we adopt a common pedagogical approach to teaching phonological awareness and phonics in the early years, we will see an increase in student achievement in their PASM data and Phonics Screening Check (PSC). All teachers in the junior primary carried out term 1 pre-testing on students using PASM, which showed a large number of our students with a phonological awareness knowledge as low, if not lower than, kindergarten age. Using this data, the teachers implemented a rigorous and consistent approach to teaching segmenting syllables, matching rhyme and producing rhyme. These beginning skills were carried out alongside phonics learning for the first two terms of 2020 and created a solid foundation for learning English.

The targets teachers were aiming to achieve were;

- A Target group of Foundation students will achieve passing score sections 1-6 of PASM testing.
- A Target group of Year 1-2 students will achieve passing score sections 7-8 of PASM testing.
- A Target group of Year 3-7 students will achieve automaticity in the PAST testing.

From this explicit and consistent teaching practice, we achieved beyond these targets. The following results show then positive impact our processes had on students in the junior primary;

- 100% of foundation students passing sections 1-6 of PASM testing
- 63% of year 1 students achieved a passing score on PASM
- 64% of year 2 students achieved a passing score on PASM

GOAL 2: Increase student achievement in reading.

Student achievement in reading has been a priority focus point for Hackham West for several years due to the student low attainment levels. With this knowledge, we formed a challenge of practice; If we adopt a common pedagogical approach to teaching the big 6 of reading, focusing on fluency and comprehension R-7, we will see an increase in student achievement in reading. This consistent approach began in 2019 with professional learning for teachers. From this learning and the beginning stages of positive reading growth, in 2020, we implemented focused student goal tracking, which was targeted to their reading needs. This process was also complemented with daily explicit pre-reading skills such as phonological awareness and vocabulary building. Furthering this student learning, all teachers utilised the researched-based practices of Initialit with all students in reception to year 7 below reading benchmarks. This process was supported by the teacher pedagogy of Explicit Direct Instruction for every lesson. With the increased focus on these areas, students have made promising gains in reading non-decodable texts.

The targets teachers were aiming to achieve were;

- A Target group of Rec - Year 2 students will achieve SEA in Running Records.

From this change in practice, we have achieved the following results;

- Early Years: 45% of students are reading at age-appropriate benchmarks.
- Middle / Upper Primary: 33% of students are reading at age-appropriate benchmarks

As can be seen, there is still a large amount of work to support our students to make up for the lost time in reading.

However, the early-year students' significant progress shows the explicit direct teaching practice supports our students with this growth.

Improvement: Aboriginal learners

At Hackham West, we have a 35% Aboriginal student population. The school has a cultural focus on all learning, and Kurna language is being taught in the classrooms through integrated teaching. The Aboriginal students often begin school with a lower tier 1 vocabulary due to speaking Aboriginal English at home. To support the students develop their Standard Australian English, all classes have a vocabulary development focus in their literacy teaching. This focus is supported by an on-site speech pathologist, who works alongside teachers supporting them to ensure the curriculum is accessible and relevant to our aboriginal learners.

We are working on closing the gap for our aboriginal learners through explicit teaching and high-quality pedagogy.

The data for our Aboriginal students is showing;

- 100% of foundation students passing sections 1-6 of PASM testing.
- 100% of year 1 students passing their Phonics Screening Check (PSC).
- 46% of Foundation to year two students reading at age-appropriate benchmarks.
- An improvement from 0% - 100% on the 2019 cohort of students Phonics Screening Check, when re-tested in term 2, 2020.
- 28% of middle / upper primary students reading at age-appropriate benchmarks.

From these results, we can see that the early years of consistent practice make a difference in closing our aboriginal learners' gap. However, the middle and upper primary students are still behind. The most significant barrier to older students being successful at school is their attendance. Currently, in the year 3-7 group of students, only 14% have positive attendance rates.

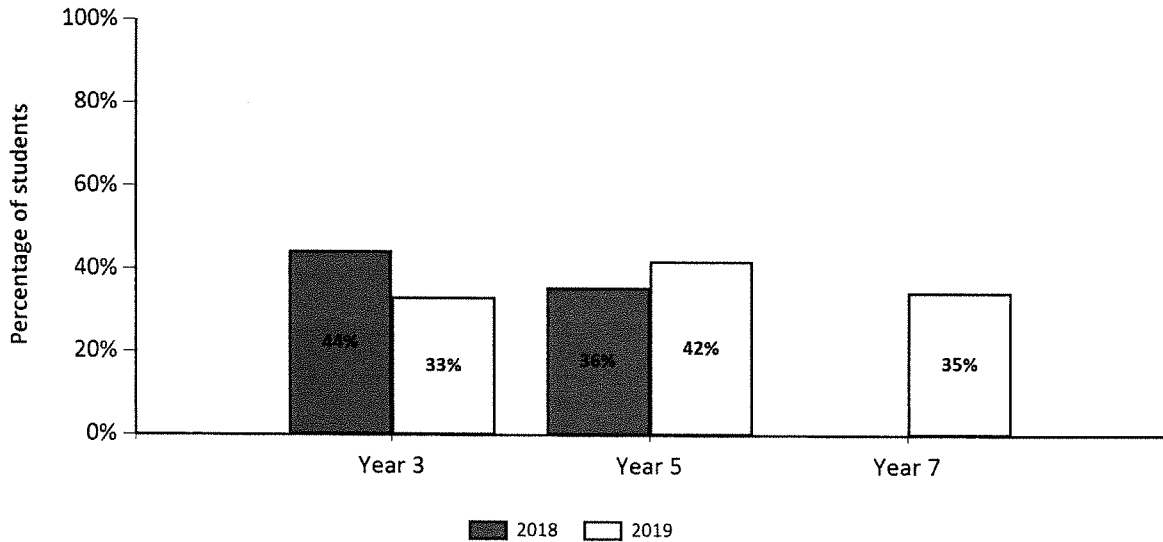
To support these older learners in their schooling, we have several well-being programs in place, such as a school bus service, which picks up 21 students daily, a food program, which provides three meals during the day and regular home visits/phone contact with families to offer supports. For the students accessing these supports, we are beginning to see an increase in attendance, and their literacy results are directly correlating with this improvement.

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

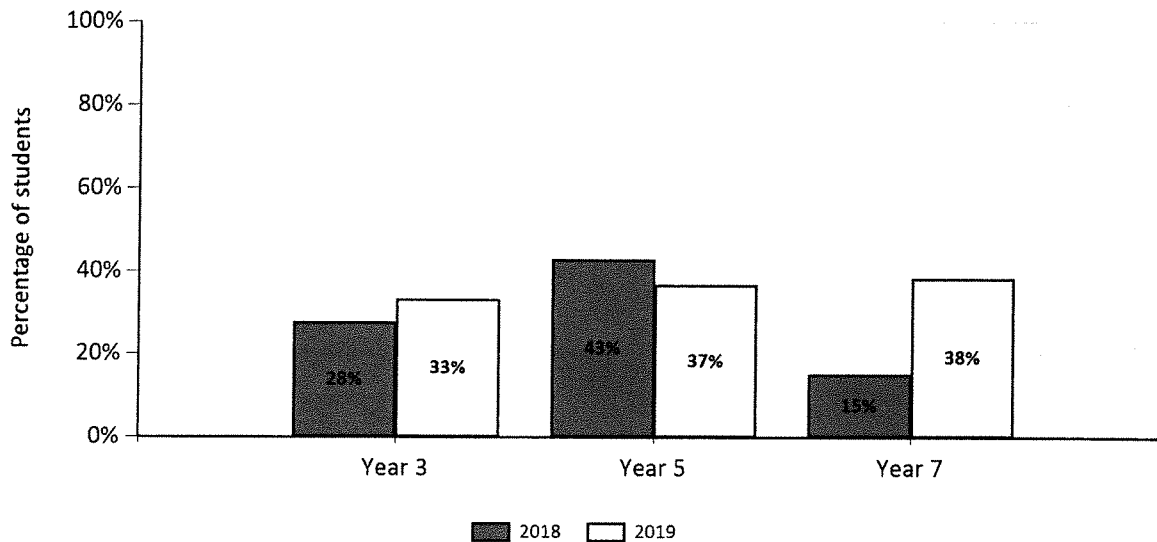


*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2020.

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 2020.

*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 2017 to 2020 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	*	*	25%
Middle progress group	*	59%	50%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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	*	*	25%
Middle progress group	*	*	50%
Lower progress group	*	47%	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2020.

*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 2019	21	21	3	3	14%	14%
Year 3 2017-2019 Average	18.0	18.0	2.0	2.3	11%	13%
Year 5 2019	19	19	1	1	5%	5%
Year 5 2017-2019 Average	16.7	16.7	1.3	1.3	8%	8%
Year 7 2019	26	26	1	5	4%	19%
Year 7 2017-2019 Average	21.3	21.3	1.3	2.3	6%	11%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2020.

[^]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

As can be seen from the NAPLAN history, at Hackham West, there is work to be done to improve the outcomes in both reading and numeracy. Unfortunately, with the lack of testing in 2020, we were unable to see the impact of the site improvement changes which have been implemented. Using our PAT-R data as our 2020 source, we can see 64% of students in year 3-7 who sat the test achieved over benchmarks. This is a significant improvement in reading testing in the middle and upper primary. It can be attributed to the highly structured teaching practice now being carried out at Hackham West. From this data and the early years reading / InitialLit data, we aim to have a positive increase in all year levels of NAPLAN in 2021.

During 2020, teachers have changed pedagogy significantly, and this is showing positive results in students learning. Teachers are using consistent programs, consistent SSO's in classes, and student learning expectations have been increased. However, the transience level plays a role continually in students' low attainment levels and causes the small and varied cohorts of students sitting the NAPLAN tests. As can be seen from our attendance rates, there is significant work to support students attending school daily.

Attendance

Year level	2017	2018	2019	2020
Reception	90.9%	83.7%	77.8%	81.5%
Year 1	87.6%	71.1%	77.0%	77.0%
Year 2	89.0%	79.0%	80.3%	80.8%
Year 3	85.6%	81.7%	80.4%	77.9%
Year 4	90.8%	75.8%	79.2%	78.8%
Year 5	84.5%	71.3%	79.3%	70.5%
Year 6	84.0%	77.9%	67.7%	69.7%
Year 7	86.2%	79.3%	79.9%	71.2%
Total	87.0%	77.7%	77.9%	75.6%

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

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

Attendance comment

Processes have been implemented to track students' attendance and begin positive steps to support their engagement with education. Attendance in term 1 showed a significant positive increase, with the whole school attendance rates sustaining 90% and above. However, due to COVID and home school options, this positive increase was short-lived. Regaining students after homeschooling has been a slow process, and their ability to attend school on time every day has significantly decreased. Teachers spent the second half of 2020 building up students' stamina for learning and supporting them to re-create consistent and positive routines again, such as sleeping at appropriate times, ensuring they have breakfasts and not staying at home because a sibling is at home. This process has been successful.

Behaviour support comment

With the change in pedagogies during 2020, there has been a significant reduction in behavioural concerns. Teachers are responsive to student needs during the day by co-regulation techniques and interoception breaks. This has supported students to maintain their engagement in learning and lessen their reactivity to each other when in the yard. The classrooms' consistency and routine have also supported students to feel safe and secure, which means they are ready to learn.

Client opinion summary

Our 2020 parent engagement survey showed very positive results for all areas. The stand out successes from the parent survey are;

- 54% of parents feel there are high levels of respect at this school between all community members.
- 54% of parents strongly feel that their child is important to the school and their teacher.
- 62% of parents feel the school provides them with useful feedback about their child's learning.

Overall, parents feel they can talk to the school, receive positive communication regarding their child's learning and that their children are important and valued by their teacher. The positive feedback from parents has been increasing over the last two years and supports the slow growth of student numbers. To support this positive voice, during 2021, the school will be focusing on gaining a larger cohort of parents on the school governing council.

Intended destination

Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	8	13.6%
Other	2	3.4%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	0	NA
Transfer to SA Govt School	49	83.1%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2020.

Relevant history screening

All relevant history screening has been carried out for staff and volunteers.

Qualifications held by the teaching workforce and workforce composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	17
Post Graduate Qualifications	4

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

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 Equivalent	0.0	10.0	1.9	5.6
Persons	0	10	2	7

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2020 .

Financial statement

Funding Source	Amount
Grants: State	\$65,000
Grants: Commonwealth	\$2,500
Parent Contributions	\$8,500
Fund Raising	\$1,000
Other	\$0

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

2020 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 2020 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	At Hackham West, we use the funding to ensure students have access to high-quality, differentiated teaching. This is done through; Class sizes between 18-22 students, SSO support in all classes for a minimum of 4 lessons per day, additional leadership staffing to support the planning and programming for students with disabilities	The outcomes achieved through this have been; More 1:1 support for students with both a teacher and/or an SSO; Increase in student engagement in learning; Increase in student literacy levels through tailored supports
Targeted funding for individual students	Improved outcomes for students with an additional language or dialect	Hackham West has focused on improving vocabulary and tier 1- and 2-word knowledge with a high level of Aboriginal students with an 0.2 speech pathologist to work alongside teachers. During 2020, there has also been a whole-school implementation of the Karna language in classrooms, which support our EALD ATSI learners to feel connections and belonging.	During 2020, Aboriginal students have increased their literacy levels such as PASM, PSC and Running records. Early-years students have made significant progress, with 100% of ATSI students reaching benchmarks in PAMS and PSC and 46% reading required running record levels.
Targeted funding for individual students	Inclusive Education Support Program	Students with disabilities have had access to a full-time special education coordinator to support teachers' differentiation across the curriculum. The IESP grant also funds the ability to provide: 1:1 SSO supports; small group literacy lessons daily; small group intervention supports and decreased class sizes.	With this support, teachers have written and implemented tailored plans for individual students, including individual SMART goals on a 4-week rotational basis. This has shown that students can achieve individual SMART goals when supported in small group classrooms and make gains on their learning growth points.
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	The funding provided to improve educational outcomes for targeted students is used for: <ul style="list-style-type: none"> • Additional leadership time to support teachers • Smaller class sizes (18-22 students) • SSO support in intensive literacy 5 days per week • Researched based intervention programs in literacy • Professional learning for all staff on aboriginal student learning outcomes • Professional learning for all staff on differentiation and pedagogies for students with disabilities • 1:1 SWD supports for specific student needs. 	Students have shown a positive increase in their <ul style="list-style-type: none"> • Phonological awareness • Phonics Screening Check • Running Records • PAT-R results • Engagement in literacy • Individual student goals.
Program funding for all students	Australian Curriculum	This is used to support the classes sizes being maintained at below 22 students and the employment of a full-time special education coordinator to ensure students are accessing the appropriate curriculum content. It is also used to support the implementation and resourcing of research-based literacy intervention programs in a highly structured classroom setting.	Students have shown a positive increase across multiple areas such as phonological awareness, phonics etc.
Other discretionary funding	Aboriginal languages programs Better schools funding Specialist school reporting (as required) Improved outcomes for gifted students	N/A Better schools funding is used to support the classes sizes being maintained at below 22 students, SSO support in all classrooms, and a full-time special education coordinator's employment to ensure students are accessing the appropriate curriculum content. N/A N/A	N/A Students have shown a positive increase across multiple areas such as phonological awareness, phonics etc. N/A N/A