

# Hincks Avenue Primary School Annual Report 2014



**Government of South Australia**

Department for Education and  
Child Development

## 1. CONTEXT

<b>School Name:</b>	Hincks Avenue Primary School	<b>School Number:</b>	0938
<b>Principal:</b>	Mrs Cathryn Herbert	<b>Partnership</b>	Whyalla

Hincks Avenue Primary School is located in Whyalla 380kms north of Adelaide. The school is Category 2 and enrolments in 2014 were 146 there were a number of transient families over the year. This school hosts the regional special class for students R-2, this year the class had 7 students increasing to 8 with the vacancy being filled in term 4. There were 6 mainstream classes R/1, Yr1/2, Yr2/3, Yr3/4/ Yr5/6 and Yr6/7. The mainstream cohort has 17 students with a verified disability, 57 ATSI students, 8 EALD students; and 64% of our families are eligible for school card. Our school has a strong belief in school pride and our staff use REBE (Rational Emotive Behaviour Education) to underpin social and emotional wellbeing and our behavior management processes.

## 2. REPORT FROM GOVERNING COUNCIL

Thank you to the parent group who has supported Governing Council during 2014, Bronwyn Thornton, Lizzie Wedding, Kerry Ramke and Marilyn Blieschke, community member Sharon Grandison and the staff of HAPS who have attended meetings.

We began the year with a new principal, Cathryn Herbert and school counselor Giulio Bortolozzo both came to our school with experience in leadership. Unfortunately Giulio left the school at the end of term 2 to take up a position in Adelaide. The Governing Council undertook Governance training in term 3 which gave the parent body a greater understanding of the role of Governing Council.

During term 2 Ian May, Regional Director spoke with the Governing Council with regard to the principal appointment, as the tenure was due to expire at the end of term 2. Governing Council decided to advertise the position for a further four and a half years. The position was advertised and the panel process proceeded in term 3. Together with Cathryn I was pleased to announce to the staff her continued appointment. We welcomed back Meleika Hobba as School Counsellor in term 3. Meleika has been appointed to the school for the next 3 years in the role of Coordinator Curriculum Development and Wellbeing.

Upgrades to the school this year include a new roof to the administration and teaching block, resurfacing the concrete outside of that building which was part of the storm water upgrade, a number of new air conditioners, the sunken area of the Resource Centre covered and new carpet to half of the library area. The students were delighted with their upgrade in ICT with each student receiving an XO laptop/tablet.

As we continue to raise the profile of HAPS our parent community and the wider community we have begun to look at changing the school logo, the school vision, the school motto, the possibility of changing the school dress code and most definitely the need to inject vitality in to the school facilities. The Governing Council have discussed ways to encourage parents to be more involved in the school community, as well as, ways to fundraise to support the school.

I would like to thank all the teachers for all their continued work at the school, including camps, overnight stays, class fundraising, beach day, year 7 graduation, choir and supporting students in after school sports.

I look forward to continue to support the school in the coming years.

Aaron Wilson

Chairperson Governing Council

### 3. 2014 HIGHLIGHTS

2014 introduced single intake for receptions which saw a marked difference in readiness for school for some students. However, the receptions became a very vibrant group in our school and enjoying lots of success.

We started our year with an Acquaintance Afternoon, students invited their parents to come and meet their new teacher, visit the classroom and enjoy an afternoon snack with them.

21 March was Harmony Day and all students were given an orange kite to construct and we all converged on the oval in the afternoon. Although a good idea, I think we spent a lot of time untangling rather than flying. However, everyone got a long and helped each other.

John Fleming visited HAPS on 20 May and observed in Miss Kerry's class. His astute observations of her practice reinforced that the students in her class were experiencing high quality teaching practice. Our year 3/4 class had the opportunity to learn the recorder, while the year 5/6 class was involved in the instrumental music program.

Our students were involved in a number of inter-school sporting events including basketball, cricket, rugby, football, table tennis and netball. As well as after school football, thank you to the staff who supported this.

Miss Dormand (now Mrs Blott) organized two science presentations for the whole school, they were both very engaging and enjoyed by all students.

There were musical performances by the PS Strings Orchestra, the Whyalla Combined School Band and Mr Mallee arranged for three musicians from the Phantom of the Opera ensemble to come and entertain us.

Our year 6/7 class had the opportunity to use the facilities at Edward John Eyre Secondary College for science and cooking lessons.

Sports Day was very exciting and thanks to Mrs Blott, her great organizational skills ensured it was a smooth running day. Attunga won overall in the competitive aspect and Cooranga won the attitude award. The Geoff Clarke Award was won by Rhiannon Davis and Denzel Moore.

Both Miss Thorpe and Mrs Brown's class worked tirelessly on their fundraising to support their camp to Adelaide, which was a huge success. They stayed at Bunyara Conference Centre at Belair and enjoyed trips to the zoo, Botanic Gardens, Marion Aquatic Centre as well as Belair National Park.

Miss Steph, Mr Turner and Mr Rhind's classes had an overnight stay at Point Lowly. The first time it was postponed due to the heat and on the second occasion they enjoyed a fantastic light show with an impending storm.

Year 7 Graduation was a well-planned event thanks to Miss Steph. Constable Matt McDonnell was the guest speaker and the highlight of the evening the Jumpy Castle. Miss Steph's class has begun developing a sustainable garden, starting with fruit trees.

Beach Day on 10 December was enjoyed by all and thank you to our parent helpers who came to cook the BBQ and Whyalla Surf Life Saving volunteers who made it possible for students to have a swim – shame there was down pour.

Our end of year celebration concert was well received with a terrific turn out of parents. At the concert we also presented the annual awards.

- Merry Sturges – Corey Wilson
- Indigenous Student of the Year – Mia Peel
- Year 7 Award – Sabrina Small

The staff at HAPS attended professional development on our four student free days; these included Australian Curriculum – geography, student engagement using TeFL, site improvement planning, Kidsmatter and developing data sets.

Deb Smith has continued to drive intervention programs in our school, as well as, supporting classroom teachers and SSOs with strategies to support and improve outcomes for students.

Cathryn Herbert  
Principal

#### 4. SITE IMPROVEMENT PLANNING AND TARGETS

After much deliberation our site improvement plan for 2014 had few changes from 2013, and the targets were left the same. Staff agreed that there was a need for greater focus on strategies to support students and that targets needed to be realistic and achievable. That attending to culture (which includes attendance) through a focus on wellbeing would be explored in 2014 through the introduction of KidsMatter and further development of REBE and become a priority in our 2015 plan which will span 2015-2017.

The Whyalla Partnership priority and focus on numeracy and mathematics for 2014 - 2017 will assist our site in this priority area.

#### **PRIORITY 1: LITERACY IMPROVEMENT**

##### **TARGET 1: READING**

###### **EARLY YEARS**

By the end of Term 4 2014:-

- 100% of Receptions will achieve PM Levels 6-10 as measured by Running records. 75%
- 100% of Yr 1s will achieve PM Levels 16-20 as measured by Running Records 75%
- 100% of Yr 2s will achieve PM Levels 21-24 as measured by Running Records 69%

###### **PRIMARY**

By the end of Term 4 2014:-

All students to improve by 2 levels as measured by PROBE at end of Term 4 Not achieved

##### **TARGET 2: NAPLAN**

**Yr 3 – WRITING** – 15% of Year 3s will achieve in the top 2 proficiency bands as measured in 2014 NAPLAN. Not achieved

**Yr 3 – READING** – 15% of Year 3s will achieve in the top 2 proficiency bands Not achieved

**Yr 3 – SPELLING** – 15% of Year 3s will achieve in the top 2 proficiency bands 11.8%

**Yr 5 – WRITING** – 20% of Yr 5s will achieve in the top 2 proficiency bands as measured by the 2014 NAPLAN (an improvement of 20%) Not achieved

**Yr 5 – READING** – the % of students in the top 2 proficiency bands will improve from 16% to 20% 13.3%

**Yr 5 – SPELLING** – 20% of Year 5s will achieve in the top 2 proficiency bands 6.7%

**Yr 7 – WRITING** – 25% of Year 7s will achieve in the top 2 proficiency bands as measured in the 2014 NAPLAN 10%

**Yr 7 – READING** – the % of students in the top 2 proficiency bands will improve from 10% to 20% remained 10%

**Yr 7 – SPELLING** – 20% of Year 7s will achieve in the top 2 proficiency bands 10%

## **PRIORITY 2 : NUMERACY IMPROVEMENT**

### **TARGET: NAPLAN**

no targets were achieved in this area

Year 3: 15% of Year 3s will achieve in the top 2 Proficiency Bands as measured by NAPLAN 2014

Year 5: 20% of Year 5s will achieve in the top 2 Proficiency Bands

Year 7: 25% will achieve in the top 2 Proficiency Bands

## **PRIORITY 3: ATTENDANCE**

### TARGET:

Attendance rate will improve from 85% to 93% for all students. Increased to 87%

Unauthorised absence rate to decrease from 4.4% to 2% by the end of Term 4.

### **4.1 Junior Primary and Early Years Scheme Funding**

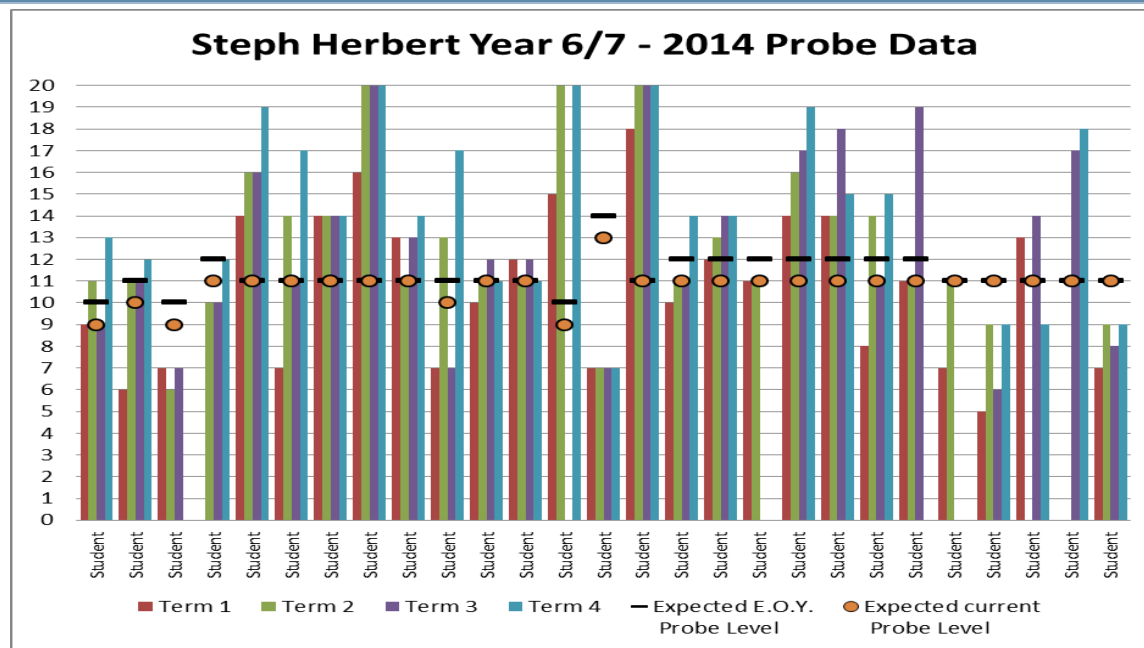
This funding allowed our junior primary classes to remain small. Although our year 1 and 2 cohort increased in numbers over the year, students were very transient. Additional support through targeted individualized learning plans both for student with an identified disability as well as the school identifying a learning difficulty were supported.

Introduction of guided reading with 3 extra adults in the classroom supporting the classroom teacher

### **4.2 Better Schools Funding**

Better schools funding supported students with continued targeted intervention. Students on speech programs were supported on-on-one with the SSO given time to meet with the speech therapist to understand the program and review it from time to time. Time was allocated for SSO to attend professional development to continue their understanding of student issues.

## 5. STUDENT ACHIEVEMENT



Our targets for 2014 were for students to improve 2 PROBE levels over the year. In Terms 1 and 3, students are assessed on a fiction text and in Terms 2 and 4, a non-fiction text. Out of 27 students the results were:

- 6 students achieved the set target in non-fiction
- 5 students achieved the set target in fiction
- 5 students achieved the set target in fiction and non-fiction
- 11 students showed some improvement of 1 level in fiction or non-fiction
- 3 students performed outstandingly and achieved Level 20 in PROBE which is the highest level to achieve, this equates to a comprehension and reading age of 14.5 – 15.5 years.

### QuickSmart Deb Smith

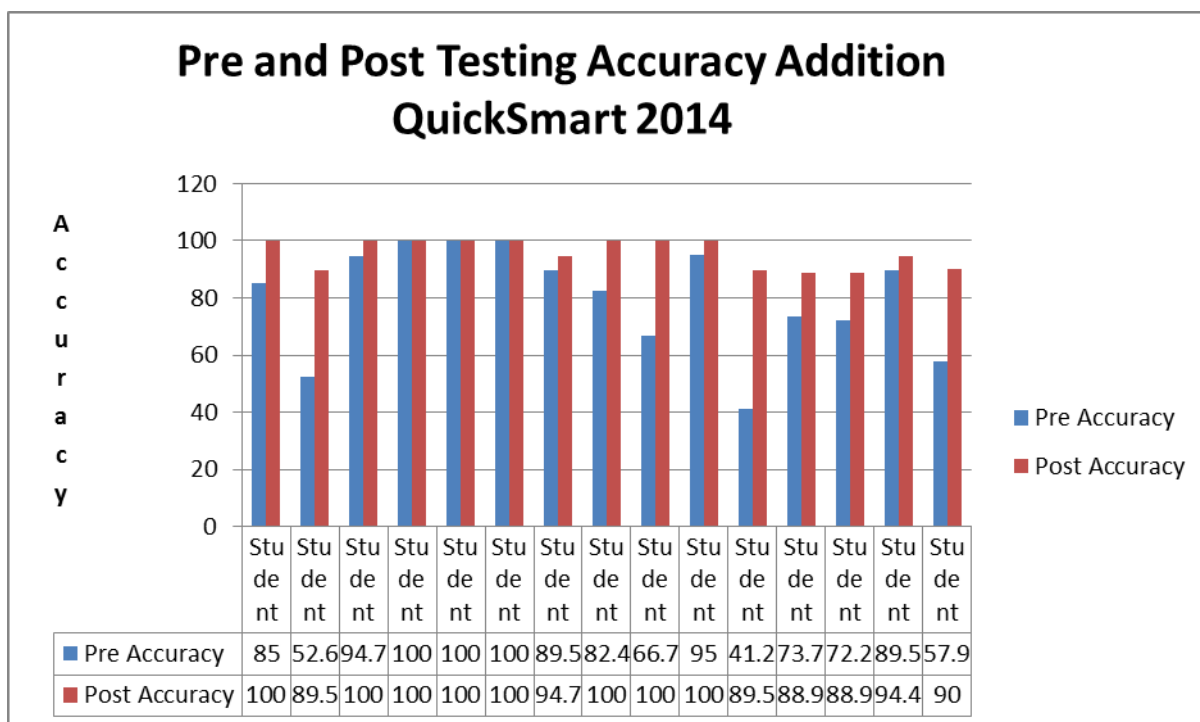
This is our second year implementing the QuickSmart Numeracy program. QuickSmart Numeracy is an educational program designed to support numeracy skill development. It emphasises the role of automaticity in learning. Automaticity is the ability to immediately recall basic information. QuickSmart focuses on developing students' understanding and quick recall of basic academic facts. The program is called QuickSmart because it encourages students to become *quick* in their response speed and *smart* in their strategy use when learning basic academic skills.

Students who began the programme in 2013, continued to access QuickSmart in 2014. Four of our staff attended a further 2 days training in Port Pirie, with the emphasis being on problem solving in Mathematics.

We received our progress report in December and the results were pleasing in the speed and accuracy assessments however improvement is still required in the PAT M assessments.

I have included the Addition Speed and Accuracy graphs as the majority of the QuickSmart students are currently working on addition number facts. You can see by the graphs that they have become "quicker" and "smarter".





All students in Years 4, 5, 6 and 7, had to undertake the PAT M Australian-normed standardised test at the beginning and end of the year to measure their growth in Mathematics. SIMMER (QuickSmart Developers) use this test to measure the growth of the QuickSmart students against the growth of their peers in the classroom (the comparison group). Our results were:

Group	No. of Students	Gain	Effect Size
All QS students	11	-2.545	-0.347
Indigenous QS students	4	0.525	0.321
Comparison Students	5	-1.84	-0.218

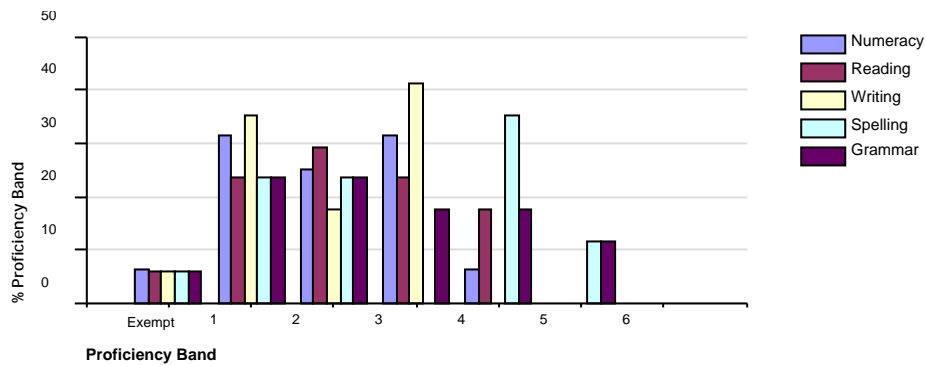
#### Effect Size

- Effect Sizes below 0.2 are considered poor
- Effect Size scores of 0.4 – 0.6 are considered strong
- Effect Sizes between 0.6-0.8 are considered very strong; and
- Effect Size scores above 0.8 represent substantial improvement of the order of approximately three years growth

**5.1 NAPLAN**

**Student Proficiency Bands**

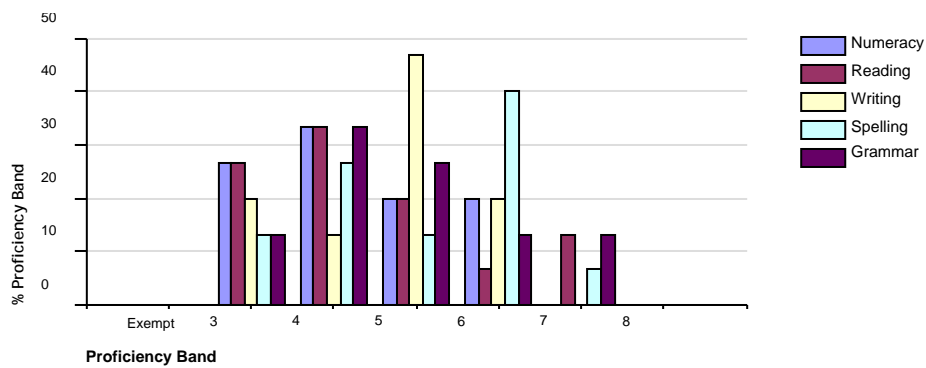
**Figure 1: Year 3 Proficiency Bands by Aspect**



**Table 1: Year 3 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 3						
	Exempt	1	2	3	4	5	6
Numeracy	6.3	31.3	25.0	31.3	6.3		
Reading	5.9	23.5	29.4	23.5	17.6		
Writing	5.9	35.3	17.6	41.2			
Spelling	5.9	23.5	23.5		35.3	11.8	
Grammar	5.9	23.5	23.5	17.6	17.6	11.8	

**Figure 2: Year 5 Proficiency Bands by Aspect**



**Table 2: Year 5 Proficiency Bands by Aspect**

% Proficiency Band by Test Aspect	Year 5						
	Exempt	3	4	5	6	7	8
Numeracy		26.7	33.3	20.0	20.0		
Reading		26.7	33.3	20.0	6.7	13.3	
Writing		20.0	13.3	46.7	20.0		
Spelling		13.3	26.7	13.3	40.0	6.7	
Grammar		13.3	33.3	26.7	13.3	13.3	



Figure 3: Year 7 Proficiency Bands by Aspect

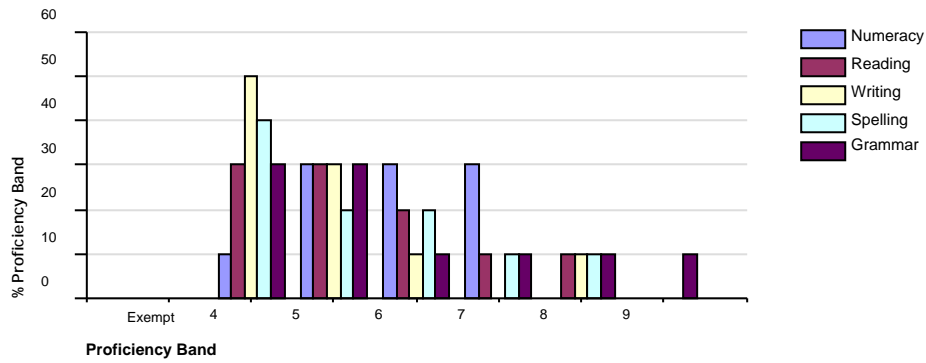


Table 3: Year 7 Proficiency Bands by Aspect

% Proficiency Band by Test Aspect	Year 7						
	Exempt	4	5	6	7	8	9
Numeracy		10.0	30.0	30.0	30.0		
Reading		30.0	30.0	20.0	10.0	10.0	
Writing		50.0	30.0	10.0		10.0	
Spelling		40.0	20.0	20.0	10.0	10.0	
Grammar		30.0	30.0	10.0	10.0	10.0	10.0

Figure 4: Year 3 Mean Scores

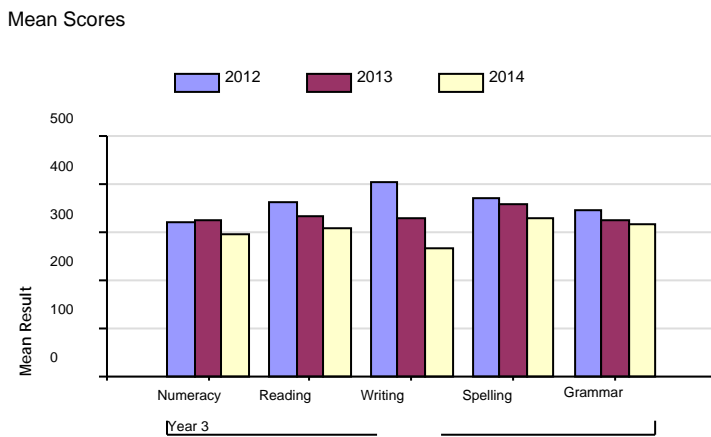


Table 4: Year 3 Mean Scores

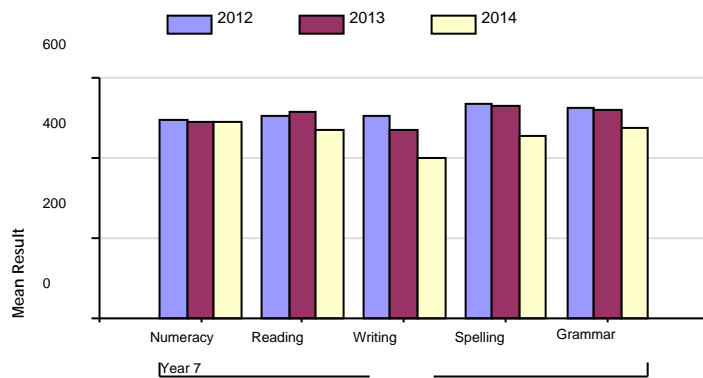
Mean Scores by Test Aspect	Year 3		
	2012	2013	2014
Numeracy	319.4	327.0	296.0
Reading	362.9	332.1	307.8
Writing	402.5	328.7	265.2
Spelling	369.1	359.2	329.2
Grammar	346.7	326.1	315.2

**Table 5: Year 5 Mean Scores**

Mean Scores by Test Aspect	Year 5		
	2012	2013	2014
Numeracy	430.9	423.0	397.7
Reading	424.5	440.5	416.3
Writing	444.3	445.0	428.0
Spelling	457.9	481.2	446.5
Grammar	452.8	453.5	438.1

**Figure 6: Year 7 Mean Scores**

Mean Scores



**Table 6: Year 7 Mean Scores**

Mean Scores by Test Aspect	Year 7		
	2012	2013	2014
Numeracy	493.7	491.9	492.2
Reading	505.2	513.4	471.0
Writing	503.4	469.3	402.1
Spelling	534.4	530.1	453.2
Grammar	525.7	522.6	473.8

Figure 7: Year 3-5 Growth

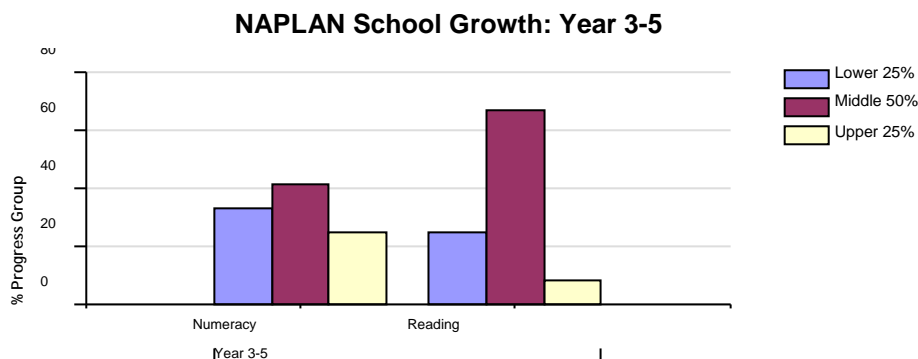


Table 7: Year 3-5 Growth

Growth by Test Aspect	Year 3-5	
	Progress Group	Site
Numeracy	Lower 25%	33.3
	Middle 50%	41.7
	Upper 25%	25.0
Reading	Lower 25%	25.0
	Middle 50%	66.7
	Upper 25%	8.3

Although we have not had the growth in the upper range, our students are predominately in the middle 50% range. Our aim is to decrease the number of students in the lower range

Figure 8: Year 5-7 Growth

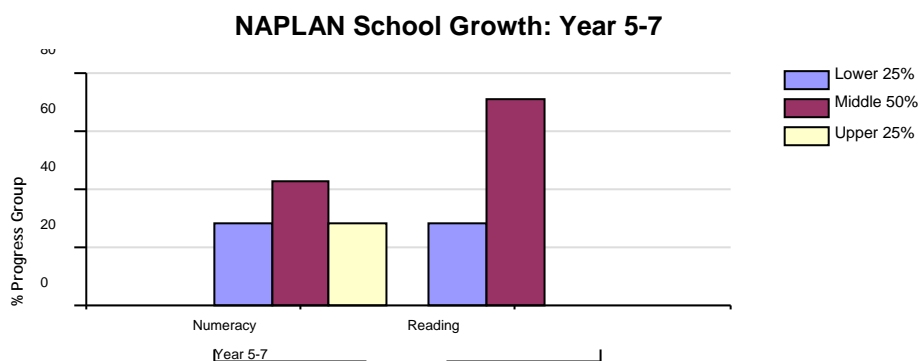


Table 8: Year 5-7 Growth

Growth by Test Aspect	Year 5-7	
	Progress Group	Site
Numeracy	Lower 25%	28.6
	Middle 50%	42.9
	Upper 25%	28.6
Reading	Lower 25%	28.6
	Middle 50%	71.4
	Upper 25%	

## 6. STUDENT DATA

### 6.1 Attendance

Figure 9: Attendance by Year Level

National Attendance Rates Semester 1

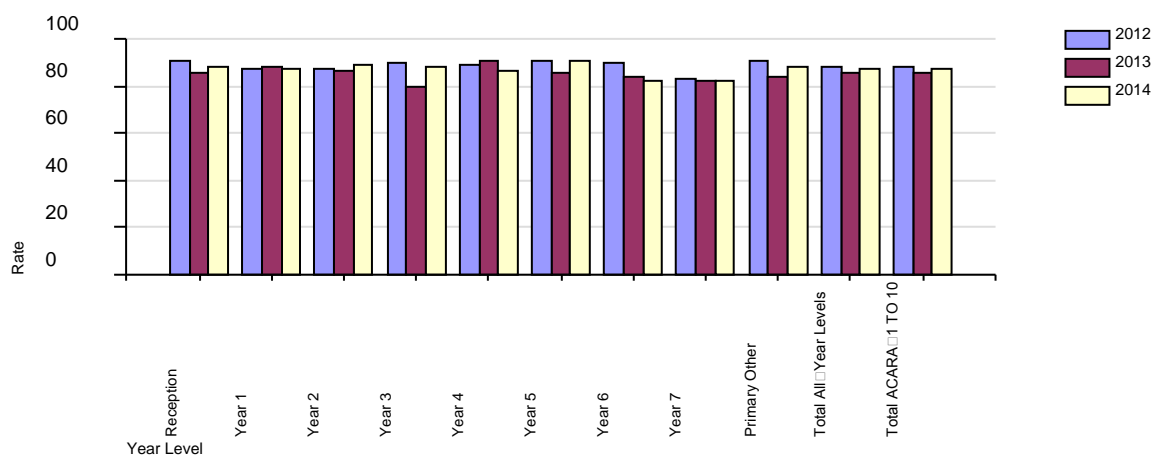


Table 9: Attendance by Year Level

Attendance by Year Level	% Attendance		
	2012	2013	2014
Reception	90.9	86.0	87.8
Year 1	87.7	87.9	87.4
Year 2	87.6	86.7	89.2
Year 3	89.7	80.0	88.0
Year 4	89.4	91.1	86.5
Year 5	90.8	85.4	90.4
Year 6	89.9	84.3	82.1
Year 7	82.7	82.4	82.6
Primary Other	91.0	84.0	87.9
Total All Year Levels	88.5	85.3	87.1
Total ACARA 1 TO 10	88.0	85.3	86.9

### **Actions Taken in 2014**

- Implementation of Attendance Policy and Procedures.
- Students at risk targeted each term.
- Training and development for staff revising processes.
- Students, parents, teachers and leadership worked together to collaboratively address underlying issues.
- ACEO and AET working together to support our indigenous families and children

## 6.2 Destination

Leave Reason	2013			
	School		Index	DECD
	No	%	%	%
Employment			3.4%	3.0%
Interstate/Overseas	11	16.7%	8.3%	10.1%
Other	2	3.0%	2.9%	1.4%
Seeking Employment			5.3%	3.6%
Tertiary/TAFE/Training			5.0%	4.6%
Transfer to Non-Govt Schl	3	4.5%	6.6%	9.7%
Transfer to SA Govt Schl	50	75.8%	49.9%	47.4%
Unknown			18.6%	20.1%

## 7. CLIENT OPINION

### Parents

Consideration was given that most of our families do not have access to internet or a home computer. We are looking into a better way of gathering parent opinion.

### Students

A small cohort of students were interviewed by the principal. It was clear from the responses of those students that they believe the staff in our school care about their wellbeing and their learning. And that school was fun, because teachers were thinking of new things and we (as a school) organized fun activities.

### Staff

The staff completed a self-review questionnaire based on DECDs Principles of Improvement and Effectiveness in the areas of:

#### Focus on Learning

#### Think Systemically

#### Shared Leadership

#### Attend to Culture

#### Listen and Respond

#### Make Data Count

#### Set Direction

#### Target Resources

#### Continually Improve

Each area had a number of statements which staff were required to respond either strongly disagree, disagree, neither agree nor disagree, agree and strongly agree.

The area which staff believed we **did well** were Making Data Count, Focus on Learning and Shared Leadership.

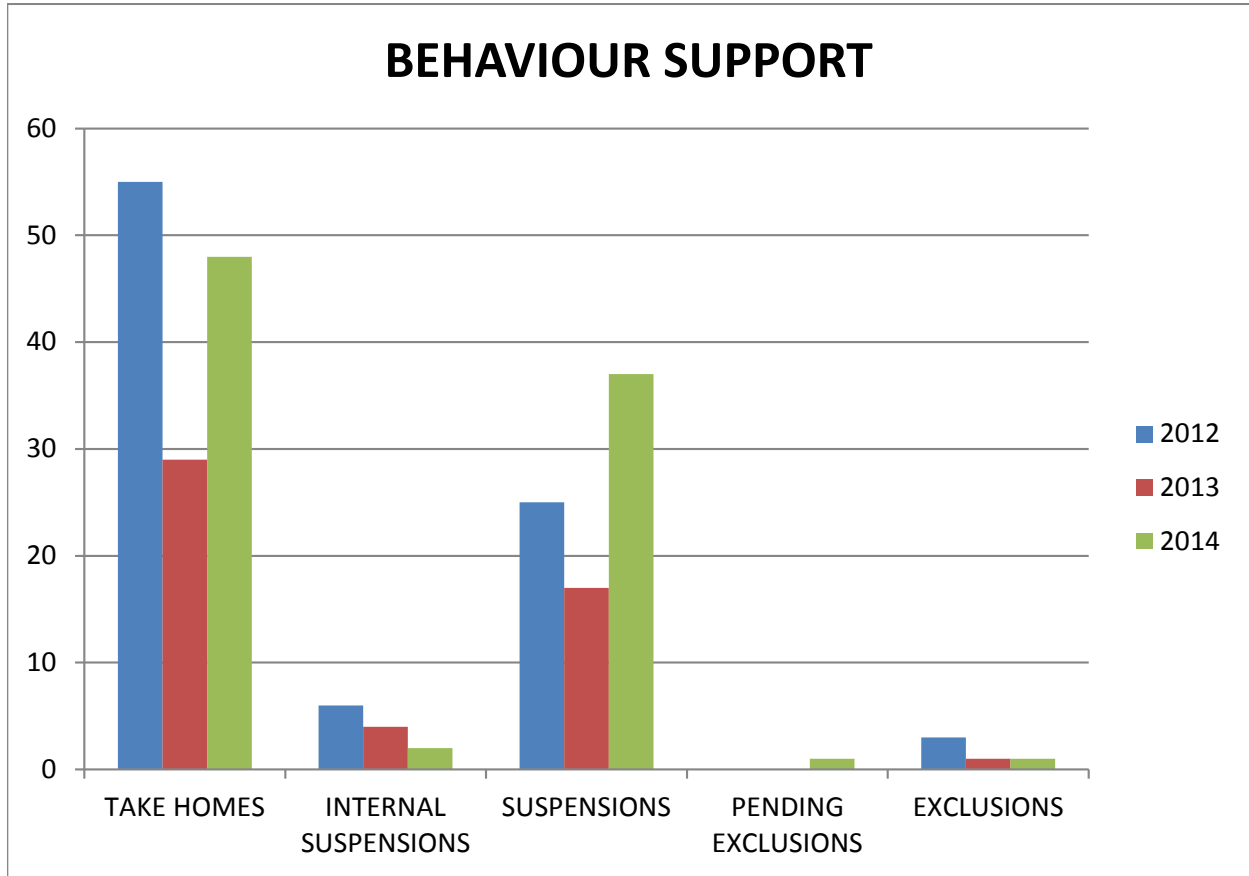
Areas for **improvement** or where staff did not agree or disagree were Think Systemically and Continuously Improve. I believe these stand out as the areas of improvement as I am a new principal to the school and this has not become clear to the staff.

My School website

<http://www.myschool.edu.au/>

**8. ACCOUNTABILITY**

**8.1 Behaviour Management**



**8.2 Relevant Criminal History Screening (formerly Criminal History Screening)**

During 2014 we had a number of parents applying for Criminal History Screening which has been encouraging. The long wait for screening approval has been frustrating. Screening of hourly paid workers e.g. ICT management, who work at our site is managed by taking copies of approved screening certificates. All support staff are managed by the principal. Contractors are those who are used through Facility Management and they complete the checks for all contractors.

### 8.3 HUMAN RESOURCES - Workforce Data

#### 8.3.1 Teacher Qualifications

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	21
Post Graduate Qualifications	2

Please note: Staff that 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.

#### 8.3.2 Workforce Composition including Indigenous staff

Workforce Composition	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non Indigenous	Indigenous	Non Indigenous
Full-time Equivalents	0.00	10.80	1.91	8.07
Persons	0	11	2	12

## 9. FINANCIAL STATEMENT

#### Income by Funding Source

	Funding Source	Amount
1	Grants: State	2,024,377.80
2	Grants: Commonwealth	143,676.66
3	Parent Contributions	41,379.80
4	Other	51,674.30

Attached profit and loss statement and balance sheet