



Hincks Avenue Primary School

2022 annual report to the community

Hincks Avenue Primary School Number: 938

Partnership: Whyalla

Signature

School principal:

Mrs Melissa Gloede

Governing council chair:

Melissa Stewart

Date of endorsement:

17 January 2023



Government
of South Australia
Department for Education

Context and highlights

Hincks has a very diverse demographic of learners, which has helped us to create a close, caring and compassionate community that looks after each other. We are exceptionally proud of our school's resources and facilities, which we are improving all the time. Students at Hincks are encouraged to reach their full potential through high quality teaching, adhering to the Australian Curriculum and having a strident focus on core priorities. Our core priorities in 2022 included: Writing, Reading Comprehension, Maths and Student Wellbeing.

2022 Highlights have included:

- Teaching The ARTS to all students R-6 as a specialist subject. Our students speak really highly of learning music at all year levels.
- Each year more students learn to play an instrument through the Instrumental Music Service.
- Staff training in the Berry Street Education Model (Trauma informed practice as a whole school approach)
- Embracing our new school values across everything we do: Be Respectful, be Responsible, Be Your Best
- Continuing with our Positive Behaviours for Learning – Whole School approach
- DOJO Incentives linked with school values
- Class DOJO as a common communication platform with our families
- Sports day
- Colour Run
- Pink day – fundraised over \$1300 for Palliative care
- Camps to Errappa adventure Park and Coffins Bay / Port Lincoln (Aquatics)
- Day excursions for JP classes – library, movies, theater, bus rides, local parks, Recreation Centre
- NAIDOC and Reconciliation Week
- Student swimming lessons
- Sporting carnivals (tennis, hockey, soccer, basketball, cricket, football)
- Beach Day
- Year 6 Graduation Ceremony at Roopena Football Club
- Shooting Stars Pilot project continuing onsite with great success
- Established a wellbeing Retreat for Interoception and sensory regulation strategies
- Breakfast Club (over 5,500 breakfasts served in 2022)
- Primary Schools Music Festival – Choir
- ATSI STEM Conference Adelaide for 2 students
- Children's University activities in 2022 have engaged a core group of year 4 and 5 students who all graduated.

Governing council report

This year at Hincks we have been particularly proud of the following:

The breakfast club continues to be a huge success, with approximately 40 to 50 breakfasts every day. We love the way this is organised as a social event where children come together in an inclusive way where there is no stigma attached for the children who rely on this service. We are also really pleased with the way this has reduced problematic behaviour for some children at school.

Pink day was also a huge success this year, raising over \$1300 for Palliative Care in Whyalla. It is a chaotic but special day and the kids are always so excited to raise money for this cause. We are glad that it continues for those special staff we have lost to cancer.

We love walking into the office to now see the DOJO STORE. The gifts are eye-catching and it is great to see the student's enthusiasm around this whole school rewards program that is linked to our new values.

We also love DOJO as a communication platform for parents. The parents talk, and they love seeing pictures of their children engage with learning throughout the day. It is instant and joyous and shares learning with parents that they haven't seen previously.

We continue to be excited about the staff being trauma aware at Hincks. The Principal mentioned staff training in the Berry Street Education Model, but we can see that this has been great for improving staff understanding of our more complex students and why they behave the way that they do. We feel that the school has an inclusive and accepting culture that looks after each other, no matter where children come from, or their behaviour or disability.

We also like that NAIDOC and Reconciliation weeks are inclusive of everyone to come together and celebrate our First Nations culture and people. We are looking forward to rebuilding the connection with our co-located kindy and their new director. It is also great to see the Bush Garden evolving between the kindy and the school and connecting these 2 centers along with our families and community.

Quality improvement planning

This was the first year of this new School Improvement Plan, with new targets from 2022 to 2024. Here is a breakdown achievement against each goal:

GOAL 1 (Writing): Target was exceeded with 66% of year 4 learners achieving a C grade or above in English. 33% of these learners (5 students) achieved higher grades, which demonstrates sound differentiation practices that include stretching our highly accomplished learners. Teachers have participated in 3 Brightpath professional development sessions this year and have been more precise in teaching students to develop skills in sentence structure and apply to their writing. In 2023, teachers will aim to improve student achievement through improving student keyboarding skills, having regular writing conferences using the metalanguage of writing, having focus areas for professional growth and collaboratively moderating writing with colleagues. In 2023, all students at Hincks will have personalised writing goals that will be openly shared with staff, students and parents so we can share the improvement journey together.

GOAL 2 (Maths): The Target of achieving SEA in Maths was not quite met, with 46% of students in Year 1 attaining a C grade for Maths. However, the aspiration for student achieving higher grades was exceeded with 17% of students getting an A or B grade. This year we developed a common practice for ensuring our students have the solid foundations of understanding number (through Big Ideas in Number assessments and strategies) to ensure they can successfully access the curriculum. This will continue to be our focus in 2023, with further refinement of tracking all students and using the Department for education Units of work for delivering high quality Maths lessons each and every day.

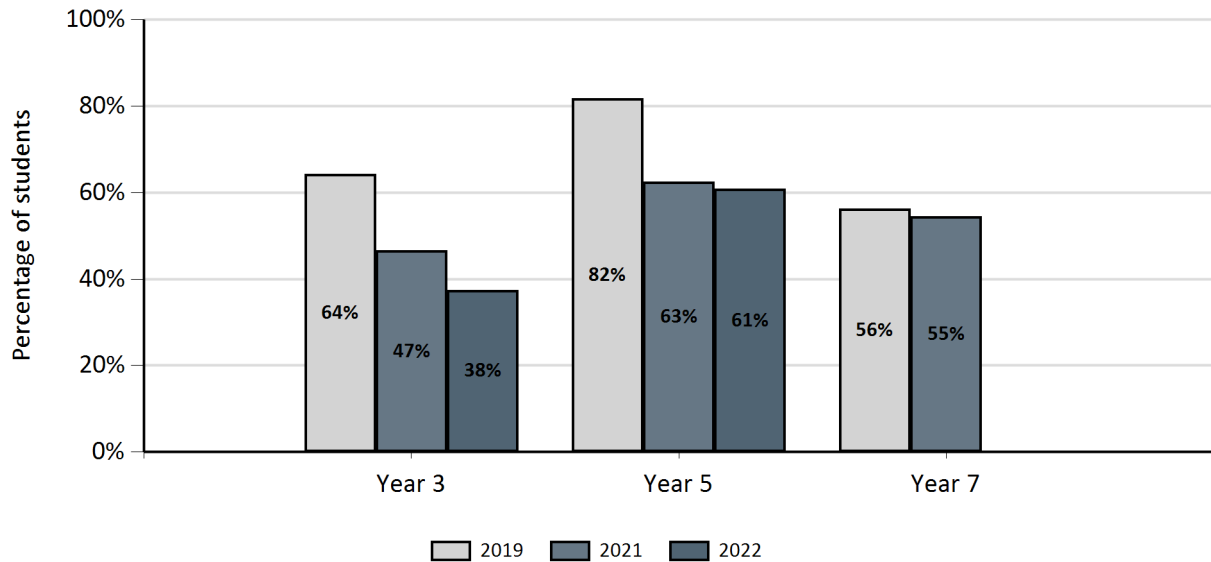
In addition to these strategic priorities, Hincks is also dedicated to improving student wellbeing for learning through our shared values and Positive Behaviour Interventions and Supports. According to the Wellbeing Engagement Collection for 2022 we have increased our high wellbeing results, while also reducing low wellbeing results, which means our children are feeling happier, more optimistic, more connected with school and they have an important adult at our school. Our students see themselves as being ready for learning, with student academic self-concept and cognitive engagement maintaining high results. This has increased by 20% over the past 3 years. In 2022, we will continue with this valuable work while particularly aiming to build persistence, resilience and educating children about bullying.

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

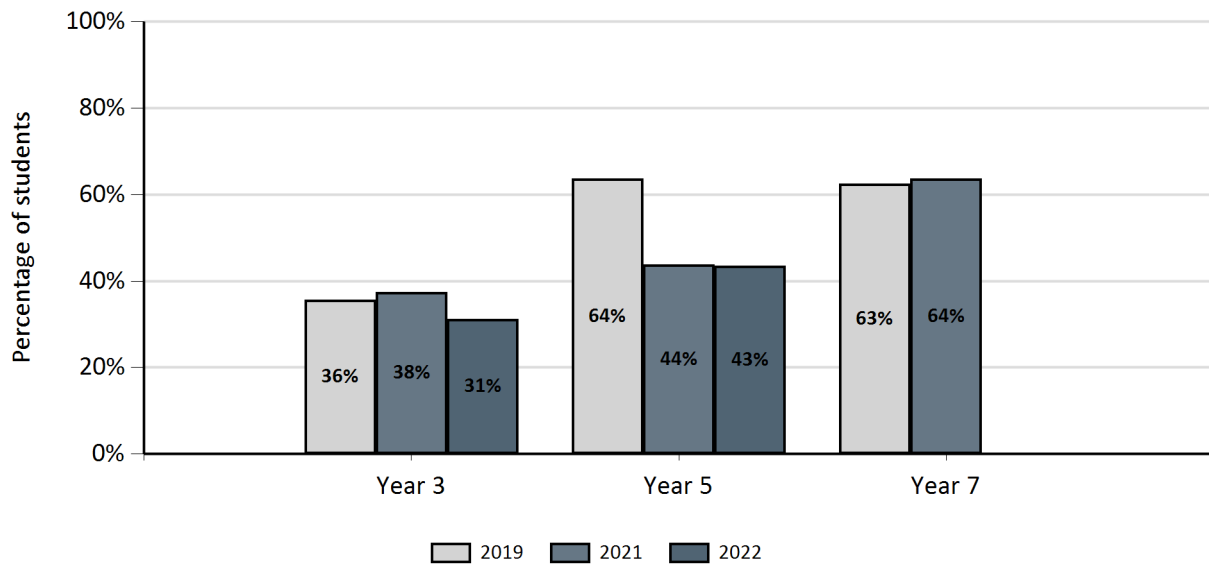


*NOTE: No NAPLAN testing was conducted in 2020.

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.

*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 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 03 2022	16	16	1	1	6%	6%
Year 03 2021-2022 Average	15.5	16.0	2.0	1.0	13%	6%
Year 05 2022	23	23	5	0	22%	0%
Year 05 2021-2022 Average	19.5	19.5	2.5	0.0	13%	0%
Year 07 2021-2022 Average	11.0	11.0	1.0	1.0	9%	9%

*NOTE: No NAPLAN testing was conducted in 2020.

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

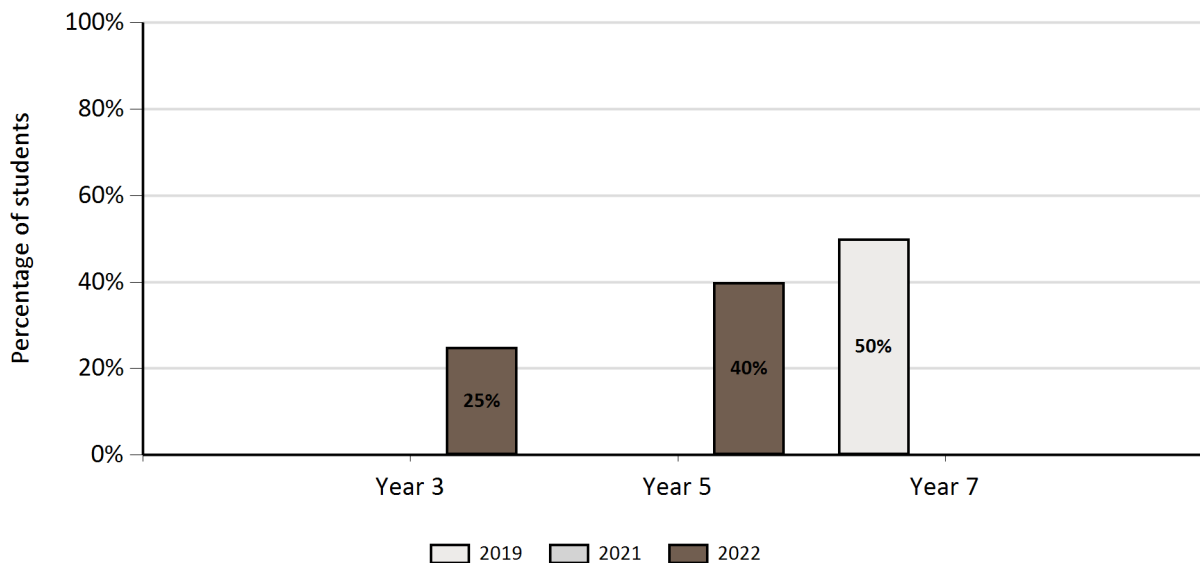
[^]includes absent and withdrawn students.

*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



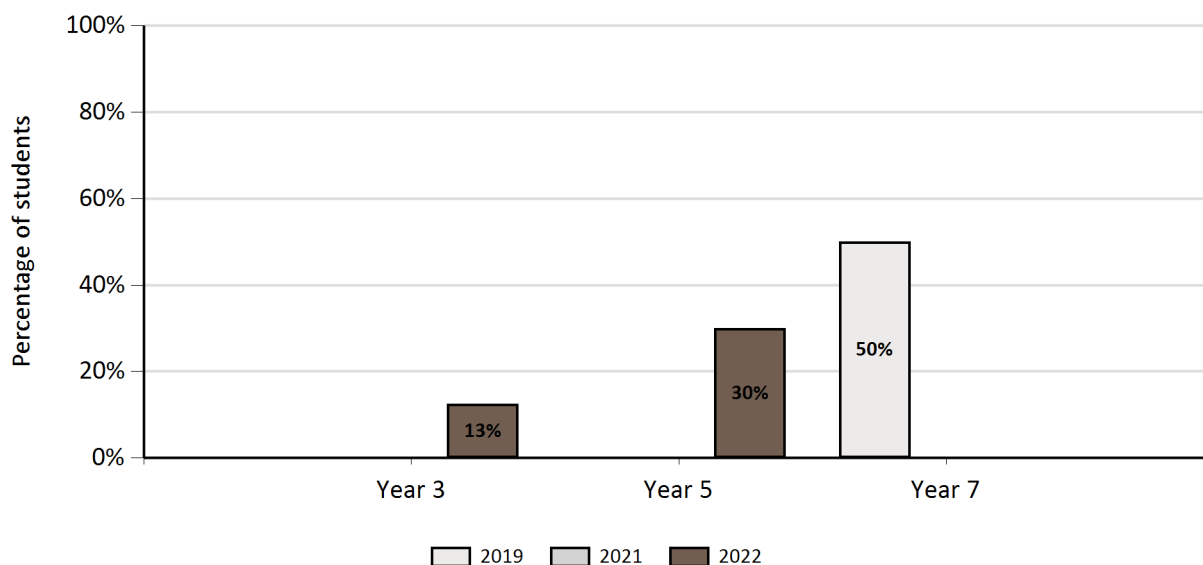
*NOTE: No NAPLAN testing was conducted in 2020.

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

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 [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	8	8	0	0	0%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	10	10	2	0	20%	0%
Year 05 2021-2022 Average	7.5	7.5	1.0	0.0	13%	0%
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.

[^]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: Engaging Families

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

In 2022, Hincks outlined specific actions aligned with each element of ALALR, these included:

- Ensuring that Aboriginal Learner data is visible, accessible and triangulated with attendance, IESP, EALD and wellbeing information.
- Focusing on Aboriginal Learners through impact sprints and collaborative moderation practices
- Aligning APAS goals with One Plan goals to enhance focus for each Aboriginal Learner
- Tracking and monitoring A to E achievement data
- Specifically targeting Wave 2 and 3 interventions for Aboriginal Learners to improve achievement (and engagement as required)
- Effective handover conversations and transition planning to ensure the continuity of learning from Pre-school to school, to the next year level and from Primary school to High school. In 2022, our specific area of focus was element 5, involving Aboriginal parents in literacy and numeracy learning. Our 2022 actions included:
 - Informal Learning conversation afternoon and BBQ, where parents of our Aboriginal Learners attended.
 - According to our parent survey, 82% of parents agree they have useful discussions with staff and the school communicates effectively (represents an 18% increase from 2021).

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

Noted achievement for Aboriginal learners has included:

- 45% of Aboriginal Learners achieved a C grade or higher for English. This reflects a progressive increase from 2018 onwards when only 22% of students achieved SEA.
- 46% of Aboriginal Learners achieved a C grade or higher for Maths. This % of grades achieved is the result of comprehensive collaborative moderation for Maths in 2022.

In 2023, our specific area of focus will continue to be element 5, as we will consolidate on this year's growth by:

- Regularly sharing student writing and reading goals with parents
- Providing further clarity about what these goals mean, being clear about student accomplishments (or concerns) and celebrating growth together
- Further improve contact with parents to build on attendance, engagement and wellbeing for learning.

School performance comment

The following information pertains to READING across the school:

In 2022, 6/23 (26%) successfully achieved the Year 1 benchmark (28) in the Phonics Screening Check. This was a decrease of students achieving SEA compared with last years results. A further 17% scored in the 20's range, or just below benchmark, with an additional 21% scoring in the teens. This meant that only a few students scored below 10. These students have been identified as requiring further intentional interventions as well as SSS referrals.

Year 1 Running Record Results (RRR): 7/23 (30%) students achieved SEA (level 13) by the end of term 3. This is a decline on our 2021 results, but all students have made good progress if they have attended regularly.

Year 2 RRR: 2/21 (9%) students achieved SEA (level 21) by the end of term 3. However, by the end of this year, 11/21(52%) students have attained SEA for Reading according to Accelerated Reader STAR assessments and corresponding levels.

According to PAT-R results, we saw a decline in the number of students achieving SEA in years 3, 4 and 5. However our Year 6 cohort improved remarkably with nearly 80% of students achieving SEA, including 88% of our Aboriginal learners.

The following information pertains to WRITING across the school:

To analyse writing improvement across our school between 2021 and 2022, we used student Brightpath scores in a Narrative text. Teachers participated in Brightpath moderation again in 2021 and Brightpath reports indicate a high level of teacher accuracy in scoring texts using the Brightpath scale.

In 2022, 91% of students showed improvement in their scored narrative texts. This included, 93% of JP students and 90% of Primary students. This is a 10% improvement on last years data, with the greatest gains being made in the primary years.

The number of students meeting SEA, according to their year level standards, has also improved remarkably with 53% of students meeting their age level expectations in writing from reception to year 6.

The following information pertains to MATHS across the school:

According to 2022 PAT-M results, we saw a decline in students achieving SEA in years 3 and 5, however we saw great gains in years 4 and 6, with the year 6 cohort improving by a massive 40%.

According to our 2021 NAPLAN Numeracy results, Year 3 students still achieved below the expected achievement levels, year 5 students achieved the same in 2022 as they did in 2021. Improving student outcomes in Mathematics will continue to be a focus for our school over the next few years.

On average, 68% of students at Hincks achieved a C grade or higher across all year levels at the end of 2022 (4% more than last year). This was noticeably higher in reception, year 2 and year 6.

Attendance

Year level	2019	2020	2021	2022
Reception	85.2%	73.1%	75.3%	76.9%
Year 1	87.2%	80.7%	78.5%	63.5%
Year 2	79.3%	78.3%	85.0%	74.8%
Year 3	91.9%	71.2%	88.5%	78.5%
Year 4	80.4%	88.2%	79.9%	85.8%
Year 5	92.8%	75.5%	88.8%	70.5%
Year 6	78.4%	76.1%	80.8%	85.2%
Year 7	81.5%	71.2%	81.1%	N/A
Primary Other	N/A	N/A	N/A	N/A
Total	83.9%	76.5%	81.6%	75.1%

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

Attendance comment

Attendance continues to be a significant challenge, with family reasons and illness being the primary reasons for student absences. In 2022 our habitual and chronic non-attenders have increased despite the following consistent diligent efforts:

- Daily SMS messages & phone calls
- Class Dojo app - conversations with parents
- Weekly interventions at leadership
- Fortnightly update of attendance data for teachers
- Incentives program
- Breakfast club and lunch program to reduce barriers
- Home-visits from leadership & ACEO re support strategies
- Referrals through SW-DL and mandatory reporting
- Working collaboratively with community partners to support families.

Behaviour support comment

At Hincks, we pride ourselves on the inclusive and respectful culture that we are creating for our community. It is pleasing to see that our behaviour data supports our ambition for a safe, happy, welcoming and productive environment.

Extreme inappropriate behaviour is dealt with swiftly, particularly physical violence. Over the past few years, we have seen a reduction in these behaviours and related consequences. In 2022, 20% of recorded behaviour errors resulted in Take Homes or Suspensions, while 80% were dealt with through other means. Students who have significant challenging behaviours are supported through IESP to meet their individual functional learning needs with targeted funding. Between Term 1 and Term 4, behaviour error data halved.

In 2022, we continued to employ a Student Wellbeing Leader who has been instrumental in our drive for proactive, positive behaviour supports. We will continue to support this leadership role over the next 3 years.

Parent opinion survey summary

The parent opinion survey was conducted online in 2021 and 2022 and received 19 responses.

Here is a summary of these results:

Over the past 3 years, we have seen particular growth in parent favorable responses in terms of student learning at school:

Parents know the standard of work expected – 76% agree

Teachers provide children with useful feedback – 82% agree

Parents have useful discussions with the school – 82% agree

Our parents also strongly believe that education is important (94% agree) and that parents are encouraged to help their child to learn at home – 81% agree

We also continue to score highly for having a positive school climate”

People are respectful – 84% agree

Teachers and students are respectful – 83% agree

My child is important to the school – 73% agree

Parents receive enough communication from the school – 78% agree

School communicates effectively – 76% agree

In line with ALALR element 5: our focus for 2023 will continue to be engaging families as partners in literacy and numeracy learning, particularly Aboriginal Families.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	5	23.8%
QL - LEFT SA FOR QLD	2	9.5%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	10	47.6%
U - UNKNOWN	1	4.8%
VI - LEFT SA FOR VIC	1	4.8%
WA - LEFT SA FOR WA	2	9.5%

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

Hincks stringently adheres to Department for Education (DfE) Relevant History Screening requirements, as outlined on DfE website.

All volunteers and DfE staff have required screening. These are recorded into the HRS Management Portal. Reminders are sent in advance to staff if screening or employment requirements are due to expire.

Hincks has a localised volunteer policy and procedures that support workplace wellbeing for both paid and unpaid workers.

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	21
Post Graduate Qualifications	6

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	11.6	2.8	18.2
Persons	0	13	4	25

Data Source: Department for Education HR Management Reporting System, extracted Term 3 2022 .

Financial statement

Funding Source	Amount
Grants: State	\$63,510
Grants: Commonwealth	\$90,059
Parent Contributions	\$30,094
Fund Raising	\$2,116
Other	\$3,118

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	APAS funding is directed into in-class literacy interventions that are managed strategically by each class teacher. Each class has 2 well-trained SSO staff to deliver targeted personalised learning to improve literacy and numeracy outcomes for Aboriginal learners.	Yrs 1-3 SEA measured by Running Records levels, Read Write Inc progress and C grade for English: 26% of Aboriginal learners met SEA. 97% made good progress if they attended school regularly.
	Improved outcomes for students with an additional language or dialect	Brightpath sessions in explicitly teaching writing, with consistent expectations, across diverse groups. Teacher moderation of writing (2 x year), setting targets through PDP and personalised writing goals for students.	94% of EALD learners made progress on 2 scaled genre pieces. 50% met SEA for their year level.
	Inclusive Education Support Program	Teacher release to work with IESP team and One plan team, as well as writing OPs and targeted planning. Additional in class support to achieve student goals and address functional social / emotional needs of students.	97% of SWD have made progress in their reading. 100% made progress in writing.
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	AET / ACEO provided support for Aboriginal Learners (AL) and families, including attendance, wellbeing and engagement AET worked with teachers regarding quality differentiated teaching for Aboriginal Learners, particularly in the area of writing improvement. Implemented Heggerty Phonological awareness in JP classes, as a pre-cursor to Phonics Instruction. Additional in class support to assist students to achieve OP goals for Aboriginal Learners.	87% of Aboriginal Learners demonstrated progress in writing, as measured by 2 scaled pieces of narrative writing 45% of Aboriginal Learners achieved a C grade or higher for English, and this was the same for Maths.
Program funding for all students	Australian Curriculum	Teacher release for Brightpath Writing Improvement program to access Writing coach and meet with Brightpath Team each term. In 2022, Teachers built personal capacity in teaching narrative, persuasive and Recount. In 2023, this will also include Information reports to meet requirements of more areas of the curriculum.	94% of students made progress in their writing, as measured by scaling a narrative T1 to T4, 2022
Other discretionary funding	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Smaller class sizes with increased SSO support to enable a greater adult to learner ratio. Interventions specifically timetabled by class teachers. Additional interventions for wave 3 learners.	60% of students across all year levels achieved a C grade or higher for English in 2022.
	Specialist school reporting (as required)	NA	NA

Improved outcomes for gifted students	NA	NA
---------------------------------------	----	----