



Hawthorndene Primary School

2022 annual report to the community

Hawthorndene Primary School Number: 972

Partnership: Mitcham Hills

Signature

School principal:

Mrs Diane Winterling

Governing council chair:

Claire Bircumshaw

Date of endorsement:

14 March 2023



Government
of South Australia
Department for Education

Context and highlights

Hawthorndene Primary School is a category 7 school characterised by high numbers of students living in relatively stable, homogenous families who place great value in their children's education, their natural surroundings and their quality of life.

The percentage of families qualifying for school card was 6.6% during 2022. The school has five Aboriginal students. The students at Hawthorndene Primary School are happy, confident and creative, and they demonstrate a caring and courteous attitude towards others.

Hawthorndene Primary School achieved the highest outcome in the Mitcham Hills Partnership for student positivity on the Student Wellbeing and Engagement survey facilitated by the Department for Education.

The year commenced with a staggered start with some year levels involved in online learning and others at school for face to face. Teachers did an amazing job of managing this dual delivery of their program. Term 1 had many absences in staff and students due to COVID and increasing difficulty in appointing temporary relief teachers.

The usual acquaintance night which has become a 'Meet and Greet' encouraging a family picnic on the oval giving families the opportunity to connect was delayed. It eventually took place successfully in early March.

The site improvement plan continued to focus on the 3 challenges of practice focusing on Literacy (Writing), Numeracy and pedagogy relating to Critical and Creative Thinking. The work for each of these areas is driven by teaching staff and reported to Governing Council at every meeting.

After following due process with staff our Deputy Principal, Andrea Burnside was appointed in the role for another three years. I am grateful to have won back the position of Principal at this beautiful school.

Parents and friends successfully applied for a Greening Adelaide grant to reinvigorate the Indigenous garden. Governing Council approved the expenditure of surplus funds for a new toilet block. The fairy garden for Reception students has been completed and minor works to sustain the grounds at the oval entry from the lower playground.

Thankfully our major events were able to be undertaken this year. Sports Day, Japanese Festival Day, BookWeek. Due to a power failure caused by storms at the last minute the Choir and Instrumental music concert changed venue back to our school hall but was able to go ahead as scheduled.

As always a huge thank you to our wonderful community for their continued support and understanding through another interesting year.

Governing council report

On behalf of Hawthorndene Primary School Governing Council, I submit the following Chairpersons Report for 2022.

I would like to thank all Council members who served both HPS and the community in 2022. We have a couple of new Council members, and have appreciated the new concepts and knowledge these parents have brought to the Council. The Council is supported by representatives from many committees, including the Parents & Friends Committee who support fund raising activities and lunch order deliveries, the Sustainability Committee focusing key efforts on supporting the school on sustainable concepts, the Sports Committee scheduling/juggling the schools sports programs, the OSHC Committee supporting the team in delivering out of school care and vacation care programs for students, the Hawthorndene Kindergarten sharing key activities between the kindergarten and the school and the Finance Committee ensuring our school is financially viable and supported in delivering an outstanding educational program.

The Council and the OSHC Committee has done exceptionally well in supporting the Out of School Hours Care and Vacation Out of School program with the appointment of a new OSHC Director and a secure workforce establishment to help OSHC employee deliver a caring, nurturing and fun program for HPS students. This service is highly regarded by both students and the parents and we are very proud of the team.

2022 continued to be a very challenging year for the school and I would like to acknowledge the efforts the teachers, SSO's and administrative staff have made to ensure the parent community is informed and involved during the year. The SRC have also done an exceptional job of providing fun activities and events for students throughout the year.

Council would like to thank those parents who volunteer their time supporting committees and other events, this is what creates such an amazing school community. We hope that 2023 brings us more opportunities to bring the school community together and support the education and wellbeing of the HPS students and staff.

Thank you
Claire Bircumshaw
Chair HPS Governing Council

Quality improvement planning

Numeracy

Each teacher

- facilitated learning opportunities that developed student fluency with mental calculations, aligned to the sequencing in the HPS Numeracy agreement and the Australian Curriculum for Mathematics.
- used maths games to develop confidence and fluency.
- had at least one Number Talks 'lesson' a week to develop fluency and mental computation. B1/'expert' teachers to support.
- had a focus on problem solving once a week. Students sharing their strategies and processes with a mathematical problem. Identifying the maths in different contexts.
- used the agreed approach to student goal setting for each learning team (age appropriate). Student learning goals should be visible.

Teachers and students worked together to develop individual goals. Content, confidence, work habit goals. Whole classes set goals to monitor and measure goal achievement.

- Word walls were used interactively (words come on and off the wall for extra focus on specific terms) to support learning and use of mathematical language. The use of maths vocabulary was modelled throughout teaching. Students encouraged to focus in on vocabulary by counting or using an action every time they hear it.
- Maths books were used as mentor texts to introduce, inspire, consolidate learning and used as a link to real life examples.
- Opportunities were provided to promote collaboration and co-designing of learning that reflected thinking and processes
- Learning was reported and shared with parents.
- There was a commitment to the ongoing achievement and growth of aboriginal students.
- The progress of aboriginal students was monitored to provide appropriate instruction.

The Numeracy PLC

- Finalised the sequencing for the Numeracy Agreement.
- Collated examples of the teaching of fluency, student reflection, goal setting, word wall to share good practice
- Worked towards creating a 'word wall' resource to borrow for each year level

Learning Teams

- Learning teams continued to develop year-level-specific approaches to goal setting.

Literacy

Each teacher

- Used the resources to develop students' knowledge of language features and grammatical choices
- Participated in professional development with our Brightpath consultant
- In learning teams developed, modified and displayed bump up walls for each genre (Information Report, Persuasive, Narrative) using student friendly metalanguage
- Investigated dual goals for authorial choices and language conventions
- Used the bump up wall to support students in their goal setting
- Tracked and monitored the progress of Aboriginal and EALD students
- Committed to the ongoing achievement and growth of aboriginal and EALD students
- Used one mentor text each term for explicitly teaching literary devices
- Provided guidance to and supported critical and creative thinking when analysing and responding to texts
- Provided a variety of texts and genres that prompt questioning and discussion from various perspectives
- Used one aboriginal text per term
- Developed their capacity to develop inferencing skills in students
- Provided opportunities for students to infer regularly

Each leader supported and facilitated as required the work of the PLC

The Literacy PLC continued to keep staff updated about resources and assessment timelines

Critical and creative thinking

Each teacher

- * Provided opportunities to promote collaboration and co designing of learning that reflects thinking and processes
- * Designed tasks that consider: transferring of information, reasoning skills, inferencing and open ended tasks in unfamiliar and familiar contexts.
- * Provided opportunity to set developmentally appropriate goals and make the learning goals visible.
- * Provided specific feedback based on critical and creative skills (teacher, peer and self) that challenges to review, reflect and refine their understanding.

Each leader ...

*Facilitated and supported the work of the PLC and learning teams with Critical and Creative Thinking pedagogy, planning and practice.

Throughout 2022 Learning teams and our Professional Learning Communities (PLC's) have met on a three week cycle to review progress and determine next steps against the Site Improvement Plan.

Student free days were used to continue the work of the PLC's enhanced with a combined day in July with Eden Hills PS so that teachers could learn from each other.

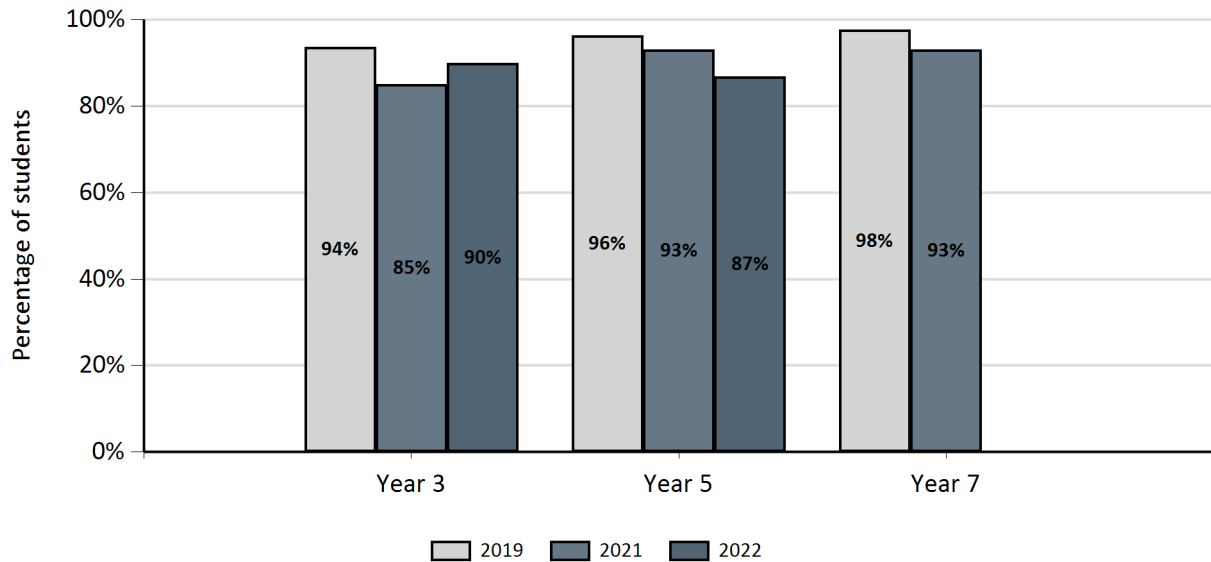
Goals and targets for 2023 have been set based on the progress made in 2022. Highlights included the outstanding growth in students writing as reflected in our Brightpath data in Term 4.

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

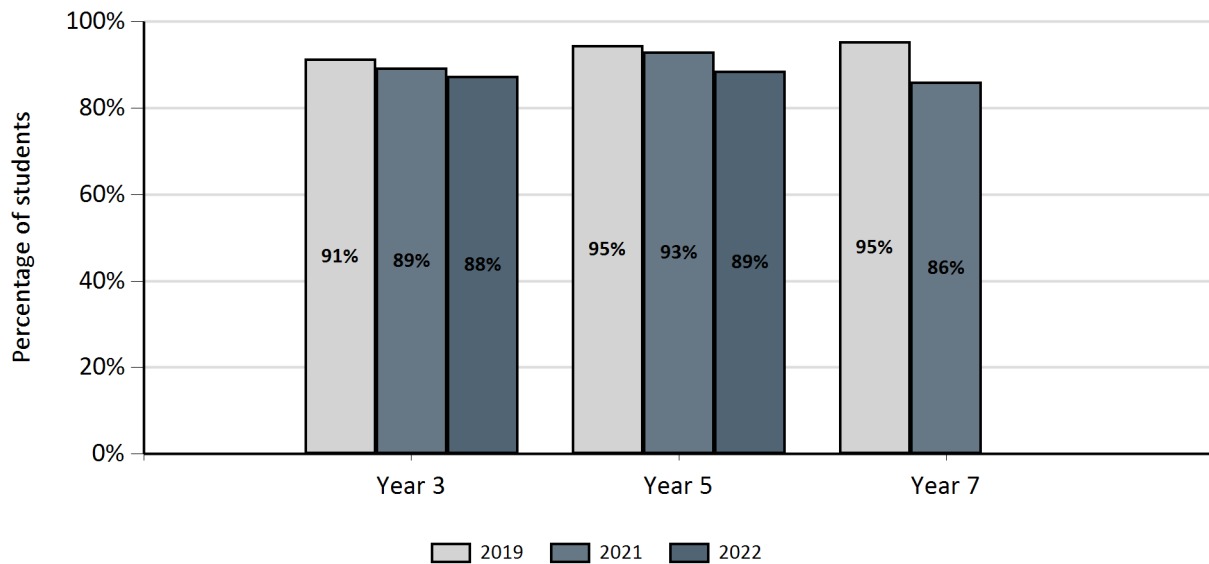


*NOTE: No NAPLAN testing was conducted in 2020.

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 [^]		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	40	40	22	14	55%	35%
Year 03 2021-2022 Average	43.5	43.5	23.5	15.5	54%	36%
Year 05 2022	53	53	23	15	43%	28%
Year 05 2021-2022 Average	48.0	48.0	21.0	14.5	44%	30%
Year 07 2021-2022 Average	43.0	43.0	22.0	21.0	51%	49%

*NOTE: No NAPLAN testing was conducted in 2020.

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

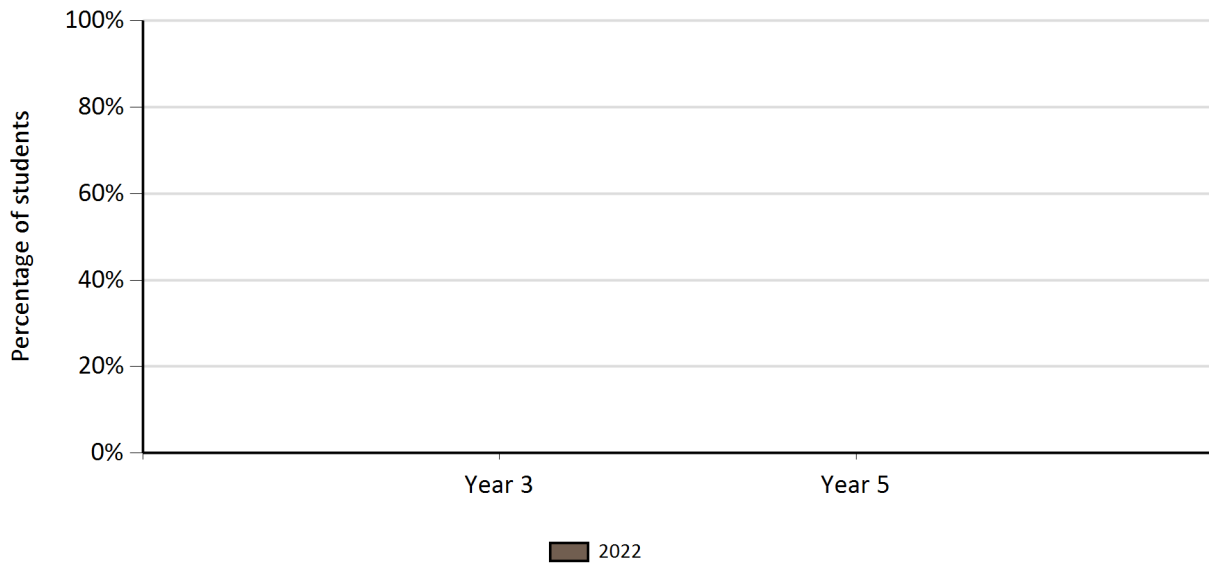
[^]includes absent and withdrawn students.

*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



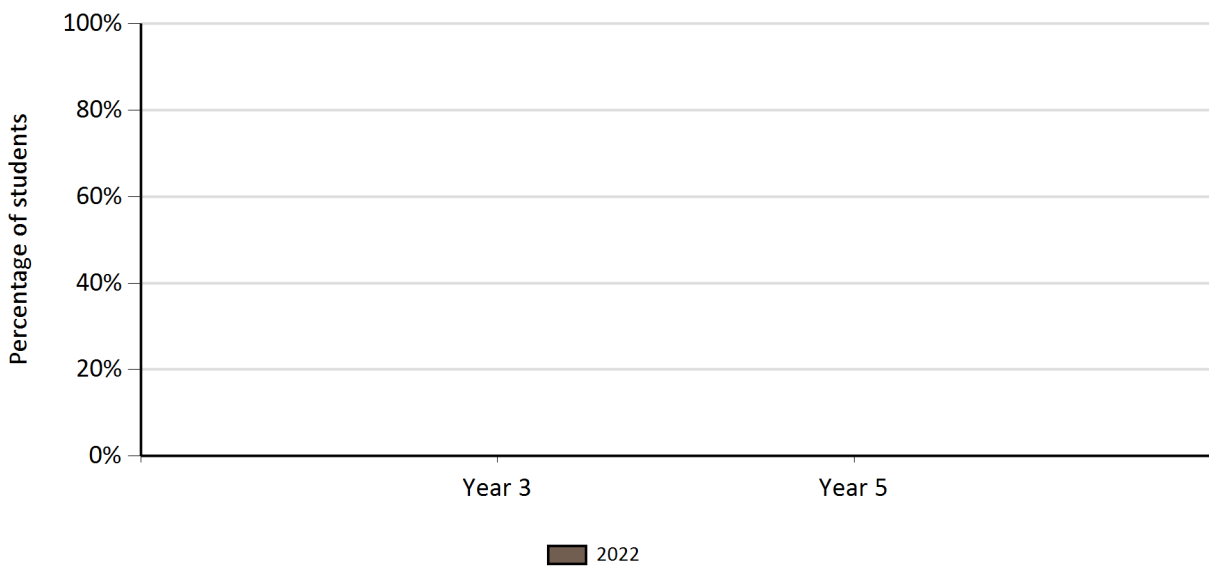
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Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.

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	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 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: Tracking & Monitoring

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

Hawthorndene Primary School has five students who identify as aboriginal. These students are tracked and monitored as part of the Hawthorndene data collection strategy. Further diagnostic data is provided from the Local Education Team on a regular basis.

Assessments include:
 Reception : Speech & Phonological Awareness , Concepts of Print, Running Records, Jolly Phonics sounds and tricky words, Top Ten Counting, PAT M
 Year 1 : Words their way , Running Records, Phonics screening, Top Ten Place Value, PAT M, PAT R
 Year 2: Words their way, Running Records, PAT M, PAT R , Top Ten Place Value, Addition, Subtraction
 Year 3 : Words their way, Top Ten place value, addition, subtraction, multiplication, division, PAT Maths, PAT R, NAPLAN, PAT Inquiry & Problem solving in Stem context
 Year 4 : Words their way, Top Ten place value, timetables, fractions, multiplication, division, PAT R, PAT M , PAT Inquiry & Problem solving in STEM context
 Year 5 : Words their way, Top Ten place value, fractions, multiplication, division, PAT Maths, PAT R, NAPLAN, PAT Inquiry & Problem solving in STEM context
 Year 6 : Words their way, Top Ten place value, timetables, fractions, multiplication.

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

All Aboriginal Learners continue to meet SEA and above.
 One student who commenced in 2021 has made significant gains in engagement.
 Hawthorndene Primary School has a systematic plan for data collection to identify baseline data for improvement and to monitor progress (growth) over time. All teaching staff have access to a broad range of student achievement and wellbeing data. Data is analysed and displayed as either individual, group and year level growth. The school provides professional learning to build staff skills in analysing and interpreting student data to inform teaching and learning. All teachers are responsible for the collection, discussion and analysis of school wide data. The data plan provides a consistent framework, timelines and common language for the school.

School performance comment

Literacy Students exceeded Standard Education Achievement

96% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for reading
46% Year 5 achieved in higher bands
22% above SEA
24% at SEA

91% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for reading
59% Year 3 achieved in higher bands
32% above SEA
5% at SEA

Numeracy Students exceeded Standard Education Achievement

94% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for numeracy
30% Year 5 achieved in higher bands
40% above SEA
24% at SEA

94.5% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for numeracy
37% Year 3 achieved in higher bands
40% above SEA
16% at SEA

Writing Students exceeded Standard Education Achievement

90% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for writing
2% Year 5 achieved in higher bands
46% above SEA
28% at SEA

94% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for writing
54% Year 3 achieved in higher bands
32% above SEA
8% at SEA

Spelling Students exceeded Standard Education Achievement

96% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for spelling
48% Year 5 achieved in higher bands
26% above SEA
22% at SEA

89% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for spelling
54% Year 3 achieved in higher bands
27% above SEA
8% at SEA

Punctuation and Grammar Students exceeded Standard Education Achievement

96% of Year 5 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for punctuation and grammar
3% Year 5 achieved in higher bands
46% above SEA
28% at SEA

97% of Year 3 students demonstrated achievement in NAPLAN proficiency bands at or above the DfE SEA for punctuation and grammar
51% Year 3 achieved in higher bands
29% above SEA
16% at SEA

Numeracy continues to be a major focus on the Site Improvement Plan working towards maintaining or moving students into higher bands. At the same time students retained in higher bands must have growth.

Writing continues to be a focus through the Literacy PLC as part of the Mitcham Hills Partnership focus for all primary schools.

Year 1 Phonics screening indicated 77% of students attained the Department level of 28 or higher.

Attendance

Year level	2019	2020	2021	2022
Reception	92.7%	89.9%	94.7%	89.8%
Year 1	90.5%	91.7%	92.6%	90.1%
Year 2	92.4%	92.7%	94.9%	90.7%
Year 3	90.8%	91.9%	94.8%	90.4%
Year 4	91.4%	89.4%	93.1%	91.0%
Year 5	93.7%	91.4%	90.7%	89.3%
Year 6	92.3%	90.1%	92.0%	85.8%
Year 7	91.9%	90.0%	93.8%	N/A
Total	92.0%	90.9%	93.3%	89.6%

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

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

Attendance comment

Attendance recording is diligently maintained by front office admin staff. Notably there had been an increase in attendance at Hawthorndene Primary School over the last two years with the restrictions imposed by COVID families were removing children less during term time for holidays. There has been a steady increase in these types of absences of late. Front office staff ensure exemption applications are completed by families. Families have been very supportive in keeping students away from school if signs of illness. Contact is made with families for all unexplained non attendance who do not arrive at school and for which no message on the answering machine or via Skoolbag has been received. Chronic non attendance is referred to the DfE attendance officer followed by home visits, parent meetings and a plan to assist with attending school.

Behaviour support comment

In 2022 Leadership has once again been involved in maintaining and monitoring behaviour expectations at Hawthorndene Primary School. Focus has moved away from a 'focus room' time to strengthening restorative practises through meetings with Leadership and all students involved in incidences.

Serious situations which cause physical harm to other students result in 'take home' and suspension.

Behaviour data showed a total of 27 students were involved in restorative practises with leadership. Of these referrals the majority threatened the wellbeing and safety of others, interfered with teaching.

Classroom behaviour continues to be monitored by teaching staff and follows the HPS behaviour policy. Leadership are involved as soon as practical to ensure the issue the final step of the process details are included on EDSAS and parents informed via a phone call or message from the class teacher or leadership.

The Department for Education Behaviour Coach is consulted when required.

Parent opinion survey summary

Parent opinion survey summary

People respect each other at this school 82% agree or strongly agree 13% neither agree or disagree, 5% disagree.

Teachers and students respect each other at this school 88 % agree or strongly agree 6% neither agree or disagree , 5% disagree.

I feel like my child is important to the school 67% agree or strongly agree 19% neither agree or disagree, 14% disagree.

I receive enough communication from the school 71% agree or strongly agree 19% neither agree or disagree, 18% disagree.

The school communicates effectively with me 62% agree or strongly agree 18% neither agree or disagree, 20% disagree. Parent teacher interviews and emails were the preferred mechanisms of communication followed by use of Skoolbag and Seesaw.

I know what standard of work the school expects of my child 58% agree or strongly agree 15% neither agree or disagree, 27% disagree.

Teachers at the school provide my child with useful feedback 62% agree or strongly agree, 24% neither agree or disagree, 14% disagree.

I have useful discussions with the school about my child's learning 45 % agree or strongly agree 30% neither agree or disagree ,25% disagree.

The school provides an opportunity for me to have input about my child's learning 42% agree or strongly agree 27% neither agree or disagree , 32% disagree.

Overall my child has a good routine around reading, studying and learning 69 % agree or strongly agree 12% neither agree or disagree,19% disagree.

I think that education at school is important to my child's future 94 % agree or strongly agree 2% neither agree or disagree , 3% disagree

I feel equipped to help my child plan what they will do after they leave school 70% agree or strongly agree 17% neither agree or disagree, 13% disagree.

I would like more help from the school with my child's learning 41 % yes to help me (the parent) address their needs 31% neither agree or disagree and 27% said no

The school encourages parents to help students to learn 63 % agree or strongly agree 26% neither agree or disagree,11% disagree.

The school provides me with useful tips on how to help students learn at home 37% agree or strongly agree 29% neither agree or disagree, 35% disagree.

In 2023 staff will reflect on the results to determine future directions.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	2	25.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	5	62.5%
VI - LEFT SA FOR VIC	1	12.5%

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

At Hawthorndene Primary School DfE processes are followed to ensure relevant screening occurs.

Outcomes of Working with children checks and Responding to abuse and neglect are recorded on EDSAS and reports issued for teachers as requested when planning classroom events or seeking volunteer help. All volunteers in the school undergo relevant screening as required.

Hawthorndene is aware of the situations that do not require screening.

In 2022 a volunteer package was developed ,accessed by request and must be completed going forward by all volunteers. This includes an induction and links to WWC and RAN-EC.

All new parents are encouraged to complete this package and the access information is included in every newsletter.

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	22
Post Graduate Qualifications	18

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	20.7	0.6	7.7
Persons	0	22	1	15

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

Financial statement

Funding Source	Amount
Grants: State	\$3,479,120
Grants: Commonwealth	\$9,000
Parent Contributions	\$163,934
Fund Raising	\$21,950
Other	\$50,736

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	<p>All funding received is directly allocated to targeted students. As per previous year this resulted in the appointment of dedicated SSO support for identified students. Funding is also allocated to increase leadership capacity through this strategy leadership are able to focus on overall student wellbeing while simultaneously focussing on individual students with additional needs.</p> <p>The school also using funds to increase the allocated Pastoral Care Worker time at the school. The PCW promotes positive programs such as the Kimochis and What's the buzz</p>	<p>Continued progress to assist and support students to engage in school and allow time for individual student meetings and conference time when the need arises.</p> <p>On the DfE Student Engagement and Well Being survey, the students at Hawthorndene were the highest rated in the Mitcham Hills Partnership in terms of 'positivity' and 'happiness' at school.</p>
	Improved outcomes for students with an additional language or dialect	<p>Funding employs additional SSO classroom support. This is targeted to students identified through EALD levelling process.</p> <p>The SSO works in class to support students to access the English curriculum.</p> <p>The HPS Japanese teacher ensures students identified as EALD are categorised correctly in EDSAS. This informs the school of where to direct the funding. The Japanese teacher is released regularly to review samples of student writing to ensure EALD levels are accurate.</p>	<p>Continued support for students to engage in the Australian Curriculum. SSO's support students in class, this may be individually or in small group work. Students are able to access the support specifically or it can be through general access in class.</p> <p>NAPLAN results gave clear evidence that students at Hawthorndene Primary School are achieving beyond SEA in reading, writing, punctuation and grammar and spelling.</p>
	Inclusive Education Support Program	<p>Students who do not receive direct IESP funding are allocated SSO in classroom support.</p> <p>Newly diagnosed SWD receive some support from school funding. If warranted an application is submitted through the IESP process.</p> <p>Teachers are released to work on One Plans to support students identified with a disability. A spreadsheet has been developed which determines the amount of time for student support, one plan release, Team around student support (TASS) which SSO's attend.</p>	<p>Ongoing tracking of student data to determine if support is targeting the need.</p> <p>All students are supported to work towards their SMART goals. Students are able to grow within the classroom.</p>

Targeted funding for groups of students	<p>Improved outcomes for</p> <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support <p>First language maintenance & development</p> <p>Students taking alternative pathways</p> <p>IESP support</p>	<p>Students identified as SWD receive the total allocation of funding as part of One Plan development and adjustment as goals are achieved, Team around student support, in class SSO support.</p> <p>All aboriginal students receive support through general classroom support time and is aligned and documented in their OnePlan.</p> <p>Early years receive additional daily SSO classroom negotiated between the class teacher and SSO to determine an appropriate time of the day.</p> <p>SSO's are involved in specific professional learning opportunities which enhances their effectiveness in supporting students.</p>	<p>Data is collected from R -7 and entered on Impromation.</p> <p>This is analysed by teachers and leaders to determine student growth</p> <p>NAPTRACKER and PATTRACKER assist.</p> <p>The Mitcham Hills Partnership LET provides ongoing specific data for Aboriginal Students. This is triangulated with school, system and classroom data and has indicated Aboriginal students are meeting SEA.</p>
Program funding for all students	Australian Curriculum	<p>All funding received is directly targeted to support teacher upskilling in relation to the Australian Curriculum. Funding continued to be used to release staff as part of their work within PLCs to drive action.</p> <p>The Literacy PLC continued to utilise Brightpath Assessment tools working with the HPS Brightpath consultant and attending workshops facilitated by the Brightpath team.</p> <p>Numeracy PLC organised Mathletics workshops for all staff. Mathletics continued to be purchased to support the teaching and learning for all students.</p> <p>Critical and creative thinking PLC purchased resources for teachers to support developing inquiry pedagogy.</p>	<p>Embedding Challenges of practice for Literacy, Numeracy and Critical and Creative Thinking.</p> <p>Improvement in A and B grades from 2021 to 2022 measured in semester 1 and 2.</p> <p>Continuing to build teacher capacity / pedagogy and therefore learning outcomes for students.</p>
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	<p>At HPS all funding received is allocated to students identified with learning difficulties who do not qualify for a level of support. This has been extended to providing a level of classroom support around those students.</p> <p>This increase in classroom support allows for greater differentiation for students with specific learning needs.</p> <p>NAPLAN data clearly shows a high percentage of students achieving SEA in Literacy, Numeracy, Spelling, Writing, Punctuation and Grammar.</p>	<p>Students supported to bridge the gap in their learning.</p> <p>Greater support for students below the benchmark. Increased number of students achieving SEA or higher.</p> <p>Targeted professional learning for teachers to upskill e.g. Jolly Phonics, Mathletics, Heggerty.</p> <p>Resources purchased to support teacher development.</p>
	Specialist school reporting (as required)	N/A	N/A

Improved outcomes for gifted students	<p>Differentiation is part of the teaching and learning in all classes.</p> <p>Teachers are able to extend or enable students along the learning spectrum through different entry points and modification of tasks as required.</p> <p>Planning for High Band Stretch is incorporated into all lesson planning. Purposeful directions for students using high impact strategies.</p> <p>One plans are developed for students with specific learning needs.</p> <p>Task design provides opportunities for students to demonstrate they are working at an A or B level.</p>	<p>All students needs are considered and strategies developed and implemented to provide optimum learning opportunities.</p> <p>Continued maintenance of NAPLAN data which clearly shows a high percentage of students are achieving SEA or above.</p> <p>Analysing data through NAPTRACKER and PATTRACKER to determine which students are coasting/ which students are in higher bands and not achieving growth.</p>
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