



Huntfield Heights School P-6 and Huntfield Heights CPC

2022 annual report to the community

Huntfield Heights School P-6 Number: 1067

Huntfield Heights CPC Number: 1715

Partnership: Beach Road

Signature

School principal:

Mrs Cathryn Herbert

Governing council chair:

Dennielle O'Callaghan

Date of endorsement:

29 March 2023



Government
of South Australia

Department for Education

Context and highlights for the combined site

Huntfield Heights School P-6 is a category 2 school index of disadvantage. The start of 2022 saw a staggered start set by DfE which was in response to the COVID19 pandemic at the time. Reception and year 1 students along with students considered at risk and those of working parents started school in week 1, and the remainder of the student population started in week 3. The impact of this was varied and for some of the older students they took a while to settle. The class configuration for 2022 was complex but addressed the needs of students with R/1, Yr1/2/3, Yr3/4/5 and Yr5/6. Two out of the 4 classes were allocated two SSOs because of their complexity. The staffing remained consistent in the JP, and we welcomed a permanent teacher to the Yr5/6 class and a staff member who had worked in the site in a different capacity in 2021 was placed with the Yr3/4/5 group. The school population included 33.7% Aboriginal students, 25.5% students with a disability and 9.3% EALD students. Our total population including our preschool was 94, the impact of no longer having year 7 students impacted our overall enrolments.

Mr. Vigor stepped out of the classroom and was appointed to the Wellbeing and Engagement Leader role, and he also continued to support our Aboriginal and EALD students. His support of students is to be congratulated and the project for the native garden with walkway was embraced by the students. The project began with a design competition which would frame the project, this enthused students to be outside measuring and mapping the area then the digging begun. By the end of the year the irrigation was in place and future plantings will occur.

Mr. Elkins who was new to our school ran his first Huntfield Heights style graduation, this year the graduates chose an outing to Noarlunga Bowling, then in the evening the opportunity for a semi-formal sit-down meal prepared and served by the staff. Parents and family members were then invited to share in the formal part of the evening.

A member of our staff who is also a parent of the school volunteered to manage a breakfast club program at our school. This has been very successful and the needs of students catered for, along with a plate of toast to be taken to the classroom. This was acknowledged in the Southern Suburbs Volunteer Awards and presented by the Honorable Amanda Rishworth MP. Bunnings BBQ breakfasts are a hit with our whole school community and we thank Bunnings for their continued contribution and support.

We welcomed back the end of year concert. There was an excitement and buzz across the school as 'Concert on the Green' took shape. Parents were delighted with an amphitheater style set up with deck chairs and picnic rugs. We had a pre-concert complimentary BBQ dinner which everyone enjoyed, and was well supported by our volunteers and staff. The feedback received from the evening was overwhelmingly positive.

Governing council report

The interruptions forced upon us in 2022 continued thanks to COVID19. Linda Foot stepped down from her role as Chair of Governing Council, these were big shoes to fill, as Linda had been a member of Governing Council since her eldest child started in the preschool, back in 2009. I put my hand up to be considered for Chair and have taken on the role with a hope that I can share my positive experiences of this 'small school with a big heart'. Governing Council members supported the BBQ for the State Election and on the evening of the much-anticipated end of year concert. I am looking forward to 2023 in the hope that we can encourage others to join governing council and/or support our future endeavors.

A big thank you to the team at Huntfield Heights School P-6 for all they do in their care of all our children.

Dennielle O'Callaghan
Chair Governing Council, Huntfield Heights School P-6

School quality improvement planning

We continued our work with the Literacy Guarantee Unit, the focus continued with the early year's teachers but all staff attended professional development, as it is important that all staff have an understanding of how students learn to read, and working toward a whole school approach in teaching reading. The professional learning included Leading Reading Improvement, Functional Reading Skills, Instructional Routine and Paired Reading.

In our review of the SIP mathematics goals the following summarised our findings/reflections:

The importance of familiarizing our students with a testing environment.

Improve site wide consistency in data collection.

More opportunities for collaborative planning.

Ensure all teachers are using the scope and sequence.

Use formative assessment to identify needs and gaps.

Ensure explicit teaching is occurring.

The LET for Noarlunga 3 continued to support staff with moderation, planning and accommodations using the Units of Work for the Years3-6 teachers, and Curriculum familiarization of the Units of Work R-2.

All staff participated in the TASI Project (Trauma Aware Schools Initiative), 5 staff attended Berry Street Education Model (BSEM) of teaching, unfortunately due to COVID19 this could not be face to face. We also had 2 student free days working with Melissa Powney from the Australian Childhood Foundation.

Preschool quality improvement planning

Goal 1. If we build on and continue to further develop the children's vocabulary and oral language development, then we will see the children's ability to improve their oral language and conversational skills.

Using the nursery rhyme area, (a physical space created in the preschool) we saw the children were able to recall songs and rhyme and use these in play scenarios. We heard children engaging in conversation that used more expressive language, as well as retelling stories during their imaginative play. In our book-based literacy we introduced unfamiliar text and language conventions to broaden their understanding of conversational concepts.

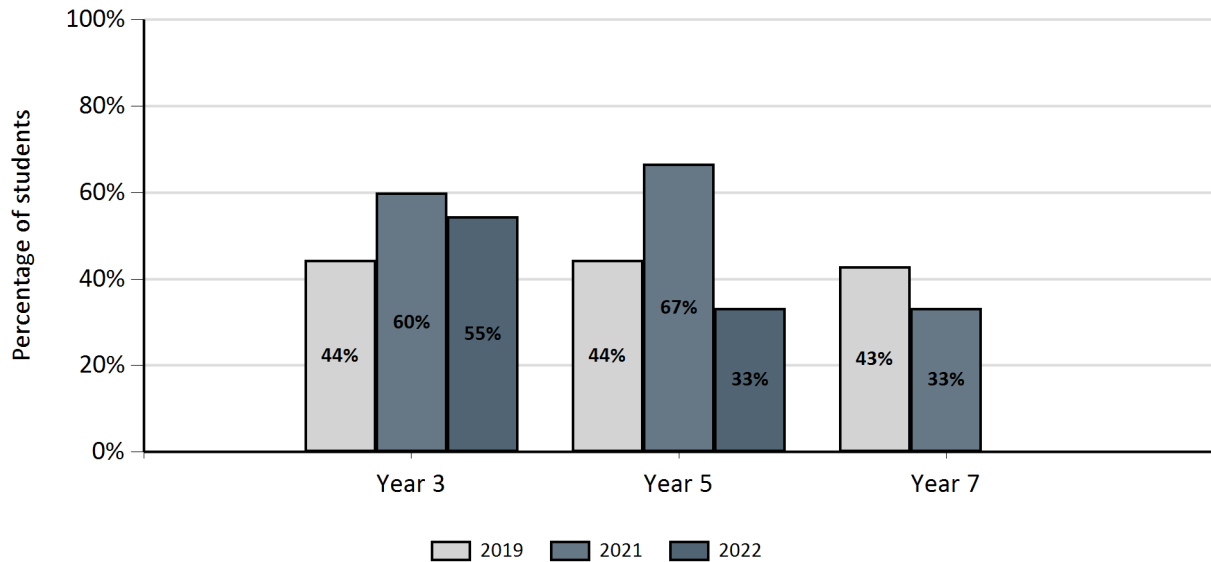
Our consideration for next steps in relation to professional development provided by the Music Education Strategy, we intend to use music to support our phonological awareness and oral language.

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

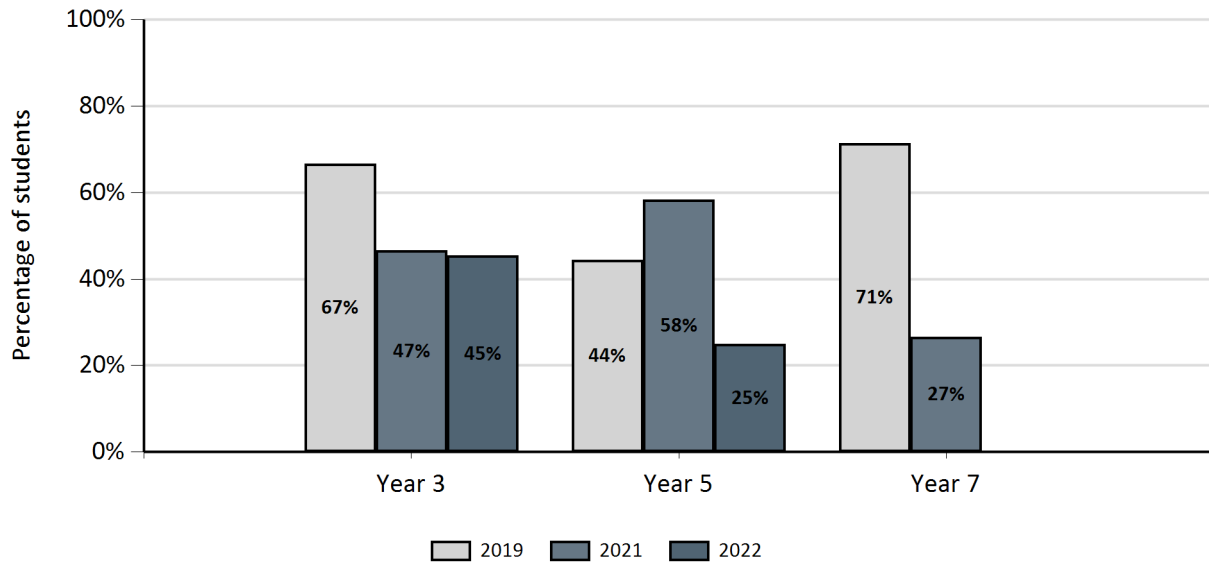


*NOTE: No NAPLAN testing was conducted in 2020.

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	11	11	0	1	0%	9%
Year 03 2021-2022 Average	13.0	13.0	0.5	0.5	4%	4%
Year 05 2022	12	12	0	0	0%	0%
Year 05 2021-2022 Average	12.0	12.0	0.5	0.5	4%	4%
Year 07 2021-2022 Average	15.0	15.0	0.0	0.0	0%	0%

*NOTE: No NAPLAN testing was conducted in 2020.

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

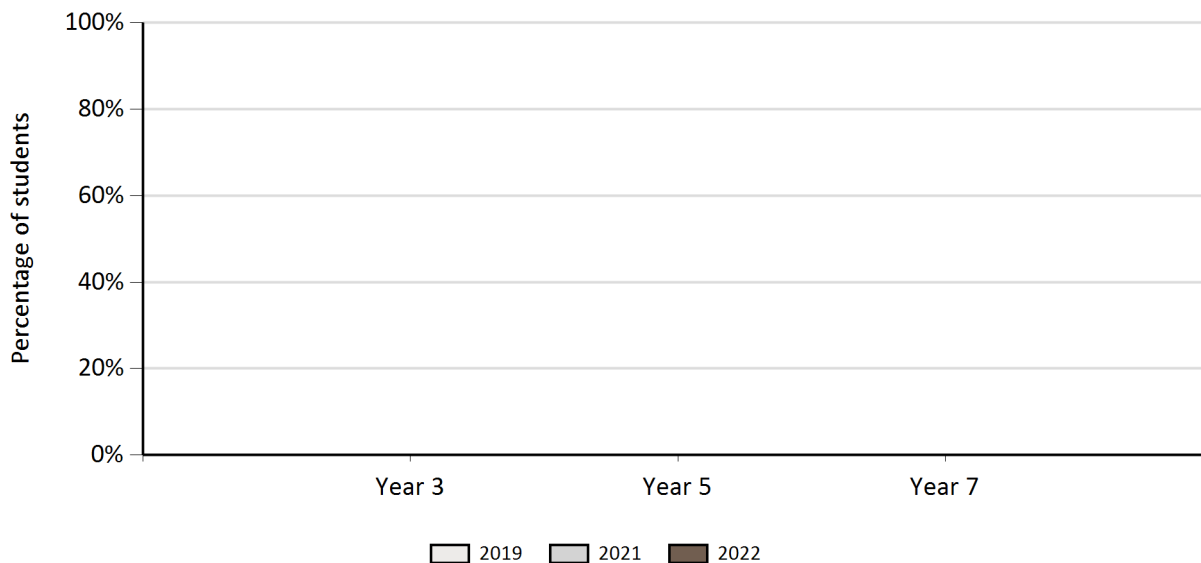
[^]includes absent and withdrawn students.

*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



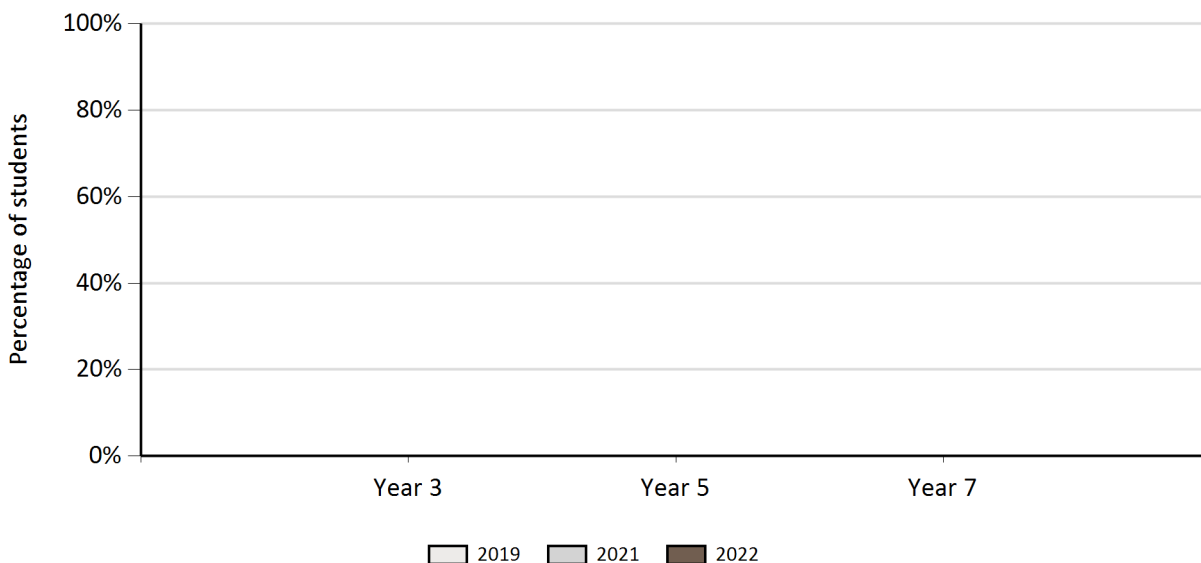
*NOTE: No NAPLAN testing was conducted in 2020.

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

*NOTE: No NAPLAN testing was conducted in 2020.

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

[^]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:

The Aboriginal Education Teacher went through the 2021 PAT M and R data and identified students' individual lowest areas in English and Math. This was done looking at strands and question difficulty to locate what exact curriculum area they are having most difficulty with, along with what level of complexity they are able to work at. This information supporting the English and Math SMARTAR Goals for all ATSI students. Then provided class teachers the results at the beginning of term 1 to support teacher planning and One Plan goals. Teachers were also offered support in creating these plans by the AET.

Our AECO now provides in-class support for all classrooms, student goals were provided to the ACEO to help them in their in-class support. Teachers provided an English, Math and a behaviour goal for each student, this being the focus for ACEO support time. The ACEO was timetabled to provide 3 lessons of support per class/week, focusing on building these skills. This has proved to lower student disengagement, particularly within English and Math lessons. There was an increase in resilience when learning, increasing the time that some students were able to remain on task.

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

We discovered in the 2021 PAT R, that site wide 50% of the ATSI students' weakest area was inferencing. Resources and Unit Plans were collected for teaching inferencing for R-6 and given to teachers. In PAT R 2022 only 22% of students who took part in PAT R, had inferencing as their weakest area showing a substantial growth in capability. We have additionally seen a decline in student disengagement / refusal to participate in PAT testing. In 2021 27% of ATSI students refused to participate, this lowering to only 9.09% in 2022. Demonstrating an increase in confidence and willingness to give things a go. In 2022 all year 5 students were on an upward trend with their PAT M results, 66.6% scoring at year level.

To increase student engagement and attendance we introduced alternative interest-based learning programs. Students were involved in designing and planning a bush tucker trail for our site. Relating learning to life experiences and topics of interest improved student attitude and work output, along with improving attendance, as of 2022 41.6% of Aboriginal students improved their attendance from 2021.

School performance comment

As a school that often has fewer than 20 students eligible to sit NAPLAN in each year level, small changes in the number of our students Improvement Planning Outcomes can cause large changes in the percentages shown in the previous graphs. This makes it more difficult to use those percentages to draw reliable conclusions about changes in performance from year to year.

Our PAT-R data indicated that our site strength for 3 out of 6 year levels is interpreting explicit information. And 3 out of 6 classes interpreting explicit information was their weakest area. This will support in the mapping of curriculum and expectations for planning/teaching. Staff follow up will need to include explicitly teaching those students who are lacking this skill.

Our PAT-M data indicated that our site wide strength was in the area of measurement. And Years 1-6 with the exception of year 5, statistics was their weakest or second to weakest area. First interpretation would lead to believe there may be a lack in teacher confidence in this area.

Our Year 1 Phonics screening data was pleasing, 55% of the students were well above benchmark, 23% of those who did not reach benchmark had an identified disability, 11% were chronic non-attenders and 11% students not yet identified with a disability.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2019 centre	88.2%	89.1%	82.5%	85.5%
2020 centre	94.5%		84.5%	85.5%
2021 centre	88.9%	91.0%	84.3%	79.8%
2022 centre	87.4%	72.4%	75.8%	67%
2019 state	90.8%	88.2%	86.8%	87.6%
2020 state	89.8%	83.6%	86.2%	87.2%
2021 state	88.6%	86.5%	88.6%	85.6%
2022 state	84.9%	79.8%	80.3%	77.5%

Based on attendances recorded in the two week reference period each term. Data for eligible enrolments as described in the department's Enrolment policy.

Attendance rates may differ to previous reporting with the transfer from calculations based on deemed attendance to actual attendance using booked hours divided by attended hours.

*Note: Term 2 2020 data may not be available for all preschools.

School attendance

Year level	2019	2020	2021	2022
Reception	82.3%	75.5%	85.7%	68.4%
Year 1	89.5%	83.4%	80.3%	78.9%
Year 2	80.1%	82.1%	84.0%	86.3%
Year 3	81.6%	78.3%	88.4%	83.5%
Year 4	92.7%	87.4%	83.8%	84.9%
Year 5	90.0%	85.8%	84.1%	67.0%
Year 6	82.2%	83.7%	88.6%	72.7%
Year 7	80.0%	86.3%	85.9%	N/A
Total	84.9%	82.5%	85.3%	77.1%

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

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

Attendance comment

Currently there was one student active referral with DfE Social Work and Truancy Support Services. Further supports were being sought to support this student with an exemption. This student will be transitioning to a secondary setting in 2023.

Our attendance rate was impacted by illness and a number of students requiring negotiated attendance times. There were also 5 students who were impacted by personal mental health AND/OR parental physical health.

2022 attendance and absence rate was 77.7%
Unexplained absences 7.3%

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2019	6	8	10	18
2020	16	N/A	19	24
2022	9	10	12	17
2021	11	13	15	15

NOTE: The data is based on person counts in the two week reference period each term. Excludes pre-entry.
 Data Source: Preschool Data Collection, Data Reporting and Analytics directorate.
 Term 2 2020 data may not be available for all preschools.

Behaviour support comment

Total number of behaviour entries 987
 Take home 32
 Internal suspensions 11
 Suspensions 27
 Exclusion 1

We currently have 4 students involved/active referral with our Behaviour Coach through DfE Support Services. We have a range of proactive programs to develop and support students with positive behaviour strategies. These include Zones of Regulation, staff using the Berry Street Model of Education, a supported Interception Space and Restorative Practices. During break times SSOs provide additional support for students to develop positive interactions during play.

Parent opinion survey summary

We had 19 parents respond to our school survey

School Climate – from the 19 responses they were overwhelmingly strongly agree or agree.

Communication Channels – overwhelmingly parents liked being communicated with over SeeSaw or phone calls.

Learning at School – Parents indicated that they would like help to support them address the needs of their child.

Learning at Home – a high percentage of parents talk with their child about their school day, but struggle in supporting their child at home.

Future plans and pathways – parents strongly agreed that education is important to their child's future pathway.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2019	2020	2021	2022
1067 - Huntfield Heights School P-6	200.0%	177.8%	200.0%	181.8%
8418 - Southern Vales Christian College	0.0%	0.0%	0.0%	18.2%

NOTE: The data is collected in Term 3. It does not reflect actual schools enrolled in by exiting preschool children. Only schools that are a destination for 3% or more of students are shown.

Data Source: Site Performance Reporting System (SPER), Term 3 2022 collection.

Intended destination from School

Leave Reason	Number	%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	9	100.0%

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.

Destination comment

The cohort of Year 6 students moved to local schools:
 Christies Beach High School 8
 Wirreanda Secondary School 2 siblings attend/ed this site
 Cardijn Secondary College 1 siblings attended this site
 Woodcroft College 1 student won a scholarship
 Seaford Secondary 1 moved to new location
 Hamilton Secondary College 1 moved to new location

12 students from our preschool transitioned to Reception.

Relevant history screening

HHSP-6 has developed processes to ensure that all contractors, staff and volunteer comply with the requirement in relation to Criminal History Screening and Induction. All teachers have met the requirement of the Teachers' Registration Board and other staff have been trained in Responding to Abuse and Neglect and provide Working with Children check.

Volunteers including Governing Council members undertake a Working with Children check and complete an induction course provide by the Well-being Leader, which is on a needs basis.

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	12
Post Graduate Qualifications	4

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	7.5	0.0	11.5
Persons	0	8	0	16

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

Financial statement

Funding Source	Amount
Grants: State	\$0
Grants: Commonwealth	\$0
Parent Contributions	\$23,438
Fund Raising	\$2,564
Other	\$2,800

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.

2022 Preschool annual report: Improved outcomes funding

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
Improved outcomes category (where applicable to the site)	Improved wellbeing and engagement	HHSP-6 has developed processes to ensure that all contractors, staff and volunteer funding was used to improve the relevant department's standard of educational compliance with the requirement in relation to Criminal History Screening and Induction. All teachers have met the requirement of the Teachers' Registration Board and other staff	Improved attendance and engagement for those targeted students.
Improved outcomes for numeracy and literacy		Additional support through have been trained in Responding to Abuse and Neglect and provide Working with Children check. Volunteers including Governing Council members undertake a Working with Children check and complete an induction course provide by the Well-being Leader, which is on a needs basis.	Improved engagement. Improved student outcomes. Improved student behavior and self-regulation. Readiness for school improved.
Targeted funding for Inclusive Education Support Programs	Improved outcomes for students with additional language or dialect	Additional support time purchased to support children with speech and language difficulties, and the speech pathologist. Time was also used to support transition to school. Students were supported with targeted intervention with additional programs or supported in the classroom under the direction of the classroom teacher.	Improved speech articulation. Improved student behavior and self-regulation. Readiness for school improved.
	Inclusive Education Support Program	Targeted intervention on an individual basis and within the class under teacher direction.	Improvement measured against SMARTAR goals.
Improved outcomes for non-English speaking children who received bilingual support	N/A	Teachers worked with support services to improve SMARTAR goals and develop strategies. An SSO worked with the speech pathologist to support individual students. SSOs were released for professional development. Tried a small targeted group of students 3 days a week working with a teacher.	N/A
	Improved outcomes for rural & isolated students	Our Aboriginal students received support in the classroom by the AET and ACEO. Two out of 4 classes had 2 fulltime SSOs. Students were supported in the yard during break times to support with social skills. The ACEO supported small groups of children in a cooking program.	Increased engagement, resilience and stamina to learning and work output. Individual improvements in literacy and numeracy skills.
Targeted funding for groups of students	First language maintenance & development Students taking alternative pathways IESP support		
Program funding for all students	Australian Curriculum	Student free days provided staff with the opportunity to build capacity in teaching reading and understand the science of reading. Staff were given the opportunities to work together in teams. Staff were released to prepare for moderation tasks in writing and mathematics.	Student improvement in phonics and reading. Improved moderation processes to support next steps for students.
	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Teachers were released to undertake the writing of One Plans. Additional release to support the work established by the LGU and support collaborative planning. Improved peer moderation for the implementation of Brightpath. Release to write ROCs.	One plans developed with improved SMARTAR goals. Improved collaborative planning.

* The department's standard of educational achievement is defined as children and young people progressing and achieving at or above the appropriate year level.

Other discretionary funding	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A