



Hackham West School

2022 annual report to the community

Hackham West School Number: 1131

Partnership: Beach Road

Signature

School principal:

Mrs Shannon Little

Governing council chair:

Danielle Gottfried-Wilson

Date of endorsement:

25 March 2023



Government
of South Australia
Department for Education

Context and highlights

Hackham West School is category one on the index of educational disadvantage. The community consists of families classified as low socio-economic status living in housing trust homes and families regularly classified as homeless when housing is unavailable.

The school population ranges from 30 – 50% Aboriginal and Torres Strait Islander (ATSI) students, with high levels of transience. Currently, there is a 30% ATSI population in the school. The school Student with Disability (SWD) population ranges between 30 – 40%, with prominence in speech and language delay.

The Hackham West students have ongoing developmental and wellbeing concerns which directly impact their learning. The 2022 AEDC data shows an increase in children who are vulnerable in two or more domains. With the completion of the 2022 survey, there has been a significant increase since 2018 in children considered developmentally vulnerable in the domains of communication skills and general knowledge, emotional maturity, and language and cognitive-based skills (school-based). There is also a notable increase in children considered at risk in social competence.

A focus for Hackham West throughout 2022 was the continuation of the rigorous and explicit teaching practices from Reception to Year 6. Students' literacy results continue to increase with the continuation of the InitialLit program in the early years and Heggerty phonological awareness. A highlight of these efforts was our students' results in NAPLAN writing, with 65% of our year three students achieving their required benchmark. The positive impact of rigorous teaching practices has also begun to show increased results for our students in their numeracy learning. The 2022 NAPLAN numeracy shows a further increase from the 2022 data of students reading SEA.

This ongoing increase in student learning can be attributed to high-quality explicit teaching. High expectations for the students in all classrooms provide Hackham West children with the required skills to become successful learners as they progress through their schooling.

Governing council report

During 2022 we saw the increased functioning of the school canteen. This is an essential part of the Hackham West Community, as the canteen offers meals to over half the students daily. The canteen is run by a governing council employee and would only operate with the volunteer efforts of a select group of parents.

The development of the canteen has been a massive success for the Governing council to maintain a functional canteen with low costs. In upcoming years, we look to have more parents support and join the volunteering committee for the canteen. In the second half of the year, we saw the beginning of the school having special meal days connected to themes such as Valentine's, St Patrick's Day or Halloween. These new menu items attracted some additional sales, meaning the canteen can keep the everyday prices for lunches at a minimum.

All fundraising efforts for 2022 were directed into the canteen to ensure continued success. This year we had an increase in fundraising events, and our end-of-year celebration was the most successful event of the past few years.

Overall, the 2022 year was successful for the Governing Council in their fundraising and school improvement efforts directed to the canteen. This is all thanks to a few very dedicated volunteers.

Quality improvement planning

GOAL 1: To increase the number of students who achieve SEA in NAPLAN Numeracy.

The target for our 2022 site improvement plans was to have 60% of year five students reach SEA in NAPLAN numeracy. This target still needs to be met and has become the primary focus of our 2023 site improvement plan. In 2023 there will be a targeted focus on numeracy, with three teachers attending Orbis Maths and the remainder of the staff working with the local curriculum lead to implement the department units of work in the early years.

GOAL 2: To increase the number of students who achieve the year-level appropriate band in NAPLAN Writing.

The target for our 2022 site improvement plan was 50% of year three students will achieve band 3 in NAPLAN Writing. This target was met with 65% of our year three students reading SEA and 25% moving into the higher bands. Writing has been a focus for our teachers' pedagogy during 2022, with explicit teaching on functional grammar, text types and comprehension strategies. To continue this success, Hackham West is looking to join the Brightpath writing program in 2023.

GOAL 3: To increase the number of students who achieve SEA in NAPLAN Reading.

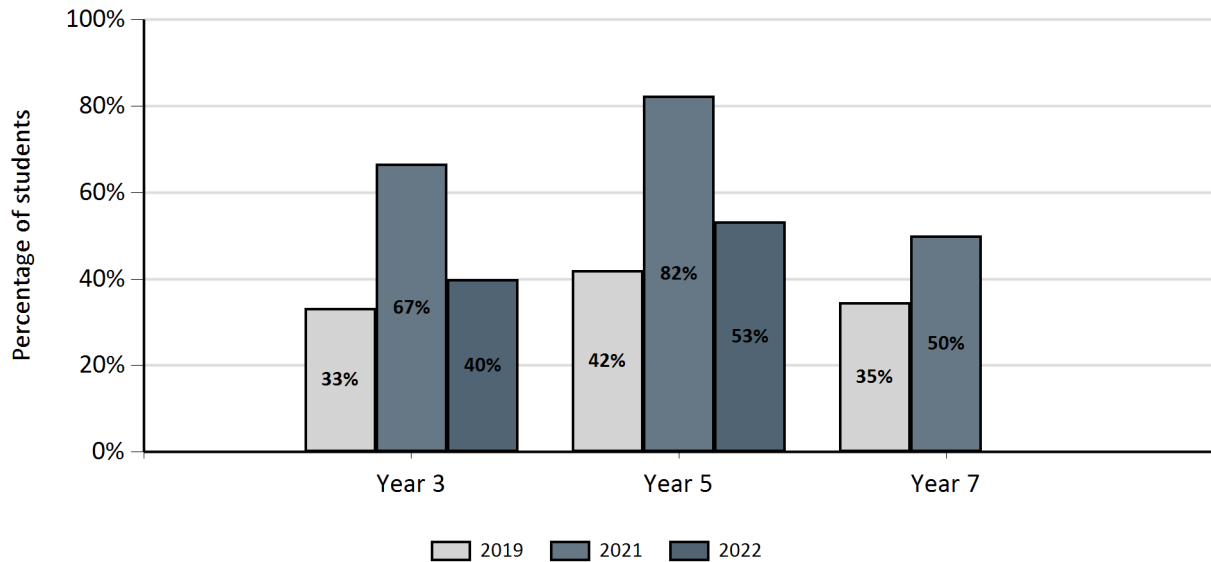
The 2022 target for our site improvement plans was 70% of year three students will achieve SEA in NAPLAN reading. This target still needs to be met, with only 50% of year three students reaching SEA. In 2023 there will be a deliberate focus on reimplementing the explicit reading strategies which have shown success in previous years, and there will be the intentional placement of highly skilled teaching staff in all classrooms. These results prove the ongoing need for high-quality explicit instruction in all classrooms.

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

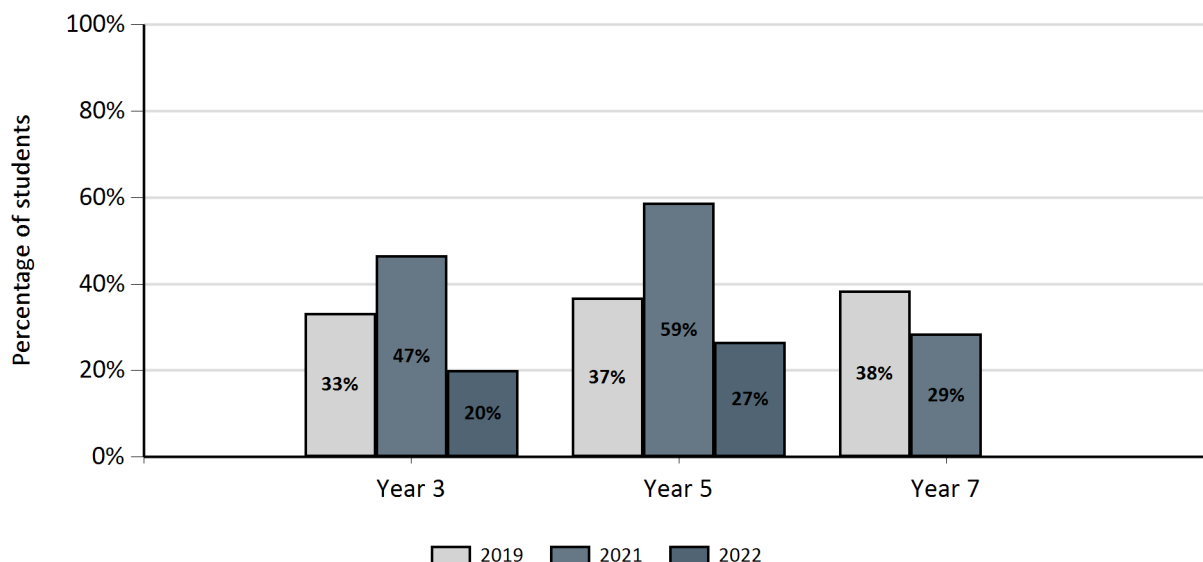


*NOTE: No NAPLAN testing was conducted in 2020.

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	20	20	2	1	10%	5%
Year 03 2021-2022 Average	17.5	17.5	3.5	1.5	20%	9%
Year 05 2022	15	15	2	0	13%	0%
Year 05 2021-2022 Average	16.0	16.0	3.0	1.0	19%	6%
Year 07 2021-2022 Average	14.0	14.0	0.0	1.0	0%	7%

*NOTE: No NAPLAN testing was conducted in 2020.

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

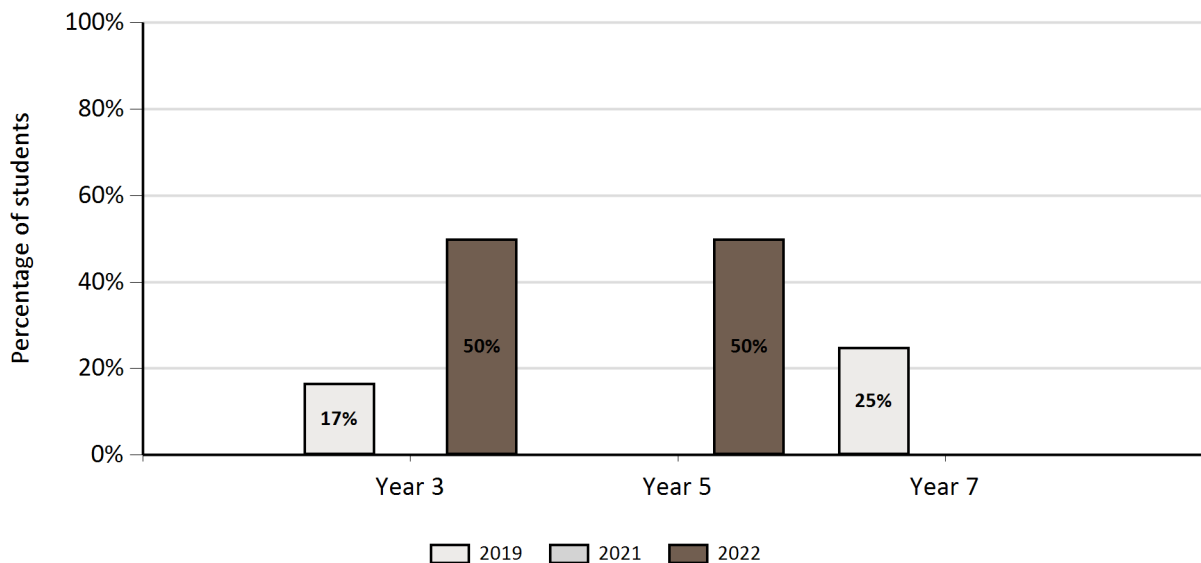
[^]includes absent and withdrawn students.

*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



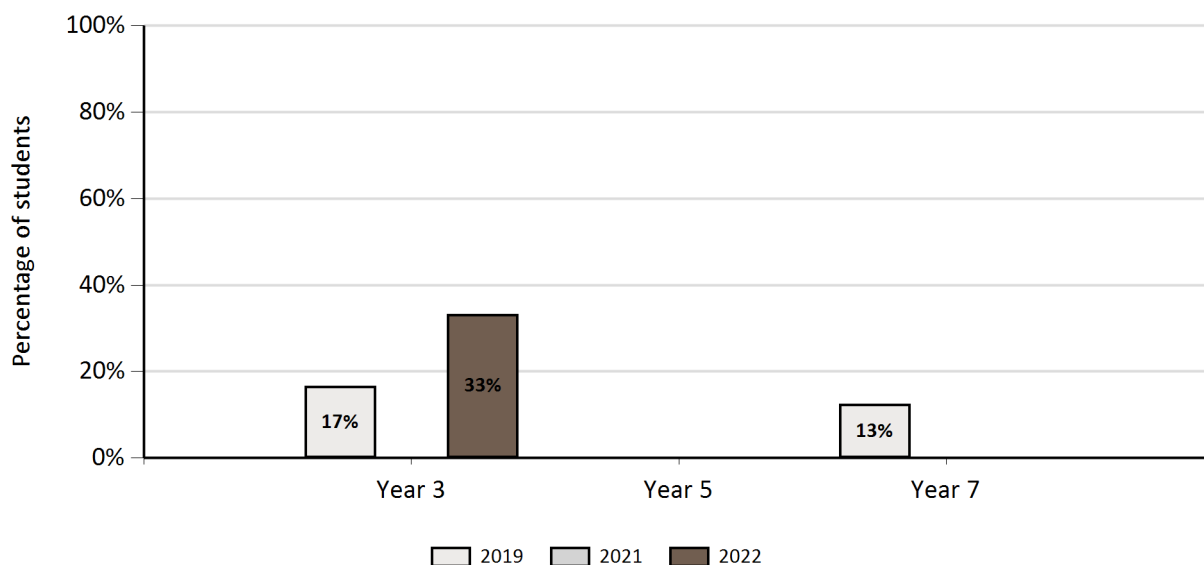
*NOTE: No NAPLAN testing was conducted in 2020.

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	6	6	1	0	17%	0%
Year 03 2021-2022 Average	*	*	*	*	*	*
Year 05 2022	6	6	0	0	0%	0%
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: Continuity of Learning

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

All student learning is targeted to their individual needs, which is done through high-quality tracking of student learning data in 4-week teaching cycles. This cycle of data-informed practice allows teachers to track personal student goals and set growth targets for students to work towards. This focus is supported by an on-site speech pathologist, who works alongside teachers to ensure the curriculum is accessible and relevant to our aboriginal learners.

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

Our 2022 NAPLAN results for our Aboriginal Learners show classroom practice success in ensuring the curriculum is accessible to all students. The 2022 results show 50% of year three and year five students reached SEA for reading. This is a consistent result with our 2022 NAPLAN scores for our Aboriginal Students, and in 2023 we aim to increase this to further close the gap in their learning.

School performance comment

2022 student data shows consistent improvement for our students in their running records, PAT-R and PAT-M results.

Reading:

With a targeted focus on students reading development over the past three years, we have seen a gradual increase in all year levels reading results.

- In our early years, the running records show our Reception to Year 2, September results have 45% of students reaching the expected department benchmarks. These results consider all students, including our students with disabilities and Aboriginal learners.

- In the middle and upper primary, the PAT-R results show 55% of our students reading their year-level required benchmarks.

The next cycle of improvement for Hackham West is to ensure more students are reaching age-appropriate benchmarks by the end of the year and to enable more students to achieve higher bands resulting in NAPLAN.

Numeracy:

Students' results in numeracy are gradually increasing and are an area for focus in the following site improvement cycle.

We are supporting all staff to undergo professional learning in numeracy during 2023 to help with a clear and consistent set of expectations for all classrooms. Current PAT-M results show that 45% of our middle and upper primary students are reaching age-appropriate benchmarks.

Attendance

Year level	2019	2020	2021	2022
Reception	77.8%	81.5%	90.9%	83.9%
Year 1	77.8%	76.9%	87.1%	79.0%
Year 2	78.8%	80.8%	83.7%	82.7%
Year 3	80.4%	77.8%	86.3%	81.6%
Year 4	79.3%	78.9%	83.0%	83.5%
Year 5	79.3%	70.5%	89.0%	81.0%
Year 6	67.6%	68.7%	77.8%	83.7%
Year 7	80.0%	71.2%	80.2%	N/A
Secondary Other	N/A	N/A	N/A	N/A
Total	77.9%	75.5%	84.8%	82.3%

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

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

Attendance comment

Attendance during 2022 showed ongoing positive improvements in every year level, and the total school percentage of weekly attendance sat consistently at 85-90%. This attendance is inclusive of the time away for COVID-19 reasons.

We can attribute this ongoing positive attendance to the

- School bus service in the mornings
- Ongoing home contact
- Positive engagement strategies in classrooms
- Reward and recognition for change in attendance patterns

All students are positively supported to attend school every day, regardless of circumstances that normally cause absences.

Behaviour support comment

Hackham West School is a trauma-informed school; because of these practices and understandings, we have minimal documented behavioural concerns. Daily teachers manage the needs of individual students in an inclusive and supportive manner with targeted pedagogies. This practice is necessary for classrooms containing a high population of students who have experienced early developmental trauma. Educators establish secure school relationships with their students to create a thriving learning environment, particularly with challenging and vulnerable children and young people, to improve their chances of learning and achieving. The fundamental model that underpins the effectiveness of a nurture base in classrooms is attachment theory which argues that children acquire age-appropriate behaviour through interactions with significant others.

Learning cannot occur in classrooms if the child is in a persistent state of arousal or anxiety. Therefore, all students must have a safe and secure classroom learning base. Due to these processes, students' behavioural needs are met throughout the day, and they succeed at school.

Parent opinion survey summary

Our parent engagement shows positive results in all areas. In the school climate, the parent responses show a high level of positive recognition of the respect people show at the school, the importance the school places on children and the methods of communication. This is a consistent trend at Hackham West School and essential to ensuring our students feel supported in their education. The positive feedback from parents has been increasing over the past few years and supports the slow growth of student numbers.

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	17.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	82.4%

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

All staff members and volunteers have the required screening checks carried out before being on the school site.

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	16
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	10.0	2.5	6.7
Persons	0	11	3	8

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

Financial statement

Funding Source	Amount
Grants: State	\$65,000
Grants: Commonwealth	\$2,500
Parent Contributions	\$13,000
Fund Raising	\$1,000
Other	\$0

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	Hackham West uses the funding to ensure students access high-quality, differentiated teaching. This is done through; Class sizes between 18-22 students, SSO support in all classes for a minimum of 4 lessons per day, additional leadership staffing to support the planning and programming for students with disabilities	The outcomes achieved through this have been; <ul style="list-style-type: none"> • More 1:1 support for students with both a teacher and an SSO • Increase in student engagement in learning • Increase in student literacy levels through tailored supports
	Improved outcomes for students with an additional language or dialect	Hackham West has focused on improving vocabulary and tier 1- and 2-word knowledge with a high level of Aboriginal students with an 0.4 speech pathologist to work alongside teachers. During 2022, there has also been a whole-school implementation of the Kaurua language in classrooms, which supports our EALD ATSI learners to feel connections and belonging.	During 2022, Aboriginal students have increased their literacy levels such as NAPLAN reading, PASM, PSC and Running records.
	Inclusive Education Support Program	Students with disabilities have had access to a full-time special education coordinator to support teachers' differentiation across the curriculum. the IESP grant also funds the ability to provide; <ul style="list-style-type: none"> - 1:1 SSO supports - Small group literacy lessons daily - Small group interoception supports - Decreased class sizes 	With this support, teachers have written and implemented tailored plans for individual students, including individual SMART goals on a 4-week rotational basis. This has shown that students can achieve individual SMART goals when supported in small group classrooms and improve their learning growth points.
Targeted funding for groups of students	Improved outcomes for <ul style="list-style-type: none"> - rural & isolated students - Aboriginal students - numeracy and literacy including early years support First language maintenance & development Students taking alternative pathways IESP support	The funding provided to improve educational outcomes for targeted students is used for the following; <ul style="list-style-type: none"> • Additional leadership time to support teachers • Smaller class sizes (18-22 students) • SSO support in intensive literacy five days per week • Researched-based intervention programs in literacy • Professional learning for all staff on aboriginal student learning outcomes • Professional learning for all staff on differentiation and pedagogies for students with disabilities • 1:1 SWD supports specific student needs 	Students have shown a positive increase in their; <ul style="list-style-type: none"> • Phonological awareness • Phonics Screening Check • Running Records • PAT-R results • Engagement in literacy • Individual student goals
Program funding for all students	Australian Curriculum	This is used to support the class sizes maintained at below 22 students and the employment of a full-time special education coordinator to ensure students access the appropriate curriculum content. It is also used to support implementing and resourcing research-based literacy intervention programs in a highly structured classroom setting.	Students have shown a positive increase in their; <ul style="list-style-type: none"> • Phonological awareness • NAPLAN • Running Records • PAT-R results • Engagement in literacy • Individual student goals

	Aboriginal languages programs Initiatives	NA	NA
	Better schools funding	Better school funding is used to support the class sizes being maintained at below 22 students, SSO support in all classrooms, and a full-time special education coordinator's employment to ensure students access the appropriate curriculum content.	Students have shown a positive increase in their; <ul style="list-style-type: none"> • Phonological awareness • NAPLAN • Running Records • PAT-R results • Engagement in literacy • Individual student goals
Other discretionary funding	Specialist school reporting (as required)	NA	NA
	Improved outcomes for gifted students	NA	NA