Huntfield Heights School P–6

Huntfield Heights School P-6 and Huntfield Heights CPC

2021 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:	Linda Foot
Date of endorsement:	16 March 2022

Government of South Australia

Department for Education

Context and highlights for the combined site

Huntfield Heights School P-7 is a category 2 school index of disadvantage. At the beginning of 2021 the school had 104 enrolments. The number of students from inter/intra state was higher than usual. At the end of term two the teaching staff in discussion with the Leadership team voted on the best model moving forward as the complexity of the students required the creation of an additional primary class. Therefore, we had 5 classes R/1, Year 1/2/3, Year3/4, Year 5/6 and Year5/6/7. We maintained Health and PE as a NIT subject and trialed The Arts, in place of Science. The school population includes 19.25% Aboriginal students, 25.96% students with a disability, 8.65% student with English as an additional language or dialect, 3 % of children/young people in care and 75% of families eligible for School Card Assistance. Our school-based preschool had low enrolment numbers, but the service was boosted over the year by children who were eligible to start preschool at an earlier age. Our preschool underwent an impressive change to the physical landscape, incorporating many features of nature play to provide the children with so many different areas to explore.

The school body was impacted by COVID19 restrictions and these seem to have directly impacted student attendance. The school was supported by Kickstart for Kids, the Smith Family, Seaford Rotary and Seaford Bunnings. Seaford Bunnings managed a number of breakfasts for the students who enjoyed the pancakes cooked on the BBQ.

The celebration for the graduating Year 6 & 7 students was led by Mr Vigor who ensured that the evening was going to meet the needs of the students and the community. The students were excited that they had the opportunity to dress up and have an exclusive disco after the formal presentations, which were held in the gym which had been decorated for the occasion. The response from the families was one of thanks and praise.

Our site was part of the External Review process in term 1, this was very successful as it highlighted all we do for our students, and we will be reviewed again in 2024. We also participated in an Education Standards Board review and successfully meet our obligations.

Governing council report

2021 was yet another year filled with challenges due to COVID19 and the implementation of the ever-changing rules and regulations that this entailed.

Huntfield Heights School P-7 rose and met these challenges like the stars they are.

Amid the continuing pandemic, the school arranged incursions for students, a Sports Day where the students shone brightly whilst displaying all aspects of the school`s values as they competed in a friendly manner, and a Colour Run to beat all Colour Runs.

The Pre-School received a massive facelift as the grounds were expanded and a nature play sensory playground was added to the environment. This included, but was not limited to: secluded hideaways, climbing structures and water play.

2021 was also the first and only year where year 6s and 7s graduated together. This was a massive feat and yet the school ensured that the students` transition from primary to high school ran as smoothly as possible, culminating in a night of wonder, attended by Nat Cook MP with a disco to follow.

The final school day of 2021 was designed as a day to remember with Huntfield Heights School P-7 having their own Inflatable World set up in the gym.

This is a year that will not be forgotten.
Linda Foot
Governing Council Chairperson
Huntfield Heights School P-7

School quality improvement planning

Goal 1 To improve student achievement in writing Year R-7. We continue our work with the Literacy Guarantee Unit coach to further develop teacher capacity and student confidence in writing.

Goal 2 To improve student achievement in Reading Year R-7 There were some good gains in reading for years 3 and 5. However, our year 1 students were overall below benchmark, it is worth noting that more than 50% of this cohort have a diagnosed disability, or a history of poor attendance. In term 3 it was evidenced that 72% of the students growth was in the middle or upper range. Our year 2's did well, and 72% of that group also had growth in the upper and middle quartile. Their ability is also indicative from their success in their year 1 phonics screening. Our work will continue with the LGU coach to support teachers in the early years, as well as supporting the whole of staff to understand the continuum of reading improvement.

Goal 3 Increase student achievement in Numeracy R-7. It is evident that we will need to continue our work with the Curriculum Lead in the development of our Mathematics across the site. Our Year 5/6/7 staff participated in the Partnership Continuity of Learning in unpacking the Mathematics units of work, they trialed, and further developed how they would use the units of work in the future. Later in the year the Year 3 and 4 teachers had the opportunity to work across the Portfolio led by the Curriculum Lead in unpacking the new units of work. This was an extremely successful day.

Our External School Review held in term 1 identified the following directions:

Direction 1: To work collaboratively across the site to embed and monitor the impact of consistent evidence-based pedagogical practices identified in the Site Improvement Plan.

Direction 2: To strengthen and embed a whole-school approach to formative assessment to ensure students can articulate their next steps for learning

Direction 3: To develop and embed a whole-school approach to differentiation to ensure students are stretched and challenged in their learning tasks.

The outcome of our review noted that the school leadership and staff need to be commended for the relationship they establish with the community. Teachers were reflective and demonstrated a commitment to learning and improving practice. This culture will help the school work collaboratively to refine and implement practices to ensure further improvement with a consistent approach.

Preschool quality improvement planning

Goal 1: Improve the children's ability to use oral language to connect with their world. Over the year the students engaged more readily in conversations with staff and each other. With the students, staff used the Strive for Five approach to engage children in conversations. This approach supported the development of expressive language. Our Book based literacy program immersed children in language. The different genres allowed children to predict, make meaning and interpret story lines.

Goal 2: To support the children's increasing capacity to quantify their world. We used a nursery rhyme theme to engage students in counting and exposure to ordering numbers. During small group learning time children worked with an adult to order, match, identify and count numbers. Each day we talked about the days of the week, yesterday, today and tomorrow concepts of time. Including number of days until seeing the children again.

Given our cohort of students Oral Language development is always going to be a focus, therefore will remain on our 2022 PQIP.

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
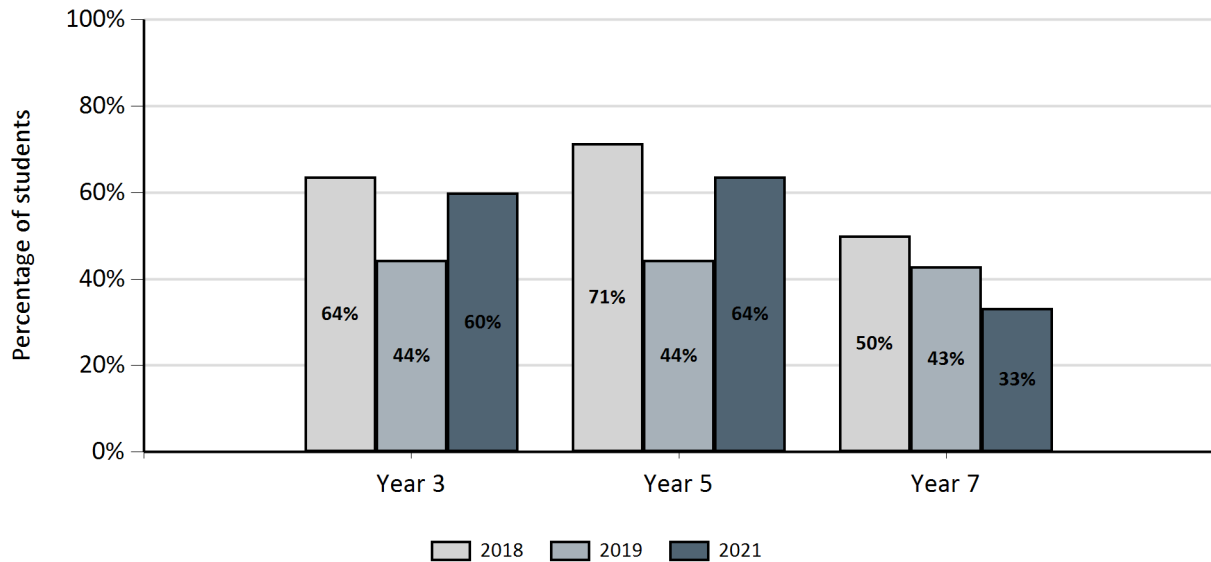
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2021.

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.
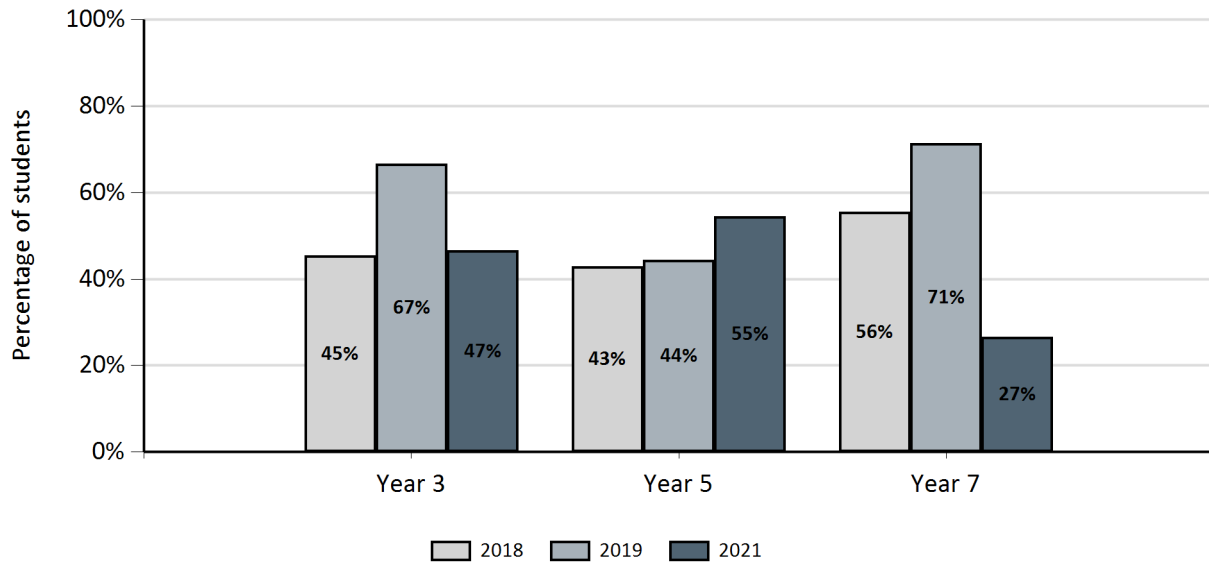
Numeracy

*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 2021.

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NAPLAN progress

The data below represents the growth of students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	50%	19%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	33%
Middle progress group	*	*	48%
Lower progress group	*	50%	18%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.

*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.

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 3 2021	15	15	1	0	7%	0%
Year 3 2019-2021 Average	12.0	12.0	0.5	0.5	4%	4%
Year 5 2021	11	11	1	1	9%	9%
Year 5 2019-2021 Average	10.0	10.0	1.0	0.5	10%	5%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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.
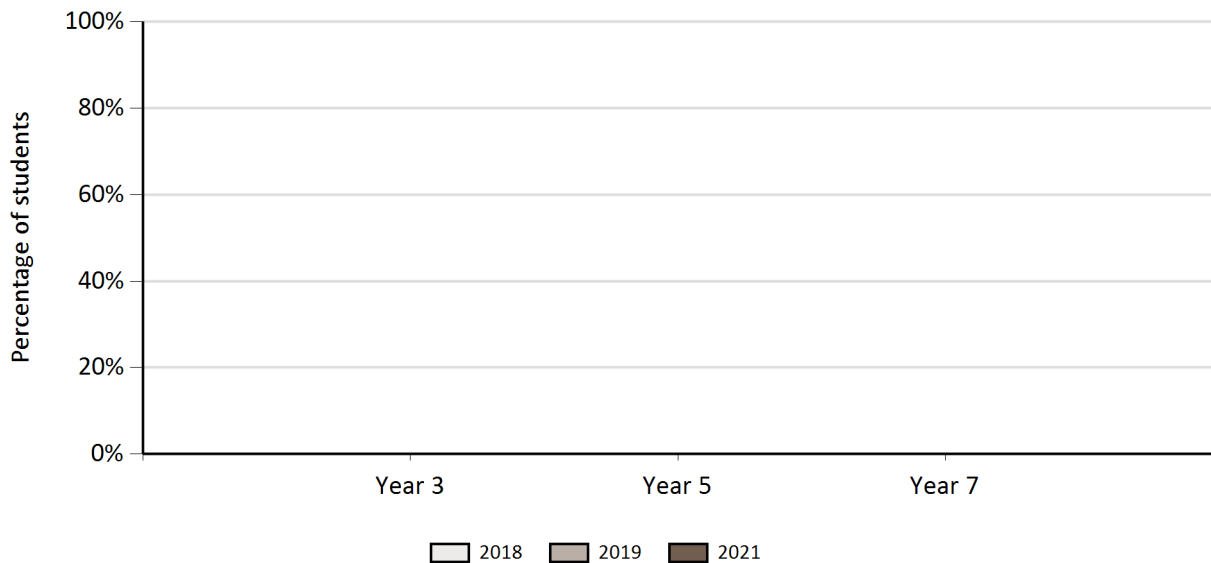Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

Numeracy

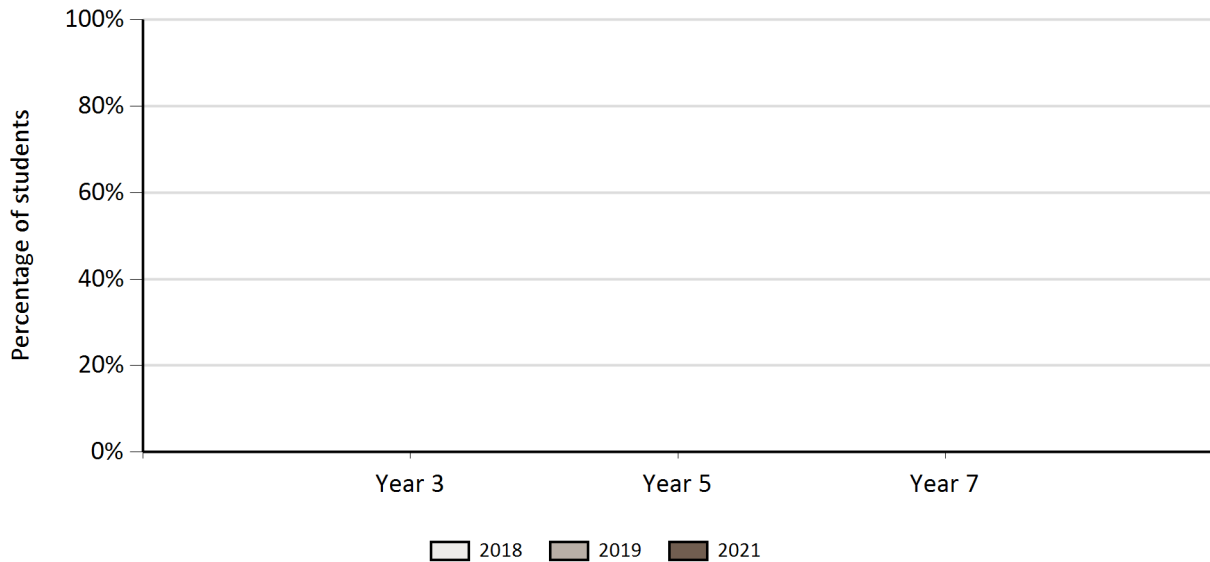|			
	Year 3	Year 5	Year 7

☐ 2018   ☐ 2019   ■ 2021

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
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 progress - Aboriginal learners

The data below represents the growth of Aboriginal students from 2019 to 2021 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	28%
Middle progress group	*	*	47%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	*	*	27%
Middle progress group	*	*	48%
Lower progress group	*	*	25%

Data Source: Department for Education special extract from Data Reporting & Analytics Directorate, August 2021.
*NOTE: Reporting of data not provided when less than six students in the respective cohort (shown with an asterisk). Due to rounding of percentages, data may not add up to 100%.
Data only includes results for Aboriginal students.

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 3 2021	*	*	*	*	*	*
Year 3 2019-2021 Average	*	*	*	*	*	*
Year 5 2021	*	*	*	*	*	*
Year 5 2019-2021 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2021.
^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 2021: Data Informed Planning

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

> Using the data gathered in 2020, staff received professional development for teaching mathematics in 2021. In addition, junior primary teachers received mentoring from the LGU coach for successfully organising their English block. This involved a writing program, phonics, reading groups and the Heggerty phonemic awareness program.
> In 2021 the PAT R and M data was analysed for each student. We located individual student's lower areas in reading and maths to create individualised targeted SMARTAR goals for One Plans in 2022.
> In 2021 our sites AET introduced a table for tracking and monitoring student One Plans. Teachers had the opportunity to meet with the AET to receive support in generating and reviewing these plans.
> Staff were introduced to the Aboriginal Learner Achievement Quality Matrix, and had the opportunity to think about themselves professionally, highlighting where the next steps in their professional learning. Teachers then were able to reflect and think about what they can do to best support their students individual growth in literacy and numeracy.
> As a site we have continued to develop and improve our assessment and reporting timeline. This was guided using the data we had gathered, and the resources that we had

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

> In 2021 all ATSI students had completed One Plans, which were monitored and adjusted throughout the year. Each student had individualised SMARTAR goals for both English and Mathematics written using classroom assessments. There was a significant increase in our sites ATSI students reading achievement with 70% moving 2 or more levels in 2021. 100% of our year 6 and 7 students were reading novels, no longer being on levelled readers. One student doubled his reading level within 8 months once being placed in an intervention program focusing on phonics

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.

It is evident from our NAPLAN data that our focus needs to be on moving students from the lower bands. However, there has been positive improvements in the NAPLAN Year 3 and 5 Reading. The transience of our student population impact our ability to effectively track our site cycle of improvement. However tracking of individual students is forefront of what we do.

Our A-E data indicates that there is a need for ensuring teachers are challenging students so that they have the opportunity to achieve higher grades.

Preschool attendance

	Term 1	Term 2	Term 3	Term 4
2018 centre	94.0%	81.6%	80.3%	79.0%
2019 centre	88.2%	89.1%	82.2%	85.6%
2020 centre	94.5%		84.5%	85.4%
2021 centre	88.9%	91.0%	84.3%	74.9%
2018 state	90.8%	88.4%	88.0%	88.2%
2019 state	90.8%	88.2%	86.9%	87.6%
2020 state	89.8%	73.0%	86.3%	87.0%
2021 state	88.6%	86.5%	88.4%	85.0%

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	2018	2019	2020	2021
Reception	83.8%	82.4%	78.5%	85.7%
Year 1	82.1%	89.5%	83.4%	80.3%
Year 2	90.3%	80.1%	82.1%	84.0%
Year 3	91.7%	81.6%	78.3%	88.4%
Year 4	90.6%	92.7%	87.4%	83.8%
Year 5	86.3%	90.0%	85.8%	84.1%
Year 6	89.5%	82.2%	83.7%	88.6%
Year 7	85.7%	80.0%	86.3%	85.9%
Total	87.3%	84.9%	82.9%	85.3%

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

Attendance comment

Currently there is one student active referral with DfE Social Work and Truancy Support Services.

2021 attendance and absence rate is 85.2%
Unexplained absences 6.7%

Preschool enrolment

Year	Enrolment by Term			
	Term 1	Term 2	Term 3	Term 4
2018	9	12	11	12
2019	6	8	9	8
2020	16	N/A	19	19
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

Timeout of the classroom- 45 incidents
Time out in Admin- 47 incidents
Internal Suspension- 5
Take Home- 38 incidents
Suspension- 26 incidents
Excluded- 4 incidents
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 Interoception 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 the best number of responses with 38 responses. Overall the satisfaction with our parent community is good with comments like staff and students are respectful. Being new to the school parents felt supported and spoke highly of the staff. Parents feel that the communication is good with most preferring to be contacted via SeeSaw. An area for improvement is parents would like tips in supporting their child's learning.

Intended destination from Preschool

Feeder Schools (Site number - Name)	2018	2019	2020	2021
1067 - Huntfield Heights School P-6	75.0%	100.0%	88.9%	100.0%

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 2021 collection.

Intended destination from School

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	5.6%
NS - LEFT SA FOR NSW	1	5.6%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	14	77.8%
U - UNKNOWN	2	11.1%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2021. Data shows recorded destinations for students that left the school in the previous year.

Destination comment

The cohort of year 6 and 7, 26 students moved to local schools:
Christies Beach High School - 19
Wirreanda Secondary School - 2
Willunga High School - 1
Cardijn College   - 3
Other (travel)   - 1
Of our 10 preschool children who were transitioning to school only one did not enroll at our site.

Relevant history screening

HHSP-7 has developed processes to ensure that all contractors, staff and volunteers 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.
Volunteers including Governing Council members undertake a Police Clearance and complete an induction course provided by the Well-being Leader, which is provided 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 2021 .

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 2021 .

Financial statement

Funding Source	Amount
Grants: State	$3,100
Grants: Commonwealth	$0
Parent Contributions	$29,911
Fund Raising	$4,573
Other	$22,702

Data Source: Education Department School Administration System (EDSAS).

2021 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 2021 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	Students had individualized programs and timetables to help them engage at school. Students were supported by the Leadership team to ensure students were able to successfully re-integrate with their class. Improved behav	Improved attendance and engagement, decrease in suspensions, decrease in take ho
	Improved outcomes for students with an additional language or dialect	Students were supported with targeted intervention with additional programs or supported in the classroom under the direction of the classroom teacher.	Improved student growth at an individual level.
	Inclusive Education Support Program	Targeted intervention on an individual basis and within the class under teacher direction. Teachers worked with support services to improve SMARTAR goals and develop strategies. An SSO worked with the Speech Pathologist	Improvement measured against SMARTAR goals.
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	Our Aboriginal student received support in the classroom by the AET. Two out of five classes had 2 fulltime SSOs. Students were supported in the yard during break time to support with social skills.	Our Aboriginal student received support in the classroom by the AET. Two out of five classes had 2 fulltime SSOs. Students were supported in the yard during bre
Program funding for all students	Australian Curriculum	Student free days provided staff with the opportunity to build capacity in teaching reading. Staff were given the opportunities to work together in teams. Staff were released to become familiar with the new units of work	Teachers adapting units of work to meet the needs of students. Staff have a grea
Other discretionary funding	Aboriginal languages programs Initiatives	N/A	N/A
	Better schools funding	Teachers were released to undertake the writing of One Plans, and attend additional Professional Development.	100% One Plans developed. Improved engagement of students.
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A

2021 Preschool annual report: Improved outcomes funding

Improved outcomes category (where applicable to the site)	Briefly describe how the 2021 funding was used to improve the relevant department's standard of educational achievement outcomes (where applicable):*	Outcomes achieved or progress towards these outcomes:
Improved outcomes for numeracy and literacy	Additional support through small group work. Purchase of additional resources.	Improved engagement. Improved student outcomes.
Inclusive Education Support Program	Additional support time purchased to support children with speech and language difficulties, and manage programs set up by the speech pathologist. Time was also used to support transition to school.	Improved speech articulation. Improved student behavior and self-regulation. Readiness for school improved.
Improved outcomes for non-English speaking children who received bilingual support	N/A	N/A

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