Context Statement

Our school is in its fourth year of operation at the Peachey Road site. John Hartley School is organised into the following sub schools: Early Years (Birth – Year 2), Primary Years (3 – 5) and Middle Years (Years 6 – 7). All sectors of the school work collaboratively to ensure that support services and the educational needs of children and students are effectively coordinated to contribute to learning, development and well being.

By the end of 2014 enrolment figures consisted of 621 children and students. We had 26 classes Reception – Year 7, including two Area Resource Special Classes. The preschool program also included a Speech and Language program.

The student population is diverse with 12% of students representing a range of cultural backgrounds. Aboriginal students make up 14% of the school population and 17% of students have a Negotiated Education Plan. Approximately 75% of students are eligible for school card.

John Hartley School Site Improvement Plan

Our purpose is to develop confident learners who achieve their potential within a supportive school environment.

Site Improvement Plan

The Site Improvement Plan in 2014 consisted of two major areas: Literacy and Numeracy. Literacy, Numeracy, Science, Well Being and Learning Technologies all continued on the Site Improvement Plan. In 2014, our school was structured into single year level classes across the site. Teachers worked collaboratively on planning and programming in year level teams and Professional Learning Communities to explore pedagogical practice for flexible learning spaces.

Learning targets were set for literacy and numeracy on the Site Improvement Plan in term 1. Using data to measure improvement particularly in the areas of literacy and numeracy led to continuous focussed improvement being an essential part of our review processes. As a site we established agreed processes and timelines for the measurement of student achievement in literacy and numeracy.

Numeracy

Our strategic priority was to continually improve student learning outcomes in numeracy, with a focus on Number. We focussed on accommodating and differentiating mathematical learning to address the learning needs of all students.

Our strategies for achieving this in 2014 included:

- Consistent use of resources, methodologies and language in Mathematics across all year levels
- Implementation of the Australian Curriculum in Mathematics for planning, assessment and reporting
- Teachers worked with Senior Leader to create a differentiated mathematics learning design
- A focus on improving fluency in mental computation
- Problem solving, explicit teaching and reflection components in numeracy sessions
- Whole school and year level analysis of NAPLAN data, to inform further improvement
- Designing and accessing relevant professional learning for staff including staff meetings, Learning Teams, Partnership and DECD conferences
- Year 3 – 7 students completed the ACER PAT Maths Diagnostic assessment.
Information from the assessment was used to design learning tasks.

**Quicksmart Mathematics Intervention**
Quicksmart mathematics intervention strategies included a variety of short, focussed activities to increase students' strategy use and improve automatic recall of basic number facts across all four operations. Participating students in years 4, 5 and 6 demonstrated improved outcomes in ACER Scaled Scores over one year. Participating year 5 and 7 students demonstrated Middle or Upper progress in NAPLAN scores 2014.

**Junior Primary Maths Intervention Program**
- All students R -2 were assessed on number recognition and a targeted group participated in a small group intervention program. The outcomes of the program were that students improved in their strategies to solve addition and subtraction problems.
- Implementation of the Schedule for Early Number Assessment (SENA 1 and 2) which provided future directions for teaching and learning. Mathematical goals are more precise, achievable and relevant to the student.

**Literacy**
The following strategic priorities for Literacy continued in 2014:

- To improve learning outcomes in Literacy with a particular focus on Reading and Comprehension skills including Oral Language.
- To improve the consistency and continuity of Literacy practices Preschool – Year 7.
- To improve the consistency of data collection and analysis across the site.
- High expectations for continued achievement for all children and students which is implemented by access to a differentiated curriculum.

The Reading Support teacher focussed on improvements in children’s early literacy learning and development.

We continued to improve in the number of students reaching the DECD Standard of Education Achievement Benchmarks (SEA) in Year 1 and Year 2 reading results. SEA improvements continued for years 3, 5 and 7 in Reading.

The Literacy site focus consisted of the continuity and development of strong foundations – 'The Big Six'- phonics, fluency, phonological awareness, oral language, comprehension and vocabulary. In class support with the Senior Leader supported the implementation of Literacy programs.

The implementation of comprehension strategies, reading and writing programs including guided reading and 'The Daily Five' program, resulted in the improvement of literacy learning outcomes and an improvement in the number of students achieving reading benchmarks.

Community involvement included parent reading workshops with a focus on how to support your child with reading and the before school reading club 'Book into the Future'. This program enabled families to share the enjoyment of reading in our Resource Centre as well as listening to stories presented by a range of community guest readers.

**Interventions for Literacy**

Students are supported through Intervention Programs including: Racing Car Reading, Speech and Language, MiniLit, MultiLit and QuickSmart Mathematics.

**MiniLit Program - 2014**
Students in the Early Years are supported through this balanced reading program in small groups. The program includes teaching specific reading skills such as letter and sound knowledge and sight word recognition. Most students who accessed the MiniLit program progressed with their reading levels.

**MultiLit Program – 2014**
Identified students accessed this intervention program- the graphs indicate progress in literacy. Thirty six students participated on the program during 2014. 100% of students improved reading levels.
Learning Technologies

In 2014 we continued to build on using Learning Technologies across the site to improve student learning outcomes in our focus areas of Literacy and Numeracy and to use ICT to inquire, create, communicate, operate and become global citizens as well as review and upgrade the infrastructure to support the use of ICT across the site.

To improve student learning outcomes across the site the following actions were implemented:

- Whole school ICT user agreement was reviewed and updated across the site
- Explicit teaching of ICT skills across the site continued with reference to the draft ACARA skills continuum for ICT
- Assistive Technologies Clicker 6 (R – 7) and Read Write 5 (4 – 7) software on laptops supported reading and writing skill development in students across the site
- The Studywiz Learning Platform is being used across the site for a range of purposes such as staff bulletins and staff lockers
- Students in years 3 – 7 are accessing storing and sharing information using e lockers, blogs and group writing to support student learning across the curriculum
- Purchase of John Hartley School App
- Reviewing and upgrading infrastructure
- Pupil Free Day workshop delivery by members of the Learning Technologies Committee
- Cybersafety workshop for staff and working with students on cybersafety
- Team teaching and in class support is provided for teachers by the Senior Leader in Learning Technologies

Science

In 2014 students were given opportunities to make real life connections to their science learning. The science programs were in accordance with both Primary Connections and the Australian curriculum. Some students entered the Oliphant science Awards and worked in teams to complete a project with successful entries. Science Week was celebrated at John Hartley School with whole school involvement in a Science Expo which highlighted the importance of Science in our lives.

Year 7 students were part of the Compass program with the University of Adelaide and used research skills to explore their topics. Presentations were made at Adelaide University.

Well Being

Our students focus on John Hartley’s values of Respect, Trust and Excellence. This focus is reflected through classroom agreements and expectations in the classroom and playground. The Play is the Way program which is based on social and emotional development is implemented across the school. Professional Development is ongoing through staff meetings and has been complemented through Positive Education. Additional three staff members were trained in Positive Education at Geelong Grammar. All staff were
introduced to the program during a Pupil Free Day.

Student voice is an important aspect at our school. A group of Year 7 students attended National Young Leaders Day and have shared learning with their peers.

Harmony Day and Anti Bullying Week were acknowledged across the school. The Sammy D Foundation worked with the year 5 to 7 classes focussing on bullying and its negative aspect. The preschool – year 4 students attended a puppet show that examined empathy and the need to discuss feelings. Yard play activities added to student engagement.

Student Action Team members participated in fortnightly assemblies by presenting Yard Star, Tidy Area and the new Act of Kindness awards. Student voice is an important and valued aspect of school life and will continue to grow in 2015.

Harmony Day and Anti – Bullying week was also acknowledged across the school. The following figures reflect our behaviour data across the school related to suspensions: Term 1 3.4%, term 2 5.5%, term 3 6.0% and term 4 3.6%.

Aboriginal Program Assistance Scheme (APAS)

The target was to improve literacy outcomes and attendance for identified students. Seventeen identified students in years 1 and 2 achieved significant growth in their reading levels between 3 and 20 levels of improvement. Out of the eight identified year 3 students 5 students progressed in their reading levels. Further work has been identified for three students. For 20 students attendance was not an issue. We are continuing to monitor the attendance of two students who did not demonstrate improvement.

NAPLAN Data

The mean score for year three students had a slight increase from 2013 in reading, grammar and punctuation. Numeracy also had an increase. The writing score was less than in 2013 and spelling results had a significant increase.

The mean score for year five students was less in reading from the previous year, improved in spelling, similar in grammar and punctuation and significant improvements in numeracy and writing. Fifty percent of students scored a medium level of improvement in numeracy, 25% upper level of improvement. In reading, 59% of students demonstrated medium improvement and 20% upper level of improvement.

The mean score for year 7 students was less in reading and writing but improved in spelling, grammar and punctuation. Twenty five percent of students had made an upper level of improvement both in reading and numeracy and 50% medium improvement in these areas. We continue to work on improvement for all students.

NAPLAN Mean Scores

School Summary Graph Year 3

[Graph showing mean scores for numeracy, reading, writing, grammar, and spelling for years 2011 to 2014]

School Summary Graph Year 5

[Graph showing mean scores for numeracy, reading, writing, grammar, and spelling for years 2011 to 2014]

School Summary Graph Year 7

[Graph showing mean scores for numeracy, reading, writing, grammar, and spelling for years 2011 to 2014]
Opinion Surveys

John Hartley School community has appreciated the opportunity to reflect on 2014. Parents and Caregivers had a shared understanding of decisions made and acknowledged that the resources personal and structural impacted in positive ways on student learning outcomes during 2014. Some further comments were in response to ‘How can John Hartley School work together with families to build a stronger sense of community? Some responses included more workshops for parents of children of all ages, better parking arrangements and creating sensory gardens as part of the suggestions.

School Support staff noticed that students have gained confidence when challenged in their learning and the programs that support staff implement have resulted in gains in student outcomes.

Teachers stated that there were several foci which were central to the improved learning outcomes of 2014. Examples of these were:

- Using student assessment data to guide intervention and classroom learning programs
- Staff professional learning in the areas of Literacy and Numeracy
- Implementing wellbeing strategies
- Intervention programs in literacy and mathematics
- Ongoing support for beginning teachers
- Integration of learning technologies into learning programs
- Strong consistent boundaries set up in the classroom, yard play activities
- Collaborative teaching and support from leadership

The student reflection responses indicated that they felt John Hartley was a safe and supportive learning environment. Overall, the students stated that the school supported...
learning and that staff were helpful and respectful.

**Governing Council**

Governing Council held 2 meetings per term. The new building 11 opened at the beginning of 2014- 2 year 5 classes and two year 6 classes moved into the building. The Governing Council facilitated the opening of the OSHC service in term 2. This has been attended by up to 20 families in the afternoon.

A Fund Raising Committee was established in 2014. A barbeque was purchased for the school which has been used at community events. The End of Year Concert and Graduation Night have been successful community events.

As Governing Council we would like to thank Alva, the leadership team and staff for their efforts and work focussing on the students of John Hartley School during the 2014 school year.

Finally, I would like to thank all members of the Governing Council during the last three years for your support and assistance whilst I have been in the role of Chairperson. I wish you well for your future endeavours.

Michael Birkin.

**Children’s Centre Report - Preschool**

2014 marked the beginning of the "Same First Day" policy, where all preschool aged children, who turned 4 on or before 30th April, started preschool at the beginning of the school year. As a result enrolments were at capacity throughout the year.

**Occasional Care** and the **Speech and Language Program (SLP)** continue to operate as inclusive programs. During 2014 Occasional Care operated three mornings a week, staffed by 2 Early Childhood Workers and catered for 54 families with 69 children enrolled. The 7 children in the SLP all gained a place based on the severity of their speech and/or language development, determined through a state wide selection process. In 2014, 5 transitioned to our site and 2 attended other government schools.

In the preschool program we had 14 ATSI children, 10 EALD children and 14 children received additional learning support to enable full access to the program.

At John Hartley Children’s Centre all educators use reflective planning processes, where children’s development, skills, interests and prior knowledge are the foundation to providing authentic learning within a play-based environment. A focus has been to develop children’s emotional intelligence and be able to move them to a deeper level of learning. Educators were able to engage a number of children in high-level literacy and numeracy based projects that were shared with the wider school community and to a group of Early Childhood Educators at a state wide conference.

During 2014 the preschool had the capacity to offer early entry during term 4, to those children identified with additional needs. All of these children came from Occasional Care. Two pre-entry orientation visits were offered to new families starting in 2015; allowing educators to meet and identify children requiring early intervention, and to begin building relationships with the community.

At John Hartley Children’s Centre educators provide a play-based curriculum using the Early Years Learning Framework and the Respect, Reflect, Relate observation scales. These planning documents support educators in planning for children’s development and learning, interests and skill level.

![2014 Preschool Attendance](image-url)
South Australia's Children's Centre's for Early Childhood Development and Parenting Outcomes Framework:

1. Children have optimal health and development
2. Parents provide strong foundations for their children's healthy development and wellbeing
3. Communities are child and family friendly
4. Aboriginal children are safe, healthy, culturally strong and confident

Financial Statement

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The community of John Hartley School – staff, students and parents have contributed to the achievements of 2014. I would like to thank Mr. Michael Birkin who was Governing Council Chairperson from 2012 – 2014 for his leadership of Governing Council and support for the school.


Aiva Ositis
Principal

Michael Birkin
Chairperson