John Hartley School (B-7)
2016 Annual Report
to the School Community

Government
of South Australia

Department for Education
and Child Development

John Hartley School (B-7) Number: 1901

Partnership: Peachey

Name of School Principal: Aiva Ositis

Name of Governing Council Chair: Bonnie Joyce

Date of Endorsement: _____

School Context and Highlights

Our school is in its sixth year of operation at the Peachey Road site. As the inaugural Principal it has been an honour to lead this community from the planning stages of bringing together child care, education and family support to moving into a purpose built facility for 21 Century learners. 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 2016, enrolment figures consisted of 660 children and students. We had 25 mainstream classes Reception – Year 7, and two Area Resource Special Classes. The preschool program also included a Speech and Language program.
The student population is diverse with 17% of students representing a range of cultural backgrounds. Aboriginal students make up 16% of the school population and 15% of students have a Negotiated Education Plan. Approximately 75% of students are eligible for school card.

All 4-year-old children accessed 15 hours of preschool, over 2 days in the Children's Centre. Occasional Care operated three mornings a week and catered for 56 families, with 62 children enrolled. The integrated service provided a seamless transition into the preschool with 23 children transitioning at the end of 2015. Playgroup continued to be a highly successful program, with up to 30 children and their families attending weekly, learning and recognising the critical role parents' play in supporting their children.

At John Hartley Children's Centre all educators used reflective planning processes, where children's development, skills, interests and prior knowledge are the foundation to providing authentic learning within a child centred, play-based environment. The Early Years Learning Framework (EYLF) and the National Quality Framework (NQF) are the documents that supported educators to plan for learning and improving early intervention. The Australian Curriculum and TfEL documents provide the tools for collaborative planning and learning across our school.

Highlights of 2016 have included School Choir, Premier's Reading Challenge, Harmony Day, Science Week, Book Week, SAPSASA events and successes, Sports Day, Be Active Challenge, Adelaide University Compass Program, Transition and Community programs.

Governing Council Report

The Governing Council has had a successful year of working together with school personnel and representing the community. We have held two Governing Council meetings each term during which we hear about curriculum developments through regular presentations and Principal and Leadership reports.

The OSHC program at our school is outsourced to Camp Australia. OSHC has been operating at our school since 2014 with between 10 - 15 families attending the program. The Fund Raising Committee of our school has raised funds which have contributed to the sand pit, 'hands on' resources and outdoor furniture. Thank you to the Fund Raising Committee and parent support for fund raising events such as Mother's and Father's Day stalls and Discos.

The Children's Centre supports our families and children with Occasional Care, Playgroups, Preschool and a range of programs. Our school has had involvement in a number of programs. Participation in the Northern Area Choir Festival has become a school tradition. Students participate in the School Choir throughout the year. Our school has been represented by compares, soloists and choreography.

Our students continue to be successful at a range of SAPSASA events throughout the year. The Adelaide University Compass program has continued over the years with opportunities for our year 5 and 7 students in research projects and connections with Adelaide University as a place of further learning. Indonesian has continued for students across our school. Sports Day, Book Week and the End of Year Concert are major whole school celebrations with parent participation.

The Governing Council contributes to curriculum directions and approves funding priorities for our school.

As Governing Council Chairperson I would like to thank all of our teachers and support staff across our school for your work with our children. I would also like to thank our parent community for your support. I wish Ali Thomson our Deputy Principal every success in her appointment as Principal at Pooraka Primary. Finally, I would like to thank Aiva Ositis for her work in opening and being the first Principal of John Hartley School B - 7. On behalf of Governing Council and our school community I wish Aiva all the best for her retirement. You will be missed. We look forward to welcoming our 2017 Principal Ms. Jo Everett to John Hartley School and helping her settle in to our wonderful school community.

Bonnie Joyce

Improvement Planning and Outcomes

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

The Site Improvement Plan in 2016 consisted of two major areas: Literacy and Numeracy. Literacy, Numeracy, Science, Well Being and Learning Technologies all continued on the Site Improvement Plan. In 2016, 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.

Our strategic priority was to continually improve student learning outcomes in Numeracy. We focused on designing mathematics learning which enabled all students to have an entry and an exit point with their learning. We used formative assessment strategies to move the student learning forward.

• Teachers worked with Senior Leader: Mathematics to develop, differentiate and enrich Numeracy sessions - aligned with Australian Curriculum and Teaching for Effective Learning pedagogical framework.
• A team of 9 teachers participated in the Stanford University maths on-line course with further PLC professional learning community meetings. The teachers presented their classroom research and learning to the staff group. Outcomes were a growth mindset and improved delivery of of the curriculum.
• All teachers participated in 2 Partnership staff meetings per term and worked with peers in developing mathematical thinking and pedagogy. A focus on professional development in mathematics continued throughout the year with the incorporation of Learning Technologies resources in the design of the curriculum.
• The Quicksmart Maths program was implemented for Aboriginal students. All students demonstrated growth in accuracy and 88% in fluency.
• Teachers documented individual and group goals and strategies for Wave 2 students and identified targeted numeracy goals to be included in N.E.P. and I.L.P. documents.
• Senior Leader – Mathematics worked with teachers in the Children's Centre to investigate the Preschool Numeracy Indicators and to design and integrate targeted mathematics learning.
• Year 3 – 7 students completed the ACER PAT Maths diagnostic assessment. Teachers worked with this data to design learning. Student progress was measured by middle or upper progress from 2015. Year 4 students achieved 62% Middle progress, 13% upper progress. Year 5 students demonstrated 50% Middle progress, 5% Upper progress, Year 6, 43% Middle progress, 8% Upper progress, Year 7 46% Middle progress, 3% Upper progress. Teachers all work towards developing, differentiating and enriching numeracy sessions
• Staff reviewed NAPLAN data, to inform further improvement particularly in furthering development in the higher bands. NAPLAN progression in Numeracy between years 3 - 5 consists of 51% in the Middle group and between Years 5 - 7 43%. The Upper progress group indicates 18% between Years 3 - 5 and 15% between Years 5 - 7
• All R – 7 students were assessed using the Schedule for Early Number Assessment' (SENA 1 and or SENA 2). This diagnostic tool enabled planning for the future.
• Numeracy workshops for school community were presented - learning about the 'why' and 'how' we are implementing the current pedagogies and content and strategies to support mathematical learning at home.

Performance Summary

NAPLAN Proficiency

The percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands above the National Minimum Standard for Reading and Numeracy (DECD SEA). The Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level.

Reading
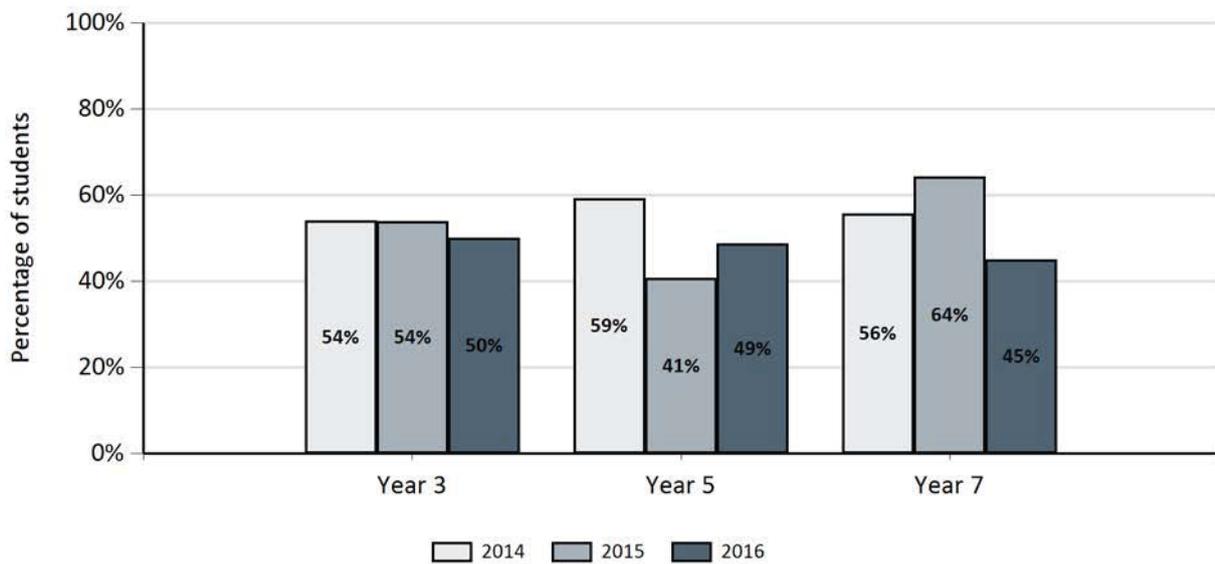
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy
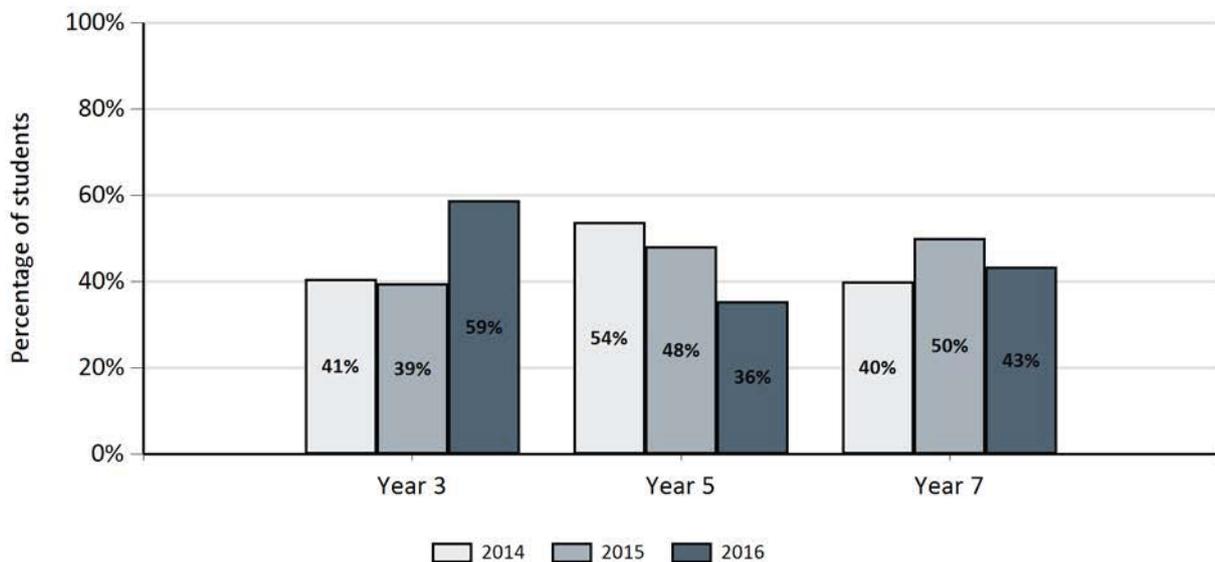
Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, September 2016.*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2014 to 2016 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)
Lower progress group	34%	26%	25%
Middle progress group	49%	60%	50%
Upper progress group	17%	14%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Lower progress group	32%	41%	25%
Middle progress group	51%	43%	50%
Upper progress group	18%	15%	25%

Data Source: DECD special extract from Student DataWarehouse, September 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort. 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 2016	68	68	15	5	22%	7%
Year 3 2014-16 Average	72.7	72.7	13.0	3.7	18%	5%
Year 5 2016	76	76	12	3	16%	4%
Year 5 2014-16 Average	61.3	61.3	6.7	1.3	11%	2%
Year 7 2016	60	60	4	1	7%	2%
Year 7 2014-16 Average	62.0	62.0	3.7	0.3	6%	1%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, August 2016.
*NOTE: Reporting of data not provided when less than six students in the respective cohort.
**NOTE: Percentages have been rounded off to the nearest whole number.

School Performance Comment

School NAPLAN reading results showed a slight percentage decline in Year 3 although Year 3 writing results indicated that 100% of students achieved the National Minimum Standard (NMS). Year 5 reading results in DECD SEA indicated an 8% improvement from the previous year. Year 7 results indicated a significant decline in reading. Year 3 Numeracy results indicated an improvement of 20% but a decline in years 5 and 7. It is evident that we need to improve the achievement both in Reading and Numeracy in the upper two bands.

Running Record Data

In term 1 this year, 11% of year 1 students had achieved between reading levels 21 - 26. By Term 3, 28% of year 1 students had achieved this level which almost matched state levels. In term 1, 21% of year 2 students achieved between levels 21 -26. By term 3 this figure had increased to 31% of students.

PAT Reading Progress Results show that 56% of Year 4 students achieved Middle Progress and 21% Upper progress. Year 5 PAT Reading results 53% Middle Progress and Upper Progress 10%. Year 6, 59% Middle Progress and 11% Upper Progress. Year 7, 55% Middle Progress and 10% Upper Progress.

The Literacy Site Improvement Plan for 2016 has focused on the following areas:

• To improve the consistency of data collection & analysis across the site

• To use analysed data effectively to guide planning & programming for a differentiated curriculum

• To develop higher order thinking skills (Executive Function)

We have continued the 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 such as comprehension strategies, reading and writing programs including guided reading and 'The Daily Five' program. The implementation of the Site Improvement Plan has resulted in the improvement of literacy learning outcomes and an improvement in the number of students achieving reading benchmarks

Interventions for Literacy

Students were supported through Intervention Programs including: Racing Car Reading,Speech and Language Program, Minilit and Multilit. Students were identified for the programs by using Running Record Data.Twenty one students accessed the Minilit program which focused on teaching skills such as letter and sound recognition and included sight word recognition. All students improved in their reading levels. Students reading above level 15 and below level 30 accessed Multilit. During semester two, 15 students participated in the program. All students increased their reading levels.

Future directions for 2017 will involve an increase in moderation processes for English and an increased emphasis on spelling grammar and reading comprehension.

Science All year 5 and Year 7 students were part of the Adelaide University Compass program. Year 7 students attended workshops at the University of Adelaide on Neuroscience 'Meet my Brain' Students were also part of a Stemsel project and won second place for their project 'Eyes for the Blind'

Attendance

Year level	2014	2015	2016
Reception	87.0%	89.0%	87.6%
Year 01	88.2%	83.5%	89.3%
Year 02	87.8%	87.9%	87.8%
Year 03	89.3%	89.0%	89.0%
Year 04	87.7%	88.7%	84.3%
Year 05	88.8%	87.9%	89.7%
Year 06	89.4%	88.7%	86.1%
Year 07	86.1%	87.9%	86.0%
Primary Other	83.8%	89.6%	91.1%
Total	87.8%	87.8%	87.7%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

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

Attendance Comment

We have a number of measures in place to encourage full attendance for Reception – Year 7 students. A phone call is made to families after 2 days of non-attendance or where a pattern of non-attendance is noted. Reports are made to the attendance officer as appropriate and regular attendance meetings occur. Class teachers also call parents regarding attendance issues. A home visit, counselling and support for families to encourage regular attendance occur as part of our practice. Students are acknowledged for regular attendance. We are working to improve attendance for 2017.

Behaviour Management Comment

In 2016 John Hartley School continued to build on its Well Being across the site, for both staff and students, inside the classroom and out in the playground. The school's values of Respect, Trust and Excellence were reflected through individual classroom agreements and school wide playground expectations and agreements.

Data reflecting good order and threatened or actual violence in term 1 indicated a figure of 4.3% in term 1, term 2 peaked at 6.8%, term 3, 4.3% and in term 4, 2.9%.

Four more teachers were trained in Positive Education in 2016 - a program that reinforces social and emotional well being. Proactive programs such as Play Programs and Student Leadership continued to develop within our school with positive outcomes.

Client Opinion Summary

John Hartley School community has appreciated the opportunity to reflect on 2016. 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 2016.

In August of 2015 John Hartley School had an external review. 'The review panel heard that the Principal, the leadership team and focus teachers clearly state the high expectations they have for themselves in relation to the development of effective teaching. Teaching and non-teaching staff who spoke to panel members were equally committed to achieving the aspirations they have for students and the professional expectations they have of each other.

In 2016, adapting pedagogy to ask more open questions, to offer multiple entry points and to encourage intellectual stretch were challenges teachers said they were addressing with support from each other, their mentors and the leadership team.

Parents were very proud of the school and its positive reputation. They said teachers were approachable and the daily and ongoing support from the Children's Centre was valued. Parents who were members of the Governing Council said they were well informed about programs and plans and felt that they knew what was happening at the school.

Students clearly perceive school to be a place where they learn and where they 'learn to be successful as a learner' 'I'm not scared to ask for help here' they have a sense of belonging and could talk about the 'at John Hartley' way. They knew about the school values of Trust, Respect and Excellence. All students could easily talk about their learning and how teachers support them. They talked about goals they had set to achieve in their reading; others mentioned learning intentions and success criteria in their lessons; while some students gave examples of the connections between literacy and other areas of learning, such as using information reports in Geography.'

Teachers stated that there were several foci which were central to the improved learning outcomes of 2016. Examples of these were:

• Use of PLCs in Team Meetings – were valuable in both time to work together and sharing and seeing others' ideas
• Working with Character Strengths
• Greater reflection and collaboration with staff and team members
• Working collaboratively with year level teams improved learning outcomes
• Collaborative planning by staff, with an agreed target of achievement

Intended Destination

	School	
Leave Reason	Number	%
Employment	0	NA
Interstate/Overseas	9	6.9%
Other	2	1.5%
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	10	7.7%
Transfer to SA Govt School	106	81.5%
Unknown	3	2.3%
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 4 2016.

DECD Relevant History Screening

All staff have DCSI clearances. Volunteers and 3rd party providers and tertiary students also have DCSI Clearances. RAN training is also checked. Teacher Registration Certificates are sighted and recorded. Our processes ensure that we are compliant with DECD requirements.

Teacher Qualifications 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	87
Post Graduate Qualifications	10

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Please note: 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	44.3	1.9	14.4
Persons	0	47	2	20

Data Source: DECD HR Management Reporting System, extracted Term 4 2016.

Financial Statement

Funding Source	Amount
Grants: State	7358211.89
Grants: Commonwealth	63400.00
Parent Contributions	159895.57
Fund Raising	6869.85
Other	57267.56

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

2016 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 2016 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
	Improved Behaviour Management and Engagement	Identified students were supported with working in small groups, with yard support or with some individual SSO time.	Students were able to participate and access the curriculum.
Targeted Funding for Individual Students	Improved Outcomes for Students with an Additional Language or Dialect	Funding for targeted students supported their learning in English in a small group situation with a teacher who specialised in working with EALD students across our school.	Students all improved in their scaled scores.
	Improved Outcomes for Students with Disabilities	Funding supported all identified students with disabilities and resulted in support through Special Education teachers working in small groups with students and also included 1:1 SSO support.	Student progress was tracked through outcomes achieved in NEP documents.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy / First Language Maintenance & Development / Students taking Alternative Pathways / Students with Learning Difficulties Grant	Identified Aboriginal students have been supported with their learning through APAS funding. The targets are to improve reading skills, students have also been identified to improve numeracy skills and PAT Maths scaled scores.	All identified students have improved between 3 - 10 Reading levels. Three students have also shown progress on their Literacy Pro scores.
Program Funding for all Students	Australian Curriculum		
	Aboriginal Languages Programs Initiatives		
	Better Schools Funding	The funding has been used to support students from Aboriginal and Torres Strait Island background and educationally disadvantaged students. The focus areas for improvement are Reading and Numeracy.	88% of students improved in fluency, 100% improved in accuracy.
Other Discretionary Funding	Specialist School Reporting (as required)		
	Improved Outcomes for Gifted Students		
	Primary School Counsellor (if applicable)	The Primary School Counsellor established a range of proactive programs to increase student WellBeing	Student positive engagement during break times.