RESPECT  TRUST  EXCELLENCE

2015 Annual Report
Context Statement

Our school is in its fifth 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 2015 enrolment figures consisted of 642 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.

John Hartley School Site Improvement Plan

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

The Site Improvement Plan in 2015 consisted of two major areas: Literacy and Numeracy. Literacy, Numeracy, Science, Well Being and Learning Technologies all continued on the Site Improvement Plan. In 2015, 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. 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.

Strategies for achieving the numeracy priority:

- Teachers worked with Senior Leader: Mathematics to develop, differentiate and enrich Numeracy sessions - aligned with Australian Curriculum and Teaching for Effective Learning pedagogical framework.
- Staff focussed on mathematics professional development during 2 Staff meetings a term. A team of 6 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.
- All teachers participated in a Peachey Partnerships Pupil Free day and 2 staff meetings per term where they travelled to other sites in the partnership and worked with peers in developing mathematical thinking and pedagogy.
A group of Focus Teachers from John Hartley participated in learning communities with Ann Baker. They then shared their expertise with the rest of the staff.

Teachers and students integrated new technologies into the mathematics learning program.

Senior Leader – Mathematics worked with students to investigate and use a computer programming language.

The Quicksmart Maths program was implemented for Aboriginal students. Students attended 3 sessions per week. All students demonstrated growth in the area of number.

Targeted mathematics intervention sessions were structured for Junior Primary and Primary students.

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.E.P. documents.

Senior Leader – Mathematics worked with teachers in the Children’s Centre to investigate the Pre-school 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.

Staff reviewed NAPLAN data, to inform further improvement.

All R – 7 students 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) provided future directions for teaching and learning. Mathematical goals were more precise, achievable and relevant to the student. We continue to extend student learning and work on improvement and differentiation for students in mathematics across the school. We will continue our work with moderation processes in mathematics.

EALD Student Achievement
Seventy five EALD students were given group support throughout the year involving 2 sessions per week. The main focus of these sessions was on the language features of a range of oral and written genres/text types. Goals were set for students according to the EALD Language and Literacy Levels document.

Students were grouped according to the level they had achieved and within each group students were encouraged to achieve the learning goals for that particular EALD Level.

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, 6 and 7 demonstrated improved outcomes in ACER Scaled Scores over one year. Participating year 5 and 7 students demonstrated Middle or Upper progress in NAPLAN scores 2015.
Accommodations were made for 2 visually impaired students and for students requiring additional support in reading.

The progress of students was monitored and most students achieved an improvement between one and three EALD levels. Their work was assessed and assigned an EALD level for the August Global Budget Census, by the EALD teacher and classroom teachers. Classroom teachers and the EALD teacher meet and work collaboratively during the year to monitor each student’s progress and review effective strategies. This work will continue in 2016.

**Indonesian**

Indonesian language was a curriculum area for all students from Reception – Year 7. The Indonesian teacher worked in all classes with the class teacher as part of the learning. Studies of Asia featured across curriculum areas in all classes. The future direction for 2016 is an increased emphasis on Indonesian language. All classes have embraced their learning of Indonesian language and Studies of Asia across the curriculum.

**Literacy**

The following strategic priorities for Literacy in 2015 were:

- To improve learning outcomes in Literacy
- To improve the consistency & continuity of Literacy practices Preschool – Year 7
- 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 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.
In term 1, 31% of year 2 students were reading at the Standard of Educational Achievement 21+. In term 4, 56% of year 2 students were reading at the Standard of Educational Achievement.

**Interventions for Literacy**

Students were supported through Intervention Programs including: Racing Car Reading, Speech and Language program, MiniLit and MultiLit.

**MiniLit Program - 2015**

Students were supported through this balanced reading program in small groups. The program included teaching specific reading skills such as letter and sound knowledge and sight word recognition. During Semester 2, 31 Early Years students and 11 Primary students participated.

**MultiLit program – 2015**

Identified students accessed this intervention program- the graphs indicate progress in Literacy. During Semester 1, 36 students participated on the program and during Semester 2, 27 students participated. 100% of students improved reading levels. Future directions for 2016 will involve an increase in moderation processes for English and an increased emphasis on spelling and grammar.

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**Learning Technologies**

In 2015 Learning Technologies continued to be a focus across the site to improve student outcomes. 2015 was a familiarization year for the new learning area of Technologies, which includes Digital Technologies as required by DECD. This involved staff meetings and teachers beginning to use and develop their understanding of what the learning area required for reporting in 2016. The current infrastructure is solid and was maintained and plans made to begin replacement options for older equipment in 2016.

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

- Staff involved in feedback around current usage of equipment and replacement options for 2016.
- Staff audit on current usage of laptops and software to guide future professional development opportunities for 2016.
- Assistive software Clicker 6 training provided for staff.
- 5 staff members attended a 2-day conference at Mark Oliphant College looking at ‘Making Learning Better’. This involved a range of workshops and strategies that could be implemented to improve student outcomes.
- Began replacing the Studywiz Learning Platform for a more sustainable platform. This involved Senior Leader working with DECD staff in term 4 to begin developing new infrastructure through Learnlink (DECD learning platform) for staff bulletin, e-lockers and sharing across the site.
- Team teaching and in class support provided to teachers by Senior Leader in Learning Technologies
- Further developing the use of the John Hartley app across the site as a means of communicating with parents/caregivers and the community.
- Purchased and installed the new assessment data collection software called ‘Scorelink’ and participated in training sessions on how to use the software across the site.
• Whole school focus on ICT user agreement and Cybersafety continue to be a focus.
• Continued to review and update apps and infrastructure for iPads across the site.
• Students use technology across curriculum areas as a tool for learning.

Science

In 2015 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. Science Week was celebrated at John Hartley School with whole school involvement in science activities. The Science Committee distributed resources for ‘hands on’ activities which highlighted the importance of Science in our lives. All staff shared their science activities at a staff meeting.

Year 5 and 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 John Hartley School and Adelaide University. Science continues as a major focus area for all of our students with an increased participation and development of research skills in 2016.

Well Being

In 2015 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.

We have continued to train staff in Positive Education: a program developed by Martin Seligman that reinforces the social and emotional well being of our students by teaching strategies that develop Positive Purpose. Our staff implemented Positive Education strategies in conjunction with ‘Play is the Way’: a practical methodology for teaching social and emotional skills using guided play, classroom activities and an empowering language.

Strategies from Play is the Way program and Positive Psychology have been discussed at staff meetings and pupil free days. Teachers used a variety of strategies to suit individual or group needs such as Kimochi Toys which gave some children a voice to identify, manage and communicate feelings.

Student voice is an important aspect of our school culture. National Young Leaders Day continued to be a positive launch for the Year Seven Leadership Team. It focussed on what it is to be a great leader. The students used what they learnt on this day to organize and run weekly meetings in classes which added to student voice being an integral part of our school culture.

Harmony Day and Anti Bullying week was acknowledged across the school with activities and events taking place school wide. Throughout the year, various presentations built on concepts developed during this week such as, Sammy D, Camp Quality, African Drummers, Girls on Track and Boys Biz.
Suspension figures for 2015 included 4.6% of students suspended in term 1, 8.6% in term 2, 2.2% in term 3 and 5.6% in term 4.

Staff and student leaders have continued to incorporate more activities, before and after school and in the playground. The skipping Club, Computer and Kilometre Club and various playtime activities have had a significant positive impact on playground behaviour and an increase in community involvement at our school.

Aboriginal Program Assistance Scheme (APAS)

The target was to improve literacy outcomes and attendance for identified students. All identified students achieved improvements in Running Record levels. Twenty Three identified students in years 1 and 2 achieved significant growth in their reading levels between 3 and 20 levels of improvement. Within this identified group two students achieved Literacy Pro levels beyond age targets. Out of the nine
identified year 3 students 3 students achieved Literacy Pro reading levels and 6 students improved in running record levels between 6 and 11 levels of improvement. We are continuing to monitor the attendance of 5 students who did not demonstrate improvement.

Better Schools Funding

In 2015 we received $229414 Better schools Funding. This funding contributed to; Improved learning outcomes for students from Aboriginal and Torres Strait Islander background and improved outcomes for educationally disadvantaged students. The focus areas for improvement were Reading and Numeracy. The Minilit program supported Early Years students with reading. This explicit and systematic program used direct instruction focussing on letter/sound recognition and word knowledge. The Multilit program supported year 3 and 4 students on word attack skills, fluency and comprehension. The Quicksmart maths program consisted of a variety of short focussed activities that aimed to increase automatic recall of basic number facts across all four operations.

Students for the Minilit program were identified using Running Record data. Thirty one students below level 15 reading level accessed the program. All students demonstrated progress. Five students achieved the benchmark of level 22. Six students were almost at benchmark level.

Students who accessed the Multilit program were identified as being above level 15 and below level 30. During semester 2, 27 students participated in the program. Seven students achieved the benchmark of level 30. Eight students achieved levels above level 22. Year 4,5,6 and 7 Aboriginal students who participated in the Quicksmart program demonstrated improved outcomes in ACER scaled scores over one year. Participating year 5 and 7 students demonstrated middle or upper progress in NAPLAN scores in 2015. Students from Aboriginal and Torres Strait Islander background have improved their learning outcomes in mathematics. The cohort of students accessing the reading programs have also improved in their reading levels. The Better Schools Funding worked towards improved outcomes for identified students.

NAPLAN Data

The mean score for year three students had an increase from 2014 in writing but a decrease in reading. Numeracy was at a similar result to the previous year.

The mean score for year five students was at a similar level for numeracy, in reading a slight decrease from the previous year and an improvement in writing.

The mean for year 7 was a similar result to 2014 in writing and numeracy but an improvement in reading. The DECD Standard of Educational Achievement indicated an improvement in the areas of Year 7 reading from the previous result and also in the areas of Year 5 and year 7 numeracy.

Year 5 Reading progress results indicated 46% of students with medium growth and 22% of students with upper growth from the previous year 3 result. Year 7 reading growth indicated 48% with medium progress and 26% with upper growth.

In Numeracy achievements, 62% of students had medium progress in year 5, with 28% demonstrating upper growth. Year 7 students had a percentage of 57% with medium progress and 13% demonstrating upper growth. We continue to work on improvement for all students.

NAPLAN Mean Scores

Enrolments and Attendance

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 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 2015. 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 collaboratively with staff members
- Greater reflection and collaboration with staff and team members
- Working collaboratively with year level teams improved learning outcomes

**Staff**

All teachers have appropriate qualifications to teach in South Australia.

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**Opinion Surveys**

John Hartley School community has appreciated the opportunity to reflect on 2015. 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 2015.

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.

Opinion Surveys
- Collaborative planning by staff, with an agreed target of achievement
- Better collaboration of staff, which in turn supports student learning
- Taking a ‘whole school approach’ to learning and engagement
- Showing considerable improvement with our school’s approaches to collaborative learning and being consistent with what content is taught and how
- Collaborative approach within year levels teams i.e., year levels working with Senior Leaders in Maths, ICTs, Literacy and designing rich learning tasks
- Working with specialists during team meetings
- Consistent routines and structures across the schools in regard to PLCs

The service has been attended by up to 20 families in the afternoon.

The Governing Council has supported fund raising for the school and has been part of whole school events such as Acquaintance evening, Sports Day, the End of Year Concert and Graduation. Information about curriculum, student achievement and behaviour data was shared at Governing Council meetings.

**Children’s Centre Report - Preschool**

All 4-year-old children accessed 15 hours of preschool, over 2 days. We had 8 ATSI children, 11 EALD children and 13 children received additional learning support throughout the year.

The Speech and Language Program was at capacity, with 7 children enrolled. These children all gained a place determined through a state-wide selection process. In 2015, 1 child transitioned to our site and 5 children attended other government schools. One ATSI student was enrolled in 2015 and will continue in 2016.

Occasional Care operated three mornings a week and catered for 56 families, with 62 children enrolled. The integrated service provided the platform for 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, staffed by two of our children’s centre staff. Playgroup is important in developing children’s early oral language skills, dispositions to learning and in 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 childhood practice. 2015 was also a time of staff familiarisation of the Numeracy and Literacy Indicators for Preschools, ready for

**Governing Council**

Governing Council held 2 meetings per term. The Governing Council facilitated the opening of the OSHC service in term 2 of 2014. OSHC is outsourced to Camp Australia.
implementation in 2016. All staff participated in professional learning, at a site level and across the Peachey Partnership network. Teachers also had the opportunity to showcase and share early childhood practice with other colleagues, leaders and early childhood consultants.

During 2015 the Statement of Learning was revised, to adhere to the new DECD preschool reporting policy and has been streamlined, reflecting the school reporting format.

The curriculum highlights for 2015 included; an excursion to Gorge Wildlife Park, Bunnings gardening workshop led by a preschool parent, incursion from Northern Adelaide Waste Management Association (NAWMA) to support embedding of sustainable practices, regular cultural cooking experiences from a number of families, the inclusion of an Occupational Therapist in the preschool 2 days a week, transition to school program.

The revised induction procedure for new children starting in 2016, achieved a 95% success rate of families participating in the interview process. Feedback was positive with one family commenting they preferred the personal approach, where they felt confident voicing their ideas, needs and/or anxieties. All children were offered two orientation visits during term 4, paving the way for the building of positive relationships with children and their families.
Financial Statement

The community of John Hartley School – staff, students and parents have contributed to the achievements of 2015. I would like to thank Mrs. Jessica Burtt who was Governing Council Chair in 2015 and to all members of the Governing Council for your support of John Hartley School B – 7.


Aiva Ositis
Principal

Jessica Burtt
Chairperson