Heathfield Primary School

2022 annual report to the community

Heathfield Primary School Number: 176

Partnership: Mount Lofty

	Signature
School principal:	Mr Luke Kenny
Governing council chair:	Isabelle Danforth-Smith
Date of endorsement:	**8 December 2022**

Government of South Australia

Department for Education

Context and highlights

Heathfield Primary School began the 2022 year with 149 students across six classes. The school continued to grow throughout the year. However, 2022 had another difficult start to the year with COVID always playing on the minds of staff, students and parents.

Heathfield Primary School has a number of highlights this year these include the upgrades to a number of new laptop computers across our upper primary classes to ensure that the classrooms are kept up to date with the latest ICT equipment. The school has also updated the grounds and faculties with a new electric screen on the basketball shelter for assembles and end of year concerts. We installed our bush tucker garden beds with the help of a Friday working bee. These bush tucker beds are used to provide produce for the kitchen garden program, so all students can have the opportunity to try new things.

Some of the other highlights this year have included a whole school trip to Warriparinga with Aboriginal Elder Uncle Tamaru looking at Kaurna culture and language, Interschool Sports Day, our first whole school Sports Day for Heathfield PS, Scholastic book fair, Sporting schools coaching running every term, a number of camps across most year levels, Indonesian performances, wheels day, year 6 aquatics, rec- year 3 swimming, Bike Ed, year 4/5 water safety just to name a few things.

One of the other highlights was that our school continued its Professional Learning Communities (PLC's) with other local schools Mylor, Upper Sturt and Scott Creek Primary School to look at numeracy improvement with a focus on differentiation. The schools meet twice a term and this gave teachers the opportunity to discuss and reflect back on their practice as well as undertaking professional development. We are looking to continue this through to 2023.

Positive interaction and mutual support between parents and teachers continue to be important features of the Heathfield Primary School community. Both parents and teachers acknowledge the value of these positive relationships to students, their enjoyment of school experiences, and their success in learning.

In addition to all required areas of the Australian Curriculum, the specialist curriculum, included Indonesian language, Science, Technology, Engineering, and Mathematics (STEM), and Drama and Music

I would like to thank our Governing Council and its sub-committees for their wonderful efforts and support. In particular I would like to express our gratitude to Isabelle Danforth-Smith, Governing Council Chairperson for her leadership and support of the school.

Luke Kenny
Principal

Governing council report

Governing Council Annual Report – 2022

It was a slow start to 2022 with some Covid restrictions still in place and with the impact of finishing touches to the Covered Outdoor Learning Area (COLA) build. However, what a difference a year can make!! The joy was palpable to see our HPS Community come together for many wonderful opportunities to meaningfully engage and support one another.

GC have continued to stay connected as a team by maintaining our regular meetings and correspondence throughout the year. We are proud to have supported approvals for teacher shared Professional Development learning opportunities via Brightpath Writing skills and Maths skills with Sarah Centofianti. We were excited to support a parent request to find a Volleyball Coach. Jess Tamblyn has kindly and successfully been running training sessions for our students every second Monday lunchtime. Lastly, we have been keeping a close eye on and applying for Grants and Community Engagement opportunities that may fit with our HSP ethos and goals.

Further work within the GC Sub-Committees saw the Grounds Team facilitate our fantastic Working Bee in August, the aim of which was to start getting HPS bushland to 100% native vegetation. We are thankful to Stirling Variety Meats for providing the snags for the Working Bee BBQ. The Working Bee included moving the unused cement cylinders from the oval to create our new Indigenous and Edible Garden. The Grounds Team also continue to brighten our garden beds – Superstars!!

Community Engagement excitedly created a successful Parent Hang/Catch-Up while our students got their dance-on at the Disco in September. What a treat it was to be able to meaningfully meet face-to-face and engage with our HSP Community. The true joy was seeing the delight on students faces to finally get back to some pre-covid fun activities!! We are thankful to Bakers Delight, Stirling and Red Cacao for their generous donations that filled our bellies for the night.

As for the Fundraising Team, they were able to support the Sports Day Committee to ensure that we supplied a coffee van and drinks at the cake stall. Again, what a buzz to have not one, but two Sports Day's this year. The smiling faces made up for the last couple years we missed. The money raised from the cakes and drinks will be used to make a more inviting and weatherproof space near the newly planned SRC bike shelter. We hope that this will ensure HPS Community have a nice space to mingle while waiting for school pick-up.

With even more room to breathe; sub-committees have lots of encouraging ideas for improving and connecting our HPS Community in 2023. If you are interested in joining one of our Sub-Committees, please do approach one of the lovely GC Members to show your interest!!

We are grateful for our community of staff, students and families who continue to come together and support each other's welfare and the improvement of our individual HPS experience. Thank you to you, for your part in that!! GC are no exception, as we will continue to strive for the best for our community in 2023.

With thanks,

Isabelle Danforth-Smith – Chair

Quality improvement planning

Through the implementation of Professional Learning Communities, a culture of professional and pedagogical growth continued to develop. Student assessment drove professional conversations and enabled teachers to conduct independent and collaborative changes to practice to improve student outcomes. A review of this process has proven successful and will continue in 2023.

The School Improvement Plan (SIP) limits the number of goals and strategies with a development focus over a three-year period. It is also important to note that the SIP processes encourage all schools to include improvements in the foundation learning areas of Literacy and Numeracy.

Two key goals were identified:

1. Increase and maintain the number of students in the high band in writing
Challenge of practice:
If we focus on differentiated teaching and improve assessment and feedback strategies for each student we will increase student achievement in writing.

Achievement in 2022:
NAPLAN
Year 3: 44% in the higher band in 2022 for writing
Year 5: 26 % in the higher bands in 2022 for writing

2. Increase and maintain the number of students in the higher bands in Mathematics.
Challenge of practice:
If we focus on differentiated teaching and improve assessment and feedback strategies for each student we will increase student achievement in Mathematics

Achievement in 2022:
NAPLAN
Year 3: 28% in the higher bands in 2022 for numeracy
Year 5: 42% in the higher band in 2022 for numeracy

The range of strategies identified to address the goals include:
a. Collaboratively develop a whole-school literacy agreement that feature high impact strategies for literacy.
b. Multisensory Language (MSL) program to be fully implemented with a trained School Services Officer.
c. Investigate the focus and clarity of the classroom environments and identify methods that support student engagement with
key messages, learning expectations, and success criteria.

Performance Summary

NAPLAN Proficiency

The Department for Education Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands 1 or more above the national minimum standard for reading and numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the SEA for reading and numeracy.
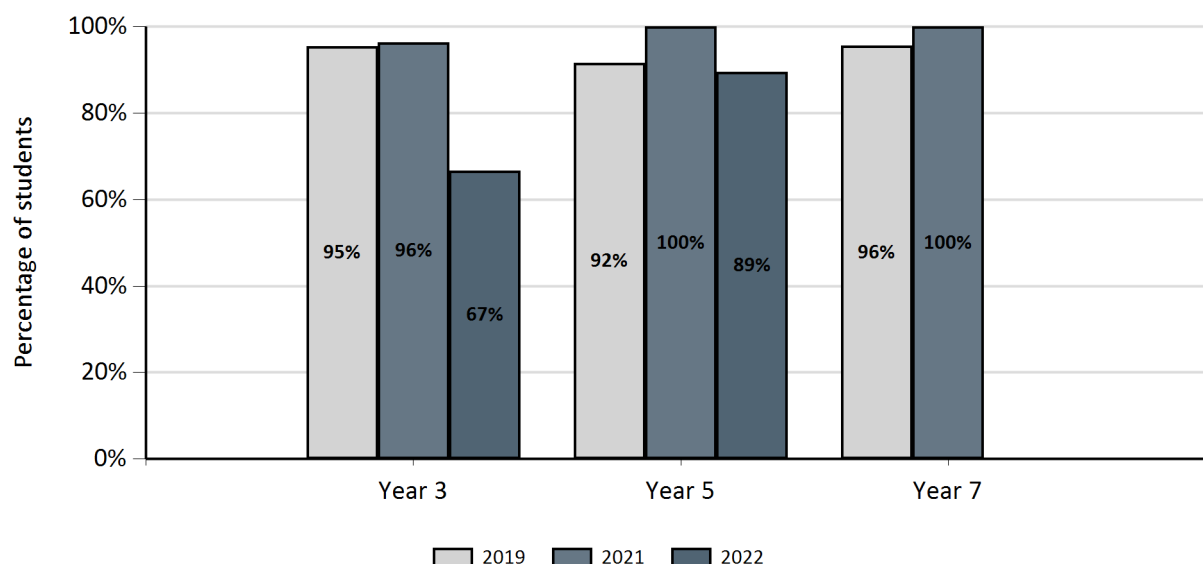
Reading
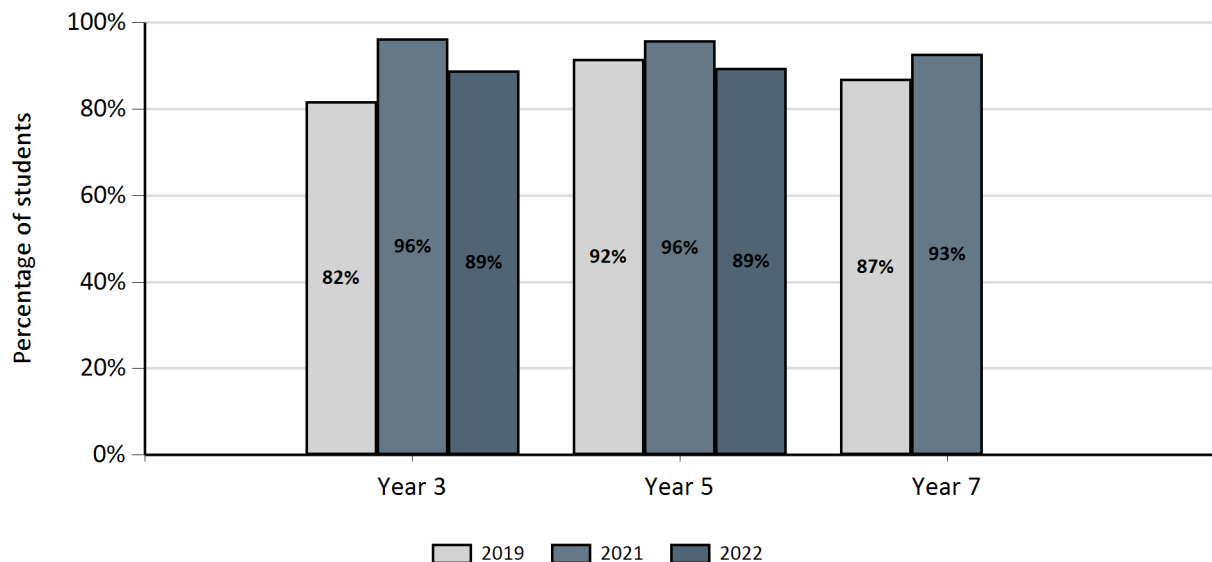
*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, August 2022.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN upper two bands achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	18	18	6	5	33%	28%
Year 03 2021-2022 Average	22.5	22.5	12.0	9.0	53%	40%
Year 05 2022	19	19	11	8	58%	42%
Year 05 2021-2022 Average	21.5	21.5	10.5	6.5	49%	30%
Year 07 2021-2022 Average	14.0	14.0	5.0	7.0	36%	50%

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

NAPLAN proficiency - Aboriginal learners

Reading

*NOTE: No NAPLAN testing was conducted in 2020.
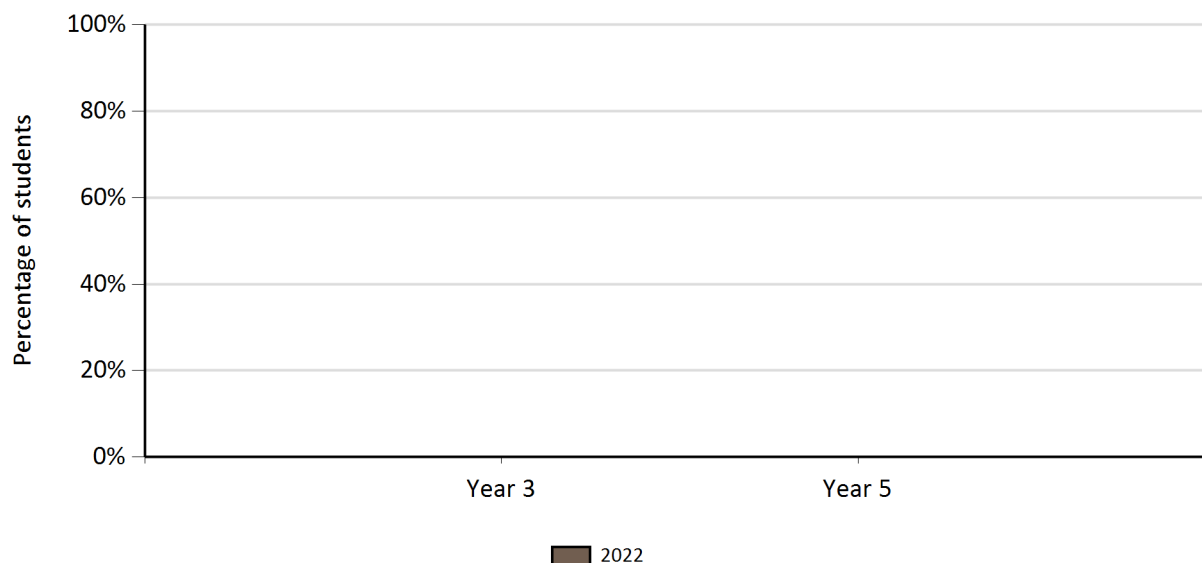Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
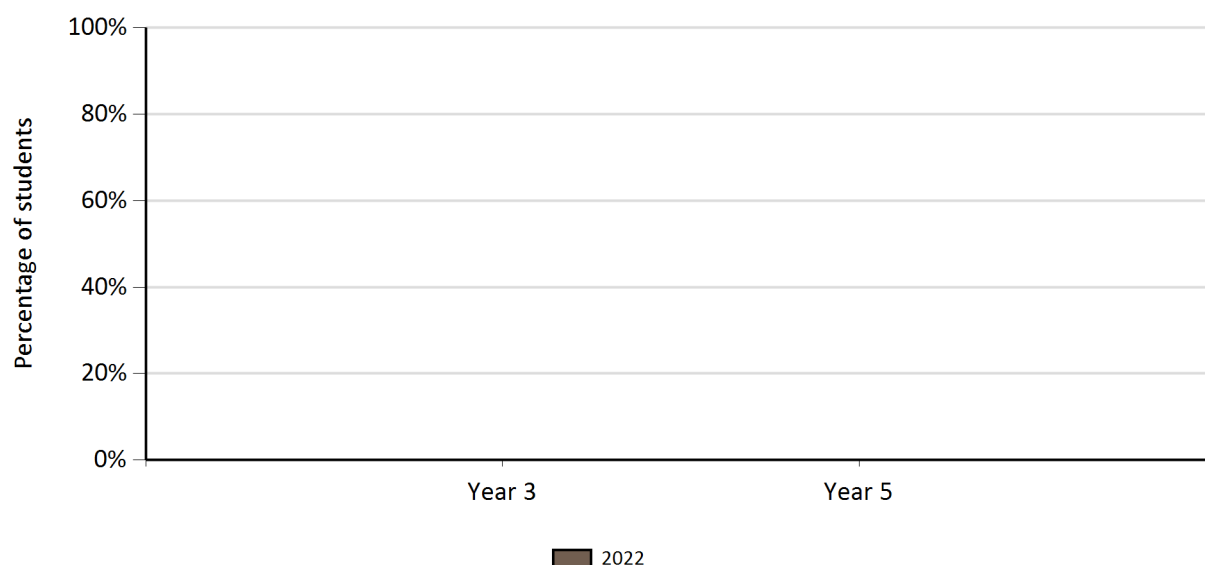Data is only shown for Aboriginal learners.

Numeracy

*NOTE: No NAPLAN testing was conducted in 2020.
Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
Data not provided when less than six students in a cohort. A blank graph may imply student count being less than six across all cohorts.
Data is only shown for Aboriginal learners.

NAPLAN upper bands achievement - Aboriginal learners

This measure shows the number of non-exempt Aboriginal students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test^		No. of students achieving in the upper two bands		% of students achieving in the upper two bands**	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 03 2022	*	*	*	*	*	*
Year 03 2022-2022 Average	*	*	*	*	*	*
Year 05 2022	*	*	*	*	*	*
Year 05 2022-2022 Average	*	*	*	*	*	*

*NOTE: No NAPLAN testing was conducted in 2020.

Data Source: Department for Education special extract from NAPLAN SA TAA data holdings, August 2022.
^includes absent and withdrawn students.
*Reporting of data not provided when less than six students in the respective cohort.
**Percentages have been rounded off to the nearest whole number.

Aboriginal Learner Achievement Leaders' Resource (ALALR)

Key element focused on for school improvement in 2022: Quality Teaching

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

• All staff completed Cultural Awareness Program with a Kaurna Elder.
• Data is collected & updated for all students at the end of each term
• Intervention programs such as MSL are implemented across all classes to support student learning.
• Staff undergo data tracking for students in their class looking at growth in Literacy and Numeracy using PAT R and PAT M and NAPLAN.

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

100% of our Aboriginal students reached the SEA in numeracy in year 3
100% of our Aboriginal students reached the SEA and higher bands in reading in year 3
100% of our Aboriginal students reached the NMS in writing

School performance comment

Data has been collected using various sources for the 2022 school year.

NAPLAN Numeracy
Department for Education Standard of Education Achievement (SEA)
Year 3 67% at SEA (12 out of 18 students)
Year 5 89% at SEA (17 out of 19 students)

NAPLAN Reading
Department for Education Standard of Education Achievement (SEA)
Year 3 89% at SEA (16 out of 18 students)
Year 5 89% at SEA (17 out of 19 students)

NAPLAN Numeracy- Higher Bands
Year 3 28% in higher bands (5 out of 18 students)
Year 5 42% in higher bands (8 out of 19 students)

NAPLAN Reading- Higher Bands
Year 3 33% in higher bands (6 out of 18 students)
Year 5 58% in higher bands (11 out of 19 students)

Phonics Data
In year 1 76% of students at SEA in 2022 (16 out of 21 students)

It is important to note that teachers and parents prepare students to take the various assessments with some in-class practice
testing and through providing advice that the tests are not onerous. The practice and advice enables students to feel confident
about taking an assessment of their learning, and credit is given to the teachers for 'normalising' the purpose and relative importance of such tests.

The HPS assessment of student achievements includes tracking student grades (A to E) at the middle and end of year report
times.

Teachers use the information gathered from all assessments to analyse student progress and pinpoint areas where individuals
or groups of students have not been as successful as expected.

Attendance

Year level	2019	2020	2021	2022
Reception	87.9%	92.8%	93.3%	86.9%
Year 1	90.9%	89.7%	87.7%	92.7%
Year 2	92.8%	92.1%	89.7%	91.6%
Year 3	95.0%	86.6%	89.7%	88.1%
Year 4	94.2%	92.5%	93.5%	88.0%
Year 5	90.6%	87.6%	94.8%	88.9%
Year 6	95.8%	89.3%	90.5%	90.1%
Year 7	93.2%	93.1%	94.0%	N/A
Total	92.1%	90.6%	91.7%	89.3%

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

Attendance comment

Parents and teachers encourage and support consistent attendance and the high levels of attendance for all age groups is a notable result. We did have a slight drop in attendance from 2021 to 2022 due to COVID and the issues that caused by sickness. We had lots of families concerned by this throughout 2022.

Behaviour support comment

The size of the Heathfield Primary School enables all staff to know all students and thereby consistently support students' learning about managing their own behaviour. Cross-age tutoring, and class buddy exchanges also support a consistent set of expectations for positive behaviours and logical consequences in situations where there may be conflict or inappropriate behaviours.

Parent opinion survey summary

From the 56 parents that responded the parent engagement survey showed that:

91% of parents agreed or strongly agreed that people are respectful to each other at school
95% of parents agreed or strongly agreed that teachers and students are respectful
87% of parents agreed or strongly agreed they receive enough communication through the school
94% of parents agreed of strongly agreed that education is important
96% of parents strongly agreed they have talks with their child about their learning

Intended destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	1	100.0%

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2022. Data shows recorded destinations for students that left the school in the previous year.

Relevant history screening

The requirements for Relevant History Screening are maintained for all new staff, members of the Governing Council, and volunteers. The required records are kept in the Administration Office.

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	23
Post Graduate Qualifications	6

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

Please note: Qualification data is indicative only and reflects what has been recorded in the Department's HR system. Staff who have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce composition including Indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	8.6	0.0	4.4
Persons	0	13	0	8

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

Financial statement

Funding Source	Amount
Grants: State	$1,666,109
Grants: Commonwealth	$7,500
Parent Contributions	$39,233
Fund Raising	$4,059
Other	$0

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

2022 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 funding section	Tier 2 category (where applicable to the site)	Briefly describe how the 2022 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress made towards these outcomes
Targeted funding for individual students	Improved wellbeing and engagement	To support more SSO hours to work in small groups around social skilling and working together.	Students in class were less disruptive and more resilient towards the peers
	Improved outcomes for students with an additional language or dialect	N/A	N/A
	Inclusive Education Support Program	The 2 students received individual targeted support that focused on both literacy and numeracy	All students engaged positively with support showing growth in all aspects.
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	Learning difficulties funding was used to support Multisensory Structed Language (MSL) program	As per the Phonics, PAT and NAPLAN results students continue to show improvemnet through access to programs.
Program funding for all students	Australian Curriculum	Provided resourcing and professional development to further the SIP	Majority of SIP targets met as per the PAT, Phonics and NAPLAN results
Other discretionary funding	Aboriginal languages programs Initiatives	Supported an Aboriginal Elder to come into the school and teach language to all classes	Students received a greater understand of Aboriginal language and culture.
	Better schools funding	To fund more SSO time within classrooms to work in small groups of students	All the students working in the small groups with SSO support progress in both literacy and numeracy
	Specialist school reporting (as required)	N/A	N/A
	Improved outcomes for gifted students	N/A	N/A