Annual Report
2015

Principal
Joy Keddie

Chairperson Governing Council
Afroditi May
Hampstead Primary School is an inclusive multicultural community with around 30 different countries of origin being represented. The numbers of Indigenous students fluctuates during the year with our largest cohort this year being 31 students.

We have significant transience in our student population. This is mainly due to families moving into or out of the area due to temporary housing opportunities. There were two students who moved to another local school.

In 2015 our student enrolment numbers increased with numbers rising to 230 students in total. This was made up of 6 mainstream classes and 5 IELP classes.

Our predictions for 2016 are 6 mainstream classes and slightly less students in the IELP, beginning the year with 4 classes.

The Same First Day policy resulted in increased numbers of students beginning the year in Reception and only one group enrolment from preschool to school.

The Playgroup continued to grow, with over 50 families being represented over the two days of the program. These families indicate an interest in moving to Hampstead Preschool and then to Hampstead Primary School. This will provide a seamless education for these children if they remain in our community from birth to Year 7.

We continued to offer specialist programs in The Arts and the Stephanie Alexander Kitchen Garden program. We began a specialist PE program.

Hampstead Primary School is a Category 2 of disadvantage with 65% students receiving School Card assistance.

The **community launch of Kidsmatter** was highly successful with most of our families attending. This was an opportunity for our families to connect with local community organisations as well as with each other and our school.

The **Pilibli Art Project** was a joint venture between the SA Art Gallery, Carlew and Hampstead Primary School. 20 of our students had the privilege of learning from Aboriginal elders and Art Gallery staff. They attended several workshops and provided professional voice overs that accompanied the Aboriginal Art exhibition which travelled around Australia.

The **Choir** had the opportunity to record their own CD in a professional recording studio. This CD is available for $5.00 from the front office.

Our **African Drumming** group branched out into **African Dance** and performed at various school celebrations.

We received funding as part of the **Sporting Schools** project. This resulted in our students being coached by experts in soccer, basketball, netball and cricket, as well as our school being able to provide updated sporting equipment for all our students.

Our older students attended inter school football and soccer carnivals.

We offer specific sports or games every recess and lunch under the supervision of our PE specialist or our School Support Officers.

The **improvements to our outdoor spaces** included:

- Painting of all outdoor sheds, shelters and outside toilets
- New aluminum seating in both shelter sheds
- Upgrade to the sandpit
- New natural seating and play space under the gum trees
- Expansion of our natural play space
These improvements not only enhance the appearance of our school, they provide more and different opportunities for our students to engage in safe play. The $1.2m refurbishment of the preschool began and is due to be completed by the end of term 1 2016. This will result in a new space for the Preschool. Our Junior Primary classes will move into the existing preschool space and we plan to improve the outdoor space by creating a more natural environment for our younger students to play and learn.

**Report from Governing Council**

Governing Council began with 8 members but finished the year with only 5. We strongly encourage parents to join the council and be involved in school projects and improvements. In 2015 Governing Council made a decision to close the OSHC program due to lack of numbers. The funds from OSHC were used to repair and paint the outside toilets. Governing Council approved increased spending on improving the outdoor natural play space and have developed a 2 year plan to increase play opportunities for our students. There are plans to improve the inside toilets in 2016.

**Site Improvement Planning**

Our school had 3 major priority improvement areas in 2015.

1. **Powerful Literacy Learners: Writing and Spelling**
2. **Powerful Numeracy Learners: Mathematics**
3. **Powerful Learners: Building Learning Power**

Teaching staff worked in Priority Improvement Teams to identify specific targets and develop strategies to enable us to meet our improvement targets in each area.

**Hampstead Primary School Literacy Improvement**

<table>
<thead>
<tr>
<th>Year level</th>
<th>R-1</th>
<th>2</th>
<th>3</th>
<th>4-5</th>
<th>6-7</th>
</tr>
</thead>
<tbody>
<tr>
<td>EALD Level</td>
<td>2-3</td>
<td>3</td>
<td>4</td>
<td>4-5</td>
<td>5-6</td>
</tr>
</tbody>
</table>
In 2015, we directed our priorities in improving **WRITING**:

- Increase the number of students achieving in the top 2 bands in NAPLaN in WRITING. The targets were at least 6 students in YR3, 10 students in YR5, and at least 4 students in YR7.

The results showed that we had

<table>
<thead>
<tr>
<th>EXIT FOR IELP STUDENTS</th>
<th>4-5</th>
<th>6</th>
<th>7</th>
<th>8-9</th>
<th>10-11</th>
</tr>
</thead>
</table>

**IN THE HIGH BANDS**:

- 10 in high bands (Band 4+) in YR3,
- 5 students in YR5, and
- 6 students in YR7 (Band 7+).

This means that we met our NAPLaN writing targets in YR3 and in YR7, but we were short of students in the high bands (Bands 6+) in YR5. However, it is important to note that our 67% of our students in YR5 achieved the SEA (Band 5+).

While improvement has definitely been shown, at HPS we strive for ALL our students to be writing at age appropriate levels and we will continue to make every effort to ensure that these students ‘catch up’ with their peers.

**Strategies used in 2015 for improvement:**

- Training and development sessions for leaders (Stephen Graham and Margaret Menner on writing)
- Various training and development sessions at staff meeting or on Pupil Free Days for teachers on writing throughout the year
- PLC discussions and demonstrations around programming in writing, writing criteria in NAPLaN, levelling of writing using LLLs
- Literacy Priority Improvement Team meetings directed at data analysis
- Teacher and staff surveys around needs and for feedback
- Regular evaluation and reviews with teachers around teaching and learning in improving in writing
- Student reviews with individual teachers around each student’s improvements in English
- Literacy Parent Get Togethers/workshop demonstrating engaging Writing activities for students at home

Besides these timetabled sessions, there were many casual and informal meetings with teachers and SSOs to aid the support provided to students in writing.

**Priorities for 2016**

Following the presentation of the school’s Literacy data to teachers on the Pupil Free Day in Term 4, teachers viewed, analysed, discussed, and posed questions and ideas on improving the teaching and learning of students’ writing at Hampstead.

**Suggestions** and ideas are listed below:

- **Daily writing sessions** with clear purpose timetabled as a school program, like the school’s daily reading program, Drop Everything And Read to improve confidence of our writers, to increase fluency of writing and to increase enjoyment of writing.
- Focus on student **editing** skills.
- Shared and timetabled **levelling/scaling** sessions of students’ writing for teachers during staff meeting times (twice a year). This strategy would increase the capacity and knowledge of all teachers if scaling is shared across the year levels.
Levelling of individual student writing samples 3 times per year in Term 1, Term 2 and Term 3 using LLLs and in Term 4, students are awarded grades in line with DECD reporting procedures.

Guided writing sessions (small differentiated group learning).

Writing goals for individual students.

Student attitudinal surveys

There were also many successes in writing that we cannot and did not measure in 2015. For example, many teachers reported that an increasing number of students were showing enjoyment in writing and that many reluctant writers were showing more fluency and independence when writing. We have also seen an improvement in the amount of text that students are writing and in their ability to sustain writing an engaging text from start to finish. The successes range from the measurable to the immeasurable and perhaps it is important as a school to acknowledge the importance of our students’ enjoyment in writing purposeful and meaningful texts.

Hampstead Primary School Mathematics Improvement

We have continued to develop our exceptional learning programs in mathematics this year. Teachers have worked in teams within our school and beyond to develop rich and rigorous mathematics learning experiences for our students. The focus has been on extending students problem solving and reasoning skills and considering how we can support students to make many connections between mathematical concepts and extend this thinking to include generalisations.

Teachers have also collected evidence of student learning and undertaken many moderation processes which ensure the consistency and quality of teacher judgment against the curriculum ensuring accurate reporting to families.

As a result of these professional learning workshops held 3 times per term teacher feedback indicates:

- 100% have increased knowledge of and confidence in teaching maths.
- 100% are more confident in providing open ended maths learning opportunities.

We will continue to focus on increasing the number of students in the high bands by extending and challenging our students through the learning experiences our teachers design at Hampstead.
**Hampstead Primary School Learning Power Improvement**

At Hampstead Primary School we want our students to have the essential skills needed to be successful in the 21st Century. Research shows that they will need to be resilient, resourceful, reflective and collaborative. This year we have focused on developing a whole school language with our students about how we talk about learning at Hampstead. Students, teachers and families have developed this through our fortnightly assemblies, where a learning muscle has been introduced and explored as a whole school, with the challenge set for each class to practice using this muscle in their learning across the following two weeks.

At the beginning of year students were asked to identify 10 skills that help them with their learning, from the sample taken none were able to identify 10 relevant learning skills. On average students were able to successful identify passive skills like listening and following instructions as common responses.

The table below shows the students’ increased ability to identify active learning skills as a result of our whole school focus.

<table>
<thead>
<tr>
<th>Number of learning Skills Identified</th>
<th>Examples of skills identified</th>
</tr>
</thead>
<tbody>
<tr>
<td>February 2015</td>
<td>3-5 skills</td>
</tr>
<tr>
<td>November 2015</td>
<td>7 or more skills</td>
</tr>
</tbody>
</table>

Next year we will continue to explore our learning muscles and regularly explore with students how they can best draw on these to support them to further develop their skills as powerful learners.

**NAPLAN**

2015 saw a significant improvement in the percentages of our students achieving the DECD SEA (Standard of Educational Achievement).

<table>
<thead>
<tr>
<th></th>
<th>Rdg</th>
<th>Wr</th>
<th>Sp</th>
<th>Gr</th>
<th>Num</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014 Year 3</td>
<td>35%</td>
<td>70%</td>
<td>47%</td>
<td>70%</td>
<td>52%</td>
</tr>
<tr>
<td>Year 5</td>
<td>17%</td>
<td>58%</td>
<td>64%</td>
<td>70%</td>
<td>52%</td>
</tr>
<tr>
<td>Year 7</td>
<td>55%</td>
<td>38%</td>
<td>55%</td>
<td>50%</td>
<td>38%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Rdg</th>
<th>Wr</th>
<th>Sp</th>
<th>Gr</th>
<th>Num</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015 Year 3</td>
<td>72%</td>
<td>83%</td>
<td>72%</td>
<td>72%</td>
<td>51%</td>
</tr>
<tr>
<td>Year 5</td>
<td>66%</td>
<td>66%</td>
<td>88%</td>
<td>83%</td>
<td>61%</td>
</tr>
<tr>
<td>Year 7</td>
<td>61%</td>
<td>84%</td>
<td>84%</td>
<td>76%</td>
<td>84%</td>
</tr>
</tbody>
</table>

While there is still improvement to aim for, these figures indicate that our learning and support programs are making a difference to student learning outcomes.

Of particular note is the improvement of the Year 7 students in writing and numeracy.

These were our two improvement foci for 2015.

Our year 3 cohort (Year 4 in 2016) will be closely monitored and supported in numeracy in 2016.
Students demonstrating medium to high growth in numeracy.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3-5</td>
<td>45%</td>
<td>82%</td>
</tr>
<tr>
<td>Year 5-7</td>
<td>84%</td>
<td>90%</td>
</tr>
</tbody>
</table>

The improvement in numeracy growth reflects the success of our teacher professional learning program.

A continued focus on teaching practice in reading will need to be maintained to improve growth.

Students demonstrating medium to high growth in reading.

<table>
<thead>
<tr>
<th>Year</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3-5</td>
<td>64%</td>
<td>59%</td>
</tr>
<tr>
<td>Year 5-7</td>
<td>50%</td>
<td>50%</td>
</tr>
</tbody>
</table>

### Student Data - Enrolments

This graph indicates a steady increase in enrolments across all year levels. In 2014 the year 1 cohort was very small. This has not increased, with the 2015 Year 2 cohort remaining small. The “Primary Other” graph indicates the enrolment trends of the students in the IEL program.

### Attendance

Attendance rates continue to be a significant concern. Our target of 93% attendance has not been met. The DECD target as from 2016 is 94%.

We have an attendance improvement plan in place. In 2015 the focus was on supporting families to get their children to school. In 2016 we plan to be more consistent in our efforts to improve attendance rates by:

- Continuing to contact parents after 3 days of absence
- Having formal meetings with parents as soon as the student has missed 10 days of school
- Developing an individual attendance plan jointly with parents
- Informing DECD Attendance Officer
- Making home visits where necessary
In our fourth year as an established Intensive English Language Program at Hampstead Primary School, we continue to go from strength to strength and in Term 2 this year, we reached our peak in enrolment numbers. We account this strength to our ability in building and maintaining deep and respectful relationships with our families and to our dedicated and highly skilled staff members, including a team of dedicated and highly skilled EALD educators that deliver relevant and engaging learning programs.

**Context**

The Intensive English Language Centres (IELC) are strategically located throughout the metropolitan and country areas and provide intensive English language support for students who are newly arrived in Australia and for those born in Australia with a language and cultural background other than English. During their time in the program, students are taught English for social interaction and cultural understandings, as well as English language literacy skills for successful participation in all areas of the school curriculum. Newly arrived students of primary school age are catered for in small classes and classes are staffed by specially trained English as an Additional Language or Dialect (EALD) teachers. Students are taught all areas of study in English in order to prepare them for exit to mainstream classes appropriate to their age and ability. The IELC at Hampstead PS was established in 2012.
Enrolments
Despite starting our year with only 42 number of students in Term 1, we quickly saw an increase to 84 in Term 2 which meant that we increased classes from 4 to 6 in a short period.

![Average Enrolment Numbers](image)

Exits
As our students complete the year program, we provide objective and relevant support to our families to make good decisions about the future schooling in a mainstream setting. This means that many families enroll their children in our neighbouring and partnership schools.

These schools include Klemzig PS, Vale Park PS, Enfield PS, Northfield PS, Gilles Plains PS, Nailsworth PS, Hillcrest PS and Prospect PS. We arrange transition visits to the new sites to ensure that our students and families become familiar and are introduced to their new school communities. In
some cases, we have organised visits with class teachers to ensure that our students are given the appropriate support to transition to their new sites. For those students already residing in our zone, transition visits to their new class is smooth, regular and highly successful. In most cases, students have already established positive relationships with their mainstream cohorts through buddy-class learning opportunities and through whole school programs and events that occur frequently throughout the year. Our aim is to provide the necessary support available for successful and smooth transition for all our students.

Cultural Demographics

As the cultural demographics of Adelaide continue to change, so does the student population here at Hampstead IELP. Currently, our largest cultural group is Indian with our Afghani and Aboriginal communities becoming significant members of our community. As a result of this diversity and inclusion, all the students at Hampstead PS are extremely skilled at understanding and showing respect for other cultures. We consider this diversity and pro-active inclusion to be our strength.
Below is a graph showing the variety of languages spoken by our students in the IELP. Our dedicated and highly competent team of Bilingual School Support Officers speak a multitude of languages between them to support our students in their home language.

![Languages Spoken Graph]

**Professional Development and Professional Learning Communities**

The IELP team at Hampstead possess a range of experience, knowledge and skills to both maximise our students’ learning potential and to further our own personal growth. This year, the staff at HPS IELP has been involved in a variety of training and development and PLC opportunities. Some of these are listed below:

- Workshops and discussions in the effective [teaching of writing](#),
- Workshops and discussions in spelling and phonics including the familiarisation in ‘Words Their Way’ methodologies,
- Training and skills development in maths through DECD’s Maths and Numeracy Project for New Arrivals and Intensive English Language Program, with the inclusion of two of our teachers as writers of the Maths Teaching and Learning Sequences,
- Furthering our skills and knowledge in [KidsMatter](#) and its focus on positive mental health and the Social and Emotional Capabilities of our students,
- The continuation of the familiarisation and development of knowledge of the [Australian Curriculum](#) learning areas,
- Furthering of skills and knowledge in supporting our students with [trauma](#),
- Extending our knowledge of our community groups such as our refugee and asylum seeker groups through workshops, presentations and PLCs,
- Familiarisation and sharing of our knowledge of [online testing](#), including the trial of ACER’s PAT R Comprehension Tests,
- Involvement in discussions about the Language and Literacy Levels to inform our teaching practice in Writing and text types,
- Evaluation of our whole school [reading practices and processes](#) and consequently, the modification of whole school reading practices and processes, and
- Specific training and development of teachers’ knowledge of [NAPLAN](#) test expectations.
Partnership
We are fortunate at Hampstead PS as we are partners with the IELP at Blair Athol North B-7 School in our Torrens partnership. This year the teaching teams of both sites have begun networking and sharing information with each other with the aim to collaborate on a number of projects to increase the achievement of EALD learners.

We have also connected with a local kindergarten, St. Philips Kindergarten in Broadview to begin smooth transitions for HPS enrolments and to provide CALD and EALD families with necessary information to make informed choices about schools.

Key Successes in 2015
We are so proud of all the many achievements we can report about. Here are some successes from 2015:

- A highly attended Parent/Carer Literacy Get Together designed to connect families and highlight key literacy strategies,
Again, a highly attended Acquaintance Night for families to meet our friendly staff and find out about our school,

School Open Day where students’ learning is showcased,

Class collaborations and buddy-class learning in learning in many learning areas including Geography and History,

Successful transitions for all our students ‘exiting’ or graduating from our IELP,

Improvement in our B/SSO support processes to ensure effectiveness

Enjoyable overnight stay at Arbury Camp in Bridgewater with our mainstream cohorts for Years 4-7,

Termly data review meetings for teachers and leaders to track and monitor growth of ALL our students,

Purposeful excursions including experiences at the Adelaide Zoo, the Botanic Garden on World Environment Day 2015, the Planetarium and excursions to local landmarks,

Learning opportunities for all students in Refugee Week including a trip to the Youth Symposium at Adelaide University for our school leaders and a multicultural food sharing day,

The continuation of a meaningful mentor program with adults from our community,

A busy and crowded KidsMatter Community Launch with members of our community outing mental health as a focus and priority,

Collaboration and mutual visits with other sites including the Adelaide Secondary School of English to share ideas, and

Successful use of our Targeted Refugee Initiative Fund to support refugee families to access the extended curriculum and increase wellbeing.

Client Opinion

We have minimal response from our parent body to the opinion survey.

QUALITY OF TEACHING AND LEARNING

Parents:

Overall, parents feel that their children are in a safe environment and that learning programs are modified to meet individual needs.

Staff:

Teacher feedback was positive in most areas. They indicated that improvement was needed in differentiating the learning activities to cater for individual needs.

Students:

Student feedback indicates they are generally happy with the quality of the teaching and learning programs. They were very positive about the quality of the specialist Arts and P.E. programs.
SUPPORT OF LEARNING

Parents:
Parent response was very positive, particularly in relation to our learning intervention program and the level of support provided by our Special Education teacher.

Staff:
Staff felt that assessment practices were consistent across the school and that they had increased confidence in analyzing student learning data.

Students:
Students generally felt they were provided support in their learning and enjoyed working with support staff.

RELATIONSHIPS AND COMMUNICATION

Parents:
Parents felt emailing the school newsletter and the use of the Myschoolbag app has improved communication from the school. They liked the use of stickers as reminders of pupil free days and early dismissals.

Staff:
Staff indicated they did not always get parent responses from written communication but communication by phone or face to face was effective.

Students:
Students felt positive about communication within the school and that they would be listened to if they had a problem or concern.

LEADERSHIP AND DECISION MAKING

Parents:
Parents were very positive about the organisation, and leadership of the school.

Staff:
Staff were generally happy with the decision making processes in place.

Students:
Student feedback indicated satisfaction at improved strategies to involve them in decision making (SWAT teams).

OSHC

As a result of decreasing numbers during 2014 the Governing Council conducted a survey to determine the need for an OSHC service at Hampstead. The decision was made to close our OSHC service as it was no longer viable or needed by the community.

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>24</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>4</td>
</tr>
</tbody>
</table>

Please note: Staff that 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

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>1.0</td>
<td>15.6</td>
</tr>
<tr>
<td>Persons</td>
<td>1</td>
<td>17</td>
</tr>
</tbody>
</table>

Financial Statement

Income by Funding Source

<table>
<thead>
<tr>
<th>Funding Source</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Grants: State</td>
<td>54744.17</td>
</tr>
<tr>
<td>2 Grants: Commonwealth</td>
<td>6400.00</td>
</tr>
<tr>
<td>3 Parent Contributions</td>
<td>58381.85</td>
</tr>
<tr>
<td>4 Other</td>
<td>19475.20</td>
</tr>
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</table>