

SCHOOL CONTEXT STATEMENT

Updated: 16/2/2016

School number: 1066

School name: Hackham East Primary School

Schoolname : HACKHAM EAST PRIMARY SCHOOL

School No. : 1066 Courier : Southern Adelaide

Principal : Robert (Bob) Thiele

Postal Address : Collins Parade, Hackham 5163

Location Address : Collins Parade, Hackham 5163

Region : Southern Adelaide

Road distance from GPO : 31.5 kms Phone No. : 08 83823824

CPC attached : Kindy on site Fax No. : 08 83823054

February FTE Enrolment

	2012	2013	2014	2015	2016
Reception	37	25	43	38	36
Year 1	41	45	25	42	37
Year 2	39	36	40	29	43
Year 3	32	45	28	42	28
Year 4	47	34	35	23	40
Year 5	44	50	24	33	25
Year 6	55	46	43	28	34
Year 7	47	55	43	42	26
District Special Classes	9	20	20	21	20
Total	342	336	291	298	289

Primary Enrolment	2012	2013	2014	2015	2016
School Card (Persons)	60	120	121	122	124
NESB Total (Persons)	5	4	4	4	4
Aboriginal FTE Enrolment	17	19	28	30	34

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

Principal: Bob Thiele

Deputy Principal: Sally Slattery

School e-mail address

"DL:Hackham East Primary School Administration" dl.1066.admin@schools.sa.edu.au

Staffing numbers

- The school has 13 classes, including a Special Class and a Primary Special Class, 1 male teacher librarian, 20 teachers made up of 15 full time and 5 part time.
- 13 female, 7 male - 1 male Principal, 1 female Deputy Principal, 1 female Counsellor, 2 PE NIT (2 @ 0.6 female) 1 NIT The Arts (0.6) 1 French NIT (0.6)

- 15 School Support Officers (5 with Permanent hours and 11 with Temporary Hours)
- 2 Grounds-persons with hours totalling 24 hours.

OSHC

An OSHC centre is onsite.

Special arrangements

- A Junior Primary Special Class (called the Small Class) began in 2012.
- A Primary Special Class (called the Primary Small Class) began in 2013
- The Hackham East Kindy is on-site, forming a seamless educational service to the community.

Year of opening

- Year of opening Hackham East Primary School opened in 1973

Public transport access

- Public transport access Bus stop within walking distance of school.

2. Students (and their welfare)

General characteristics

Most students are of Anglo- Saxon origin, 5% are of Aboriginal descent, 10% are from Non-English speaking backgrounds and approximately 53% are school card holders.

- The Deputy Principal and School Counsellor manage Students at Risk and liaise between students/parents and agencies to provide support.
- Harassment and Grievance procedures are clearly outlined and used by students.

(Pastoral) care programs

- Peer Mediation is offered to students.
- Counselling is offered to the school community.
- A Christian Pastoral Support Officer works on site 3 days a week.

Support offered

- The Student Support Team comprising School Leadership Team, ISBM, Psychologist, Speech Pathologist and Disabilities Support meet fortnightly to provide case management for students with learning difficulties, social emotional challenges and challenging behaviour.
- Children with special needs are supported through NEPs and IEPs.

Student management

- Student Behaviour Education and Self Management policy exists to teach children develop socially appropriate and responsible yard and classroom behaviour. The policy places emphasis on students taking responsibility for their own behaviour. Play Is The Way philosophy has become the schools' priority in developing self managed behaviour and positive wellbeing.

Student government

- Student government is three tiered dealing with issues related to their level of representation.
- Community Circles/GPSs (Group Problem Solving) operate across the school to help teach children to deal with social issues.

- A Student Leadership group comprising democratically elected Student Leaders provide links with staff and Governing Council and help give direction to the student body as a whole through involvement in a number of student run committees.

Special Programs

- Play Is The Way philosophy underpins all policies, procedures and culture
- Single sex education occurs from year 3 to 7. In past years the school has had single gender classes. In 2016 number do not allow this to occur.
- Cross-age tutoring programs,
- Transition programs (K-R/7-8)
- Early Intervention strategies
- 1:1 iPad program from Year 3 to 7
- Student Support Team consisting of: Principal, Deputy Principal, and School Counsellor, and support persons from Integrated Support Services personnel.
- Recycling programs run by the students,
- Annual School Concert
- Literacy and Maths intervention Programs
- Movie Making focus
- Instrumental Music Programs – Guitar and Violin

3. Key School Policies

Our Vision

To develop a school community of active, independent life long learners.

Our School Motto

Our values are in line with our school motto: to Care, Share and Learn

Our Values

Good Manners, Friendliness, Courage, Compassion, Persistence/Resilience and Tolerance

Our Principles

The following principles support the achievement of our Core Business.

The whole school community has a right to participate in decisions about school direction and to be informed of programs for students and their learning outcomes.

Students have a right to access a broad curriculum that takes into account

- their needs and learning styles
- anticipates future demands
- incorporates system priorities and
- current good practice.

Students have the right to a supportive learning environment that enables them to achieve their potential socially, physically, emotionally and intellectually.

Students have the right to be engaged in their learning through a variety of methodologies including negotiation of curriculum and student governance

Staff have a right to work in a professional environment where feedback and review support continual learning and the development of high levels of knowledge and skill.

Core Business/ Mission

The core business of Hackham East School is learning. All members of our community are encouraged to be active, independent, life long learners.

We support learning through the development of:

- strong, positive relationships between all groups in the community
- socially just and inclusive practices
- a seamless educational service – preschool to secondary and providing learning opportunities to meet needs of parents where possible
- a safe, challenging and supportive environment
- the development of an engaging, relevant, broad based and balanced curriculum based on the Australian Curriculum
- continuous assessment practices that inform and drive programming
- behaviour learning practices that develop skills in empathy, rights and responsibilities based on Play Is The Way
- social awareness practices that raises self esteem and develop skills to resolve conflict successfully
- Values and virtues that help to develop: persistence/resilience, compassion, good manners, tolerance, courage and friendliness
- effective parent/caregiver involvement through involvement in Governing Council, as convenors of some student committees, parent workshops, etc

Staff Code of Conduct

Staff at Hackham East Schools will support the school by

- Adhering to the Staff Agreements, Code of Ethics and SA Public Sector Values and Behaviors Framework
- demonstrating collaborative, inclusive, supportive and encouraging behaviours
- being friendly, welcoming and approachable to all members of the community
- being consistent with behaviour management
- showing interest and enthusiasm about teaching and learning
- demonstrating flexibility, willingness to change and explore options
- treating people as individuals (being aware of different learning/teaching styles and able to cater for all abilities and value diversity.)
- being positive but giving realistic feedback which enables students to make positive changes / to progress.
- modelling appropriate behaviour and language
- participating in on-going, self-directed training and development.
- Following and using the Play is the Way language.

We value a sense of humour and the ability to know one's limits.

Parents Code of Conduct

The parents of Hackham East School will support the school by

- interacting with all school community members with respect, consideration and co-operation
- positively reinforcing school policy
- addressing concerns through the School's Grievance Procedures

Students Code of Conduct

At Hackham East School all school community members agree to:

- Abide by the “Golden Rule”: We will treat people the way that we want to be treated.
- We will have high expectations of students and give them opportunities to demonstrate responsible decision based on “The person is more important than the game” and safety first.
- Achieve their personal best.

Governing Council Code of Conduct

The Governing Council has the same authority as the School Council, as empowered by the Education Act 1972. The role of the Governing Council is to oversee the development of the Partnership Plan and report on its success and on the areas that need improvement.

The Hackham East School Governing Council will support the school by:

- placing the care and learning needs of students as paramount in decision making
- acting honestly, in good faith and in the best interest of the schools
- complying with the spirit as well as the letter of the law
- always engaging in behaviour that will bring credit to the schools
- speaking with one voice: disagreements will be resolved within the council. The schools’ grievance procedures will be adhered to
- not making improper use of any information acquired as a councillor. Confidentiality will be maintained
- being active participants in committees

Our priorities for the next three years are to:

- raise standards of learning in Literacy, Numeracy, Wellbeing and Digital Learning
- implement the Australian Curriculum in relevant, integrated, engaging, and meaningful manner using authentic pedagogues based on TfEL principles
- develop worthwhile Student Voice for Learning processes
- facilitate the students and staff to be more effective, capable and creative users of Digital Technology.

The Governing Council and the school community receive reports on progress .

4. Curriculum

Subject offerings

Subject offerings

General instruction in 8 areas of study which includes French, PE and Music as NIT subjects.

Special needs

There is an intensive Special Needs program in place overseen by the Primary Deputy Principal. The Student Support Team meets fortnightly to case manage students with special needs in learning, behaviour and wellbeing.

Special curriculum features

Digital Learning is a major focus of the school. The schools have an extensive wireless and wired computer network. Information Technology is used as a tool for learning, communication and creativity throughout the curriculum. All teachers have laptops. All classes have Interactive white boards or large 60” LED Monitors with wireless streaming of all devices and access to laptops and iPads (1:1 Years 3-7)

All classes are involved in Play Is The Way
The school is renown for its Kapa Haka program.

Assessment procedures and reporting

Acquaintance Night occurs at the beginning of Term 1.
The school reporting procedures includes 3 way interviews which occur in Term 3, and written reports in Term 2 and 4. Goal setting is an integral part of the learning program.

5. Sporting Activities

PE teachers take all children for 3 X 50 minutes sessions each week for skill development.
Play Is The Way 3 days per week and daily fitness activities is expected.
A variety of Coaching Clinics are held for classes during each term.
Students can be involved in SAPSASA - football, netball, cricket, rugby and athletics competition.

6. Other Co-Curricular Activities

General

Year 5-7 School Choir has an extremely high profile and takes part in the Festival of Choirs
Instrumental Music Programs – strings and guitar
Performance assemblies and concerts are a major focus of the school. The music teacher runs a Kapa Haka group which culminates in a performance by students.

Special

Other Special Activities include Harmony Day, French Day, Reconciliation Week, different Charity support such as Clippers for Cancer and the 40 Hour Famine.
The school has a Nunga group who meets to promote Aboriginal culture throughout the school community.

7. Staff (and their welfare)

Staff profile

1 Principal (male)

1 female Primary Deputy. 13 (4 male, 9 female) full time equivalent Class Teachers, 2 part time teachers. (female)

School Counsellor (male)

Reading Support Teacher (0.2) (female)

Aboriginal Educational Teacher (0.4) (female)

Learning Design/Numeracy Coach (0.5) / Partnership CPAC (0.5) (female)

Pastoral Care Worker (female) 18 hours per week

Leadership structure

The Leadership team consists of Principal, Deputy and School Counsellor.

Staff support systems

Collaboration forms the base of all school operations. Teachers and SSOs belong to 4 teams (Professional Planning Teams (PPTs) based around common year levels. These teams work collaboratively to plan, assess and moderate student learning programs. Each PPT has a Team Leader who receives an extra NIT each week to carry out team responsibilities. The Team Leaders meet with the Leadership Team fortnightly. The NIT program runs Tuesday to Thursday to provide common release for all teams.

Performance Development

Performance Development Structures – each teacher prepares a Professional Development Plan with a learning objective from each of the 4 Site Learning Plan priorities – Literacy, Numeracy, Wellbeing and Digital Learning. Formal meetings with line managers occur each term with a presentation of evidence of outcomes occurring in Term 4..

Staff utilisation policies

PPTs encourage all staff to maximise their skills, abilities, strengths and interests.

PAC are involved in personnel decisions.

Access to special staff

The PE/Health, French and The Arts programs are implemented by specialist teachers and supply staff with NIT. Unit teams also use a variety of methods of subject specialisation. Staff are supported by the Reading Support Teacher, AET and Learning Design/Numeracy Coach.

Other

8. School Facilities

Buildings and grounds

The school comprises one SAMCON building housing administration/staff area, two teaching units and the Resource Centre. One Demac unit is used for The Arts and PE and the Out Of School Hours Care. An 8 class building and Multipurpose building with kitchen/canteen, meeting room and drama spaces were built as part of the BER program..

There are extensive grounds, which include class gardens, a soccer pitch, football oval, playgrounds and hard play area. Special facilities include Gym, Outside School Hours Care Program, Canteen and Resource Centre with significant ICT infrastructure.

Cooling

- Each unit/teaching area is air conditioned.

Specialist facilities

- The Hackham East Kindergarten is on the school site.
- The school has a solid construction Gym jointly managed by the school and the Morphett Vale Youth Club

Student facilities

- Student facilities consist of canteen, gym, computer/iPad access during lunch breaks, basketball/netball courts, yard games, extensive oval, gardens, cricket nets, sandpit and playgrounds.

Staff facilities

- Staff facilities comprise staff room, office with computer access, photocopy, conference room and teacher preparation rooms. Every teacher has a laptop and all staff have iPads

Access for students and staff with disabilities

- All units and facilities have wheel chair access.
- 3 disabled toilets.

Access to bus transport

- The school is within a two minute walk to a bus stop. Noarlunga Centre train and bus Depot and Colonnades Shopping Centre are four kilometres away.

10. School Operations

Decision making structures

Collaborative decision making structures and processes occur through PPTs and Team Leaders Meetings. Each PPT has representation on the Site Learning Plan priority committees of Literacy, Numeracy, Well Being and the Digital Learning Committee.

PAC is active

Decisions are made on a consensus model whenever possible.

Regular publications

A school Newsletter is sent out to the parent community fortnightly digitally through Facebook Groups, Skoolbag app, email and hard copies

Weekly Staff Notes are emailed to all staff

Extensive use is made of e-mail for effective communication between individuals, whole staff and committees

The schools' website is www.hackhame.sa.edu.au

The School has a Facebook Group and Page and every class has a Facebook Closed Group to share information and class activities with parents and caregivers.

Other communication

Each student has a diary or communication book to communicate between school and home

Acquaintance interviews are held in Week 1 of Term 1 for parents to meet teachers

School financial position

The school operates a consolidated account. There is an emphasis on curriculum support and committees have increasing control over areas of the budget. The finance committee oversees the budget. Teachers and leadership are responsible for the management of the curriculum budget and its expenditure through curriculum committees.

11. Local Community

General characteristics

The community is largely Anglo Saxon and employed in a variety of trades and businesses. Unemployment is moderate in the area.

Parent and community involvement

Parents are involved in the school through an active Governing Council. They are particularly active in class programs, student committees, parent network and regular parent workshops.

Feeder schools

Most students come to the school from Hackham East Kindergarten. Most students feed into Wirreanda High with a smaller number moving to Christies Beach, Reynella East HS and Mitcham Girls HS.

Commercial/industrial and shopping facilities

A shopping centre is located across the road and the area is well serviced by Noarlunga Centre with shopping, medical and government services.

Local Government body

The school is in the City of Onkaparinga Council, Ramsey Place, Noarlunga Centre (phone 83840666).

12. Further Comments

Hackham East School is a very rewarding place to work. The staff are positive, cooperative, collaborative and enthusiastic. The school has outstanding facilities and an actively supportive parent population.