

# SCHOOL CONTEXT STATEMENT

Updated: 02/4/2019

**School number:** 1066

**School name:** Hackham East Primary School

School No. : 1066 Courier : Southern Adelaide

Principal : Sally Slattery (Acting Principal)  
Deputy Principal : Scott Megson (Acting Deputy)  
Senior Leader : Claire McGarvey (Acting)  
Postal Address : Collins Parade, Hackham 5163  
School Email Address : "DL:Hackham East Primary School Administration"  
[dl.1066.info@schools.sa.edu.au](mailto:dl.1066.info@schools.sa.edu.au)

Location Address : Collins Parade, Hackham 5163  
Partnership : Panalatinga  
Region : Southern Adelaide  
Road distance from GPO : 31.5 kms Phone No. : 08 83823824  
CPC attached - No : Kindy next to site Fax No. : 08 83823054

## Year of opening

- Year of opening Hackham East Primary School opened in 1973

## Public transport access

- Bus stop within walking distance of school.

## February FTE Enrolment

|  | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|------|------|------|------|------|
| Reception                                      | 38   | 36   | 39   | 34   | 29   |
| Year 1   | 42   | 37   | 40   | 39   | 38   |
| Year 2   | 29   | 43   | 33   | 40   | 37   |
| Year 3   | 42   | 28   | 43   | 33   | 33   |
| Year 4   | 23   | 40   | 29   | 43   | 35   |
| Year 5   | 33   | 25   | 39   | 29   | 44   |
| Year 6   | 28   | 34   | 26   | 39   | 31   |
| Year 7   | 42   | 26   | 38   | 26   | 42   |
| Special Options<br>Classes – JP and<br>Primary | 20   | 20   | 20   | 17   | 20   |
| Total  | 297  | 289  | 307  | 300  | 309  |

| Primary Enrolment        | 2015 | 2016 | 2017 | 2018 | 2019 |
|--------------------------|------|------|------|------|------|
| School Card (Persons)    | 122  | 124  | 124  | 120  | 132  |
| NESB Total (Persons)     | 4    | 4    | 4    | 2    | 4    |
| Aboriginal FTE Enrolment | 28   | 30   | 34   | 42   | 32   |

## Part B

### Staffing numbers

- The school currently has 13 mainstream classes, and a Junior Primary Special Class and a Primary Special Class. 20 teachers consist up of 15 full time and 5 part time staff. The School is currently funding 2 additional Junior Primary classes additional to census enrolment funding
- 17 female, 7 males in total - 1 female Principal, 1 male Deputy Principal, 1 female Senior Leader/Counsellor, 2 PE NIT (0.6 female and 0.6 male) 1 NIT The Arts (0.6 male) 1 French NIT (female 0.6)
- 18 School Support Officers (8 with a range of Permanent hours and 10 with Temporary Hours)
- 1 Grounds-person working 30 hours (4 days per week, but with some of this time supporting learning programs)
- 1 SSO staff member is designated to support with ICT (this SSO has 27 hours for support for a range of ICT support and additional class based support time)
- 1 fulltime Aboriginal Community Education Worker and 0.4 Aboriginal Education teacher
- R-2 Team Leader (0.2), Year 3/ 4 Team Leader (0.2), Year 5-7 Team Leader (0.2)
- Aboriginal Educational Teacher (0.4)
- Pastoral Care Worker (female) 12 hours per week – additional funded by school at \$8500

### OSHC

An OSHC centre is onsite. The OSHC Director is very proactive in supporting school programs and school directions and focusses.

OSHC also provide Vacation Care programs for families that are a part of Hackham East or from other schools that are unable to offer these programs.

### Professional Planning Teams

- “Collaboration, High Expectations for all and Quality Learning for all” is fundamental to “the way we do things at HEPS”. These form 3 of our FOUNDATIONS for all that we expect for staff and students.
- All staff are members of Professional Planning Teams (PPTs).
- The PPTs meet regularly to collaboratively plan, assess, moderate and track student progression data.
- Each team is grouped around similar year levels and has a Team Leader who this year is released each Friday to support teams – this release time is funded via the school budget and grants eg Literacy and Numeracy funding.
- Team Leaders’ roles include:
  - Support with driving Site Improvement Plan goals and priorities
  - Mentoring early career and new staff
  - Leading and overseeing data collection and conversations
  - Lead Assessment and Moderation
  - Lead “Plusness” such as Learning Pit, Intellectual Stretch, Growth Mindset, High Challenge, Transforming Tasks, Student Influence (Voice) at the forefront of PPT conversations
  - Attend relevant Training and Development
  - Co-teach in areas of strength

- The NIT timetable runs Tuesday to Thursday to avoid disruptions from most public holidays. Teachers are released for 4- 5 sessions of NIT together in PPTs each week.
- SSOs are members of each PPT and attend PPT meetings in weeks 4 and 8. The teams deploys the SSOs to best meet the learning needs of all children in the like year level groups.

## **2. Students (and their welfare)**

### **General Characteristics**

Most students are of Anglo- Saxon origin, 10 % are of Aboriginal or Torres Strait Islander descent, 1% are from Non-English speaking backgrounds and approximately 43% are school card holders.

- The School's motto is We Care, We Share, We Learn – Our School, Our Students, Their Voice. All staff are responsible for student learning and wellbeing with significant support from the Senior Leader Wellbeing Focus and Pastoral Care Worker
- Harassment and Grievance procedures are clearly outlined and used by all members of the school community

### **(Pastoral) Care Programs**

- Counselling is offered to the school community via the Leadership Team
- Pastoral Care Worker on site 2 days per week

### **Support Offered**

- The Student Support Team comprising School Leadership Team, Behaviour Coach, Special Educator, Psychologist, Speech Pathologist and Attendance Officer meet twice per term and as needed to provide case management for students with learning difficulties, social emotional challenges and challenging behaviour
- Children with special needs are supported through One Plans and support programs.
- The Deputy Principal manages Students with Disabilities and liaises between teachers, students/parents and Department for Education Support agencies to provide support, and additionally relevant Outside Service Providers via NDIS family funding that may be best provided in the school setting

### **Student Management**

- Student Behaviour Education and Self Management policy helps children develop socially. 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
- The school has an Interoception Room that all students can access when they are feeling unable to cope with the learning/Social/friendship demands at that time – staff are available to support with 'on the spot' counselling.

### **Student Governance**

- Student governance has moved from democratically elected Student Leaders to student initiative committees and groups which links with staff and Governing Council and classes.

- Examples of effective student governance include a group who designed and made a bike track for the school, chess and other clubs, involvement in high expectation play activities

### **Special Programs**

- Play Is The Way philosophy underpins all policies, procedures and culture - building – ‘do the right thing because it is the right thing to do.’
- Cross-age tutoring programs –All classes participate in Buddy class programs weekly
- Early Intervention strategies – based on frequent teacher and SSO planning
- Boys Club Cooking program to target social and life skills for a small group of Upper Primary boys at risk regarding engagement
- 1:1 iPad program from Year 3 to 7
- Recycling programs run by the students – sustainability is an ongoing 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 Mantra: Our School, Our Students, Their Voice

### **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 Behaviours Framework
- demonstrating collaborative, inclusive, supportive and encouraging behaviours
- being friendly, welcoming and approachable to all members of the community
- being consistent with behaviour learning and self management strategies
- 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

### ***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 decisions 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 school
- complying with the spirit as well as the letter of the law
- always engaging in behaviour that will bring credit to the school
- 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

The Governing Council and the school community receive reports on progress

## **4. Curriculum**

### **Subject Offerings:**

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

### **Special Needs:**

There is an intensive Special Needs program in place overseen by the Primary Deputy Principal.

### **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

### **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 2 X 50 minutes sessions each week for skill development.

Play Is The Way 3 days per week and daily fitness activities is encouraged.

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.

Currently the school has Soccer and Basketball teams that participate in local competitions, this overseen by parent volunteers.

## **6. Other Co-Curricular Activities**

### **General**

Instrumental Music Programs – strings and guitar

Performance assemblies and concerts are a major focus of the school.

### **Special**

Other Special Activities include Harmony Day, French Day, Harmony Day, Reconciliation and NAIDOC Week.

The school has an Aboriginal Education Teacher (AET) and Aboriginal Community Education Officer (ACEO) who meets to promote Aboriginal culture throughout the school community, as well as provide support for our students and families, and provide guidance for staff regarding cultural connections in the curriculum.

### **Staff Support Systems**

Collaboration forms the basis 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 are released for a day 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 time for all teams.

### **Performance Development**

Performance Development Structures – each teacher and SSO prepares a Professional Development Plan with a learning objective from Site Learning Plan priorities and a personal goal. Formal meetings with line managers occur each term with a presentation of evidence of outcomes occurring in Term 4.

Staff observations from line managers and peers occur regularly and provide feedback for growth.

### **Staff Utilisation Policies**

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

PAC are involved in personnel decisions.

### **Access To Specialist 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 AET and PPT Team Leaders.

## 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 a Gym, Outside School Hours Care Program, Canteen and Resource Centre with significant digital infrastructure.
- In 2017 the school was part of STEMWorks. Each teaching unit has access to flexible STEM spaces.

### 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, 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 is provided with 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 Learning Technologies Committee.
- PAC is active and meets regularly
- Decisions are made on a consensus model whenever possible



## **Regular Publications**

- A digital school Newsletter is emailed out to the parent community fortnightly through Facebook Groups, Skoolbag app, email and hard copies
- We are also making use of the school Instagram Page
- 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](http://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.

## **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, Cardijn College, 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, Ramsay Place, Noarlunga Centre (phone 83840666).

# **12. Further Comments**

Hackham East School has a strong focus on learning and wellbeing. The staff are positive, cooperative, collaborative and enthusiastic. The school has outstanding facilities and an actively supportive parent population.