SCHOOL CONTEXT STATEMENT

Updated: 22/02/13

School number: 1066

School name: 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

CPC attached: Kindy on site

Phone No.: 08 83823824

Fax No.: 08 83823054

February FTE Enrolment

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Primary Enrolment

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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 15 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 (1.0 male and 0.4 female) 1 Arts/Drama (0.8).

- 15 School Support Officers ( 4 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, 5% 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 Learning 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. The school has developed Restorative Justice practices through out the school. Play Is The Way has become the schools’ priority in developing positive wellbeing.

Student government
• Student government is three tiered dealing with issues related to their level of representation.
• Community Circles operate across the school and deal with class 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 – boys classes Yr 6/7, 4/5 and 2/3 and Girls Classes Yr 6/7, Yr 4/5 and Yr 2/3
- Cross-age tutoring programs,
- Transition programs (K-R/7-8)
- Early Intervention strategies including a Transition class
- 1:1 iPad program in some classrooms
- Student Support Team consisting of: Principal, Deputy Principal, and School Counsellor, and support persons from ISBM, Guidance and Disabilities.
- Bully audits held in weeks 5 and 9 of each term, with assistance given to both students who are identified as bullies and victims
- Recycling programs run by the students,
- Annual School Musical and School Concert
- Literacy and Maths intervention Programs
- Kitchen Garden Programs
- Movie Making focus
- 2 Choirs – Festival Choir, French Choir
- Instrumental Music Programs – Guitar and Violin
- Art club for students
- Boot Camp for Year 5, 6, 7 girls

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 and the South Australian Curriculum Standards and Accountability Framework
- 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 raise 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**
- respecting and valuing others
- demonstrating collaborative, inclusive, supportive and encouraging behaviours
- being friendly, welcoming and approachable to all members of the community
- showing optimism, acting and speaking positively in all situations
- having open and honest communications with others; being active listeners
- taking risks and supporting students in taking risks.
- being organised
- being consistent with behaviour management
- showing interest and enthusiasm about teaching and learning
- demonstrating flexibility, willingness to change and explore options
- giving time to establish relationships and rapport with students and their parents.
- 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:
- Attentive Listening – We listen with our eyes, ears and hearts.
- Mutual Respect – We will treat people the way that we want to be treated. We will show respect for all property.
- Appreciation/Not Put Downs – We speak kindly and think of other people’s feelings.
- The Right to Pass – We have the right to pass in certain activities and know that the more we participate, the more we gain.
- Safety – We will think of safety first.
- Personal Best – I will always aim to achieve the best I can.

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, and Wellbeing
- develop a relevant, engaging, broad and balanced curriculum using the Australian Curriculum, SACSAA Framework and TfEL principles
- develop worthwhile Student Voice processes
- facilitate the students and staff to be more effective, capable and creative users of Information Technology.

Governing Council and the school community receive reports on progress.

Recent key outcomes
- Improved Literacy results R – 3,
- Improved Numeracy results Yrs 5 and 7
- Increased student participation in The Arts, the Choir and School Musical
- Improved behaviour through the use of Play is the Way Language.
Significant development of ICT usage and skills especially with Interactive Whiteboards and IPAD’s

4. Curriculum

Subject offerings

Subject offerings
General instruction in 8 areas of study, includes French as a language taught by classroom teachers and PE and Music as NIT subjects. The Arts/Drama program encompasses the Choir, Musical, French Choir and Visual Arts. Other curriculum subjects taught are: English, Mathematics, Science, History, Design and Technology.

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.

The Wave Intervention Program will also address special literacy needs through the use of Multilit and Minilit.

Special curriculum features

The Transition class provides explicit teaching in the areas of literacy, numeracy, social skills and coordination. All beginning Reception students start in this class and leave when they have achieved our benchmarks. Links between the Hackham East Kindy and the Transition class are very strong.

Explicit teaching occurs for 100 minutes of uninterrupted literacy daily. The reading targets for students to achieve are level 5 after 12 months and level 20 after 24 months. The program is supported by SSO time and is being developed systematically from R-7.

A Literacy Mentor works with teachers across the school.

The Wave Intervention Program to address targeted needs will be continue this year.

Information Technology 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 and access to laptops and IPAD’s.

There is a strong focus on New Media and in particular film making. Students from Hackham East Schools have won major film making competitions over the past 8 years.

All classes are involved in Play Is The Way and the 6 Agreements as part of the Social Literacy Program. The Drug Strategy Program is implemented in all classes.

The Arts is a major focus. There is an annual concert and on selected years, students perform a major musical production in the Hopgood Theatre. The school has 2 very successful choir: the Festival Choir and French Choir all of whom perform for a variety of audiences including the Festival of Choirs, The Kmart Wishing Tree opening, local aged care homes and school events. The school is renown for its Kapa Haka program.

Assessment procedures and reporting

An Open 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**

1.4 PE teachers take all children for 3 X 50 minutes sessions each week for skill development.
Daily fitness lessons are expected.
A variety of Coaching Clinics such as table tennis, badminton and hockey are held for classes during each term.
Students can be involved in SAPSASA - football, netball, cricket, rugby and athletics competition. Students can participate in the Netball Association and football through the Panther league - teams year 4/5 and 6/7 and Soccer. The school has an extremely active and successful Judo and Gymnastics Club.

6. **Other Co-Curricular Activities**

**General**

Year 5-7 School Choir has an extremely high profile and takes part in the Festival of Choirs
The school also has a French choir, Instrumental Music Programs - DECS string program, Instrumental music program – guitar, drums and jembe drum group.
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 full time equivalent Class Teachers, 5 part time teachers.

School Counsellor (female) 1 Teacher Librarian,(male) PE and Health NIT 1.4 made up of two teachers (male 1.0, and 2 female 0.4), 308 SSO hours

**Leadership structure**

The Leadership team works R-7, attributing roles according to expertise and interest. The current structure consists of Principal, Deputy and School Counsellor.

**Staff support systems**

Staff are grouped in 3 teams (Professional Learning Communities (PLC), with up to 6 teachers in each team. These teams work collaboratively towards developing their own identity within the school community, sharing resources and planning to better meet the needs of students. Leadership responsibilities are shared in each team.
Performance Development
Performance Development Structures – Line managers; Principal, and Deputy Principal, are assigned to teaching teams. Line managers and Counsellor attend PLC meetings weekly, work with classes and meet with staff in collegiate teams and individually at least once per term and as required. Performance Development is a supportive and collaborative process.

Staff utilisation policies
All staff are utilised to maximise their skills, abilities, strengths and interests. PAC are involved in personnel decisions.

Access to special staff
The PE/Health and Music/Arts programs are implemented by specialist teachers and supply staff with NIT. Unit teams also use a variety of methods of subject specialisation.

Other
Teachers have access to online French LOTE program that they access in their classrooms. The school counsellor provides support through working with classes and staff on preventative programs, training and development, individual counselling and crisis intervention.
Instrumental Music Service provides tuition in strings and guitar.

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 in close proximity to the Transition class.
- The school has a solid construction Gym jointly owned by the school and the Morphett Vale Youth Club

Student facilities
- Student facilities consist of canteen, gym and computer access during lunch breaks.

Staff facilities
- Staff facilities comprise staff room, office with computer access, photocopy, conference room and teacher preparation rooms.

Access for students and staff with disabilities
- All units and facilities have wheel chair access.
• A new disabled toilet is included in the new Castle Unit.

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
All major decision making groups in the school consult with staff, and where possible provide for representation on the Committee by PLC’s. The main decision making groups meet regularly and include PAC, the Literacy Committee, Numeracy Committee, Well Being, French and the Information Technology Committee. Other Committees meet once a term. Many decisions are referred to the PLC’s for discussion. The unit groups meet weekly at a time agreed to by them. Decisions are made on a consensus model whenever possible.

Regular publications
A school Newsletter is sent out to the parent community fortnightly
Daily 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 Governing Council runs the school’s Facebook Group.

Other communication
Each student has a diary or communication book to communicate between school and home
Acquaintance interviews are held in the first four weeks of term one for parents to meet teachers and an open afternoon is held for parents to view student work and classrooms
Classes contribute to class Newsletters which is distributed to parents throughout the year
All staff communicate through internal and external e-mail
All committees report to staff meeting - Staff and committee representatives report to Governing Council.
Students can communicate through community circles, and committee structures.
Classes attend whole school assemblies every 4 weeks

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. There is a high priority given to upgrading the school facilities and extensive work has already occurred in this area.
11. Local Community

General characteristics

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