

SCHOOL CONTEXT STATEMENT

Updated March 2018

School number: 0972

School name: Hawthorndene Primary School

School profile :

Hawthorndene Primary School presents a challenging and engaging curriculum supported by a caring and experienced staff. There is a focus on the needs of the individual and an endeavour to challenge each student to achieve their full potential.

Students are encouraged to participate in the broad scope of activity offered by the school and in particular become involved with the music, STEM and sporting opportunities offered.

Specialist teaching programs are provided in performing arts, Japanese and physical education.

A steadfast feature of the school is its community focus. A strong sense of belonging and pride in the school is evident amongst the students, staff and parents.

1. General information

Part A

Principal : Mrs Diane Winterling
Postal Address : Suffolk Road, Hawthorndene 5051
Location Address : Suffolk Road, Hawthorndene 5051
District : Southern Adelaide
Phone : 08 82783551
Fax : 08 83702681

	2013	2014	2015	2016	2017	2018
Reception	58	53	55	42	44	
Year 1	50	39	55	56	44	
Year 2	37	48	42	54	54	
Year 3	29	37	48	43	50	
Year 4	47	29	38	47	42	
Year 5	34	47	29	37	48	
Year 6	34	33	48	27	35	
Year 7	32	34	27	45	24	
TOTAL	321	320	342	351	341	

Part B

- Deputy Principal: Mrs Leah Osborne
- School website address
<http://www.hthdeneps.sa.edu.au/>
- School e-mail address
dl.0972_info@schools.sa.edu.au
- Staffing numbers:
 - 18.9 FTE
 - 14 classes R - 7
 - 1 Pastoral care worker
 - Specialist areas – Japanese, Physical Education, Performing Arts
 - Co-teachers – STEM, Inquiry
 - School Services Officers (SSO) work cross campus in the following areas: Finance, Administration, Resource Centre, Early Intervention, Student support and grounds.

OSHC

Provision of quality out of school hours' care is an integral part of the service we provide to our community. The service is available before and after school operating every day between 7 a.m – 8.30 a.m. and 3.15p.m – 6.15 p.m. VACOS operates during the school holidays. Our program has continued to receive full accreditation since 2006.

Enrolment trends

Enrolments have slightly increased and plateaued during the last couple of years. We have a very close relationship with the Hawthorndene Kindergarten and special transition programs operate throughout the year. The school has a right of access which can be applied.

Special arrangements

We are part of the Mitcham Hills Partnership of schools which includes 5 preschools, 6 primary schools and 1 secondary school. Curriculum leadership within the partnership focuses on the Australian Curriculum with a particular emphasis on deprivatisation and developing powerful learners. Regular meetings are conducted with staff in our neighbouring schools to share good practice and develop units of work. Our SRC executive group have Cluster meetings twice each Term.

Our connection with the Hawthorndene Kindergarten provides an extensive transition program, where our Reception staff and students visit the kindy on a regular basis. The kindy attends one of our assemblies each term and we also provide a series of school visits for those students about to start school.

Year of opening

The school was opened in 1965 with all classes located in the current Main Building. Numbers increased steadily during the late sixties and early seventies and extra DEMAC classrooms were erected to cater for this increase. Student numbers have decreased since this time, however, in recent years our 300+ enrolments have been quite steady. We now need to use all of the DEMAC buildings as well as all the classrooms in the Main Building.

Public transport access

Public transport (bus) stop is situated at the front of the school. This service also connects with the train service at Blackwood Railway station.

2. Students (and their welfare)

General characteristics

The school community values education and has high academic expectations of the school. As enrolments have increased in recent years our percentage of families who receive School Card has decreased.

(Pastoral) care programs

Our school values (Care, Learning, and Confidence) underpin the school culture and Restorative Justice is the basis for our behaviour management programs.

Support offered

Each class has a “buddy class” where older and younger students work together on a regular basis each term.

Our PSW (Pastoral Support Worker) continues to add another dimension to the support which our school provides for students and their families. A range of programs including “What’s the Buzz” is offered to students.

The “Kids Hope” mentoring program (supported by World Vision) has had a significant impact on improving students’ wellbeing and achievements.

Student management

The HPS Student Behaviour Management policy has a focus on acknowledging and rewarding positive behaviours. Each class develops their Essential Agreements and consequences in line with the school’s values. In the school yard positive behaviour is rewarded with a “golden rectangle”. At assemblies student names are selected from a special container for recognition and acknowledgement. For severe inappropriate behaviour students are given a pink slip and are required to report to the Focus Room at lunchtime. Focus room attendance is recorded, parents informed and students counselled.

Restorative Justice has been a focus for several years with students, staff and families attending workshop sessions raising awareness of this strategy. Student Yard Support teams receive extra training in Restorative Justice Practices and they then promote these in the school yard during lunchtime with the support of supervising staff.

Student voice

All classes are represented at regular Student Action Team meetings. The SRC executive (four students from our Year 6/7 classes) meet with the Mitcham Hills Cluster group twice each term to discuss cluster initiatives.

Special programmes

Instrumental Music is provided by DECD and private providers on a regular basis.

School Choir performs in the Festival of Music.

Kids Hope Mentoring program is highly regarded and supervised by our PSW.

3. Key School Policies

The school has a strong, values centred vision inclusive of the community. The school's vision and the Site Improvement Plan both drive the direction and priorities to support continuous improvement of teaching and learning.

Vision

To create a vibrant learning community where:

- Effort and achievement is valued
- There is an interest in learning
- We are all accountable
- There is an expectation of high performance

Values

Care, Learning, Confidence

Key directions

- To continue developing and refining Literacy teaching and learning to maximise student achievement.
- To further progress mathematical achievement for all learners, while providing opportunities to enhance pedagogy.
- To provide students with STEM learning opportunities that focus on real world issues, empowering them to be the agents of change for the future.
- To set the foundations so that teachers continually improve their practice and work effectively in collaborative teams to maximise student learning.
- At Hawthorndene Primary School we strive to be Powerful Learners who are :Open minded, Respectful, Critical Thinkers, Curious, Adaptable, Creative, Balanced, Problem Solvers, Collaborators, Communicators, Knowledgeable and have a growth mindset.

Site Improvement Plan

Priorities

Powerful Learners

Who embrace challenges and persist in the face of setbacks; to see effort as the path to higher achievement and significant learning.

Inquiry Based Learning

Inquiry-based approaches to learning harness a spirit of investigation, creating an interesting, engaging and meaningful curriculum that uses children's interests and questions as a starting point for developing powerful learners.

Our inquiry specialist collaborates with all learning teams across the site in a co-teaching and advisory capacity. This role includes:

- promoting and modelling of high quality, inquiry-based pedagogy
- coordinating the vertical and horizontal alignment of inquiry units across R-7
- ensuring all inquiry units meet the requirements of the Australian Curriculum achievement standards

Numeracy

Numeracy is defined as the capacity, confidence and disposition to use mathematics in daily life. Children bring new mathematical understanding through engaging in problem solving. It is essential that the mathematical ideas with which young children interact are relevant and meaningful in the context of their current lives.

Literacy

Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.

STEM

Science, Technology, Engineering and Maths knowledge and skills provide students with the ability to understand and interpret the world around them. Combining STEM learning with the attributes of a Powerful Learner enables students to design and develop innovative solutions to real world problems.

4. Curriculum

The school follows the Australian Curriculum and staff are implementing an inquiry approach to teaching and learning which involves teacher and student questioning evolving from a conceptually based statement of inquiry. Learning teams are working collaboratively to develop units of inquiry.

Subject offerings

Specialist teachers provide Japanese, and a Performing Arts program which includes Music, Dance, Media Arts and Drama. R-7 Staff use the Australian Curriculum and TEFL (Teaching for Effective Learning) when planning for all aspects of the curriculum. The development of units of inquiry support an interdisciplinary approach but retain subject integrity. All R-3 staff implement the Jolly Phonics program and R- 7 staff implement the Jolly Grammar literacy program.

Special needs

Leadership is responsible for managing learning plans for students with special needs. Students with special needs are identified through a range of R-7 literacy and numeracy tests; running records, PAT Maths, PAT Reading, Jolly Phonics assessment, external assessments and teacher observations. Several SSOs support students on NEPs (Negotiated Education Plans). The Early Intervention Program provides individual support for identified students entering Year 1 in literacy and numeracy.

Teaching methodology

Teachers use a range of methodologies to provide relevant learning experiences for their students. A culture of innovation and continuous improvement is developing supported by professional development release time. Future school direction aims to link professional development more strongly to the school priorities underpinned by self reflection of pedagogy.

Assessment and Reporting

Assessment and reporting processes include an acquaintance night and the choice of three way or parent teacher discussions in term 1, written reports at the end of term 2 and 4. Optional student led presentations may be offered in addition to the Open Day in term 3 when the school is open to showcase student work.

All staff use a range of assessment strategies. These include: anecdotal records; photos; student/teacher conferences; tests; written work; rubrics and digital tools.

NAPLAN test results are provided for students in Years 3,5 and 7. PAT Maths and PAT Reading tests occur in September of each year for Years 3-7 students. Running records are used to monitor progress for R -2 students in reading with DECD collecting running records data in September.

5. Sporting Activities

Sports Day: Sports day is held in the first term each year. All families are allocated house teams which they patriotically support each year. The day is a highlight of our school calendar and is supported by all members of our school community.

Out of School Hours Sport: These activities are supported by parents who coach, score, time-keep, transport and participate in various other tasks as needed. Sports offered are: Basketball, Cricket, Netball, Soccer, Softball and Orienteering. Students can participate in out of school hours sport from Year 1 (Kanga Cricket).

School Hours P.E. Program: Students are provided with physical education each week. This includes fitness activities, skill based lessons and a range of sporting clinics. Our students also participate in a variety of SAPSASA activities. Annual swimming and aquatic programs are offered to all students.

6. Staff (and their welfare)

Staff profile

Staff are predominately full time permanent appointments. Each year we may have one or two temporary staff due to increases in enrolments or covering permanent staff on various

forms of leave. We have a very experienced and committed group of teachers who work together to improve learning outcomes for their students.

Ancillary Staff

Business Manager, Secretary, Grounds Person, School support staff working with specific students and also supporting the Resource Centre.

The Pastoral Support Worker supports all students, staff and community members in a pastoral, referral and a resource role.

Leadership structure

Principal, Deputy Principal and Coordinator (STEM).

Performance Development

Structures are established to provide all staff with the opportunity to improve their performance within a supportive framework. A culture of learning from each other and taking risks to improve skills and abilities is encouraged. The Principal meets with staff throughout the year and provides written feedback at least once a year.

Staff utilisation policies

The PAC (Personnel Advisory Committee) meets as required to ensure that effective staff consultation occurs in relation to human resource management.

Access to special staff

Families and students are supported to access Psychologists, Speech Therapists, CAMHS and other support agencies when required

7. School Facilities

Buildings and grounds

Buildings consist of a two storey brick building, 50 years old in 2015, two demac buildings, gym and separate two classroom building. The grounds are spacious and picturesque and provide an excellent environment for recreational and environmental activities. These include a full sized beautifully maintained oval, two separate fixed playground areas, nature playground, other grassed spaces as well as a creek setting with a wealth of flora and fauna.

- Multi-Purpose Hall/Gym
- COMA (Covered Outdoor Multi-purpose Area)
- Resource Centre.
- Music, Dance and Drama Room
- Computing Room
- Japanese room
- Art Room
- OSHC

Major upgrade of facilities is underway as part of a 4-year program.

Cooling

All classrooms have reverse cycle airconditioners as well as ceiling fans in the main brick building.

Staff facilities

Staffroom and Conference Room.

All staff have access to computers, an iPad and the internet and each staff member has their own email address.

Access for students and staff with disabilities

There is a ramp in the grounds which provides wheelchair access.

There is a shower facility on site.

Other

Hawthorndene Kindergarten is adjacent to the school.

8. School Operations

Decision making structures

Regular meetings are scheduled for a variety of purposes from whole staff, Year Level groups, Team meetings and interest groups. When proposals require a decision, if consensus is not reached then a vote is taken.

Regular publications

School newsletters are distributed via email and the Skoolbag app every fortnight and are also published on the school's website. Class teachers send class newsletters home on a regular basis, particularly in the JP years. Parent and Staff Handbooks are available from the Front Office. Weekly Staff Bulletins are provided for all staff.

Other communication

Class Parent representatives are appointed each year as a connection between the Parents & Friends group and each class. Web Site and email facility, and our Skoolbag App are also available.

School financial position

The school has an Annual Budget and works within these parameters to resource all curriculum areas and maintain the buildings and grounds to a high standard.

9. Local Community**General characteristics**

Our community is mainly of an English speaking background. The community is very supportive of the school and the education programs offered. There is a strong sense of “community”. Living in the Mitcham Hills identifies our community and develops a unity and sense of belonging to this beautiful area. The school is a focus for the the community.

Parent and community involvement

Involvement in the school is extremely high. Many parents participate within the classroom on a regular basis. Other parents participate on a more formal level by nominating to belong to the following groups: Hawthorndene Governing Council; Grounds and Sustainability; Parents and Friends; Finance Advisory; Sports and OSHC.

The majority of students transition from the Hawthorndene Kindergarten.

Commercial/industrial and shopping facilities

Blackwood is our nearest shopping and commercial centre. It is approx. 1.5 kms from the school.

Other local facilities

Belair National Park and Golf Course, Hawthorndene Apex Park, Blackwood Library, Wittunga Botanic Garden

Local Government body

Mitcham Council 8272 8888