

SCHOOL CONTEXT STATEMENT

Updated March 2020

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 activities 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) 8278 3551
Fax: (08) 8370 2681



	2013	2014	2015	2016	2017	2018	2019	2020
Reception	58	53	55	42	44	48	49	54
Year 1	50	39	55	56	44	50	48	49
Year 2	37	48	42	54	54	48	52	46
Year 3	29	37	48	43	50	57	48	53
Year 4	47	29	38	47	42	53	58	47
Year 5	34	47	29	37	48	45	54	53
Year 6	34	33	48	27	35	46	47	54
Year 7	32	34	27	45	24	34	44	35
TOTAL	321	320	342	351	341	381	400	396

Part B

Deputy Principal: Mrs Andrea Burnside

School website address: <http://www.hthdeneps.sa.edu.au/>

School e-mail address: dl.0972_info@schools.sa.edu.au

Staffing numbers:

- 18.3 FTE
- 15 classes R - 7
- 1 Pastoral Care Worker
- Specialist areas: Japanese, Physical Education, Performing Arts
- Pedagogical leaders: STEM, Inquiry
- School Services Officers (SSO) work cross campus in the following areas: finance, administration, library, 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 7:00 am – 8:30 am and 3:15 pm – 6:15 pm.

VACOS operates during the school holidays. Our program has continued to receive full accreditation since 2006.

Enrolment trends

Enrolments have slightly increased during the last couple of years. We have a very close relationship with the Hawthorndene Kindergarten and our learning transition program operates continuously 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, design units of work and moderate assessments. Our SRC executive group have cluster meetings twice each term.

Year of opening

The school was opened in 1965 with all classes in the current Main Building. As numbers increased steadily during the late sixties and early seventies, extra DEMAC classrooms were erected to cater for this increase. Student numbers have decreased since this time, however, in recent years our 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

A 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.

(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. 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 through a restorative practice.

Student voice

Upper classes are represented at regular Student Action Team meetings (SAT). The SRC executive report to and take feedback from the younger classes to the SAT meetings. The SRC executive meet with the Mitcham Hills Cluster group twice each term to discuss cluster initiatives.

Special programmes

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

Kids Hope Mentoring program is highly regarded and facilitated 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

Challenging and inspiring students to connect and contribute to their world.

Values

Care, Learning and 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 support teachers to continually improve their practice and work effectively in collaborative teams to maximise student learning
- To nurture 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

Our priorities include Numeracy, Literacy, and Critical and Creative Thinking

Numeracy

Increase student achievement in mathematics, particularly in number:

- If we use formative assessment with an emphasis on diagnostic testing to target teaching around misconceptions in number, then we will increase student achievement in mathematics particularly in the number strand
- If we explicitly teach problem solving strategies through engagement with multi-step problems and investigations, then we will increase student achievement in mathematics particularly in the number strand

Literacy

Increase student achievement in writing:

- If we develop our knowledge of language to enable differentiated language instruction when teaching writing across the curriculum areas, then students will make better textual and linguistic choices resulting in increased NAPLAN writing results

Critical and Creative Thinkers

Students demonstrate increased critical and creative thinking:

- If we design learning that fosters a culture of thinking, then we will empower students to make strong connections, developing their ability to articulate their understanding and justify their thinking

4. Curriculum

The school follows the Australian Curriculum. Learning teams collaboratively develop responsive inquiry units that honour an interdisciplinary approach while still retaining subject integrity. Through a continuous process of tuning in to student's understandings and questions, teachers are able to design future learning.

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.

Special needs

Leadership is responsible for the management of support for students with special needs and supporting teachers with One Plans. Students with special needs are identified through a range of R-7 literacy and numeracy tests: running records, PAT Maths, PAT Reading, Jolly Phonics assessments, external assessments and teacher observations. Teachers use quality differentiated teaching practices to make adjustments for individual needs and several SSOs support students who have been diagnosed with a disability and receive funding through the Inclusive education Support Program.

Teaching methodology

Teachers use a range of methodologies to provide meaningful and differentiated learning experiences for their students. A culture of innovation and continuous improvement is developing supported by professional development release time. School directions are closely aligned with professional development 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 an open classroom session aligned to an inquiry unit to showcase student work. This open classroom session will be different for each learning team.

All staff use a range of assessment strategies. These include: anecdotal records, photos, student/teacher conferencing, 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 2-7 students. Early Years PAT Maths and Reading tests will be done in 2020, at the beginning and middle of Reception and the middle and end of Year 1. Running records are used to monitor progress for R-2 students in reading with DECD collecting running records data in September. Phonics Screening Check data is collected for the Year 1's in September.

5. Sporting Activities

Sports Day

Sports day is held annually. 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 both through their classroom teachers and our specialist PE teacher. 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

Our SSO staff consist of a Business Manager, admin and classroom school support officers, library support officers and a grounds person.

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

Leadership structure

Principal, Deputy Principal, Coordinator (STEM), Senior Leader (Mitcham Hills Partnership).

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 and Deputy Principal meet with staff throughout the year, providing written feedback.

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, a gymnasium and a separate two classroom building. The grounds are spacious and picturesque, providing 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.

We are in the final stages of a major upgrade of facilities.

Cooling

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

Staff facilities

Staff have access to a 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

Regular publications

School newsletters are distributed via email and the Skoolbag application every three weeks. Class teachers send home information via the Seesaw application regularly. Parent and Staff Handbooks are available from the Front Office. Weekly Staff Bulletins are provided for all staff.

Other communication

Classroom parent representatives are appointed each year as a connection between the Parents & Friends group and each class.

School financial position

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

9. Local Community

Parent and community involvement

The community is very supportive of the school and the education programs offered. There is a strong sense of “community”.

Parents participate by volunteering their time to support classroom activities or by nominating to belong to the following groups: Hawthorndene Governing Council, Parents and Friends, Finance Advisory, Sports and OSHC.

A majority of students transition from the Hawthorndene Kindergarten.

Local government body

Mitcham Council 8272 8888