SCHOOL CONTEXT STATEMENT

School number: 1065 & 1674

School name: Hackham West Primary Schools

1. General Information

Part A

School Name: HACKHAM WEST PRIMARY SCHOOLS
School No.: 1065 & 1674  Courier: Southern
Principal: Debbie Grzeczkowski
Postal Address: 50 Glynville Drive, Hackham West 5163
Location Address: 50 Glynville Drive, Hackham West 5163
District: Southern Sea and Vines
Distance from GPO: 34 kms
CPC attached: NO  Phone No: 08 83820955
Fax No.: 08 83847616

February FTE Enrolment

<table>
<thead>
<tr>
<th></th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>19</td>
<td>10</td>
<td>14</td>
<td>39</td>
</tr>
<tr>
<td>Year 1</td>
<td>27</td>
<td>22</td>
<td>20</td>
<td>12</td>
</tr>
<tr>
<td>Year 2</td>
<td>20</td>
<td>12</td>
<td>10</td>
<td>22</td>
</tr>
<tr>
<td>Year 3</td>
<td>16</td>
<td>23</td>
<td>23</td>
<td>11</td>
</tr>
<tr>
<td>Year 4</td>
<td>15</td>
<td>19</td>
<td>16</td>
<td>21</td>
</tr>
<tr>
<td>Year 5</td>
<td>31</td>
<td>15</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Year 6</td>
<td>32</td>
<td>15</td>
<td>18</td>
<td>11</td>
</tr>
<tr>
<td>Year 7</td>
<td>33</td>
<td>32</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>Secondary</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 10</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year 12 plus</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>193</td>
<td>148</td>
<td>135</td>
<td>149</td>
</tr>
</tbody>
</table>

School Card Approvals (Persons): 62% 70% 59% 75%
NESB Total (Persons): 3.4% 1.2% 1.5% 1.3%
Aboriginal FTE Enrolment: 8.7% 7.2% 8.9% 15.2%
Part B

- School Counsellor: Sheryl MacDonald

- E-mail
  office@hackwestr7.sa.edu.au

  Website
  www.hackwestr7.sa.edu.au

- Staffing numbers
  The school has 7 classes with 13 teaching staff, 10 of whom are full time. There are 8 females and 5 males on the teaching staff, which includes the leadership team. There are 8 School Support Officers (6 female, 2 male), providing support in the front office, finance, grounds, ICT, challenging students and curriculum.

- Enrolment trends
  Hackham West has a declining enrolment affected by local demographics and a degree of transience.


- Public Transport: There is a bus stop adjacent to the school on Glynville Drive.

2. Students and their Welfare

General Characteristics

- Hackham West Schools are a combined Junior Primary School and Primary School, operating under with one Principal. The schools were part of the Disadvantaged Schools Program for many years and continue to receive Socio-economic Funding. Significant numbers of students are on school card (approximately 75%). The schools are level 2 Index of Disadvantage. There are 15% Aboriginal and Torres Strait Islander students. There are 1.3 ESL students.

- A School Counsellor has played a pivotal role in the school community and in student support for many years. The counsellor has worked to support student behaviour learning through preventative and developmental models of improving behaviour learning. The school counsellor is a collaborating member of the leadership team. The School Counsellor and Principal manage the curriculum support program for students at risk, which includes students with disabilities and those with learning difficulties. The majority of the temporary SSO hours are used for students at risk.

- A Special Ed teacher works alongside teachers to assist in addressing the needs of students with a Negotiated Education Plan
• A Christian Pastoral Support Worker complements pastoral programs.
• The school is part of the Smart-er Project
• Support offered

Speech support is provided to students by a trained SSO.

Individual and small group support is provided to Aboriginal and Torres Strait Islander students to improve outcomes and success for ATSI students.

A collaborative transition program is in place for students, especially Pre-school to Reception and year 7 to year 8. These programs are under ongoing review through regular communication between Hackham West and other local sites.

A social skills program flows throughout the school assisted by the School Counsellor.

The school employs the services of a social worker on a weekly basis.

Strong links with Hackham West Community Centre, opposite the school, supports student wellbeing in terms of counselling, breakfast club, ICAN and SCIP programs.

• Student Management

The Behaviour Education Policy exists to manage yard and classroom behaviour. The practices, which are very firm but caring, are supported by all staff and are consistent throughout the school. The policy places emphasis on students taking responsibility for their own behaviour. There is a strong focus on the positives. Restorative Practice is utilised to help students be more accountable to themselves and others, and help restore relationships. There is a strong ethos of care and respect.

• Student Government

An R-7 SRC meets weekly with a Year 6/7 executive group. Class meetings operate across the school and address class issues.

• Special Programmes

Special programs include transition programs (K-R, 7-8), buddy classes, active playground, school choir, social skills program.

3. Visionary Guiding Framework

VALUES: Respect, Caring, Honesty, Learning, Inclusion, Fun

MOTTO: The Welcome Place – Knowledge and Friendship

VISION: Developing successful lifelong learners who positively contribute to society.
Aims For Hackham West Schools Students

Hackham West Schools promote high achievement and learning for life by working with students to -

With regard to Students’ Personal Attributes

Hackham West Students will:

1. Have positive self-esteem – respecting themselves, others and the environment
2. Manage impulsivity
3. Be persistent, adaptable, creative and responsible
4. Develop an understanding of themselves as learners in order to build their learning capacity
5. Develop inquiring minds
6. Work independently and interdependently
7. Develop effective problem solving and social skills
8. Produce quality work in all aspects of learning
9. Be skilled in literacy, numeracy, and ICT
10. Have the skills to meet their needs in a rapidly changing world

Mission For Hackham West Schools

We believe that each student will succeed through experiencing quality in:

- A safe and engaging brain compatible learning environment
- An ethos of encouragement, support, challenge and excellence
- A flexible, intellectually challenging and relevant curriculum
- A constructivist, self managed approach to teaching and learning
- A learning partnership between school, home and the community

We demonstrate our commitment to working as a thinking school in a learning community and promote student achievement and wellbeing by:

- Planning for continuous improvement in all that we do
- Being inclusive of all – valuing, acknowledging and catering for diversity (cultural, gender, ability)
- Developing skills and learning behaviours for success in student learning
- Working as a team (parents/staff/students) towards shared goals and vision
- Participating actively in local and global initiatives
- Promoting inclusivity, student voice and enterprise
- Supporting students to manage their own learning
4. **Curriculum**

- **Subject offerings**
  Eight areas of study are taught with Asian Studies (LOTE alternative) Science and P.E. taught as NIT subjects.

- **Special needs**
  Special Education support in all classes, with collaborative planning to address student needs.

- **Recent special curriculum features**
  Accelerated Literacy
  Restorative Practice
  I C T – e-learning and Interactive Whiteboards
  Primary connections in Science
  Eat Well, Be Active
  Physical Education, Science and Asian Studies specialists provide NIT across the school.
  Professional Learning and review of pedagogy related to Brain Research and Theory
  Programs support participation in SAPSASA and the Festival of Music.
  Strong commitment to Student Initiated Curriculum and Planning for Learning

- **Teaching methodology**
  Various methodologies are encouraged in all classes to cater for SHIP students, students with learning difficulties and those students with preferred learning styles.
  Student initiated curriculum is encouraged at all levels.

- **Assessment procedures and reporting**
  School reporting procedures includes 3 way interviews with mid term and end of year written reports for all students.

5. **Sporting Activities**

A specialist teacher in Phys Ed provides NIT across the school. Class teachers deliver fitness sessions daily.
The school is currently part of the Eat Well, Be Active program
Students are involved in SAPSASA Sports - softball, cricket, rugby, athletics, Australian rules, netball, and tennis.
6. **Other Co-Curricular Activities**

- General
  Instrumental music lessons are offered for students

7. **Staff and their Welfare**

- Staff profile
  A total of 21 full time and part time staff.
- Leadership structure
  The Leadership Team currently comprises the Principal, School Counsellor and Maths and Science Co-ordinator

- Staff Support Systems
  Members of the Leadership Team work closely with various groups within the school to support and improve student and staff wellbeing, community connections, learning and performance.
- Performance Management
  **Structure**
  Principal:  R to 7 teachers / Primary and Middle Years focus
  Counsellor:  Curriculum based School Support staff/ JP Years focus
  Finance Officer:  Non curriculum School Support staff

  Formal meetings are held at least once per year.

- Access to Special Staff
  Collaborative planning takes place between the Special Education team and all classroom teachers, with release time provided for planning early each term. NIT Specialists in Physical Education, Science and Asian Studies.

- Other: There is an active Staff Social Club. Staff collaboration and morale is high.

8. **Incentives, Support and Award Conditions for Staff**

- Complexity placement points
  2.5 transfer points

9. **School Facilities**

- Buildings and Grounds
  The school comprises a range of different buildings and open space outdoor areas. There are five brick construction individual units comprising four teaching spaces, a withdrawal room, a teacher preparation space and a wet area. These spaces are currently disposed
in various ways including teaching and learning spaces for whole classes or small groups equipped with Smartboards, a whole class computing suite and a Special Education centre.

A Resource Centre comprising a student/parent library, staff resource centre, a non-fiction research and instruction area, meeting room, resource storage areas and prep room provides a hub for resource based learning with 2 pods of 8 and 7 computers with internet access, bookmark facilities and a new networked photocopier.

An office complex comprises the front office, leadership team offices, photocopying and preparation areas, meeting room and a staff room.

A full size gymnasium hall is used for a high proportion of the physical education program, for lunchtime activities, for school assemblies, incursions and performances and for community hire. A school/community playground on site, jointly developed and funded by the school and the Onkaparinga Council, and an enclosed playground for use by junior primary students add to the variety of options available to students. There are also two ovals, bitumen play areas, paved areas and courtyards, shaded by a variety of trees and enhanced by planted garden areas.

All buildings are air conditioned.

- Specialist facilities
  Full size gymnasium hall equipped with kitchen and toilets. This hall is available for community hire.

- Staff facilities
  A large comfortable staff room and informal meeting area serviced by phone and computer. Attached external pergola courtyard. Meeting room and photocopying room lead off of staff room. All units have teacher prep rooms. Off-street parking.

- Access for students and staff with disabilities
  All units provide for wheelchair access either by flat ground or ramp entry. Toilets are available in the “Yellow Unit”. The “Yellow Unit” toilet also has a sluice facility. Several staff are trained in Manual Handling and toileting for disabled students.

- Access to bus transport
  Buses depart Adelaide regularly for Noarlunga Centre and Southern area. Buses stop adjacent to the school en route to Colonnades Shopping Centre. Trains depart Noarlunga Centre regularly for the city.

10. School Operations

- Decision Making Structures
  Decision making structures and policies are currently under review. Policy decisions are approved by Governing Council and by Staff. Staff meetings occur once a week and are run on a roster basis with rotating office bearers. School Committees exist as required. These ensure opportunities for open discussion, consultation, efficient decision-making and the management and implementation of decisions. Staff have participated in Quality Learning professional development and
use these tools to discuss issues and to define actions for continued development across the school and in levels of schooling.

- Regular publications
  A School Newsletter is published and distributed fortnightly. This is prepared by the staff team and addresses a wide range of school and community issues including covering an aspect of a unit's learning. A staff bulletin is distributed weekly which is supported by a daily bulletin, “The Daily Buzz”.

- Other communication
  Class Newsletters/Communiqués are sent home on a regular basis ranging from weekly in some classes to three per term in others. Where possible, staff contribute to professional journals and publications with articles based on their work in this school.

- School financial position
  The school operates an established budgeting process through its Finance Committee. This process enables funds to be allocated to priority areas as identified through the Strategic Framework, to levels of schooling and to programs related to achieving school objectives and priorities. Individual committees and level of schooling leaders submit an annual budget for approval by the Finance Committee. Individual classes receive allocations based on student numbers and teachers manage their own budgets.

- Special funding
  As a Level 2 on the Disadvantaged Schools Index, the school receives Socio-Economic funding.

11. Local Community

- General characteristics
  Hackham West Schools are located south of Adelaide in the Onkaparinga Council area. Hackham West is a complex community with a proportion of rental accommodation including Housing Trust accommodation, and a proportion of privately owned housing. Many families, some of whom are second or third generation occupants of the area, have a high degree of pride in their community and in their achievements to build a caring and supportive community environment. While the area is characterised by unemployment and economic disadvantage, there is a great deal of resilience and optimism within many children and families. The community is generally supportive of the school and its links with the Community Centre and local area.

- Parent and community involvement
  The Governing Council operates a number of sub-committees including, Canteen, Finance and Fundraising. Parents and caregivers provide support to individual classes as negotiated with teachers and students. Parents operate the Canteen. There are also several other regular volunteers working in the school.
• Feeder schools
Reception students come primarily from the Hackham West Children’s Centre, located within walking distance from the school, diagonally adjacent to the school grounds.

The zoned secondary school for the majority of our students is Christies Beach High School. Some students choose to attend Wirreanda High School, generally for its sports specialisation. A small number of students move on to a range of other secondary schools including Mitcham Girls, Brighton High School (Music), Aberfoyle High School (SHIP) and local private schools.

• Other local care and educational facilities
Hackham West Community Centre, opposite the school on Glynville Drive provides a number of programs including family support, homework club, breakfast club, literacy and numeracy for adults, interview and job application support and sporting clubs.

The IGA Supermarket adjacent to the school is a local hub for many in the community. It supports the school through the “dollars for specials” scheme and has made several donations to the school in this way.

• Commercial/industrial and shopping facilities
There is a large Southern regional centre a few kilometres away. It comprises the Colonnades Shopping Centre, a Families SA Office, a large regional public hospital, Noarlunga Health village, a Centrelink Office, some TAFE facilities, a regional theatre and many other commercial outlets.

• Accessibility
Staff generally live south of the city. All currently travel by private vehicle. Transport routes include the Main South Road, the Southern Expressway and Lonsdale Highway. Bus and train routes link through the Noarlunga Centre.

• Local Government body
The school is in the City of Onkaparinga Council, Ramsey Place, Noarlunga Centre.

12. Further Comments
Through its involvement in Learning to Learn, Values Education and Quality Learning, Hackham West Schools has a focus on “Bringing the Community on Board” and building a positive and optimistic school community.