

# SCHOOL CONTEXT STATEMENT

Updated May 2024

**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, including Choir and sports both out-of-school hours and school sport SA.

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

Acting Principal : Andrea Burnside

Postal Address: Suffolk Road, Hawthorndene 5051

Location Address: Suffolk Road, Hawthorndene 5051

District: Southern Adelaide

Phone: (08) 8278 3551

Fax: (08) 8370 2681



	2017	2018	2019	2020	2021	2022	2023	2024
<b>Reception</b>	44	48	49	54	56	48	28	48
<b>Year 1</b>	44	50	48	49	52	57	50	28
<b>Year 2</b>	54	48	52	46	45	53	58	50
<b>Year 3</b>	50	57	48	53	47	40	52	55
<b>Year 4</b>	42	53	58	47	50	45	40	50
<b>Year 5</b>	48	45	54	53	43	53	47	39
<b>Year 6</b>	35	46	47	54	50	42	54	47
<b>Year 7</b>	24	34	44	35	42	NA	NA	NA
<b>TOTAL</b>	341	381	400	396	385	338	329	317

## Part B

Acting Deputy Principal: Matt Grose

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

School e-mail address: [dl.0972\\_info@schools.sa.edu.au](mailto:dl.0972_info@schools.sa.edu.au)

Staffing numbers:

- 15.8 FTE
- 13 classes R - 6
- Specialist areas: Japanese, Physical Education, Performing Arts
- Coordinator: Wellbeing & Inclusion
- School Services Officers (SSO) work cross campus in the following areas: finance, administration, library, 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 7:00am – 8:30am and 3:15pm – 6:15pm.

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

### **Enrolment trends**

Enrolments have slightly decreased during the last couple of years. We have a very close relationship with the Hawthorndene Kindergarten and our learning transition and orientation program operates throughout the year.

### **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 Student Representative Council meet with the other partnership schools to develop positive student relationships.

### **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. We now use one 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.

Our school values (Care, Learning, and Confidence) underpin the school culture and Positive Behaviour for Learning 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 Wellbeing & Inclusion Coordinator works with both staff and students to support inclusive practices and promote positive wellbeing. Our SSO team works across the school to provide support to all students both academically and socially/emotionally.

### **Student management**

The HPS Behaviour Support policy has a focus on acknowledging and rewarding positive behaviours. Each class develops their Essential Agreements in line with the school's values. For severe inappropriate behaviour, students are given time to work with Leadership and are counselled through a restorative practice. A Positive Behaviour for Learning approach is highly valued.

### **Student Agency**

Upper classes are represented at regular Student Action Team meetings (SAT). The Student Representative Council (SRC) executive report to, and take feedback to the SAT, the SAT work with the wider school community. The SRC executive meet with the Mitcham Hills Cluster group each term to discuss cluster initiatives.

### **Special programmes**

Some Instrumental Music is provided by DfE (strings, guitar).

## **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

### **Continuing Priorities**

- Consistent use of the Powerful Learner attributes language and expectations
- Professional Learning Communities (PLCs) driving the Site Improvement Plan
- Year level teams plan units of inquiry
- Rotation of improvement meetings, data, learning teams and PLCs
- Positive behaviour focus

### **Site Improvement Plan**

Our priorities include Numeracy, Literacy, and Critical and Creative Thinking Staff are heavily involved in developing and actioning the Site Improvement Plan.

### **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 text structures and language features to enable differentiated instruction in writing then students will make better textual and linguistic choices resulting in increased writing results.

- If we use mentor texts to teach and identify language features in writing then students will be better equipped to analyse and infer meaning from texts.

### **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 to their world, developing their ability to articulate their understanding and justify their thinking.

Critical and Creative Thinking (C&CT) overarches the teaching and learning at Hawthorndene Primary School. Staff have engaged in professional development to embed strategies that reflect C&CT across the curriculum.

### **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 Physical Education, 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 3-6 classes use Jolly Grammar. R-2 classes use Heggerty Phonemic Awareness lessons.

### **Learning Support**

Leadership is responsible for the management of support for students with learning needs and supporting teachers with One Plans. Students with learning needs are identified through a range of R-7 literacy and numeracy tests: PAT Maths, PAT Reading, Jolly Phonics/Heggerty assessments, Phonics Screen Check, external assessments and teacher observations. Teachers use quality differentiated teaching practices to make adjustments for individual needs and several SSO's 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 Open House and parent teacher conversations in Term 1 and written reports at the end of Term 2 and Term 4. Student learning is showcased in class Seesaw pages where parents are encouraged to engage in learning.

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 and 5. PAT Maths and PAT Reading tests occur in September of each year for Years 2-6 students. Running records are used to monitor progress for R-2 students in reading. Phonics Screening Check data is collected for Year 1 students in September.

## **4. Sporting Activities**

### **Sports Day**

Sports day is held annually. All families are allocated house teams which they patriotically support each year.

### **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 Pedal Prix. Students can participate in out of school hours sport from Year 1 (Kanga Cricket).

### **School Hours PE Program**

Students are provided with physical education each week with 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 School Sport SA (SAPSASA) activities. Annual swimming and aquatic programs are offered to all students.

## **5. 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 team 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.

### **Leadership structure**

Principal, Deputy Principal, Coordinator (Wellbeing and Inclusion)

### **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.



## 6. School Facilities

### **Buildings and grounds**

Buildings consist of a two storey brick building (1965) 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. Facilities have been upgraded over the past 10 years.

### **Cooling**

All classrooms have reverse cycle air-conditioners as well as ceiling fans in the main brick building.

### **Staff facilities**

Staff have access to a staffroom, meeting room and conference room. All staff have access to laptops, an iPad and the internet.

### **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.

## 7. School Operations

### **Regular publications**

School newsletters are distributed via email and the Audiri application every three weeks. Class teachers send home information via the Seesaw application regularly. All information is accessible via the school website. Weekly Staff Bulletins are provided for all staff each week.

### **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.

## **8. 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