

# SCHOOL CONTEXT STATEMENT

Updated: 08/2024

**School Name:** Hampstead Primary School

**School Number:** 0689

## 1. General Information

### Part A

School Name : HAMPSTEAD PRIMARY SCHOOL  
School No. : 0689  
Principal : Mr Lee Van Der Hoek  
Postal Address : 38-56 Muller Road, Greenacres 5086  
Location Address : 38-56 Muller Road, Greenacres 5086  
District : North  
Distance from GPO : 8 kms Phone No: 08) 82612248  
CPC attached : No

### February FTE Enrolment

	2019	2020	2021	2022	2023	2024
<b>Reception</b>	12	12	19	15	15	29
<b>Year 1</b>	17	17	22	21	7	14
<b>Year 2</b>	22	22	15	21	25	11
<b>Year 3</b>	11	19	20	19	19	27
<b>Year 4</b>	21	14	20	21	13	21
<b>Year 5</b>	16	16	16	15	23	18
<b>Year 6</b>	12	18	17	13	16	27
<b>Year 7</b>	15	14	19			
<b>IELP</b>	93	80	49	0	125	105
<b>TOTAL</b>	<b>171</b>	<b>212</b>	<b>197</b>	<b>125</b>	<b>243</b>	<b>252</b>
<b>School Card</b>			40			127
<b>EALD</b>			68			113
<b>Aboriginal</b>	30	15	18	14	11	10

### Part B

- School E-Mail Address  
[info@hampsteadps.sa.edu.au](mailto:info@hampsteadps.sa.edu.au)  
website: [www.hapmsteadps.sa.edu.au](http://www.hapmsteadps.sa.edu.au)

- Staffing numbers  
Principal 1.0, Deputy Principal 1.0, IELP Senior Leader 1.0, Wellbeing Leader 1.0, Teacher 18.0 FTE, AET 0.2, EALD teacher 0.7, Finance, Admin plus SSO time to support intervention programs
- Enrolment trends  
Numbers have increased in 2023/24 due to increase in immigration leading to good enrolments in the IELP. These students are then choosing to stay at Hampstead Primary after graduation increasing numbers in the mainstream student cohort. There has also been an increase in enrolments in our local preschool.
- Year of opening  
1956.
- Public transport access  
School may be accessed by public transport Route 208, Circle Line 100. Bus stop number 21.

## 2. Students (and their welfare)

- General characteristics  
Current enrolment is 252 students. Hampstead Primary School supports learning for a culturally diverse student community. There are 30 different cultures represented across the school.  
It is a Category 2 school on the index of social disadvantage & located within the Port Adelaide Enfield District Council East Local Service Area. The school is located within the suburbs of Greenacres and Hampstead Gardens.  
The student cohort consists of new arrival migrants in the Intensive English Language program which has a ceiling enrolment of 105. The mainstream cohort consists of local students and IELP student who remain at Hampstead after graduating the IELP. The mainstream cohort has 2% under Guardianship, 20% students with disability, 11% indigenous and 45% EALD.
- Wellbeing  
A full time Wellbeing leader supports students and families. Staff have been trained in trauma informed practice through the Berry Street Education Model and use strategies and routines in the class and yard to support student regulation and wellbeing.  
The Calm cave is a designated space in the school for social skills instruction and also doubles as a space for students to come and regulate to support learning.  
The Kitchen-Garden and breakfast programs supports student wellbeing by promoting and providing healthy nutrition and giving students the understanding and skills to grow and cook their own food at home.
- Support offered  
Wellbeing leader, EALD teacher, Aboriginal Education teacher, Autism Inclusion Teacher, ACEO, Literacy intervention program, plus flexible

intentional grouping of students during literacy instruction. Bilingual SSO support is provided for students in the IELP supporting several languages.

- **Student management**

Our school uses trauma informed practice to respond to student management issues underpinned by the Berry St education model. This includes Restorative Justice with an emphasis on preventative, developmental, and proactive approaches.

All behaviour issues are recorded through our Daily record sheet that is available to staff online. This ensures that behaviour is effectively communicated across the school in real-time and that issues are recorded effectively in detail and followed up appropriately.

**Student Voice**

Student leaders are elected each year by their peers to our student leaders teams (SLT). SLT teams meet fortnightly and plan school events such as fundraising for charity or school resources, excursions, incursions and inter House sporting events.

SLT team leaders (wellbeing, STEM, sustainability, whole school events) meet fortnightly with the staff leadership team to plan, review and negotiate improvements to our school structures and processes.

- **Special programmes**

Specialist Programs are The Arts (music, media, visual art, drama) and P.E. and Science/STEM.

The Kitchen Garden program provides students in Years 3-6 with real life experiences of planting, growing, harvesting, cooking and tasting fresh, organic food. The Kitchen and Garden Specialists are highly skilled and continually update their training.

### **3. Key School Policies**

Staff professional development and school resources are directed to achieving the school's purpose statement and school improvement plan goals.

#### **Hampstead Primary School Purpose statement**

Hampstead Primary School is a supportive and inclusive learning community where we engage in rich and meaningful education that develops the knowledge, skills and capabilities of all learners to maximise their future choices and opportunities.

Key targets are:

- High achievement in literacy and numeracy.
  - R-2 Literacy programming focuses on delivery of synthetic phonics through explicit instruction
  - 3-6 Literacy programming focuses on vocabulary using spelling and morphology through explicit instruction.
  - Mathematics is delivered through a whole school weekly structure incorporating, spaced, interleaved and retrieval methods of instruction.
  - Student progress in literacy and numeracy is monitored through the

school's assessment schedule.

- High levels of attendance and student engagement in all learning areas.

## **4. Curriculum**

- **Subject offerings**

Learning programs are planned against the Australian Curriculum. Teachers are undertaking ongoing professional learning in implementing and assessing against the new South Australian Curriculum to ensure high quality teaching and learning programs are delivered and that all students are given every opportunity to achieve C or above.

ICT's are integrated across all learning areas, classrooms are equipped with interactive whiteboards, and students have access to Ipads and laptops.

The Arts program varies each term and includes Music, Drama, Visual Arts and Media Studies.

PE promotes physical, social, and emotional development covering skill building, health education, fun and enjoyment.

Science is as a specialist area across all year levels and includes a robotics STEM focus for year 5 and 6 in which the school enters the Lego League competition.

- **Special needs**

All students eligible for additional assistance have a One Plan and receive regular and focussed intervention based on assessment data.

- **Teaching methodology**

Teachers use the South Australian "Teaching for Effective Learning" framework to ensure learning programs planned and delivered to a high standard and relevant to student needs. Formative assessment is effectively used to monitor progress and identify when to "re-teach" concepts while summative assessments are used to determine the effectiveness of learning programs

Explicit teaching and direct instruction is included in lesson design to clearly convey information, complex concepts, or when introducing new material and skills to students. Explicit direct instruction is particularly important in the early years and is used extensively

Extended transition programs are offered for students moving from preschool to school, IELP to mainstream and primary to secondary schools.

- **Assessment procedures and reporting**

Parents and Caregivers are provided with regular feedback about their child's learning in various forms.

- Parent/teacher interviews early term1
- Acquaintance night terms 3
- Written report end term 2 and 4.
- Fortnightly whole school assemblies
- School newsletters twice a term (showcasing class learning programs and special programs)
- Termly class newsletters, providing information about the class learning program

## 5. Sporting Activities

Students have the opportunity to participate in SAPSASA events (athletics, swimming, cross country); an annual Sports Day with an emphasis on participation in tabloid and elective events; swimming lessons at an Aquatic Centre each year, emphasis on Sports Clinics (ie with Adelaide 36er's, Local Soccer Club Crows Clinic), Aquatics at Westlakes for years 6/7.

## 6. Other Co-Curricular Activities

- Celebration Night held near end of school year for students to showcase their skills in the performing arts
- Wakakirri for students from Year 5-6
- Choir for students from Year 2 -6
- Instrumental lessons
- After school sports – through the Sporting Schools Program.
- Children's University

## 7. Staff (and their welfare)

- Staff profile

Staff are skilled and enthusiastic, continuing their professional development to ensure programs are qualitative and based on informed practice. There are beginning and experienced teachers and a strong commitment to students achieving their potential.

- Leadership structure

Leadership team is composed of Principal, Deputy Principal, IELP Leader and Wellbeing leader.

- Staff support systems

Staff work in collaborative teaching teams with the priorities of the site learning plan guiding improvement.

Professional learning workshops are held fortnightly.

Staff Wellbeing is supported through a range of fun and collaborative activities and support to access appropriate services. These are coordinated by the staff Social Committee.

- **Performance Development**  
Performance development meetings are held 3 times a year and focus on the school priorities and the Australian Professional Standards for Teachers.  
Teachers are encouraged and supported to engage in professional development, further study & to apply for leadership positions.
- **Staff utilisation policies**  
Professional Development is focussed on school priorities and whole school involvement.  
Staff work in teams and are encouraged to continue their learning and pursue improvement. Volunteer support in the classroom and student programs is encouraged.
- **Access to support staff**  
Staff are proactive in engaging school support services and other community and agency specialist staff to support improved student learning outcomes. Team around the child (TAC) meetings are held when required to get together all stakeholders involved in supporting a child.  
Student Review Team (SRT) meetings are held termly. These involve both school based and school support services to provide a coordinated approach to supporting students with specific needs.

## **8. School Facilities**

- **Buildings and grounds**  
The buildings and grounds are extensive and the admin building was upgraded in 2022 after an arson attack.  
The school is of solid brick, single story construction. The Resource Centre and JP classes are located in the redeveloped open space unit at the rear of the primary section. The preschool is co-located adjacent to the West Wing of the school.  
The Senior Unit has been recently refurbished, providing modern facilities that support opportunities for indoor and outdoor learning.
- **Cooling**  
All classrooms are air-conditioned, the most recent upgrade in 2014.
- **Specialist facilities**  
Space exists for separate Art, Science and cooking facilities. The school has a Performing Arts Centre. The Resource Centre is spacious and well-resourced with a hub of computers and mobile devices available for staff and student use.
- **Student facilities**  
There is a playground, that requires urgent attention and upgrade, a sandpit, two grassed playing areas, a quiet grassed play area and a basketball/netball court. The junior Primary playground was recently removed because it was unsafe and not fit for purpose.

- **Staff facilities**  
The staffroom is located in the main school building, is airconditioned and well equipped.  
Wireless access to the Internet is available in all areas of the school.
- **Access for students and staff with disabilities**  
Each building has appropriate access for students and staff with disabilities.
- **Access to bus transport**  
Bus stop at front door.

## **9. School Operations**

- **Decision making structures**  
Weekly staff meetings are held and are a forum for leadership to consult and collaborate with teachers, including extensive time for professional development. Staff work collaboratively through a Professional Learning Team (PLT) structure to achieve School Improvement Plan goals. Students lead and are members of SLTs.
- **Regular publications**  
Well-developed systems of communicating with staff and parents include a bi-termly school newsletter, a weekly staff bulletin, online daily staff and student notices, a staff handbook/induction book and parent information book and brochures and electronic notices via the Seesaw app.  
Special purpose newsletters are produced and distributed according to need. Community noticeboards are located outside the library and kitchen. Parents are encouraged to make appointments to discuss issues of concern with staff. Daily operations are communicated to staff through the school's online diary published via Daybook on Microsoft Sharepoint.
- **School financial position**  
The school is in a stable financial position but requires significant funding to upgrade playground facilities which are no longer fit for purpose.
- **Special funding**  
Government and Community Grants are applied for to support school improvement. In 2024 the school successfully applied for the National Student Wellbeing program to support staffing of the school's calm cave regulation space and the food security grant which funded the reestablishment of the school's kitchen garden.

## **10. Local Community**

- **General characteristics**  
The local community is a diverse socio-economic mix. A Defence Force Housing Authority estate is on the western boundary and the local suburbs of Greenacres and Hillcrest have a high component of rental and emergency housing, while Hampstead Gardens and Broadview feature predominantly owner occupied houses.

- Parent and community involvement  
Parents and other volunteers are involved in a wide range of programs at the school including supporting student learning, volunteering in the kitchen and garden program, school library and fundraising. Governing Council is active in decision making and is represented by parents from the main stream and IELP cohorts.
- Other local care and educational facilities  
OSHC is facilitated by an external service provider, Happy Haven, which offers before and after school care and vacation care programs. An onsite preschool services the community with the majority of students transitioning into the HPS setting.
- Commercial/industrial and shopping facilities  
Greenacres shopping Centre is approx 1km from the school.
- Other local facilities  
The school is located in a suburban residential area approximately 8km from the GPO. It is well served with the medical, sporting, shopping, and recreational and library facilities.
- Local Government body  
Port Adelaide/Enfield Council.