

SCHOOL CONTEXT STATEMENT

Updated: 03/17

School Name: Hampstead Primary School

School Number: 0689

1. General Information

Part A

School Name : HAMPSTEAD PRIMARY SCHOOL
School No. : 0689
Principal : Ms Joy Keddie
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

	2017	2018	2019	2020	2021
Reception	20	20	8	12	18
Year 1	6	16	10	17	23
Year 2	21	8	24	22	15
Year 3	15	21	10	19	20
Year 4	14	19	21	14	20
Year 5	17	14	14	16	17
Year 6	23	19	13	18	17
Year 7	16	25	12	14	19
Special, N.A.P. Ungraded etc.	50	57	59	80	48
TOTAL	182	199	171	212	197
School Card	74				40
EALD	104				68
Aboriginal FTE	21	18	30	15	18

Part B

- School E-Mail Address
info@hampsteadps.sa.edu.au
website: www.hapmsteadps.sa.edu.au
- Staffing numbers
Principal 1.0, Deputy Principal 1.0, IELP Coordinator 1.0, Student Wellbeing Leader 1.0, Teacher 13.4 FTE, AET 0.2, EALD teacher 0.6, Finance, Admin plus SSO time to support intervention programs
- Enrolment trends
Numbers have doubled in the past 3 years. The trend is for increasing enrolments due to increased housing in the local area and increased enrolments in our local preschool.
The local community has high rates of transience which means the school has high numbers of both new enrolments and students moving out of the area.
- 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 204 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.
39% of students are in receipt of school card assistance, 12% are Aboriginal including a group of traditional children from Alekerung in the NT, 56% are EALD, 10% have a Negotiated Education Plan.
- Pastoral Care Programs
A full time Student Wellbeing Leader supports students and families. The Wellbeing Curriculum, including Child Protection Curriculum is implemented in every classroom and supported by the Student Wellbeing Leader.
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39% of students are in receipt of school card assistance, 12% are Aboriginal including a group of traditional children from Alekerung in the NT, 75% are EALD, 10% have a Negotiated Education Plan.

- Support offered

Student Wellbeing Leader, Inclusive Education teacher, Aboriginal Education teacher plus learning support for students requiring intervention to achieve their potential. Bilingual SSO support is provided for students in the IELP supporting several languages.

- Student management

Our school implements a Restorative Justice approach with an emphasis on preventative, developmental, proactive and supportive programs. There is strong support for students to be successful.

Student Voice

Senior students work in teams to provide opportunities for R-7 students to have input into improvements across the school.

The Student Pillars work with the DP to analyse learning data, collect information from students and teachers via surveys and provide recommendations to teachers for improvement in teaching and learning programs.

- Special programmes

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

The learning intervention program targets specific learning goals for individual and small groups of students. Support is provided regularly and student progress is closely monitored and reviewed each term to ensure learning improvement for every student.

The Stephanie Alexander Kitchen Garden program provides students in Years 3-7 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. (This program has been on hold due to the arson attack in 2019.)

- Support offered

Student Wellbeing Leader, Inclusive Education Teachers, Aboriginal Education teacher, plus SSO support for students requiring intervention to achieve their potential. Bilingual SSO support is provided for students in the IELP supporting several languages.

3. Key School Policies

Staff learning and school resources are directed to achieving the school vision and the site learning plan goals

Hampstead Primary School Vision

“Powerful, self directed learners who belong, believe and succeed”.

Key targets are:

- High achievement in literacy. Students are engaged in literacy learning and meeting age appropriate milestones through a relentless and coherent focus on informed teaching & learning. Literacy learning programs are informed by regular analysis of student learning data.
- High levels of attendance and student engagement in all learning areas.

4. Curriculum

• Subject offerings

Every teacher plans all learning areas against the Australian Curriculum. Teachers are undertaking ongoing professional learning in implementing and assessing against the 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.

The Arts is a focus with a specialist teacher delivering high quality programs in Music, Drama, Visual Arts and Media Studies. ICT's are integrated across all learning areas, incorporating a variety mobile devices.

All classrooms are equipped with interactive whiteboards, ipads, laptops and ipod.

• Special needs

All students eligible for additional assistance have an individual learning plan and receive regular and focussed intervention support from specially trained staff to meet targeted goals.

• Special curriculum features

- Specialised Arts and Science programs.
- Daily Reading skills development block in every classroom.
- Specific Science, Maths and English skills developed through the Kitchen Garden program

• Teaching methodology

Teachers use the South Australian “Teaching for Effective Learning” framework to ensure learning programs are relevant to student needs, provide regular feedback to students about their progress and encourage students to develop higher order thinking skills. Modern technologies are utilised across all learning areas.

There is a strong emphasis on the Early Years. Teaching staff from the Preschool and Junior Primary meet and work collaboratively to ensure learning in the Early Years (from birth to 8 years) is seamless and relevant.

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.

- Acquaintance Night early term 1
- Parent/teacher interviews terms 2 and 3
- Written report end term 2 and 4.
- Fortnightly whole school assemblies
- Fortnightly school newsletters (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 Aquatic Centre each year, emphasis on Sports Clinics (ie with Adelaide 36er's, Local Soccer Club Crows Clinic), Aquatics 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
- Choir for students from Year 2 -7
- 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 Coordinator and Student 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 once a term 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 community and agency specialist staff to support improved student learning outcomes.

Student Review Team meetings are held termly. These involve both school based and regional support staff to provide a coordinated approach to supporting students with specific needs.

8. School Facilities

- Buildings and grounds

The buildings and grounds are extensive and are continually upgraded to provide quality teaching and learning spaces.

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 new 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 2021.

- Specialist facilities

Space exists for separate Arts, Science, STEM and cooking facilities. The school has a new Performing Arts Centre. The Resource Centre is spacious and well-resourced with a hub of mobile devices available for staff and student use.

Student facilities

There is an adventure playground, sandpit, two grassed playing areas, a quiet grassed play area and a recently resurfaced basketball/netball court. A new nature play space is a feature.

- **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**
Toilet space was upgraded in 2003 and ramps are installed.
- **Access to bus transport**
Bus stop at front door.

9. School Operations

- **Decision making structures**
Weekly staff meeting with time for professional development. Staff work collaboratively to achieve the outcomes in the Site Improvement Plan. Senior students lead improvement and innovation through consultation with students and staff across the school. All staff are encouraged and supported to take on responsibilities to enable a breadth of exciting programs to be offered.
- **Regular publications**
A well developed system of communicating with staff and parents includes electronic fortnightly school newsletter, a weekly staff bulletin, a daily staff notice book, a staff handbook/induction book and parent information book and brochures. All information is regularly updated on our school website.
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.
- **School financial position**
The school is in a stable financial position with adequate reserves to finance its priorities.
- **Special funding**
Government and Community Grants are applied for to support school improvement. In the past few years we have successfully obtained Investing in our School, Community Water and Green Schools grants. We have also received DFEST Parent School Partnerships Initiatives funding, Community Benefit Grants, ESL Innovation School funding, Community Mentoring grants, and in 2009 Stephanie Alexander Kitchen Garden Foundation funds .

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 new housing is on the eastern boundary. 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.
- Other local care and educational facilities
The OSHC service offers daily after school care and vacation care. An onsite preschool opened in 2008.
- 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.