

SCHOOL CONTEXT STATEMENT

Updated: Feb 2016

School Name: Hillcrest Primary School

Hillcrest Oral Aural Unit

School Number: 0665

1682 (OA Unit)



HILLCREST
PRIMARY SCHOOL
AIMING FOR EXCELLENCE

Contextual Statement

Hillcrest Primary aims to provide quality teaching and relevant, rich learning experiences for each child. We provide a balanced education within a caring, supportive, safe and challenging environment.

Our focus is on developing social skills, creativity, problem solving, confidence to take risks, and the ability to access and process knowledge.

The school prides itself on excellent parent/teacher relationships and being able to provide a safe, happy, caring, supportive and positive environment in which children develop empathy for others, responsibility for themselves and a strong desire to learn and achieve.

Hillcrest Primary School offers the advantages of a small caring community.

Our curriculum has its focus on children gaining strong skills in English, literacy and mathematics and these subjects are integrated within the study of Science, Technology, Visual & Media Arts and Humanities and Social Sciences in classes.

Physical fitness, healthy lifestyles and personal safety are promoted through excellent specialist teaching and quality sport and fitness facilities. Performing Arts (Music, Dance and Drama) and History are the other specialist subjects.

General Information:

Principal : Ms Lissa Hutter
Deputy Principal : Mrs Robyn Holla
Coordinator : Mrs Jasmine Marrett
Year of opening : 1953
Postal Address : PO Box 207, Greenacres 5086
Location Address : Condamine Street, Hillcrest 5086
District : Northern Adelaide
Distance from GPO : 8 km
Phone No : 08 8261 1845
Fax No : 08 8266 1861
School Website : www.hillcrestps.sa.edu.au
School email : dl.0665_info@schools.sa.edu.au
Out of School Hours Care : Yes
CPC attached : No

February FTE Enrolment	2012	2013	2014	2015	2016
Primary Special, N.A.P. Ungraded etc.	15	15	13	11	9
Reception	20	28	37	36	43
Year 1	15	20	30	36	41
Year 2	19	20	20	30	35
Year 3	16	21	20	18	29
Year 4	20	20	20	23	17
Year 5	21	19	23	20	24
Year 6	21	20	19	19	19
Year 7	21	17	20	14	15
TOTAL	168	180	202	207	232
July total FTE Enrolment	192	191	199	207	232
Male FTE	101	101	109	110	111
Female FTE	91	90	90	97	121
School Card Approvals (Persons)	59	70	74	71	84
NESB Total (Persons)	37	50	70	78	97
Aboriginal FTE Enrolment	8	8	12	12	13

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

- Enrolment Trends

After a number of years of declining enrolments, Hillcrest Primary is now seeing an increase in enrolments particularly in the Junior Primary classes. Numbers have risen steadily over the last 4 years.

Staffing 2015

- 11 FTE Classroom teachers, 1.0 teachers of the deaf, 2 NIT teachers (0.8 & 1.0), 0.6 Special Intervention teacher (combined with 0.4 Coordinator – Intervention Plus), 0.8 Library, Resource based learning and Transition teacher.
- 1.0 Principal, 1.0 Deputy Principal, 1.4 NIT. Allocation of 0.52 EALD and 0.35 Sp. Ed have been partly converted to SSO hours and to 0.6 Special Intervention teacher.
- The school includes an Oral Aural Unit for Hearing Impaired Children, annexed to the school but staffed separately at the ratio one teacher and one SSO to every four students. Their staffing consists of 1.0 Coordinator (0.6 teaching component and 0.4 administration), 2.75 classroom teachers. In 2015, an inclusive program was introduced and students from the Oral Aural Unit access the mainstream program with support from mainstream, OA teachers and SSOs.
- SSO provide support in 2015 for 266.0 hours per week including allocation from the OA resource funding for students in the inclusion program and Grounds maintenance. The SSOs provide additional support to children with special needs, including the running of MiniLit for early year's students, Multilit for students in Years 4 – 7 and Quicksmart (Year 4 students). IT technical support is provided 2 days per week by EdComtec.
- An OSHC programme commenced in 2007 and offers before and after school care and vacation child care.

2. Students (and their welfare)

- General Characteristics

The school is currently Category 4 Index of Educational Disadvantage. The housing profile of the surrounding area has changed markedly over recent times, with a significant reduction in the number of Housing Trust homes. School Card percentage has remained stable between 31 – 36% of the school population over the last five years.

Moderate levels of transience remain an important consideration. As in many Primary schools, there has been an increase in enrolments of Indian, African, Asian and Middle Eastern students. 42% of our current enrolments are students from a non-English speaking background.

- Support offered

Our focus is on developing and maintaining whole school programmes in positive and supportive relationships such as peer support, anger management, student leadership, anti-harassment, social skills and protective behaviours programs on an on-going basis. The school has a focus on Restorative Justice as a behaviour management approach with very favourable results. Also included is an emphasis on students taking responsibility for their own learning and behaviour. We believe strongly in involving families in student management and work together with any agencies that may be involved in a students' life.

- Student management

The school behaviour code is written as a Code of Conduct in brochure form and is framed around the school values of Respect & Responsibility, Care & Compassion, Honesty & Trustworthiness and guided by Restorative Practice principles.

- Student government – Student Action Groups & Student Executive Group

Most classes are involved in the implementation of small action projects that are identified within their classes at regular class meetings. These range from a whole school recycling program, the Globalisers' Environmental Group, caring for the garden, planting out a garden bed to smaller projects at a class level. The Student Executive Group consistsof students from Years 4 – 7 who meet fortnightly with the Deputy Principal. Their responsibility is to manage a whole school composting program, oversee and approve funding requests for action projects and organise extra-curricular activities like the popular school discos, Wheels Day and other extra-curricula events.

- Special programmes

There is a strong focus on Literacy development in all year levels. All staff are encouraged to co-plan learning programs with others where appropriate. To support all our students for whom English is a second language, we offer additional small group support provided by a specialist teacher and SSOs.

We have strengthened our Physical Education and Health programme to respond to the growing community concerns about childhood health. We see a strong link between healthy bodies, healthy minds and student wellbeing. We have installed a running track and fitness stations around the edge of the oval and children have one sport lesson with a focus on skill development with a specialist PE teacher. In addition Drama, Music and History lessons are provided by NIT teachers, R-7.

The Globalisers' environmental group began in 2012. Their first project was the frog pond. Further landscaping and planting in the form of a bush tucker garden and native plant trail was carried out around the area in 2013 and in 2014 establishment of an Asian garden is the focus. In 2016, they will continue working on "Greening our Grounds and Brightening our Boundaries" – a replanting and mulching program around the oval. Our Middle school students coordinate and manage a range of recycling projects.

Student wellbeing – to implement the principles of the Learner Wellbeing policy and related programs, we provide an environment with experiences that facilitate the development of compassionate, healthy, capable, resilient individuals who know how to stay safe and contribute to the welfare of others. We provide:

- a school environment based on respect for self, others and the environment, with a focus on school as a learning environment
- a whole school focus social skills program offered in the first term of the year
- the Keeping Safe Child Protection Curriculum
- Growth and Development sessions
- a specialist PE teacher
- Internet Safety lessons
- other emotional and social skills programs offered on an 'as needs' basis

3. Key School Policies

- Statement of Purpose

Our vision is:

"To support all students to talk more, think deeper and work harder so they exceed their potential".

We do this by:

- providing high quality teaching and learning tasks;
- giving the opportunity for parent input in all aspects of the program;
- providing the best achievable physical environment from the resources available to us;
- continually reviewing the effectiveness of our teaching and learning programs with a view to improvement.

We support this with democratic structures of student involvement, consistent and clear behaviour expectations of children, forums for community expression and involvement, and management which respects the learning needs of all within the context of a need for professional and dedicated input from staff.

- Strategic Directions and Objectives as stated in Site Learning Plans

Literacy – Priorities:

Reading & Comprehension - Improve student reading levels and comprehension

Oral Language & Vocabulary - Increase students' recognition, use and understanding of an increased bank of words

Numeracy -:

Years 3,5 & 7 reach the National Average in the NAPLAN test

All year 5 & 7 students not previously scoring in the top bands, show middle to upper progression in 2016

4. Curriculum

- Subject offerings

The school operates a program based on the study of the curriculum areas of English, Mathematics, The Arts, Humanities and Social Sciences, Science, Technology, Health and Physical Education, using the Australian Curriculum and SACSA where appropriate. The current subject areas of English, Maths, Science, Humanities and Social Sciences are taught and assessed using AC Achievement Standards.

Special Needs

It is expected that classroom teachers and OA Unit teacher will co-plan and team teach. Appointment to the school as a mainstream classroom teacher does not require experience or qualifications with Hearing Impaired students, but does require an empathy for their needs and an acceptance of the necessity for close co-planning and programming with staff of the Oral Aural Unit. Training and development opportunities for teachers in working with Hearing Impaired students are offered.

- Special Curriculum Features

Each class teacher's computer is linked to an Interactive White Board (SMART Board) all teachers use these daily. The ICT programme leads staff to increase skills in using a variety of technologies and to ensure that ICTs are embedded within and across the curriculum. Each classroom has four desk-top PCs for student use in addition to mobile trolleys containing lap-tops and iPads available for classroom use.

Special Education – The needs of identified students with Negotiated Education Plans and others, who are “at risk” for a range of other reasons, are met by either group support or 1:1 support with a teacher or SSO as appropriate. Some support is offered in class while some is by withdrawal.

Australian Curriculum and Teaching for Effective Learning (TfEL) - all staff, through Performance Management are required to provide evidence of using these guiding curriculum and pedagogical documents in their programming.

- Assessment and reporting procedures

- Term 1 - Parent/teacher acquaintance meetings; Interviews
- Term 2 - Written reports
- Term 3 - Interviews
- Term 4 - Written reports

An agreed schedule of standardised testing is undertaken throughout the year. Student results are recorded by teachers using an online assessment recording program.

5. Sporting Activities

There is a strong commitment to class based physical education (PE) by all staff. We provide a specialist PE programme to all students. We have developed strong links with various community, state and district sporting bodies thereby enabling us to expose students to a wide variety of sports and activities.

Occasional interschool contests are organised at the local and/or SAPSASA level in a variety of sports and athletics.

We hold an annual Sports Day featuring various tabloid/team games and activities with the emphasis on participation and parental involvement. We also celebrate PE Week in term 4 during which we offer additional sporting opportunities.

Swimming instruction for all year levels occurs annually and our Year 6 & 7 students access an Aquatics program at West Lakes.

Camps are held bi-annually for our Primary aged students.

6. Other Co-Curricular Activities

STEM (Science, Technology, Engineering, Mathematics) project for Year 6/7 students in conjunction with Roma Mitchell Secondary College

End of Year Concert

Music / Drama / Dance program is provided for all classes.

Choir – involvement in Festival Choir is offered to Years 4 – 7 students. Preference is given to older students due to number restrictions at the Festival Theatre performance but others can attend weekly practices and perform locally.

Swimming Program for all Reception – Year 5 students and Aquatics Program for Year 6 & 7 students.

7. Staff (and their welfare)

- Staff profile
 - Steady change over recent years has slowed with most staff permanently placed.
- Leadership structure
 - The Leadership team comprises the Principal, Deputy Principal, Coordinator - Intervention Plus and a teacher. This group meets formally once a week.
- Staff support systems
 - Performance Management meetings with Leadership Team members occur formally twice a year. Staff are encouraged and supported to seek Step 9 accreditation. The National Professional Standards for Teachers are used as the basis for individual performance plans in line with DECD expectations.
- Staff utilisation policies
 - Staffing for Special Education and EALD students is allocated on both need and on the basis of entitlement. The Special Education programme is managed by the Coordinator-Intervention Plus and Deputy Principal. Each classroom teacher has 1 - 2 hours of SSO support to assist specifically with literacy and/or numeracy. Additional support is provided to students with an NEP. In 2016, the school has 'bought in' the services of a Speech pathologist for a day a week.
- Access to special staff
 - Guidance Officer and Speech Pathologist support is provided in accordance with Regional Office guidelines and is managed by the Deputy Principal.

8. Incentives, support and award conditions for Staff

- Complexity placement points
 - 1 point.

9. School Facilities

- Buildings and grounds

The grounds are in excellent condition and the main school building is well maintained and has recently been aesthetically upgraded. All classes are housed in the main two storey solid construction building, together with administration, art, computing, drama/music and toilet facilities. There is no canteen but the facility is used by classes, OSHC and parent volunteers to run special lunch days, breakfast club daily and fundraising events.

A separate library was constructed with funding from Building the Educational Revolution in 2008/2009. This has allowed the conversion of our 'old' library into a specialist Performing Arts suite, OSHC and teacher resource area.

All classrooms have been sound-proofed specifically to cater for students who are deaf or hard of hearing. All classes have 'Sound Field' systems fitted to maximise hearing for all students and to manage voice stress for teachers.

Grassed and hard play areas and playground equipment are extensive. A fitness track and stations are accessed and enjoyed by students and community members. The asphalt area was resurfaced at the end of 2013 and a new fence erected around some of the grounds to protect this investment and to provide better safety and security for students in OSHC. To further foster play-based learning a large, covered sand-pit was erected within fenced area and has proven very popular with all students.

A community garden has been established through grant funding and support of the adjacent North East Community House and local businesses. Classes are involved in planting, weeding, composting, cooking produce. A potting and recycling shed has been built recently. In 2016, an SSO specialising in horticulture has been employed 6 hours a week to work with classes in the garden.

- Heating and Cooling

All areas of the school are equipped with refrigerated reverse cycle air conditioning.

- Specialist facilities

Dedicated areas are provided for art/craft (2), student support, music/dance/drama and computing. Wireless networking is available. The school has day time (3 days per week) and restricted night time use of the adjacent Hillcrest Community Centre gymnasium.

- Staff facilities

All areas provide adequate facilities for staff. Car parking and shower facilities are available. All ground floor areas are wheelchair accessible and includes toilet facilities for the disabled. A lift is installed for disability use.

- Access to bus transport

Public transport stops one block west of the school on Fosters Road and similarly on North East Road to the east of the school. Extensive use is made of charter vehicles for excursions and camps.

10. School Operations

- Decision making structures

Staff meetings are held weekly on Wednesdays after school, with staff acting as chairperson and minute taker on a rotational basis. Proposals for change can be made by individuals or groups. Decisions are implemented through consensus. Consultation is made with PAC, Governing Council, Leadership team, Finance Committee, Student Executive Group, Regional Office etc. as appropriate.
- Regular publications

The school newsletter is published fortnightly in hard copy and is available on the school website. Parents have the option to receive the newsletter by email. Information folders are available for prospective parents. An electronic daily communication system via computer is used for staff communication. The school website was updated in the middle of 2014 and there is also a school Facebook page.
- Other communication

Staff are encouraged to communicate with parents/carers on an as needed basis. Staff are encouraged to be in regular contact with parents/carers in relation to student development. The school website provides access to information about the school, newsletters, policies etc.
- School financial position

The financial situation of the school is sound.
- Special funding

Asset Management Funding has generally covered needs to date. The school has accessed a number of grants to improve facilities, grounds and learning programs.

11. Local Community

- General characteristics

The local community is changing rapidly from one essentially occupying public housing to one of privately owned dwellings. In the redevelopment of Hillcrest and in Oakden, Northgate and Lightsvie, higher density of dwellings have replaced the traditional house block. The community is characterised by a high percentage of families where one or both parents are in paid employment.
- Parent and community involvement

Governing Council actively considers the longer term directions for the school. Thirteen is the maximum number of members and it meets twice per term. Parent volunteers assist in the school in a range of ways and on special projects when requested. Support from parents in classroom activities has increased in recent years. Attendance at open days, Sports Day, Grandies Day, Acquaintance Night etc. is always high.
- Other local care and educational facilities

Reception intakes are fed from the Gilles Plains and Hampstead Pre-schools and Klemzig Kindergarten, with increasing numbers coming from the nearby Northgate, Community Kids and Treetops Child Care Centres. Graduating Year 7s generally enrol at Roma Mitchell Secondary School, or Windsor Gardens Secondary College with whom we have significant transitional arrangements. A few enrol at Valley View High School and independent schools.

- Commercial/industrial and shopping facilities

The Greenacres Shopping Complex is within walking distance, and a supermarket and other shopping options are nearby at Northgate. A wide variety of retail outlets, particularly automotive, building and electrical are situated on the North East Road two blocks from the school.
- Other local facilities

The Greenacres Library is within easy walking distance. A variety of medical facilities are also found nearby. On land originally owned by the school now stands the Hillcrest Community Centre which offers a wide range of community support services and programmes. The centre's gymnasium/hall is accessed by the school for assemblies, incursion performances, concerts, discos etc.

The school has a close working relationship with the North East Community House based in the centre. Shared planning, grant applications and activities have supported the development of the school/community garden. Volunteers from the NECH work in the garden.
- Availability of staff housing

Some private rental accommodation is available locally, and there are large subdivision areas within a 2 or 3 kilometre radius of the school – including Oakden, Northgate, Walkley Heights and Lightsview.