

## SCHOOL CONTEXT STATEMENT

Updated: Feb 2020

School Name: Hillcrest Primary School

School Number: 0665



**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 intellectual challenge - developing social skills, creativity, critical thinking, problem solving, confidence to take risks, and the ability to access, understand, create 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.

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 a high quality sport program. Performing Arts (Music, Dance and Drama), German and History are the other specialist subjects.

### General Information:

Principal	: Ms Lissa Hutter
Deputy Principal	: Mr Simon Watts
Assistant Principal – Literacy/Numeracy Improvement & Intervention	: Mrs Debbie Thorley
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	: <a href="http://www.hillcrestps.sa.edu.au">www.hillcrestps.sa.edu.au</a>
School email	: <a href="mailto:dl.0665_info@schools.sa.edu.au">dl.0665_info@schools.sa.edu.au</a>
Out of School Hours Care	: Yes
CPC attached	: No

February FTE Enrolment		2016	2017	2018	2019	2020
Primary Special, N.A.P. Ungraded etc.		9	0	0	0	0
Reception		43	62	62	65	43
Year 1	1	41	40	63	67	65
Year 2	2	35	42	36	63	66
Year 3	3	29	40	44	38	60
Year 4	4	17	30	38	46	37
Year 5	5	24	22	29	39	47
Year 6	6	19	22	20	30	32
Year 7	7	15	19	22	20	27
<b>TOTAL</b>		<b>232</b>	<b>277</b>	<b>314</b>	<b>368</b>	<b>380</b>
July total FTE Enrolment		232	277	314	368	380
Male FTE		111	128	147	181	186
Female FTE		121	149	167	187	194
School Card Approvals (Persons)		84	72	70	70	70
NESB Total (Persons)		97	105	148	208	236
Aboriginal FTE Enrolment		13	12	14	13	8

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

Hillcrest Primary has seen a steep increase in enrolments particularly in the Junior Primary classes over the past four years. This increase has coincided with a many enrolments of children from non-English speaking backgrounds.

### **Staffing 2020**

15 FTE Classroom teachers, 2.58 NIT teachers, 0.6 Reading Engagement teacher, 0.8 Assistant Principal – Literacy and Numeracy Intervention & Improvement, 1.0 Deputy Principal – School Improvement & Innovation. 1.0 Principal.

SSOs provide additional support to children with special needs, including the running of small Read, Write Inc groups, MiniLit for early year's students, Multilit for students in Years 4 – 7 and Quicksmart (Year 4 students). Administration and finance is served by three SSOs and the school library is staffed by a full-time SSO who also supports students in classes. IT technical support is provided 2 days per week and outsourced through EdComtec. We have an Aboriginal Community Education Officer who works nine hours per week. The school has a groundsperson who works 20 hours per week and a school gardener who works with classes and teachers in the school garden one day per week.

An OSHC programme commenced in 2007 and offers before and after school care and vacation care.

## 2. Students (and their welfare)

### • General Characteristics

The school increased to Category 5 Index of Educational Disadvantage in 2020. The housing profile of the surrounding area has changed markedly over recent times, with a significant reduction in the number of Housing Trust homes. The development of Lightsvue has had a significant impact on our enrolments. School Card percentage has increased slightly to 18.5% of the school population. As in many primary schools within the Torrens partnership, there has been an increase in enrolments of Indian, African, Asian and Middle Eastern students. 62% of our current enrolments are students from a non-English speaking background and these students, along with 8 students who identify as Aboriginal or Torres Strait Islander, make our school a wonderfully diverse and inclusive place to learn and work.

### • 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.

### • School Community Behaviour expectations

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 Action Groups

Most classes are involved in the implementation of small or whole school 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. Student voice and action are also fostered in the Years 4 – 7 Electives program that runs on a Tuesday afternoon.

### • 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 the Coordinator, SSOs and one very dedicated volunteer supports our EALD students in particular.

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, Dance, Drama, Music, German and History lessons are provided by NIT teachers, R-7.

As mentioned, the year 4 – 7 students are involved in a Tuesday afternoon elective program that classroom & NIT teachers, the Deputy Principal and Principal all take part in. Programs on offer include singing, dance, school band, The Globalisers (environmental group), art, cooking, gardening, Digital Technologies, STEM projects and whole school event management.

Our school is a member of Australian Foundation for Fostering Learning in the Philippines (AFFLIP) program and through their Schools Learning Network, we have a sister school - Bago Elementary School (Talomo District, Davao City, Mindanao), with whom we share resources, and contact through Skype, written cards and letters and via Facebook.

- 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
- Cyber Safety lessons
- other emotional and social skills programs offered on an 'as needs' basis

### 3. Key School Policies

Hillcrest Primary is part of the Torrens Partnership which includes 14 children's centres, preschools, primary schools and secondary sites in the inner north west region of Adelaide.

- 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, intellectually challenging 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 Priorities and targets as stated in the School Improvement Plan:

Through a focus on **Intellectual challenge**, we will see

Improved **student engagement and growth** in **reading and comprehension**:

Improved **student engagement and growth** in **numeracy and maths**:

**Focus in 2020:**

To increase the number of students with high growth and achievement in reading comprehension with a focus on Years 4-7.

To increase the number of students with high growth and achievement in number sense with a focus of Year 4-7.

**Targets (2020):**

95% of students not yet achieving the SEA will exceed a year's growth (effect size 0.6+) for a year's teaching

90% of students meet the DfE Standards of Educational Achievement (SEAs)

40% of students exceed the DfE SEAs

**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, Technologies, Health and Physical Education, using the national Australian Curriculum.

- Special Curriculum Features

Each class teacher's computer is linked to an Interactive White Board (SMART Board) and 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 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 - Follow up 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 in Years 4 -7.

## 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 Gala Day

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

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

Electives (Years 4 – 7): cooking, visual art, Book Club, SchoolScapes (gardening), Globalisers (Environment and Sustainability), Digital Technologies, STEM and Passion Projects, Event Management Team, dance, school band.

## 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 (School Data, Improvement & Innovation) and Assistant Principal (Numeracy/Literacy Improvement & Intervention). This group meets formally once a week. We also have a Reading Engagement teacher who works with teachers and students across the school 3 days per week to support our focus on reading and comprehension.

- 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 Assistant Principal. Each classroom teacher has 1 - 2 hours of SSO support to assist specifically with literacy and/or numeracy. Students with a OnePlan receive their entitlement as per their verified level of support.

- Access to special staff

Guidance Officer and Speech Pathologist support is provided in accordance with Regional Office guidelines and is managed by the Assistant 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 - 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, STEM, drama/music and toilet facilities. The old computer room, music room and OSHC spaces were completely refurbished in 2017/2018 as part of the STEMWorks investment and this space is used daily by both classes and OSHC.

A separate library was constructed with funding from Building the Educational Revolution in 2008/2009 and was refurbished in 2019.

All classrooms have been sound-proofed specifically to cater for students who are deaf or hard of hearing. The majority of 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 the 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, and cooking produce. A potting and recycling shed has been built recently. Since 2016, an SSO specialising in horticulture has been employed 6 hours a week to work with classes in the garden.

In 2020, due to space limitations, we have had to cap our Reception enrolments however, two new relocatable classrooms will be constructed by the middle of the year to address our capacity issues. We do not have a school gym and have not been able to increase our use of the adjacent Community Centre hall so further negotiations will be taking place in 2020 with support from the Governing Council and Education Director.

- 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, 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, however this is not currently meeting the demands of our increased student numbers as mentioned above.

- **Staff facilities**  
All areas provide adequate facilities for staff although space in the staff room is limited. 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, OSHC Committee, etc. as appropriate.
- **Regular publications**  
The school newsletter is published fortnightly and made available to families through the Skoolbag application, school Facebook page and school website. Information folders are available for prospective parents. An electronic daily communication system via computer is used for staff communication.
- **Other communication**  
Staff are encouraged to communicate regularly with parents/carers in relation to student learning and development. A variety of communication methods are used across the school including communication books, school diaries, Class Dojo and SeeSaw applications. 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 – the most recent being a Local Community Grant for \$20,000 approved late 2019 that will be used to landscape two areas adjacent to the yard play area.

## 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, Oakden, Northgate and Lightsview, high density 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, VIP 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 Avenues College with whom we have supportive 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 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.

- 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.