SCHOOL CONTEXT STATEMENT

Updated: 8/8/13

School number: 0176

School name: Heathfield Primary School

School Profile:

1. General information

Part A

School name: Heathfield Primary School
School No.: 0176
Courier: Hills/Murraylands
Principal: Mr. Travis Bartlett
Postal Address: 201 Longwood Road, Heathfield SA 5153
Location Address: 201 Longwood Road, Heathfield SA 5153
District: Adelaide Hills
Distance from GPO: 25 kms
Phone No.: 8339 1924
Fax No.: 8370 9643
Email: dl.0176_info@schools.sa.edu.au
CPC attached: No
OSHC: Yes

The school core values of Harmony, Progress and Success embody the spirit of our community. Families recognise our safe, caring and supportive environment which is enhanced by a spacious bushland setting, high quality facilities, excellent provision of ICTs and strong academic results. Diversity is embraced and students from a range of backgrounds enjoy positive relationships with their peers and adults. Two EY classes of students from the Inverbrackie Detention Facility complete our school community.
Teachers and staff have strong ownership of our site direction and engage in professional dialogue and learning on a regular basis. There is a clear commitment to 'Developing Ourselves and Others', which has formed the basis of our learning journey since the beginning of 2012 and includes all members of the school community. Teachers work closely with peers from Scott Creek PS and Mylor PS in a Professional Learning Community. Site leaders and teachers work collaboratively to promote ongoing professional learning and improving outcomes for all students. Our recent focus areas have been around Assessment for Learning, the Australian Curriculum, Backwards Planning, Literacy for Learning and Principals As Literacy Leaders.

Since 2012, we have embedded Natural Maths, Backwards Design, Student Voice, Play Is The Way and ONEPLANS (support plans detailing specific interventions). There has been a significant shift towards raising expectations and outcomes across the school. Students are involved in feedback processes around their learning experiences and this data is used to support teachers in their personal reflections, peer observations and ongoing goal setting in line with our performance management processes. We have also made progress in exploring our reporting processes, including the development of ebook assessment portfolios in the 6/7 class which are emailed to parents twice each term.

We have high engagement levels with sport and extra curricular activities, including a variety of SAPSASA events, Pedal Prix, cluster sports days, Active Ater Schools Communities, Volleyball program (in conjunction with Heathfield High School), Whole School Camps, Festival Choir and our School Musical. Community links are maintained through regular visits to Hillside Lodge, our feeder Kindergartens and parent/family social events throughout the year. A playgroup operates at our site.

Our families are highly supportive and involvement in Governing Council and voluntary positions is strong. We are fortunate to have a CPSW (Christian Pastoral Support Worker) at our site to work with our staff to provide support for the whole community.

Students acknowledge our commitment to providing authentic student voice opportunities across the school and demonstrate confidence in their leadership skills. They are involved in peer support programs (especially for our Inverbrackie students), buddy programs, various committees/action groups and sustainability forums.
We are strongly focused on the development of open communication and shared dialogue around the learning of all members of our community and value the contributions of every individual. Teachers and students are committed to personal challenge and progress. This is evident in their engagement with collaborative structures and their supportive approach to the development of others. As a result, the learning journey at HPS has clear intent and purpose, underpinned by a strongly collegiate culture.

Part B

Staffing numbers
Principal (Admin + 0.4 Teaching allocation).
4 full time, 4 part time teachers including a specialist teacher in Indonesian.
3 School Support Officers (part-time) - office, finance, library, student support; grounds person (12 hours per week); ICT manager (8 hours per fortnight) and ICT SSO 12 hours a week.

Enrolment trends
Decrease over last decade 2000-2013. Numbers have stabilised in 2013.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>12</td>
<td>7</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>3</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Year 1</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>8</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>19</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>Year 3</td>
<td>19</td>
<td>18</td>
<td>8</td>
<td>15</td>
<td>8</td>
<td>8</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Year 4</td>
<td>20</td>
<td>18</td>
<td>17</td>
<td>7</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Year 5</td>
<td>28</td>
<td>20</td>
<td>20</td>
<td>17</td>
<td>7</td>
<td>15</td>
<td>8</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 6</td>
<td>17</td>
<td>27</td>
<td>19</td>
<td>21</td>
<td>18</td>
<td>8</td>
<td>14</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Year 7</td>
<td>15</td>
<td>17</td>
<td>28</td>
<td>21</td>
<td>20</td>
<td>19</td>
<td>9</td>
<td>16</td>
<td>12</td>
</tr>
<tr>
<td>Total (MAINSTREAM)</td>
<td>141</td>
<td>133</td>
<td>123</td>
<td>104</td>
<td>90</td>
<td>81</td>
<td>63</td>
<td>64</td>
<td>51</td>
</tr>
<tr>
<td>IS-ESL</td>
<td>17</td>
<td>24</td>
<td>20</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>80</td>
<td>88</td>
<td>71</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Special Arrangements

- OSHC is a shared facility across Heathfield PS, Mylor PS and Scott Creek PS. A 12 seater bus is leased through DECD between the sites and students are transported to and from Mylor PS, where the OSHC is based.
- Teachers from Heathfield PS, Mylor PS and Scott Creek PS work together as a Professional Learning Community.
- We participate in Small Schools Sports Day with local schools.
- We have close links with Heathfield High School and local kindies.
- There is a Playgroup on site.
- In 2011 Heathfield Primary was selected as one of 6 schools in the Adelaide Hills to host 2 classes of ESL students, “detainee minors” from Inverbrackie Detention Facility. Children travel by bus to and from Inverbrackie/Woodside each day. This program is co-managed by the Principal and Rosie Antenucci (DECD Program Manager).

Public Transport
Public transport access: Hills Transit Adelaide

2. Students (and their welfare)

General Characteristics

Student Profile (2013)
56 mainstream students: 15 R/1/2 and 41 Years 3-7 (Term 3, 2013)
Approximately 10% mainstream School Card. Approximately 5% Students are identified students with disabilities (SWD) 18% students have individual learning plans – (learning difficulties, extension, and social).

2% mainstream students from Non English Speaking Background.
The mainstream student body is a relatively homogenous Anglo socio-cultural group. Approximately 10% on school card.

In 2011, 2 additional classes -“detainee minor” children from Inverbrackie Detention Facility added a valued multicultural mix to student population. Current ESL children are Reception to year 2 students who come mostly from Iran, Iraq, Afghanistan, Sri Lanka and Palestine.
Student Wellbeing and Behaviour Management

Restorative Justice principles underpin a behaviour guidance approach to learning behaviour. Teachers are consistent and supportive in helping students to make positive behaviour choices and to understand their rights, responsibilities and the impact of their actions on others. The school works to develop an inclusive, cohesive and just community where others needs are valued and considered. Pro social behaviours are taught through social health programmes including Program Achieve, Play Is The Way, Habits of Mind and Life Raft skills. Circle Times are used to deliver the Keeping Safe Curriculum and to explore aspects of relationships and social development. ‘Bullying and Harrassment’ audits are undertaken as well as student surveys around teaching & learning at our site.

Student Support

Students receive a variety of support in their learning through our Early Intervention strategies. This includes LAP volunteers, SSO support, 1:1 work and wellbeing interventions. Our team is complemented by a CPSW who works across the school to support our community.

Student leadership is fostered through regular class meetings, active student participation in the curriculum, shared assembly leadership and participation; a strong Buddy program, various student forums and leadership team structures for specific events and interests; sport and house leaders and cross age learning structures and activities.

Senior students in Year 6/7 take on varied senior school leadership roles including school guides, annual event organisation like school disco, graduation, special ceremonies for international visitors, house leaders etc.

Through these processes student voice is included in decision making bodies of the school and social responsibility and civic service promoted. Increased personal and group confidence, collaboration and teamwork, care and concern for others are some of the outcomes of these strategies.

Students feel challenged and know that they have a voice and that they are being listened to.

Special programmes

A student cooking program was introduced in 2013.

The CPSW works with students on the vegetable garden and other sustainability projects.
3. Key School Policies

Site Improvement Plan and other key statements or policies:

Our Inquiry Question, ‘How are we developing ourselves and others?’ forms the basis of our site improvement plan. Current school priorities include; the Australian Curriculum, Building Successful Learning Relationships and Assessment for Learning. ICT and the Arts are emerging areas for 2013.

Recent key outcomes:

- 70% of year 3, 60% of year 5 and 44% of year 7 achieved results in the top two proficiency bands for NAPLAN Writing in 2012.
- 100% of our R, 1 & 2 students are above the reading level expected by the Adelaide Hills Region in 2012.
- 75% of year 5 students and 85% of year 7 students achieved middle or upper band progress in NAPLAN Writing in 2012.
- 50% of year 3, 60% of year 5 and 56.2% of year 7 students achieved results in the top two proficiency bands for NAPLAN Reading in 2012.
- Establishment of a new vegetable garden and student food technology program
- Two whole school camps
- Whole school musicals
- Increasing of the level of ‘challenge’ and engagement reported by our students, through goal setting, reflection and improved assessment strategies.
- Teacher involvement in a professional learning community with local schools.
- Ongoing, quality professional learning for teachers.
- Increased authentic student voice opportunities.
- Embedding of the four proficiencies in our Maths teaching through Natural Maths strategies.
- Increased explicit teaching methodologies, support for all students and improved assessment practices.
- Engagement with Ipad technologies; purchase of new Windows desktops; and interactive whiteboard provision in every classroom.
4. Curriculum

The teaching programs provide for learning within mandated areas of curriculum: The Arts, Mathematics, English, Science, Design & Technology, Society & the Environment Health, Physical Education and LOTE (Indonesian). In 2013 the new Australian Curriculum guides our Maths, English, History and Science programs.

Special needs:
Students with particular needs are identified through our Early Intervention strategies and supported accordingly.
Our Inverbrackie students are taught by two ESL teachers.
Quicksmart maths intervention is in place from years 4-7. Students are identified for this program by class teachers.

Special curriculum features:
Performing Arts and Sustainability are developing areas of focus for our site.
Music tuition is offered through private providers.

Teaching methodology:
The Teaching for Effective learning (TfEL) framework underpins teaching and learning practice. Teachers are encouraged to teach skills explicitly, to share ideas and practices, lead staff and professional meetings, to reflect on their teaching and learning methodologies and student outcomes, focus on individual learning needs with differentiated curriculum, develop higher order thinking skills, and embed information and communication technologies and media in their lessons.
A range of strategies are used by teachers to meet the needs of every student. These include small group, individual and whole class instruction. Assessment for Learning is used to develop self and peer reflection, personal goal setting, peer teaching opportunities and criterion based assessments of progress.
Student assessment procedures and reporting

- Teacher and students undertake assessments for, of and as learning (as part of our implementation of Assessment for Learning strategies). Students are involved in the assessment of their learning. Assessment is continuous through teacher observation, professional judgement, self-assessment, peer assessment, learning circles, screening methods.
- Written reports are sent home at the end of Term 2 and 4.
- Three way interviews are held in Term 1 and 3 (Learning tours)
- Meetings are held any time at the request of teachers/parents.
- Reception students are screened on a one to one basis one term after they enrol, with Oral Language and Phonological Awareness Tests.
- Data is collected at the end of and beginning of the year for Years 1-7 students using a variety of diagnostic tests.
- Parents from Inverbrackie are invited to meetings 2 times per term.
- Teachers and students provide information about the learning program at the beginning of the year (Acquaintance Evening) and via termly overviews.
- In 2013, year 6/7 students are developing assessment ebooks that are forwarded to parents twice each term.

5. Sporting Activities

There is a high level of sports participation amongst students due to the enthusiasm and support of staff and parents and our spacious outside areas and grounds. Students have the opportunity to participate in SAPSASA events and knockout sports such as athletics, soccer, hockey, swimming and netball. There are a number of sport clinics invited to the school including soccer, Aussie rules, hockey etc.

Most Year 4-7 students participate in Friday night community volleyball matches at Heathfield High. The emphasis for all the above activities is on participation and learning through endeavour, rather than playing to purely win.

We participate in a small schools Sports Day with local schools in our cluster.

The Active After Schools program operates at our site, offering two sessions per week.
6. Other Co-Curricular Activities

There is a wide variety of co-curricula value added learning activities including Cross age buddy activities which are planned regularly. Students in Years 3-7 can participate in the school choir. Senior students participate in the Festival of Music. In 2011 the whole choir participated in the inaugural Hills Choir Festival. All classes visit the local retirement village each term. Community events like photo competitions, autumn festival, Christmas pageant, Asian and other cultural festivals are supported. Bike education and international staff and student visitors are welcomed to our site. In 2012, we introduced a whole school camp and a school musical.

7. Staff (and their welfare)

**Staff Profile (2013)**
Principal (Admin + Teaching allocation).
2 full time, 3 part time teachers including a specialist teacher in Indonesian.
3 School Support Officers (part-time) - office, finance, library, student support; grounds person (12 hours per week); ICT manager (8 hours per fortnight) and ICT SSO 12 hours a week.

**Leadership structure:**
The leadership team consists of the Principal (PC02) - Single site leader.
Individual staff are encouraged to undertake leadership across the curriculum.
PAC meets regularly and consults with all staff on relevant personnel decisions.
Five teachers on Step 9 help mentor new colleagues and trainee teachers.

**Staff support systems**
The staff Psychological Health Survey taken in term 3 2012 reflected a highly collegiate and collaborative culture, with no negative feedback. There is a strong culture of creating a safe and supportive work environment. Staff are encouraged to identify their areas of strength and areas for further professional learning. Teachers work in a professional learning community with Mylor PS and Scott Creek PS and these site leaders also work together as a regional learning team. Our CPSW provides support for all members of staff.
Performance Development

Performance development is an ongoing process throughout the year and closely linked to our Site Improvement Plan. Goals are set at the beginning of each year and reviewed/re-set at regular intervals. Annual meetings are used to provide an overview of the learning that has happened during the year and incorporate progress in school improvement priorities plus class and student issues and personal professional learning and career needs. Guidelines for these learning conversations are based on DECD Performance Management policy including individual acceptance of mutual responsibility for learning.

Staff utilisation policies

The LOTE teacher is 0.3 - .2 LOTE .1 social learning/NIT. Specialist PE is provided for all classes.

There are three School Services Officers and a groundsman (12 hours /week). The SSO staff provide support for staff in administration and office work, Finance, Special Education class support, Library. The ICT manager (1 day per fortnight) provides support in computer systems, digital literacies and multimedia. The ICT SSO (12 hours per week) supports this work.

Access to special staff

Access to special staff (eg: Guidance Officer, Speech Pathologist, Behaviour Support) is negotiated with the Principal, the class teacher, the School Services Officer and parents. Private providers provide instrumental music lessons and some tutoring during school hours. A CPSW is employed for 15 hours /week.

8. Incentives, support and award conditions for Staff

Complexity placement points

: One point / year
9. School Facilities

Buildings and grounds:
The school grounds are scenic and spacious, providing natural foci for environmental teaching and learning. There is a large oval, netball court, four volleyball courts and three playgrounds. There is a small pine forest area where children may play at lunch. The school is surrounded on two sides by native bush reserve.

The buildings comprise the original school room and headmaster's residence, now the redeveloped administration and resource area; a solid brick complex constructed in 1991/1992 (with 2 classrooms, the Computer Centre, an art/activity/assembly area), together with six transportable classrooms (Warrendi). The administration building redevelopment was completed early in 2000. A major works project with the construction of a four-classroom open space building was completed in February 2002. (Yerthondi). The library resource area was redeveloped under the 2009/20 BER scheme creating a large multipurpose hub in the centre of the campus. (Tandan Ti Taka). The Government School Pride program enabled many positive improvements to facilities in 2009/2010 including repainting inside and outside classrooms, new carpets, playground, school sign and water coolers.

Significant facilities upgrades since January 2012 include;
• Reconfiguration of the library,
• Front Office refurbishment
• Upgrading and recabling of the site’s ICT infrastructure and hardware (including 1:1 Ipad provision)
• Installation of a purpose built Art/Science/Food Technology kitchen area for student use.
• Refurbishment of the music/drama room.
• Refurbishment and establishment of a Playgroup.

Plans for the near future include;
• A new playground
• Two shade structures
• Cabinetry additions to wet areas and classrooms
• Replacement flooring in Yerthondi wet area
• Repairs to existing fencing along the perimeter boundary.
Cooling and Heating:
All year level classrooms have reverse cycle air conditioning/ heating. The transportable building used for Music/drama and playgroup have no air conditioning. There are fans and gas heaters in these rooms.

Specialist facilities:
One of the transportable classrooms is used to teach music/drama and instrumental lessons. Another is used as a Playgroup and one is used as the Uniform Shop/ science resource.
All classrooms and the library have interactive whiteboards.

Staff facilities:
Staff have a teacher preparation work office in the administration area with access to ICT, including EDSAS and internet/ email usage. There is a teacher withdrawal and preparation area in the junior primary unit Yerthondi with ICT facilities. The library area has an additional space used for teacher prep and larger meeting groups.
Ipads are issued to teachers and are used for personal access to emails/internet and the shared school calendar. This also allows teachers to develop skills for use with student ipads in the classroom.

Access for students and staff with disabilities:
The bushfire ready building, Warrendi, is accessible for disabled staff and students and has a separate toilet and shower for the disabled. There is a disabled ramp access to the library.

Access to bus transport:
Access to bus transport is available locally. The closest bus stop is on Cricklewood Road, near the general store, a 5 minute walk to school.
10. School Operations

Decision making structures:
Consensus is the preferred model of decision-making within the school. Staff meetings are held weekly. PAC, Governing Council, Finance, student leadership groups and class meetings are held regularly and are integral to the decision making processes.

Regular publications:
School newsletters are published fortnightly and feature principal and student class contributions. Staff information is updated through a shared calendar and email communications. Rosters for duties, specialists, shared areas etc. are organised at the beginning of each term. Information is published in the school newsletters and displayed on the bulletin community board. A parent information brochure and several information pamphlets are available. Class newsletters/overviews are sent home to parents as appropriate.

Other communication:
Staff, students and parents use the pin up boards outside the brick building and the blackboard near the visitor’s car park area. A text messaging system operates for emergency contact with parents.

Information Management
The school’s annual report provides a review of the core business and outcomes of the current improvement priorities. This is based on the collection and analysis of relevant data during the year. Sources of data include: parent student and staff opinion surveys and questionnaires, parent comments, student performance reports, attendance records, behaviour records, observations, notable student achievements, program sharing, National Literacy and Numeracy tests (NAPLAN), screening processes, assessment processes, including diagnostic comprehension TORCH test, Westwood Spelling, ACER Maths, Early Intervention screening, SEA, running records, Individual learning plans and negotiated learning plans. The data collected serves as base data and is re-examined regularly for emergent planning and programming.

School financial position:
The school is currently in a sound financial position. Additional funding is received from the Inverbrackie program.
11. Local Community

General characteristics:

Heathfield Primary School has a strong sense of community that extends to the wider Hills community. School families are from local urban hills homes and small rural properties. The school has a strong reputation in the Hills as being an effective and safe learning environment for primary children.

Parent Profile (2013)

42 mainstream families; 17 Inverbrackie families (July 2013)
Diverse occupations including business, self employment, trades, professional.
Many families 1 parent in full time work, one part-time.
Some single and blended families.
Parent participation in school life is encouraged. Members of the school community are enthusiastic in supporting the school and the students.
Supportive and active Governing Council (2013 - 9 parent members)

Parent and community involvement:

The community is actively involved in the school and has strong expectations of teaching and learning outcomes.
Parents and students perceive the school’s behaviour guidance practices as sound and supportive, underpinned by respect and concern for others.
Opportunities to contribute to the life and learning of the school are many and varied. Parental and community involvement is strongly encouraged.
Parents support the school by helping in classrooms in many ways including student learning lesson support, providing resources for learning programs (physical and people), transport for sports activities and excursions, helping with supervision at excursions and swimming, athletics, sport, bike riding, special programs and camps, etc.

Feeder schools/ preschools:

The majority of our students are local and attended the Stirling East, Stirling District, Aldgate and the Bridgewater Kindergartens. (Some students come from further afield including Mt Barker).

Most year 7 students go onto Heathfield High School. Some are accepted for Urrbrae High School. A few may go to the independent system.
Other local care and educational facilities:
Heathfield High School is within easy walking distance for all students.
A local Child Care Centre is relatively close (3 Km away).

Commercial/industrial and shopping facilities:
There is a local general store. Aldgate and Stirling provide the nearest shopping facilities which are 4 kms away.

Other local facilities:
Warrawong, a well known sanctuary, is within walking distance.
Mt. Lofty Football Club oval and the Heathfield Netball and Tennis courts are also very close. A bikeway links Heathfield Primary and Heathfield High Schools.
Woorabinda Environment Centre at Stirling and Loftia Park /Mark Oliphant National Park are in close proximity.

Accessibility:
Hills Transit bus is available from the nearby general store. Regular buses are also available from Aldgate and Stirling. Some children ride or walk to school, others are dropped off and collected by parents. There is a drop off zone on Longwood Road.

Local Government body:
Adelaide Hills District Council.