



SCHOOL CONTEXT STATEMENT

School number: **0176**

School name **Heathfield Primary School**

The school core values of Harmony, Progress and Success embody the spirit of our school community. Families appreciate 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.

Teachers and Support Staff have strong ownership of our site directions and engage in professional dialogue and learning on a regular basis. Staff work collaboratively to promote ongoing professional learning and improve outcomes for all students.

Together with other schools in the local Education Partnership staff have participated in Visible Learning initiatives and associated pedagogy developments.

In recent years 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.

We have high engagement levels with sport and extra curricular activities, including a variety of SAPSASA events, cluster sports days, Sporting Schools Program, a volleyball program, in conjunction with Heathfield High School, camps, and private music tuition. Community links are maintained through regular visits with local Kindergartens and parent/family social events throughout the year. A playgroup is held at our school on Mondays.

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

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.

1. General information

School Name	Heathfield Primary School
School No.	0176
Courier	Hills/Murraylands
Principal	Mr Luke Kenny
Deputy Principal	Mrs Christie Evans
Postal Address	201 Longwood Road, Heathfield SA 5153
Location Address	201 Longwood Road, Heathfield SA 5153
District	Adelaide Hills – Mt Lofty Partnership
Distance from GPO	25 kms
Telephone	8339 1924 Fax No: 8370 9643
Email	dl.0176_info@schools.sa.edu.au
CPC attached	No
OSHC	Yes

Staffing Numbers

Principal – Administration 1.0

Deputy Principal – Administration 0.6, Teacher 0.4

Teachers: 2 full time, 9 part time teachers including specialist teachers in Indonesian, Physical Education, Science, STEM and Music/Drama.

6 School Support Officers (part-time) – Office/Reception, Finance, Library, Student Support, Grounds Person (12 hours per week), and ICT Support one day a week.

Enrolment Trends

Year	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Student Enrolment	51	57	80	96	125	134	135	150	148	127

Special Arrangements

- OSHC is a shared facility across Heathfield PS, Mylor PS and Scott Creek Primary Schools. A 12 seater bus is leased through the Department for Education between the sites and students are transported to and from Mylor PS, where the OSHC is based.
- We participate in a Small Schools Sports Day with local schools.
- We have close links with Heathfield High School and local Kindergartens.

Public Transport

Public transport access: Hills Transit Adelaide

2. Students and their welfare

General Characteristics

127 mainstream students: 51 R/1/2 and 77 Years 3-6

There are six classes:	1 Class = Reception/ Year 1
	1 Class = Year 1/2
	1 Class = Year 2/3
	1 Class = Year 4
	1 Class = Year 5
	1 Class = Year 5/6

Approximately 10% of families have School Card

Approximately 5% Students are identified students with disabilities (SWD)

18% students have individual learning plans

5% of mainstream students are from a Non English Speaking Background.

0.07% of students identify as having Aboriginal and/or Torres Strait Islander heritage.

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.

Programs including Play Is The Way, Zones of Regulation and a strong emphasis on Growth Mindset support learning about self-awareness and self-management. Teachers use Circle Time to support students to understand their behaviour and its impact on others.

Student Support

Students receive a variety of support in their learning through early intervention strategies. These include SSO support, 1:1 work and wellbeing interventions. Our team is complemented by a Pastoral Care Worker who works across the school to support our community.

Student leadership

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 leaders and cross age learning structures and activities. A Class Representative Group meets as the Student Representative Council and leads several initiatives that respond to student requests for activities and overall improvements.

Year 6 students take on a range of school leadership roles including a comprehensive recycling program, and annual event organisation such as the school disco, graduation, and special 'education spots' at whole school assemblies.

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.

3. Key School Policies

School Improvement Plans

The School Improvement Plan has two key objectives which focus on improving the quality and outcomes of teaching and learning in Literacy and Numeracy.

Recent key outcomes

Both the NAPLAN and PAT assessments indicate that students generally achieve the national standard/average for their year level with many students achieving well above average scores.

In 2022 students achieved the following:

- 44% of Year 3 students achieved in the higher bands in the 2022 NAPLAN Writing tests.
- 42% of year 5 students achieved in the higher bands in NAPLAN Numeracy in 2022.

‘Numbers crunched by The Adelaide Hills News show Heathfield Primary School and The Hills Montessori School to be the highest achieving Hills schools over a five-year period in primary and secondary school NAPLAN testing respectively.

Heathfield Primary School was also second on the list of all regional schools from the testing periods of 2017-2021.’

4. Curriculum

The teaching programs provide for learning within mandated areas of the Australian Curriculum; The Arts, Mathematics, English, Science, Design & Technology (STEM), HASS, Physical Education and LOTE (Indonesian).

Special needs

Students with particular needs are identified through early intervention strategies and supported accordingly.

The Multisensory Structured Language (MSL) program and the Quick Smart program provide dedicated learning intervention and support for students identified with specific learning difficulties

Special curriculum features

Music tuition is offered through private providers.

Teaching methodology

The Visible Learning 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 student feedback opportunities as a part of daily practice.

A range of strategies is 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, and of learning. Students are involved in the assessment of their learning. Assessment is continuous through teacher observation, professional judgement, self-assessment, peer assessment, learning circles, pre/post assessment methods that are shared with learners.
- Written reports are sent home at the end of Term 2 and 4.
- Three way interviews are held in Term 1.
- Meetings are held any time at the request of teachers/parents.
- Data is collected throughout the year for all students using a variety of diagnostic tests.

Teachers and students provide information about the learning program at the beginning of the year, and via termly overviews

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, orienteering, and cricket.

Many Year 4-6 students participate in Friday night community volleyball matches at Heathfield High School.

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

6. Other Co-Curricular Activities

There is a wide variety of co-curricular value added learning activities including cross age buddy activities which are planned regularly. Students are provided with opportunities through the sustainably group, bike education, whole school camp, Come out arts festival, coding groups, games days etc. to build community and learn through participation.

7. Staff (and their welfare)

Staff Profile 2023

Principal

Deputy Principal

Teachers: 2 full time, 9 part time teachers including specialist teachers in

Indonesian, Art, PE, STEM and Music/Drama

4 School Support Officers (part-time) - office, finance, library, student support; grounds person (12 hours per week) and ICT support one day a week.

Leadership Structure

The leadership team consists of the Principal and Deputy Principal

Literacy Mentor Teacher

Individual staff are encouraged to undertake leadership roles across the curriculum.

The Personnel Advisory Committee meets regularly and consults with staff on relevant personnel decisions.

Staff Support Systems

There is a strong emphasis on continuing to create a safe and supportive work environment. Staff are encouraged to identify their areas of strength and areas for further professional learning.

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 termly. 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 Department for Education Performance Management policy including individual acceptance of mutual responsibility for learning.

8. 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 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 in 2009 creating a large multipurpose hub in the centre of the campus. The Government School Pride program enabled many positive improvements to facilities including repainting inside and

outside classrooms, new carpets, playground, school signs, new cabinetry, and water coolers.

Cooling and Heating

All classrooms have reverse cycle air conditioning/heating. The transportable building used for playgroup has no air conditioning. There are fans and gas heaters in these rooms

Specialist facilities

One of the transportable classrooms is used by the Playgroup. All classrooms and the library have interactive whiteboards or interactive TVs.

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 building with ICT facilities.

The library area has an additional space used for teacher preparation and larger meeting groups.

iPads are issued to teachers and are used for personal access to emails/internet and the shared school calendar.

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.

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

Other communication

The school's website has a wide range of information including school policies and newsletters.

The School Stream app is used for school-to-parent communication.

The school's Facebook page shares posts about school events and student learning.

Staff, students and parents use the pin up boards outside the brick building and the blackboard near the visitor's car park area.

Many classes share learning through Class Dojo or group email lists.

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 for the current ICT 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 PAT assessments, Early Intervention screening, running records, Individual learning plans and negotiated learning plans. The data collected serves as base data and is examined regularly for emergent planning and programming.

School financial position

The school is currently in a sound financial position.

10. 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 2023

86 mainstream families.

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 with 10 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 the students live locally and attended the Stirling East, Stirling District, Aldgate and the Bridgewater Kindergartens.

Most Year 7 students go onto Heathfield High School. Some are accepted to 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 also relatively close.

Commercial/industrial and shopping facilities

Aldgate and Stirling provide the nearest shopping facilities which are approximately 4 kms away.

Local Facilities

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 outside the school. 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 'kiss and drop' zone on Longwood Road.

Local Government body

Adelaide Hills District Council