



SCHOOL CONTEXT STATEMENT

Updated: July 2020

School number: 0163

School name: Hahndorf Primary School and Preschool

School Profile:

At Hahndorf Primary School and Preschool we are committed to providing the best possible educational opportunities to all children. This commitment embraces all aspects of a child's social, emotional and academic needs.

We foster strong relationships with both our students and our school community. We are the school of choice for many local families and our enrolment trends are reflecting this.

Respect, rigour and resilience are our core values which supports our vision which includes: building respectful relationships, rigour in learning and resilience for life.

At Hahndorf Primary School we are proud of our unique heritage and strong historical links. Our purpose is to provide our students with an education that empowers them to live in a changing world as global citizens where respectful relationships, resilience for life and rigour in learning are valued and nurtured.

We are located in the Adelaide Hills and have a strong connection to our German heritage. We have high expectations of our students both socially and academically and we involve and empower our students with in this. Socially we support the students in self-regulation and their development of empathy and positive bystander behaviours. We support the students academically by developing their learning dispositions, supporting their management of their learning goals and achievements.

1. General information

- Acting Principal: Wendy Silvestri
- Acting Deputy Principal: Adam Blakely
- Year of opening: 1879
- Postal Address: 12 Church St Hahndorf SA 5245
- Location Address: 12 Church St Hahndorf SA 5245
- DECD Region: Heysen
- Geographical location – i.e. road distance from GPO (km):
- Telephone number: 08 8388 7058
- Fax Number: 08 8388 7928
- School website address: www.hahndorfps.sa.edu.au
- School e-mail address: dl.0163_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 266

Student enrolment trends:

Our enrolments continued to increase as we began the year with 38 reception students in 2020, which resulted in 14% of our school enrolments consisting of receptions. We began the year with 10 classes and 1 preschool group. Our preschool enrolments were low in 2020.

	2017	2018	2019	2020
Primary Special, N.A.P. Ungraded etc.				
Reception	34	33	37	38
Year 1	41	38	30	36
Year 2	27	40	37	29
Year 3	34	26	38	38
Year 4	35	35	26	39
Year 5	20	32	35	26
Year 6	29	22	31	35
Year 7	19	27	18	25
TOTAL	239	253	252	266

- Staffing numbers (as at February census):

14.4 FTE Teachers

SSO intervention/ Special Education 127.5 hours per week

SSO Admin/ Finance 62.5 hours per week

SSO Library 15 hours per week

Leadership Team of Principal, Deputy Principal and one Coordinator

- Public transport access: Metropolitan bus services
- Special site arrangements: None

2. Students (and their welfare)

- **General characteristics**

Our students come from within Hahndorf and surrounding areas. Most families are English speaking with 2% of students from non-English speaking background and 2% from Aboriginal and Torres Strait Islander background. We have approximately 10% of our students on School Card subsidy.

- **Student well-being programs**

- We have a strong emphasis on Play is The Way which forms the basis of our student wellbeing program and empowers students to become active and responsible community members.
- We conduct a bully audit 2x a year and use the data to support individual students.
- We implement the “What’s the Buzz” program 2x a year.
- We employ a Pastoral Care Support worker for 8 hours a week.
- We have model of student wellbeing intervention embedded in our school culture as students are central in our professional chats, staff and management meetings.

- **Student support offered**

Classroom or SSO intervention is implemented for students who do not meet SEA in English and Mathematics. Including: Guided Reading, Back to Front Maths, Jolly Phonics, Multi Lit, Levelled Literacy Intervention, Quicksmart, TooSmart and Reading Dr. We document individual student tracking and develop One Plans for identified students.

- **Student management**

Our school and preschool has placed significant resources into Play is the Way. PITW is a pro-active philosophy of behaviour education and student self-regulation. The program develops independent, self-motivated, empathetic, life-long learners by using physically interactive games, simple and effective "reflective language" that helps students to master their own behaviour. It is based on five principles that when understood and embedded help to guide and direct the way students live and learn.

- **OSHC**

We have an onsite OSHC service, which is open from 7am for before school care and finishes at 6:30 for after school care. It also provides vacation care.

- **Special programmes**

- What the Buzz
- Festival of Music Choir
- Pedal Prix
- Knock out sport
- SAPSASA
- Courier Cup
- ICAS tests
- Reader's Cup
- Premier's Reading Challenge 2019 achieved by 99% of students

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Site Improvement Plan - Priorities 2019 – 2021

Goals	Challenge of Practice	Success Criteria
To increase student achievement in literacy with a focus on reading R-7.	If we extend the knowledge and skills of every student in every class, regardless of their starting point using differentiated teaching we will increase reading achievement.	Students will be able to articulate their individual reading goals. Students will be able to articulate what makes a "good reader" Students have a reading stamina of 20 minutes minimum (deep motivation)
To increase all student's achievement in numeracy.	If we increase student ability to apply number skills to problem solving and provide multiple exposure and opportunities to engage with developing skills we will see an increase in student achievement in numeracy.	Students will remain focussed on maths tasks despite any interruptions. Students display and articulate a growth mindset in mathematics
To increase student achievement in literacy with a focus on spelling and writing.	If we extend the knowledge and skills of every student in every class, regardless of their starting point using differentiated teaching we will increase spelling and writing achievement.	Spelling patterns learnt in Words their Way will be transferred into each student's writing. Students will write engaging text that incorporates complex sentences, correct grammar and literary conventions

2017 External Review

Direction 1

Raise student achievement and improve intellectual stretch by designing learning and tasks that challenge all students to develop critical and creative thinking and enables them to demonstrate learning in new contexts.

Direction 2

Use student achievement data to inform teaching, support the wave approach to intervention and track student performance over time, by building teacher capacity in site context statement 2020.doc

collaboratively and systematically analyzing robust data, according to an agreed assessment schedule.

Direction 3

Focus on continuous improvement by establishing and developing collaborative learning teams that use evaluative thinking to adopt and review new practices and embed agreed pedagogies within a coherent professional learning program, aligned to site and partnership priorities and individual Professional Development Plans

We will also continue our commitment to: the learning capacities in the Australian Curriculum, TfEL, EYLF, Aboriginal Strategy, digital technologies and the Child Protection Curriculum

Preschool

Based on: National Accreditation Report, Parent Survey and School Achievement Data

- Numeracy will be a learning focus for children and staff
- Program and progress communicated more effectively to families
- Ensure each child's health needs are supported.
- Healthy Eating better is promoted.
- Ensure children are well supervised.
- Support sustainability
- Develop and maintain respectful relationships.

2020 Preschool QIP

Goals	Challenge of Practice	Success Criteria
To strengthen children's understanding and use of number.	If we increase our understanding of the numeracy indicator "I quantify my world", then we will increase children's understanding and use of number.	Children will use number and numerals in their play Children will begin to use symbols/numerals to represent number Children will use mathematical language Children will use tools and resources to support mathematical thinking Children will see themselves as mathematicians Staff will have consolidated and strengthened their own numeracy knowledge Data collected and feedback from parents will show an increase in children's numeracy understandings

Data Collection

- NAPLAN online
- Brightpath writing Moderation
- Running Records
- Year 1 Phonics
- PATm & PATr
- Back to Front Maths diagnostic testing
- Big Ideas in Number diagnostic testing

4. Curriculum

- Subject offerings:

Within our primary school we utilise the Australian Curriculum and in our preschool the Early Years learning Framework.

We also offer Specialist: German LOTE, P.E. and science lessons.

- Open Access/Distance Education provision: NO
- Special needs: All students with identified Special Needs have a One Plan in place which clearly set out their long and short term learning goals as well as any adjustments which support learning. This is done in consultation with the parents.
- **Special curriculum features:** We have developed agreed and consistent educational programs across our site; Including:
 - Back to Front Maths
 - Words Their Way
 - Daily Guided Reading
 - Valuing play
 - PITW
 - Jolly Phonics (R – 1)

There is also a commitment in a number of classes to the Daily 5 programme.

- **Student assessment procedures and reporting:**

Primary Classes

- Term 1:Acquaintance/ Information Night plus Parent/ Teacher Meetings
- Term 2 Written Reports
- Term 3 Optional Parent Teacher Meetings
- Term 4 Written Reports

Preschool

- Acquaintance/ Information Night
- Term 2 Parent/ Teacher Meetings
- Term 3 Written Summary

5. Sporting Activities

- Annual Sport fest (Sports Day)
- SAPSASA
- Knockout events
- Courier Cup
- Annual Swimming lessons
- Bi-annual specialist Gymnastic Lessons
- Volley Ball competition with Heathfield High School

6. Other Co-Curricular Activities

- Readers Cup
- Premiers Reading Challenge
- Festival of Music Choir
- Pedal Prix
- School Garden
- Fortnight student lead assemblies
- End of year twilight family picnic assembly
- Twilight Family Working Bees
- Grandparents/ Remembrance Day
- Bi Annual Long Walk – our Year 6/7 students walk the pioneer woman’s trek from Beaumont to Hahndorf and the other classes walk parts of the trek. In 2021 this will be Yr 5/6/7 due to Yr7s moving to high school

Community links such as:

- Art workshops at the Hahndorf Academy
- Hahndorf Lantern Festivals
- Arts SA
- Mount Barker Show
- Anzac Day representation

7. Staff (and their welfare)

- **Staff profile**

The staff are dedicated, hardworking and committed to our goals and vision.

There are 9 classes with four classes R-2 and 5 classes Yr 3-7

Most classes are composite with often the Reception and Yr 7 classes being a straight Yr level

Specialist subjects are taught by three teachers

P.E 0.8

Science 0.8

German 0.4

Library 0.4

- **Leadership structure**

Principal, Deputy Principal and currently a coordinator.

- **Staff support systems:**
 - Staff have committed to two long training and development session a term.
 - Staff are supportive of each other and work closely with their like year level colleague.
 - We are committed to high level of communication and a collaborative team approach to decision making and developing directions and structures.
 - We have a very focused approach to adult leaning and are committed to deep and embedded building of staff capacity.
- **Performance Management:**
 - Staff meet twice a year with Leadership for a formal PDPs.
- **Staff utilisation policies**
 - We value staff retention and support part time arrangements.

8. Incentives, support and award conditions for Staff

- Complexity placement points
N/A
- Isolation placement points
N/A
- Shorter terms
N/A
- Travelling time
N/A
- Housing assistance
N/A
- Cash in lieu of removal allowance
N/A
- Additional increment allowance
N/A
- Designated schools benefits
N/A
- Aboriginal/Anangu schools
N/A
- Medical and dental treatment expenses
N/A
- Locality allowances
N/A
- Relocation assistance
:N/A

- Principal's telephone costs
: N/A

9. School Facilities

- Buildings and grounds: The grounds and buildings are in sound condition. The main building is heritage listed. We are currently revamping the grounds to include nature play as a focus.
- Heating and cooling
: The heating and cooling systems are due to be updated
- Specialist facilities and equipment: School Garden, Gymnasium, Resource Centre
- Student facilities: General classrooms and shared yard space. A designated Junior Primary play space.
- Staff facilities: Staff room
- Access for students and staff with disabilities:
: Disabled toilets and access ramps
Access to bus transport; public transport.

10. School Operations

Decision making structures

We have a collaborative model of decision making. Specific committees include:

- Governing Council
- Management Team
- Staff meeting
- Regular publications
- Daily Notices
- Friday fanfare – weekly
- Parent Newsletter – fortnightly
- Notice board – changed weekly
- Parent and Staff handbooks (updated annually)
- Parent calendar (handed out termly)

Other communication

- Skool bag app
- School website
- Parent Texts – as needed
- Facebook
- Seesaw – some classes

School financial position

: Our site is in a good financial position as reflected in our annual audits

11. Local Community

- General characteristics; Hahndorf has strong ties to our German pioneers. We have a strong connection to our community and community events. However a number of our families attend from outlying areas as we many families work with in the township or commute through Hahndorf in to the city for employment. Our community group is supportive of our school and for many they have chosen Hahndorf Primary School as their school of choice based on the current school culture. Our demographic is diverse. We are a category 7 school.
- Parent and community involvement
: Parents and community are strongly represented during school events and we strive for high levels of communication.
Our Governing Council is active and we have a cross section of our school community represented.
- Feeder or destination schools: Most of students transition from preschool to school. Our Year 7 students have many secondary school choices including both public and private within the Adelaide Hills and Adelaide.
- Other local care and educational facilities; Saint Michael's Lutheran School is located adjacent to our school. Zebra Child Care Centre is located within walking distance.
- Commercial/industrial and shopping facilities
: Hahndorf has a strong tourism focus and has many specialist shops, cafes and restaurants within the township. There is also an IGA and a petrol station.
- Other local facilities; Hahndorf has a Medical Centre and numerous sporting clubs.
- Availability of staff housing: many staff commute to Hahndorf and there are many opportunities to purchase and rent within the Adelaide Hills and Adelaide.
- Accessibility: Hahndorf is very accessible to Adelaide via public transport as well as private vehicle.
- Local Government body
: Mount Barker District Council

12. Further Comments