1. General information

Part A
School Name : HINCKS AVENUE PRIMARY SCHOOL
School No. : 0938
Principal : Mrs Linda Weetra
Postal Address : Schulz Avenue, Whyalla Norrie 5608
Location Address : Schulz Avenue, Whyalla Norrie 5608
Region : Eyre & Western
Distance from GPO : 380 kms
Phone No. : 08 86457266
Fax No. : 08 86450811
CPC attached : NO

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Part B

• School e-mail address
principal@hincks.sa.edu.au
• Staffing numbers
FTE 14.00
• Enrolment trends
Enrolments have decreased steadily since 2007
• Year of opening
1962 with amalgamation of Junior and Primary in 1985
• Public transport access
Local Whyalla bus service as well as an Iron Knob to Whyalla bus service.

2. Students (and their welfare)

Hincks Avenue Primary School is a Reception to Year 7 school with an enrolment of up to 180 students.
• 18 students have Negotiated Curriculum Plans, which are closely monitored, and School Services Officers' time is allocated according to individual needs.
• 47 students are of Aboriginal or Torres Strait Islander descent
• 65% of students are approved for school card.

School and class codes of behaviour are based on the values of:-
• Respecting Individual Dignity and Worth
• Open Communication
• Teamwork
• Honesty
• Trust
• Pride in ourselves and our school

The values guide our actions and decisions. Values are well embedded in the school culture. The infringement of codes results in logical consequences and actions based on Restorative Practices.

The School Counsellor works with students individually and in groups in social skilling programs. For children in need of emotional/social support during each school term the counsellor uses collaborative methodologies to support best practice in classrooms using a model of co-teaching.

Clearly outlined behaviour management structures are implemented. As important is our emphasis on rights, responsibilities, routines and positive interaction to provide a success-oriented environment.

3. Key School Policies

[Type text]
Our vision is ….
“Hincks Avenue is committed to student learning in a positive environment”

Our core business is … “To empower students to reach their full potential”

The school priorities are:-

• Literacy
• Numeracy
• Attendance

4. Curriculum

Hincks Avenue Primary School has a “Special JP Small Class” on site, which caters for students with learning disabilities in the Whyalla cluster.

At least 8 hours per class per week of SSO time is used to increase student learning outcomes, and the further development of collaborative skills. Extra SSO hours are allocated to support Aboriginal students, EALD students and students with NEP’s.

EALD Scales are used R-7 both to plan for teaching and to assess student learning. Scaling of student work occurs at the beginning of the teaching of each genre (beginning of each term) and again at the end of the teaching period.

A consistent Guided Reading approach is used throughout the school. Hincks Ave Primary School underwent a SILA Review in August 2009. Staff and students have worked with SILA coaches since the beginning of 2010 to increase teacher quality and increase student learning outcomes.

John Fleming has had a profound influence on the development of explicit teaching skills leading to increased student learning outcomes, particularly in Literacy. We are continuing to work with John in 2013.

As a result of this work with John, Whole School Agreements have been documented around the Literacy Block, Warm Ups and Numeracy.

Bookwork standards have been established and published for students.

A dress code for staff was established in 2012.

**Reporting Outline**

[Type text]
Interviews are held twice per year, at the end of term 1 and 3. Formal reports are written at the end of term 2 and 4.

Open communication with caregivers is actively encouraged.

A structured process of collecting data is used R-7 using Running Records, PROBE, EALD Scales, PAT Maths and Spelling Mastery as well as NAPLAN and Attendance. Some of this data is reviewed at 4 weekly intervals, shared as a staff and with the Governing Council to celebrate student achievement, teacher and SSO work with students and plan for future learning.

5. Sporting Activities

Hincks Avenue Primary School has adopted a whole school approach towards the teaching of PE. Junior Primary students are taught skills related to various sports whilst Primary students are taught skills and rules. Approximately two sports are covered per term.

Term time swimming lessons takes place for one week annually.

Students participate in interschool sports organised between other primary schools.

Individual students have the opportunity to try out for a number of SAPSASA events.

6. Other Co-Curricular Activities

The school has a choir, which participates in the Whyalla Combined Primary Schools’ Choir.

Instrumental tuition is provided by DECS.

Yard activities and clubs are provided during break times.

We celebrate special events (e.g. Reconciliation Week, PE Week, Bandana Day etc)

At the beginning of the year each class has a ‘Meet ‘n Greet’ event.

Sports day is enthusiastically supported by our school community.

7. Staff (and their welfare)

[Type text]
Currently there are 26 people on staff. Of these people 11 are SSOs and 15 are teachers with 23 being female and 3 being male.

The school Leadership Team consists of Principal, Leader Band 1 School Counsellor and Leader Band 1 in Reading, Numeracy and Intervention.

Collegiate support is very high at Hincks. Staff support each other in all aspects of school life. Staff work collaboratively promoting a positive feel between colleagues.

Staff are supported with a History/PE specialist teacher for R-7 and a teacher of the Arts R-7 Performance & Development is shared between the Principal and Leader Band 1 School Counsellor twice a year.

There are 11 School Support Officers working approximately 230 hours per week. Included in these hours is support for the Special Small Class, intervention programs and Students at Risk, Negotiated Education Plan students and class time.

We are supported by Guidance, Disability Services, Hearing Impairment Consultant, Speech Pathologist, instrumental music teachers, Physiotherapist, Child development Unit, Behaviour Management Unit, Crippled Children’s’ Association and Occupational Therapist. Hincks Avenue Children's Centre is located on the school grounds. Our site was selected for the new Aboriginal Children & Family Centre – Gabmididi Manoo – completed in May 2013.

8. Incentives, support and award conditions for Staff

Government housing is available to contract and permanent teachers and all removal expenses are paid for tenures of one term or more. There is a locality allowance of $26 per year paid as a monetary amount since beginning of 2003.

9. School Facilities

The school has enlarged teaching areas. All classes are double the area size of traditional classroom.

Whyalla’s climate is such that airconditioning is essential. All buildings are both heated and cooled by reverse cycle airconditioners or split systems.

All classroom blocks are accessed both by steps and ramps. There is a handicapped bathroom situated near the basketball court. In 1999 a large double teaching space was fully upgraded to be a computer room. This room is now fully equipped with 30 computers. Each learning space has an interactive whiteboard, either Polyvision or Smartboard.
Through the federally funded BER project we were able to build a ‘Macdonald Park’ Hall, have the school painted throughout, demolish 2 disused buildings and erect a new shade structure.

Ample play areas are available within the grounds. A large oval, cricket pitch and nets, refurbished basketball, tennis and volleyball court and 4 separate adventure play areas exist.

The school Canteen no longer operates, however, students & staff are able to order lunches from Stuart High School Canteen.

10. School Operations

Hincks Avenue Primary School recognises that all members of the school community have the right and should have the opportunity to participate fully in decision making.

We believe that informed decision making involves the people affected by the decision, respects individual input and expects all to abide by the group decision.

Key decision making groups are parents through the operations of the Governing Council and affiliated committees (Fundraising, Grounds & Facilities, Finance, Community Participation, Aboriginal Parent Voice).

Staff members make up other important decision making groups such as: -
- P.A.C.
- Leadership Team
- A.E.U.
- Year Level Teams
- Adhoc groups

Staff and parents are kept informed about the procedures and policies through various handbooks.
A parent information book is updated and given to all families at the beginning of the year or during the enrolment process.
A staff induction handbook summarises important procedures and policies relevant to successful practice. This is supplemented with a policy folder that explains in detail the beliefs and management of the school.
A Governing Council induction booklet explains the expectations and procedures of the Governing Council.
A TRT induction booklet introduces school procedures and routines to relief teachers.
An on-line Staff and Student Bulletin through Learnlink is used to keep staff and students informed about current information.

[Type text]
Fortnightly whole school assemblies are held on a Friday, hosted by individual classes. The parent community is encouraged to attend.

Hincks Avenue Primary School has a large number of school card holders and is recognised as a disadvantaged school. Sound financial practices and grant money has enabled us to be a well-resourced school. The employment of School Support Officers, funding for strategic plans and maintenance of grounds and facilities is a priority.

11. Local Community

The Hincks Avenue Primary School community is multicultural, socially and economically diverse. Most of the housing is Housing Trust double unit accommodation with some private housing. Many of our families have limited income due to unemployment or other personal difficulties. The school is well supported by the local community and the schools facilities are used regularly by local organisations.

A pre-school facility exists on our school grounds but is managed autonomously. Special programs occur to promote transition opportunities.

Students bus daily from Iron Knob, which is approximately 50 km away. The education/care facilities consist of child-care, occasional care, day care, and respite care services established in a range of settings and locations.

There are six pre-schools, seven primary schools, and a secondary college consisting of two Year 8 – 10 campuses and a senior secondary campus. There is also a TAFE and a campus of the University of SA in Whyalla.

There is a base hospital, large numbers of GPs and several dentists. Most specialist services are available – some on a part time basis. Most medical facilities are available in the city with support from Adelaide specialists. The city is serviced by Air Ambulance.

A wide range of sporting/fitness activities are available including water sports, organised team sports and aerobic/circuit and other keep-fit activities. There is a recently upgraded health and leisure centre, including an indoor pool.

Arts activities include theatre groups, dance groups, a thriving craft community that holds monthly fairs and many music groups covering a range of styles.

The main shopping centre, Westland, is situated quite close to the school. With recent renovations and extensions this provides a wide range of...
shopping facilities. Other shops are located in smaller centres. Regional Express Airlines and a Stateliner bus service run multiple daily bus trips and flights to Adelaide. The Office of Government Housing supplies teacher housing, both furnished and unfurnished, for permanent and contract staff. The Whyalla City Council (phone 86457422) runs the local bus service and supports two community libraries. It has a strong interest in the environment and in supporting the local community (eg local festivals such as The Snapper Fishing Competition, the Whyalla show etc). The Whyalla Newspaper annually produces a comprehensive guide to services.

12. Further Comments
Our school is unique, in that all classrooms are of double size, the ideal physical environment for a range of teaching methodologies. There is a high level of support for staff and students. Although we are a school of significant disadvantage, staff movement has been minimal over the last few years.