SCHOOL CONTEXT STATEMENT

Updated: 05/06

School number: 0938

School name: HINCKS AVENUE PRIMARY SCHOOL

1. General information

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>HINCKS AVENUE PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No.</td>
<td>0938</td>
</tr>
<tr>
<td>Principal</td>
<td>Mrs Hannan</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Schulz Avenue, Whyalla Norrie 5608</td>
</tr>
<tr>
<td>Location Address</td>
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</tr>
<tr>
<td>Distance from GPO</td>
<td>380 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 86457266</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 86450811</td>
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1999 2000 2001 2002

February FTE Enrolment

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<tr>
<th>Primary Special, N.A.P. Ungraded etc.</th>
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<tr>
<td>Reception</td>
<td>18</td>
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<tr>
<td>Year 1</td>
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<td>28</td>
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<td>Year 3</td>
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<td>25</td>
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<td>Year 6</td>
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<td>Year 7</td>
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<td>23</td>
<td>25</td>
<td>20</td>
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</table>

Secondary Special, N.A.P. Ungraded etc.

| Year 8                               |     |    |    |            |
| Year 9                               |     |    |    |            |
| Year 10                              |     |    |    |            |
| Year 11                              |     |    |    |            |
| Year 12                              |     |    |    |            |
| Year 12 plus                         |     |    |    |            |

TOTAL                                  213 203 199 212

July total FTE Enrolment                224 207 229

Male FTE                               118 107 128
Female FTE                             106 100 101

School Card Approvals (Persons)        126 120 122

NESB Total (Persons)                   2 1

Aboriginal FTE Enrolment               16 12 18

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.
Part B

- Deputy Principal’s name
  Paul Fox
- School e-mail address
  principal@hincksps.sa.edu.au
- Staffing numbers
  FTE 14.44
- Enrolment trends
  Enrolments are stable around 200
- 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 240 students.

- 25 students have Negotiated Curriculum Plans, which are closely monitored, and School services Officers time is allocated according to individual needs.
- 32 students are Aboriginal
- 65% of students have a 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**

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:-

- Staff and student Well Being
- Literacy
- Numeracy
- Information Technology

Principles of Social Inclusion, Collaboration, Accountability apply.

Expected achievements in relation to school direction :-

**Well Being**

- Collaborative skills Programme Achieve, Key areas will be taught R-7
- Participation in daily fitness and the promotion of eating healthy foods
- Attendance and participation is a priority
- Restorative practices will be used
- Codes of behaviour are known and implemented
- Staff are involved in decision making that affects them
- Collaboration and teamwork is actively encouraged

**Literacy**

- Class practices reflect the recommended school approach
- Students needing intervention, receive intervention

**Numeracy**

- Staff are following the recommended school approach
- Interventionist practices occur

**ICT**

- Staff are ensuring all students reach the identified school based benchmarks in ICT Literacy skills

4. **Curriculum**

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

For 10 years Hincks Avenue Primary has prioritised the learning of collaborative skills and the emphasis on collaborative methodologies. Physical structures, staff professional development and teachers programs reflect this focus.

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 and students with NEP’s.
A consistent Guided Reading approach is used throughout the school. Our practice is guided by Hincks Literacy Framework Guide.

**Reporting Outline**

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.

Standardised testing is used at the beginning and end of the year as a measure of progress a resource of diagnostic information and identification of eligibility for intervention support.

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, rules and after 5 weeks culminate their learning in a game played between other Year levels. 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 DETE. Yard activities and clubs are provided during break times.

We celebrate special events (e.g. Reconciliation Week, PE Week) and have occasional elective programs.

At the beginning of the year we have an Acquaintance event. Sports day is enthusiastically supported by our school community.

Middle and Upper Primary students have the opportunity to apply for a position on the Media Team. This team is responsible for public relations and the production of our newsletter.

7. **Staff (and their welfare)**

Currently there are 30 people on staff. Of these people 14 are teachers with 11 being female and 3 being male.

The school Leadership Team consists of Principal and Deputy, as well as a full-time Student Counsellor.

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

Staff are supported with a PE/Science specialist teacher.

Performance Management is shared between the Principal, Deputy Principal and Counsellor and occurs at least twice per year.
There are 13 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.

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.

Country Incentive paid leave is also available to permanent teachers at Hincks Avenue in accordance with the award (i.e. 1 term payout after 6 years, 2 terms after 8 years and 1 year after 10 years). Country Incentive is paid as a monetary amount as from the year . 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 toilet situated near the canteen. In 1999 a large double teaching space was fully upgraded to be a computer room. This room is now fully equipped. Along with this we have a large 6-teacher unit, which in its entirety, is our well-resourced resource centre.

Ample play areas are available within the grounds. A large oval, cricket pitch and nets, basketball court and 3 separate adventure play areas exist. The school Canteen is open at recess and lunchtime. Our school also has a large gymnasium, which is a multipurpose facility.

10. School Operations

During 2002 Hincks Avenue Primary School entered Quality Improvement project phase 2. Involvement in this project will impact on whole school management and classroom management.

Decision Making structures

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, Canteen, Community Participation, Aboriginal Involvement).

Staff members make up other important decision making groups such as: -

- P.A.C.
- Leadership Team
- A.E.U.
- Strategic Planning Teams
- Adhoc groups

Students on the Media Team are responsible for producing a fortnightly newsletter, which goes home every second Friday. 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.

A termly outline of forthcoming events is displayed in the front office.

A Daily Notice Book is used to keep staff informed about current information.

All publications are supplied free of charge.

Weekly 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. Ten 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, one junior primary schools, seven primary (R-7 and 3-7) 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. O’Connor and Rex 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 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.