

# SCHOOL CONTEXT STATEMENT



**School Number:** 1067

**School Name:** Huntfield Heights School P-6

Updated: August 2024

## School Profile:

Huntfield Heights School P-6 is set in picturesque secure grounds, which are flanked with a walking track and recently upgraded bike path. Our pre-school playground underwent major works at the end of 2021 that are the envy of other sites. Most of our enrolments are from families within proximity to our site. The school has an IoD2. Those who attend our school are supportive and proud of their community school. It is important that our staff are knowledgeable in managing trauma response, supporting students in regulating their behaviour and highly proficient in differentiating the curriculum.

## 1. General Information

- School Principal name: Cathryn Herbert
- Deputy Principal's name: N/A
- Year of opening: 1981 (Hackham South Primary School)
- Postal Address: 78 Melsetter Road, Huntfield Heights
- Location Address: as above
- DfE Partnership: Beach Road, Noarlunga 3
- Geographical location – 30km from GPO
- Telephone number: 8384 5300
- Fax Number: 8384 7566
- School website address: [www.hhps.sa.edu.au](http://www.hhps.sa.edu.au)
- School e-mail address: [dl.1067.info@schools.sa.edu.au](mailto:dl.1067.info@schools.sa.edu.au)
- Pre-school attached: yes

<b>FEBRUARY FTE</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
<b>Preschool</b>	5	16	11	8	14	5
<b>Reception</b>	14	15	15	10	15	17
<b>Year 1</b>	17	10	10	9	8	12
<b>Year 2</b>	8	11	10	10	8	6
<b>Year 3</b>	9	15	15	11	11	9
<b>Year 4</b>	9	11	11	13	10	9
<b>Year 5</b>	8	12	11	12	12	11
<b>Year 6</b>	8	12	12	15	14	13
<b>Year 7</b>	15	14	14			
<b>TOTAL</b>	<b>93</b>	<b>116</b>	<b>109</b>	<b>88</b>	<b>92</b>	<b>82</b>

- **Student enrolment trends**

Huntfield Heights School P-6 has an interesting enrolment profile. Although the beginning of each year numbers are low, there is consistently a 25% transience of students and additional enrolments across the school. Our preschool enrolment trends declined over several years, and have fluctuated since, with a peak in 2020.

- **Our student cohort is made up of**

- 20% SWD
- 10% EALD
- 20% ATSI
- 75% of families eligible for school card

- **Staffing numbers (as at February census)**

The staff for 2024 include a fulltime Principal and 0.6 Engagement and Wellbeing leader, 5.8 teachers (6 female/3 male), this includes an AET 0.4, 0.4 PE NIT, 0.4 The Arts NIT, 0.3 Intervention Support and 0.2 Autism Inclusion Teacher. 10 SSOs classroom support, 1.0 business manager, 1.0 office administration, 0.4 ACEO, 0.4 IT support, 0.5 GSE. The preschool is open Tuesday, Wednesday and Thursday to offer 15 hours universal support and is staffed by a teacher and one ECW.

- **Special site arrangements**

Our site hosts the Southern Better Behaviour Centre, which opened their service in term 3 2011. The centre is accommodated in room 1 & 2, staffed by a teacher coordinator, Level 2 SSO and family support coordinator. The program caters for two groups of ten students, Years 3-6 referred by the student's school and supported by the Behaviour Coach. A Local Leaders Review Panel determines eligibility.

- **Public transport access**

Bus stop on Melssetter Road opposite the school, this service transports to Noarlunga Centre interchange which connects with train and bus transport to the city of Adelaide.

- **Statement of Purpose**

Huntfield Heights School P-6 provides an attractive, caring and safe environment in which excellence in teaching and learning and equality of educational opportunity enables all children to reach their full potential as learners and members of society.

- **Motto**

Our school motto is PRIDE developed as part of our consultation and decision of establishing our school values of:

- ❖ Persistence
- ❖ Responsibility
- ❖ Integrity
- ❖ Determination
- ❖ Equality

## 2. Students (and their Welfare)

- **General characteristics**

Predominantly our classes are composite which changes yearly dependent on numbers in cohorts and student ability, friendship groups and behaviour. Uniquely this year we have a dedicated Reception class.

- **Student well-being programs**

- The Wellbeing and Engagement Leader supports staff in our beginning of the year program Fresh Start.
- Zones of Regulation
- Interoception
- Bucket Filling School
- Individual student plans (called My Plans to support student safety.)
- What's the Buzz? Social skills program
- Kitchen Garden Program
- Breakfast club provided daily.
- Bush Tucker Trail. This area was designed and developed by our students for our students. It is ongoing as students help maintain and continue to improve the area.

- **Student support**

Each class has a student support officer (SSO) and there is targeted intervention support for students who have specific needs and in relation to their IESP funding. All of our teachers offered a quality differentiated curriculum.

- **Student management**

The School Code of Conduct underpins our behaviour management, and we adopt a restorative approach. Some staff have had extensive professional development in the Berry St Education Model, and the Engagement and Wellbeing Leader supports new staff in understanding this approach. All staff are trained in and follow Trauma Informed Practices.

- **Student government**

Student Leaders self-nominate and are voted for by peers. These students work with the Wellbeing and Engagement Leader in driving student voice.

- **Special programmes**

- Life Education
- FishCare
- CLONTARF
- St John's – First Aid for Kids
- The Smith Family Boys Biz
- Story Dogs
- Footsteps to Empowerment
- Adventure to Thrive
- Sammy D Foundation
- Smith Family Learning Club
- What's the Buzz?
- Bunnings Workshops
- Kickstart Camps
- Passport to Success

### 3. Key School Policies

- **Site Improvement Plan, PQIP and other key statements or policies:**
  - All policies as required by DfE are reviewed annually and available on our website.
- **Recent key outcomes:**
  - The student well-being survey always indicates that our student value their positive and caring relationships of adults who work in our school and a connectedness to the school community. Students feel they are provided with a great number of organised activities, along with a quality PE and arts program.
  - Classroom SSOs and teachers have participated in a Portfolio wide professional development in DIBELS (Dynamic Indicators of Basic Early Literacy Skills)
  - All teachers have participated in professional development to understand how to access and use PAT data.
  - Teachers have also engaged with the Partnership Curriculum Lead who led professional development across our Portfolio to unpack the DfE Units of Work. In addition, worked with Portfolio colleagues in moderating Mathematics.

### 4. Curriculum

- **Subject offerings**
  - We offer the Australian Curriculum areas with the exception of languages. The Arts and Health and PE are our specialist subjects that provide NIT.
- **Special needs**
  - Our school is well known for how we support students with additional needs, and that we have highly motivated teaching and support staff. There is an expectation that all teachers offer a differentiated curriculum.
- **Special curriculum features**
  - An SSO who has been trained in a Maths Intervention called 'Too Smart' that targets Year 1 students. 2023 is the inaugural year for this intervention.
  - Our site has been involved with The Literacy Guarantee Unit to build a comprehensive and systematic approach to teaching phonological awareness, phonics and Literacy across the site. All staff have had the opportunity to work with the LGU Coach to develop their understanding of the science of reading. Junior Primary teachers have completed extensive coaching.
  - Our site has been involved with the Brightpath Writing team to build teacher knowledge of teaching and assessing writing and use the assessment tools to inform practice.
- **Teaching methodology**
  - 'knowing' your learners and using the TfEL and AITSL framework is integral to planning. Understanding and using trauma informed practice supports staff in the awareness of social and complex issues that can affect our children and young people.
- **Joint programmes:**
  - Inspire Pathways, Flinders University works collaboratively with our year 6 teacher.
  - Year 6 transition with Christies Beach High School
  - Passport to Success

- **Student assessment procedures and reporting**

- Term one - acquaintance sessions and formal parent teacher interviews.
- Development of One Plans
- Term two - written reports
- Term three – parent teacher interviews and review of One Plans
- Term four - written reports
- Staff are provided with an Assessment and Reporting Timeline that is reviewed yearly; this is also updated each term with key dates including professional development and staff meetings. Teachers are expected to contact parents on a regular basis via phone call, SeeSaw, email or text message (using the school mobile).

## **5. Sporting Activities**

- Our Health and PE teacher offers students the opportunity to participate in SAPSASA events. There is also the opportunity for parents to engage with local sporting clubs.

## **6. Other Co-Curricular Activities**

- The Smith Family oversees a Learning Club on Wednesday after school.
- Kickstart for Kids supports our site with food donations and supporting our breakfast club. It also runs an in-house camp from our site during the holidays. Students who attend this camp are those identified from our site and other schools in the South.
- We offer Community Breakfasts supported by Seaford Bunnings, The Smith Family and Kickstart for Kids.

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

- **Staff profile**

- Since 2021, we have had a staff profile that has had minimal turnover. At the beginning of 2022, a new teacher transferred from the country and a long-standing class teacher stepped into the Wellbeing and Engagement role. In 2023, we have a new PE teacher start.

- **Leadership structure**

- Principal, Wellbeing and Engagement Leader, Finance Officer SSO2 and Office Manager SSO2

- **Staff support systems**

- 2023 a 0.2 teacher was appointed as the Autism Inclusion Teacher, this is ongoing.
- Work with the Literacy Guarantee Unit
- Work with support services and opportunity to be part of the student review process.

- **Performance Management**

- All staff are expected to develop a PDP which aligns to the SIP by the end of term one and meet formally with their line manager at least once a term.

- **Access to specialist staff**

- Our Arts teacher is part of the Southern Teachers Music Team.
- Our PE teacher represents our school as part of Onkaparinga South SAPSASA.
- Teachers and SSOs have the opportunity to meet with support services to discuss student needs.
- There is a before school meeting for SSOs on a 3 weekly basis.

- **Other**

- SSOs have the opportunity to attend scheduled paid meetings.
- Teachers are expected to meet with their class SSO at the end of each day or request time from Leadership for a longer discussion in regard to interventions, behaviour management and general classroom support.

## **8. Incentives, support and award conditions for staff**

- Not Applicable

## **9. School Facilities**

- **Buildings and grounds**

- The school buildings are situated on a hill overlooking picturesque playing fields and rural outlook on the eastern side of Main South Road. The school is situated on a 5-hectare block. Our grounds person is employed two and a half days a week to maintain the grounds and facilities, which he does to a high level. An 800m walking track has recently been partially upgraded by the Onkaparinga Council as a two-way bike track that joins with the South Road Bike Track. There is also fitness stations and shaded areas that enhance the learning environment, and we encourage the community to use out of school hours. In 2016, a fence was erected around the perimeter of the school; this has supported the decline in vandalism and break-ins to the school.
- In 2020 our site was given a grant to improve our outdoor learning environment for our preschool, topped up with a further grant the following year enabled the outdoor learning area for the preschool to have a major upgrade, along with a portion of the primary yard.
- Over the last two years, we have refurbished our pre-school and seven teaching spaces, including setting up an interoception room. Due to a flood in the staffroom, we were able to recarpet the entire administration area in 2020. Arts is a specialist NIT subject, and we have two dedicated upgraded teaching spaces. During the 2020 end of year break, the Administration area, Melsetter building and two classrooms were painted. We have an Interoception Room that is accessed by staff in order to support students who have difficulty regulating.
- A grant applied for in 2023 will support us in enclosing our garden area to deter unwanted predators, along with providing a safe place for a chicken coup.

- **Heating and cooling**
  - All buildings have heating and cooling.
- **Specialist facilities and equipment**
  - Our site has a well-resourced library with adjoining computer suite. Classes can borrow sets of iPads as needed.
  - There is an equipped kitchen in addition to the facilities in the canteen area (although we do not provide a canteen)
  - Our gym facilities are maintained, and we have lots of sports equipment.
- **Student facilities**
  - We do not have a canteen but offer the opportunity for staff and students to purchase lunch once a week from a bakery, who deliver to the school.
- **Before and after school hours care**
  - This is the inaugural year in which we have been able to offer before and after school hours care. This is a joint venture with the YMCA and the service is offered from the Hackham West Primary school site. Our students who attend in the morning are transported to our site by school bus and are here no later than 8.45am. And in the afternoon collected by 3.15pm, again by bus.
- **Canteen**
  - We do not have a school canteen but do offer a lunch order once a week on a Thursday. Lunches are provided by a local bakery with a good selection for the students to choose from. Orders need to be in by 3.15pm on Wednesday. During summer we sell Zooper Doopers during lunch and in the winter once a week sell a hot chocolate and cookie. And the cookies are made with a group of students.
- **Staff facilities**
  - All teachers have access to a computer, all classrooms have an interactive TV, along with one in the resource centre that is used when we have student assemblies, incursions, and staff professional development.
- **Access for students and staff with disabilities**
  - There are two toilets for people with a disability and one shower.
  - Given the geographical location of our site there is limited access for students and staff with a physical disability.
- **Access to bus transport**
  - We do not have a school bus. Transport required for excursions is provided by a contractor and paid for by parents often heavily subsidised by the school.
- **Other**
  - The location of the onsite preschool allows for excellent transition to our school.

## 10. School Operations

- **Decision making structures**

- There is a committed Governing Council, however being a small school; we do not have additional committees. However, we seek input and support as required. PAC meets regularly or when required.

- **Regular publications**

- School newsletter at the beginning of each term and then one each three weeks. Teachers publish student work and communications on SeeSaw, and there is an expectation to contribute to the newsletter.

- **Other communication**

- Phone calls, emails, SeeSaw and text messaging to families (using school mobile).

- **School financial position**

- The school is in a sound financial position.

- **Special funding**

- The teachers with the support of the Wellbeing and Engagement Leader apply for IESP funding to support students who have extensive difficulty with their learning in relation to a disability or behaviour.

## 11. Local Community

- **General characteristics**

- Housing is a mixture of owner-occupied dwelling, rental accommodation and Housing Trust. Many families experience poverty isolation, domestic violence and mental health issues. These factors contribute to complexity. Transience is an issue.

- **Parent and community involvement**

- Our parent body are supportive of the school.

- **Feeder or destination schools**

- Most of our reception students come from our preschool, with some transitioning from Brentwood Drive Kindergarten and some from childcare.
- Most of our year six students transition to Christies Beach High School, with some attending Wirrienda HS, Willunga HS and Cardijn College.

- **Other local care and educational facilities**

- Our site does not offer before and after school care.

- **Commercial/industrial and shopping facilities**

- The local shopping centre is Noarlunga Centre.

- **Other local facilities**

- There is a medical centre close to the school on Honeygot Road and the Noarlunga Hospital is located at Noarlunga Centre along with the Aboriginal Health Clinic, as well as the library and Centrelink.

- **Availability of staff housing**

- NA

- **Local Government body**

- The City of Onkaparinga Council has a good working relationship with the school.

## **12. Further Comments**

- Our site actively applies for local and national grants.