

SCHOOL CONTEXT STATEMENT



Government of South Australia
Department for Education

School number: 0670

School name: Hendon Primary School

School Profile:

Established in 1952 Hendon Primary School (Preschool to 6) is a community-oriented school that prides itself on student and family engagement. With its modern buildings and classrooms, set on large and well-maintained grounds including a nature play space and a Kurna Garden, students are developed academically, physically and emotionally.

There is a strong well-being focus, which is driven through authentic student voice both in class and throughout the school, and is supported by a Student Well-being Leader, Pastoral Care Worker, and extensive staff training conducted with Connected Self and The Berry St Education Model.

Located 9 kilometres west of the city Hendon PS has 286 students R-6 including two Special options class for years F-2 and 3-6, and an on-site preschool with 66 students currently enrolled.

Vision

Our vision for our students is encapsulated in the following statement:

'The Hendon School Community empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical well-being. We are all life-long learners who contribute to the global world while practising kindness, respect and trust.'

Our guiding principal for student literacy is:

'We aim for all students to be expressive and fluent and capable in all areas of literacy. They will develop a love of reading, writing and communicating to enable them to be lifelong learners.'

And our guiding principal for student numeracy is:

"All students have the right to a high quality mathematics programme that prepares them for engagement in daily life, socially and professionally."

Values

Kindness Respect Trust

The school values of kindness, respect and trust reflect the core values of our school community and are lived and instilled daily by staff. The result of an extensive process undertaken in 2020 through consultation with our students, families and staff members, these values represent our approach to ensuring each child who attends Hendon PS leaves a better person.

1. General information

- School Principal name: [Troy Pathon](#)
- Deputy Principal's name: [Anthony McIver](#)
- Year of opening: [1952](#)
- Postal Address:
[Hendon Primary School](#)
[Lot 17, Cedar Ave](#)
[Royal Park](#)
[South Australia 5014](#)
- Location Address:
[Hendon Primary School](#)
[Lot 17, Cedar Ave](#)
[Royal Park](#)
[South Australia 5014](#)
- DECD Region:
[Western Adelaide Shores](#)
- Geographical location:
[9km from GPO](#)
- Telephone number:
[08 8345 3190](#)
- Fax Number:
[08 8445 1493](#)
- School website address:
www.hendonps.sa.edu.au
- School e-mail address:
dl:0670.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached:
[Yes](#)
- Out of School Hours Care (OSHC) service:
[Yes](#)

- February FTE student enrolment:

Hendon Primary School R-7	2016	2017	2018	2019	2020	2021	2022
Junior Primary Special class						8	7
Primary Special class	12	11	11	12	11	11	8
Reception	51	41	39	46	52	50	33
Year 1	47	46	45	36	45	44	46
Year 2	48	49	40	40	39	35	45
Year 3	53	48	49	43	34	37	43
Year 4	52	51	51	43	40	44	35
Year 5	48	59	52	48	45	43	31
Year 6	33	47	60	53	42	46	34
Year 7	60	55	45	54	49	50	-
Total	424	407	392	375	357	368	282
School Card Percentage	53%	51%	53%	60%	60%	55%	32%
NESB Enrolment	30%	22%	29%	26%	18%	35%	37%
Aboriginal Enrolment	10%	10%	13%	12%	14%	11%	14%

- Student enrolment trends:

Enrolments have been trending down.

- Staffing numbers (as at February census):

Hendon has a very stable teaching staff and has been able to maintain relatively small class sizes. Classroom teachers and their students are supported by classroom SSOs, Aboriginal Community Education Officer, Special Education and AET Leader and a Student Wellbeing Leader.

Staff are also supported by an Arts co-ordinator and an Early years senior leader in our Preschool. In 2021, specialist teachers have delivered The Arts, PE, Science and Japanese lessons.

A-5 Principal	1.0 FTE
B-3 Deputy Principal	1.0 FTE
B-1 Leaders	3.0 FTE
Teachers	15 FTE
ACEO Level 3	30Hrs
SSO Level 1	291.5Hrs
SSO Level 2	86.5Hrs

- Public transport access: Public transport is available by bus.
- Special site arrangements:
n/a

2. Students (and their welfare)

- General characteristics

Hendon PS celebrates its cultural and social diversity. Within the student population, 10% of students were born overseas with a total of 26% of students being from a Non-English Speaking Background, and 14% of enrolled students identifying as Aboriginal / Torres Strait Islander. Approximately 55% of students are school card holders.

- Student well-being programs

Hendon Primary School has many student well-being programs and staff have undertaken training in trauma informed practice with Connected Self and the Berry St Education Model, the child protection curriculum and smart training.

The Child Protection Curriculum is delivered to all students.

Other wellbeing programs include access to the Educator toolkit, What's the Buzz, Rock and Water and You Can Do It.

We have recently created a 'Zen Den' space where students can work with staff members to co-regulate and develop self-regulation strategies.

- Student support offered

Students have access to a Student Wellbeing Leader, Pastoral Care Worker, breakfast club, homework club, foodbank food parcels and Smith Family Scholarships.

- Student management

Student behaviour is effectively supported through the behaviour management and bullying policies, in addition to the school's trauma informed plan. (See school website)

- Student government

Students are strongly engaged in school governance through Student Action Teams. There are 6 student action teams including; grounds, ICT, library, sport, community awareness and ATSI. Actions Teams provide students with the opportunity to develop their leadership skills and lead initiatives throughout the school.

Peer mediators are also selected through an application process and support students in the yard during break times.

Student voice is also encouraged through weekly class meetings, and leadership conducted student interviews, whereby students from each class meet with the Principal and Deputy Principal to discuss their learning. The feedback from student interviews is then shared with staff during performance development meetings.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

The Site Improvement Plan is available for viewing on the school website.

4. Curriculum

- Subject offerings:

Australian Curriculum learning areas of Mathematics, English, Science, Humanities and Social Sciences, Health & Physical Education, The Arts, Technology and Japanese.

Specialist subjects include: Music, Science, PE and Japanese LOTE.

- Literacy and Numeracy

At Hendon PS we incorporate the following pedagogical approaches to student literacy development:

- Structured literacy block including the explicit teaching of reading, writing and language conventions.
 - F – 2 classes structured morning literacy block to include Jolly Phonics, Heggerty and guided reading and to be consistent across classrooms.
- Explicit reading practice should encompass each of the following elements:
 - Modelled, shared, guided and independent reading.
- Jolly Phonics strategies implemented F-2.
- Jolly Grammar to be implemented Years 2-6.
- Heggerty Phonemic awareness program F-2.
- Decodable readers are used exclusively for beginning readers.
- Learning intentions and success criteria are visible and understood by students.
- Provide each student with feedback that moves the learner forward.
- Support students by encouraging collaboration, questioning and dialogue.
- Use data to strategically and purposefully inform teaching and learning.
- Learning goals jointly constructed with students and informed by data.

Our approach to ensuring all students develop high levels of numeracy include:

- Learning intentions and success criteria are visible and understood by students.
- Mental Computation Strategies such as:
 - Mental Routines
 - Problematised / “ open-ended real life investigations
 - Subitising
- Descriptive and effective feedback by the teacher and peers to ensure that students move forward in their learning
- Mathematical discourse wherein students:
 - articulate their ideas and reasoning about mathematical concepts and
 - consider their peers’ mathematical perspectives / ideas / strategies to deepen their mathematical understandings
- Individual learning goals and targets are set, implemented, monitored and reviewed by students with the support of their teacher(s) in line with the National Numeracy Progressions.
- Inquiry – Based Learning wherein:
 - the teacher or students pose a mathematical problem or question that may encompass a range of mathematical strands.

- Students collect evidence, make conjectures, test, explain, reason, argue, prove, make connections, represent and communicate their findings.

Open Access/Distance Education provision:

n/a

- **Special needs:**

The school makes a commitment to supporting students with special needs. Teachers use a variety of methodologies and differentiated programming to support the varying needs of each student.

At Hendon we implement 3 Wave Intervention Model

- Wave 1: classroom differentiation/individualised learning
- Wave 2: targeted in class intervention programmes
- Wave 3: intensive 1-1 or small group intervention / One Plan (negotiated education plans, individual learning plans, SMARTAR Goals).

Phonics intervention is also utilised to target Year 1 students below benchmark.

Reading intervention is also supported via the Levelled Literacy Intervention program (LLI) that provides intensive small group instruction that supplements classroom literacy teaching.

The Student Review Team meet throughout the term to track and monitor students in intervention programs. Meetings to record student learning plans are also organised to facilitate discussion about student data and strategies that improve learning outcomes.

Aboriginal students access APAS funding for tutoring which is held twice per week and supported by the Smith Family volunteers, ACEO and the Aboriginal Education Teacher.

- **Special curriculum features:**

Hendon is a Music Focus School and provides a range of singing and performing opportunities. Weekly instrumental music lessons are conducted by specialist music teachers, in addition to junior, middle and upper primary choirs. Students have opportunities to perform at the Festival of Music each year, in addition to auditioning for pop vocal group, ukulele and recorder.

Science and STEM initiatives are driven through our specialist Science teacher and our ICT student action team, which has included the establishment of a Hendon Coding Club.

- **Student assessment procedures and reporting**

Teachers use all dimensions of the Australian Curriculum; the learning areas, general capabilities and cross-curriculum priorities; to plan, teach and assess student learning against the achievement standards. They provide students with opportunities to engage with and achieve in all areas of the Australian curriculum at relevant levels throughout the year, acknowledging that at Hendon our major focus is to develop students' literacy and numeracy expertise.

Our teachers use a range of assessments including summative assessment (assessment of learning), formative assessment (assessment for learning) and assessment as learning. They keep accurate records and gather and analyse data to

inform their teaching and to make accurate, evidence-based reporting comments. This includes:

- Class lists with grids for comments
- Regular anecdotal observations and notes
- Portfolios of student work that students also contribute to and collect
- Photographs of student work and work samples
- Video evidence
- Student self-reflection and goal setting

All educators, Foundation to Year 6 report formally twice per year, in writing, to learners and their parents/carers about learners' progress and achievement in relation to the Australian Curriculum achievement standards for all learning areas using the A-E grading system at a range of achievement from minimal to excellent, or word equivalents. The mid-year report is delivered via three way conferences and enable the teacher to provide a summative assessment of student achievement against the achievement standards that have been covered during terms 1 and 2.

- Joint programmes:

Hendon PS has strong links with Seaton HS and students in years 5-6 engage in specialist programs offered by Seaton including emerging technologies, Maths and English enrichment, sports science, Female Empowerment, diamond sports softball and baseball and visual arts.

5. Sporting Activities

The school has mixed Australian Rules Football teams from years 2-7 that compete in the SANFL Saturday football competition, with games are well attended by the school community.

Hendon regularly competes in SAPSASA knock out sporting competitions including AFL, soccer, cricket, netball, athletics and basketball.

Sports clinics are held each term through the Sporting Schools Australia Program and have included sports such as hockey, gymnastics, Frisbee, AFL, netball, basketball and rugby.

6. Other Co-Curricular Activities

Hendon is a Music Focus School and students show a strong interest in Choir and Instrumental Music.

7. Staff (and their welfare)

- Leadership structure

The school leadership structure consists of:

Principal

Deputy Principal

Student Wellbeing Leader

Special Education Leader

Aboriginal Education Teacher
Senior Leader – Preschool
Co-ordinator – Music

- Staff support systems

Staff at Hendon Primary School operate in Professional Learning Communities (PLC's). They are supported by the Principal and Deputy Principal to improve their teaching capacity through regular professional development. PLCs meet once per fortnight for 50min, and at 3 staff meetings per team, whereby teachers identify an area of pedagogical knowledge or instructional focus they would like to develop and conduct a 'learning sprint' over the course of a term. The ultimate outcome for which is improved learning outcomes for students.

- Performance Management

A performance development process provides opportunities for staff to engage in professional dialogue to improve their practice. Staff meet with their line manager at the beginning of the year to identify goals, which are aligned to the school improvement plan areas of Reading and Maths and their personal aspirations. Staff receive personalised written feedback at 6 and 12 months. Formal observations with written feedback is offered and provided as a means of recognising staff strengths and supporting staff to implement new ways to improve their practice.

Student interviews conducted by leadership staff are also fed back to teachers during performance management discussion to allow teachers to further reflect on their practice and better understand their student's perspective.

- Staff utilisation policies

School support staff are used to deliver intervention programs in literacy and numeracy and support teachers in class.

- Access to special staff

Instrumental Music teachers are available for students in years 4 to 6 who wish to pursue instrumental music lessons.

- Other

n/a

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

Opened in 1952, the school consists of 4 major single story buildings

1. *Junior Primary / Preschool*
2. *Middle Primary/ Specialists*
3. *Upper Primary (8 classroom block built under the BER)*
4. *Admin / Library / Gym*

The school is modern and had significant refurbishment upgrades. The Preschool has undergone a major refurbishment worth \$1.8 million and a \$1million STEM redevelopment has recently been completed.

- Heating and cooling

All rooms have heating and cooling and air purifiers are used throughout the school.

- Specialist facilities and equipment

Resource Centre

Numeracy Library

Computer room

Music Room

Science/Maths/Languages room

Gymnasium

Zen Den

Learning Support rooms

Large variety of ICT equipment in each room (iPads, Netbooks, Computer Pods, Visualisers, ITVs, Chromebooks and Laptops laptops)

- Student facilities

Canteen

Dental Clinic

Nature Play Space

- Staff facilities

Staff Room

Resource Centre

Numeracy Library

- Access for students and staff with disabilities

Wheelchair access to all buildings and rooms

Disabled Toilets

- Access to bus transport

School owned 25 seater bus

10. School Operations

- Decision making structures

Governing council

School Planning Committee

Staff Meetings

Staff PLC's

Student Review Team

Collegiate Teams

Student Action Teams

- Regular publications

School newsletter published 3 times per term

Termly class newsletters

- Other communication

Staff

One Note is used as an electronic daybook for staff notices and as a repository for numerous timetables and calendars, enrolment information book, TRT information folders, email, mailing lists,

Parent/Carers

Skoolbag, SMS, Seesaw, email and social media including Facebook and Instagram.

- School financial position

The school is in a sound financial position.

- Special funding

n/a

11. Local Community

- General characteristics

The surrounding suburbs are currently experiencing high levels of housing development, and comprise a mix of new, established, rental and public accommodation.

The school is a Level 3 Index of Disadvantage, with 63.8% of people living in Royal Park speaking English only. The other top languages spoken are 7.6% Serbian, 5.4% Language spoken at home not stated, 5.1% Italian, 4.1% Other, 2.4% Polish, 2.2% Greek, 1.9% Russian, 1.0% Croatian, 0.9% German.

- Parent and community involvement

Opportunities for involvement are encouraged through governing council and volunteering.

- Feeder or destination schools

A large percentage of graduating students attend Seaton High School. Additionally students attend Woodville HS through the music pathway.

Foundation students primarily arrive from the on-site pre-school.

- Other local care and educational facilities

A child care centre is available within close proximity

- Commercial/industrial and shopping facilities

West Lakes Shopping centre

- Other local facilities

Royal Park has a wide range of facilities with easy access available to residents including sporting clubs.

- Availability of staff housing

n/a

- Accessibility

Accessibility to the CBD is easy with a range of public transport options available

- Local Government body

City of Charles Sturt Council

12. Further Comments