

HINCKS AVENUE PS

SCHOOL CONTEXT STATEMENT UPDATED: 6/2023

School Number: **0938**

School Name: **Hincks Avenue Primary School**



School Profile:

Hincks Avenue Primary School is a category 1 school in central Whyalla.

Hincks strives to provide all children with a happy and safe learning environment.

Our school values of ***Be Respectful, Be Responsible and Be Your Best*** underpin everything we do. We explicitly teach students to take personal and social responsibility for their learning and interactions with others. Hincks has outstanding resources and facilities to activate student engagement and achievement. Our school priorities include; Reading, Writing, Mathematics and Positive Behaviours for Learning (PBIS).

General Information

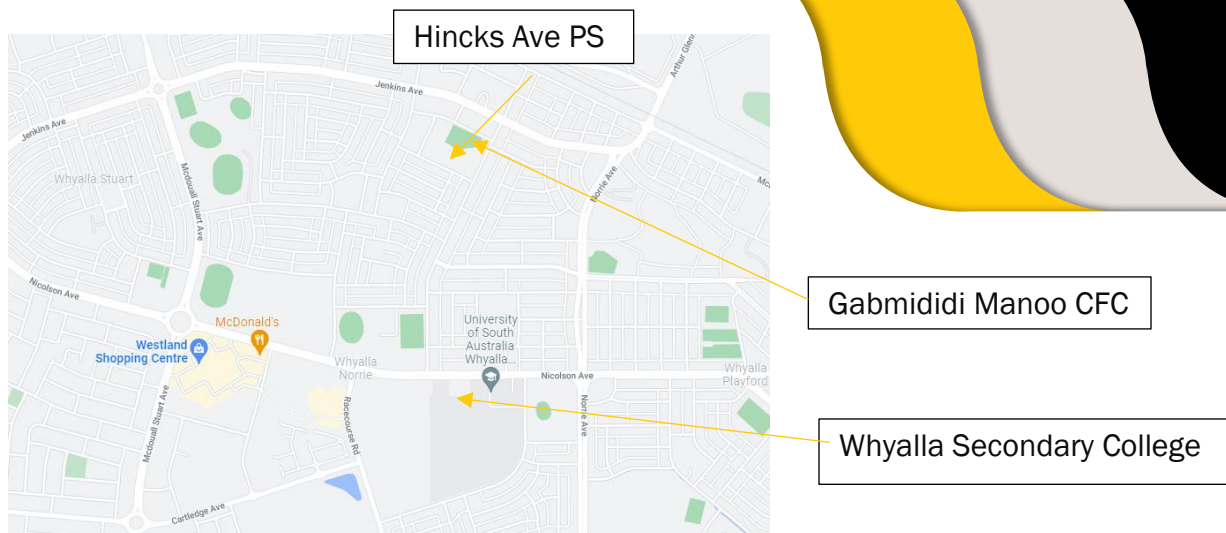
School Principal	Melissa Gloede
Wellbeing Leader	Rebecca Campbell
Deputy Principal	Lisa Parsons
Postal & location Address	6 Schulz Avenue, Whyalla Norrie, SA, 5608
DfE Partnership	Port Augusta 2 (Whyalla / Flinders)
Telephone Number	(08) 86457266
School Website	www.hincksps.sa.edu.au
School email address	dl.0938.admin@schools.sa.edu.au
Co-located Preschool	Gabmididi Manoo Children and Family Centre

Enrolment History	2018	2019	2020	2021	2022	2023
Reception	18	21	25	27	17	30
Year 1	21	23	17	27	23	16
Year 2	14	22	22	16	20	24
Year 3	24	16	19	19	17	23
Year 4	11	28	15	19	19	20
Year 5	17	11	31	17	24	20
Year 6	18	17	11	33	16	26
Year 7	16	17	13	11		
Total	139	155	153	169	136	159

Be Respectful

BE RESPONSIBLE

Be Your Best



Staffing 2022

Leadership	1 Principal, 1 Student Wellbeing leader, 1 Deputy
Teachers	6 full-time teachers, 5 part-time teachers
Classroom Support Staff (SSOs)	9 full-time SSOs, 7 part-time SSOs
Admin Support Staff	3 full-time SSOs
Aboriginal Community Support	2 part-time ACEOs


Students (and their welfare)

School card assisted in 2022	63%
English as an Additional dialect (EALD)	16%
Aboriginal Learners	43%
Students with Disabilities	17%
Children in Care	7.8%

Student Wellbeing

Hincks is committed to student wellbeing through a positive behaviour focus. In 2021, our school community revised our school values and they underpin every aspect of our school life. Our Wellbeing Team conducts regular check-ins with students and actively teaches regulation and social behaviours through a range of programs for targeted students.

Interception is a whole school approach to support students with developing self-regulation strategies. SSOs support students throughout the day to regulate in their classrooms (each room has a space designed for this purpose), in the wellbeing room or in the school yard / playground (depending on the student's sensory / regulation needs).



All of our classes are staffed with a 'class team' of qualified staff to support all of our students to equitably access the Australian Curriculum, as well as actively intervene with direct and targeted strategies for specific literacy and numeracy learning requirements.

Our Breakfast Club has become increasingly popular over the past year, with over 5000 breakfasts served each year for the past 2 years. We have combined this with a lunch program as a strategy for improving attendance and focus for learning.

Staff are timetabled for student activities during break times. This includes a range of sports, art and student-interest activities that enable students to engage with a variety of extra-curricular activities during their time outside of the classroom. In 2022, this is also linked with the **Children's University** for students to gain qualifications and rewards from their experiences.

As a category 1 school, we also budget to subsidise many learning opportunities such as camps, excursions, swimming, sporting carnivals and performances to ensure equity, inclusive practices and social justice.

Student Management

Hincks employs a range of strategies, including restorative practices, in supporting positive behaviour management. Our **Behaviour Code** clearly outlines acceptable and unacceptable school conduct. Our **Anti-Bullying Policy** clearly outlines our values and strategies for countering bullying by fostering a safe and supportive school environment. Our **Behaviour Support Policy** clearly outlines our intentional approach in working with parents and support services to actively plan for changes to challenging and problematic behaviours.

Student Government

Our SRC (Student Representative Council) are class-elected representatives from Years 1 to 6. They have class meetings weekly and meet fortnightly with our Student Wellbeing Leader. The SRC are the Student Voice of Hincks and conduct a range of activities and fundraising events to uphold the positive values and culture of our school. This includes making videos to support Positive Behaviour at Hincks.

Sporting Activities

Physical Education and Health are specialist subjects for all students at Hincks. These subjects are explicitly taught by a Specialist HPE teacher who embeds 'Taking Personal and Social Responsibility' into all sports programs. The HPE teacher organises for our students to be actively involved in the whole range of sports carnivals, including regional and state sporting opportunities. We also actively encourage our students to participate in sport outside of school.

The Arts

All aspects of The Arts (Dance, Drama, Music, Visual Arts and Media Arts) are taught as specialist subjects at Hincks. We have had a significant increase in the number of students (in year 5 and above) participating in the Instrumental Music Program, where they actively join lessons to learn an instrument each week. Our school choir also participates in the Festival of Music annually. We have supported the Arts with dedicated learning spaces, including well-resourced Music and recording facilities, as well as a Media Arts Editing Suite.

Key School Improvement Priorities

Through the key actions and strategies outlined in our School Improvement Plan, Hincks aims to:

Improve student achievement in Writing

By explicitly teaching the language conventions of writing across genres.

Improve student achievement in Maths

By explicitly focusing on high impact teaching strategies

Please visit our website for our School Improvement Plan 2022 – 2024

Curriculum Implementation

We have developed Whole School Agreements with all staff, embedding high quality teaching practices. These agreements are reviewed each year and focus on the following high impact strategies in each class:

- Logical sequencing of lessons with explicit and clear learning Intentions and success criteria
- Targeted Differentiated Teaching with clear actionable feedback for students
- Gradually releasing responsibility for encouraging student independence
- Providing deep learning opportunities through a multitude of strategies, contexts and interactions.

Please visit our website to see our Whole School Agreements for English and Maths.

Teachers at Hincks are dedicated to the Department for Education Strategy of achieving a world-class public education system by improving the learning outcomes of children in every one of our classrooms.

We support this strategy by paying close attention to: Expert teaching, active and responsive leadership, making good use of our support services and working together with our parents and the whole school community

Student Assessments

We keep track of student learning through a rigorous assessment schedule that is displayed in all classes.

Reception to Year 1:

- Heggerty Phonological Awareness Screeners x 3 times / year
- Read Write Inc Phonics each term
- Running Records Reading levels – dynamic process (recorded each term)
- SPELD progress assessments
- Phonics Screener for yr 1 students – Term 3 of each year
- Brightpath Writing Scales

Years 2 to 6:

- Spelling Mastery weekly spelling tests
- Brightpath Writing Scales
- Accelerated Reader termly STAR assessments and individual text quizzes
- SPELD progress assessments for students requiring reading intervention

All year levels:


- Progressive Achievement Tests (PAT) Reading and Maths – Years 1 to 6
- Big Ideas in Number Assessments each term
- Individual goals set for Reading and Writing each term
- Grades to represent student achievement in the Australian Curriculum

School Facilities

Buildings and Grounds

We have comprehensive school facilities, all air-conditioned with reverse cycle split-systems, providing a sense of well-being cohesive to teaching and learning.

The Library was renamed in 2021 as the Di Bryant Learning Hub and provides an inclusive, modernised learning space for our primary classes within a literacy-rich context. Included in this area are additional rooms that are fully resourced for STEM activities, such as cooking, 3D printing, robotics and construction. At the rear of this building is an environmental garden that is utilised by all classes.



Our JP classrooms have been remodeled to be large, inclusive learning spaces at the front of the school. A deck was built at this time to minimise people traffic through classrooms and disruption to learning.

Each class is intentionally designed to specifically meet the sensory regulation needs of all students within the class.

The building at the back of the school has been utilised to design Learning spaces for our specialised subject areas (The Arts and Health).

The Music Room is a particularly large room, which is easily accessible via the side gate adjacent to the 'drop off' loop. This building also provides 2 rooms dedicated to supporting our Aboriginal learners and a teacher resources space.

There are two modern playgrounds and another playground on our oval which is shared with the community out of school hours. Our school has multiple grassed areas, an enclosed court area, a painted basketball court, handball courts, as well as a fully-equipped Gymnasium. The Gym has a retractable projector and PA system to be able to hold community functions, such as whole school assemblies.

We are in the process of renovating the central courtyard as a natural and welcoming area for parents to meet and wait for their children at the end of a school day.

Written by Melissa Gloede January 2022

Endorsed by Governing Council April 2022

Updated by Melissa Gloede June 2023