

SCHOOL CONTEXT STATEMENT

Updated: 07/2026

School Name: Hampstead Primary School

School Number: 0689

1. General Information

Part A

School Name : HAMPSTEAD PRIMARY SCHOOL
School No. : 0689
Principal : Mr Lee Van Der Hoek
Postal Address : 38-56 Muller Road, Greenacres 5086
Location Address : 38-56 Muller Road, Greenacres 5086
District : North
Distance from GPO : 8 kms
CPC attached : No
Phone No: 08) 82612248

February FTE Enrolment

	2022	2023	2024	2025	2026
Reception	15	15	30	27	30
Year 1	21	7	19	21	23
Year 2	21	25	12	23	22
Year 3	19	19	30	20	23
Year 4	21	13	22	29	25
Year 5	15	23	20	29	29
Year 6	13	16	26	20	33
Year 7					
MS TOTAL	125	118	159	169	185
IELP TOTAL	13	96	83	74	60
HPS TOTAL	138	214	242	243	245
School Card				13	
EALD				142	
Aboriginal	14	11	10	16	

Part B

- School E-Mail Address - info@hampsteadps.sa.edu.au
Website - www.hampsteadps.sa.edu.au

- **Staffing numbers**
Principal 1.0, Deputy Principal 1.0, IELP Senior Leader 1.0, Wellbeing Leader 1.0, Teacher 14.0 FTE, EALD teacher 1.0, Finance, Admin plus SSO time to support intervention programs
- **Enrolment trends**
Numbers have increased in the mainstream setting from 2023 to 2026 due to good enrolments in the IELP. While enrolments in IELP have fluctuated due to migration these students are choosing to stay at Hampstead Primary after graduation increasing numbers in the mainstream student cohort. There has also been an increase in enrolments in our local preschool.
- **Year of opening**
1956.
- **Public transport access**
School may be accessed by public transport Route 208, Circle Line 100. Bus stop number 21.

2. Students (and their welfare)

- **General characteristics**
Current enrolment is 245 students. Hampstead Primary School supports learning for a culturally diverse student community. There are 30 different cultures represented across the school.
It is a Category 3 school on the index of social disadvantage & located within the Port Adelaide Enfield District Council East Local Service Area. The school is located within the suburbs of Greenacres and Hampstead Gardens.
The student cohort consists of new arrival migrants in the Intensive English Language program which has a ceiling enrolment of 105. The mainstream cohort consists of local students and IELP student who remain at Hampstead after graduating the IELP. The mainstream cohort has no students under Guardianship, 19% students with disability, 9% indigenous and 40% EALD and 7% school card.
- **Wellbeing**
A full time Wellbeing leader supports students and families. Staff have been trained in trauma informed practice through the Berry Street Education Model and use strategies and routines in the class and yard to support student regulation and wellbeing.
The Calm cave is a designated space in the school for social skills instruction and also doubles as a space for students to come and regulate to support learning.
The Kitchen-Garden and breakfast programs supports student wellbeing by promoting and providing healthy nutrition and giving students the understanding and skills to grow and cook their own food at home.

- Support offered
Wellbeing leader, EALD teacher, Autism Inclusion Teacher, ACEO, Literacy intervention program, plus flexible intentional grouping of students during literacy instruction. Bilingual SSO support is provided for students in the IELP supporting several languages.
- Student management
Our school uses trauma informed practice to respond to student management issues underpinned by the Berry St education model. This includes Restorative Justice with an emphasis on preventative, developmental, and proactive approaches.
All behaviour issues are recorded through our Daily record sheet that is available to staff online. This ensures that behaviour is effectively communicated across the school in real-time and that issues are recorded effectively in detail and followed up appropriately.
Student Leaders
Student leaders oversee and drive a research project associated with school improvement priorities and share their finding with other school student leader in the portfolio and school leadership.
- Special programmes
Specialist Programs
 - Visual arts, music, drama, dance
 - Science
 - Physical Education
 - Japanese
 The Kitchen Garden program provides students in Years 3-6 with real life experiences of planting, growing, harvesting, cooking and tasting fresh, organic food. The Kitchen and Garden Specialists are highly skilled and continually update their training.

3. Key School Policies

Staff professional development and school resources are directed to achieving the school's purpose statement and school improvement plan goals.

Hampstead Primary School Purpose statement

Hampstead Primary School is a supportive and inclusive learning community where we engage in rich and meaningful education that develops the knowledge, skills and dispositions of all learners to maximise their future choices and opportunities.

Key targets are:

- High achievement in literacy and numeracy.
 - R-2 Literacy programming focuses on delivery of synthetic phonics through explicit instruction
 - 3-6 Literacy programming focuses on vocabulary using spelling and morphology through explicit instruction.

- Mathematics is delivered through a whole school weekly structure incorporating, spaced, interleaved and retrieval methods of instruction.
- Student progress in literacy and numeracy is monitored through the school's assessment schedule.
- Areas of impact – Effective learners
 - Metacognition - Students are aware of strengths and challenges.
 - Strategic awareness – Students value progress over perfection.
- High levels of attendance and student engagement in all learning areas.

4. Curriculum

• Subject offerings

Learning programs are planned against the Australian Curriculum. Teachers are undertaking ongoing professional learning in implementing and assessing against the new South Australian Curriculum to ensure high quality teaching and learning programs are delivered and that all students are given every opportunity to achieve C or above.

Information and Communication Technologies (ICT) are embedded across all learning areas to enhance teaching and learning. Every classroom is equipped with interactive whiteboards, and students have access to iPads and laptops to support creativity, collaboration, critical thinking, and digital literacy.

The Arts program provides students with rich opportunities to explore creativity and self-expression through Music, Drama, Visual Arts, and Media Arts. Specialist programs rotate throughout the year, enabling students to develop artistic skills, confidence, and an appreciation of diverse forms of creative expression.

Physical Education promotes the physical, social, and emotional wellbeing of every student. Through engaging and inclusive learning experiences, students develop fundamental movement skills, teamwork, resilience, health knowledge, and a lifelong appreciation for physical activity.

Science is delivered as a specialist subject across all year levels, fostering curiosity, inquiry, and problem-solving skills. Students engage in hands-on investigations aligned with the Australian Curriculum, with Year 5 and 6 students participating in a STEM-focused robotics program that culminates in competing in the FIRST LEGO League, providing authentic opportunities to apply engineering, coding, and collaborative design skills.

Japanese is offered as a specialist language subject from yr 1 - 6, providing students with the opportunity to develop their communication skills while building an understanding and appreciation of Japanese language and culture. Learning Japanese also supports students' intercultural awareness and global citizenship. This provides an excellent foundation for students who transition to Roma Mitchell Secondary College, where Japanese continues to be offered as part of the school's language program.

- **Inclusive Education and Additional Support**

Hampstead Primary School is committed to providing an inclusive learning environment where every student can access, participate in and succeed in learning. Students identified as requiring additional support have an individualised One Plan that is informed by assessment data and regularly reviewed in partnership with families and staff. Our dedicated Inclusion Coordinator works collaboratively with teachers, Student Support Services, the Department for Education Inclusive Educator, Behaviour Coach and other allied health professionals to design, implement and monitor targeted adjustments and interventions. The school actively applies for additional funding through relevant Department for Education programs, including IELP where appropriate, and strategically allocates resources, including NCCD supplementary funding, to maximise student outcomes. A skilled team of School Support Officers (SSOs) works alongside classroom teachers to provide personalised support, enabling students with additional needs to fully engage in learning, develop independence and experience success across all aspects of school life.

- **Teaching methodology**

Teachers use the South Australian “Teaching for Effective Learning” framework to ensure learning programs planned and delivered to a high standard and relevant to student needs. Formative assessment is effectively used to monitor progress and identify when to “re-teach” concepts while summative assessments are used to determine the effectiveness of learning programs

Explicit teaching and direct instruction is included in lesson design to clearly convey information, complex concepts, or when introducing new material and skills to students. Explicit direct instruction is particularly important in the early years and is used extensively

Extended transition programs are offered for students moving from preschool to school, IELP to mainstream and primary to secondary schools.

- **Assessment procedures and reporting**

Parents and Caregivers are provided with regular feedback about their child’s learning in various forms.

- Parent/teacher interviews early term1
- Acquaintance night terms 3
- Written report end term 2 and 4.
- Fortnightly whole school assemblies
- School newsletters twice a term (showcasing class learning programs and special programs)
- Termly class newsletters, providing information about the class learning program

5. Sporting Activities

Students have the opportunity to participate in SAPSASA events (athletics, swimming, cross country); an annual Sports Day with an emphasis on participation in tabloid and elective events; swimming lessons at an Aquatic Centre each year, emphasis on Sports Clinics (ie with Adelaide 36er's, Local Soccer Club Crows Clinic), Aquatics at Westlakes for years 6/7.

6. Other Co-Curricular Activities

- Celebration Night held near end of school year for students to showcase their skills in the performing arts
- Choir for students from Year 2 -6
- Children's University

7. Staff (and their welfare)

- Staff profile

Staff are skilled and enthusiastic, continuing their professional development to ensure programs are qualitative and based on informed practice. There are beginning and experienced teachers and a strong commitment to students achieving their potential.

- Leadership structure

Leadership team is composed of Principal, Deputy Principal, IELP Leader and Wellbeing leader.

- Staff support systems

Staff work in collaborative teaching teams with the priorities of the site learning plan guiding improvement.

Professional learning workshops are held fortnightly.

Staff Wellbeing is supported through a range of fun and collaborative activities and support to access appropriate services. These are coordinated by the staff Social Committee.

- **Performance Development**
Performance development meetings are held 3 times a year and focus on the school priorities and the Australian Professional Standards for Teachers.
Teachers are encouraged and supported to engage in professional development, further study & to apply for leadership positions.
- **Staff utilisation policies**
Professional Development is focussed on school priorities and whole school involvement.
Staff work in teams and are encouraged to continue their learning and pursue improvement. Volunteer support in the classroom and student programs is encouraged.
- **Access to support staff**
Staff are proactive in engaging school support services and other community and agency specialist staff to support improved student learning outcomes. Team around the child (TAC) meetings are held when required to get together all stakeholders involved in supporting a child.
Student Review Team (SRT) meetings are held termly. These involve both school based and school support services to provide a coordinated approach to supporting students with specific needs.

8. School Facilities

- **Buildings and grounds**
The buildings and grounds are extensive and the admin building was upgraded in 2022 after an arson attack.
The school is of solid brick, single story construction. The Resource Centre and JP classes are located in the redeveloped open space unit at the rear of the primary section. The preschool is co-located adjacent to the West Wing of the school.
The Senior Unit has been recently refurbished, providing modern facilities that support opportunities for indoor and outdoor learning.
- **Cooling**
All classrooms are air-conditioned.
- **Specialist facilities**
Space exists for separate Art, Science and cooking facilities. The school has a Performing Arts Centre. The Resource Centre is spacious and well-resourced with a hub of computers and mobile devices available for staff and student use.
- **Student facilities**
There is a playground, that requires urgent attention and upgrade, a sandpit, two grassed playing areas, a quiet grassed play area and a basketball/netball court. The junior Primary playground was recently removed because it was unsafe and not fit for purpose.

- **Staff facilities**
The staffroom is located in the main school building, is airconditioned and well equipped.
Wireless access to the Internet is available in all areas of the school.
- **Access for students and staff with disabilities**
Each building has appropriate access for students and staff with disabilities.
- **Access to bus transport**
Bus stop at front door.

9. School Operations

- **Decision making structures**
Weekly staff meetings are held and are a forum for leadership to consult and collaborate with teachers, including extensive time for professional development. Staff work collaboratively through a Professional Learning Team (PLT) structure to achieve School Improvement Plan goals. Students lead and are members of SLTs.
- **Regular publications**
Well-developed systems of communicating with staff and parents include a bi-termly school newsletter, a weekly staff bulletin, online daily staff and student notices, a staff handbook/induction book and parent information book and brochures and electronic notices via the Seesaw app.
Special purpose newsletters are produced and distributed according to need. Community noticeboards are located outside the library and kitchen. Parents are encouraged to make appointments to discuss issues of concern with staff. Daily operations are communicated to staff through the school's online diary published via Daybook on Microsoft Sharepoint.
- **School financial position**
The school is in a stable financial position but requires significant funding to upgrade playground facilities which are no longer fit for purpose.
- **Special funding**
Government and Community Grants are applied for to support school improvement. In 2024 the school successfully applied for the National Student Wellbeing program to support staffing of the school's calm cave regulation space and the food security grant which funded the reestablishment of the school's kitchen garden.

10. Local Community

- **General characteristics**
The local community is a diverse socio-economic mix. A Defence Force Housing Authority estate is on the western boundary and the local suburbs of Greenacres and Hillcrest have a high component of rental and emergency housing, while Hampstead Gardens and Broadview feature predominantly owner occupied houses.

- Parent and community involvement

Parents and other volunteers are involved in a wide range of programs at the school including supporting student learning, volunteering in the kitchen and garden program, school library and fundraising. Governing Council is active in decision making and is represented by parents from the main stream and IELP cohorts.
- Other local care and educational facilities

OSHC is facilitated by an external service provider, Happy Haven, which offers after school care. An onsite preschool services the community with the majority of students transitioning into the HPS setting.
- Commercial/industrial and shopping facilities

Greenacres shopping Centre is approx 1km from the school.
- Other local facilities

The school is located in a suburban residential area approximately 8km from the GPO. It is well served with the medical, sporting, shopping, and recreational and library facilities.
- Local Government body

Port Adelaide/Enfield Council.