Contextual Statement:

Hawker is a small rural township in the Flinders Ranges. Although starting out as a service centre for the surrounding cropping and grazing land today its economy is based on the pastoral and tourism industries.

Schooling first began here in 1880 and the first stone building was erected in 1883. The school started catering for secondary students in the early 1900’s becoming a higher primary school, a special rural school and then an Area School.

The school is a vibrant student-centred learning environment with excellent facilities for staff and students. A wide range of challenging curriculum is offered both face to face and through distance education. The school has a strong focus on literacy, numeracy and science. These are supported by a range of practical based cross-curricular subjects such as Agriculture, Aquaculture, Tech Studies and Home Economics across all year levels which allow students to incorporate these basic skills within wider learning situations.

The school takes a holistic approach to learning and has wellbeing as one its priorities. This approach means that we are focussed on improving the physical, social and emotional wellbeing of the whole school community as a way of enhancing learning outcomes for our students.

As with many rural and remote communities the population of Hawker has declined in recent times. This has caused a corresponding decline in the student population. The school became a Senior Secondary by-pass school in the early 1990s and since then only a limited number of students have completed their education at Hawker. In the last 12 months the school has been working hard to re-establish a Senior Secondary curriculum, reintroducing face to face subjects, brokering school-based apprenticeships, and investigating the use of ICT and Shared Delivery to increase the number of subjects offered. The school is part of the Pichi Richi Trade Training Centre Consortium and in the future expects to offer Certificate 2 in Cookery to students from other schools within the consortium.

1. General information

School Principal Name: Elizabeth Walsh
Year of opening: 1883
Postal Address: PO Box 132, Hawker, SA, 5434
Location Address: Wirreanda Terrace, Hawker, SA, 5434
DECS Region: Far North and Aboriginal Lands
Geographical location – 388 kms from Adelaide GPO
Telephone number: 08 86 484 003
Fax Number: 08 86 484 149
School website address: www.hawkeras.sa.edu.au
School e-mail address: info@hawkeras.sa.edu.au
February FTE Enrolments

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July FTE Enrolments

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- Student enrolment trends:
  
  Enrolments vary according to district employment opportunities. Currently there is 30 (FTE) students enrolled with a further 2 students attending once a fortnight.

- Staffing numbers (as at February census):

  **Tier 1**
  
  Primary 1.105 FTE  
  Secondary 1.465 FTE

  **Tier 2**
  
  Open Access 0.5 FTE  
  Special Education 0.260 FTE  
  ESL 0.080 FTE  
  Aboriginal Education Teacher 0.200 FTE  
  Teacher Librarian 0.5 FTE  
  Student Counselling 0.5 FTE  
  Coordinator – Not applicable  
  Ancillary Staff – Permanent 98.5 hours per week

- Public transport access:
  
  There is no public transport access to Hawker. Most students walk to school or arrive by car. A school bus service is available for students living beyond the township.

- Special site arrangements:
  
  Hawker Area School is part of the Far North & Aboriginal Lands Region. Within the Region it is part of the Flinders Cluster. Hawker Childhood Services Centre is located adjacent to the site and there is a close working relationship between both entities. Hawker Area School is part of the Pichi Richi Trade Training Centre Consortium and also the Stephanie Alexander National Kitchen Garden Program.
2. Students (and their welfare)

- General characteristics
  Hawker Area School has a small but diverse student cohort. A third of all students live on properties outside the town and travel to school either by private vehicle or school bus. Approximately a third of the students identify as Aboriginal with about 2/3 of these having Aboriginal English as their first language. About one quarter of all students are identified as Students with disabilities. The small cohort means that there is a lot of room for individual attention for these students.

  Students are in multi-level classes which allow teachers to extend or further support students as the need arises.

- Student well-being programs
  All teachers at Hawker Area School have Pastoral Care responsibilities. Pastoral Care programs are incorporated across the school’s curriculum, with the emphasis that the programs must support student learning, development and wellbeing in line with the school’s Learning Priorities.

  The School has a Christian Pastoral Support Worker who works one day a week but is also available at other times when required.

- Student support offered
  A special need program focuses on students with learning difficulties, gifts and talents and behavioural difficulties.

  The class teachers and the Principal provide general student counselling.

  Career counselling is provided for students in Years 7-12. Course counselling is provided for students in Years 10-12.

- Student management
  Student behaviour is managed consistently across the school in a supportive, rigorous, success-orientated culture. This is underpinned by commonly agreed classroom and yard rules with negotiated consequences.

- Student government
  The students of Hawker Area School are represented by the SMASH (Students Meeting At School at Hawker) Committee, which is made of nominated representatives of each class grouping. The number of representatives per group is determined by class group sizes.

  The committee convenes fortnightly for discussions on students’ issues and potential projects the students wish to support. Minutes of their meetings are tabled at the Governing Council meetings.

- Special programmes
  Breakfast Club; Active After School Program; Active Play; Peer Mentoring (Values Education); Roots & Shoots; Stephanie Alexander Kitchen Garden Program and Healthy & Active Community Program

3. Key School Policies

- Site Improvement Plan
  PRIORITY 1: Improve overall health and wellbeing across the site to improve learning outcomes.

  PRIORITY 2: Improve overall literacy and numeracy levels across the site to improve learning outcomes.
• **Recent key outcomes**
The appointment of a School Chaplain.
The implementation of an Accelerated Literacy Program.

• **Statement of Purpose**
Hawker Area School provides a safe, caring environment where students, staff and parents work and learn together. The school recognises the right of all students to have the opportunity to develop to their full potential through experiencing success. This is further supported by our proposal to work toward Individual Education Plans for all students. A cooperative relationship exists between students, staff and the community.

This provides the framework for Hawker Area School’s core business:

- Social inclusion and respect
- Learning and thinking
- Cooperation and communication
- The basic right and need for Literacy and Numeracy
- Planning for future directions

Staff members at Hawker Area School:-

- Work in a professional and collegiate manner
- Are flexible, tolerant and tactful
- Have the best interest of students at heart
- Demonstrate and model good time management skills
- Are positively persistent
- Have good communication skills
- Are friendly and approachable
- Respect confidentiality
- Want to be part of the community
- Are willing to take on new roles and have the opportunity to do so
- Engage in professional development and are multi-skilled
- Are able to teach across age and year levels
- We consider this ethos in our work.

4. **Curriculum**

• **Subject offerings**
We offer face to face a full range of curriculum across the 8 SACSA Learning Areas to Year 10. Where appropriate teaching staff, are available, SACE Stage 1 and 2 subjects are offered face to face. The curriculum reflects the negotiated learning and teaching practices that we promote.

• **Open Access**
The school uses distance education to promote a broad and balanced study program for students ranging in class years from 8-12. These subjects are predominately offered by Open Access College. Students use the DUCT system and the internet. Other providers are used were applicable.

• **Special needs**
Individual programs are developed for students with special need and are supported by their class teachers, SSO’s and the Special Needs teacher.
• **Special curriculum features**

Indonesian and Adnamatna languages are taught face-to-face in Years R-9.
The school has an established Aquaculture program, focusing on the production of Barramundi for sale within the community.
The school has an established Agriculture program, involving topics on sheep care, horse husbandry, animal welfare, chicken care and agricultural business and science.
The school is establishing a Horticulture program, which involves all students participating in the creation and maintenance of a traditional kitchen garden and a native (edible) garden.
Year 11 Art, English, Biology and Australian Studies are being taught face-to-face.
Instrumental music is taught by a visiting music teacher from Port Augusta.
Students participate in a fifteen minute fitness break each morning as part of the morning lessons.
The Accelerated Literacy Program is being used across the school.
HPI's provide learning opportunities for the 4-9 classes in Technical Studies and Home Economics.
Low student to teacher ratios at our school further support student learning

• **Teaching methodology**

Collaborative, student-centred methodology is promoted and supported with a focus on literacy, numeracy, science and senior secondary studies (including Vocation Education). School has excellent ICT facilities including a 1:1 student/ computer ratio, Interactive Whiteboards and school Moodle site. All Senior Secondary students are provided with a laptop for their exclusive use.

• **Assessment procedures and reporting**

The school strives to provide regular and detailed information to parents and caregivers regarding student progress.
The school has a dual system of reporting.
Term 1 & 3 - Face-to-face 3-way conferencing between the teacher, parent/caregiver and student.
Term 2 & 4 - A written report with A-E reporting and an Assessment folder that includes overviews of all areas of study, student’s work samples and reports on student’s meeting the curriculum outcomes.

• **Joint programmes**

School of the Air – Social Inclusion program
Trade School’s for the Future- School Based Apprenticeships
The Pichi Richi Trade Training Centre Consortium – school-based VET training Gateways- Vocational Education
Australian Sports Commission – Active After School program
Stephanie Alexander National Kitchen Garden Program
Healthy & Active Steering Committee – Healthy & Active Lifestyle program
The Flinders Ranges Council – Recreation and Swimming Complex

5. **Sporting Activities**

• The school organises a Sports Day and Swimming Carnival annually
Sporting events are occasionally organised in conjunction with cluster schools
Students can participate in WASSAC, SASSA and SAPSASA sports competitions
Senior students participate in an Aquatics’ program run in Port Augusta at the yacht club
A sports complex adjacent to the school offers facilities for tennis, basketball, netball, golf, cricket and bowls.

The school has access to a 25 metre, 5 lane swimming pool, that is used for term-time swimming lessons, swimming carnival and activities, such as Rodeo Waves.

6. Other Co-Curricular Activities

- **General**
  Students contribute to the creation of the school’s annual magazine
  Assembly is run by the students every fortnight
  Presentation Night (Term 4) includes the students acting as MC’s, presenting awards and performing
  Students may be involved in Religious Instruction delivered by local church personnel and the Christian Pastoral Support Worker.

- **Special**
  Fundraising for various charities
  Knitting projects to provide jumpers for AIDS sufferers
  Barramundi harvesting and processing for sale
  Roots & Shoots program including fundraising for the purchasing of a goat for an African village, knitting projects to provide jumpers for AIDS sufferers

7. Staff (and their welfare)

- **Staff profile**
  Currently we have a blend of new and established staff, ensuring a healthy mix of enthusiasm and experience.
  The staff combines well and practises flexibility to best support the needs of the student and each other.
  At times there are opportunities to teach across the school.

- **Leadership structure**
  The Principal has overall leadership over the site, with individual staff being offered opportunities to lead in areas of expertise. Decision making is a collaborative process with regular consultation on between all staff regarding site issues.

- **Staff support systems**
  Due to the size and remoteness of the site a high degree of collegiate support has developed amongst the staff at Hawker Area School. Staff are, supported by the role of the Christian Pastoral Care Worker and DECS Regional staff as well as counselling from Converge International.

- **Performance Management**
  The school has a strong focus on performance management that supports staff in their practice.
  All staff are encouraged to undertake regular training and development linked to the current site priorities and individual goals.

- **Staff utilisation policies**
  Where possible staff teach in their area of specialisation. HPI’s are employed to provide instruction in specialist areas and work along side the classroom teacher who provides Duty of Care. Classroom Support SSO’s are provided for students with special needs.
• Access to special staff
Specialised support is accessed through the Far North & Aboriginal Lands Regional Office in Port Augusta and from Adelaide.
An Instrumental Music teacher from Port Augstas provides face to face music instruction a half a day each week

8. Incentives, support and award conditions for Staff

• Shorter terms
Schools in remote areas have shorter school terms. Hawker Area School closes one day earlier in Term 4

• Travelling time
Not applicable

• Housing assistance
Teachers residing in country locations more than 40 kms from their ‘home’ are eligible for Government housing. The rent is subsidised at varying rates according to location. This subsidy is arranged automatically.
Housing available in Hawker is mostly three-bedroom houses with air conditioning, and floor coverings. Negotiations for basic furniture can be conducted.

• Cooling for school buildings
All classroom and work areas in the school are air-conditioned, mostly with reverse cycle systems.

• Cash in lieu of removal allowance
Not applicable

• Additional increment allowance
Not applicable

• Designated schools benefits
Not applicable

• Aboriginal/Anangu schools
Not applicable

• Medical and dental treatment expenses
Employees who reside in Hawker by virtue of their employment are eligible for reimbursement of certain travel and accommodation expenses incurred when obtaining appropriate medical or dental assistance. This is referred to as the Non-Metropolitan Award. Time is also allowed for necessary absence from duty.

• Locality allowances
Employees at Hawker Area School are eligible for Locality Allowance, with additional amounts for spouse and children.

• Relocation assistance
Staff at Hawker Area School are eligible for assistance with relocation expenses, travel, overnight accommodation, furniture insurance, allowances for packing and accelerated depreciation of furniture. The following are not applicable to teachers: reimbursement of costs of connection/disconnection of services; redirection of mail and leave with pay when relocating.

• Principal’s telephone costs
Principals appointed to Hawker Area School are entitled to reimbursement of the cost of basic rental and the cost of official calls.
9. School Facilities

- **Buildings and grounds**
  Most buildings are timber framed which have been reclad in hardiflex. The Samcon Community Library and Administration building was upgraded in 2001.
  A stone building used as a teaching space and a computer room is the oldest building on the site, parts of which have been heritage listed, is in good condition.
  There is an irrigated grass playing field and a well-developed playground area.
  The school is attractive, clean and well cared for.

- **Cooling**
  All classroom and work areas in the school are air-conditioned, mostly with reverse cycle systems.

- **Specialist facilities**
  Specialist teaching areas include a Science Laboratory, a Technical Studies/Art complex, a Home Economics centre and a Computer Room.
  There is a DUCT room equipped with modern telephone conferencing equipment and internet facilities and is used for the delivery of Distance Education lessons from Open Access.
  The computer room is well equipped with the school having an ongoing program of computer upgrading. There is a wide range of educational software provided.
  There is internet access in the computer room and in each classroom, which are equipped with a pod of curriculum-formatted computers.
  Classrooms are also equipped with interactive whiteboards, printers, digital cameras, refrigerators and a television/video player unit.

- **Student facilities**
  The school has a varied range of playground equipment complemented by the installation of ‘soft fall’ surfacing. Large shaded areas have been established throughout the school yard.

- **Staff facilities**
  Staff have access to a school car for travelling to training and development sessions, meetings and for transporting students.
  Staff have access to computers (laptops, desk tops and network) with a wide range of software. There is free internet access (within reason) for staff.
  Staff have access to the school’s wide range of up-to-date information technologies.

- **Access for students and staff with disabilities**
  All classroom areas and toilets have wheelchair access ramps

- **Access to bus transport**
  There is a school bus available for use during school hours.
  There is a small community bus available for hire.
  The school owns a car that can be used for the transport of small groups of students on educational activities.
10. School Operations

- **Decision making structures**
The decision making policy ensures that decisions are made based on democratic and collaborative processes.
A range of committees operate in the school including Governing Council, Finance, Parents & Friends, Active Play Committee, and Bus Committee.
Staff meetings are conducted weekly with whole school staff meeting held twice a term.

- **Regular publications**
The school produces a fortnightly newsletter to parents and other interested parties. The local paper (Town Crier) features school news. A school magazine is produced at the end of each year.

- **Other communication**
Hawker Area School has produced a Parent/Caregiver Handbook detailing relevant school information. Diaries, communication books and handouts provide extra contact with parents and caregivers. The school website is located at [www.hawkeras.sa.edu.au](http://www.hawkeras.sa.edu.au)

- **School financial position**
The school is in a sound financial position.

- **Special funding**
Country Areas Program
Stephanie Alexander Kitchen Garden Program
National Solar Schools Program
Building the Educational Revolution – National Pride
Primary Schools for the 21st Century
ITAS Funding
Drought Assistance

11. Local Community

- **General characteristics**
Hawker is the entrance to the Flinders Ranges and is situated thirty minutes drive, south of Wilpena Pound and four hours from Adelaide. The district population is approximately 500 with 250 people living in the town.
The history and ecology of the area, and the tourism they attract, has a major influence on the community. The presence of local businesses and small industry, National Parks personnel, the Adnamatna people as well as local pastoralists adds to the fabric of the local community.
The school is approximately one hour north of Port Augusta.
The area is semi-arid with an average rainfall of approximately 200mm per year. Summer temperatures and humidity can be high.

- **Parent and community involvement**
Parents and the wider community take pride in participation in school life. There are many opportunities for parents and community members to be actively involved in school.

- **Feeder schools**
Not applicable
• Other local care and educational facilities
Hawker Childhood Services conducts two kindergarten sessions per week. The school and kindergarten collaborate to provide a high standard of Early Years education. A successful transition program prepares students for school. Playgroup operates on a Wednesday in term time and Day Care is offered by RICE on Fridays throughout the year.
The Community Library is based in the school and provides a well-resourced service to the residents of the district.
There is a hospital, ambulance service and resident doctor with visiting allied health workers from Port Augusta and wider afield.
SES, CFS, RAA and the Royal Flying Doctor Service all service Hawker and surrounding districts.
The school is a member of an active branch of the Isolated Children and Parents Association (ICPA). This is a group working towards equality of educational opportunity for children in isolated areas.
• Commercial/industrial and shopping facilities
There is an engineering company based in Hawker, two grocery outlets, three service stations, an art gallery, two restaurants, one hotel, one motel, two caravan parks and a local contracting company that provides plumbing and electrical services. The ANZ Bank has a branch in Hawker that trades daily and has an ATM. BankSA and the Commonwealth Bank have agencies within the town.
• Other local facilities
Government agencies include the Police Station, Post Office, School, and Hospital. Three churches (Catholic, Uniting and Christian Fellowship) hold regular services in the town.
There are numerous community organisations catering for the interests of residents including sporting clubs (golf, swimming, tennis, cricket, netball, and bowls), a photography club, a quilting group and a community group.
• Availability of staff housing
There is housing for teaching staff available in the township. Private rental opportunities also exist.
• Accessibility
There is no public transport to Hawker.
All the main roads into Hawker are bitumen and are in good condition.
• Local Government body
The Flinders Ranges District Council, which is based in Quorn forty minutes drive south of Hawker, provides local government services to Hawker and District.

12. Further Comments