

SCHOOL CONTEXT STATEMENT



Government of South Australia

Department for Education and
Child Development

School number: **1038**

School name: **South Downs Primary School**

School Profile:

South Downs Primary is a community that values and respects the learning and success of all its members. Together we actively create a positive learning environment for today and our future.

The school values of were revised at the beginning of 2019 and staff feel these are more applicable to new learning staff have undertaken. The new Learning Code is Be Kind. Be Safe. Be a Learner, these were explicitly taught in all year levels and form a strong basis for social and academic learning.

A strong emphasis is placed upon literacy and numeracy learning with additional support for identified students. School Support Officers (SSO's), work alongside classroom teachers in a dedicated literacy learning time.

Student Voice and School Community Involvement are prominent features of our site and continue to promote a sense of school pride.

At South Downs Primary we value and respect the views and efforts of everyone.

South Downs Primary School is a small public education site, set in the northern suburbs of Adelaide.

South Downs Primary vision statement: ***At South Downs Primary I belong to a community that values and respects the learning and success of myself and others. Together we actively create a positive learning environment for today and for the future.***

1. General information

- **School Principal name:** Renee Miller
- **Leadership Team:** Julie Maier (0.6) Luke Barmby (0.4) Karen Penfold (Literacy Coordinator)
- **Year of opening:**1967
- **Postal Address:** Mavros Road Elizabeth Downs SA 5113
- **Location Address:**Mavros Road Elizabeth Downs SA 5113

- **DECD Region:** Uleybury Partnership
- **Geographical location:** Located in Elizabeth Downs opposite Argana Park
- **Telephone number:** (08) 82556380
- **Fax Number:** (08) 8287 1564
- **School website address:** www.sthdownsps.sa.edu.au
- **School e-mail address:** dl.1038.admin@schools.sa.edu.au
- **Child Parent Centre (CPC) attached:** No. A Learning Together Playgroup runs on site on Mondays from 8.30am
- **Out of School Hours Care (OSHC) service:** No □ **February FTE student enrolment:** 136 students
- **Student enrolment trends:**

Students who attend South Downs PS come largely from within the local / surrounding area. There are however quite a few families who travel from outside the zone to attend our site. Reception enrolments comprise largely of siblings of students who currently attend the school. Other Reception enrolments arise via local kindergarten's, CPC's and walk ins from the surrounding areas.

Enrolment numbers tend to trend upwards and downwards throughout the year due to the transient nature of the clientele.

On the whole R-7 enrolment numbers are trending downward, we believe this can be attributed to no on-site Kindergarten or OHSC facilities.

	2013	2014	2015	2016	2017	2018	2019
Re	25	18	12	17	19	16	17
Year 1	17	11	19	14	17	19	16
Year 2	24	19	10	21	12	15	16
Year 3	17	23	19	12	17	13	13
Year 4	24	11	15	17	8	19	19
Year 5	23	23	13	15	15	10	18
Year 6	21	29	23	13	17	14	7
Year 7	28	17	19	24	11	17	13
JP Disability Unit	-	-	-	-	-	8	8
Primary Disability Unit	-	-	-	-	-	8	8
Total	179	141	130				136

- **Staffing numbers (as at February census): 10.2 FTE**

- **Public transport access:** A Metro Bus Service has pick – up and drop off point approximately 600m from the school on Yorketown Road.

2. Students (and their welfare)

General characteristics

The school has a population of 136 students, inclusive of the Disability Unit that was established in 2018. Approximately 75 - 80% of the school population are recipients of school card, 11% are EALD and 19% ATSI.

Student well-being programs

- **P.E.A.C.E. Pack Implementation:** The purpose of the P.E.A.C.E. Pack is to promote student wellbeing through reducing bullying through school-based strategies. The P.E.A.C.E. Pack provides a stand -alone systemic framework for schools to provide a safe learning and play environment for students. Topics covered are Bullying and cyber safety, Connectedness and relationships. This was introduced to students by staff in 2019.
- **The Berry Street Education Model:** provides schools with training, curriculum and strategies to engage the most challenging students. It is a positive education framework that supports teachers meet the specific needs of young people, particularly those who have been affected by trauma. Identified staff undertook the 4 day training in 2018 and the school was successful in applying for a Trauma Informed Schools Grant in 2018 which has resulted in all staff undertaking the first two domains in 2019 and the next two in 2020.
- **Child Protection Curriculum:** The Keeping Safe: Child Protection Curriculum (KS:CPC) is a child safety program for children and young people from age 3 to year 12. It teaches children to:
 - recognise abuse and tell a trusted adult about it
 - understand what is appropriate and inappropriate touching
 - understand ways of keeping themselves safe.

The KS:CPC is mandated in all public preschools and schools and is taught every year by teachers who have completed a full day KS:CPC training course. It is a world-class, evidence-based child safety program that is used by a range of other Australian and international schools.

Student management

- **Anti-Bullying Policy** – stating the responsibilities of Students, Staff and Parents. This policy outlines what bullying is, the types of bullying and strategies to deal with bullying type behaviour and the processes for students and parents to undertake in order to report bullying. The school policies and processes are based upon the recommendations of the Cossey report.

SDPS Behaviour Management Policy – outlines the expectations and processes the school undertakes when dealing with both inappropriate and appropriate student behaviour. This was reviewed in 2019 with staff and student input and will be ratified in 2020 after receiving feedback from Governing Council.

Copies of the above documents can be found on our website www.sthdownsps.sa.edu.au.

□

Special programmes

Art Therapy is provided to identified students 1 day a week through provider Connected Self. This is a site funded initiative which has been well received over the past three years by staff, students and their families

School Choir – weekly lessons with performances at assembly and end of year concert.

Recorder Lessons Years 2-5 for identified students with an hourly paid music instructor.

Early Years Kodaly Music occurs weekly in the Junior Primary Classes and in the Primary Disability Unit students.

3. Key School Policies

A copy of our Site Improvement Plan can be at www.sthdownsps.sa.edu.au.

□ Recent key outcomes:

A copy of our Annual Report can be found at www.sthdownsps.sa.edu.au.

4. Curriculum

Subject offerings:

The Australian Curriculum sets the achievement standards for South Australian school students in eight learning areas:

- English
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Technologies
- Health and Physical Education
- Languages - Auslan

Special needs:

One Plan students are supported through:

- Individual programs with 1:1 SSO support
- Small group in class SSO support
- Individual in class SSO support

A One Plan Timeline was established to support staff, students and parents in this process.

Speech Support:

Identified students receive weekly SSO Speech Support on a 1:1 and small group basis, with the Speech SSO working closely with the Literacy Coordinator and Support Services Speech Pathologist.

Special curriculum features:

All classrooms SSO support daily as part of their literacy / numeracy block. This enables students to be supported in a variety of ways eg 1:1 and small group by either the classroom teacher and SSO.

In 2020 SSO support will be Junior Primary focussed with SSO support site funded in these classes to support the early intervention in literacy and numeracy. Site Funded SSO support will be utilised to continue to support identified students in the area of reading Years 1 to 7. MiniLit will be established and LLI will continue into it's second year, after results indicted student progress.

Aboriginal Students and their families receive support from our school based Aboriginal Community Education Officer

Teaching methodology:

Apart from normal teaching/class instruction, with a focus on student engagement through explicit teaching and small group consolidation of skills, staff use strategies in higher order thinking, cross age and peer tutoring, small group work and inquiry based learning.

Formative assessment and student voice in learning is also a focus. Staff have also been focussing upon developing Learning Intentions and Success Criteria in 2019.

Student assessment procedures and reporting

Assessment of student learning is aligned to the Australian Curriculum achievement standards. The achievement standards describe the expected achievement at the year level in which the student is being taught and assessed and illustrates progress in the subject/learning area.

Reporting Process at South Downs PS

Term One Reverse Interviews	Parent / Student / Teacher Reverse Interviews by Week 8. Teacher's meet with parents and a reverse interview is undertaken where parents can share their knowledge etc. about their child. Phone calls home are made to parents who do not attend by the end of Week 9 and are documented. One Plans are reviewed and goals are established with parents/carers.
Term Two Mid-Year Written Report Term 1 and 2 achievements <i>The mid-year report should reflect student achievement demonstrated against the</i>	Report Interviews Week 9: Written reports are given to parents at the interview and the parents are talked through the contents of the report and given the opportunity to ask questions and discuss their child's schooling. Written reports are based upon the DECD requirements for reporting and report student growth and achievement against the relevant Australian Curriculum Year Level Standard. Parents who do not attend these interviews receive their child's report at a later date after class teachers have attempted to meet with them i.e. via phone contact. One Plans are discussed and reviewed with parents/carers and updated.

<i>standard, taking into account what has been taught to that point in the year</i>	
Term Three	Teacher initiated parent contact <i>as required</i> via phone, informal and formal meetings.
Term Four	End of Year Written Reports – Sent Home Wednesday of Week 9:
Written Report On whole years achievements.	Written reports are based upon the DECD requirements for reporting the Australian Curriculum and reflect student achievement across the whole of the year.

5. Other Co-Curricular Activities

Assemblies are held in Weeks 3, 6 and 9 in the School Gym. Classes are responsible for organising and presenting these assemblies.

Yearly events held include Sports Day, Book Week, Festival of Music Choir performance at Adelaide Festival Theatre and an end of year school concert. These events are supported by staff, students and parents.

6. Staff (and their welfare)

- **Staff profile**

Length of service at the school ranges from one year to approximately twenty years.

Staff are committed to the learning and social development of all students and work collaboratively in this area.

Ancillary staff (SSOs) work extensively in classrooms as para professionals and are highly skilled in supporting staff and students particularly in the areas of Personal and Social Capabilities development, Literacy and Numeracy.

- **Leadership structure**

The leadership structure at the site consists of a full time Principal and 1.0 Coordinator B1 in Student Wellbeing.

- **Staff support systems**

The school provides numerous Professional Development opportunities for staff, particularly in areas related to the Site / Partnership priorities. Staff Well Being is a priority.

The school has developed a Performance Management Program that incorporates discussions with the Principal or Senior Leaders, observation and the formal step 9 processes.

Staff Collaboration is a high priority as this allows teaching staff to support colleagues in collaborative teaching practices. All staff develop Personal Learning Plans that are based on DECD Professional Standards for Teachers in South Australia / SSO PDP statements, Site Priorities and Individual Learning Needs.

- **Access to special staff**

The school maintains good working relationships with Department Service Providers and work collaboratively with them in order to ensure the best outcomes for students who are identified as requiring extra support.

Interagency Referrals are made in the areas of Student Attendance, Behaviour Support, Speech Pathology, Special Educators, Educational Psychologists and Aboriginal Education.

7. School Facilities

- **Buildings and grounds**

The school buildings are comprised of 4 SAMCON units. Most of which are utilised by the school.

In 2016 a new Junior Primary Playground was installed and this equipment was selected by our reception to Year 2 students. This has enhanced the profile of the school.

- **Heating and cooling**

Classes have reverse cycle split system air-conditioning and heating which can be set to specific temperature.

- **Specialist facilities and equipment**

South Downs has a library that services students and Playgroup families. Students visit the library once a week for a scheduled borrowing time. The library is open before and after school for students and their families to access.

A garden is located within the school grounds and students can access this at break times. Our Grounds person takes a small group of identified students for Environmental Group on Mondays and Thursdays. This group is responsible for keeping the grounds neat and tidy, planting seedlings and established plants and trees within the school grounds. They also run a small trading stall once a term where they sell seedlings and fresh produce from the garden.

- **Student facilities**

There is a gymnasium on site which students have access to during class lessons.

Each classroom has two desktop computers that are connected to the Internet which students are able to use support their learning.

There is a bank of approx. 30 computers located within the Computer Room that students have access to for whole class learning purposes.

- **Access for students and staff with disabilities**

Ramps are provided at each entry point to provide access for staff and students.

8. School Operations

- **Decision making structures**

South Downs has a Governing Council who works closely with staff to support students and the school.

The school has a Decision Making Policy with staff being involved in decision making.

- **Regular publications**

School Newsletter is sent home in Weeks 3,6and 9.

School Assemblies are currently held on Wednesday mornings in Weeks 3, 6 and 9.

Urgent issues are forwarded home under a separate flyer.

- **School financial position**

South Downs is a financially viable institution with its major commitment being towards student growth and learning in literacy and numeracy.

9. Local Community

- **Parent and community involvement**

Parents are involved in Governing Council and assist classroom teachers in a volunteer capacity e.g. hearing students read.

Parental involvement is encouraged but not especially high.

- **Feeder Schools**

The school has no recognised kindergarten or preschool.

Students come from the Elizabeth Park / Downs district extensively, with several families travelling from outside of this area to attend.

- **Commercial/industrial and shopping facilities**

The school is situated not far from the Elizabeth Park Shopping Centre.

- **Other local facilities**

South Downs is located opposite Argana Park which has excellent netball, football and soccer sporting facilities.