



SCHOOL CONTEXT STATEMENT

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 Respect, Responsibility, Self-Discipline and Unity are 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:** Renae Nathanael and Karen Penfold
- **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:** 133 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 our on-site Playgroup, 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.

	2010	2011	2012	2013	2014	2015
Re	30	28	27	25	18	12
Year 1	18	22	23	17	11	19
Year 2	19.5	19	19	24	19	10
Year 3	21	25	21	17	23	19
Year 4	24	24	28	24	11	15
Year 5	20	28	24	23	23	13
Year 6	29	22	27	21	29	23
Year 7	22	30	21	28	17	19
Total	183.5	198	190	179	141	130

- **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 137 students. Approximately 58% of the school population are recipients of school card. The majority of students are of Anglo Celtic origin, with a growing number of African students enrolled at the school. There are a small number of Indigenous students attending the school.

- **Student well-being programs**

Play is the Way is the foundation of our Personal and Social Capabilities Curriculum and students participate in class and whole school learning around the five keys:

- Pursue Your Personal Best No Matter What
- It Takes Great Strength To Be Sensible
- Have Reasons For The Things You Say And Do
- Treat Others As You Would Like Them To Treat You
- Be Brave – Participate To Progress

SDP UNITED is a program designed to run during the first two weeks of the new school year with the aim to establish a positive classroom and yard culture where students feel safe, have a sense of belonging, identity, independence and mastery.

The explicit teaching of the below skills will aid in building both a positive class and school culture with all students being exposed to the same learning topics in order to establish a shared understanding for all.

The program is built around; the School Values of Responsibility, Respect, Self-Discipline and Unity.

Term 1 Week 1 - CLASS

Tuesday	Wednesday	Thursday	Friday
RESPECT	SELF-DISCIPLINE	RESPONSIBILITY	UNITY
Student Code Of Conduct	Classroom matrix	Yard Matrix	Friendship

Term 1 Week 2 – CLASS

Monday	Tuesday	Wednesday	Thursday	Friday
Keeping Ourselves and others Safe Resolving Conflict	Growth Mindset	Managing Anger / Catastrophe Scale	Honesty	CELEBRATION DAY
	BULLYING 1	BULLYING 2	BULLYING 3	

- **Student support offered**

Identified students who experience difficulties with socialising and regulation of their emotions participate in a weekly small group program called “*Shakers*”. The premise being that Shakers have safe hands and are friendly and respectful. The group is facilitated by a

group of SSO's and involves a key focus each week around a particular skill or emotion. The session concludes with SSOs and students shaking hands at the end.

- **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.

Student Code of Conduct – stating responsibilities of students whilst at school, is explicitly taught as part of SDP United. These responsibilities link with our school values and outline the behaviours required in order for student learning and social development to occur.

SDPS Behaviour management Policy – outlines the expectations and processes the school undertakes when dealing with both inappropriate and appropriate student behaviour.

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

- **Special programmes**

Uleybury Partnership – Student Commission – Student Voice in Learning
Students from Yrs 5- 7 are involved in a Student Voice in Learning – Student Commission work within the Uleybury Partnership. Students actively integrate their learning on these days back into the school environment. There has been a strong focus upon Growth Mindset, Students as Researchers and Intellectual Stretch.

3. Key School Policies

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

As part of the Result Plus+ Expectation A: Track and monitor every learner's growth; class teachers are released at the beginning and end of each term to discuss and review individual Reading, Literacy and Numeracy goals with individual students. These targets / goals are recorded and strategies are discussed about how to achieve this. This process allows an honest and supportive dialogue about learning to occur between the individual student and the class teacher and learning outcomes to be monitored.

- **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

- **Special needs:**

Currently we have 24 NEP students who are supported through:

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

Identified students receive weekly SSO Speech Support on a 1:1 and small group basis.

- **Special curriculum features:**

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

Aboriginal Students 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.

- **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

<p>Term One</p> <p>Reverse Interviews</p>	<ul style="list-style-type: none"> • 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.
<p>Term Two</p> <p>Mid-Year Written Report</p> <p>Term 1 and 2 achievements</p> <p><i>The mid-year report should reflect student achievement demonstrated against the standard, taking into account what has been taught to that point in the year</i></p>	<p>Report Interviews Week 9:</p> <ul style="list-style-type: none"> • 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.
<p>Term Three</p>	<p>Teacher initiated parent contact <i>as required</i> via phone, informal and formal meetings.</p>
<p>Term Four</p> <p>Written Report</p> <p><i>On whole years achievements.</i></p>	<p>End of Year Written Reports – Sent Home Wednesday of Week 9:</p> <ul style="list-style-type: none"> • 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 0.98 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 PID statements, Site Priorities and Individual Learning Needs.

- **Access to special staff**

The school maintains good working relationships with DECD 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.