



## SCHOOL CONTEXT STATEMENT

Updated: 2021

**School number:** 1038

**School name:** South Downs Primary School and Disability Unit

### School Profile:

At South Downs Primary School and Disability Unit, we believe that quality teaching and learning is essential to all students reaching their full potential and experiencing success. Our School values, Be Kind, Be Safe and Be a Learner are a powerful message for all. Our Site Improvement Plan reflects these values and our belief that all students are able to achieve their full potential.

The core learning at South Downs Primary School aims to:

- provide all children with a broad and balanced curriculum, with particular emphasis on literacy and numeracy, within a supportive learning environment
- provide quality pedagogies that develop social and emotional capacity
- promote home / school partnerships to achieve improved learning outcomes
- provide assessment and reporting practices that inform teaching and learning and also focus on sharing and celebrating every child's development with families
- ensure quality teaching through comprehensive planning, programming and review
- challenge staff to continuously improve through a variety of professional development activities
- encourage students to experience leadership roles within the school.

South Downs Primary School has a commitment to provide individual and small group programmes to support every student.

South Downs Disability Unit is situated within the Primary School and promotes strong links and opportunities for interaction, understanding and friendships between children from the unit and the mainstream school. This is done through whole school activities such as assembly, Sports Days and camps. South Downs Disability Unit accommodates 32 children with a range of physical, intellectual and developmental disabilities including severe and multiple disabilities in the Northern Suburbs of Adelaide.

South Downs Disability Unit offers an integrated and individualised curriculum that is responsive to the needs of every child. Each child has a One Plan developed in collaboration with families and other support agencies. Staff work closely with support agencies such as Novita, Autism SA, Talking Matters and Kilparrin to ensure learning opportunities and programs achieve the best outcomes for each child. We have a large focus on developing independence skills through a weekly cooking program and access swimming in terms 1 and 4.

South Downs Disability Unit has a strong focus within their Site Improvement Plan on the use of Augmentative and Alternative Communication, providing a sensory and play-based curriculum that develops communication, literacy, numeracy and scientific understandings.

***Enrolment in the unit is handled through The Department of Education and Children Services (DECS) district process and requires recommendation by DECS psychologists. South Down Primary School does not have the authority to enrol students in the Disability Unit as there are a number of outside assessments that need to have occurred before limited places are offered to parents.***

## 1. General information

- School Principal name: Bec Jamieson
- Leadership team: Natasha Meachin , David Molloy
- Year of opening: 1967
- Postal Address: Mavros Road, Elizabeth Down SA 5113
- DfE Portfolio Parahills 4: Uleybury Partnership
- Geographical location – i.e., road distance from GPO (km): Located in Elizabeth Downs opposite Argana Park
- Telephone number: (08) 82556380
- School website address: [www.sthsownsp.s.a.edu.au](http://www.sthsownsp.s.a.edu.au)
- School e-mail address: [dl.1038.admin@schools.sa.edu.au](mailto:dl.1038.admin@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

	2015	2016	2017	2018	2019	2020	2021
<b>Reception</b>	12	17	19	16	17	10	14
<b>Year 1</b>	19	14	17	19	16	12	10
<b>Year 2</b>	10	21	12	15	16	15	11
<b>Year 3</b>	19	12	17	13	13	14	13
<b>Year 4</b>	15	17	8	19	19	21	16
<b>Year 5</b>	13	15	15	10	18	11	9
<b>Year 6</b>	23	13	17	14	7	14	14
<b>Year 7</b>	19	24	11	17	13	23	19
<b>JP Disability Unit</b>	-	-	-	8	8	8	24
<b>Primary Disability Unit</b>	-	-	-	8	8	8	7
<b>Total</b>	130	133	116	139	136	136	137

### Student enrolment trends:

Students who attend South Downs Primary School 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 kindergartens, CPC's and walk ins from the surrounding areas. On the whole R-7 enrolment numbers are trending downward, we believe this can be attributed to no on-site Kindergarten or OHS facilities.

**Staffing numbers (as at February census):** 12.2

**Public transport access:**

A metro bus service has a pick up and drop off point approximately 600m the school on Yorktown Road.

**2. Students (and their welfare)**

General characteristics

South Downs Primary School's index of community socio-economic advantage is 904. There are 135 enrolments of which approximately 90% are school card, 15% ATSI, 38% SWD 13% NESB.

**Student well-being programs**

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 domains 1 and 2 in 2019 and then 3 and 4 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 support offered**

Students from both mainstream and the disability unit are able to access their NDIS provider's therapists on site rather than parents having to take them to appointments after hours or during learning times. A therapist room is provided by the site and a timetable arranged to suit the needs of individual students and their needs.

Art Therapy is provided to identified students 2 days a week through the 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.

**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.

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.

**Student government**

A student voice team meets twice per term to work with leadership and governing council on school improvement and fundraising.

### **3. Key school policies**

Site Improvement Plan and other key statements or policies:

A copy of the Site Improvement Plan can be found at [www.sthsownspes.sa.edu.au](http://www.sthsownspes.sa.edu.au)

Recent key outcomes:

A copy of our Annual Report can be found at [www.sthdownsps.sa.edu.au](http://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

#### **Additional needs:**

Students with One Plan 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 has been established to support staff, students and parents in this process.

#### **Student assessment procedures and reporting**

Every child's learning and development is assessed or evaluated as part of an ongoing cycle of observation, analysis of learning, documentation, planning, implementation and reflection.

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.

### **5. Sporting activities**

Each term the school undertakes a sporting activity provided by sporting school grants.

### **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 a Senior Leader for Inclusion and a Student Wellbeing Leader.

## **Staff support systems**

The school provides numerous Professional Development opportunities for staff, particularly in areas relate to the Site / Partnership priorities.

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 DfE Professional Standards for Teachers in South Australia / SSO PDP statements, Site Priorities and Individual Learning Needs.

## **Performance management**

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

## **Access to special staff**

The school has a strong working relationship with outside providers including those who work within the Department for Education i.e. Special Educators and those who provide support to students who work outside the Department i.e. Occupational Therapists.

## **7. School Facilities**

### **Buildings and grounds**

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

In 2021, as a result of the expansion of the Disability Unit to four classes, all mainstream classes are now situated in Blocks 3 and 4. The computer room was re-located to Block One and the Disability Unit is situated in Block Two. In January the school replace the old playground that was located near the oval with an inclusive playground that had wheelchair access.

### **Heating and cooling**

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

### **Specialist facilities and equipment**

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. The school has iPads, 3D printers and laptops to support flexible learning opportunities.

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

Ramps are provided so all areas of the school can be accessed.

## **8. School Operations**

### **Decision making structures**

South Downs Primary School has an active Governing Council who work closely with the staff and leadership team on our improvement journey. The school has a PAC which supports the Principal with staffing, budget and facilities decisions.

### **Regular publications**

School newsletters are sent home in weeks 3, 6 and 9. The Facebook site is regularly updated and communication via SeeSaw is used in the Disability Unit.

Issues which are urgent are sent home via individual notes and put on Facebook.

### **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 or Destination Schools**

The school has not got a designated kindergarten nor preschool which makes determining numbers difficult.

There are two main high schools in which are students generally go to. They are Craigmore High and Playford International, there are determined on place of residence.

### **Local facilities**

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

Elizabeth Park and Craigmore shopping centres are close by, while the major Elizabeth shopping precinct is a short car trip.