



SCHOOL CONTEXT STATEMENT

Updated: 02.19

School number: 1017

School name: Glenelg Primary School

1. General information

Part A

School name	:	GLENELG PRIMARY SCHOOL	
School No.	:	1017	Courier: Glenelg Primary School
Partnership	:	Holdfast	
Principal	:	Mrs. Raelene Taggart	
Postal Address	:	Diagonal Road, Glenelg East 5045	
Location Address	:	Diagonal Road, Glenelg East 5045	
Region	:	Southern Adelaide	
Distance from GPO	:	9 kms	Phone No. : 08 82953943
CPC attached	:	No	Fax No. : 08 82952390

2019

FTE Enrolment

Primary	Special, N.A.P. Ungraded etc.	
Reception		91
Year 1		86
Year 2		133
Year 3		102
Year 4		108
Year 5		89
Year 6		112
Year 7		85
TOTAL		806
School Card Approvals (Persons) in 2018		181
NESB Total (Persons)		223
Aboriginal FTE Enrolment		13

Part B

- **Deputy Principal:** Anthony Fischer
- **Assistant Principals:** Paul Lendrum –Technology
Bobbie Beswick – Engagement and Student Wellbeing
Malcolm McArdle – SIP Implementation
Corey Mudie - Teaching and Effective Learning
- **School e-mail address:** dl.1017.info@schools.sa.edu.au
- **OSHC:** 6.300am until 8.30am; 3.15pm until 6.00pm Monday – Friday.
Vacation Care is provided during holidays and school closure days. OSHC is an outsourced service managed by Happy Haven.
- **Enrolment trends:** School is at capacity. The Department and Government have implemented a Capacity Management Plan.
- **Year of opening:** 1876. The primary section moved to its current site in 1881. The school celebrated its 125th birthday in 2006.
- **Public transport access:** Glenelg tram and Trans Adelaide services

2. Students (and their welfare)

- **General characteristics**
- The student population is mainly of Anglo Saxon origin. Approximately 26% of the school population is from Non –English Speaking Backgrounds and 23% are School Card holders.
- **Pastoral Care programs:** The school has a strong focus on health and wellbeing. A range of programs have been introduced, including Program Achieve, Restorative Practice, Child Protection, Peer Mediation, anti-bullying/harassment, social skills and lunchtime activities. A Smart Play program for students who need support in developing and maintaining social relationships operates 4 days a week. These programs support the school's behaviour development policy. During term 1 Year 6/7 students are trained in peer mediation and have roles during break times to support duty teachers and resolve issues where they can. Staff are required to explicitly teach and develop values, social and work skills with students. We have developed a 'Sailing Ahead to Success' program that all staff implement. This involves teaching the importance of our school values of respect, responsibility and fairness and incorporates many strategies from the 'You Can Do It' program. Tolerant/caring attitudes towards all children are fostered throughout the school nurturing a strong sense of 'community'. A School Christian Pastoral Support Worker is on site 10 hours per week.
- **Support offered:** Early identification of students with learning difficulties is a priority. A range of whole school and year level screening tools are used and the data is scrutinised to target resources to those with the greatest

needs. All five year olds are tested using the SPAT R test during term one at school. Students are identified as in need of support to develop their phonological awareness receive 1:1 support from trained SSOs. Year one and two students identified by teachers as below benchmark from literacy data and running records, are tested using the Mini-Lit program and those found to be well below benchmark in reading are included in a support program with trained SSOs. This is overseen by an early years' teacher and 1:1 sessions are run by skilled SSOs. Students who do not reach benchmark after this program may be referred to the school psychologist for further investigation into their learning needs and if identified with significant learning difficulties or disabilities, they are supported by the inclusive education teacher.

The Multi-Lit program is provided to support students from years 3-7. Students are identified from Pat-R testing scores and this together with other data from teachers identifies the children for 1:1 support. 3 hours/class of SSO support time is allocated across the year 3-7 range. Accurate records are kept and provided to teachers regarding progress for each child. The school also provides Beat Dyslexia as a program for students identified as being dyslexic and the Quickstart Maths intervention program is in place for year 6 and 7 students. Cross age tutoring and buddy classes operate across the school. A teacher has 0.2 time to manage and coordinate the intervention programs.

A teacher also provides 1 hour a week of support to each classroom. This is targeted at the students who are achieving just below a 'B' level that benefit from some short-term intervention. Stretch programs also work across the school to extend children with high intellectual potential.

Teachers at Glenelg Primary School work in Professional Learning Teams based around their level of teaching. These teams work collaboratively to develop the core areas of learning, learning intentions and success criteria for all students in their year level. These units are taught and assessed and individual programs developed to support each student to further their learning needs. Teams meet regularly to compare data and to plan future learning tasks.

0.6 of teacher support time (EALD) is provided for students for whom English is a second language and 1.4 teacher support time and 40 hours of SSO time is provided for Inclusive Education to work with students with learning disabilities and special needs. The school also has a 1.0 RAPP teacher to support a child with specific needs. The school has 0.4 time assigned to reading support across the school.

- **Student management:** A school-wide behaviour development policy is adopted for classrooms and the yard. The school's policy is based on values of fairness, responsibility and respect and incorporates the capabilities within Program Achieve and Restorative Practices. Adoption of the school's values and Program Achieve/restorative practices by staff, students and parents is of high priority. Class programs provide support

and the development of skills for students to take personal responsibility and ownership of their behaviour and make positive choices as a result. Staff develop class codes of behaviour, incentive programs and explicitly teach and develop social/emotional skills. Class cultures focus on positive aspects of students' behaviour. The STEP system based on educative rather than punitive practices is in place to support extreme inappropriate behaviour both in the yard and class. Intensive PD in looking at educative ways to manage behaviour has been undertaken. A harassment and a bullying policy support the behaviour code. Explicit teaching in each area is an expectation in every class.

- **Student governance:** A Kids' Council of elected members from each class meets regularly to consider issues and plans for student governance. The role of Kids' Council is to work collaboratively on finding ways to make our school a better place. The council works as a team to raise issues, make recommendations on behalf of their class, creatively solve problems and find ways to organise events which allow for all students to celebrate success and have fun. The meetings are structured to ensure that decision making is fair for all. "The Glenelg Kids' Council gives everyone in our school the opportunity to voice their opinions and our student leaders are then given the appropriate level of responsibility to help make our school a great place to be." Class meetings are an expectation and student voice is a high priority on the School Improvement Plan.
- **Special programmes:** Cross age tutoring, buddy classes, 'Funtastics', special assistance programs for students identified as being 'at risk' in Literacy and Numeracy, Stretch (yrs Rec –7) for students with high potential, R-7 sporting clinics, 2-7 sporting teams, SAPSASA involvement, Music Festival of choirs (yrs 5-7), Junior Choir year 3&4), DfE instrumental music, school orchestra and some private music lessons are all available during the school day.

3. Key School Policies

Glenelg Primary School provides quality learning for life, by working with children to confidently:

- Become life long learners with inquiring minds
- Be able to work independently and collaboratively
- Continue to develop technological skills
- Set personal goals to achieve highest quality work across the curriculum
- Live the school values (fairness, respect, responsibility)
- Develop life skills enabling flexibility and adaptability for the future
- Develop a growth mindset and enjoy the struggle of learning

We believe that each child will succeed through experiencing quality in:

- A stimulating and enriching learning environment
- An enhancing program of extra curricula experiences
- Relevant, varied and accessible learning resources
- An ethos of support, challenge and encouragement to succeed
- Positive learning partnerships between the school, home and community
- Facilities which are safe, appropriate and innovative

Glenelg Primary School:

- Promotes an active and ongoing partnership with parents and the community
- Maximises the use of neighbouring and nearby community resources
- Focuses on improving outcomes for all students
- Is at the forefront of education with ongoing professional development of a highly dedicated and skilled staff
- Is heavily involved in a number of innovative programs including Peer Review Curriculum Standards, Financial Literacy, Maths Standards Exemplars, Bullying audits, STEM evaluation, and Smart Play
- Provides specialist support to ensure each student is catered for. Individual intelligences and preferred learning styles are recognised
- Provides an excellent OSHC program catering for students R-7 run by Happy Haven
- Ensures learning areas are well equipped
- Allows students substantial access to learning technologies with computers and multi-media fully integrated across all curriculum areas at all year levels
- Provides a comprehensive curriculum

Our Site Plan strongly emphasises:

- To increase levels of achievement in writing from reception to year 7
- To increase student achievement in number R-7
- Teachers and students will engage with a variety of authentic and relevant assessment tools and processes to ensure highly effective learning and teaching practices resulting in improved student learning outcomes for all students.

Year level **learning teams** operate and meet regularly for professional development aligned to the school's priorities. Whole school/needs based training is provided as well as optional PD utilising out of school hours. The School Management Committee manages the overall implementation of the school's professional learning / training programs and Site Plan. This committee has representation across all sectors of the school.

Areas of study / cross curriculum studies:

- Our school offers instruction for all students in the eight areas of study
- In 2019 Specialist provision includes LOTE Japanese, PE, Performing Arts
- English/Literacy is always a major focus and will continue to be developed in forthcoming years. Significant priorities have been identified for improvement
- Mathematics/Numeracy has a major focus in our site priorities with all staff undertaking professional development in this area
- Digital Learning Technologies are identified as ongoing improvement priority. Much has already been achieved in this area and ongoing growth of facilities and accessibility is planned
- The emotional and social health and well being of students is a major focus. You Can Do It /Program Achieve –keys to success and Restorative practices are implemented across the school in all classes
- The development of self-reflection and peer feedback are an ongoing priority in the school as we work to deprivatise practice and learn from each other to be the best we can be.

• Assessment and Reporting:

Written reports, student led 3 way conferences, open evenings and acquaintance sessions are all valued ways of reporting to parents.

Ongoing monitoring of student progress occurs through spelling and reading age tests, Phonological Awareness and Jolly Phonics, Jolly Grammar testing, running records R-7, reading recovery levels, NAPLAN tests, Australian Curriculum standards recording, PAT R and PAT M testing R-7, ACER tests and diagnostic information collected by teachers on an ongoing basis.

Learning Teams have time allocated with Leadership to analyse and interrogate data to support improvement in learning.

Staff communicate openly and regularly with parents using digital and written formats.

• Student support:

SSOs provide both class and student support. Intervention on a one to one or in small groups is provided through both withdrawal and in class support each week.

Parent involvement: Parents are encouraged as partners in their child's schooling. They participate in a variety of ways: class support, excursions, Resource Centre, canteen, making games, sports coaching, sports day, membership of Parents and Friends Association, Governing Council and sub-committees such as fundraising

4. Curriculum

- **Subject offerings:**

The eight areas of the curriculum are provided with all staff planning and assessing using the Australian Curriculum and TfEL documents. Specialist areas include: Japanese, Performing Arts, and Physical Education.

Resource based learning is provided by a teacher librarian. Peer support and cross age tutoring programs are in place. All students are involved with swimming or aquatics classes each year.

- **Special needs:**

Students with identified learning difficulties and those with Negotiated Education Plans are supported in individual and small group sessions by the Inclusive Education teacher and trained SSOs. SSO time and teacher time is allocated to support special needs programs. These children have an IEP to support their goal setting and planning. Bilingual SSOs may be appointed for specified periods of time for students requiring specific language input, if they enrol in the school with very limited command of English. A Coordination program operates two sessions a week along with speech and hearing programs with the support of SSOs. Support services and agencies are utilised as needed.

- **Special curriculum features**

A broad range of SAPSASA activities are offered to students. A teacher is appointed to coordinate these.

The DfE Music Branch provides lessons in violin, viola, cello and a school orchestra every Monday.

Festival Choir is offered to students from Years 5-7.

The school is one of the top performers in chess. A school based program is very strong, together with interschool competitions.

Assemblies are held every Monday morning and year level groups also celebrate achievements as teams at assemblies. In-school performances are encouraged. All camps, incursions and excursions are considered an important part of the curriculum

- **Teaching methodology:**

Staff are supported in using a broad range of methodologies to cater for student needs. We are working towards teachers' programs being student-centred with high levels of student participation and negotiation of learning goals. Staff work in year level teams with team teaching and joint curriculum sharing and planning encouraged. The formation of learning teams has provided opportunities for teachers to identify common learning goals and support each other's development. The school is well resourced with digital learning technology resources with IWBs in all classrooms, access to a range of computing programs, access to a range of additional computers in classrooms (eg ipads, laptops, google chrome) digital cameras and other digital resources. All students and staff have been allocated individual email addresses. The network runs on a Windows platform and recently had a major upgrade.

Professional development as both a school and as a Partnership has supported the transforming of tasks into rigorous learning with LDAM. Cutting edge pedagogies are being used in some rooms and spreading throughout the school.

- **Assessment procedures and reporting:**

A common ongoing, continuous assessment and reporting policy operates across the school. Teachers use a range of assessment practises that include observation, annotated work samples, formative processes, conferencing and testing. Student reviews, the use of rubrics and matrices, and student work/books and performances are used to showcase learning. Students are also involved in feedback to teachers, completing surveys and working collaboratively to provide peer feedback as well. A lot of training has been undertaken in formative assessment and this is used throughout the school.

Reporting processes include: an acquaintance session at the start of the year, three-way (student, staff, parent) conferences at the end of term 1, a formal report at the end of terms 2 and 4. A showcase of learning is provided in term 3 where each student has an opportunity to showcase their learning to their family.

- **Joint programs:**

There are Transition programs with local Secondary Schools and Pre-schools. The Holdfast Partnership has a joint vision of working together across sites to develop consistent practices and policies.

5. Sporting Activities

- Clinics presented by professional coaches from a variety of sports are held across the school throughout the year. A Sports Day is held each year. Older students are involved in a variety of SAPSASA competitions and are encouraged to try out for district selection. A Sports Sub Committee of the Governing Council, led by parents, oversees student participation in a large variety of out of hours sports throughout the year and at different age levels.

6. Other Co-Curricular Activities

- **General:**

A range of appropriate curriculum competitions are offered to students. The school has an outstanding Chess Club for any interested students and is currently rated as the number 2 school in the state in Chess.

The school runs the Children's University program and many children are involved in the Fun Lunch activities, sporting programs and other activities that can be claimed to graduate from Adelaide University's Children's University.

7. Staff (and their welfare)

- **Staff profile**

There are 82 full and part time staff members and 84% are female. There are 30 classes - twelve early years (R-2) classes, eleven year 3-5 classes and seven Yr 6/7 classes. There are 21 SSOs and one groundskeeper.

- **Leadership structure:**

In 2019 there is one Principal, one Deputy Principal and 4 Assistant Principals.

- **Staff support systems:**

Cooperative teaching, year level meetings, SSO Meetings, School Improvement Planning Committee and PAC structures are in place. Staff have responsibility for curriculum/budget areas. A shared management plan exists with all staff responsible for sharing roles and responsibilities.

A Buddy/ Mentoring system operates for new staff.

Performance review processes are in place. Staff are encouraged to keep a learning log of their goals and professional development programs. Support is provided for staff to undertake training programs both during the school day and in their own time. A personal development plan is required of each staff member and meetings are held to discuss this at least three times a year.

Leadership are visible around the school and meet informally with staff, parents and students on a daily basis.

8. School Facilities

- **Buildings and grounds :**

The school has recently been renovated throughout and the buildings are in good condition and provide adequate teaching spaces. The majority of the school is accommodated in a 1970s two storey brick building. A Covered Outdoor Learning Area (COLA) has been built and this provides a covered play area that supports classroom outdoor programs. Surfaces around the school have been upgraded and play equipment renewed. The school now provides a range of facilities that support teaching and learning programs.

The old Headmaster's residence is used for Out of School Hours Care, Vacation Care and Canteen.

- **Air Conditioning:**
All teaching spaces have ducted air conditioning.
- **Specialist facilities:**
A hall is used for a variety of activities. There are 10 ipads in every room and 'cows' of lap top trolleys are available as well. The Resource Centre also has a suite of computers which is used for resource-based learning during school hours. Classroom space is at a premium so some specialist teachers do not have a base room to work from.
- **Student facilities:**
Canteen, covered playground, and upgraded playground equipment is provided together with covered bench and table settings
- **Staff facilities:**
All staff have access to IWBs and other computers in classrooms. Each teacher has a TSU laptop computer and an ipad for teacher use.
- **Access for students and staff with disabilities:**
Access for disabled persons is difficult in many areas of the school. There is no lift for upstairs rooms and access is cramped and not supportive for disabilities.
- **Access to bus transport:**
A number of bus routes pass the school. The Glenelg tram is 5 minutes walk from the school.

9. School Operations

- **Decision making structures:**
The school has a clearly outlined decision-making policy. Staff, parent and student opinions are valued and acted upon. Regular feedback is sought from the community through newsletters and surveys.

The Governing Council Sub Committees - Education, Finance, Sports, Canteen, Uniform, Out Of School Hours Care and Grounds report to the Governing Council. Each classroom holds regular class meetings and the Kids Council Representatives report on issues facing the classes.

- **Regular publications:**

School newsletters are published and distributed every two weeks. A parent booklet is available for new and prospective parents. A USB with school information is provided to all prospective families. A staff handbook is available for all new staff. A bulletin is published each week and posted to individual staff email addresses. Daily messages are set up on the school's intranet and accessed from class areas daily.

- **Other communication:**

School Diaries/Communication Books, digital communications and class newsletters are used for communication between home and school. There is a framework for homework in the middle school and primary years. This incorporates the Ian Lillicoe grid and values homework and out of school sport and music programs. A staff white board for future planning is situated in the staff room. Community noticeboards are situated outside the main buildings and on the Diagonal Rd and Brighton Rd intersection.

- **School financial position:**

School Materials and Services Charges are set each year by the Finance Committee and Governing Council. The school's financial situation is sound. The school is well resourced with materials, well maintained to support each curriculum area and ongoing digital needs.

- **Special funding:** Nil

10. Local Community

- **General characteristics:**

The community is complex and divergent, with English as the language mainly spoken at home. The school is within walking distance of the Glenelg beach and Jetty Road shopping and tourist precinct. There are a number of transient families particularly from overseas countries. The parents have work tenures of six months to two years and live locally during this time.

- **Parent and community involvement:**

The school encourages parent involvement and participation. Parents participate in classroom and whole school programs and activities. Governing Council Sub Committees include, Education, Finance, Fundraising, Grounds, Out of School Hours Care, Uniform and Canteen. A well supported Parents and Friends Club meets monthly during the day and provides support to school initiatives and is a forum for parents to meet and develop networks.

- **Feeder schools:**

The students come from a number of different pre-school and childcare centres in the local area. The main feeder kindergartens are Dunbar Terrace Kindergarten and Somerton Park Kindergarten. Glenelg School feeds into a number of local government secondary schools - Brighton Secondary, William Light R-12, Seaview HS and Hamilton Secondary College and a number of private schools

- **Other local care and educational facilities:**

There are a number of private colleges and parish catholic schools in the vicinity of the school.

- **Commercial/industrial and shopping facilities:**

The school is located between the Jetty Road shopping precinct and the Westfield Marion complex.

- **Other local facilities:**

Local parks and beaches. We have a strong working relationship with the 3 local Rotary Clubs. We share facilities with Glenelg Football and Cricket Clubs.

- **Local Government body:**

The school is located in the City of Holdfast Bay.

11. Further Comments

- The promotion of early childhood, primary years and middle years pedagogies are an important feature of the school.
- The school was zoned at the end of 2014. The school had passed what was considered capacity and no further classrooms can be added to the small physical site. For this reason a Capacity Management Plan has been placed on the school by the State Government. There is a \$7million project to expand the physical capacity in place for commencement at the end of 2020. The school utilises the Glenelg Community Oval at play times which cuts the congestion in the yard for students.
- Student participation in the decision making and the management of activities for play times is a feature of the school. Wellbeing programs are considered essential to support the large number of families from a very wide range of socioeconomic backgrounds in the school.