



SCHOOL CONTEXT STATEMENT

Updated: August 2021

School number: 1017

School name: Glenelg Primary School

1. General information

- School Principal's name: Shane Misso
- Deputy Principal's name: Anthony Fischer
- Year of opening: 1876
- Postal Address: Diagonal Road, Glenelg East, SA 5045
- Location Address: Diagonal Road, Glenelg East, SA 5045
- Partnership: Holdfast
- Geographical location – ie road distance from GPO (km): 9 kms
- Telephone number: 08 8295 3943
- Fax Number: 08 8295 2390
- School website address: www.glenelg.sa.edu.au
- School e-mail address: dl.1017.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 748
- Student enrolment trends: School is at capacity. The Department and Government have implemented a Capacity Management Plan.
- Staffing numbers (as at February census): 71 full and part time staff.
- Public transport access: Glenelg tram stop is reasonably close

2. Students (and their welfare)

- General characteristics

The student population is mainly of Anglo Saxon origin. Approximately 24% of the school population is from Non-English Speaking Background and 16% are School Card holders.

- Student well-being programs

At Glenelg Primary School, we believe that establishing positive relationships is essential to ensuring all student learn to their best of their ability. We have embedded programmes and initiatives to develop strong connections between students, teachers and their families that support a preventative and developmental wellbeing framework.

Learning Intentions:

- Empower all students
- Establish a positive climate for learning
- Improve student achievement/engagement/and well being
- Support promotion of student health and well being
- Setting expectations and promoting inclusion for all
- Create a collegiate class culture supported by school values and the Keys to Success

We provide quality differentiated teaching programmes to ensure each child's strength and needs are accommodated for. Staff are continually engaging in professional development to provide students with innovative and evidence based programmes to meet the needs of our community. We ensure that respectful and professional relationships underpin the work that we do. We offer families the opportunity to engage in dialogue or online communication to discuss their child's learning and social and emotional needs and we provide information and support to access appropriate external supports when required. Our rigorous learning programmes, collection and analysis of data ensure that we target each child's needs to maximise their social, emotional and academic development.

At Glenelg Primary School we provide a multitude of learning opportunities for our children:

- You Can Do It programme by Professor Bernard
- Zones of Regulation by Leah Kuypers
- The Incredible 5 point scale and tools to improve self-regulation
- Interoception (DfE)
- Intervention learning spaces (*IIP room and The Den*)
- Mindfulness and brain breaks
- Esafety

- Keeping Safe Curriculum
 - Growth and Development
 - 1:1 small group support and behaviour plans
 - National Day of Action against Bullying and Violence
 - Harmony Day
 - 1:1 behaviour support plans using SMARTAR goals
 - Christian Pastoral Support worker
 - Smart Play
 - Fun Lunch activities
 - Restorative Practices
 - Peer Mediator programme
 - Yr 6/7 student leadership training and roles
 - In class social and emotional learning lessons
 - Brain Theory
 - Explicit teaching of social competencies through explicit teaching of growth mindsets and productive failure
 - Berry Street training model activities
- Student 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 who are identified as in need of support to develop their phonological awareness receive 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 1:2 sessions are run by skilled SSOs. Students who do not reach benchmark after this program may be referred to the school speech pathologist and/or psychologist for further investigation into their learning needs. 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 to engage in the Multi-Lit intervention program. 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. Intervention programs are overseen and managed by the Intervention teaching team.

Teachers at Glenelg Primary School work in Professional Learning Teams based around their year 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 moderate student work samples, compare learning data and to plan future learning tasks which differentiate for the needs of all students.

0.4 of teacher support time (EALD) is provided for students for whom English is a Second language and 1.4 teacher support time and 120 hours of SSO time is provided for Inclusive Education to work with students with learning disabilities and special needs, including challenging behaviours. Students verified with significant learning difficulties or disabilities, are supported by the inclusive education support program, in which teachers and SSOs collaborate to differentiate and meet the needs of these specific students. 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 government**

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, special assistance programs for students identified as being 'at risk' in Literacy and Numeracy, R-7 sporting clinics, 2-7

sporting teams, SAPSASA involvement, Music Festival of choirs (years 5-7), Junior Choir (years 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 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 multimedia 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 2021 Specialist provision includes LOTE Japanese, PE, Health and 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; in 2021 we continue to have a focus in writing
- 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 an 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 wellbeing 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. Interoception activities are run across the school after break times to support students with understanding their internal signals, and developing their personal toolkit on how to support themselves when they feel they are not in the best state for learning.
- 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 testing, running records R-7, NAPLAN tests, Australian Curriculum standards recording, PAT R and PAT M testing R-7, Brightpath writing scales 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. We have implemented the Department volunteer's policy which requires all parent volunteers to have completed their mandated checks.

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 aquatic classes each year.

Special needs:

Students with identified learning difficulties and those with One 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 a One Plan 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. Department Support services and agencies are utilised as needed when identifying the needs of specific students and also to support teacher development. The school collaborates with external service providers to ensure consistency and smooth transitions between school learning and home-based learning.

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 second Thursday morning and year level groups also celebrate achievements as teams at assemblies. In-school performances are encouraged. 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 (ipads and laptops) 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. DfE Scope and Sequence and Units of Work documents provided the base for all curriculum learning design, assessment and moderation. Cutting edge pedagogies are being used in some rooms and spreading through the school.

Student 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 assessment processes, conferencing and testing. Student reviews, the use of rubrics, 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 programmes:

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, ensuring there is a clear transition across sites to best meet the needs of the students.

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 1 primary school in the state in Chess.

The school offers students the opportunity to explore their own passions through 'Fun Lunch'. Fun Lunch is a student led lunch time program in which students in years 3-7 offer lunchtime activities for their peers, in which they plan and run activities throughout the school yard, library and classroom spaces.

7. Staff (and their welfare)

Staff profile

There are 71 full and part time staff members and 76% are female. There are 28 classes - ten early years (R-2) classes, eleven year 3-5 classes and seven Yr 6-7 (or 5/6) classes. There are 17 SSOs including two groundspersons.

Leadership structure

In 2021 the school leadership structure consists of Principal, 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 Management

Performance review processes are in place, including the DfE official PDP process. 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, parent and students on a daily basis.

Access to special staff

The school has a Pastoral Care Worker who works on site 2 days per a week. A DfE music teacher also works one day per week to provide specialist violin, viola and cello lessons, as well as conducting the school orchestra.

9. School Facilities

Buildings and grounds

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 school provides separate play spaces for Junior Primary (R-2) and Primary (3-7) students, while also having shared play spaces.

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

Heating and cooling

All teaching spaces have ducted air conditioning.

Specialist facilities and equipment

A hall is used for a variety of activities. There are 10 iPads in every classroom and 'cows' of laptop trolleys are available as well. The Resource Centre also has access to a pod of iPads and laptops. Each specialist learning area has their own classroom, except for PE which use the COLA, Hall, school oval and Glenelg football oval.

Student facilities

A canteen, a 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 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. A bus stop that services some buses is located on Diagonal Rd, outside the school entrance. The Glenelg tram is 5 minutes walk from the school.

10. 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 - Finance, Sports, Canteen, Uniform, P+F and Out of School Hours Care 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 three weeks. A parent booklet is available for new and prospective parents. 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

Digital communications through SeeSaw are used in all classes across the school. Through this platform students have the ability to post and share their

work with their home network, while teachers have the ability to post reminders and updates to all families, while also directly messaging specific families. All staff have a DfE email address which is also used for many work communications and checked at least every 48 hours.

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.

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

11. 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 in whole school programs and activities. Governing Council Sub Committees include Finance, Fundraising, 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 or destination 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 Primary School feeds into a number of local government secondary schools - Brighton Secondary, Plympton

International, 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 Club and are forging even closer links with Glenelg Football Club in 2021.

Local Government body

The school is located in the City of Holdfast Bay.

12. 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, a commencement date for this project is expected some time throughout 2021.

The school utilises the Glenelg Community Oval at play times which reduces 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.