



SCHOOL CONTEXT STATEMENT

School number: 1017

School name: Glenelg Primary School

This context statement was fully updated in March, 2025

Glenelg Primary School is dedicated to nurturing lifelong learners with inquiring minds, capable of working both independently and collaboratively. Our mission is to develop students' social and academic skills, encouraging them to set personal goals and strive for excellence across the curriculum. We uphold the core values of Respect, Responsibility and Fairness, fostering life skills that promote flexibility and adaptability for the future. A growth mindset is cultivated, empowering students to embrace learning challenges. We seek to nurture students to become positive citizens of society.

Our achievements are reflected in a stimulating and enriching learning environment, complemented by extra-curricular activities and accessible resources. We always seek to help students embody “**The Glenelg Way**”. We foster an ethos of support, challenge and encouragement, building positive partnerships between school, home and community. Our facilities are safe, extensive and innovative.

Glenelg Primary School values community involvement, utilising local resources to enhance student outcomes. We prioritise professional development for our dedicated staff and engage in innovative programs. Specialist support ensures individual learning needs are met, and our OSHC program caters to students R-6, including during school holidays.

1. General information

- School Principal's name: Shane Misso
- Deputy Principal's name: Anthony Fischer
- Year of opening: 1876
- Location Address: 2A Diagonal Road, Glenelg East, SA 5045
- Partnership: Holdfast
- Geographical location – i.e. road distance from GPO: 9 km
- Telephone number: 08 8295 3943
- School website address: <https://www.glenelgps.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 2025 FTE student enrolment: 608

Overall enrolments							
	2018	2019	2020	2021	2022	2023	2024
R	82	88	91	81	74	71	94
1	133	90	93	97	75	75	80
2	99	132	95	90	97	81	75
3	109	105	124	92	79	100	86
4	84	110	101	122	87	85	100
5	107	90	110	103	117	85	85
6	89	110	90	111	109	103	88
7	97	88	91	79			
Total	800	813	795	775	638	600	608

ATSI enrolments						
2018	2019	2020	2021	2022	2023	2024
13	9	9	11	15	16	16

- Staffing numbers (as at June 2024):

Workforce composition including indigenous staff

	Non-Teaching Staff		Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	11.9	0.4	38.7
Persons	0.0	16.0	1.0	45.0

- Public transport access: Glenelg tram stop is 750m away. Diagonal Road and Brighton Road both have major bus routes passing the school perimeter.

2. Students (and their welfare)

General characteristics

The student population primarily lives close to the school. The percentage of students who were born overseas and/or have parents born overseas is increasing. Approximately 24% of the school population is from Non-English Speaking Background, 3% are First Nations students and 16% are School Card holders.

Student wellbeing school-wide programs

At Glenelg Primary School, we believe that establishing positive relationships is essential to ensuring all students learn to their best of their ability. We have embedded programs and initiatives to develop strong connections between students, teachers and their families that support a preventative and developmental wellbeing framework. These include regular work with Zones of Regulation, Interoception and Keys to Success. Our three school values are Respect, Responsibility and Fairness. We are methodically introducing a Positive Behaviour for Learning (PBL) approach.

At Glenelg Primary School we provide a wide range of learning opportunities in wellbeing for our children. Below is an extensive but not exhaustive list. We are continually reviewing school-wide programs to best meet the changing needs of our students.

Whole school and whole class initiatives include: -

- A Positive Behaviour for Learning (PBL) approach which is grounded in Restorative Practices. Through PBL, we specifically teach and model the behaviours that embody our values of Respect, Responsibility and Fairness, known as "The Glenelg Way"
- Restorative Practices approach to resolving conflict and restoring relationships
- Zones of Regulation by Leah Kuypers
- The Incredible 5-point scale and tools to improve self-regulation
- Interoception (DfE)
- Daily Tai-Chi exercises at the start of the school day for being centred and grounded
- Mindfulness and brain breaks
- E-safety
- Keeping Safe Child Protection Curriculum
- Growth and Development lessons
- In-class social and emotional learning
- Development of social competencies through explicit teaching of growth mindsets and productive struggle

Outdoor play

- A wide variety of indoor and outdoor spaces to ensure all children feel safe and supported
- Smart Play - soon to be re-branded via student agency
- Fun Lunch activities

Individualised

- One Plans
- 1:1 behaviour support plans when appropriate, using SMART goals
- Intervention learning spaces (The Den)
- Wellbeing SSO for co-regulation and checking in
- In-School Psychology
- First Nations students have access to additional learning and wellbeing support provided in our First Nations room. Our Aboriginal Education Teacher promotes cultural connection through Kurna language lessons and special activities in consultation with students and families

Leadership Opportunities

- Peer Mediator programme
- Year 6 student leadership training and a wide variety of roles
- Kids Council representatives

Special Events include Harmony Day activities and National Day of Action against Bullying and Violence.

Student learning support offered

Glenelg Primary School focuses on early identification of learning difficulties, using screening tools to allocate resources effectively. All five-year-olds take part in the PASM test, with additional phonological awareness support provided as needed. Year 1 - 6 students below literacy and numeracy benchmarks are supported by tiers of instruction and strong teaching practices in every classroom. If necessary, referrals to specialists are made. Teachers collaborate in Professional Learning Teams to develop core learning areas and plan differentiated tasks.

Verified students receive support through a range of collaborative efforts and can sometimes be eligible for tailored small group or individualised supports. A school-wide behaviour policy reflects "The Glenelg Way", which is underpinned by our school values of Respect, Responsibility and Fairness and incorporates Restorative Practices. Class programs focus on personal responsibility and positive choices. Anti-bullying policies and practices support our behaviour expectations, with explicit teaching in every class.

Student management

At Glenelg Primary School, our behaviour code is firmly rooted in our school values and aligns with the Department for Education (DfE) guidelines and our school discipline policy. We believe in fostering an environment where students are encouraged to take responsibility for their own actions. To address inappropriate behaviour, we employ a restorative approach, focusing on understanding and resolving issues consistently, fairly and collaboratively.

Our commitment to positive behaviour is further supported by the Spirit Cup initiative, a system designed to recognise and celebrate students who demonstrate positive behaviour and a growth mindset. This initiative not only acknowledges individual achievements but also promotes a culture of encouragement and continuous improvement among students.

By integrating these principles into our daily practices, we aim to create a supportive and respectful learning environment where every student feels valued and empowered to contribute positively to the school community. Through these efforts, we strive to nurture responsible, reflective and resilient learners.

Student leadership

The Kids' Council at Glenelg Primary School is made up of elected members from each class who meet regularly to enhance student governance. The council empowers students to act as a voice for their classmates, with leaders taking responsibility to improve the school. Their role includes working together to improve the school environment by raising issues, making recommendations, solving problems and organising events for student success and enjoyment. Meetings are structured to ensure fair decision-making. Regular class meetings are expected, and student agency is a high priority within the school. Students are also able to participate in a "Lunch with Leaders" program to raise matters and suggest solutions.

Special programmes

Glenelg Primary School offers cross-age tutoring and buddy classes. We have a SmartPlay option at lunchtimes. We have a wide range of student-led lunchtime clubs. We have a chess club and a lego club. Trained Year 6 Peer Mediators assist younger students at play times to resolve and problem-solve minor issues.

Music opportunities include the PSMF Festival of Music Choir for Years 5-6, the Junior Holdfast Choir for Year 4 and DfE instrumental music: violin, viola and cello lessons are offered on-site for Years 3 and above. From Year 4, students have the opportunity to learn a woodwind, brass or percussion instrument at the Beachfront Hub held at Brighton Secondary School. All instrumentalists get the opportunity to play in an orchestra.

We have a Hiragana Club for children keen to extend their enjoyment of the Japanese language. Our library is highly curated to offer a wealth of reading and learning options for all students and has recently been updated into a genrefication system. We also offer coding club and sports coaching after school weekly.

3. Key School Policies

Site Improvement Plan and Other Key Statements or Policies

At Glenelg Primary School, we are committed to quality learning for life, fostering inquisitive minds and developing lifelong learners. Our students are encouraged to work both independently and collaboratively, develop technological proficiency, set personal learning goals, and uphold our core values of Respect, Responsibility and Fairness. We emphasise flexibility, adaptability and a growth mindset, ensuring students are prepared for the challenges of an ever-changing world.

Our success is built on a stimulating and inclusive learning environment, enriched by extracurricular experiences, innovative resources, and strong partnerships with families and the broader community. We provide safe and modern facilities that enhance student engagement and learning.

As an active and community-connected school, we maximise local resources and partnerships to improve student outcomes. Professional development is a priority for our dedicated staff, supporting the delivery of evidence-based, high-impact teaching strategies. We also participate in innovative programs such as Peer Review Curriculum Standards and Financial Literacy, ensuring students receive a well-rounded education. Specialist support is available to cater for diverse learning needs, and our OSHC program provides care for students from Reception to Year 6. Integrated technology is embedded across all curriculum areas, ensuring digital literacy is developed across all year levels.

2025 Site Improvement Plan Priorities

Our 2025 Site Improvement Plan focuses on sustained improvement in:

- Raising student achievement in Reading, Fluency, Phonics and Spelling (Reception to Year 6) through structured, evidence-based instruction.
- Enhancing student achievement in Mathematics (Reception to Year 6) by embedding research-informed teaching practices.
- Engaging teachers and students with authentic, relevant and data-informed assessment tools to ensure high-quality teaching and learning practices, leading to improved student outcomes.

In alignment with the Department's Strategy for Public Education, we focus on empowering learners with agency, fostering dispositions for learning, and ensuring equity and excellence for all students. Our school is committed to an inclusive and collaborative culture, where continuous improvement is a shared responsibility.

Explicit Teaching Focus

- Phonics and Spelling Instruction – We use the DfE Spelling and Morphology Scope and Sequence, ensuring students develop phonological awareness and spelling knowledge in a sequential and structured way. Our approach focuses on moving learning from short-term to long-term memory through explicit direct instruction.
- Functional Grammar – We explicitly teach functional grammar through mentor texts, ensuring students develop a deep understanding of grammar within meaningful contexts.
- Inquiry learning - Our qualified Teacher Librarian delivers inquiry-based learning units across all year levels. These lessons foster critical and creative thinking skills, enhance information literacy, and support various curriculum goals. This program ensures students are equipped with the skills necessary for lifelong learning and effective research.
- First Nations Education – Our First Nations teacher delivers dedicated weekly learning programs, enriching students' understanding of Aboriginal and Torres Strait Islander histories, cultures and perspectives. Our First Nations teacher is also one of the few qualified teachers of Kurna language in the Adelaide region.

Professional Learning and Collaboration

- Year-level learning teams meet regularly to engage in professional learning aligned with school priorities.
- Whole-school and targeted professional development opportunities are provided, with additional training available beyond school hours.
- The leadership team ensures professional learning is aligned with school goals, with representation from all year levels.

4. Curriculum

Subject Offerings

Glenelg Primary School delivers a comprehensive curriculum aligned with the Australian Curriculum, covering all eight learning areas. In 2025, all students have weekly specialist lessons in:

- Japanese Language and Culture
- Physical Education
- Science
- Performing Arts
- Digital Technologies
- Library / Research skills

English/Literacy remains a key focus, with a strong emphasis on phonological and phonemic awareness, utilising the DfE Spelling and Morphology Scope and Sequence to ensure systematic and structured literacy development. Mathematics/Numeracy is a major priority, with all staff engaging in significant professional development throughout the year.

Teaching Pedagogy

Our teaching and learning approach is designed to be:

- Explicit and structured, particularly in phonics, spelling and grammar instruction, ensuring students build knowledge in a sequential manner.
- Student-centred, promoting high levels of engagement and ownership over learning.
- Collaborative, with teachers working in year-level teams to co-plan, co-teach, and support each other's professional growth.
- Inquiry-driven, with students engaging in authentic investigations through structured inquiry learning experiences in the library.
- Data-driven, using student assessments to inform instructional strategies and personalise learning.

We are well-resourced with interactive display screens, iPads, laptops and a recently upgraded Windows-based network. Every student and staff member has individual email access, supporting seamless digital learning. Ongoing professional development in digital pedagogies enables staff to transform learning experiences into rigorous, technology-enhanced opportunities.

We follow the DfE Scope and Sequence and Units of Work, ensuring consistency, depth and alignment across all curriculum areas. Emerging evidence-based teaching approaches are being implemented in classrooms, contributing to a culture of innovation and instructional excellence.

Student Assessment and Reporting

Assessment at Glenelg Primary School is continuous, formative and designed to drive student progress. A common school-wide approach ensures consistency in:

- Observation and annotated work samples
- Formative assessment practices and feedback loops
- Student-led reviews, peer feedback and self-reflection
- Rubrics, portfolios, and performances as measures of learning

Extensive training has been undertaken in formative assessment, embedding a culture where assessment is used to inform teaching, engage students in their learning journey and improve outcomes.

5. Sporting Activities

We provide R-6 sporting clinics, 3-6 sporting teams, and SAPSASA involvement. Some clinics are run by Kelly Sports and some are led by dedicated Glenelg PS parents. We have an active table tennis club. Our annual

Sports Day is a huge highlight for the school community. All students participate in water safety activities. Years R-2 have daily swimming lessons for one week in May. Years 3-5 enjoy a two-day Surf Safety program at Glenelg Beach. Year 6s visit Port Noarlunga in November for advanced aquatics activities.

6. Other Co-Curricular Activities

Glenelg Primary School offers expert psychology services during school hours on site. We have a qualified psychologist, through In-School Psychology, who works one day a week at school with certain students and their families. We have cross-age tutoring and buddy classes. We have a SmartPlay option at lunchtimes. We have a wide range of student-led lunchtime clubs. We have a chess club and a lego club. Trained Year 6 Peer Mediators assist younger students at play times to resolve and problem-solve minor issues.

Music opportunities encompass the PSMF Festival of Music Choir for students in Years 5 and 6, as well as the Junior Holdfast Choir for Year 4. The Department for Education provides on-site instrumental music lessons for violin, viola, and cello starting from Year 3. Beginning in Year 4, students can learn woodwind, brass, or percussion instruments at the Beachfront Hub located at Brighton Secondary School. All instrumentalists have the chance to participate in an orchestra.

We have a hiragana club for children keen to extend their enjoyment of the Japanese language. Our library is highly curated to offer a wealth of reading and learning options for all students and has recently been updated into a genrefication system. We also offer coding club after school once a week.

7. Staff (and their welfare)

Staff profile

The staff members work as a cohesive cooperative and supportive team. Teachers undertake a range of responsibilities in addition to their classroom teaching role. SSOs have a range of expertise and work in partnership with teaching staff to provide a safe, orderly and productive learning environment. The staff profile is very stable.

Leadership structure

Glenelg Primary School has a Principal and a Deputy Principal. We have an Assistant Principal with a focus on Curriculum and Pedagogy and an Assistant Principal with a focus on Student Engagement and Wellbeing plus Inclusive Practice.

Staff support systems

Professional learning for staff is highly valued and staff meetings prioritise this. We have a PLC structure to facilitate in-depth discussions to drive school initiatives. We have a literacy group and a numeracy group of teachers to lead progress in these areas. We offer staff the chance to meet regularly with networks of teachers from other sites in similar roles to them.

Performance Management

Teaching and SSO staff members meet with their Line Manager at least twice each year for formal professional conversations, which are aligned with the DfE policy.

Access to special staff

Access to service providers such as departmental psychologist, speech pathologist, attendance counsellor, Interagency Student Behaviour Manager, and Special Educator are provided through the Department's Student Support Services. We have a Department Strings music teacher at school one day a week.

8. Incentives, support and award conditions for Staff

As a centrally located site within Adelaide, there are no special travel or incentive awards beyond normal Department conditions attached with working at Glenelg Primary School.

9. School Facilities

Buildings and grounds

In 2023 a \$7 million program of new buildings was completed. The three new buildings primarily house Year 6 classrooms and the administration/staff area. In 2024 a new and highly secure perimeter fence was installed, including an upgraded car park and electronic locking of gates. The times for gates to be locked and unlocked can be programmed / adjusted as needed by school staff. In 2025 the OSHC building is undergoing an extensive upgrade, and we have temporary on-site arrangements during this work. The new and exciting OSHC area will be ready for the start of Term 2, 2025. The grounds are attractive and well kept by an experienced and highly skilled groundsman.

Heating and cooling

All classrooms and learning areas are heated and cooled efficiently.

Specialist facilities and equipment

Our six Specialist areas all have their own dedicated space: Japanese, Physical Education, Science, Performing Arts, Digital Technologies and the library. We have a formal arrangement with the Holdfast Council for full use of the next-door Glenelg football/cricket oval and surrounds, which is used each day for sports lessons as well as general play at break times. Sets of iPads and trolleys of laptops are available for student use – we have a large volume of devices available.

Student facilities

We have an on-site school canteen, run by the Governing Council. It is open for student purchases every school day. Lunches are delivered to each classroom while students can visit the canteen at recess and lunch for smaller items. We have a modern and spacious library open before school and at lunchtimes for students who prefer the chance to sit and play board games or read books instead of playing outside.

Staff facilities

Each teacher has been provided with a new laptop computer. Teacher iPads are also available. Our newly built staffroom has all the expected facilities and comforts.

Access for students and staff with disabilities

As part of our \$7 Million building program in 2023, a lift was installed in the main (two-storey) building. All other buildings are accessible via ramps.

Access to transport

Generally, the school charts private buses for things such as excursions and camps. Students walk to many destinations in Glenelg such as the beach or Partridge House. Sometimes we use the nearby tram to go to the city.

10. School Operations

Decision making structures

The school operates from a basis of encouraging involvement to ensure commitment to school-based decisions. A network of teaching, learning and management teams facilitate this process. There are seven year-level professional learning teams and there are two curriculum teams; Literacy and Numeracy. We also have a wellbeing team. The Governing Council meets twice in each term.

Regular publications

The school newsletter is published three times a term and is always available on our website. We have an active Facebook page. Individual teachers communicate regularly with their families via SeeSaw.

Other communication

We use Sentral Daily Notices to communicate information to all students. We have whole-school assemblies three times a term.

School financial position

Over recent years, significant school funds have been spent on upgrading school facilities such as the library, playground equipment, shade/shelters and digital resources. There are limited accumulated surplus funds from previous years.

11. Local Community

General characteristics

Glenelg and surrounding suburbs are highly desirable locations for families to live, which is reflected in property availability and pricing. The location enjoys a superb array of shopping, dining and entertainment choices. We are excited about the close connections the school shares with our families and many local groups and organisations.

Parent and community involvement

Our amazing Parents and Friends (P+F) group plays a vital role in building warm connections between families and the school. P+F events range from smaller activities, like organising a coffee van and sweet treats on the first day back, to larger events such as the School Fete and the Colour Run. They have inspired us with some of the recent painting and beautification work around the school - the P+F are actively involved throughout the year in many ways.

We have a strong culture of welcoming volunteers who contribute in various capacities. Our volunteers assist with supervision on excursions, sporting events, Surf Safety days and Junior Primary swimming lessons. They also help with sporting teams, assist in the canteen and our classrooms. We have community members help look after our grounds and our library. Additionally, there are more formal roles available on committee groups and the Governing Council.

Nearby kindergartens, centres and destination schools

Many children attend a local government kindergarten before coming to Glenelg Primary School. These include Dunbar Terrace, Oaklands Estate, Somerton Park and Ballara Park kindergartens. Many other children arrive from private centres offering childcare and kindy classes. We have close links with nearby centres such as Eden Academy, Nido and Goodstart.

Many of our Year 6 students go to Brighton Secondary for Year 7. Some of our graduates attend Seaview High School and Hamilton High School. Other schools where we have a smaller number of children enrol include Henley High School, Adelaide Botanic and a number of independent schools.

Other local facilities

The Glenelg SANFL Tigers train and play right next door, and we also use their oval and facilities. We often walk to local spots including the nearby Moseley Square and aged care facilities to dance and perform songs. We have the world-famous Glenelg Beach just 1km away.

Availability of staff housing

There is no government housing available.

Accessibility

Glenelg Primary School enjoys strong public transport connections. There is a tram stop nearby for journeys to the city and many bus routes pass the school along either Brighton Road or Diagonal Road with bus stops very close to the school perimeter.

Local Government body

City of Holdfast Bay

12. Further Comments

Glenelg Primary School is a wonderful place for children to thrive and a rewarding school to work at. No matter what your interest in our school might be, please feel free to contact us with any questions at

dl.1017.info@schools.sa.edu.au