



Modbury South Pre School – Year 7

CONTEXT STATEMENT

As at May 2017

School Number	1047
Address	8 Dampier Avenue (PO Box 42) Hope Valley SA 5090
Phone	8264 3527
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Courier	NAR
Website	www.modsthps.sa.edu.au/pre-school
Email address	dl.1047.info@school.sa.edu.au
Principal Designation	Sharon Robertson (Acting Principal) Preschool to Year 7
Year of Opening	1965
Region	Northern Adelaide Region (NAR)
Index of disadvantage	5
Local government area	Tea Tree Gully
Distance from GPO	17 km
Local Community	Many district and Government agencies and amenities are based nearby. The community borders the Linear Park along the O-Bahn track. District sporting clubs and recreation facilities are well supported by the school community
Public Transport Access	Modbury South Primary is 2km from Tea Tree Plaza. Public transport is within easy reach

General Information

Our school is located in a bush land setting on spacious grounds. The culture of our school is supported by the key processes of professional learning, performance development and data analysis to inform teaching. There is a focus on high expectations for staff and student learning that is supported by review processes. Teachers are accessible to families which contribute to the strong sense of belonging, collegiality and community pride in our school. This is evidenced by our increasing enrolments.

Staff and students have implemented a Social Skills and Problem Solving program which underpins our Student Behaviour Code. Students are involved in decision making via class meeting and house meetings and the Student Leadership Group (SLG). We encourage peer and cross-age tutoring through buddy class programs.

Leadership comprises a 1.0 Principal and we chose to pay for an Assistant Principal.

All of our classes regularly access our Resource Centre, managed by SSOs. Students have participated in activities including Premiers Reading Challenge and Book Week. Modbury Special School access our RC once a week. Students have access to multiple forms of ICT, including networked computers, computer pod, iPads, laptops and tablets.

The Pre-School is an integral part of the school and programs are linked to school priorities, including whole school assemblies and celebrations and kitchen and garden lessons. Our registered playgroup is run weekly on Friday mornings by a staff member and parents who attend.

Our links with Modbury High School (MHS), have strengthened, including Year 10 Child Studies students running cooking and craft lessons with our Reception students and our Year 5, 6 and 7 students involved in sport lessons. We have also strengthened bonds with Modbury Special School as we host 2 classes. Staff and leadership communication is open across campuses.

Our OHSC has been outsourced to Happy Haven.

As part of our commitment to 21st century learning all classes use the Resource Centre to conduct various research as well as install in the children the love of books. Children from Modbury Special School have access to our RC which is managed by an SSO with a lead teacher overseeing purchasing and programs. The Preschool and Playgroup are seen as an integral part of the school and programs are linked to school priorities. Our Preschool is involved in all school activities with staff forming part of the Early Years Professional Learning Community. Parents and children are introduced to the school and future enrolments ensured by promoting the benefits of a Playgroup and Preschool to Year 7 setting.

We have forged links with Modbury High School on our northern boundary to provide a seamless progression through the stages of education. We have also forged a working relationship with Modbury Special School on our southern boundary.

School Facilities

The open space and brick construction of the school reflects the era during which the school was built. There is one open space, air conditioned teaching area which houses the Preschool and the Resource Centre. A two storey double brick building houses the Junior Primary and the Primary classes.

A school gym was built in 2011 under the Federal Government's Building the Education Revolution initiative and 'The Shedlee', our old hall, is used for choir and The Arts. An Out of School Hours Care Program is housed in its own area including the Shedlee.

Upgrading of the grounds and facilities has occurred in the last two years as part of a comprehensive site improvement program which was developed through extensive student and community participation. Facilities are shared by arrangement with a number of community organisations.

Apart from the well-kept grounds and oval, the school has outside basketball and netball courts and extensive shaded playground equipment. All these resources are well maintained and the School Governing Council are vigilant in addressing issues of safety and security. All classrooms have split system air conditioners.

Student Facilities

A canteen, run by volunteer helpers, is open 2 days a week. Uniforms are on sale from the Front Office. Each classroom has a Smartboard and stand-alone computers together with access to laptops and iPads. The Open Space Unit and main building are accessible by wheelchair. Special Class students are supported in transport to and from school by DECD.

Staff Facilities

Office computers are available for general staff use and have access to EDSAS files. Each teacher has a laptop and iPad for their use.

Enrolment Profile

The impact of changes to the economy and the demographics of the local area are reflected in the changing family structures, socio economic circumstances and resources evident in the local community since the school was first established in 1965.

30% of enrolments were School Card holders and 40% were from cultural and linguistically diverse backgrounds with some students in both cohorts. Progression and attendance ratios indicate no particular areas for concern.

Enrolments have increased over the year by 18%, ending the year with 200 students enrolled Pre-7. We have 9 students in our Junior Primary Special class and ended the year with 12 students in our Primary Special class and 20 students enrolled in the Preschool. 38% of enrolments were School Card holders and 30% EALD students and 23% SWD, with some children in more than one cohort (these numbers do not include children enrolled at our pre-school).

August census FTE Enrolment

	2010	2011	2012	2013	2014	2015	2016	2017
Pre School	23	23	25	25	20	20	20	20
Junior Primary Special	8	8	8	8	8	8	8	8
Primary Special	12	12	12	12	12	12	12	12
Reception	17	29	22	20	18	16	16	15
Year 1	16	9	13	19	10	17	16	17
Year 2	14	18	13	15	25	10	20	20
Year 3	15	20	14	14	16	22	19	22
Year 4	19	17	14	14	12	13	21	20
Year 5	21	20	17	12	18	10	18	27
Year 6	28	20	15	15	15	17	12	20
Year 7	24	28	23	11	20	16	22	15

School Leadership Structure

Modbury South Pre School – Year 7 currently operates with a leadership team including a Principal (2013-2017) and an Assistant Principal.

Staffing Profile

We remain a relatively, stable staff who support ongoing programs. As our leadership entitlement of 1.0 Principal and a .33 FTE School Counsellor leaves us short on leadership time which would impact heavily on workload and achievable outcomes for students. We choose to pay for an Assistant Principal to support our focus on learning and teaching. Both the Principal and Assistant Principal are in tenured positions. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. Collaborative work practices are established as an important component of the school's philosophy and are reflected in all aspects of the school's operation.

Staff Numbers

1.0 Principal; 1.0 Assistant Principal, 15 teachers; 0.4 Japanese language teacher; 0.8 PE, 0.8 The Arts. 15 Ancillary Staff, 2 BSSO and 1 Groundsman, 1 ACCO.

SSO's work in classes to support teacher planned programs. Various school budgets are used to purchase additional SSO hours to support literacy blocks, numeracy blocks, Quicksmart Maths program and Reading Intervention program for Primary Years students.

Student Services

An integrated OSHC and Vacation Care program is provided on the premises by Happy Haven. The Modbury South Primary School Inc Governing Council manages the OSHC.

Joint Programmes

Modbury South works closely with our neighbouring schools, Modbury High and Modbury Special School on joint programs of transition and inclusion. Staff support and participate in the learning ethos of the Northern Region.

School Financial Position

The school is in a financially sound position. Major commitments are the maintenance and improvement of Information Learning Technologies in the school and upgrading facilities.

Parent and Community Involvement

Family members value education and many are involved with the school in pursuits like volunteering in the canteen, listening to reading and supporting teachers in classrooms.

STUDENT WELLBEING

a) Support Programs

A comprehensive whole school assessment program (including NAPLAN, Pat R, Running Records and Pat testing) is used to identify student needs and track student achievement. Data is aggregated, analysed and used as a basis for reporting, planning and evaluation. Students who receive additional support have documented personal learning plans which are reviewed twice a term. We believe in inclusive practices and as such an intervention policy and process have been developed. Early Intervention in literacy and numeracy development and support for students with learning difficulties is school wide. Students at risk are identified intervention is provided by SSO with the Special Education teacher managing the programs. The school invests heavily in additional support for students. Peer and cross-age tutoring and support is encouraged across the school.

b) Behaviour Support

The culture of the school reflects the commitment that has been made by staff, students and parents to the school's core values. There has been an intensive focus on anti-bullying and harassment across the school for several years and these issues are incorporated into all learning programs. The language that is used when supporting behaviour is framed around the school values and consequences are referenced back through them. Central to this commitment to our core values is a belief that classroom and whole school structures must be primarily focussed on encouraging and celebrating positive behaviour and achievements. Student involvement in making decisions with teachers about the structures and processes that govern their daily classroom life is considered essential. Staff and students work within Restorative Justice Principles which underpin our Student Behaviour Code.

c) Student Governance

There is an active student leadership group focussed on issues associated with the environment, well-being and sports. Students are involved in decision making via class time and the Student Leadership Group. The SLG is made up of 2 class representatives from each class. House Leaders also contribute to decision making in areas which involve sports, health and well-being. We encourage peer and cross-age tutoring through buddy class programs and our R-7 House (team) structure.

d) Dress Code

The school has a dress code policy which all students are expected to follow to promote a sense of belonging and pride in the school. This is made up of navy blue and light blue colour.

e) Sporting Programs

PE is a non-contact learning area and as such we have a specialist PE teacher. All students are involved in sports clinics to widen their exposure to expertise. Older students are also involved in Sapsasa sporting activities and events. As well, we engage in weekly swimming lessons for students in the Special Class; Year R – 5 swimming lessons in Term 1; aquatics lessons for Year 6 and 7 students (which forms part of the Middle Years camp); participation of Year 6/7 students in Sapsasa events.

CURRICULUM

There is a strong emphasis on the integration of literacy, numeracy and information and communication technology across all learning areas. Specialist programs are provided in Japanese, Health and PE and The Arts. Planning and implementation of the curriculum reflects the school's commitment to collaboration and quality. Teachers work together in Professional Learning Communities to plan, deliver, moderate and assess student learning outcomes. Structured professional dialogue and data inquiry has been integral to the implementation of the Australian Curriculum (AC) across the school. Learning and teaching programs are based around the AC.

a) Assessment and Reporting

The school has a structured assessment and reporting policy, which is part of a whole school approach and includes Reverse Interviews held early in Term 1; Three Way Conferences held late in Term 1; a Mid-Year Report at the end of Term 2 and an End of Year Report.

b) Special Programs

Special activities celebrate annual events such as Book Week, Science Week, Literacy and Numeracy Week, PE Week, Harmony Day, Reconciliation Week and Sports Day. Activities vary, are organised on an annual basis and include rotation through a series of different activities in cross age groups, working with buddy groups as well as working with like year level groups. All year 4-7 students have an opportunity to be involved in the school choir and can choose to be in the Festival choir which sings at the Festival Theatre every year in September.

c) Information and Communication Technologies (ICT)

Installation of the IT infrastructure has been a priority in conjunction with a complete review and upgrade of computer and technology resources. The Resource Centre has undergone a physical rearrangement to better suit the school's teaching and learning philosophy of teamwork and collaborative planning and to accommodate students with disabilities. To facilitate the integration of Learning Technologies across the curriculum, staff have undertaken a range of professional learning activities in IT to further develop their knowledge and skills. Smart Board technology is used in the Resource Centre and in all classrooms.

KEY SCHOOL POLICIES

We emphasise student care in a positive learning environment that is rich in experiences. We cater for a wide range of student abilities and backgrounds through a variety of programs and quality teacher-student relationships. The school has a strong commitment to using pedagogies, which promote higher order thinking skills. The school integrates General Capabilities and cross curriculum priorities into all learning. Development of self-motivation and self-regulation are given priority in a curriculum which values mutual respect, the development of self-esteem and a love of learning. The school aims for excellence for all students Preschool to Year 7 through delivery of a balanced curriculum as described in the Australian Curriculum. The school is administered in a manner that is congruent with the Education Act and Regulations, the Administrative Instructions and Guidelines and with DECD policies.

Our core business is supported by:

- Effective management structures for financial, physical and human resources.
- Inclusive practices.
- School and system policies.
- Quality programs such as:
 - Supporting students with disabilities in special classes and mainstream classes
 - Early Intervention programs
 - Improving literacy and numeracy skills programs
 - Leadership opportunities for students through the Student Leadership Group
 - Staff professional learning programs that address school priorities
 - Family involvement at a variety of levels
 - Assessment and Reporting procedures

a) Our Vision

- Modbury South Primary School have a welcoming and supportive environment which supports and develops lifelong learners.
- The School is committed to working in partnership with the community.
- Students are actively involved in their learning enabling them to become powerful learners, thinkers and empowered citizens of the future.

b) Mission Statement

Our work is underpinned by our commitment to the following principles:

- We have a constant focus on quality teaching and learning and continuous improvement and performance.
- The school will demonstrate inclusive and non-discriminatory practices, policies and pedagogies.
- There is focus on building quality relationships between staff, students, parents and the community.
- The culture of the school enables the recognition and celebration of student success.
- We have a responsive service to student needs and emerging community issues.
- The school's resources are targeted to maximise student learning and achievement.
- Staff are supported in their commitment to their own ongoing learning and development and to the sharing of classroom practice and pedagogies which facilitate student engagement in learning.

c) Values

The following core values underpin the management and teaching practices at the school:

- Acceptance
- Independence
- Powerful Learners
- Respect.

c) Staff Decision Making

The school has a documented, democratic approach to decision making. It is supported by year level professional learning committees, staff committees and collaborative planning and review structures. The leadership team plans the staff professional development program.

d) Performance Development

Staff negotiate the nature of their performance development program with either the Principal or Assistant Principal. Processes include shared programming, classroom observation, term reviews and discussions with respective line managers as well as collaborative planning and review in year level teams. There has been a focus on collegial accountability through data inquiry, structured dialogue, peer observation, reflection and feedback processes as a strategy to review student performance and improve professional practice. A variety of data (student work samples, personal learning plans, test information) is used to analyse student performance, establish goals, develop effective practice and plan staff professional learning.

e) Regular Publications

There is a fortnightly school newsletter for the community which is also available on the school's website. Staff are kept up to date with information via announcements and a whiteboard displays the term calendar.

f) Other Communication

A welcome pack is published and distributed to all or specific families. Staff have a school handbook to refer to. The Annual General Report is available on the school website. All teachers publish a term overview at the beginning of each term and the Preschool publishes fortnightly news. There are a range of parent information brochures.

IMPROVEMENT PRIORITIES

The Site Learning Plan is revised every year. Literacy and Numeracy (and Student Wellbeing and Engagement) are identified as the improvement priorities whilst well-being remains a high priority. The plan describes our intentions, actions and the targets to be achieved in each priority area. It will change and evolve as we monitor and review our progress. It reflects the learning focus of the school's region and the mission of the public schooling system to which we belong. The plan is based on our intention to build on the school's strong capacity for change and development. It demonstrates how we are refining our priorities, focusing our professional learning and placing an emphasis on developing critical inquiry as integral to the way that staff works together.

Our Aims

- To maintain a clear focus on improving student achievement and well-being through effective, evidence based pedagogy and strong social support systems for students and adults.
- To strengthen pedagogical knowledge and practice through innovative ways which create time, support and opportunity for staff learning.
- To further develop processes for the sharing of professional practice and continuous inquiry as part of our collaborative team culture.
- To use data as the basis of improving the teaching and management systems in the school.
- To target student achievement through focused interventions and evidence based practice.

SITE IMPROVEMENT PLAN PRIORITIES

Numeracy

- Develop confidence and capability of teachers regarding numeracy.
- Develop teacher skills through relevant and up to date professional development.

Literacy

- School improvement is based on current research and data trends.
- Focus on inferencing and interpreting (connect to critical and creative thinking)

Student Wellbeing and Engagement

- Consistent curriculum implementation across the whole school that supports learner achievement and engagement.
- Students social and emotional wellbeing is associated with greater motivation and success at school.
- Teacher student relationships are linked to students feeling safe and secure at school and academic achievement.