



SCHOOL CONTEXT STATEMENT

Updated: September 2021

School number: 1047

School name: Modbury South Pre – Year 7 School

School Profile:

Modbury South P-7 School caters for children and students from Pre-school to Year 7 and includes a Junior Primary and Primary Special Class. It is situated in Hope Valley, which is 15 kms from the Adelaide CBD. The enrolment in 2021 is 20 Pre-school children and 189 students from R-7. The local partnership is Modbury. The school has an ICSEA score of 997 and is classified as Category 5 on the Department for Education Index of Educational Disadvantage. The school population includes 7% Aboriginal students, 21% students with disabilities, 42% students with English as an additional language or dialect (EALD) background, 2% children/young people in care and 45% of students eligible for School Card assistance. The school leadership team consists of an Acting Principal who has been at the school since the beginning of Term 3 2021 and a 0.4 Wellbeing Leader who has been in this role since the beginning of Term 2 2021 There are 15 teachers including 3 in the early years of their career and 5 Step 9 teachers.

a) Vision

Modbury South Primary School has 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

d) 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.

e) 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.

f) Performance Development

Staff negotiate the nature of their performance development program with either the Principal or Senior Leader. 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.

g) 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.

h) 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.

1. General information

- School Principal name: Denise Squire
- Deputy Principal name, if applicable: N/A
- Year of opening: 1965
- Postal Address: (PO Box 42) Hope Valley SA 5090
- Location Address: 8 Dampier Avenue, Hope Valley SA 5090
- DECD Region: Felixstow 2 Portfolio – Modbury Partnership
- Geographical location – ie road distance from GPO (km): 17 km
- Telephone number: 8264 3527
- Fax Number: 8396 1705
- School website address: www.modsthps.sa.edu.au/pre-school
- School e-mail address: dl.1047.info@school.sa.edu.au
- Child Parent Centre (CPC) attached: Preschool attached
- Out of School Hours Care (OSHC) service: Yes – outsourced Happy Haven
- February FTE student enrolment: 166

	2021	2020	2019	2018	2017
R	18	27	19	24	15
1	24	22	20	18	17
2	24	20	20	29	20
3	22	17	31	20	22
4	16	35	22	28	20
5	32	22	27	24	27
6	18	22	26	31	20
7	16	30	31	23	15
JP & Pr Special	20	20	20	20	20
Preschool	20	20	20	20	20
TOTAL	210	235	236	237	196

Student Enrolment Trends

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 are School Card holders and 40% from cultural and linguistically diverse backgrounds with some students in both cohorts. Progression and attendance ratios indicate no particular areas for concern. We are funded for 8 students in our Junior Primary Special class, 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).

Staffing Numbers (as at February census)

1.0 Principal; 0.4 Assistant Principal, 15 teachers; 0.4 Japanese language teacher; 0.8 PE, 0.8 The Arts.

15 Ancillary Staff, 2 BSSO and 1 Groundsperson, 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.

Public Transport Access

Modbury South Primary is 2km from Tea Tree Plaza. Public transport is within easy reach

Special Site Arrangements

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 Felixstow 2 Portfolio.

2. Students (and their welfare)

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.

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.

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.

3. Curriculum

There is a strong emphasis on the integration of literacy, numeracy and information and communication technology across all areas of the Australian Curriculum. 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.

4. Key School Policies

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.

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