

Ardtornish Primary School Context Statement: 2019



1. General Information

The school opened in 1980 and is located in Saarinen Avenue, St. Agnes. It is within the Modbury partnership. There is a zone for enrolments.

The school has 526 students in 2019 in twenty classes

The majority of students generally remain at the school for the whole of their primary education with only small numbers transferring in or out.

2. Students (and their welfare)

• General characteristics

EALD students represent 11% of enrolments. School Card assistance is used by 19 % of students and 7% of students have a disability.

• Six students identify as Aboriginal.

• (Pastoral) Care programs

Students work in class groups with excellent pastoral care programs delivered by class teachers.

A Christian Pastoral Support Worker has been at the school for 11 years.

Buddy classes of older and younger classes operate effectively across the school.

A 'Play Pal' program operates at lunch time in the JP Yard.

• Support offered

Student Support programs are provided for students with learning difficulties and learning disabilities. Students may have SSO time allocated to them by their classroom teachers.

• Student management

There are common expectations about the behaviour of students based on the school's five values. There are policies and procedures to be followed which have parental support. A range of programs such as Program Achieve, Archie and Friends, Bounce Back and Learning in the Emotional Rooms support student well-being. Restorative Justice Principles guide our practices.

• Student government

A Student Representative Council operates with representatives from every Year One to Year Seven class. The SRC has a very active executive group that meets regularly to ensure the SRC functions effectively. The SRC is supported by a class teacher and the Principal.

• Special programs

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| • Fun & Games – Co-ordination | • ICT focussed lunch activities | • Support groups in English and Maths. |
| • Choir | • Pottery | • A school band |
| • Different But Equal and a Growth & Development program are run for Year 6 & 7 students | • Numerous sporting opportunities both in SAPSASA & parent managed school based teams | • Hip Hop, Cheer Leaders, Aerobics & Dance Groups |
| • Our Garden Program | | • Pedal Prix |
| | | • Biannual Drama production |

4. Curriculum

The school's vision is to "Empower Students to Create Positive Futures through High Quality Teaching," and staff are committed to delivering the Australian Curriculum in a manner that maximises student success.

There are specialist Science, PE, Japanese and Music teachers.

The school has an extensive Information Technology network. Currently we have a dedicated room with 31 computers available for students/classes. There are others in the Resource Centre. Students in Years 5 – 7, and Year 4 students in composite 4/5 classes, each have a personal chromebook. iPads are available to each room. Each student has Internet and e-mail access. There is a school intranet for internal communication.

Short throw, interactive whiteboards, (starboards) are located in all teaching spaces and support student learning.

All teachers have a school iPad. Teachers with composite 4/5 classes up to Year 7 also have Chromebooks. Additional iPads are available through the library and are used by the SSO's to support students receiving intervention support.

The teacher librarian works closely with classroom teachers to plan and implement programs supporting reading development and also research with a focus on History and Geography.

There is a strong focus on explicitly teaching literacy and numeracy skills R-7.

The Arts are well supported. The school encourages student work in drama and music. Quality arts performances by outside groups are also an integral part of the school program.

Private music tutors use school facilities to teach in excess of 50 students various musical instruments. Presently the school has:

- A School Band
- Choir

The school has a recycling program and an extensive school garden for growing produce. A nature play area is under development.

* **Teaching methodology**

Teachers operate in teams of twos, threes, or fours with many staff sharing aspects of the daily program.

A combination of activity based learning and explicit teaching occurs.

Relevant excursions and school visitors are a regular feature at this school, with a high level of parent support.

The school supports "Learning Beyond the Classroom" with all classes encouraged to be involved in a "camp" experience or a range of excursions during the year. Some Junior Primary classes hold "sleep-ins."

* **Middle Schooling**

Young adolescents needs are understood and provided for in years 6 and 7. In particular there are planned and common experiences provided to ensure that our senior students are well prepared for the transition to high school and the changes and challenges puberty will bring.

* **Assessment procedures and reporting**

Acquaintance Night in Week 3 of Term 1

Parent / teacher interview sessions at the end of Term 1.

Written reports at the end of Term 2 & Term 4.

JP teachers use Running Records to monitor student progress in reading and group students in Foundation and Year 1 and 2 classes into levelled reading groups for instruction for 50 min each day using the Read Write Inc. program.

Literacy and Numeracy (Naplan) tests involve Year 3, Year 5 and Year 7 students and are part of a state-wide test program. EDSAS is used to enter all school-wide assessment data to monitor student progress from year to year.

PAT Maths, Reading, Spelling, Punctuation and Grammar assessments occur each November.

Fitness testing occurs every few years.

Students in years 2-7 are given the opportunity to participate in National competitions such as ICAS Testing.

* **Joint programs**

The staff of the Junior Primary classes has regular contact with the staff from Ardtornish Children's Centre. Our Year 6/7 teachers work with the Modbury High School staff to organise transition days.

5. **Sporting and Fitness Activities**

There are large numbers of students involved in sport - both inter-school and SAPSASA programs. Success at district, state and national level is a common experience.

Sports Clubs for many sports are active at the school with many students participating in weekend sport.

The opportunities for student participation in sport are extensive.

Pedal Prix is an initiative of the school and is actively supported and managed by parents and an SSO.

The school's hip hop, dance and cheer teams have a high profile in the community and have been both state and national competitors.

There are other physical activities, e.g. annual swimming program, Year 7 Aquatics Camp. Daily Fitness and PE classes which are highly regarded part of the school curriculum.

6. **Staff (and their welfare)**

- Staff profile

The staff are dedicated to the school and their students. There are high levels of expertise in the delivery of quality learning programs. Our Physical Education, Music/Drama, Japanese and Science programs have a high profile in the community because of their excellence.

There is a good representation of male teachers in the primary section of the school.

- Leadership structure

The school has a Principal, a Deputy Principal (1.0) and an ICT coordinator, with leadership in specific areas also being provided by other staff, including those who have been assessed at level 9.

Shared leadership and commitment by most staff to providing leadership in one or more areas of education is a feature of the school. This includes both teaching and support staff.

- Staff support systems

Support for staff is provided through professional meetings with the Principal or Deputy, through attendance at external professional development activities and through collegiate groups at the school.

There are contact people identified within staff, to whom staff can refer in the areas of Workplace Health, Safety, for matters relating to harassment, for union matters and for various other reference areas.

Emergency procedures and operational guidelines operate effectively.

A Psychological Health Action Plan provides guidelines for psychological wellbeing of staff.

- Staff utilisation policies

Staff are deployed in ways that provide greatest benefit to students. Class sizes are monitored, student programs are serviced and student welfare and care is addressed. A number of staff choose to work part-time.

The Personnel Advisory Committee meets nearly weekly and provides advice and support to the Principal in all matters relating to staff deployment.

- Access to special staff

Specialist staff are working in the following areas; Japanese culture and Language, Drama/Music, Choir, Pottery, Science, Student Voice, Resource Based Learning and Reading Support.

Sports programs are assisted by other members of staff. A co-ordination based fitness program called Fun and Games is also in operation.

A Christian Pastoral Care Worker has worked in the school since the beginning of Term 3, 2008.

A grounds person works 19 hours per week.

7. **School Facilities:**

- Multipurpose hall
- One Information Technology rooms
- Two large ovals
- Art Room
- Music Room / Drama Room
- Japanese Room
- Out of School Hours Care Centre
- Playgroup area
- Resource Centre
- Learning Assistance Room
- Three playgrounds
- Gymnasium
- Science Room
- Canteen
- Plant nursery & propagating area

- * The school is air-conditioned.
- * Staff have a staffroom with kitchen attached.
- * Access for students and staff with disabilities
 - There are ramps at some access points to the school and its buildings.
 - There is a sick room, disabled toilet facilities and car parking for people with disabilities.
- * Access to bus transport

The school is on Smart Road and very close to Tolley Road, both of which are serviced by bus routes.

8. **School Operations**

A staff "Management Group" plans staff meetings and monitors the implementation of the school's site learning plan.

The school's Decision Making Policy is reviewed annually, along with its Grievance Policy.

There are weekly staff meetings on Tuesdays which balance, whole staff, and professional learning meetings. Administration matters are a component of some of these meetings. Individual staff members chair, take minutes and/or lead the discussion.

The Governing Council meets twice per term and makes recommendations to the Principal and/or decisions relating to the operation of the school.

Governing Council parent members (except for Chairperson and Secretary) lead a portfolio area of responsibility. The portfolios have their own meetings and decision making processes reporting via their leader to the Governing Council. Current portfolios are: Finance, Sport, Grounds, Canteen, Education, Community Liaison, and Fundraising & Community Events. This latter portfolio liaises with the Out of School Hours Care and Vacation Care program, the Ardtornish Children's Centre and the Playgroup – each of which have their own independent decision making group.

The Student Representative Council meets every three weeks and an executive group meets between each session. The SRC deliberations and recommendations are taken to Governing Council or staff as necessary. Classes have regular class meetings to ensure that the student voice is heard.

- * Regular publications

· Fortnightly newsletter	· Daily Intranet for staff and students	· Weekly and term planner
· Weekly Staff Bulletin	· Minutes of all meetings	· SRC minutes

Additional information is exchanged between the school and the parents through class newsletters, communication books, student diaries, profile books, notice boards our school's comprehensive website, Skoolbag and the use of Google + notifications.

- * Other communication

Parents and teachers hold regular meetings and discussions about student progress.

Surveys and other notices are utilised from time to time.

School assemblies provide further information to and from students.

- * School financial position

The school has a well-managed and published budget process for managing the school's finances. There is an incorporated account and the day-to-day management of the finances is the work of our level 2 Finance Officer.

9. **Local Community**

- * General characteristics

ARDTORNISH PRIMARY SCHOOL is a co-educational, progressive primary school located on Saarinen Avenue St. Agnes. It was established in September 1980 as a replacement school for Hope Valley Primary School.

ARDTORNISH PRIMARY SCHOOL provides a happy, positive, supportive, caring, challenging and safe environment adapting to community needs. Students are encouraged to be independent learners, accept responsibility, share in goal setting and are involved in school decision-making. Special needs and interests of students are catered for through delivery of diverse programmes.

* Parent and community involvement

The school is an important centre for community activities with its Hall, Gym and Community Playground and the main oval being frequently used out of school hours by a number of community groups.

Parents see the school as a warm, friendly and caring place where co-operation and learning is most evident and visibly practised by the school staff and students.

Parents are very proud of what their school has achieved and are also very actively involved in a large number of activities and projects that have been initiated by various groups within the school. Parents see they have a definite voice in the decision making process through the Governing Council and its committees.

School community functions such as Sports Day, Mother's and Father's Day Stalls, Book Week, Drama Production, Fete, Music Concert etc., are an important part of school life.

* Feeder schools

Almost all of the students in Reception classes come directly from the Ardtornish Children's Centre.

The majority of our Year 7 students generally transfer to Modbury High School. Although several students with specialised interests enrol at Charles Campbell Secondary School, The Heights R-12 School, Banksia Park International High School, The Avenues College or Marryatville High School.

* Other local care and educational facilities

Playgroup is located on the school grounds.

The school operates a high quality and well attended 'Out of School Hours Care' and Vacation Care program.

* Commercial/industrial and shopping facilities

There are local shopping centres and businesses close by.

The school is approximately 1 km from the Tea Tree Plaza, the Modbury Hospital, and the Department of TAFE at Tea Tree Gully. The bus interchange at Tea Tree Plaza is less than 1 km away.

* Local Government body

The school is located in the City of Tea Tree Gully Council area.