

SCHOOL CONTEXT STATEMENT

Updated: May 2015

School number: 1210

School name: Modbury West School

School Profile:

1. General information

Principal name: Deb Hancock
Assistant Principals: Christie Butler and Sue Eden
Year of opening: 1971
Postal Address: 450-474 Wright Road, Modbury 5092
Location Address: 450-474 Wright Road, Modbury 5092
DECD Region: Modbury Partnership
Geographical location: 15 km north east of GPO
Telephone number: (08) 8265 0900
Fax Number: (08) 83961712
School website address: www.modwest.sa.edu.au
School e-mail address: dl.1210_info@schools.sa.edu.au
Child Parent Centre (CPC) attached: No
Out of School Hours Care (OSHC) service: Yes

February FTE student enrolment:

	2011	2012	2013	2014	2015
Reception	29	42	45	52	50
Year 1	44	42	49	57	55
Year 2	42	47	44	49	58
Year 3	36	47	52	47	50
Year 4	42	32	46	51	49
Year 5	52	37	31	45	53
Year 6	39	48	37	36	45
Year 7	39	41	46	38	33
Total	323	336	350	375	394

Student enrolment trends:

We have 7 junior primary classes and 8 primary classes. Our numbers are increasing each year with some families coming to us from out of our local area.

Staffing numbers (as at February census):

We have 20.6 FTE teaching staff made up of 3.0 leadership, 15 classroom teachers, 1.8 NIT teachers and 0.8 library/reading intervention teacher.

250 hours per week of SSO time support admin, library, classroom, literacy intervention and NEP students. Our ACEO works 15 hours per week and our Groundsperson 14 hours per week.

Public transport access:

Buses run regularly along Kelly and Wright Roads and we are close to the interchange at Tea Tree Plaza.

2. Students (and their welfare)

- General characteristics

Modbury West School is a well established school situated just off the North East Road near the Tea Tree Plaza Shopping complex. The junior primary and primary schools amalgamated as one school at the beginning of 2011 after working under one leadership team for a number of years.

Approximately 25-30% of our population are School Card Holders. 20% of our students come from a non-English speaking background and this number is increasing.

Approximately 5% of our students are of Aboriginal background. 8% of our students have Negotiated Education Plans.

- Student well-being programs

The class teacher is the main source of care. This is supported by the staff as a whole and especially the Assistant Principal: Student Engagement and Wellbeing who works within a restorative justice framework. The school also has a Pastoral Support Worker who supports classes with their social learning and individual students on request. Our Aboriginal Community Education Officer supports staff to improve the engagement and participation of families and students and to improve achievement for our Indigenous students.

Our Values of Respect, Caring, Cooperation, Honesty, Tolerance and Trust are the basis of our class, yard and school rules. Each year commences with a focused social skills program that aims to create a school wide commitment to our Values and the ways we relate to each other. Several teachers are using the Play is the Way methodology with their classes.

- Student support offered

Individual and small group support exists for students with disabilities and targeted students who we have identified through our whole school diagnostic and summative testing in literacy.

The school supports students through a strong transition program from Kindy to Reception and Year 7 to Year 8.

- Student management

Policies and procedures for both yard and classroom, following the education department guidelines, are in place and continually monitored. Students are taught explicitly how to behave towards each other and what to do if they are not feeling safe. Our focus is on creating an environment where teachers are able to teach and students are able to learn.

Our school community does not tolerate bullying and harassment. We have a strong focus on the role of the 'bystander' in relation to bullying.

The school is generally calm, students are friendly and respectful, and classes are settled and focused on learning. Any reports of inappropriate behaviour are followed up by teachers or a member of the leadership team.

- Student government

Our school community has a strong focus on participatory decision making for students. Student Voice is shared amongst as many students as possible. Students are able to nominate to be on student led action teams. Student Voice sponsors a World Vision child, organises and runs assemblies, helps with a variety of administrative tasks and organises special activities.

- Special programmes

Performing Arts (Music, Drama and Dance) and Physical Education are taught R-7 as specialist programs.

Some teachers have participated in 'Play is the Way' professional learning and are using this with their classes.

Teachers plan and work together to share in special activities that support cross age tutoring and social skills development through our 'Buddy Class' programme.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Our vision: Developing a quality learning community through our values of Respect, Tolerance, Honesty, Trust, Cooperation and Care.

Our Site Improvement Plan 2015 goals are:

- Improve numeracy achievement of all students.
- Improve writing skills for all students.
- Improve student achievement through a deeper understanding for teachers of intellectual challenge and executive function.
- Teachers will implement the Australian Curriculum areas of HASS and The Arts, and become familiar with Health & PE and Digital Technologies.

- Recent key outcomes:

Please refer to our 2014 Annual Report.

4. Curriculum

- Subject offerings:

We are currently implementing the Australian Curriculum in the areas of Maths, Science, English and HASS and The Arts. We are continuing to use the SACSA Framework for all other areas of study. Music/Dance/Drama and PE are offered as specialist subjects.

The school has a large computing suite and a bank of computers in the Resource Centre and senior unit, as well as two computers in each classroom. Our year 3-7 classes have several laptops in each classroom and share access to sets of ipads. Our JP classes each have 5 ipads. Each teaching space has an interactive whiteboard. The school is fully connected to the Internet and has a wireless network across the school.

The School has a strong music program. Students are able to access instrumental music from visiting teachers. The school also provides singing opportunities through the Junior Singers (R-4 choir) and a Senior Choir (Years 5-7), which participates in the Festival of Music performance at the Festival Theatre.

- Special needs:

The school has a commitment to supporting students with special needs. Teachers use a variety of methodologies that cater for the varying skills of each student. Intervention programmes offered include 1 to 1 or small group support provided by our Reading Intervention teacher or school service officers (SSOs).

Our SSOs are experienced and highly skilled, working alongside teachers in classrooms and on withdrawal programs where necessary.

- Teaching methodology:

Staff work towards providing continuity and consistency in the curriculum through collaborative inquiry to examine our practice and teaching and learning programs. Through the Gradual Release of Responsibility model students are taught explicitly and scaffolded through their learning as they become more independent.

We have common agreements about Literacy practices and programs which include the explicit teaching of phonics and sight words, a daily whole school reading program, and the use of Guided Reading and Literature Circles.

For the previous two years staff learning has had a focus on mathematics with teachers and SSOs involved in a professional learning program with Ann Baker. All teachers are starting to use natural maths strategies in their maths teaching.

- Student assessment procedures and reporting

Term 1	Acquaintance Evening R-7 Three Way Interviews
Term 2	Written Reports
Term 3	Interviews upon request
Term 4	Written Reports

5. Sporting Activities

All children are taught sports skills through our specialist PE program. The school has a parent run out of school hours sporting program. These teams vary according to need and availability of coaches and competitors.

Primary years students are given opportunities to participate in SAPSASA activities including cross country, swimming, soccer, athletics, netball, and basketball.

All students participate in our annual Sports Day.

The school supports sports clinics in various sports throughout the year.

6. Other Co-Curricular Activities

Modbury West has a Sports Day, Music Night, Concert Night, and R-3 and 4-7 Discos each year.

Many students participate in national English, Computing and Mathematics Competitions.

Swimming/Aquatics lessons occur each year and there are a range of excursions and incursions.

Classes also participate in activities such as Book Week, Science Week, Reconciliation Week and Harmony Day during the year.

7. Staff (and their welfare)

- Staff profile

See page 2 for detail.

Our staff is quite stable and predominantly female, and our teachers are mostly experienced.

- Leadership structure

The school has a Principal and two Senior Leaders (Assistant Principals). A Level 3 Business Manager manages all SSO staff, Finances and Maintenance in the school.

- Staff support systems

The main support for staff is their designated member of the leadership team and fellow teachers in their year level Professional Learning Team. Teachers in each team meet regularly and are physically located together. This provides for support in working on curriculum issues as well as in day to day class management situations.

A comprehensive induction program operates for new staff and includes a designated buddy system.

Staff meetings are R-7. Through the use of flexible NIT there are many opportunities for teachers to work together to plan units of work and develop learning programs.

- Performance Management

Performance Development is built around the Site Learning Plan, Professional Learning Teams, observations and regular meetings with line managers on focused, known areas eg class reading data, literacy program within the 3 Tiers of Intervention.

- Staff utilisation policies

The SSO team are highly regarded and provide quality support for staff, students and parents.

- Access to special staff

The school has a good relationship with its Support Services, ie speech pathologist, psychologist, special educator, behaviour coach.

8. School Facilities

- Buildings and grounds

The school has a new Resource Centre comprising a library, workroom and computer room and general teaching and learning areas have recently been upgraded internally under the Building the Education Revolution program. The school administration block has been refurbished as part of the Education Works program resulting from the amalgamation of the primary and junior primary schools. There is a gym, a music room and an activity room from which OSHC operates. The school has well developed landscaped grounds and garden areas, an oval, two distinct playground areas and a large asphalt play area.

- Heating and cooling

All teaching and learning spaces have reverse cycle airconditioning and the gym also has heating and cooling.

- Student facilities

The School Canteen is managed by a paid manager and volunteer parent assistance and operates 5 days of the week. We also have a Uniform Shop.

Out of School Hours Care and Vacation Care Programs provide for the care of children before school, after school and during the vacation period and pupil free days.

- Staff facilities

Staff have access to a large staffroom and kitchen area. Teachers are allocated a laptop and an ipad. The school is well-resourced with resources and equipment to support teaching and learning programs.

- Access for students and staff with disabilities

We have ramp access to the main building of the school, which is two-storey. The Resource Centre and Unit are not accessible for wheelchair users. There is a disabled toilet in the single storey JP Unit.

- Access to bus transport

We have access to public transport on Wright and Kelly Roads. Buses for excursions can sometimes be hired through Tea Tree Gully Council, or private contractors.

9. School Operations

- Decision making structures

Our Governing Council meets twice a term and is supported by a number of sub committees including Finance, Canteen and OSHC.

Staff meetings are held weekly, with time being spent predominantly on professional learning. Staff decision making is coordinated through a range of standing committees (such as PAC, ICT, OHSW) and needs-based committees (eg Sports Day).

- Regular publications

Our newsletter is published each fortnight and includes a page produced by a class. We have a comprehensive parent information folder that is given to parents enquiring about or enrolling in our school.

Our electronic staff information folder is updated each year. A weekly staff bulletin is emailed to all staff and daily communication happens through a daybook.

Teachers send home regular class newsletters including a term overview each term.

- Other communication

The school holds an assembly every fortnight for approximately 30 minutes, hosted by a different class.

- School financial position

The school is in a sound financial position. As a Category 5 school, we attract very little additional funding and rely heavily on parent contributions.

11. Local Community

- General characteristics

The school population is, in general, a stable community living in a mix of privately owned and rental housing. While the population is predominantly English speaking, more people of non-English speaking backgrounds are moving into the area.

- Parent and community involvement

Parents/carers are generally interested and involved in their children's education and are supportive of the school and its activities. We have a number of parents who stay and support our whole school reading program each morning, and events such as Sports Day and Concert Night are well attended.

- Feeder or destination schools

Most of our Reception students have attended Modbury North, Modbury, Para Vista or Valley View Kindergartens. Children also attend Lurra Community Child Care Centre and a range of other nearby private child care centres.

On leaving primary school, our students go to a wide range of secondary schools including Modbury, Valley View, The Heights, Windsor Gardens, Charles Campbell , Roma Mitchell, St Pauls and Kildare.

- Commercial/industrial and shopping facilities

Our school is within 2 kilometres of the Tea Tree Plaza shopping centre, the Modbury Commercial Triangle and Tea Tree Gully Council Chambers and Library. We are close to Modbury Hospital and medical clinics.

- Local Government body:

The school is situated within the Tea Tree Gully Council area.