SCHOOL CONTEXT STATEMENT

School name: MODBURY WEST SCHOOLS
Primary and Junior Primary

School number: 1129 and 1397

1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>MODBURY WEST SCHOOLS</th>
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<tr>
<td>School No.</td>
<td>1129 and 1397</td>
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<tr>
<td>Courier</td>
<td>North East</td>
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<tr>
<td>Principal</td>
<td>Mr Gavin Khan</td>
</tr>
<tr>
<td>Postal Address</td>
<td>450-474 Wright Road, Modbury 5092</td>
</tr>
<tr>
<td>Location Address</td>
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<tr>
<td>Phone No.</td>
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<tr>
<td>Fax No.</td>
<td>08 83961712</td>
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February FTE Enrolment

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<th>Year</th>
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<td>TOTAL</td>
<td>425</td>
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Male FTE 173
Female FTE 170
School Card Approvals (Persons) 42
NESB Total (Persons) 58
Aboriginal FTE Enrolment 17
Part B

• **Assistant Principal’s**
  Colin Townley - Student and Staff Wellbeing
  Rebecca Read - Teaching and Learning

• **School e-mail address and Website**
  info@modwest.sa.edu.au
  http://www.modwest.sa.edu.au

• **Staffing numbers**
  19.4 FTE
  Flexible Initiatives is used for NIT, additional SSO hours and TRT days

• **Out of School Hours Care/Vacation Care (OSHC)**
  The service is managed by Graeme Brown and operates a very effective program for before and after school care. We also provide a quality Vacation Care Program.

• **Enrolment trends**
  The Primary School has 240 students and the Junior Primary School has 103 students. We have 6 junior primary classes and 8 primary classes. We have stabilised our numbers and hope to work with our community to gradually increase our numbers over the medium to long term.

• **Special arrangements**
  Since 2005 there has been one R-7 Principal, the school has two Assistant Principal’s. In 2008 the Governing Council made the decision to enter the Education Works process. A decision was made this year for the schools to close and reopen as one R-7 school, from 2011 the school will operate as one school.

• **Year of opening**
  1971

• **Public transport access**
  Public transport (bus) is readily available from Wright Road. Modbury West School is 15 kilometres from the GPO and 2 kilometres from Tea Tree Plaza Shopping Centre.

2. **Students (and their welfare)**

• **General characteristics**
  Modbury West Schools is a well established school of 38 years, situated just off the North East Road near the Tea Tree Plaza Shopping complex.

  The two schools now work as an R-7 school with one administration area, staffroom, resource centre, one finance officer and leadership team.

  There are approximately 17% non-English speaking background students. Approximately 12% of our population are School Card Holders, and approximately 5% of our students are of Aboriginal background.

• **(Pastoral) care programs**
  All classroom teachers provide a pastoral care program supported by the Assistant Principal and Christian Pastoral Support Worker.
• **Support offered**
  A whole school program that supports student learning and wellbeing has been developed. The program encompasses our school values of Trust, Honesty, Caring, Respect, Tolerance and Cooperation.

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

• **Student Wellbeing**
  Modbury West Schools offers a community environment based on trust, mutual respect and an ongoing commitment to the FISH philosophy and School Values. The FISH Philosophy is a whole school approach to maintaining a sense of wellness and a caring community. The four pillars of the Philosophy are:
  1. choose your attitude
  2. play
  3. be there
  4. make their day
  These guiding statements together with our Values of Caring, Cooperation, Honesty, Respect, Tolerance and Trust are the basis of our class, yard and school rules. Each year commences with a focussed social skills program that aims to create a school wide commitment to our Values and FISH Philosophy. All classes work on a social program that operates over a four week period, enabling all members of the school community to work with a common set of goals and aspirations.

  Our school community does not tolerate bullying and harassment. We have a strong focus on the role of the ‘bystander’ in relation to bullying. Each child is surveyed two times per year in relation to bullying and programs are put in place to support the targets of the bullying and the students exhibiting unacceptable behaviours.

  Data around class and yard behaviour and bullying is collected and analysed to detected trends and areas worthy of investigation.

  For those students who find it difficult to work within our FISH Philosophy and School Values, the school offers one to one counselling, the Keeping Safe curriculum, Daily Physical Activity, Agency referral, anger management programs, small group counselling and other structures to enable them to play a positive role in our community.

  Our Assistant Principal’s primary role, along with the leadership team support, is to cater to student wellbeing within a restorative justice framework; a Christian Pastoral Care Worker is on site to work with classes around a social contest whilst an Aboriginal Community Education Officer is employed to support staff to improve the engagement and participation of families and students and to improve achievement for Indigenous students.
• **Student Voice**

Our school community has a strong focus on participatory decision making for students. Student Voice is shared amongst as many students as possible. Each class has a weekly class meeting. Class Representatives meet weekly whilst specialist committees support fundraising, sports and grounds and wellbeing across the school. A student led management team oversees the teams and reports directly to leadership. Management team responsibilities give the students the opportunity to practice their leadership skills, management techniques and public speaking.

Student Voice sponsors a World Vision child, organises and run assemblies, helps with a variety of administrative tasks and organises such special activities.

• **Special programmes**

Japanese LOTE is taught R-7. The school has an ongoing commitment to provide music and physical education as specialist programs. These programs are dependent on staff expertise.

Buddy classes: The commitment to collaboration across the two schools (Junior Primary and Primary) is demonstrated by teachers planning and working together to share in special activities that support cross age tutoring and social skills development through our ‘Buddy Class’ programme.

3. **Key School Policies**

• **School Improvement Plan**

A Site Learning Plan was developed in 2007 after extensive consultation with staff and parents to include our Strategic Direction of:

  *Building a quality learning community*

  *Developing a solid learning foundation*

A new school improvement plan has been developed with a focus on improving student learning in Reading Comprehension, Early Years, Science, and staff learning focusing on professional learning and conversations.

4. **Curriculum**

• **Subject offerings**

The Curriculum delivery is based on the SACSA framework. Classroom teachers are responsible for an innovative and comprehensive curriculum for students. Music, PE, and Japanese are provided as NIT (Non Instruction Time) subjects.

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-2 choir) and a Festival choir for Years 5,6 and 7.

The school has a strong focus on Information Communication and Technology. We have a computer room with 32 machines in it. All classrooms also have two computers in each, in addition to a laptop. We are in the process of installing interactive whiteboards in all classrooms, including the Music room, Japanese room and library.

A well equipped fully automated library serves the schools using the AMLIB system.
• **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. Early Intervention Programmes offered include: Ripper Readers (a reading recovery type programme), and 1 to 1 or small group support provided by school service officers (SSOs).

Students with High Intellectual Potential (SHIP) are supported within the classroom through individualised planning.

Students with learning disabilities are supported through an NEP (Negotiated Education Plan) by the classroom teacher and dedicated SSO time.

ESL (English as a Second Language) students are provided with support to improve their mastery of oral and written English.

SSOs at Modbury West are experienced and highly skilled working alongside teachers and on withdrawal programs where necessary.

• **Special curriculum features**

Japanese is an integral program in the school and is offered to all R-7 students. We have an established Japanese Garden.

Music is offered from R-7.

• **Teaching methodology**

Learning Teams work towards providing continuity and consistency in the curriculum through collaborative inquiry to examine numeracy and student engagement in learning.

• **Assessment procedures and reporting**

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

5. **Activities**

• The school has a highly organised, parent run, sporting program. A sports committee coordinates Saturday and Friday afternoon sports including, cricket, football, netball, and basketball. The sports offered rely on the availability of coaches and parents to organise each sport.

The students are given opportunities to participate in SAPSASA activities including cross country, swimming, soccer, cricket, football, netball, and basketball.

All students participate in our annual School Sports Day.

The school supports sports clinics in various sports including football, soccer and basketball.

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

• **Staff profile**

  We currently have 2 male teaching staff, 2 male members of the leadership team, 1 grounds person, and 1 handyperson on site with the teaming staff being female.
• **Leadership structure**
  The school currently has a Principal R-7 and 2 Assistant Principals. A Level 3 Business Manager, Ms Berys Town, now manages all SSO staff, Finances and Maintenance in the school.

  We have a Christian Pastoral Support Workers for 18 hours per week, they support classroom activities as well as meeting with individual students on request, with parent permission. Our CPSW runs a weekly breakfast program.

• **Staff support systems**
  The SSOs play an important role in supporting students. Their time is devoted to classroom support, library, computer and administration, grounds and finance and student support. We have an SSO3 business Manager R-7 who manages all school finances. A comprehensive induction program operates for new staff and includes a designated buddy system.

• **Performance Management**
  Line Management of staff has been delegated amongst the Leadership team. Staff are required to attend 2 meetings per year and these are negotiated with their line manager. Staff work collaboratively in Learning Teams in dealing with Curriculum and Management issues.

• **Other**

  There is an active Social committee.

  We have a very supportive Fundraising group and Governing council.

7. **School Facilities**

• **Buildings and grounds**

  The school has a new Library and Computer room paid for from the Building the Education Revolution program. General teaching and learning areas have also been or are in the process of being upgraded. The school administration block will be refurbished as part of the Education Works program. All work is expected to be completed by the start of the 2011 school year.

  The school has well developed landscaped grounds and garden areas.

• **Cooling**

  All classrooms and teaching and learning spaces are air-conditioned.

• **Specialist facilities**

  The school has an air-conditioned School Gym/Hall and and activity room that is shared with OSHC. A Playgroup operates one day a week in the school.

• **Student facilities**

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

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

• **Staff facilities**

  A new staffroom and facilities are being developed as part of the Education Works program and upgrades.
• **Access for students and staff with disabilities**
  We have a ramp access to some areas of the school, however some areas would currently be difficult to negotiate.

• **Access to bus transport**
  We have access to transport on Wright and Kelly Roads.

8. **School Operations**

• **Decision making structures**
  One Governing Council oversees the schools. There are a number of subcommittees, including; Finance, Sports, OSHC and Fundraising. Governing council meets twice a term.

  General Staff meetings are held weekly for duration of 90 minutes. This time is balanced to include Learning Team Meetings, General Administration and Priority Action Groups. The Priority Action Groups are decision making groups about Wellbeing, Student Services and Curriculum.

  Learning Teams also operate. Release time is provided to the staff to enable them to meet for extended periods of time over a number of weeks. Staff work in R-7 teams.

• **Regular publications**
  Our newsletter is published each fortnight. Class newsletters are published at least three times a term.

• **Other communication**
  The school holds an R-7 administration assembly every fortnight for approximately 10 minutes, the focus is on administration matters for students.

• **School financial position**
  As a Category 6 school, we attract very little additional funding. We rely heavily upon parent contributions.

9. **Local Community**

• **General characteristics**
  The School population comes from diverse backgrounds and is, in general a stable community. The population is essentially English speaking.

• **Parent and community involvement**
  Parents are generally very interested and involved in their children’s education. They are very supportive of the school and its activities.

• **Feeder sites**
  - Modbury North Kindergarten
  - Valley View Kindergarten
  - Lurra Community child Care Centre
  - Modbury Kindergarten

• **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 which make services as good as any in the metropolitan area.