



# SCHOOL CONTEXT STATEMENT

Updated:

**School number:** 1210

**Updated: August 2019**

**School name:** Modbury West School

## School Profile:

Modbury West School provides a quality learning environment where educators develop positive working relationships, build on learner strengths and develop 21<sup>st</sup> Century skills to improve the learning outcomes of students.

There is a strong wellbeing and engagement focus in a supportive and collaborative community. A dedicated sensory room, Play is the Way, Laying the Foundations beginning year program, student led lunch time play programmes, Pastoral Care Worker, Wellbeing leader and student action teams who are part of the decision making processes as authentic student voice support learner wellbeing.

Values **RESPECT RESILIENCE RIGOUR** have been updated and reviewed by students, staff, parents and the community. These values will support the school community from 2019 moving the learning journey forward, together with a new STEM (Science Technology Engineering Mathematics) area, a renewed focus on student voice and improving the Literacy and Numeracy learning outcomes of our students.

Students access quality learning programs from the Australian Curriculum and outstanding Arts, Health/PE, Science and Language programs with specialist teachers. Students also have the opportunity to participate in a full range of extra-curricular activities including junior, primary and senior choir, netball, football, basketball, soccer, instrumental music (guitar, drums and keyboard), student action teams F-7 and a unique Marimba ensemble. The "Buddy Class" system is organised across the school to develop friendships. Our students take on additional roles as assembly roadies, choir assistants, welcoming committee, lunch time play leaders, grounds support, recycling monitors etc. Various academic competitions are offered. Playgroup is organised by Pastoral Care Worker and breakfast club is open every morning.

Modbury West has extensive and beautifully maintained grounds that are highly valued by the school community. Features include native gardens, planting beds for student gardening, oval, junior primary playground, and adventure playground for older children, shaded sandpit, and netball and basketball courts. In a shared project between OSHC, our Aboriginal community and the school, a nature play garden at the front of the school was completed in 2019. This project highlights the respectful and sensitive manner improvements are made in the school.

The Resource Centre is upgraded and a welcoming place, open before school and during lunch times. Displays are created throughout the year to engage and inspire students as well as providing laptops for whole class activities or individual projects.

OSHC is well known for its excellent programs both before and after school as well in holidays. It has an active committee and makes positive contributions as a value added resource for our families. It is open on pupil free days.

The upgraded Canteen operates every day providing nutritious and reasonably priced lunches and snacks.

We are extremely proud of the professional staff, the students and the families who make Modbury West School such an outstanding learning community.

## 1. General information

- School Principal name: Sue Wirth
- Deputy Principal's name: Chris Harford
- Wellbeing Leader: Michelle Parker
- 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; 15km from GPO
- Telephone number: (08) 82650900
- Fax Number: (08) 83961712
- School website address: [www.modwest.sa.edu.au](http://www.modwest.sa.edu.au)
- School e-mail address: [dl.1210\\_info@schools.sa.edu.au](mailto: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:

	2015	2016	2017	2018	2019
Foundation	50	53	52	61	53
Year 1	55	50	55	50	59
Year 2	58	52	49	52	51
Year 3	50	55	50	53	54
Year 4	49	49	56	45	53
Year 5	53	48	48	52	44
Year 6	45	51	46	45	53
Year 7	33	42	43	42	43
<b>Total</b>	<b>394</b>	<b>400</b>	<b>399</b>	<b>400</b>	<b>410</b>

Approximately 25-30% of our population are School Card Holders, 18% of our students come from a non-English speaking background, 6% of our students are of Aboriginal background, and 9.5% of our students have Negotiated Education Plans

- Student enrolment trends:

We have 7 early years' classes and 9 primary classes. Our numbers are steady with a slight increase each year with some families coming to us from out of our local area.

- Staffing numbers (as at February census):

We have 24.8 FTE teaching staff made up of 2.8 leadership (Principal 1.0, Deputy Principal 1.0, Wellbeing leader 0.8) 17 classroom teachers, Specialist teachers(1.0 The Arts, 0.6 Japanese F-4, 1.0 HPE, 0.8 Health/Geography, 0.4 Science teacher F-2), 0.5 Reading coach Year 3-7, 0.8 library /literacy intervention Year 1-2. Aboriginal Education Teacher 0.4, EALD teacher 0.5.

PCW 13.5 hours. ACEO 18 hours. GSE 14 hours. SSO ICT 14 hours, SSO3 Business manager, SSO2 Administration, SSO1 Finance/Admin support.

300 hours per week of SSO time support administration, library, classroom literacy support and students funded through IESP funding.

- 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.

- Student well-being programs

The class teacher is the main source of care. This is supported by the staff as a whole and the Wellbeing Leader who works within a restorative justice framework. The school also has a Pastoral Care Worker who supports classes and groups. Our Aboriginal Community Education Officer supports the engagement and participation of families and students and to improve learning outcomes. AET works to support cultural understanding and improve literacy and numeracy outcomes.

Our Values have been reviewed in 2018 and in 2019 after considerable consultation with students, staff, families and the community. RESPECT RESILIENCE RIGOUR are now 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. Teachers use Play is the Way strategies as a whole school approach to social skill development.

- Student support offered

Individual, small group and class support exists for students with disabilities and targeted students who we have been identified through our whole school diagnostic and summative data in literacy. The school has a dedicated reading coach for years 3-7 and

a literacy intervention teacher for years 1-2 to oversee intervention programs. Students with challenging behaviours are supported by SSO funding.

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

- **Student management**

Policies and procedures for both yard and classroom, follow Department for Education guidelines, are in place and continually monitored. Students are explicitly taught social skills, emotional regulation and strategies to keep themselves safe. We focus 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 reporting incidents and the role of the 'bystander' in relation to bullying.

Students are friendly and respectful, classes are settled and focused on learning. Any reports of inappropriate behaviour are followed up by teachers and supported by 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 work in buddy classes and nominate to be on student led action teams.

Student action teams organise and run assemblies, welcome new students and families to the school on tours. They chose to work in the garden project, canteen, organise special events and lunch time activities.

- **Special programmes**

Arts (Music and Visual art), Health and Physical Education, Japanese and Science are valued specialist programs.

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

- Teachers collaborate, plan and work together to share in special activities across year levels. Social skills are developed and supported through our 'Buddy Class' programme.

### **3. Key School Policies**

- Site Improvement Plan and other key statements or policies:

Our vision:

Modbury West is a proud public school where students belong to a community of learners engaged in teaching and learning programs. Students develop confidence to use knowledge and skills in a variety of future-oriented contexts. We take pride in providing a quality learning environment where we build on strengths and develop 21<sup>st</sup> Century skills to improve the learning outcomes of our students. We have a strong wellbeing and engagement focus in a supportive community, where the natural environment has a positive influence.

Our Site Improvement Plan 2019 goals are:

- Increase the % of students achieving SEA in Reading particularly in Year 3
- Increase the number of students achieving SEA in Running records particularly in year 1 and 2
- Increase the % of students achieving SEA in Numeracy particularly in Year 3

## 4. Curriculum

Subject offerings:

- Australian Curriculum learning areas of Mathematics, English, Science, Humanities and Social Sciences, Health & Physical Education, The Arts, Technology and Japanese F-4
- The school has upgraded computers in the Resource Centre and STEM area, as well as planning for the further roll out of laptops in each classroom. Our year 3-7 classes have several laptops in each classroom and share access to sets of iPads. Our Early year's classes have access to iPads and some standalone computers. Each teaching space has an interactive whiteboard. The school is connected to the NBN and has wireless network across the school.
- The School has a strong music program. The school provides singing opportunities through the Junior Singers (R-2 and 3-4 choirs) and a Senior Choir (Years 5-7), which participates in the Festival of Music performance at the Festival Theatre. Governing Council approved the purchase of Marimbas in 2018 and there is a well-resourced opportunity for students to be part of the ensemble that performs each term for families and at the Festival theatre in 2019.

Special needs:

The school makes a commitment to supporting students with special needs. Teachers use a variety of methodologies and differentiated programming to support the varying needs of each student. Intervention programmes offered include 1 to 1 or small group support provided by our Reading Intervention teacher, school service officers (SSOs), Reading coach and EALD teacher. Aboriginal students access APAS funding for tutoring and the Aboriginal Education Teacher.

Our SSOs are experienced and highly skilled, working alongside teachers. Meetings to record student learning plans are organised to facilitate discussion about student data and strategies that improve learning outcomes.

Teaching methodology:

Staff work towards providing continuity and consistency in the curriculum through collaboration and support of professional learning teams to examine 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 whole school agreements in Literacy and Numeracy, incorporating the BIG 6 of reading and include the explicit teaching of a synthetic phonics program "Letters and Sounds", as well as a daily whole school reading program, Guided Reading and common Comprehension strategies.

Staff have access to an online course "Seven Steps to Writing".

Staff are involved in partnership sharing at combined staff meetings in week 5 each term and in partnership professional learning days focusing on Learning Design and Moderation.

Teachers use natural maths strategies in their maths teaching. The school has a Numeracy agreement and a Numeracy learning team who are driving the introduction of the Big Ideas in Number.

Student assessment procedures and reporting:

Teachers send home a learning overview at beginning of each term.

#### **Term 1**

- Acquaintance Evening
- Parent/teacher/student Interviews
- 

#### **Term 2**

- Written Reports

#### **Term 3**

- Interviews upon request

#### **Term 4**

- Written Reports

## **5. Sporting Activities**

All students are involved in developing their physical education skills through our specialist PE program as well as class fitness/activity sessions.

Primary 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. DfE Swimming sessions are offered to all students and year 5 students participate in Bike Education. The school supports walk to school days and lunch time activities in the Gym twice a week.

After school clinics are offered as they become available.

## 6. Other Co-Curricular Activities

Modbury West has a Sports Day, Music Nights at the end of each term, end of year concert 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.

School events also include "Special person day", Volunteers and SSO week.

Community Events Committee have developed stronger connections to the events offered at our school and include Mother's day and Father's day stalls.

Local secondary schools offer opportunities for our senior students to be involved in transition programs and STEM activities.

Local preschools are invited to a special Gymnastics program. The local Child care centre walks to our Resource centre each fortnight and the teacher librarian supports a story program.

The school runs a playgroup for families on Thursday morning with the Pastoral Care Worker and Early years' teacher.

Lunch time craft and game programs are organised by PCW as well as a breakfast club every morning.

## 7. Staff (and their welfare)

- Staff profile

Our staff is a mixture of experienced and some recent graduates with a strong mentoring system in place to develop a strong and stable staff culture.

- Leadership structure  
The school has a Principal, Deputy Principal and Wellbeing leader. A Level 3 Business Manager line manages 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 Community. Teachers in each team are physically located together. This provides support in working on curriculum and day to day class management situations.  
A comprehensive induction program operates for new staff and includes a designated buddy system.
- Performance Management  
Performance Development is built around the Site Improvement Plan, Professional Learning Teams, observations and regular meetings with line managers, with a focus on student data.
- Staff utilisation policies  
The SSO team are highly regarded and provide quality support for staff, students and parents. They have professional development opportunities in the partnership as well as on site. SSOs have regular team meetings. Teachers can express an interest in work shadowing the leadership team through the PAC.
- Access to special staff  
The school has an established Student Review team who met every term. There is a good relationship with Support Services, i.e. speech pathologist, psychologist, special educator and behaviour coach to support resourcing and provide professional learning.

## 8. School Facilities

- Buildings and grounds

The school has a new STEM building and a Resource Centre upgrade under Building the Education Revolution program. The school administration block was 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 air conditioning and the gym also has heating and cooling.

- Student facilities

The School Canteen is managed by a paid manager and volunteer parents assist and operate 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. The school is well-resourced with resources and equipment to support teaching and learning programs.

- Access for students and staff with disabilities

There is ramp access to the main building of the school. The main building is two-storey and access is only by stairs. The Resource Centre and Unit are not accessible for wheelchair users. There are disabled toilets in the single storey JP Unit. Disability parking is provided for staff and parents.

- Other

We have access to public transport on Wright and Kelly Roads. Buses for excursions are hired through private contractors.

## 9. School Operations

- Decision making structures  
Governing Council meets twice a term and is supported by a number of sub committees including Finance, Community Events 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 and WHS) and needs-based committees (e.g. Sports Day, Book week and Reporting).
- Regular publications  
Newsletter is published each fortnight and includes a page produced by a class. We have a comprehensive parent information booklet that is given to parents enquiring about enrolling in our school. We aim to email all communication or send texts through the Academy system to families. Some teachers are trialling Dojo and See saw as online communication with their families. Skoolbag is used for newsletter and notices. A new School Facebook page has been trialled in 2019.  
  
Our electronic staff information folder is updated each year. Daily communication happens through one note operating as a daybook. An emailed bulletin is sent to staff each Friday.
- Teachers send home regular class newsletters including a term overview each term.
- Other communication  
The school holds an assembly fortnightly for approximately 30 minutes, hosted by a different classes
- 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.

## 10. 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 families from non-English speaking backgrounds are moving into the area.

- Parent and community involvement

Parents/carers are 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. The Community Events Committee is working to develop increased community links and fundraising in our school.

- Feeder or destination schools

Most of our Foundation students have attended Modbury North, Modbury, Para Vista or Valley View Kindergartens. Children also come from 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, The Avenues, Charles Campbell and Roma Mitchell

- 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.

- Availability of staff housing

NA

- Local Government body

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

## 11. Further Comments

NA