



SCHOOL CONTEXT STATEMENT

School number: 0932 and 1892

School name: Clovelly Park Primary School and Intensive English Language Centre

School Profile:

Our school prides itself on 'creating safe learning environments in which students are educated to be cooperative, independent, self-regulating and self motivated learners in persistent pursuit of their personal best'.

'Wilson McCaskill'

School Values

We are Kind, Courageous, Responsible, Thoughtful and Inclusive

Our school values are continually reinforced both in the classroom and in the playground and form an integral part of our teaching and learning program throughout the year. Our values are aligned with the core beliefs of Play Is the Way and underpinned through the Positive Behaviour for Learning (PBL) framework.

Vision and Motto

The vision for Clovelly Park is founded upon our school motto:

"Clovelly Park – a community school making a positive difference"

We strongly believe that everyone belongs and everyone has a place in our school. Our school is proud of, and promotes our diversity and it is an important part of our identity. This is evident by the programs we offer which include: Mainstream, Special Options and Intensive English Language programs to cater for a broad range of learning needs. We offer specialist curriculum programs. In 2024 these are: HASS, Indonesian Language, PE, Health and Performing Arts. The school has a well established commitment to Performing Arts through The Festival of Music and Wakakirri. An Instrumental Program was introduced in 2023.

Students are offered the opportunity to engage with in school and after school team sports competitions.

We are accredited to welcome International Students into our school.

As a result of our Intensive English Language Program and our International student enrolments, we continually enrol students into our school. As many of our IEL students' return to their home country, transition into their local school or into our mainstream program, our student enrolment numbers fluctuate throughout the year.

1. General information

- School Principal name: Terena Pope
- Deputy Principal's name: Kylie Tuckey
- Year of opening: Clovelly Park Primary was formed in January 1995 on the site of the former Mitchell Park Primary School site following the amalgamation of Tonsley Park and Mitchell Park Primary Schools.
- Postal Address: 1 Renown Place, Clovelly Park
- Location Address: 1 Renown Place, Clovelly Park
- DECD Region: Marion Inland
- Road distance from GPO (km): 10kms
- Telephone number: 8276 5366
- Fax Number: 83743301
- School website address: <https://www.clovellyps.sa.edu.au>
- School e-mail address: dl.0932.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: NO
- Playgroup: YES
- Out of School Hours Care (OSHC) service: YES
 - Before School Care Monday – Friday 07:00 – 8:30 pm
 - After School Care Monday – Friday 03:00 pm – 6:00pm
 - Vacation Care operates in the holidays, with the exception of two weeks over the Christmas Period
- February FTE student enrolment:
- Year level student numbers include Special options and IEL students

Year Level	2022	2023	2024
Reception	17	45	24
Year 1	19	41	35
Year 2	20	23	40
Year 3	24	29	35
Year 4	18	28	28
Year 5	25	26	26
Year 6	24	25	26
Year 7			
Total	161	217	214
ATSI	24	27	15
EALD (Aug)	54	175	156 (Feb)
SWD	36	35	29*
School card %	40%	37%	tbc

*number will increase

- **Student enrolment trends**

A high level of student mobility, a lack of available housing, reduced housing as a result of the significant South Road upgrade and changing local demographics are factors impacting our enrolment trends. There was a significant decline in school enrolments in 2022 when Year 7 students were relocated to High School settings which coincided with the COVID restrictions affecting Australian borders and directly impacting Intensive English Language Class (IELC) enrolments.

The IELP reduced from six classes in 2020, to two classes in 2021, with enrolments continually fluctuating throughout the year due to students exiting from the program.

The IEL program was placed on pause in 2022 and reopened in Term 3 of 2022.

We currently have 5 IEL classes. We predict that there will be an increase in the number of classes during the year.

Year 6 students predominantly transition to either Hamilton Secondary College, Springbank Secondary College, Seaview High or Mitcham Girls High School for their secondary education.

- **Staffing numbers 2024** (as at February census):

- Principal
- Deputy Principal: Inclusive Education
- Assistant Principal IEL and Literacy Curriculum Leader
- Wellbeing Leader
- 19 FTE Teaching staff
- 173.5 Permanent SSO hours
- 12 ACEO hours
- 25 Groundsperson hours

- **Public transport access**

The western boundary of the school is the Tonsley Park railway spur line which joins the main Adelaide southern railway at the Woodlands Railway Station, Ascot Park. It's a 5 minute walk to the train station.

The closest bus stop is a one minute walk and is located on Celtic Avenue. At Bus Stop 24, Adelaide Metro W90 connects the Marion Centre Interchange to Paradise Interchange.

- **Special site arrangements**

The Intensive English Language Centre is an integral part of our school. The program provides intensive English language support for students newly arrived in Australia. Bilingual School Services' Officers, Community Liaison Officers and interpreters support students and their families to engage with the education program.

Each year the school participates in the Festival of Music choir program and Wakakirri, Australia's largest national performing arts event for schools. Clovelly Park has been acknowledged with an award for our storylines.

The school regularly works with local resident artist, James Parker. The students work with James at various times throughout the year to create many professional artworks that capture the school community and its identity. The art work is displayed around the school.

Clovelly Park joined the Bridge Partnership through Asia Education Foundation in 2021. The project builds global competencies and cultural connections with an Islamic school just outside of Jakarta.

In addition, we successfully gained a funded position in The Globalising Schools' Pilot Project for 2021.

Both projects are ongoing.

2. Students (and their welfare)

- **General characteristics**

The school's index of disadvantage is 3. Currently there are 7 composite mainstream classes from Reception to Year 6. There are also two Special Option classes; an Early Years' R-2 class and a Primary Years' 3-6 class. We also have five Intensive English Language classes catering for students in the Reception to Year 6 range.

We are a multicultural site, with students coming from over 50 different countries and 35 language groups.

Most of our Reception students have attended Mitchell Park Kindergarten, with a smaller cohort coming from Pasadena and Ascot Park Kindergartens and a number of local Child Care Centres.

There are 29 students in the school who have been identified as Students with Disabilities. These students all have individual One Plans. A significant number of other students also receive additional support through the school's intervention and Literacy support programs.

Approximately 40% of students currently qualify for the School Card Scheme, however we continue to work with a number of families who meet the criteria but have not yet applied.

There are 15 Aboriginal students R-6 enrolled at the school, 0.4 AET (Aboriginal Education Teacher) salary supports these students in their Literacy and Numeracy development, and we have an ACEO (Aboriginal Community Education Officer) who works with families, classes and the Student Wellbeing Leder to support attendance and engagement in schooling.

A large number of mainstream students qualify for EALD support (English as Second Language or Dialect Speakers). The EALD salary supports these students in mainstream programs.

- **Student well-being and behaviour programs**

- To support our learners to feel safe, included and valued, we use several site-wide initiatives. These programs and frameworks ensure students at CPPS have access to support, experiences, teaching and resources to build their resilience and social and emotional skills to positively and confidently engage in learning

The school has worked closely with Wilson McCaskill and Madhavi Nawana Parker to deliver whole school social and emotional learning programs. We are a Play is the Way site and the language of the Golden rule, Life Rafts, and Play Is The Way philosophy is embedded into our everyday learning.

Madhavi worked with all staff to build their capacity to deliver social and emotional learning programs and support the wellbeing of students.

Play Is The Way (PITW) is a program seamlessly woven into classroom dynamics, fostering safe and nurturing learning environments while developing social and emotional intelligence. Employing engaging games, posters, and guided discussions, PITW helps students understand the complexity of social interactions. At its core, the PITW program is focused on self-empowerment, encouraging students to become 'the boss' of their own behaviour and advocates for kindness and respect towards others. Through PITW's holistic approach, students embark on a journey of self-discovery, gaining profound insights into how their actions impact themselves and the wider community, fostering a deep sense of empathy and understanding.

To support this program, our site utilises the Zones of Regulation framework.

Before we can self-manage our behaviour, it's crucial to understand our feelings and their underlying reasons. By honing the skills and knowledge to recognise emotions and accurately label them, we pave the way to becoming happier individuals who experience increased wellbeing.

This framework provides a structured approach to teaching self-awareness and self-regulation by categorising emotions into four distinct zones: Blue, Green, Yellow and Red Zone.

In addition to these programs and frameworks, in 2023 our school was selected to participate in a funded trial to introduce Positive Behaviour for Learning.

Positive Behaviour for Learning (PBL) is an evidence-based framework that supports equity and improved learning outcomes for students. The PBL framework brings together the whole-school community to actively develop a positive, safe and supportive learning culture. We have developed school-wide behaviour expectations and these are currently being explicitly taught to students. To support this, we acknowledge positive student behaviour, consistently address behaviour of concern, monitor student outcomes and use data to inform decision making. Our behaviour expectations are linked to our school values: We are Kind, We are Courageous, We are Thoughtful, We are Responsible, and We are Inclusive. Using the PBL framework, staff respond to behaviour errors as if behaviour was a subject (such as Mathematics). If a student makes an error, they are supported to (re)-learn the skill, practise it, and receive specific feedback on how they are going. If a student demonstrates the expected behaviour, specific positive feedback is provided to encourage the student to repeat the expected behaviour.

- The school also hosts social work students, occupational therapy students and teaching students to support the engagement and wellbeing of students.

Roxy, our dedicated pastoral care worker, provides crucial support to students by offering emotional guidance and connecting them with local services. Beyond that, she actively supports school fundraising activities and secures food and clothing supplies for families in need.

A focus on protective behaviours is supported by each class teachers programming for the, 'Keeping Safe Child Protection Curriculum'.

The school works closely with KickStart and their volunteers to provide a breakfast program for all students 5 days a week.

- **Student support offered**

There is a site commitment to provide quality SSO support to students with disabilities and complex learning, social and emotional needs. Our teaching and support staff provide small group, targeted intervention to lift Literacy skills with a focus on building phonics, phonemic awareness and fluency in reading.

Teachers have a commitment to working collaboratively in year level partnerships and as a whole staff group to continually build their skills, abilities and understandings. A focus on high impact teaching strategies and current pedagogical approaches supports growth for every learner.

The interrogation of data is an integral part of meetings so that targeted teaching and learning is planned for and implemented. Staff meet regularly to reflect and plan future learning tasks.

Our Pastoral Care Worker (PCW) works 2 days a week to support families, students and staff. The PCW and school works with groups including Baptist Care, MarionLife and Kick Start to help support families in need.

Third Party providers are offered the opportunity to register interest in working with students on site during school hours. Approval for these providers is considered against DfE policy and our sites ability to provide the required level of supervision.

- **Special programmes:**

Specialist subjects – PE, Indonesian, Health, HASS and Performing Arts

Festival of Music- Choir

Wakakirri

3. Key School Policies

- **Site Improvement Plan (SIP):**

Key priorities in the school's SIP 2024 are:

- Implement PBL Tier 1 in every learning area
- Engage in data collection to meet the DIBELS timeframes for BOY, MOY, EOY collections
- Respond to the DIBELS data and implement strategies to support student growth and achievement in reading.

- **Recent key outcomes:**

- LGU Coaches: Provide staff PD and work with small groups of EY teachers. (R-2/3) mainstream and IEL.

- 2023/2024 Focus: Early Years Phonics and Phonemic Awareness practices (small group coaching) contributing to a significant increase in Year 1 Phonics Screening results.
- School based Curriculum Leader – Literacy. Lead the curriculum improvement journey in Literacy. Including planning, design and implementation of staff professional learning, PFDs, Coaching and Mentoring, working with LGU and a Portfolio funded Reading Mentor and a Coach, to deliver on our Reading improvement goal.
- 2022/2023: Established a school Literacy agreement and school data schedule to ensure consistent practice across the site. This is under review due to the site implementation of DIBELS.

4. Curriculum

- **Subject offerings**

Teachers use the Australian Curriculum to plan, design, teach and assess in 8 learning areas. Our current specialist subjects are PE, Indonesian, HASS, Health and Performing Arts (dance, drama, music)

- **Special needs**

- EALD support (English as an Additional Language or Dialect) for students whom English is not their first language
- One Child One Plans for Aboriginal learners, students under the care of the Chief Executive and students with an identified learning disability
- Wave 2 and 3 intervention strategies including: small group phonemic awareness intervention run by an SSO, social skills intervention program and Literacy intervention.

- **Special curriculum features**

- Our Edible Garden provides opportunities for students to connect with the earth and grow produce to develop healthy food habits.
- There is a strong Arts focus (drama, music and dance) which is strengthened by our participation in Wakakirri and Festival of Music Choir program.

- **Teaching methodology**

At Clovelly Park Primary School, effective teaching and learning is provided through the establishment of safe learning conditions and supportive teacher-student relationships. High impact teaching strategies and contemporary practice supports the delivery of rigorous learning experiences that are differentiated to meet students needs. Developing expert learners who take risks, set goals and reflect on their learning is an important part of the teaching process at Clovelly Park.

There is a strong focus on the explicit teaching of Literacy. All staff have been trained in the Big 6, with a continuing focus on phonological awareness, phonics and fluency to promote a consistent approach to teaching Literacy across all year levels.

Our ICT resources includes the provision of 1-1 devices for our Year 3-6 classes and access to iPads for the early years to support the integration of the digital technologies into all learning areas.

- **Student assessment procedures and reporting**

Assessment of student learning is aligned with the Australian Curriculum. Student reports describe the student's learning program and include information on student strengths, areas for development and strategies to support or extend their learning. Information pertaining to the student's social development and commitment to learning is also reflected in the report.

Our reporting schedule includes:

- o Acquaintance evening in Term 1
- o Curriculum overviews at the commencement of each term
- o Parent/teacher interviews at the end of Term 1 or early Term 2
- o Written reports at the end of Term 2 and Term 4
- o Interviews at other times on request by either teachers or parents.

- **Joint programmes**

We are included in the Noarlunga 1 Portfolio as part of the Marion Inland Partnership of schools. Staff from each school and preschool meet on combined student free days as part of our commitment to the Portfolio Reading project and the use of DIBELS screening tools.

5. Sporting Activities

- o Specialist PE lessons are provided with a range of opportunities to participate in clinics presented by professional coaches from a variety of sports.
- o Netball is offered to students from age 8. The number of teams participating within local school competitions varies and reflects student interest and the availability of parents and staff to coach and manage the team.
- o Our school provides a range of clinics to provide students with an opportunity to try out particular sports. Rather than duplicate, our school encourages students to participate in a club team that competes in a local competition.
- o SAPSASA is coordinated across our local cluster of schools and student participation is encouraged.
- o R-6 swimming lessons are conducted at the Westminster Pool.

6. Other Co-Curricular Activities

- o School Music Festival Choir
- o Sports Day
- o Cultural celebrations including Harmony Day and Reconciliation Week
- o Community Concert Night held at the end of the year is a school highlight
- o Primary School Festival of Music Choir
- o Indonesian Independence Day
- o Lunchtime activities
- o Each year we engage in a range of special events including the Year 6 Graduation and Book Week.

7. Staff (and their welfare)

- **Staff profile**

There are a range of permanent and contract teachers at our school, including fulltime and part time staff. We also have a range of permanent and contract SSOs supporting student learning or working in the administration office. Our Business Manager, SSO Level 3 is full-time.

- **Leadership structure**

Our leadership structure consists of: Principal, Deputy Principal (Inclusive Education), Assistant Principal (IELC and Curriculum Leader) and our Student Wellbeing Leader.

- **Staff support systems**

- Teachers work collaboratively to interrogate data, set targeted teaching plans and reflect on their teaching.
- Weekly staff meetings provide opportunities for staff discussion and professional development.
- Special event teams meet to organise celebrations such as Reconciliation week, Harmony Day, etc.
- SSO meetings are held as required.
- Principal Advisory Committee (PAC) supports school decision making.
- Professional learning is aligned to our Site Improvement Plan (SIP) and departmental priorities.
- Work Health and Safety is monitored with systems in place to identify hazards.
- Meetings with DfE Support Services to support student learning and engagement

- **Performance Management**

- Professional development meetings for teachers with Leaders to focus on site priorities, student learning and their own professional learning goals
- Professional development for ancillary staff is offered on PFDs.
- Step 9 process available for eligible staff

- **Staff utilisation policies**

- AET teacher allocation is currently converted to additional ACEO time
- EALD support is provided by a 0.6 teacher
- SSO positions support Admin, Library management , Curriculum intervention, and student support
- Aboriginal Community Education Officer works three days each week.

- **Access to specialist staff**

Staff have access to: DfE Speech Pathology, SASVI, Autism Association, DfE Behaviour Coach, DfE Special Educator, DfE Social Worker and Truancy officer, DfE Aboriginal

Services Engagement Officer, CAMHS and NOVITA. These are some examples of the services accessed as required.

Literacy Guarantee Unit (LGU) and our Curriculum leader provide curriculum support to teachers and leaders

8. Incentives, support and award conditions for Staff

None

9. School Facilities

- **Buildings and grounds**

The school is located on 4.68 hectares. Grounds contain 1 grassed/oval area, basketball court, 3 tennis/netball courts, 2 playgrounds (Primary and Early Years) and several smaller play areas.

The Activity Hall is shared between 'The Arts' as a Specialist teaching area and is also used by OSHC for Before and After School Care and Vacation Care.

A Gym is used for P.E. lessons, school assemblies, sporting matches (netball and basketball).

The Gym is also utilised by outside groups out of school hours.

The school has secure gates at the main entrance and a security fence that runs the length of the rail track and along the school boundaries.

Taxis for special needs students access the carpark.

Access for pedestrians and vehicles is via access gates in Renown Place.

Most classrooms have external doors.

An election commitment was made to upgrade the power supply into the site and refurbish the Administrative Building. These works are expected to be completed in 2024.

- **Heating and cooling**

Reverse cycle air-conditioning units are installed throughout the school

Specialist facilities and equipment

Resource Centre, Sport/Physical Education Gymnasium, Multi-Purpose activity space including a stage area, Information and Communication Technology Room, OSHC centre and Outdoor covered learning area (COLA).

- **Student facilities**

Playgrounds, extensive grass areas, cricket pitch, soccer goals, football goals, two sand pits and ample space for free play and organised activities

- **Staff facilities**

Staff room and meeting rooms provide space and privacy for meetings. Access to ICT/EDSAS work stations, Internet/Intranet terminals for general staff use, interactive

whiteboards or televisions are in every teaching space. All staff have been allocated a laptop for work purposes.

- **Access for students and staff with disabilities**

All areas of the school are accessible by wheelchair and Disability Access Toilets are provided in some teaching blocks and the main administration block.

- **Access to bus transport**

Local bus routes and Tonsley Park spur railway line are close by

- **Other**

OSHC and Vacation Care program

10. School Operations

- **Decision making structures**

Decision making is open and consultative forums include:

- Leadership meetings
- Staff meetings
- Committees formed to carry out school priorities and special events
- Ancillary/SSO meetings
- Governing Council
- PAC

- **Regular publications**

A regular school newsletter is published, a weekly bulletin for teachers, year and termly classroom overviews are provided for parents

- **Other communication**

School's website

Seesaw for student learning and parent information

Staff Daybook to share the day to day information

PAC Minutes

Weekly staff meeting minutes

Annual calendar

Term calendars

Staff Information Handbook

An information pack available for new enrolments

OSHC Information Handbook

- **School financial position**

Major commitments: Curriculum – Literacy, Well Being, Information and Communication Technology and grounds upgrade.

Maintenance- as the school is over 55 years old we are constantly in the situation of needing to ensure we have enough money put aside to account for ongoing maintenance especially in the areas of internal maintenance, play equipment and plumbing.

- **Special funding**

The school regularly applies for grants

11. Local Community

- **General characteristics**

The local community comprises a range of housing options – private rental housing, SA housing rental and private ownership

- **Parent and community involvement**

Many of the families live locally. In addition, a number of families are from further away as they have children enrolled in the IELC and Special Education classes. Governing Council and parental involvement is strongly encouraged by teachers to support our programs. Clovelly Park also enjoys positive associations with various organisations such as local churches and KickStart4Kids.

We have a positive and supportive relationship with the Member for Elder, Nadia Clancy.

- **Feeder or destination schools**

Feeder schools include Mitchell Park, Pasadena, Ascot Park Kindergartens and a number of Child Care Centres in the area.

Year 6 students predominantly transition to either Hamilton Secondary College, Springbank Secondary College, Seaview High or Mitcham Girls High School for their secondary education.

- **Commercial/industrial and shopping facilities**

A range of light commercial and shopping facilities are located nearby. The closest large shopping centre is Westfield Marion Centre.

- **Other local facilities**

Flinders University and Flinders Medical Centre are approximately 3km away

The local Mitchell Park Sports and Community Club is only a few hundred metres and within walking distance

- **Local Government body**

Marion Council, 245 Sturt Road, Sturt. <https://www.marion.sa.gov.au/>

12. Further Comments

Clovelly Park Primary School is a diverse community. We are constantly exploring ways to further enhance the quality of partnerships within the school. The school is working closely with our partners to develop effective practices across the Marion Inland partnership.