



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0932 and 1892

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

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

Respect Responsibility Tolerance Cooperation Persistence

Our school values are continually reinforced both in the classroom and in the playground and form an integral part of our 'Success Program' at the beginning of each year. Our values are linked with the core beliefs of Play Is the Way to form our golden rules for each class.

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 diversity is an important part of our identity.

Our school is proud of our diversity. 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 a range of specialist curriculum programs. In 2021 these are: HASS, Technology, Indonesian Language, PE and Performing Arts. The school has a well established commitment to Performing Arts through The Festival of Music and Wakakirri. This area will be strengthened to include opportunities for Instrumental Programs in 2021.

Students have the opportunity to engage with after school Team Sports Competitions.

We are accredited to welcome International Students into our school.

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
- 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
- February FTE student enrolment:

Total enrolment 239, including 111 females and 128 males in 2021

Student Enrolment					
Year Level	2017	2018	2019	2020	2021
Reception	29	18	16	18	21
Year 1	37	23	20	23	36
Year 2	26	27	37	34	47
Year 3	34	23	31	28	38
Year 4	34	28	29	29	38
Year 5	24	30	25	29	35
Year 6	36	23	32	27	30
Year 7	29	33	48	50	20
Primary Other	82	84	81	78	49
Total	331	288	319	316	224

Additional Student Data					
	2017	2018	2019	2020	2021
ATSI	7.1%	7.2 %	9%	9%	11%
NESB	49.5 %	18.6 %	27%	60 %	60%
School Card	46%	39.1 %	39%	37.3%	TBC

- **Student enrolment trends**

A high level of student mobility and changing local demographics are factors impacting our enrolment trends. There has been a recent decline in school enrolments over the past 12 months due to COVID restrictions affecting Australian borders and directly impacting Intensive English Language Class (IELC) enrolments. The school has reduced from six IELC classes in 2020 to two classes in 2021, with enrolments continually fluctuating throughout the year due to students exiting from the program.

Year 7 students predominantly transition to either Hamilton Secondary College, Springbank Secondary College, Seaview High or Mitcham Girls High School for their secondary education.

- **Staffing numbers 2021** (as at February census):

5 leaders:

- Principal: Terena Pope
- Deputy Principal: Kylie Tuckey
- Assistant Principal IEL: Wahid Halimee (on leave)
- Curriculum Leader: Jenny Bartold
- Wellbeing Leader: Emma Voigt

Tier 1 = 24 FTE

Tier 2 = 5.40 including Special Options Teachers, EALD teacher, AET, Wellbeing Leader and Literacy Teacher.

No. of non teaching staff:

The SSO team comprises of 14 SSOs, 3 BSSOs, 1 ACEO and 1 Grounds Person
There are approximately 340 SSO hours per week, including: 57.5 hours for two Special Option Classes, 213hrs curriculum and IESP funded students, 25hrs grounds person, 15hrs library, 18hrs ACEO and 15hrs for Bilingual SSOs.

- **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 hosted by the 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.

As a part of the Music Education Strategy 2019-2029, Clovelly Park hosts the regional Music Education Network Field Officer who works with our staff and students so they have access to high-quality music education that is valued and inspires learning.

Each year the school participates in Wakakirri, Australia's largest national performing arts event for schools. Clovelly Park was acknowledged with an award for their storyline in 2019.

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 captures 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 were successful in gaining a funded position in The Globalising Schools Pilot Project for 2021.

2. Students (and their welfare)

- **General characteristics**

The school's index of disadvantage is 3. Currently there are 9 composite classes from Reception to Year 7. There are also two Special Options classes; an Early Years R-2 class and a Primary Years 3-7 class. We also have two Intensive English Language classes; R-2 and 3-7. We are a multicultural site, with students coming from over 50 different countries and 35 language groups.

Most students are enrolled from Mitchell Park Kindergarten, with a smaller cohort coming from Pasadena and Ascot Park Kindergartens.

There are 36 mainstream 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 37% 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 24 Aboriginal students R-7 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 AET to support attendance and engagement in schooling.

Approximately 60 % 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 programs**

The school works 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 life rafts, and Play Is The Way philosophy is embedded into our everyday learning. Madhavi works with all staff to build their capacity to deliver social and emotional learning programs and support the wellbeing of students, with particular reference to her resources, 'The Resilience and Wellbeing Toolbox, second edition' and 'The Confident Minds Curriculum'. The school also hosts social work students, occupational therapy students and psychotherapy students to support the engagement and wellbeing of students.

'What's the Buzz?' intervention is targeted towards small groups of students to improve social skills.

A focus on protective behaviours is supported by each class teaching the, 'Keeping Safe Child Protection Curriculum', and participation in, 'Learn to be safe with Emmy and Friends' and Kids Helpline educational video-link sessions.

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

- **Student support offered**

There is strong SSO support provided to students with disabilities and complex social and emotional needs. Our Literacy, AET and EALD teachers provide small group, targeted intervention to lift Literacy and Numeracy skills. KickStart mentors also support with reading and social skills.

Teachers work in Impact Teams based around their level of teaching and are supported by our Curriculum Leader. These teams work collaboratively to develop the core areas of learning for all students in their year level. The interrogation of data is an integral part of their meetings so that targeted teaching and learning is planned for and implemented. Teams meet regularly to reflect and plan future learning tasks.

Our Pastoral Care Worker (PCW) is appointed to the school for 13 hours a week to support families, students and staff. The PCW and school works with groups including Baptist Care, MarionLife and Foodbank to help support families in need.

Offsite providers deliver services to students through NDIS funding – behavioural coaches, speech, OT, etc.

- **Student management**

The school's Student Behaviour Management Policy is currently under review and is based on behaviour education and restorative practices. It provides a whole school framework for managing student behaviour and creating safe, orderly and productive learning environments.

- **Special programmes:**

Success Program – first two weeks of school

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

Festival of Music- Choir

3. Key School Policies

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

Key priorities in the school's SIP (2019- 2022) include:

Priority 1:

Increase the number of students in Year 3 achieving the SEA and in higher bands in NAPLAN/PATr reading by explicitly teaching reading strategies across the Big 6 with an initial focus on consistent approaches to phonics and phonemic awareness

Priority 2:

Increase the number of students in Year 5 achieving the SEA and in higher bands in NAPLAN/PATr reading by explicitly teaching reading strategies across the Big 6 with consistent approaches to Guided Reading

Priority 3:

Increase the number of students in Year 7 achieving the SEA and in higher bands in NAPLAN/PATr reading by explicitly teaching reading strategies across the Big 6 with consistent approaches to Guided Reading

- **Recent key outcomes:**
 - LGU Coaches: Provided staff PD and worked with small groups of EY teachers. (R-2/3) mainstream and IEL.
 - 2019 and early 2020 Focus: Early Years Phonics and Phonemic Awareness practices (small group coaching) Contributing to staff PD.
 - 2020 Focus: Building consistency in Early Years Phonics and Phonemic Awareness group coaching) and Support for Curriculum Leader. Contributing to staff PD.
 - LID member – contributions to staff professional learning, support of Curriculum Leader and met with Leadership Team members.
 - LET members – ED and PC. Support, planning and monitoring of progress towards ERR.
 - An independent Coach – focus on Guided Reading practices (year 3-7). Contributions to staff professional learning and small group coaching, modelling, observation and feedback.
 - School based Curriculum Leader – Literacy. Lead the curriculum improvement journey in Literacy. Including planning, design and implementation of staff professional learning, PFD's, Coaching and Mentoring, working with LID, LGU, LET to deliver on ERR.
 - Established a school Literacy agreement and school data schedule to ensure consistent practice across the site

4. Curriculum

- **Subject offerings**

Teachers use the Australian Curriculum to plan, design, teach and assess in 8 learning areas; incorporating the 7 general capabilities and 3 cross-curriculum priorities. Our current specialist subjects are PE, Indonesian, HASS 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 a Speech Pathologist, social skills intervention program and Literacy intervention.

- **Special curriculum features**

- Our new Bush Tucker Garden supports the integration of the Aboriginal and Torres Strait Islander (ATSI) Histories and Cultures cross-curriculum priority and provides a connection place for our students
- Our Community Garden provides opportunities for students to connect with the earth and grow produce to develop healthy food habits.
- Music education is integrated into classroom learning and is currently supported by our onsite Music Education Network Field Officer.
- There is a strong Arts focus (drama, music and dance) which is strengthened by our participation in Wakakirri and School Choir.

- **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 for all. Developing expert learners who take risks, set goals and reflect on their learning is an important part of the teaching process at Clovelly Park. Our teachers are continuous learners on a journey to incorporate the Teaching for Effective Framework (TfEL Framework) with efficacy and integrity

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

Our ICT resources include: 1-1 devices for our primary years classes and 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 includes 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 at the beginning of Term 1
- o Curriculum overviews at the commencement of each term
- o Parent/teacher interviews at the end of Term 1
- 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, some staff meetings and other in areas of interest or projects e.g. Learning and Design Moderation (LDAM)

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 and a number of teams participate within local school competitions. Teams are coached by parents and staff. Netball skills training is offered after school to students in Year 1 and 2.
- o Soccer is also offered to students; the school encourages students to participate in a team that competes in a local competition.
- o SAPSASA is coordinated across our local cluster of schools and student participation is encouraged. Swimming lessons are conducted at the Westminster Pool and Aquatics for Year 6 and 7 students is accessed through the Port Noarlunga Aquatics Program.

6. Other Co-Curricular Activities

- o Acquaintance night teamed with Governing Council AGM is scheduled at the start of each year
- o Aboriginal Perspectives across the curriculum – coordinated by ACEO and AET – are conducted across the school.
- o School Music Festival Choir.
- o Sports Day and School Picnic are special days.

- Multi-cultural celebrations including Harmony Day and Reconciliation Week
- Community Night held at the end of the year is a school highlight
- Primary School Festival of Music Choir
- Lunchtime activities
- A range of special events: Year 7 Graduation, Book Week and Science Week.

7. Staff (and their welfare)

- **Staff profile**

There is a range of permanent and contract teachers at Clovelly Park Primary School, working from 0.2 – 1.0. We also have a range of permanent and contract SSOs supporting student learning and 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), Curriculum Leader and Wellbeing Leader

- **Staff support systems**
 - Impact Team Meetings occur regularly and are supported by the Curriculum Leader. Teachers work collaboratively to interrogate data, set targeted teaching plans and reflect on their teaching.
 - Weekly staff meetings provide opportunities for team discussion and training and development.
 - Special event teams meet to organise celebrations such as Reconciliation week, Harmony Day, etc.
 - SSO meetings held fortnightly
 - 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 representative
 - Meetings with DfE Support Services – Speech Pathologist, Psychologist, Special Educator, Truancy and Social Worker and Behaviour Coach to support student learning and engagement

- **Performance Management**
 - Professional development meetings for teachers with Leaders to focus on SIP, student learning and own professional learning goals
 - Professional development meetings for ancillary staff with Business Manager
 - Step 9 process available for eligible staff

- **Staff utilisation policies**
 - AET teacher appointed 0.4
 - EALD support is provided by a 0.6 teacher
 - Literacy teacher appointed 0.2
 - SSO positions support Admin, Library management and Curriculum
 - Aboriginal Community Education Officer works two days each week.

- **Access to special 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 Learning Improvement Division (LID) provide curriculum support to teachers and leaders

Music Education Strategy – Network Field Officer is hosted onsite

- **Other**

:

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 Early Years) and several smaller play areas.

The 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, a security fence that runs the length of the rail track, access for taxis and special needs students.

All entrances have gates and most classrooms have external doors.

Facility upgrades have occurred, with new paint and flooring being replaced in two units.

- **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 Hall, 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

- **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 centre

10. School Operations

- **Decision making structures**

Decision making is open and consultative forums include:

- Leadership meetings
- Staff meetings
- Impact Team meetings
- Committees formed to carry out school priorities
- Ancillary/SSO meetings
- Governing Council
- PAC

- **Regular publications**

A school newsletter is published every 3 weeks, a weekly bulletin for teachers and termly classroom overviews for parents,

- **Other communication**

School's website

Skoolbag for whole school information

Seesaw for student learning and parent information

Staff Daybook to share the day to day information

PAC Minutes

Weekly staff meeting minutes

Fortnightly SSO meeting minutes

Annual calendar

Term calendars

Staff Information Handbook

An information pack available for new enrolments

OSHC Information Handbook

Annual Review Surveys (Staff and Parents)

- **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 electricity 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, housing trust rental and private ownership
- **Parent and community involvement**
The school community is predominantly local, but also includes families from further afield that are associated with the IELC and Special Education classes. Governing Council and parental involvement is strongly encouraged by teachers to support classroom programs. Clovelly Park also enjoys positive associations with various organisations such as local churches, KickStart4Kids and Foodbank
- **Feeder or destination schools**
Feeder schools include Mitchell Park, Pasadena and Ascot Park Kindergartens.
Year 7 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 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.