

SCHOOL CONTEXT STATEMENT

Updated: 06/18

School number: **0932**

School name: **Clovelly Park Primary School**

1. General information

Part A

School Name Clovelly Park Primary School and Clovelly Park Intensive English Language Centre
 School No. : 0932 and 1892
 Principal : Mr Mike Clark
 Postal Address : 1 Renown Place, Clovelly Park 5042
 Location Address : 1 Renown Place, Clovelly Park 5042
 Partnership: : Marion Inland
 Road distance from GPO : 10 kms
 CPC attached : No
 Phone No : 08 82765366
 Fax No : 08 83743301

Year Level	2014			2015			2016			2017			2018		
	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Reception	16.0	16.0	32.0	7	12	19	24	10	34	18	11	29	9	9	18
Year 1	29.0	15.0	44.0	19	20	39	11	14	25	21	16	37	13	10	23
Year 2	15.0	15.0	30.0	28	16	44	20	21	41	12	14	26	14	13	27
Year 3	25.0	18.0	43.0	16	15	31	22	16	38	13	21	34	12	11	23
Year 4	24.0	16.0	40.0	23	16	39	15	11	26	19	15	34	11	17	28
Year 5	14.0	15.0	29.0	20	15	35	22	14	36	11	13	24	15	15	30
Year 6	21.0	10.0	31.0	10	12	22	17	13	30	18	18	36	10	13	23
Year 7	18.0	22.0	40.0	19	13	32	11	12	23	16	13	29	17	16	33
Primary Other	56.0	52.0	108.0	51	49	100	47	47	94	51	31	82	52	32	84
Total	218.0	179.0	397.0	193	168	363	189	158	347	179	152	331			288

	2015	2016	2017	2018
ATSI	6.4%²⁶	7.7%²⁸	7.1%²¹	7.2%²⁴
NESB	28%	56.7%	49.5%	18.6%
ESL	52%	34.6%	20.1%	58.7%
School Card	38.2%	40.9%	46%	39.1%
Total	363	347	331	288

Part B

- Deputy Principal(Acting) : Richard Maynard
- Assistant Principal : Wahid Halimee
- Counsellor : Zoe Wecker
- Staffing numbers

Tier 1 = 22.5 FTE

Tier 2 = 5.40 (Area Resource Classes, Special Education, EALD, Socio Economic, AET).

SSOs – 283 hours per week including 56 hours for the two Special Classes, grounds person, ACEO, hours for Bilingual SSOs.

The SSO team comprises 11 SSOs, 5 BSSOs, 1 ACEO and 1 Grounds person.

Leadership positions:

Deputy Principal 1.0

Assistant Principal 1.0

School Counsellor 1.0

Total Staff numbers are 54 – 46 female, 8 male.

- **OSHC**

This service provides care for students from 7:00 am to 8:30 am and 3:00 pm to 6:00 pm daily. OSHC also operates on student free days.

Vacation Care operates in the holiday periods except for a 2 week closure over the Xmas holiday period.

- **Enrolment trends**

There is a high level of student mobility and changing local demographics are a factor in this. School enrolments reached 400 in 2013 and 2014 but there has been a decline in enrolments in the last two years. We enrol approx. 16 students throughout the year as a result of students exiting from IELC. Since 2013 there is an average enrolment (October) of 350+ including Junior and Senior Area Resource classes and Junior, Middle and Upper primary IELC (Intensive English Language Centre).

Predominantly Year 7 students move to either Hamilton Secondary College, Pasadena Secondary School or Mitcham Girls High School for their secondary education.

- **Year of opening**

Clovelly Park Primary School was formed in January 1995 on the site of the former Mitchell Park Primary School following the amalgamation of Tonsley Park and Mitchell Park Primary Schools.

- **Public transport access**

The western boundary of the school is the Tonsley Park railway spur line which joins the main Adelaide Southern line at Ascot Park.

Trans Adelaide bus services operate on the main road past the school and connect from southern suburbs.

2. Students and their welfare

- **General characteristics**

Approx. 215 mainstream students are placed in 10 classes. These classes are composite. Another 20 students are in two Area Resource Classes and we have 6 IELC classes with an enrolment of approx. 75 students. Our numbers generally rise during term 3 of each year. Many IELC students are returning to their local schools a trend which appears to be on the increase.

Most students are enrolled from Mitchell Park Kindergarten with others from Pasadena and Ascot Park.

There are 36 mainstream students in the school who have been identified as Students with Disabilities. These students all have individual Negotiated Education Plans (NEPs).

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 as yet have not 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, we have an ACEO (Aboriginal Community Education Officer) who works with families, classes and the AET to support attendance and engagement in schooling two days per week.

Approximately 60 % of mainstream students qualify for EALD support (English as Second Language or Dialect Speakers). 1.2 EALD salary supports these students in mainstream programs.

The school works closely with a range of social welfare and community service providers. The School Counsellor is active in these negotiations and works closely with the Pastoral Care Worker .

We provide a range of supports for students with special needs and the Special Education teacher coordinates regular reviews and case meetings.

- **(Pastoral) Care programs**

The school has a set of five values; respect, tolerance, responsibility, cooperation and persistence. Each fortnight one school value is focused on and 2 students from each class are awarded a certificate for their consistent implementation of the specific value.

- **Student Management**

The Student Behaviour Management Policy is based on restorative practices and there has been a significant increase in appropriate behaviour choices by students throughout the school over the past 18 months.

- **Student Governance**

A Junior Primary and Primary SRC meet fortnightly with the School Counsellor and the Pastoral Care Worker, all classes have class meetings to disseminate relevant information.

- **Special programs**

Involvement in Wakakirri, Music Festival, PALS (Play at Lunchtime leaders), After School Sports Teams –Netball and Soccer, and some additional specific programs for specific students including Art Therapy and Drumming,

3. Key School Policies

- **Site Improvement Plan Priorities 2016-2018**

Four main priorities have been identified. They are:

Australian Curriculum

We have focused on the implementation of the Australian Curriculum and TfEL into our teaching and learning programmes. Along with this we have ensured that our reporting and assessment procedures are aligned with the expectations of the Australian Curriculum and account for the needs of mainstream , Special Classes and IELC specific requirements.

ICT

The focus for ICT has been to ensure all students have access to appropriate technology and the necessary infra structure is in place so that students are well equipped to be competent and skilled users of digital technologies. An additional focus is to provide staff with a range of learning opportunities to develop their personal skill levels in this area. This is an area for further development.

Well Being

The focus for Well Being has been to develop a framework for whole school social and emotional well being, to improve attendance rates and to focus on developing authentic student voice across the school.

Literacy

The focus for Literacy has been to develop a common pedagogical framework that underpins effective practices in Reading and Writing including the development of a common language, expectations and agreements regarding targets by year level and

individual.collaborative planning of the literacy block for class teams is a priority for this year.

Special programs

EALD; the EALD teacher works with identified students both in the classroom and in small groups focusing upon their literacy development.

Aboriginal Education; a teacher (0.4FTE) and an Aboriginal Community Education Officer (ACEO) work together to improve the literacy and numeracy skills of our Aboriginal students and to develop effective community relations with Aboriginal families.

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 'Off To A Great Start' 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

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

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

We strongly believe that every one belongs and everyone has a place on our school

- **Contextual Influences**

The complex dynamics of the Clovelly Park Community impact strongly on our need to ensure that we are providing a curriculum that meets both individual and group needs.

Influencing factors include:

- ❖ **Socio Economic disadvantage**, we are currently a Category 3 school on the national index of socio economic disadvantage
- ❖ **Transience**- we have a high degree of transience where we continually enrol students into our IELC program and as students exiting from our IELC program they enrol into each term . We have averaged approx. 30 students enrolling into mainstream each school year for the last three years .We also have a high turnover rate as many of our families return to their home country when they have completed their studies at Flinders University.
- ❖ **Diversity** – over 57 cultural groups represented
- ❖ **Students with disabilities**, we have a significant number of students in mainstream with disabilities as well as our two Special Classes
- ❖ **Aboriginal families**, working with families to ensure that together we are providing the best opportunities for students to succeed at school.

- **Core Business**

The core business of Clovelly Park Primary School is to ensure that every student has the opportunity to perform at their personal best. This requires us as staff to ensure that:

- ❖ our curriculum offerings are responsive to individual and group needs.
- ❖ students are able to learn in safe and predictable environments
- ❖ high quality teaching and learning programs are delivered and aligned with the Australian Curriculum
- ❖ students are partners in the learning process , they set their own learning goals
- ❖ students receive regular feedback on how they can improve their learning, what their personal strengths are and areas for development
- ❖ Our teaching is inclusive of the specific needs of groups and individuals
- ❖ We plan and deliver a high quality, balanced curriculum which supports students to become life – long learners and prepares them for the future.

4. Curriculum

• Subject offerings

The Australian Curriculum is the framework for teaching and learning. In 2018 the emphasis is on familiarisation of LDAM, CPA Maths Model, Digital Technology and STEM.

Students are able to participate in a range of extra curriculum activities including school choir. A number of sporting teams also represent our school in competitions.

Assessment procedures and reporting have been aligned with the requirements of the Australian Curriculum.

Three Way Learning Discussions (student/parent/teacher) are held in Term 1 where parents are able to meet with staff at mutually agreed times. Personal goal setting and feedback on learning successes and achievements are prominent.

Student reports are sent home twice per year; a formal mid year report accompanied by a parent/teacher discussion and a summative report in term 4.

5. Sporting Activities

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. Some of our older students have volunteered their time to coach these students under the guidance of one of our parents.

Soccer is also offered to students, the school has a team that competes in a local competition.

Basketball is offered to our students with two teams currently participating in local competitions.

SAPSASA is coordinated across our local cluster of schools and students 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

Acquaintance night teamed with Governing Council AGM is well attended at the start of each year

Aboriginal Perspectives across the curriculum – coordinated by ACEO and AET – are conducted across the school.

PALS (Play as lunchtime leaders)

School Music Festival Choir.

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

7. Staff (and their Welfare)

• Staff profile

The current Principal was appointed in an acting capacity for 2017.

There is a range of permanent and contract teachers at Clovelly Park Primary School. There are 5 permanent SSO's and 6 temporary SSOs.

Leadership structure : Principal 1.0

Deputy Principal 1.0

School Counsellor – Salary 1.0

IELC Assistant Principal 1.0

School Administration/Finance Officer SSO Level 3 – full-time.

- **Staff support systems**

Cooperative planning, team work and sharing of leadership tasks are encouraged and supported.

Weekly staff meetings provide opportunities for team discussion and Training and Development.

Effective communication and decision-making are a high priority. Occasionally Working Parties are set up to work through areas and have representation appropriate to the topic.

A Performance Development Program is accessed by all staff.

The Leadership Team have key roles in this program.

Staff are located together in like year levels to enhance the opportunity to work and plan collaboratively.

Staff are supported to work collaboratively and are also provided with opportunities to work in year level and cohort teams for both professional and day to day management.
- **Access to special staff**

Guidance Officer, Speech Pathology, Hearing Impairment, Autism Association, Behaviour Coach, Special Educator, Attendance , Aboriginal Inclusion Officer, CAMHS, NOVITA are examples of the services that are accessed as required.

8. 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 Junior Primary) 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 has 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 via a kiss and drop zone off English Avenue.

All entrances have gates

We are working towards having external doors for all classrooms.

Technology is being taught in the Resource Centre but wirelessing of the school has been undertaken with a rollout of 'Chrome Books' to the older year levels currently occurring..
- **Specialist facilities**

Resource Centre, Sport/Physical Education Gymnasium, Multi Purpose Hall, Information and Communication Technology Room, OSHC centre.
- **Student facilities**

Canteen, playgrounds, grass areas. Quiet areas.
- **Staff facilities**

Access to ICT/EDSAS work stations, Internet/Intranet terminals for general staff use, interactive whiteboards or equivalent are in every teaching space.
- **Access for students and staff with disabilities**

All areas of the school are accessible by wheelchair and handicapped toilet facilities are provided in some teaching blocks and the main administration block.
- **Access to transport**

Local bus routes nearby and situated on Tonsley Park spur railway line.
- **Other**

OSHC and Vacation Care centre.

9. School Operations

- **Decision-making structures**

All school decisions are made through consultation with appropriate groups and teams. A Leadership Team and PAC oversee relevant processes. Agendas and minutes of meetings are available to all. A decision making flow chart is published.
- **Regular publications**

A school newsletter is published fortnightly. Message board and day book used daily. Staff Handbooks are provided.
- **School financial position**

Major commitments : **Curriculum** - Numeracy, Well Being, Information and Communication Technology , Literacy 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.

10. Local Community

- **General characteristics**

Developing housing areas – private dwelling and housing trust.
- **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. The local community comprises a range of housing options – private rental housing, housing trust rental, private ownership.

Governing Council and parental involvement are strongly supported by a committed and active core of parents/caregivers.

The School Canteen is staffed by a paid manager. This canteen provides a wide range of food options and is well patronised.

Parents are encouraged by teachers to support classroom programs.

A range of light commercial and shopping facilities are located nearby. The closest large shopping centre is Westfield Marion.
- **Local Government body**

Marion Council, 245 Sturt Road, Sturt.

12. Further Comments

Clovelly Park Primary School is a diverse community. The Governing Council is extremely supportive. Staff, students and parents have a history of working together to provide a stimulating learning environment that fosters independent learners. 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.

“I certify that this is a true and accurate statement”



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Michael Clark
Principal

June 2018