



SCHOOL CONTEXT STATEMENT

School Number: 0625

School Name: Whyalla Stuart Campus R-7

Vision: - to provide a safe, creative environment encouraging:-

- **Challenging, active learning**
- **Confident, successful learners**
- **Socially responsible citizens**

We achieve this by a strong emphasis on, and commitment to, quality teaching across the whole school. We believe students are more engaged in their learning when the curriculum is explicit and success oriented, when it is differentiated and when a variety of teaching methodologies are used.

Students at our school are involved in a range of extra curricula activities including: Whyalla Primary Music Band, Choir performances, Interschool sports events, swimming and our regional Student Leadership Initiative. Our school comprises four multi-age classes and our site is co-located with that of Stuart High School.

1. General Information

- **Principal:-** Mr. George Hewitson
- **Postal Address:-** P. O. Box 2221 Whyalla Norrie 5608
- **Location Address:** Bastyan Crescent Whyalla Stuart 5608
- **DECD Region:** Whyalla
- **Geographical Location:** – Western outskirts of Whyalla South Australia
- **Telephone Number:** 86490450 **Fax Number:** 86493051
- **School Website Address:** <http://www.whystuarps.sa.edu.au>
- **School e-mail Address:** dl.0625.info@schools.sa.edu.au
- **February FTE Student Enrolment:** 86 students comprising approximately 90 % school card and 52% ATSI students.
- **Student Enrolment Trends:** Whyalla Stuart Campus R-7 is an Index Disadvantage Category 1 school. The school's student population is complex and student transience is a major issue. We currently have 4 composite classes (R/1, 2/3, 4/5 and 6/7.)

- **Staffing Numbers** (as at February census):

Principal - 1.0 School Counsellor – 1.0

Tier 1 4 x 1.0 classroom teachers

Tier 2 1 x 1.0 teachers including: - HASS/Maths (NIT)

1 x 0.4 Ab Ed Teacher (AET) - 0.3, Special Ed – 0.3,

SSO's 2 x 1.0 SSO 2 classification 1 x 0.8 SSO 1 classification

5 x temporary SSO 1's with 10 hours per week.

ACEO Level 1 – 28.5 hrs per week

Public Transport Access: A Whyalla public bus route runs directly to Bastyan Crescent with a stop outside our school.

2. Students (and their welfare)

General Characteristics:

From the beginning of 2012 all students have been allocated a 'Wave' for Literacy (from the PALL course information). Wave 1 students are 'on track' – at or above site benchmarks in reading level. Wave 2 students 'need some additional support' in specific areas of Literacy. Wave 3 students 'require sustained, ongoing intervention' as they have identified disabilities.

Student Behaviour Development:

is supported by Rational Emotive Behaviour Education (REBE)

Staff members have been inducted into this programme.

All students have received instruction in REBE and their behaviours are monitored by in-class recording methods which are transferred to whole-school reward initiatives. REBE is supported by leadership and the school counsellor.

Student Well-being:

We teach the whole school programmes of REBE, Child Protection and Drug Education.

Students have daily access to the Play Pen (an alternative well-resourced inside play area), during Big Lunch break times. It is staffed by an SSO.

We have our main break – 'Big Lunch' at 11:40am to 12:10pm. This was brought in to address the issue of students needing substantial food earlier in the day as they may not have accessed breakfast. Our second break, at 1:40 to 2 pm – 'Little Lunch', breaks up our school day. Together with the high school, a daily Breakfast Club programme is run and supported by community volunteers and school staff.

Every class has a timetabled 'Circle Time' – a whole class discussion time about what is working well and what could be improved.

Student Support: We believe that all students learn best through Quality Teaching. We have a Literacy Intervention Programme to support students who have identified needs, (either through a disability or from our 'Wave' programme data).

Identified students with high level learning needs and those below LaN benchmark receive extra small group Literacy and Numeracy support from either a teacher or SSO. Students identified as a Student with a Disability, receive extra individual and small group support from SSO's.

Student Behaviour Management: Based on the Rational Emotive Behaviour Education model (REBE), the aim is for all students to be successful and happy by being organised, persistent and accepting of themselves and others. It also assists students to develop an understanding that their personal beliefs cause their emotional and behavioural response. Refocus is based on restorative principles and provides an opportunity to redirect thoughts and actions.

Student Government: Our Student Counsellor leads our SSLC who are also linked to our regional student leadership forum.

3. Key School Policies

: We developed our SIP as a collaborative group with our major foci on: Literacy Improvement (with an emphasis on Reading & Writing), Mathematics and Student Well-being.

: Our published Literacy agreements, arrived at after lengthy discussions, debate and mentor support, define our Literacy block and elements that are required.

: Explicit teaching methodologies are being used at our site and teachers are encouraged to attend Training and Development that supports teacher learning and best practice, based on current research.

: We use 'Jolly Phonics' and 'Jolly Grammar' with our junior primary students to ensure that early reading skills are acquired as soon as possible.

: We use the 'Spelling Mastery' programme with students R-7.

: We use QuickSmart mathematics as a tool for improved number automaticity.

4. Curriculum

- **Subject Offerings:** We offer all areas of the Curriculum including Japanese.
- **Special Needs:** We have approximately 25% of our students identified as students with disabilities. Many others are behind our targets in reading. Students with identified needs are supported by either teacher or SSO support through our intervention program or with 1 on 1 support. Approximately 15 % of our students are referred to IBS for assistance with their behaviour issues.

- **Teaching Methodology:** We have multi-aged classes, across the whole school, due to student numbers in year levels and complexity. Student numbers, in classes, rarely rise above 25.

All teaching spaces have an electronic white board and all four of our classrooms have individual pods of computers for student use. We have a Computer Room with ample space for whole class instruction.

We employ SSO's to assist with Literacy block time and to be part of our Intervention programme, for older students.

Teachers also utilise our ATAS allocation to work with targeted students on raising their Literacy skills.

- **Reporting against Australian Curriculum:** Student learning is assessed on an ongoing basis with data being displayed and analysed regularly. Reporting to parents in writing occurs twice a year and parent interviews are conducted at least once a year when reports are given out.

5. Sporting Activities

- We endeavour to participate in most Inter-school Sports Carnivals, and have, at times, joined with other schools, to support large team sports that are scheduled together.

We participate in daily fitness activities.

Our annual Sports Day is well attended by students and supported by Parents and Caregivers.

6. Other Co-Curricular Activities

Students may participate in instrumental music, drumbeat, choir and swimming. Class excursions/camps are organised in line with the school SIP and camps/excursion policy.

7. Staff

Staff Profile:

There has been a relatively high turn-over of teaching staff over the last two years. SSO staff out-number our teaching staff; many of them are part time. Staff demonstrate a commitment to student learning and wellbeing. Our teaching experience ranges from over 30 years to beginning years of teaching.

Leadership Structure: The Principal and School Counsellor make up the Leadership Team.

PAC: Staff are represented by the Principal, EO Rep, AEU staff rep and SSO rep.

We are ably supported by 3 permanent SSO's – our Finance /Administration person, our Library/IT person and our Admin/ general classroom support person. In addition we buy SSO hours for our Literacy/Numeracy Intervention programs and to support student learning R-7.

Staff support systems: On arrival at the school, staff members are allocated a buddy, usually a teacher who works in the adjoining classroom, to assist with site processes and to support them. An induction program provides new staff with advice on school policies and procedures and health and safety protocols.

Weekly Professional Development meetings offer a range of whole site, cluster or individual times for staff to attend to their professional development needs.

Performance Development: Staff are expected to develop a Performance Plan (and are supported to do so) which reflects the SIP as well as their own identified needs. This plan then forms the basis for performance discussions and drives PD opportunities to action their needs. The National Quality Standards for Teachers is used to identify areas of strength and areas for improvement.

8. Incentives, support and award conditions for Staff

At the time of appointment, either as a contract or permanent employee, entitlements will be outlined by the staffing officer.

Teachers should also make themselves aware of the current employment conditions by accessing the DECD website.

Whyalla does attract a small locality allowance as we are a large regional city.

9. School Facilities

- **Buildings and grounds:** At the time of our re-location to Bastyan Crescent approx. \$4 million was spent on upgrading the parts of Stuart High School we were going to occupy. We have a two story building which houses our Offices and Administration areas, four learning spaces and four specialist areas. Three more learning spaces, in the ground floor of another two story building, complete our room space.

We share an R-10 Library Resource facility with Stuart High School, which was upgraded during the BER initiative. We negotiate access to an indoor hall and gym as well as other High School spaces on a needs basis.

Our grounds have been extensively upgraded with a fitness track, playground equipment and a grassed area for students to use. Our asphalt and hard play areas are in good condition and we can also use the High School 'quad' area.

The front of our school has been extensively landscaped and is well maintained, as are all areas of our grounds.

- **Heating and Cooling:** Our two story building is serviced by three large gas fired heating and cooling plants. Our ground level classrooms have single, roof mounted units to provide heating and cooling.
- **Specialist Facilities and Equipment:** Our Library facility is shared with the high school. Both sites provide SSO staffing time to manage the Library. An extensive range of teacher and student resources are located in the Library and other areas around the school. Literacy and Numeracy resources are available for teaching areas. We have a Computer Room for whole class use and Pods of computers are available in four classrooms. An SSO supports classes in the Computer Room and has a key role in maintaining the equipment. All teaching areas have Interactive Whiteboards and we have a bank of iPads available for class use.
- **Student Facilities:** We share the High School Canteen and have a system in place for ordering lunches and buying goods over the counter.
- **Staff Facilities:** All four of our classroom teaching spaces have a separate Teacher Preparation Room which is equipped with a computer and printer as well as ample storage space and a large work bench.

The staff room provides both a large work area for staff and full kitchen facilities.

- **Access for Students and Staff with disabilities:** All our downstairs classrooms have concreted raised access points. Our second story rooms are accessed via stairs with a lift option available through the main High School building.

The staff toilet, on the ground floor, is wheelchair accessible and fitted with a help / emergency siren.

- **Access to Bus Transport:** For student excursions we access our local bus company's services.

10. School Operations

- **Decision making structures:** Our Governing Council, while small in number, meets regularly.
- **Regular Publications:** We have an electronic Daily Bulletin that staff are asked to contribute to and to check each morning (both staff and student bulletin). This bulletin can be accessed in each classroom or any curriculum/admin computer. Staff can also access at home through Learnlink .
We produce a fortnightly school newsletter, for Parents/Caregivers, which showcases student learning and reports on various events and activities.
- **School Financial Position:** The school maintains a sound financial base which enables us to support student learning with additional SSO time, and has done so for the last 10 years. As a Category 1 School, we use funding sources to support learning programs with excursions & performance attendance.
- **Special Funding:** We allocate special funding, from Commonwealth and State grants, to support the learning programmes we provide. Funding that is allocated for a specific, defined purpose is used correctly to support the identified students, or the whole cohort of students.

11. Local Community

- **General Characteristics:** Please access, via the Internet, current information about Whyalla.
- **Parent and Community Involvement:** Our Parents are supportive of any special days or events we have. Our Governing Council struggles to maintain membership. Some parents have been involved in assisting students with reading and practicing sight words in the Junior Primary classrooms.
- **Feeder or Destination Schools:** Whyalla is not a zoned area so students can enroll from any kindy/preschool into any school. Many of our Year 7 students transition to Stuart High School Yrs. 8-10, as we are co-located. Students do however; visit Whyalla High School Yrs. 8-10, as part of the transition process.
- **Other Local Child care and Educational facilities:** There are three sites which offer Out of School Hours Care, and there are a variety of other child care arrangements. Whyalla has multiple Preschool facilities, seven DECD Primary Schools and three DECD High School facilities.
- **Commercial/Industrial and Shopping Facilities:** Whyalla, as a regional city, is well serviced in this area. The Whyalla City Guide, available through the City Council, is an excellent resource to obtain.
- **Availability of Staff Housing:** Teachers will be informed, by the staffing officer, at the time of their appointment to Whyalla, of the contacts for housing enquiries. Teacher housing is available in Whyalla and the rent is tied to market rents within the city which are reasonable.
- **Accessibility:** Whyalla is serviced by daily air services to Adelaide, through QANTAS and REX Airlines. The Premier Stateliner bus service also runs daily with multiple services to and from Adelaide. It is approximately a four hour car drive to Adelaide, from Whyalla, on what is becoming a congested road, with some passing lanes. At Port Wakefield it becomes a two lane highway into Adelaide.
- **Local Government Body:** Corporation of the City of Whyalla. <http://www.whyalla.sa.gov.au>