

# SCHOOL CONTEXT STATEMENT

**School Number: 0625**

**School Name: Whyalla Stuart Campus R-7**

**Mission:** - 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 student Action Teams.

Our school comprises five composite classes and our site is co-located with that of Stuart High School.

## 1. General Information

• **Principal:-** Mrs Linda Weetra

• **Postal Address:-** P. O. Box 2221 Whyalla Norrie 5608

• **Location Address:** 76 Bastyan Crescent Whyalla Stuart 5608

• **DfE 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](mailto:dl.0625.info@schools.sa.edu.au)

**School Facebook Page:** Whyalla Stuart Campus R-7

• **February FTE Student Enrolment:** 98 students comprising approximately 60.2% school card (approved) and 57.14% ATSI students. 20.4% students with disabilities

• **Student Enrolment Trends:** Whyalla Stuart Campus R-7 is an Index Disadvantage Category 1 school. The school's student population is complex and family transience is an issue. We currently have 5 composite classes (R/1/2, 1/2/3, 3/4/5, 5/6 and 6/7.)

**Staffing Numbers** (as at Feb census):

Principal – 1.0, Senior Leader - Wellbeing 1.0, Senior Leader Literacy 0.4

5 x 1.0 classroom teachers

1 x 1.0 teacher including: - HASS/The Arts (NIT)

1 x 0.7 Aboriginal Education Teacher (AET)

**SSO's** 1 x contract SSO 3 classification – Finance Officer 37.5 hrs pw

1 x permanent Admin/IT/Library SSO2 classification – 34 hrs pw

1 x Admin contract SSO 1 classification – 30 hrs pw

4 x temporary SSO1 with 26 hours per week.

ACEO Level 1 – 35 hrs per week

Pastoral Care Worker – 2 days a 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:

### Student Behaviour Development:

is supported by the use of Play is the Way principles a philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic, life-long learners.

All staff members have been inducted into this programme.

The activities are timetabled for every class each day and students are rewarded at Whole School Assemblies for the principles demonstrated.

Play is the Way is supported and monitored by the Wellbeing Leader.

Interoception was introduced in Term 3 2017 to assist students to understand their body's response to various sensations. The aim of the program is to enable children to self-regulate, be self aware, be intuitive to their emotions and what their body is telling them. This program has been adopted by many schools in Whyalla and dramatic improvements in behaviour data have been noticed.

### Student Well-being:

We teach the whole school programmes of Play is the Way, Interoception, Child Protection and Drug Education.

Students have access to various Yard Activities during Big Lunch break times run by teachers and the PCW.

We have our main break – 'Big Lunch' at 11:05am to 11:35am. 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 1:15pm to 1:35pm – 'Little Lunch', breaks up our school day. We provide a daily Breakfast Club programme which is run and supported by Food Bank and Staff members.

**Student Support:** We have a targeted *Levelled Literacy Intervention Programme* to support students who have been identified as not reaching DfE Standard of Educational Achievement in Reading.

Students are also identified through NAPLAN and PAT M data to participate in *QuickSmart*. This Numeracy Intervention program endeavours to increase automaticity and develop fluent and efficient strategy use. *QuickSmart* aims to provide an intense intervention focused on basic knowledge and understandings that can equip students with the skills necessary to engage more successfully with classroom instruction

Students identified as a Student with a Disability, receive extra individual and small group support from SSO's.

**Student Voice:** Student surveys were introduced in 2017 to seek feedback about how safe they felt in the classroom, how teacher feedback enhanced their learning and progress towards targets and how well the teacher communicated. Through the focus on Visible Learning we will continue to include student voice in the development of teaching and learning programs.

### 3. Key School Policies

We developed our 12 month Priority Improvement Plan from the directions outlined in the 2018 On Track Evaluation. The priorities focus on having high expectations for learning, behaviour and achievement, tracking and monitoring student improvement and progress towards targets, developing whole school agreements particularly in Literacy and Numeracy, building the capacity of teachers to meet the varied needs of students and develop a system for data collection and analysis at the classroom, cohort and school level.

The Partnership priority is our involvement in Visible Learning. This guides our professional development and is a focus in Performance Development for each staff member using the AITSL Standards and Teaching for Effective Learning.

Jolly Phonics and Jolly Grammar are used with our Junior Primary students to ensure that early reading skills are acquired as soon as possible.

Spelling Mastery is implemented with all students 1-7 facilitated by all available adults who each supervise a small group

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

### 4. Curriculum

**Subject Offerings:** We offer all areas of the Curriculum although do not currently teach a language.

**Special Needs:** We have approximately 20.4 % of our students identified as students with disabilities. Many others are below the DfE SEA in reading. Students with identified needs are supported by either teacher or SSO support through our intervention programs or with 1:1 support. Approximately 8 % of our students are referred to Student Support Services for assistance with challenging behaviours.

**Teaching Methodology:** We have composite classes due to student numbers in year levels and complexity of cohorts. Student numbers in classes rarely rise above 25.

All teaching spaces have an electronic white board and 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 support students in their learning.

**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.

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

## 6. Other Co-Curricular Activities

Students participate in the Festival of Music choir and swimming.

Class excursions/camps are organised in line with the camps/excursion policy.

Student Action Teams are being developed this year to empower students to have an authentic voice in school decision-making. Students R-7 are also actively involved on a daily basis with Lunchtime soccer.

## 7. Staff

### **Staff Profile:**

The turn-over of teaching staff has been minimal for the last 2 years supported by the 5 year appointment of the Principal in 2017.

SSO staff are allocated to students with a verified disability and to support students learning in the classrooms. Staff demonstrate a commitment to student learning and wellbeing. Our teaching experience ranges from over 30 years to beginning years of teaching.

A Pastoral Care Worker has been allocated to the school managed by the Schools Ministries Group. It was decided by staff to allocate funds to purchase the services of a Speech Therapist to assist teaching staff to teach phonological awareness. Many of our students have language difficulties and the teaching of oral language skills has been identified by staff as an area for improvement.

**Leadership Structure:** The Principal and Senior Leader – Student Support/Wellbeing & Engagement, Senior Leader Literacy and AET 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 Admin SSO's – our Finance /Administration person and our Admin/Library/IT person and our Front Office person. In addition we purchase SSO hours to support student learning R-7.

**Staff support systems:** An induction program in teacher's first term provides new staff with advice on school policies and procedures and health and safety protocols.

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

**Performance Development:** Staff are supported to develop a Performance Plan aligned to the priorities in the SIP, the Partnership and DfE plans as well as the AITSL Standards. This plan then forms the basis for performance discussions and drives PD opportunities to meet identified needs.

## 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 DfE 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 storey building which houses our Offices and Administration areas and three learning spaces and two specialist areas. Three more learning spaces, in the ground floor of another two storey building as well as a Music Room, 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 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. There is fencing between the two schools.

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

- **Heating and Cooling:** Our two storey 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 classrooms. An SSO supports classes and staff in the ICT areas 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:** As we have no access to a canteen we use the services of a local delicatessen to provide healthy lunches for students and staff.

- **Staff Facilities:** All five of our classroom teaching spaces have a separate Teacher Preparation Room with ample storage space and a large work bench. Teachers are provided with a laptop for school use.

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

- **Access for Students and Staff with disabilities:** All our downstairs classrooms have concreted raised access points. Our second storey 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. This bulletin can be accessed in each classroom or any curriculum/admin computer. Staff can also access at home through Learnlink. A Student Bulletin is produced weekly.

We also use Zoom meetings to communicate with classes each morning.

We produce a fortnightly school newsletter, for Parents/Caregivers, which showcases student learning and reports on various events and activities.

The school utilises Facebook to communicate with our families.

- **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, although small, has a membership of regular parents. 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 enrol from any 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. The new Whyalla Secondary College will open in 2022 and students from Year 7 -12 will attend this site. The three existing high schools will close at the end of 2021.

- **Other Local Child Care and Educational facilities:** There are two sites which offer Out of School Hours Care, and there are a variety of other child care arrangements. Whyalla has multiple Preschool facilities, seven DfE Primary Schools and three DfE 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:** Air services are available Whyalla to Adelaide, through QANTAS and REX Airlines. The Premier Stateliner bus service also runs 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>