

SCHOOL CONTEXT STATEMENT

Updated August 2017

School Name: ATHELSTONE SCHOOL

School Number: 0419

1. General Information

Part A

School Name	: ATHELSTONE SCHOOL	
School No.	: 0419	Courier : Eastern Adelaide
Principal	: Juliette Cools	
Postal Address	: 8 Brookside Road, Athelstone 5076	
Location Address	: 8 Brookside Road, Athelstone 5076	
District	: Eastern Adelaide	
Distance from GPO	: 12 kms	Phone No. : 08 83373300
CPC attached	: NO	Fax No. : 08 83370030

AUGUST TOTALS	2011	2012	2013	2014	2015	2016	2017
Reception	59	32	48	42	46	66	52
Year 1	34	23	39	34	43	50	63
Year 2	51	55	50	43	34	44	59
Year 3	34	47	36	46	43	42	44
Year 4	49	34	46	36	48	45	43
Year 5	44	44	33	47	36	57	45
Year 6	45	39	43	31	52	37	55
Year 7	46	33	35	40	29	42	34
TOTAL	362	335	330	319	331	383	395

2017 August total FTE	395
Enrolment Male FTE	200
Enrolment Female FTE	195
School Card Approvals (Persons)	49
NESB Total (Persons)	140
Aboriginal FTE Enrolment	3

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- Leadership:
Principal, Deputy Principal, R-7, Coordinator: Quality Teaching and Learning.
- OSHC:
Before and After School and Vacation Care are operated by the Athelstone School Governing Council.
- Enrolment trends:
It is anticipated that enrolment trends will continue to increase slowly.
- Special arrangements:
Following the amalgamation of the Junior Primary and Primary Schools in 2013 there has been a strong commitment to working collaboratively to ensure curriculum continuity R-7. The school now operates as one campus with all facilities shared R-7, one front office and weekly R-7 staff meetings. All policies are developed R-7 and reflect the joint commitment of all staff and the ethos of our school community. There is one Governing Council and there is one operational budget R-7.
- Year of opening:
1966 in the primary and 1968 in the junior primary
Original school established 1858
- Public transport access:
Public transport routes operate along Gorge Road and Lower Athelstone Road. Both are within 2 streets walking distance.

2. Students (and their welfare)

- General characteristics:
Students are very responsive to learning programs and challenges in their learning. The community is very supportive of the school and parents have high expectations for their children.
- Support offered:
EALD, SSO support for students with verified disabilities and targeted literacy and numeracy intervention programs are operational.

The Fountas and Pinnell Levelled Literacy Intervention (LLI) program is the foundation for literacy intervention (Year 1-7) with a phonics based early years intervention program in operation for Reception/Year 1 students.

Mathematics intervention is offered through in-class mentoring and support. TooSmart is in operation in the early years.

- Student management:
Staff and the community aim to create a safe, caring, orderly and engaged learning community. The POOCH program is embedded within site culture and harassment is not tolerated. Athelstone School's behaviour management policy is aligned to the DECD School Discipline Policy
- Special programs:
All R-7 classes participate in programs with specialist teachers in Italian and Science with P.E run as a specialist subject R-2. There is a strong Performing Arts culture at Athelstone with many students learning a musical instrument and participating in the school band. The school band has received a 'Silver' at the ABODA band festival for the past three years and our Choir an 'A' rating at the festival of music.

The student Leadership program is well. In addition to our traditional Student Representative Council with 30 members R-7, there are also 70 Year 6 /7 student leaders in the following portfolios:

- Sport and Healthy Lifestyles
- Environment and Kitchen Garden
- School climate
- Media
- Logistics
- Student Newspaper
- Young Scientists

3. Key School Policies

- **Site Improvement Plan:**

The Athelstone School Site Improvement Plan outlines the directions for 2017. Three main areas (Literacy, Numeracy and Quality Teaching and Learning) have been identified as priorities with each being supported by our leadership team, identified staff, a strong professional learning component and resource allocation.

Strategic Priorities (2017)

1. Literacy
2. Numeracy
3. Quality Teaching and Learning

Contextual Influences

Athelstone School provides educational programs for students from Reception to Year 7.

Common perceptions:

- the school is seen as a community school
- high levels of parental involvement in school activities through decision making forums, sub committees, extra curricula activities, assisting with literacy and other classroom programs
- traditional educational values and attitudes exist in the school community
- high expectations exist for all students

These are seen to impact on the school programs in the following ways:

- parents show enormous enthusiasm and commitment for sport, music, the Arts and strong support for information and communication technology
- high parental expectations for academic achievement, resulting in support for intervention programs to improve literacy and numeracy levels
- staff see increased risk taking, resilience and persistence as a priority and all teachers incorporate You Can do It and Program Achieve into their teaching and learning programs
- staff place importance on developing decision making and leadership skills within their students
- inclusive practices and differentiation of the curriculum are a priority to provide access to learning for all students.

- **External Site Review Four Year Plan and Action Record**

Details the recommendations, actions and future directions of the school.

- **Strategic Plan 2017 – 2020**

Aligns Vision, Values and Culture; Quality Teaching and Learning; Leadership and Governance and Resources and Environment under the Vision, Mission and Values

Core Business/Mission

Mission – *It is the mission of our school to create a safe and challenging environment, where all learners have the opportunity to develop high order skills and develop the knowledge, deep understandings and personal qualities necessary to flourish and succeed in life and work in the 21st century.*

The core business of Athelstone School is to provide quality teaching and learning outcomes for all students. Programs are designed to enhance learning, enabling individual students to achieve their highest potential. The Department of Education and Child Development (DECD) and School Policies guide our actions.

At Athelstone School this involves delivery over time, of a balanced curriculum using the Australian Curriculum.

Our Core Business is supported by:

- collaboratively developed site agreements linked to whole site professional learning and aligned to the Site Improvement Plan.
- site agreements are in operation for data collection and assessment, reading (Reception), Reading (Year 1-7), phonics and spelling, writing, handwriting and numeracy.
- democratic decision making structures involving students, staff and parents
- early intervention programs for literacy and numeracy R-7
- Individualised learning plans and opportunities to enhance students talents, skills and abilities
- transition – pre-school to school, from class to class at the end of each year, and year 7 to year 8.

Values and Principles

In 2015 the school underwent an extensive consultation process with all stakeholders in the community to develop a joint school vision, mission and values, launched in early 2016.

Vision – *Our vision is to become an exemplary, interdependent and compassionate learning community, where expectations are high and achievements extraordinary.*

Mission – *It is the mission of our school to create a safe and challenging environment, where all learners have the opportunity to develop high order skills and develop the knowledge, deep understandings and personal qualities necessary to flourish and succeed in life and work in the 21st century.*

Values – *Excellence, Respect, Responsibility, Integrity*

4. Curriculum

Special curriculum features

All school practices and improvements are strongly connected to our Site Improvement Plan. Teachers work in Learning Teams to plan for and provide continuity of learning within and across year levels. Teams contribute to our Action Plans and Annual Report. In this way teams of teachers take responsibility for taking action and achieving the desired outcomes of the Site Improvement Plan. Teachers also identify personal performance and professional goals, which link to the Site Improvement Plan and professional learning.

A continuing focus in the school is the process of analysing data to ensure that outcomes related to student learning have been achieved. A continued emphasis on literacy and numeracy is enabling us to further address core curriculum learning needs.

School values are aligned to the curriculum and explicitly taught in all classrooms.

- Technologies

Technologies are an important part of the Athelstone School curricula. Over the past few years we have increased the number of flexible technology learning options across the school with an improved range available to students and staff.

This includes:

- 90 portable student chrome books
- 45 student i-pads
- Individual classroom i-pads
- Interactive whiteboards in all classrooms
- A green screen located in the Resource Centre
- Classroom desktop computers
- Two computer suites
- An audio visual system in the hall for school events with a motorised widescreen, ceiling mounted data projector and surround speakers all able to be remotely operated.
- An sophisticated outdoor sound system
- An upgraded high speed internet service
- Whole school coverage of high speed Wifi
- Scorelink database – comprehensive record of student learning
- Skype connections to our Sister School in the Philippines (A. Mabini Elementary)
- Specialist software to support differentiated learning

Students use the various forms of technology in a flexible and interactive way to enhance their learning across all curriculum areas

- Teaching methodology

Teachers use an extensive range of teaching methodologies incorporating the inquiry method, higher order thinking skills, collaborative learning, information technologies, differentiated curriculum and 'hands on' meaningful learning experiences connected to the 'real world'. They provide a mix of explicit teaching and open ended investigation in all learning areas. Teachers work collaboratively in year level groups as well as across year levels.

- Assessment procedures and reporting

Ongoing reporting of achievement to parents occurs through annotated work samples and standardised test results including the NAPLAN and PAT. These assessments provide a reference point for reporting to parent/caregivers about student achievement and growth.

- learning achievement is assessed and reporting is against the Achievement Standards of the Australian Curriculum.
- ongoing reporting of growth and achievement to parents through data collection and analysis, diagnostic assessment, annotated work samples, Year 7 expo, interviews and 3-way discussions.
- parents have the opportunity to meet with teachers and socialise with other families at the schools' Acquaintance Night at the start of the year
- term overviews are provided to parents at the start of each term based upon the Australian Curriculum.
- formal parent interviews are held in term 1 and term 3.
- a written report is provided in terms 2 and 4.

- Subject offerings

The language other than English (LOTE) for the school is Italian. This is the background language of many EALD students in the school. This program has been operating for a number of years.

- Special Needs

Students with identified learning disabilities are catered for with additional support from School Service Officers and teachers. For other students with additional needs, Individual learning Plans are developed by the classroom teachers in collaboration with support teachers, the Deputy Principal and speech pathologist/special educators (as required). A number of different literacy, numeracy and wellbeing strategies are incorporated into these plans. Students with Disabilities are catered for through the Negotiated Education Plan (NEP) process.

- Transition

The school operates transition programs to support students' continuity of learning from pre-school to school and from primary school to secondary school. Buddy programs are established for the Kindergarten to school transition program. Year 7 students are involved in a transition program to local high schools.

5. Sporting Activities

An R-7 Sports Day is held annually and involves a number of parent volunteers. This event is one of the highlights on the school calendar.

Many Year 4-7 students represent the school at a number of SAPSASA sports events with some students chosen to represent the school at both District and State levels.

A large range of competitive sports (coordinated by a sub-committee of the School Governing Council), are available for students after school. The sporting teams are coached and managed by parents. Athelstone School fields teams in the following sports: Football, Basketball, Cricket, Netball, Volleyball and Soccer.

While the majority of R-2 students are not eligible to participate in Athelstone School Sports Teams they do have the opportunity to attend junior skills clinics. Students are eligible to play in the schools sports teams in the year that they turn 8.

Swimming lessons are offered through the DECD swimming program for R-5 students annually for one week. Year 6/7 students undertake the DECD Aquatics Program.

6. Other Co-Curricular Activities include:

Canberra Camp (biannual)
Performing Arts Gala Evening
Sports Day R-7
Assemblies
Year 7 Expo
School Band
Choir
Transition Programs
Special Visiting Performers
Coaching Clinics
Health Hustle
SRC / Student Leaders
SAPSASA events
End of Year Concert

- Music Program

The school offers a musical instrument program during school time with private providers. Private providers teach lessons on a range of instruments including woodwind, brass, guitar, keyboard piano and percussion. A large percentage of students take advantage of this highly successful program. The school concert band performs at many events in the school and has achieved a high profile in the school community.

- Outside School Hours Care

There is an Out of School Hours Care and Vacation Care (OSHC) Service. OSHC operates each day between 7.15am – 8.30am in the morning and between 3.10pm – 6.00pm after school. The Governing Council operates the program.

7. Staff (and their welfare)

- **Staff profile**

Staff work in R-7 teams as well as year level teams and are committed to an R-7 philosophy. Teaching staff have a wide range of experience from beginning teachers to those who have been teaching for a number of years. The SSO team provides support to the school in a range of areas.
- **Leadership structure**

The leadership structure comprises Principal, Deputy Principal and Coordinator.
- **Staff support systems**

Staff work in three levels of schooling groups R-2, 3-4 and 5-7. The school has an established Grievance and Harassment Procedures and a staff meeting decision-making process. These procedures are reviewed as part of an annual process. R-7 Staff Meetings are primarily focused on Professional Learning.
- **Performance Management (Professional Learning)**

Performance Management involves all staff, (teaching and SSO), and is coordinated by the Principal. Performance Management programs work to support individual staff and teams to identify areas for celebration and improvement. Staff meet individually with their line manager in Terms 2 and 4 and within teams in Terms 1 and 3.
- **Access to special staff**

Speech Pathologist, Guidance Officers, Behaviour Management Consultants and Special Educators visit on request. EALD support is provided across the campus by staff to work with identified students. Students at risk are supported through, early intervention and individualised learning plans. SSO staff work individually and in small group situations with these students.

8. Incentives, support and award conditions for Staff

A strong emphasis is placed on the professional learning of all staff. Changes in curriculum and pedagogy and with the introduction of the Australian Curriculum have led to increased demand for quality in-service programs. Funds are allocated from the budget to ensure that staff learning needs are accommodated.

9. School Facilities

- Athelstone School R-7
- total site area 3.466 Hectares
- situated north-east foothills of Adelaide.
- current schools were built in the 1960s
- original school opened 1860.
- local kindergartens works collaboratively with the school
- main buildings – The Gorge building is a solid single storey built in 1968
The Torrens building is a solid 2 storey built in 1965 plus a triple and single wooden portable
- The Studio was completed in 2008. OSHC use this facility for before and after school care. A Playgroup uses the Studio weekly
- a hall was completed in 2003 and supports school programs
- resource centre
- administration area and staffroom
- all classrooms are air conditioned
- the school has a curriculum and administration network. All computers have Internet access and interactive whiteboards are in all classrooms. A Wifi systems is in operation across the site.
- student facilities – lunches are provided by the local Bakery 3 days a week.

10. School Operations

Staff decision making is by consensus

Athelstone School Governing Council:

Is accountable to the Minister for developing, negotiating and meeting the objectives and targets of the School Improvement Plan by:

- ~ strategic planning and the allocation of resources
- ~ monitoring key indicators and level of client satisfaction
- ~ reporting to the Department and the community

Is responsible for local policy development within broad DECD frameworks (eg. curriculum and program initiatives)

Participates in the appointment of the Principal

Has employer responsibility for staff employed by the Governing Council

The Governing Council consists of 15 members. The majority of members are parents/caregivers. There is 1 elected teaching staff representatives and the principal. Students attend as appropriate. The Governing Council may also co-opt other members as appropriate. All Council members are expected to be a member of at least one sub-committee. Council members are expected to attend all meetings of the sub-committees for which they are members.

Regular publications:

Athelstone School Newsletter (available online), class newsletters, student newspaper and term overviews. The School has a website and intranet site available for publication of information

11. Local Community

There is a strong sense of community identity. The current population consists of two parent working families, sole parent families and parents at home with young children.

There are a high percentage of Italian speaking families in the local community.

The community has high expectations for academic achievement as demonstrated through their keen monitoring of literacy programs and support for implementing information and communication technology programs.

Athelstone School has a high level of parental involvement in school activities and classroom programs.

Parents are also actively involved in the Governing Council. The Governing Council operates a number of sub-committees that meet regularly.

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|-----------------------------|---------------------|
| ~ Asset Management & Policy | ~ Parents & Friends |
| ~ Strategic Planning | ~ Finance |
| ~ Sport | ~ OSHC |

- Feeder schools/kindergartens
: The majority of children come from the Athelstone Pre School.
- Other local care and educational facilities
: Charles Campbell College, Norwood Morialta High School.
- Commercial/industrial and shopping facilities
: There is a local shopping centre within walking distance also medical, dental services, Post Office and Public Library.
- Other local facilities
: Athelstone School is in a beautiful location in the foothills between the Linear Park to the north and Morialta/Black Hill Conservation Parks to the south.
- Local Government body
: Campbelltown City Council.