



# SCHOOL CONTEXT STATEMENT

Updated: April 2019

**School number:** 0419

**School name:** Athelstone School

## School Profile:

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 can 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

Athelstone school is a local community school which prides itself on our achievements in sport (national volleyball champions) and music (ABODA gold medallist). We have a strong Italian program which as a recipient of an Innovative Language Program Grant looks to transform the teaching and learning of Italian through digital platforms.

Our curriculum programs focus on the rigorous development of explicitly taught literacy and numeracy skills balanced with a rich investigative play approach in the early years and future-focussed, fluency-based inquiry years 3-7.

We value STEM as a learning approach and have teachers who specialise in the delivery of digital technologies in their classrooms. We also value green time and in 2019 are redeveloping our playgrounds as outdoor learning environments.

## 1. General information

- School Principal name: Gyllian Godfrey
- Assistant Principal: Stephen Clarke (Wellbeing and Inclusion), Josh Farmer (Curriculum, Innovation and Pedagogy - Acting)
- Year of opening: Original school established 1868. 1966 Torrens building and 1968 Gorge Building.
- Postal Address: 8a Brookside Road, Athelstone SA 5076
- Location Address: 8 Brookside Road, Athelstone SA 5076
- DECD Region: Eastern Adelaide

- Geographical location – road distance from GPO (km): 12
- Telephone number: 08 8337 3300
- Fax Number: 08 833 70030
- School website address: <http://www.athelstone.sa.edu.au>
- School e-mail address: [dl.0419\\_info@schools.sa.edu.au](mailto:dl.0419_info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: NO
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 456

<b>AUGUST TOTALS</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
Reception	32	48	42	46	66	52	60
Year 1	23	39	34	43	50	63	57
Year 2	55	50	43	34	44	59	58
Year 3	47	36	46	43	42	44	58
Year 4	34	46	36	48	45	43	50
Year 5	44	33	47	36	57	45	44
Year 6	39	43	31	52	37	55	48
Year 7	46	33	35	40	29	42	44
<b>TOTAL</b>	<b>362</b>	<b>335</b>	<b>330</b>	<b>319</b>	<b>331</b>	<b>383</b>	<b>419</b>

2019 February total FTE	432
Enrolment Male FTE	237
Enrolment Female FTE	195
School Card Approvals (Persons)	49
NESB Total (Persons)	140
Aboriginal FTE Enrolment	3

- Student enrolment trends:
  - Enrolments are increasing with the need to create additional classes in consecutive years. This trend is anticipated to continue.
- Staffing numbers (as at February census):
  - 27 FTE
    - *Teacher Librarian + SSO*
    - *2 full time front office staff*
    - *1 GSE (31.75 hours)*
    - *Additional 50 permanent SSO hours (3)*
- Public transport access: Public transport routes operate along Gorge Road and Lower Athelstone Road. Both are within 2 streets walking distance.
- Special site arrangements: None

## 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.
- Student well-being programs: The school is currently redeveloping the wellbeing program, however restorative practices including the POOCH strategy are in place. Mindfulness and outdoor education are increasingly important for wellbeing and becoming a focus in the school. We partner with Family Zone for families to support families with cybersafety. We utilise the services of Grow Wellbeing to provide mental health support for students and families. Grow Up Smiling mobile dental services also visit the school.
- Student support offered: EALD, SSO support for students with verified disabilities and targeted literacy and numeracy intervention programs are operational.

Minilit and Maqlit has replaced Fountas and Pinnell Levelled Literacy Intervention Program. This caters for students in Years 1-7.

Maths intervention is provided by our specialist numeracy teacher.

The Literacy and Numeracy First program supports students in years 4 & 6 with higher band extension.

- Student management: Staff and the community aim to create a safe, caring and engaged learning community. Athelstone School's behaviour management policy is aligned to the Department for Education School Discipline Policy
- Student government: Students nominate themselves for school leadership through a written application to the leadership team. Students are selected, and student leader groups formed. In 2019 groups include Special Projects, Environment, Media/Logistics

and School Climate. There is an executive body of 4 students. A Student Representative Committee also meets regularly with 2 reps per class.

- Special programmes: All R-7 classes participate in programs with specialist teachers in Italian and Science with P.E run as a specialist subject R-7 and Performing Arts 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 'Gold' at the ABODA band festival in 2018 and our Choir an 'A' rating at the festival of music.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:
  - School Improvement Plan – outlines the directions 2019 – 2021. Goals include improving reading outcomes with a focus on phonological awareness in R-2, improving numeracy outcomes with a focus in multiplicative thinking in years 3-4 and improving reading and writing outcomes through a focus on oral language development. Each being supported by our leadership team, identified staff, a strong professional learning component and resource allocation
  - The Strategic Plan is being redeveloped, however the current plan provides direction in 4 key areas: Vision, Values and Culture, Quality Teaching and Learning (supported by the school improvement plan), Leadership and Governance and Resources and Environment.
- Recent key outcomes:
- Literacy
  - Stephen Graham pedagogy continues to be embedded within all classrooms during 2018. There is a staff commitment to whole school literacy agreements with consistent outcomes. The Literacy and Numeracy First grant provides us with resourcing to develop a more targeted approach, in particular with students in years 4 and 6. Data from NAPLAN Reading and PAT-R assessments were used to identify 3 groups of students; those achieving in the higher bands of NAPLAN and PAT-R, those just under and those not achieving the benchmarks. A staff member worked with these targeted groups and provided coaching in literacy development for the teachers. A Reciprocal Teaching approach was the strategy used whereby foundational reading skills are introduced through guided reading in addition to the use of scaffolded talk where students are encouraged to read, talk and think their way through the text. The explicit teaching of comprehension strategies for thinking about text was highly effective in improving students' understanding and engagement with reading, students responded positively to participating in dialogic conversations and the approach enhanced students' abilities to work together by sharing responsibility for the learning. Impact of the approach was seen through our ongoing collection of Running Records data where growth for all students was experienced and for some

significant growth occurred. Teachers have also engaged with trialling this as a classroom approach with similar impact. Reading in the early years was a focus for this year's school improvement plan with a more comprehensive response to intervention strategically applied across F-2. This involved targeted early years support from a teacher, training of key literacy teachers and SSOs in the evidence-based minilit program and the piloting of the program with children identified under benchmark of the phonics screening check. 2018 was the first year of the check and was successfully implemented in the school by Year 1 teachers in September. Teachers were able to competently administer the screen and enjoyed the process. The results validated the need for the introduction of the minilit program and some resourcing to be directed into the purchase of decodable readers for reception children.

- Numeracy
  - The successful integration of the proficiencies to underpin the teaching of mathematic has continued. Interrogation of NAPLAN and PAT-M data through 2017 suggested trends in misconceptions that have been addressed through engaging Tierney Kennedy and the team at Back to Front Maths to support teachers to develop pedagogy that identifies and provides steps to address these misconceptions. As a result, staff over the course of the year have engaged in a program of learning across two pupil free days and two mentoring days in the classroom. This work has informed a review of our whole school mathematics agreement. A similar approach was also taken into mathematics as it was with literacy, outlined above. Students identified in the higher bands, just below the higher bands and below benchmark, in years 4 and 6, engaged in learning with our numeracy teacher with a focus on problem-solving and reasoning (identified as weaker areas of the NAPLAN and PAT-M assessments. Growth between 2017 PAT-M results and 2018 PAT-M results varied but with the majority experiencing high rates of growth. Tasks were designed to intellectually stretch the thinking and a mindset developed that supports the process of applying mathematical knowledge and skills rather than a race to the correct answer. The numeracy teacher has also engaged with the mentoring of staff.

## 4. Curriculum

- Subject offerings: We teach the content of the Australian Curriculum R-7 (8 Learning Areas) and use the Teaching for Effective Learning Framework to support this. Specialist classes operate for Italian, science, PE and performing arts (R-2). The early years classes are piloting Walker Learning approaches and all teachers are shifting towards a balance between explicit instruction and student-centred inquiry.
- 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 Assistant Principal Wellbeing & Inclusion 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.

- Teaching methodology:

- Teachers use an extensive range of teaching methodologies incorporating solution fluency, higher order thinking skills, collaborative learning, information technologies, differentiated curriculum and experiential learning opportunities. 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.
- Student assessment procedures and reporting
  - learning achievement is assessed and reporting is against the Achievement Standards of the Australian Curriculum.
  - ongoing reporting of growth and achievement to parents is provided through data collection and analysis, diagnostic assessment, annotated work samples, Year 7 expo and interviews.
  - parents can 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.

## 5. Sporting Activities

- An R-7 Sports Day is held annually. This event is one of the highlights on the school calendar. Many Year 4-7 students represent the school at several 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. The Department for Education provides a Water Safety Education program for R-5 students annually for one week. Year 6/7 students undertake the Department for Education Aquatics Program.

## 6. Other Co-Curricular Activities

- 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
- SRC / Student Leaders
- SAPSASA events
- End of Year Concert

## 7. Staff (and their welfare)

- Staff profile: Staff work in R-7 teams as well as year level teams. 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, Assistant Principal – curriculum, innovation and pedagogy and Assistant Principal – wellbeing and inclusion.
- 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 structured with professional learning and PLCs.
- Performance Development
  - Performance development involves all staff, (teaching and SSO), and is coordinated by the Principal. Performance development programs work to support individual staff and teams to identify areas for celebration and improvement. Staff meet individually with their line manager in at 6 monthly intervals.
- 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

### Buildings and grounds

- 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 work 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.
- Heating and cooling: All teaching and learning areas are fitted with heating and cooling

### Specialist facilities and equipment

- Resource centre
- Specialist language classrooms
- Specialist Science room
- Computer Suite
- Shared ipads and chromebooks
- School wide internet access

### Student facilities

- student facilities – lunches are provided by the local Bakery 3 days a week.
- Staff facilities
- Access for students and staff with disabilities: There is a designated parking spot

## 10. School Operations

- Decision making structures
  - The school is governed by the Athelstone School Governing Council. The Council is made up of 14 parent parent representatives, the principal and 2 staff representatives. There are 4 sub-committees – Finance, Out of School Hours Care (OSHC), Asset and Policy, Parents and Friends, Strategic Planning and After-school sport.
  - A decision-making policy facilitates whole staff decision-making
- Regular publications
  - The school newsletter is published fortnightly. The school information handbook is updated annually.
- Other communication: School to home communication is via Sentral and Seesaw is the platform used for classroom to home communication.
- School financial position: Good
- Special funding: 3 year Innovative Language Program Grant

## 11. Local Community

- General characteristics
  - Athelstone School sits within the Campbelltown City Council area. There is a population of 51, 165 people. The City is characterised by a strong multicultural mix, including the highest proportion of Italian born people in the metropolitan area and a considerable proportion of new arrivals from Asian and African countries. Healthcare, education, construction and retail are the main source of employment for residents.
- Parent and community involvement: There is an active Parents and Friends committee that organises whole school events and fundraisers across the year. Parents are welcome volunteers in our school, supporting the teaching and learning programs in many ways.
- Feeder or destination schools
  - Athelstone Pre-School is our main feeder kindergarten with many of our students heading to Charles Campbell College on the completion of Year 7.

- Other local care and educational facilities
- Commercial/industrial and shopping facilities: Athelstone Shopping Centre, Gorge Road
- Other local facilities: The ARC recreation centre
- Availability of staff housing: NA
- Accessibility: Athelstone is accessible to the CBD of Adelaide via main roads and public transport. The linear path along the Torrens River runs through the CBD to Henley Beach.
- Local Government body: Campbelltown City Council