



SCHOOL CONTEXT STATEMENT Updated: 2022

School number: 0419

School name: Athelstone School

School Profile:

Our vision encompasses the themes of ‘one team’, ‘achieving the extraordinary together’, and ‘world class education’. We aim to become an exemplary, interdependent and compassionate learning community, where expectations are high and achievements extraordinary.

Our mission is to create a safe and challenging environment where all learners can develop higher order thinking skills and develop the knowledge, deep understandings and personal qualities necessary to flourish and succeed in life and work in the 21st century.

We are defined by our values of respect, integrity, excellence and responsibility.

Athelstone School is a local community school that prides itself on our achievements in sport (national volleyball champions 2019, 2020) and music (ABODA gold medallist band). We have a well-established, innovative Italian program using virtual reality. Our extra-curricular programs include our Robotica Club, Chess Club and Verde (environmental team). Student leaders support the school in logistics, media and technology, environment, library service and school climate. We support a strong focus on wellbeing through the areas of community, culture, learning environments and policies and practices. The wellbeing team at Athelstone School consists of a Wellbeing and Inclusion leader, our pastoral care worker and a mental health social worker from Grow Wellbeing.

Our academic focus is built on innovative practices that are future-focussed, evidence-based, deliberately practiced and measure what matters. Our reading instruction is based on science of reading approached using the Little Learners Love Literacy reading for whole class reading, spelling and writing (R-2), supported by minilit and maqlit intervention for students who require it. Mathematics instruction is framed through Natural Maths and Back to Front Maths pedagogies, supported by Top Ten Maths resources R-2 and Department for Education Curriculum Units of Work years 4-6. A knowledge-based curriculum focus with explicit direct instruction is strongly encouraged.

Play-based pedagogies R-2 are developed through Walker Learning approaches and 3-6 inquiry based learning is promoted through future-focussed inquiry processes developed by Lee Watanabe-Crockett.

Outdoor learning is highly valued at Athelstone School with a well-resourced kitchen garden, nature play zone and wifi connected outdoor classroom space. We are pleased to welcome the Gums Landcare Group to our site with their landcare nursery.

1. General information

- School Principal: Gyllian Godfrey
- Assistant Principal:
 - David DeBoer – innovation and curriculum
- Student wellbeing leader
 - Dave Remfry
- Year of opening: original school established 1868. 1966 Torrens Building and 1968 Gorge Building
- Postal Address: 8 Brookside Road, Athelstone SA 5076
- Location Address: 8 Brookside Road, Athelstone SA 5076
- Department for Education Region: Eastern Adelaide, Felixstow 2, Campbell Partnership
- Geographical location – ie road distance from GPO (km): 12
- Telephone number: 8337 3300
- Fax Number: 8337 0030
- School website address: <https://athelstone.sa.edu.au>
- School e-mail address: 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: 400

	2018	2019	2020	2021	2022*
Reception	60	71	64	49	60
Year 1	57	62	70	59	47
Year 2	58	65	59	68	58
Year 3	58	63	64	56	68
Year 4	50	57	55	63	54
Year 5	44	49	57	56	59
Year 6	48	47	50	59	59

Year 7	44	42	30	41	-
TOTAL	419	456	449	451	402

2022 Breakdown

FTE – February Census	402
FTE - Male	209
FTE Female	193
Percentage of Students on School Card	9%
Percentage of Non-English Speaking Background Students	15%
Number of Aboriginal students	2

Student enrolment trends: Enrolments are relatively stable however with the double cohort shift to high school at the end of 2021; our 2022 enrolment figure is lower, but as predicted.

Staffing numbers (as at February census):

- 21.1 FTE (10.1 ongoing, 18.1 temporary, 3.0 tenured) includes 1.0 teacher librarian
- SSO hours are equivalent to 214 hours per week for front office administration, literacy intervention and student support.
- 1 GSE (31.7 hours)

Public transport access: A number of bus services operate from the CBD or Paradise Interchange, stopping at stop 34 on Groge Road, or stop 41 or 42 on Lower Athelstone Road.

Special site arrangements: The Gums Landcare Group operates their landcare nursery from our site.

2. Students (and their welfare)

- General characteristics: Students are very responsive to learning programs and willing to be stretched in their learning. The community is supportive of the school and parents have high expectations for their children.
- Student well-being programs: the student wellbeing leader supports the school's wellbeing programs with students accessing social programs such as *What's the Buzz?* and *Play is the Way*. In 2022, we begin working

with restorative practices across the school. We participate in Bullying! No Way day to raise the profile of a kindness culture to reduce incidents of bullying. A Pastoral Care Worker also provides student and family support for approximately 14 hours per week. Grow Wellbeing are available to provide mental health support for students and families. The Australian Dental Foundation provides a mobile dental service to the school.

- Student support offered: EALD, SSO support for students with verified disabilities and targeted literacy and numeracy (minilit, maqlit and Quicksmart) intervention programs are in place.

The Literacy and Numeracy First program supports the early identification of reading and numeracy difficulties and provision of early intervention programs.

- 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 with a focus on restorative practices.
- 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 2022, the groups include Media and Technology, Environment, Special Projects, School Climate and Student Safety, Logistics and Library Monitors. These students perform a range of leadership duties attached to each portfolio. Each class also nominates 2 representatives to the SRC which meet fortnightly to contribute to school matters.
- Special programmes: All R-6 classes participate in programs with specialist teachers in Italian and Science with PE run as a specialist subject R-6 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 silver medal at the ABODA festival in 2021 and our Choir an A+ rating for the Festival of Music. The end of year performance is our opportunity to share the performing arts talents of students.

3. Key School Policies

SIP 2022-2024

The School Improvement Plan includes targets in literacy and numeracy that centre on increasing students achieving in the higher bands of NAPLAN in the areas of reading, writing and numeracy.

- Recent key outcomes:

Across years 3, 5 & 7 2021 NAPLAN the number of students in higher bands increased by 2% in both reading and numeracy. The biggest improvement was in year 7 achievement with higher bands achievement improved by 13% in both reading and numeracy. Increases in year 3

reading and year 7 reading, and in year 5 and 7 numeracy has occurred. Students attained improvements in higher band achievements in writing in years 5 and 7.

In the early years 92% of students achieved above SEA on running records at the September collection. Year 1s achieved at 72%, which is 11% lower than the previous year however this is a cohort significantly impacted by COVID-19 disruptions in 2020. This was also evident in the significantly lower result in the phonics screening check with 65% achieving SEA compared with 90% the previous year.

We are seeing significant improvements in early years literacy progress since the introduction of Little Learners Love Literacy and early identification of students for intervention using DIBELS benchmarking 3 times per year.

4. Curriculum

- Subject offerings: We teach the content of the Australian Curriculum R-6 (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 teach with Walker Learning approaches with all teachers using a balance of explicit instruction and student-centred inquiry. Little Learners Love Literacy provides for reading, spelling and writing in the early years and Top 10 maths for mathematics. Students in years 3-6 are taught using the Department for Education curriculum units for English and Maths.
- Special needs:
Students with disabilities are supported in mainstream classes to achieve One-plan goals. Students of non-English speaking backgrounds are withdrawn in small groups to access English as an additional language/dialect support.
- Special curriculum features:
Italian continues to represent the surrounding community and the strong Italian heritage within the local area.
- Teaching methodology:
Classes are organised in composite groupings except for reception. This composite mix supports the range of learning needs within the cohort. Students in R-2 have access to iPads to support learning, primarily reinforcement of literacy and numeracy skills, or recording learning for Seesaw. ICT infra structure is supported by IPAU 2 days per week. Students in year levels 3-6 have access to Chromebooks. SSOs support students either in a 1:1 ratio or in small groups, dependent on need. Teachers have access to laptops and SMART Notebook software to develop their teaching and learning materials.
Student assessment procedures and reporting

Teachers are able to provide informal feedback to parents/caregivers on request. An acquaintance night is scheduled at the beginning of the year for meeting teachers and other parents of the new class. Formal parent/teacher interviews are scheduled for the end of term 1 and beginning of term 3. Written reports are sent home to families at the end of term 2 and 4.

5. Sporting Activities

- An R-6 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-6 students annually for one week. Year 6 students can also undertake the Department for Education Aquatics Program.

6. Other Co-Curricular Activities

- *Instrumental Music Programs*
- *Gala Evening*
- *R-6 Assemblies*
- *Year 6 Expo*
- *School Band*
- *Festival of Music Choir*
- *Footsteps*
- *Robotica*
- *Transition Programs*
- *Special Visiting Performers*
- *Coaching Clinics*
- *SRC / Student Leaders*
- *Verde Group*
- *SAPSASA events*

- *End of Year Performance*

7. Staff (and their welfare)

- Staff profile: Staff work in year level teams and R-6 working groups. 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 the student wellbeing leader.
- Staff support systems: Staff work in three levels of schooling groups R, 1-2, 3-4 and 5-6. 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-6 Staff Meetings are structured with professional learning, PLCs and working groups.
- Performance Management: Performance development programs work to support individual staff and teams to identify areas for celebration and improvement. Staff meet individually with their line manager at 6 monthly intervals.
- Staff utilisation policies:
School support staff are involved in supporting students with special needs, classroom support, Resource Centre facilitation, receptionist duties and clerical and finance administration. Tier 2 salaries are used to provide individual or small group support to students. Ancillary staff provide clerical to the school as well as additional curriculum support for individual students on a One-Plan. All staff are encouraged to share their knowledge and expertise and to develop new skills through undertaking different roles and responsibilities where possible.
- Access to special staff:
Athelstone School follows the agreed Department processes for referring students for additional support. The IESP Lead teacher in consultation with the Principal manages this. Department for Education provide support services including Speech Pathology, Educational Psychologist, Attendance Counsellor, Behaviour Coach and Special Educator. Students who have been assessed and approved for additional support receive a One-Plan developed collaboratively with the class teacher, parents/caregivers and specialist support staff. The school works with a range of other interagency supports including Autism SA, and Grow Wellbeing. Many students access NDIS funding and receive ongoing specialist support from Occupational and Speech Therapy, Behaviour Coaches, Physiotherapy and Psychology on-site as negotiated.

8. Incentives, support and award conditions for Staff

Staff access Department for Education policies in regards to working conditions and awards

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. It is currently used as our specialist science facility and shared with OSHC for before and after school care and vacation care.
 - A hall was completed in 2003 and supports the school sports programs
 - Resource centre
 - Administration area and staffroom
 - The school has a curriculum and administration network. All computers have Internet access and interactive whiteboards are in all classrooms. A WiFi system is in operation across the site.
- Heating and cooling:

Reverse cycle split systems are operational in all learning spaces except the hall that is fitted with evaporative cooling and gas heating.
- Specialist facilities and equipment
 - Resource Centre
 - Specialist language classrooms
 - Specialist science room
 - Specialist literacy intervention room
 - Shared ipads and chromebooks
 - Outdoor classroom
 - Kitchen Garden

- Student facilities
 - Student facilities – lunches are provided by the local Bakery 3 days a week
- Staff facilities
 - There are two staffrooms, one in each main building.
 - There are a range of other rooms that are available for staff to meet
- Access for students and staff with disabilities
 - There is a designated parking spot in the main carpark and a toilet in the front office
- Access to bus transport
 - Adelaide Metro
 - Hire buses
 - Campbelltown Council Community Bus

10. School Operations

- Decision making structures: the Athelstone School Governing Council governs the school. The Council consists of 14 parent representatives, the principal and 2 staff representatives. There are four sub-committees – Finance, Out of School Hours Care (OSHC), Asset, Strategy and Policy, Parents and Friends, After-School Sports. Governing Council and sub-committees meet twice per term.
- A decision-making policy facilitates whole staff decision-making.
- Regular publications: The school newsletter is published fortnightly and is distributed and made available electronically. The school information handbook is updated annually.
- Other communication: School to home communication is via EdSmart/Seesaw and Seesaw is the platform used for classroom to home communication.
- School financial position: Good with favourable auditor reports each year. The budget is developed and maintained in line with Department financial guidelines.

11. Local Community

- General characteristics

Athelstone School sits within the Campbelltown City Council area. There is a population of 53,682 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

An active Parents and Friends committee organises whole school events and fundraisers across the year. Parents are welcome volunteers in our school, supporting the teaching and learning programs in a range of 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 6

- 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