



SCHOOL CONTEXT STATEMENT Updated: 2025

School number: 0419

School name: Athelstone School

School Profile:

Athelstone School is a highly regarded, reception to year 6 school of approximately 350 students. It is a category 7 school, with a culturally and socially diverse cohort. The school has a strong sense of community with a focus on the values of respect, integrity, excellence and responsibility. The school is situated close to Athelstone facilities including local businesses and the Athelstone Football Club.

The academic focus of the school is built on innovative practices that are future-focussed, evidence-based, and data-informed. Reading instruction is based on the science of reading using a structured synthetic phonics and morphology program for whole class reading and spelling. Mathematics instruction is framed through Natural Maths and Back to Front Maths pedagogies. A knowledge-based curriculum focus with explicit direct instruction is strongly encouraged.

Outdoor learning is highly valued at Athelstone School with a well-resourced kitchen garden, nature play space and a wifi connected outdoor classroom space. The school also hosts the Gums Landcare Group to our site with their landcare nursery.

1. General information

- School Principal: Michael Cain
- Assistant Principal: Kate Harvey
- Student Wellbeing Leader: Dave Remfry
- Year of opening: original school established 1868 (1966 Torrens Building constructed in 1966 and Gorge Building in 1968)
- 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
- 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: 346

	2022	2023	2024	2025
Reception	60	45	53	45
Year 1	47	60	43	35
Year 2	58	48	56	44
Year 3	68	56	50	57
Year 4	54	65	53	50
Year 5	59	50	60	51
Year 6	59	53	43	61
TOTAL	402	377	358	346

2025 Breakdown

FTE – February Census	346
FTE - Male	176
FTE Female	170
Percentage of Students on School Card	10%
Percentage of Non-English Speaking Background Students	8%
Number of Aboriginal students	3

Student enrolment trends: Enrolments have stabilised in recent years.

Staffing numbers (as at February census):

- *21.4 FTE (13.8 ongoing, 7.6 temporary)*
- *SSO hours are equivalent to 178 hours per week for front office administration, literacy/numeracy intervention and student support.*
- *1 GSE (15 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: We are a category 7 school. The student population reflects the cultural and social diversity of the community with a number of cultures represented. 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?*. We are a restorative school and approach conflict as an opportunity to learn. A Pastoral Care Worker provides student and family support. Grow Wellbeing provide mental health support for students and families through an onsite social worker. The Australian Dental Foundation provides a mobile dental service to the school.
- Student support offered: EALD, SSO support for students with disabilities and targeted literacy and numeracy intervention programs are in place. Early identification of reading and numeracy difficulties through DIBELS screening processes and numeracy diagnostic assessments support the 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 aligns 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. 4 students are selected as school leaders. Other students are assigned to leadership portfolios. These students perform a range of leadership duties attached to each portfolio as well as participate in leadership growth sessions. Each class also nominate 2 representatives to the SRC which meet regularly to contribute student voice to school matters.
- Special programmes: All R-6 classes participate in programs with specialist teachers in Italian, Science (STEM focus) Performing Arts and PE as specialist subjects. There is a strong Performing Arts culture at Athelstone with many students learning a musical instrument and participating in the school band. Gala Night and the end of year performance is our opportunity to share the performing arts achievements of students.

3. Key School Policies

Site Learning Plan

The School Learning Plan includes a focus on literacy and numeracy to increase the effective engagement of students in developing powerful learning capabilities and dispositions.

- Recent key outcomes:

Approximately 60% of year 1 students achieved the benchmark in the phonics screening check.

The implementation of a structured synthetic phonics program supports the development of student literacy. Staff are exploring the use of the Department for Education's Scope and Sequence for phonics and morphology. DIBELS screening 3 times per year provides data to inform the focus of teaching.

4. Curriculum

- Subject offerings: We teach the content of the Australian Curriculum R-6 (8 Learning Areas). Specialist classes operate for Italian, Science, PE and Performing Arts.

- 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 (EALD).

- Teaching methodology:

Classes are organised dependant on enrolment numbers and can be a mix of single year levels and composite year level classes. 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. ICT infra structure is supported by the Department 2 days per week. Students in year 3-6 have access to Chromebooks. SSOs support students either individually 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. Written reports are sent home to families at the end of term 2 and 4. A Celebration of Learning event is scheduled towards the end of term 3.

5. Sporting Activities

- An R-6 Sports Day is held annually. This event is one of the highlights on the school calendar. Year 4-6 students can 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. Students are eligible to play in the school sports teams in the year that they turn 8. The Department highly recommends and subsidises a Water Safety Education program for R-6 students annually for one week. Year 6 students also undertake the Department for Education Aquatics Program.

6. Other Co-Curricular Activities

- *Instrumental Music Programs*
- *Gala Evening*
- *R-6 Assemblies*
- *School Band*
- *Festival of Music Choir*
- *Transition to school and high school programs*
- *Visiting Performers*
- *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 Professional Learning Communities. 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 of the Principal, the Assistant Principal and the Student Wellbeing Leader.
- Staff support systems: Staff work in three levels of schooling groups (EY, PY and MY). The school has an established Grievance and Harassment Procedures and a staff meeting decision-making process. These procedures are reviewed regularly. R-6 staff meetings are structured with professional learning, PLCs and curriculum development in teams.

- 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, library facilitation, receptionist duties and clerical and finance administration. Tier 2 salaries are used to provide individual or small group support to students. 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 Assistant Principal in consultation with the Principal manages this. The Department provides support services including Speech Pathology, Educational Psychologist, Behaviour Educator and Inclusive 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 a general learning area and is 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, including our outdoor learning space.
- 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
 - Library
 - Specialist language classroom
 - Specialist Science/STEM room
 - Literacy intervention room
 - Shared ipads and chromebooks
 - Outdoor classroom
 - Kitchen Garden
- Student facilities
 - Student facilities – lunches are provided by the local Bakery 5 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 are two designated parking places 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 13 parent representatives, the principal and 2 staff representatives. There are five sub-committees – Finance, Out of School Hours Care (OSHC), Education, After School Sport and Community Engagement. Governing Council and sub-committees meet twice per term.
- Regular publications: The school newsletter is published three times a term and is distributed electronically. The school information handbook is updated annually.
- Other communication: School to home communication is via EdSmart and FROG 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 sites within the Campbelltown City Council area. The City is characterised by a strong multicultural mix. Healthcare, education, construction and retail are the main source of employment for residents.
- Parent and community involvement
An active Community Engagement committee organises whole school events and fundraisers across the year. Parents facilitate after school sport.
- Feeder or destination schools
Athelstone Pre-School is our main feeder kindergarten with many of our students attending 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.
- 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