

SCHOOL CONTEXT STATEMENT

Updated: 6.06.06

School number: 0151/1260

School name: Glenelg School

1. General information

Part A

School name	: GLENELG SCHOOL	Courier	: South West
School No.	: 0151/1260		
Principal	: Ms. Lyn Langeluddecke		
Postal Address	: Diagonal Road, Glenelg East 5045		
Location Address	: Diagonal Road, Glenelg East 5045		
District	: Metro South West		
Distance from GPO	: 9 kms	Phone No.	: 08 82953943
CPC attached	: NO	Fax No.	: 08 82952390

		2003	2004	2005	2006
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	43.0	53.0	52.0	56.0
	Year 1	69.0	60.0	65.0	76.0
	Year 2	62.0	70.0	61.0	64.0
	Year 3	70.0	68.0	71.0	69.0
	Year 4	77.0	70.0	66.0	68.0
	Year 5	66.0	76.0	66.0	74.0
	Year 6	95.0	66.0	73.0	65.0
	Year 7	87.0	92.0	78.0	77.0
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12				
	Year 12 plus				
TOTAL	549				
July total FTE Enrolment			425.3	359.0	
	Male FTE	211.3	211.0	207.0	
	Female FTE	214.0	191.0	183.0	
School Card Approvals (Persons)			104	115	98
NESB Total (Persons)		48	39	49	
Aboriginal FTE Enrolment		1.0			2

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

- **Deputy Principal's** are Ashley Christie-Ling (R-3) and Paul Ferors (4-7)
- **School e-mail address**
:admin@glenelgsr7.sa.edu.au
- **Staffing numbers**
:Primary 18.25, Junior Primary 11.45
- **Partnerships 21 status**
:Joined October 2000
- **OSHC**
:Daily 7.00am until 8.30am, 3.15pm until 6.00pm, Vacation Care is provided during holidays and school closure days.
- **Enrolment trends**
:Growing in Reception enrolments and in transfers from other schools.
- **Special arrangements**
:The Junior Primary and Primary Schools amalgamated at the start of 2004 with a new model of leadership encompassing principal (PCO5) and two Heads of School (PC02) with full time admin. responsibilities. The school is resourced as two schools centrally but operates as one site (and one global budget) The school is recognised as Glenelg School (R-7).
For 2006 there are three Coordinators (Level 2), one in ICT (first year of three year tenure), one in student Health and Well-Being (2nd. year of three year tenure) and one in Early Years (2nd year of three year tenure)
- **Year of opening**
:1876. Moved to its current site in 1881. The school will celebrate its 125 birthday this year.
- **Public transport access**
:Glenelg tram and Trans Adelaide services.

2. Students (and their welfare)

- **General characteristics**
:The student population is mainly of Anglo Saxon origin. 6% of the school population is of NESB. 30% of students are School Card holders.
- **Pastoral Care programs**
:The school has a strong focus on emotional and social intelligence. A range of programs have been introduced, including values education, boys and relationships, protective behaviours/child protection, peer mediation, anti-bullying/harassment, social skills and lunchtime activities. These programs

support the school's behaviour development policy. During term 1 Year 6/7 students are trained in peer mediation. Staff are required to explicitly teach and develop values, social and work skills with students. We have developed a values program across the school and all staff are implementing Program Achieve. Staff use the "You Can Do It" program, Friendly Kids/Friendly classrooms as resources for social and emotional skills. Tolerant/caring attitudes towards all children are fostered throughout the school nurturing a strong sense of 'community'.

- **Support offered**

: Phonological Awareness, an adapted version of Reading Recovery (WRAP) and coordination programs are implemented as early intervention strategies. Trained SSOs, mainly in areas of literacy, numeracy and social skills provide small group and individual programs. Class teachers are allocated SSO time to support groups of children in class during literacy and numeracy lessons. Cross-age tutoring and buddy classes operate. Students are encouraged to enter competitions in English, Mathematics, Computing and Science.

A School Chaplain is on site 10 hours per week. 0.6 ESL support is provided for ESL students and .6 is provided for a Special Education teacher to work with NEP students.

- **Student management:**

: A school-wide behaviour development policy is adopted for classrooms and the yard. The school's policy is based on values of fairness, responsibility and respect and incorporates the capabilities within Program Achieve and restorative practices. Adoption of the school's values and Program Achieve/restorative practices by staff, students and parents is of high priority. Class programs provide support and the development of skills for students to take personal responsibility and ownership of their behaviour and make positive choices as a result. Staff develop class codes of behaviour, incentive programs and explicitly teach and develop social/emotional skills. Class cultures focus on positive aspects of student's behaviour. The STEP system is in place to support extreme inappropriate behaviour both in the yard and class. Intensive T&D in looking at educative ways to manage behaviour are in place. (Based around John Joseph, Randall Clinch, STEP, Reframe/Rethink model and restorative practices etc).

- **Student governance**

Forums operate across 3-7 with students working in small groups aligned to school priorities. All JP classes are aligned to a Forum and link together for part of the meeting. A primary and junior primary executive group meets fortnightly and comprises of Forum leaders. Class meetings are an integral part of school decision-making and all classes have procedures in place for operating these (parking lot/agendas, shared roles).

- **Special programmes**

: Cross age tutoring, buddy classes, "Funtastics", special assistance programs for students identified as being 'at risk' in Literacy and Numeracy,

R-7 sporting clinics, 3-7 sporting teams, SAPSASA involvement, festival choir, instrumental music and private music lessons are all available during the school day.

3. Key School Policies

Glenelg School provides quality learning for life, by working with children to confidently:

- Become life long learners with inquiring minds.
- Be able to work independently and collaboratively.
- Continue to develop technological skills.
- Set personal goals to achieve highest quality work across the curriculum.
- Live the school values (fairness, respect, responsibility).
- Develop life skills enabling flexibility and adaptability for the future.

We believe that each child will succeed through experiencing quality in:

- A stimulating and enriching learning environment.
- An enhancing program of extra curricula experiences.
- Relevant, varied and accessible learning resources.
- An ethos of support, challenge and encouragement to succeed.
- Positive learning partnerships between the school, home and community.
- Facilities which are safe, appropriate and innovative

Glenelg School:

- Promotes an active and ongoing partnership with parents and the community.
- Maximises the use of neighbouring and nearby community resources
- Focuses on improving outcomes for all students.
- Is at the forefront of education with ongoing professional development of a highly dedicated and skilled staff.
- Is heavily involved in a number of innovative programs including Quality Teacher Program, LTI program and Learning to Learn.
- Provides specialist support to ensure each student is catered for. Individual intelligences and preferred learning styles are recognised.
- An excellent OSHC program caters for students R-7.
- Teaching areas are well equipped.
- Allows students substantial access to learning technologies with computers and multi-media fully integrated across all curriculum areas at all year levels.
- Provides a comprehensive curriculum.

Our Site Plan strongly emphasises:

- Literacy and numeracy skills
- Information communication technologies
- Engagement and Thinking skills, and

- Student health and well being.

Year level **learning teams** operate and meet regularly for professional development aligned to the school's priorities. Whole school/needs based training is provided as well as optional T&D utilising flexible hours. The School Improvement Committee (SIMC) manages the overall implementation of the school's training programs and Site Plan. This committee has representation across all sectors of the school.

Areas of study:

- Our school offers instruction for all students in the eight areas of study.
- English/Literacy has had a major focus and will continue to be monitored in forthcoming years. Significant priorities have been identified for improvement.
- Mathematics/Numeracy will have a major focus in 2007 with all staff undertaking First steps Numeracy.
- Learning Technologies are identified as ongoing improvement priority. Much has already been achieved in this area. A Coordinator and technician work with the ICT committee to manage ICT improvements across the school.
- The emotional and social health and well being of students is a major focus this year. Program Achieve and Restorative practices are being implemented across the school with teachers implementing weekly lessons.
- Developing enterprise/key competency skills, drug education and healthy eating behaviours is a priority for continuation this year. Work is well underway in these areas.
- Teachers use Higher Order Thinking Skills (HOTS) methodology in their class programs. This will continue to be a focus across the school.
- We have been involved with the Drug Strategy and Social Inclusion research project with staff developing and teaching units of work on caffeine and gender during 2005 and this year having a focus on alcohol. Our school joined the Early Years QTP project and researched aspects of writing during term 4 2004.
- Through our continuing involvement in the Learning to Learn project, we are developing deeper understandings of reculturalising the learning to increase engagement and well being for all students. We are in our second year of the project with staff involved in L2L training programs. Each team is presenting their learning through state workshops this year

- **Assessment and Reporting**

:Written reports, student workbooks, student led conferences, open evenings and acquaintance sessions are all valued ways of reporting to parents.

Ongoing monitoring of student progress occurs through spelling and reading age tests, Marie Clay testing, Phonological Awareness and Jolly Phonics/Letterland programs, running records, reading recovery levels, LaN tests and diagnostic information collected by teacher on an ongoing basis.

- **Student support**

:SSOs provide both class and student support.

Intervention on a one to one or in small groups is provided through both withdrawal and in class support each week. Literacy support programs utilise the LISP method and are managed through our Special education teacher (.6). Other programs include Jolly Phonics, Letterland, and Phonological awareness, Fun & Games, speech and hearing.

- **Parent involvement**

:Parents are encouraged as partners in their child's schooling. They participate in a variety of ways: class support, excursions, library work, and canteen, making games, tutoring students, sport, coaching, computer studies and music.

They participate in decision-making through the Governing Council, Working Parties, Parents & Friends and other forums and committees.

4. Curriculum

- **Subject offerings**

:The eight areas of the curriculum are provided with all staff planning and assessing with SACSA. NIT areas include: one hour of Japanese - Reception to Year 7. Music, dance and drama (performing arts) to all R-7/one hour per week. Health/Drug ed and technology are provided through NIT in 5 week blocks. Resource based learning is provided by teacher librarians (1.4). Peer support and crossage tutoring programs are in place. All students are involved with swimming or aquatics classes each year.

- **Special needs**

:Students with identified learning difficulties and those with Negotiated Education Plans are tutored in individual and small group sessions by the Special Education teacher and trained SSOs. Around 60 hours of SSO time is allocated to support special needs programs. 0.5 ESL support across the schools. Bilingual SSOs are appointed for specified periods of time for students requiring specific language input, if they enrol in the schools with very limited command of English. A Coordination program operates three sessions a week (SSO support). Speech and hearing programs are provided by SSOs. Support services and agencies are utilised as needed.

- **Special curriculum features**

:The Junior Primary section has been involved in technology programs across the cluster involving out of hours T&D for preschool teachers; and with local preschools and childcare facilities in a Warri Parri Cluster initiative looking at SACSA common understandings.

In 2005 we introduced design, make and appraise sessions both as a NIT subject and through a team teaching situation. Our ICT Coordinator has taken on this role with extra release to develop the web site and other ICT projects across the school.

A broad range of SAPSASA activities are offered to students. A teacher/SSO is released to coordinate these.

Parents support private tutoring in music during the school day. Piano and guitar is provided.

DECS provide violin, viola and cello and a school orchestra.

Festival Choir is offered to students from Years 5-7. The music Branch provides free lessons in violin, chello and flute.

We are entering into the JRock Eisteddfod for the second year. This is coordinated by the Deputy and a dance teacher.

Year level groups organise assemblies and whole school assemblies are held twice a term. In-school performances are encouraged. All camps and excursions are considered an important part of the curriculum

- **Teaching methodology**

: Staff are supported in using a broad range of methodologies to cater for student needs. We are working towards teachers programs being student-centred with high levels of student participation and negotiation of learning goals. All classes are composite. Staff work in year level teams with team teaching and joint curriculum sharing and planning encouraged. The formation of learning teams has provided opportunities for teachers to identify common learning goals and support each other's development. SSOs are trained in intervention techniques and support individual and small groups of children through intervention programs and class literacy/numeracy programs. The school is well resourced with learning technology resources with access to a range of computing programs, digital cameras and other ICT resources. ICT curriculum support is provided through the Coordinator and technical support through a trained SSO. All students and staff have been allocated individual email addresses. The network runs on a Windows platform with at least one computer in each teaching area.

- **Assessment procedures and reporting**

:A common policy operates across the school.

:Teachers use a range of assessment practises that include observation, annotated work samples, conferencing and testing. All diagnostic information is used to inform programming.

Ongoing, continuous reporting processes are in place. Student reviews, the use of rubrics and matrices and greater use of student work/books used to showcase learning. Teachers use goal setting and self-monitoring practices to a greater degree. Other formal reporting processes are under review this year with the New Report. However, processes will include: an acquaintance session at the start of the year, three-way conferences at the end of term 1, open day visiting and a formal report at the end of terms 2 and 4. A further class visit to view workbooks and displays is planned for Term 3 where each student has an opportunity to showcase their learning to their family.

- **Joint programmes**

:Transition programs with local High Schools, Pre-school to school programs with local kindergartens, training and development programs across Warri Parri cluster. The Holdfast Cluster has a joint vision of working

together across sites to develop consistent practices and policies. A training and development-planning group meet regularly to coordinate joint activities. Networks have formed with reps from sites facilitating.

5. Sporting Activities

- Clinics presented by professional coaches from a variety of sports are held across the schools throughout the year. A Sports Day is held each year. Primary students are involved in a variety of SAPSASA competitions and are encouraged to try out for district selection. A Sports Sub Committee of the Governing Council, led by parents, oversees student participation in a variety of out of hours sports throughout the year and at different age levels.

6. Other Co-Curricular Activities

- **General**
:Children across the schools are encouraged to enrol in instrumental music lessons. Upper Primary Children have the opportunity to be involved in the SA Primary Schools Music Festival Choir. Students are encouraged to enter in Oliphant Science Awards, Westpac Maths Competition and other appropriate competitions. SHIP methodology is used widely across the schools.

7. Staff (and their welfare)

- **Staff profile**
Across the JP there are 16 female teaching staff. Across the Primary there are 14 female and 3 male teaching staff. There are two female leaders and one male. 12 SSOs are female and the groundsman male.
- **Leadership structure**
:In 2006 one Principal, two Deputy Principals and 3 Coordinators.
- **Staff support systems**
: The school operates in 3 year level groupings, (R-2, 3-5, 6/7). Cooperative teaching, year level meetings, SSO Meetings, School Improvement Planning Committee and PAC structures are in place. Staff have responsibility for curriculum/budget areas. A shared management plan exists with all staff responsible for sharing roles and responsibilities.
A Buddy system operates for new staff.
Regular performance management meetings are held. Written feedback is provided. Staff are encouraged to keep a learning log of their training goals and professional development programs. Support is provided for staff to undertake training programs both during the school day and in their own time.
Principal and Deputy Principal's are visible around the school and meet informally with staff, parents and students on a daily basis.

- **Staff utilisation policies**

: Tier 2 staff – JP - 0.2 Special Education, 0.41 FIR, 0.3 ESL. Primary - 0.4 Special Education, 0.76 FIR, 0.4 ESL. There is some subject specialisation and team teaching with in year level groupings.

SSO hours – JP 80.5 hours per week, Primary – 104.5 hours per week.

SSO duties are arranged across the two schools, student support including classroom support, individual and small group support for 'Students at Risk', Resource Centre, Administration, Finance, and Grounds. A common Administration area and one Resource Centre support staff, students and parents.

Teachers strengths are recognised and utilised in leadership positions across the school.

Teachers work cooperatively with colleagues, often sharing the curriculum load.

SSOs work across the school in either administrative positions or classroom support.

Professional Development is planned and organised by a group comprised of the Principals, Deputy Principals and Coordinators after consultation with staff. Relevant out of hours Training and Development to support staff learning in focus areas is offered by the Coordinators and external providers

- **Access to special staff**

:Instrumental Music, Speech Pathologists, Guidance Officers and a Chaplain.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**

:Glenelg JP and Glenelg PS are each allocated 1.0 placements.

- **Other**

:All teaching areas have whiteboards.

9. School Facilities

- **Buildings and grounds**

:The majority of the school is accommodated in a two storey brick building. A verandah was erected to provide shelter for the students moving to the hall and Resource Centre. On the eastern side of the library a solid roof was erected to provide shelter from the elements. The original Diagonal Road Building and the former Headmaster's house are local 'Heritage Listed'. A major upgrade of the Diagonal Rd. building took place in 2003. This building houses 4 classrooms, office space used by the Chaplain and a computer room. There is also a wet area, a kitchen area and a general purpose carpeted area. The kitchen area is used for parent and small

group discussion, instrumental music instruction and cooking. All these areas (except kitchen) are carpeted and air-conditioned. A verandah was erected outside the toilet area, and the existing pergola re-roofed. The old Headmaster's residence is used for Instrumental Music, Out of School Hours Care, Vacation Care and Canteen. Four transportable classrooms are used for NIT and reception classes. Yard facilities are very limited on this site. The school has access to the Glenelg Oval for class lessons and playtime. A major redevelopment of the two-storey building took place in early 2001. There is now a combined Resource Centre, upgraded Administration area and an enlarged staffroom.

- **Cooling**
:All teaching spaces except the hall have reverse cycle air conditioning.
- **Specialist facilities**
:A hall is used for a variety of activities. There are 3 computer rooms for use by classes. The Resource Centre also has a suite of computers which is used for resource-based learning during school hours and by the OSHC students after school. An amphitheatre and outdoor covered teaching space was developed a few years ago. Cricket nets are shared with Glenelg Cricket Club.
- **Student facilities**
:Canteen, covered playground, playground equipment has been replaced over the past few years, covered bench and table settings.
- **Staff facilities**
:A redeveloped office area and staff room were opened in April 2001. All staff have access to computers in classrooms. All have access to email.
- **Access for students and staff with disabilities**
:Access for disabled persons is difficult in many areas of the school.
- **Access to bus transport**
:A number of bus routes pass the school. The Glenelg tram is 5 minutes walk from the school.
- **Other**
:The Dental Clinic at Somerton Park provides a service to all students in the school. The clinic provides transport to and from the clinic twice a week.

10. School Operations

- **Decision making structures**
:The school has clearly outlined decision-making policy. Participatory decision-making is encouraged through team meetings, school improvement committee, PAC, SSO and leadership team structures, Governing Council, Parents and Friends and the SRC/Student exec. Staff, parent and student opinions are valued and acted upon. Regular feedback is sought from the community through newsletters and surveys.

The Governing Council began operating with a new structure in October 2000. Sub Committees in Education, Finance, Fundraising, Sports, Canteen, Uniform, Out Of School Hours Care and Grounds report to the Governing Council. Class meetings elect members to the R-2 Student Representative Council. Each Year 3 -7 student is a member of one of the 20 Student Forums. Each Student Forum elects a representative to attend the weekly Student Executive Meetings. Each classroom holds regular class meetings.

- **Regular publications**

:School newsletters are published and distributed every two weeks. A parent booklet is available for new and prospective parents. A staff handbook is available for all new staff on the school intranet. A bulletin is published each week and posted to individual staff email addresses with a hard copy placed in pigeonholes on a Monday morning. Daily messages are set up on the school's intranet and accessed from class areas daily.

- **Other communication**

: School Diaries/Communication Books and class newsletters are used for communication between home and school. A new framework for homework was introduced in the middle school in 2005 and across the primary years, this year. This incorporates the Ian Lillicoe grid and values homework and out of school sport and music programs. Messenger Press is used as a regular vehicle for school news. A staff white board for future planning is situated in the staff room. A community noticeboard is situated inside the Administration building.

- **School financial position**

:School fees for 2006 are \$265. The school's financial situation is sound. The school is well resourced with materials, well maintained to support each curriculum area and the computer upgrade is well underway with one computer per five students. ASSPA funds are sought for Aboriginal students. The school is operating a global budget under Partnerships21 and has greater flexibility in the management of resources. The major financial commitments are the hall loan repayment, upgrade of buildings/grounds and information technology hardware. Approximately 25% of students are eligible for School Card.

- **Special funding**

:Nil

11. Local Community

- **General characteristics**

:The community is largely Anglo-Saxon with English as the language spoken at home. There is an increasing number of single parent families. The school is within walking distance of the Glenelg beach and Jetty Road shopping and tourist precinct.

- **Parent and community involvement**
:The school encourages parent involvement and participation. Parents participate in classroom and whole school programs and activities. Governing Council Sub Committees include, Education, Finance, Fundraising, Asset Management, Out of School Hours Care, Uniform and Canteen. A well supported Parents and Friends Club meets monthly during the day and provides support to school initiatives and is a forum for parents to meet and develop networks.
- **Feeder schools**
:The students come from a number of different pre-school and childcare centres in the local area. The main feeder kindergartens are Dunbar Terrace Kindergarten and Somerton Park Kindergarten. Glenelg Schools feed into Brighton Secondary, William Light R-12, Seaview HS and Hamilton Secondary College.
- **Other local care and educational facilities**
:There are a number of private colleges and parish catholic schools in the vicinity of the school.
- **Commercial/industrial and shopping facilities**
:The school is located between the Jetty Road shopping precinct and the Westfield Marion complex.
- **Other local facilities**
:Local parks and beaches. We have a strong working relationship with the 3 local Rotary Clubs. We share facilities with Glenelg Football and Cricket Clubs.
- **Local Government body**
:The schools are located in the City of Holdfast Bay. The schools work closely with their representatives in areas of mutual interest.

12. Further Comments

- The promotion of Early Childhood philosophy and good practice is an important feature of the school.
- In 2005 22% of students transferring to the schools came from interstate or overseas.