

SCHOOL CONTEXT STATEMENT

Updated: 03/07

School Name: Grange Schools

School Numbers: 1779/0159

1. General Information

Part A

School name : GRANGE JUNIOR PRIMARY SCHOOL
 School No. : 1779 Courier : West Metro
 Principal : Mrs Maio
 Postal Address : 39A Jetty Street, Grange 5022
 Location Address : 39A Jetty Street, Grange 5022
 District : Metro West
 Distance from GPO : 10 kms Phone No. : 08 83532688
 CPC attached : NO Fax No. : 08 82351326

	2003	2004	2005	2006	2007
February FTE Enrolment					
Primary					
Special, N.A.P. Ungraded etc.					
Reception	55.0	57.0	65.0	47.0	46.0
Year 1	83.0	71.0	66.0	78.0	75.0
Year 2	75.0	76.0	71.0	75.0	75.0
Year 3					
Year 4					
Year 5					
Year 6					
Year 7					
Secondary					
Special, N.A.P. Ungraded etc.					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 12 plus					
TOTAL	213.0	204.0	202.0	200.0	196.0
July total FTE Enrolment	258.0	226.0	223.0	233.0	231
Male FTE	117.0	108.0	104.0	101.0	105.0
Female FTE	121.0	118.0	119.0	132.0	126.0
School Card Approvals (Persons)	52	54	50	38	31
NESB Total (Persons)	35	46	35	57	39
Aboriginal FTE Enrolment	4.0	5.0	2.0	3.0	3.0

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 A

Schoolname : GRANGE PRIMARY SCHOOL
 School No. : 0159
 Principal : Mrs Maio
 Postal Address : 39A Jetty Street, Grange 5022
 Location Address : 39A Jetty Street, Grange 5022
 District : Metro West
 Distance from GPO : 10 kms
 CPC attached : NO

Courier : West Metro

Phone No. : 08 83532688
 Fax No. : 08 82351326

		2003	2004	2005	2006	2007
February FTE Enrolment						
Primary	Special, N.A.P. Ungraded etc.					
	Reception					
	Year 1					
	Year 2					
	Year 3	80.0	77.0	78.0	77.0	79.0
	Year 4	67.0	78.0	75.0	87.0	79.0
	Year 5	86.0	67.0	77.0	78.0	82.0
	Year 6	87.0	82.0	66.0	85.0	82.0
Secondary	Year 7	55.0	83.0	77.0	65.0	79.0
	Special, N.A.P. Ungraded etc.					
	Year 8					
	Year 9					
	Year 10					
	Year 11					
TOTAL		375.0	387.0	373.0	392.0	401.0
July total FTE Enrolment		375.0	387.0	373.0	392.0	401.0
Male FTE		189.0	198.0	195.0	194.0	185.0
Female FTE		180.0	194.0	180.0	198.0	216.0
School Card Approvals (Persons)		102.0	95.0	95.0	84.0	85.0
NESB Total (Persons)		65.0	72.0	85.0	121.0	121.0
Aboriginal FTE Enrolment		8.0	8.0	9.0	11.0	11.0

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

- Head of School

:The School operates with one Principal and two Heads of School (R-3 and 4-7). These Heads of School are full time leaders.

Heads of School (Deputies) are:

Carol Koerner R-3 and Judy Anderson 4-7

There are three co-ordinators currently, one in Science and one in Maths/Numeracy. They have been appointed until the end of 2007. The third co-ordinator is in SHIP. Grange shares the SHIP co-ordinator across a cluster of five schools. The person in this position has been appointed until the end of 2009. During 2007 the school is advertising for a Maths/Numeracy Co-ordinator

and an E-Learning Co-ordinator, as these are the two priorities the community has decided the school will focus on for 2008 –2010.

School website address

www.grangesch.sa.edu.au

School e-mail address

principa@grangesch.sa.edu.au

Staffing entitlement

3-7 – 22.11, R-2 – 13.55 teaching component

There are 8 male and 48 female staff members.

- Local Management
:The school originally entered into Partnerships 21 in 2001 and is therefore extremely familiar with local school management.
- OSHC
:OSHC is provided from 6.30-8.30 am and 3.15-6.00 pm. Vacation Care activities are also provided.
- Enrolment trends
:Numbers have increased to the point of having to enforce our zone.
- Special arrangements
Grange Schools operate as one school with one Principal and two Heads of School. Grange is part of the Metro West District and belongs to the Tangara Cluster, which consists of Seaton High, West Port, Hendon and West Lakes Shores schools. The Cluster shares a SHIP Co-ordinator
- Year of opening
:1880. New School opened 1973.
- Public transport access
:The school is 14kms from Adelaide and is well served by direct and cross-suburb buses and a train connection.

2. Students (and their welfare)

- General characteristics
21% of students are supported by School Card, 22% of students are from non-English speaking backgrounds
- Support offered
Student Review Team – Responsible for overseeing and coordinating the needs of students with disabilities and specific learning difficulties, through a Successful Learners program, which is co-managed by Heads of School. Support is strategic with SSO, teacher and Head of School meeting every 10 weeks to set and review individual educational goals. ESL teachers are often involved in these meetings as well

- Student management
 - :Preventative and developmental approach to Student Behaviour Management based on values/virtues and a logical/restorative justice approach to consequences. Procedures include countering harassment processes, peer mediation, counselling and student active involvement in establishing class criteria for success based on class values, logical consequences and rewards.
- Student government
 - :All classes conduct class meetings. There are currently eight Student Voice committees, which meet weekly or fortnightly. They are:
 - Middle School
 - ICT
 - Well-being
 - Learning Piazza
 - Indigenous Students
 - Science
 - Environment
 - ESL
 - The structure, set up in 2000, enables students to be active participants and not recipients in the decision-making process. Participation in whole-school decision-making is an integral part of our school culture. Students attend Governing Council to table issues and ideas for decisions, similarly for Canteen sub-committee. This year we are working with R-2 students separately, to teach them the skills of being part of a meeting and how to have a voice.
- Special programs
 - Special programs include an effective Learning Assistance Program (LAP) coordinated by an SSO, Special Education, Early Intervention Programs for Literacy R-7, 'Successful Learners' and Cross Age Tutoring. There are also strong ESL and Peer Mediation programs. In 2007 a teacher is being released 0.2, to support the ongoing implementation of the Early Years Literacy Initiative Plan

3. Key School Policies

- Vision statement
 - :Working together to learn for now and the future in a challenging, diverse and nurturing environment
- Site learning Plan Priorities 2005-2007
 - Strategic Direction : Developing an optimistic, respectful and dynamic community of learners
 - To improve outcomes in mathematics and raise the level of numeracy
 - To extend scientific learning through inquiry
 - To enhance students' understanding, dispositions and capabilities to develop well-being
 - Later this year staff will develop the new site Plan for 2008 – 2010.

- Other key school programs
 - :Information and Communication Technologies as a tool to support and enhance learning
 - :SHIP strategies and a Higher Order Thinking Skills Continuum R-7, as tools to enhance learning for all students
 - : R-3 Literacy Focus –guided reading and writing, running records, literacy block
- **Recent Key Outcomes** –see 2006 Annual Report on the Grange Web Site www.grangesch.sa.edu.au

4. Curriculum

- Subject offerings
 - :English, Maths, Science, Technology, The Arts, Studies of Society and Environment, Japanese and Health and Physical Education. There is a strong emphasis on the eight learning areas from the SACSA framework and a developing understanding of Essential Learnings across the curriculum, using essential inquiry questions
- Special needs
 - :An ESL program operates R-7. The Student Review Team oversees learning programs for students with special learning needs. A mentor teacher oversees the Early Years Literacy Initiative program
- Special curriculum features
 - :We have specialist programs in Music, Japanese, Physical Education and Italian, Serbian and Greek (Mother Tongue Maintenance). As part of a local school cluster, Grange has a SHIP coordinator with a strong emphasis on the use of SHIP methodologies and Higher Order Thinking Skills across the curriculum
- Teaching methodology
 - :The methodologies we incorporate in our learning programs include:
 - Collaborative learning structures and processes with an emphasis on working successfully with others in teams
 - SHIP methodology with an emphasis on thinking skills and critical questioning techniques
 - Involving students in making decisions about their learning via the negotiation of aspects of the curriculum
 - Students working on open-ended tasks (with multiple entry points) over extended periods of time
 - An emphasis on Information and Communication Technologies
- Assessment procedures and reporting
 - :Grange has a recently updated Assessment and Reporting Policy that includes:
 - Three-way interviews as a strong feature - first term, third term by request
 - Written summative report end of Term 2 and Term 4

During 2005 the school developed a new summative report in line with SACSA outcomes. The report has been used by DECS as a good practice model.

The school is using a new mid year report for the first time this year.

Middle School classes are involved in Round Table Assessments. A comprehensive literacy audit occurs R-7 in Term 4 each year, which is collated and analysed by the Student Review Team

- Joint programs
:Grange School is part of the Tangara Consortium, which includes West Lakes Shore Schools, Hendon Primary School and Seaton High. The consortium has high levels of cooperation in Japanese, ICT and recently in Maths/Numeracy. The consortium has developed a Learning Technologies continuum R-10 and shares a SHIP coordinator

5. Sporting Activities

:Grange has a strong commitment to SAPSASA sport, Friday afternoon Interschool Sport, and various after-hours and Saturday morning competitions. Sports include Swimming, Softball, Rugby, Hockey, Tennis, Baseball, Netball, Football, Soccer, Bowls, Volleyball, Lacrosse, Athletics and Cross-Country.

6. Other Co-Curricular Activities

- General
:Grange has a strong school-wide music program. Students have the opportunity to participate in our Junior Band, Senior Orchestra and Senior and Junior choirs
Grange participates in the Tournament of Minds and Wakakirri. Many of our students compete in the Australian Maths, English, Science, Computing, Writing competitions and regularly enter story and poetry writing competitions
- Special
:Throughout the year we participate in special days including: Curriculum Focus days, Harmony Day, Multi-cultural Week, Open Nights, Twilight Games Day, Book-week, Grandparents' Day, Science Focus Days and Come Out celebrations

7. Staff (and their welfare)

- Staff profile
:Currently stable – In 2007 we have only had five new staff members join the school
- Leadership structure
Grange School has one Principal across both schools. The Heads of Schools, R-3 and 4-7, coordinate the two sections of the school. During 1996, a proposal to restructure the two schools as a trial was implemented. The schools had previously worked with two cooperating Principals
The reduction of one Principal position allowed for two full-time Head of School positions to be created. In addition, the position of Business Manager was established. This structure has had ongoing strong support from the School community

- Staff support systems
 - :Staff work collaboratively in R-3, 4-5 and 6-7 teams. In addition to this, teachers generally work in planning teams of 2-4 people
 - Staff liaise directly with their Head of School
- Performance Planning
 - :Staff negotiate a performance and personal development plan (goal setting) with their line manager which is linked to the Site Learning Plan. Meetings may include: classroom observations, formal / informal discussions, three-way conversations with the Principal and Head of School, critical friend structures, protocols. Formal meetings are held each term with written feedback provided. Staff members drive the agenda in collaboration with their Line Managers.
- Staff utilisation policies
 - :Staff is deployed across the R-7 school in a range of curriculum and classroom support programs including:
 - Successful learners, Coordination, LAP, Special Education, ESL and MTM (Mother tongue maintenance – Italian, Serbian and Greek)
- Access to special staff
 - :The school accesses specialist instrumental music teachers. Some of these teachers are DETE employees, others are private providers. We also access support for students who are at risk in terms of their learning or behaviour. Support includes Guidance Officer, Speech and Hearing specialists and behaviour support personnel

8. Incentives, Support and Award Conditions for Staff

Teachers receive one transfer point per year when working at Grange Schools

9. School Facilities

- Buildings and grounds
 - :Grounds are attractively landscaped. A great amount of pride is taken in the care of grounds. Buildings are mainly two-storey brick construction. We have a hall. There is a mix of flexible two-teacher units and single classroom facilities including a Computer Room, Resource Centre, Arts and Japanese language classrooms. There is a purpose-built Out of School Hours Care facility
- External woodwork was painted in April/May 2005 – School Pride project. Front office and JP toilets are scheduled to be upgraded in April
- Cooling
 - :All classrooms are air-conditioned. Some office areas, computer pods and art areas are still to be air-conditioned
- Specialist facilities
 - :Computer room
 - Interactive white board, data projector and laptop for every classroom teacher
 - Five computer pods (6-8 up-to-date computers in each. On Line)
 - On line facilities in all classrooms
 - Arts Centre.

- Student facilities
 - :Canteen
 - Hall
 - Well-equipped sports sheds (R-3 and 4-7 equipment is borrowed at recess and lunch times)
 - All students have e-mail addresses and access to on-line computers
- Staff facilities
 - Grange has a large well-equipped staff room and computer work stations. All staff has on-line access and e-mail facilities
- Access for students and staff with disabilities
 - The two storey buildings limit access to certain areas. Newly constructed ramps provide access to all ground level areas. There are two Access toilets, one in JP and one in the primary
- Access to bus transport
 - Bus stop in Surrey Street. Railway Station within 10 minute walking distance

10. School Operations

- Decision-making structures
 - :The school has a team approach to organisation and management underpinned by a network of sub-committees and a democratic decision-making policy
- Regular publications
 - :Fortnightly newsletter, yearly staff handbook, parent brochures and information packs and a daily bulletin for staff and students
- Other communication
 - :R-3 and 4-7 Heads of School also produce staff bulletins
 - There is a staffing update as required
- School financial position
 - :The school has a solid financial base
 - Special funding
 - Grange receives funding for the Early Years Literacy initiative. The school regularly applies for and receives extra funding through grants for special innovative projects eg Data for Learning, Science, Maths/Numeracy

11. Local Community

- General Characteristics
 - :Grange is a diverse community with a strong cohesive feel. There are high levels of involvement in community sporting activities. There are high levels of interest in environmental, community and global issues
- Parent and community involvement
 - :An informed and active Governing Council participate fully in the life of our school. The School has strong support from the local community for events including Musical Productions, Assemblies, Sports Day, Open Evening,

Concerts, Acquaintance Nights, Interviews and Fundraisers. There is a strong LAP program and high levels of parent/caregiver support in classrooms

- Feeder pre-schools
:Elizabeth O'Grady Kindergarten and West Lakes Kindergarten are our main feeder pre-schools
- Commercial/industrial and shopping facilities
:Grange School is located 3 kms from West Lakes Mall and Target, Fulham
- Other local facilities
:Charles Sturt Historical Home is situated next door to the school. Staff and students may access the grounds. Kirkaldy Park, the surrounding Sturt Creek and the beach are within walking distance
- Local Government body
:Charles Sturt Council. The School enjoys a close relationship with the Council

12. Further Comments

:Grange School is a large, complex, metropolitan R-7 school. It commences each year with approximately 635 students. Demand for enrolment at Grange is extremely high, particularly from residents outside our zone. There is also a high demand for the use of before and after school and vacation care programs.

The School has been recognised in the education community for its participation and success in cutting edge educational reform. This includes:

- selection as a Phase 2 Learning to Learn site 2002– 2004. Highly successful Learning to Learn three-day practicum held in 2004
- selection as one of six Discovery Schools in South Australia
- selection as an Apple Distinguished School
- the restructure of the School's leadership
- selection as a Technology Focus School 1995-98
- involvement in the University of South Australia's Innovative Links project
- selection of individual staff to be involved in research and National and International conferences
- selection to participate in Energy trials
- selection to trial the Health Care Management project
- participation in a national review of SSOs

The School community has high expectations of the school with regard to:

- clear and honest communication with parents
- coherent and collaborative leadership
- parents' role in their child's education and the valuing of parent's participation
- student participation and the achievement of success
- the participation of students in performing Arts, sporting activities, and learning technologies
- maintenance of facilities and upgrading of resources
- students developing skills to become successful, powerful and positive citizens of their local and global communities