



SCHOOL CONTEXT STATEMENT

Updated: 05/2019

School number: 1022
School name: Grange Primary School

School Profile:

Our Vision - Learning today for tomorrow

Our Values - Show respect, be kind, give best effort

Site Improvement Plan Priorities 2019

- To improve learning and teaching in writing Foundation- 7
- To improve learning and teaching in Reading 3-7
- To improve learning and teaching in Mathematics Foundation -2

General information

- School Principal name: Grant Small
- Leadership structure: The School Leadership Team is comprised of a Principal, three Senior Leaders, 2 curriculum coaches and a Business Manager.
- Year of opening: 1880
- Postal Address: 39c Jetty Street, Grange 5022
- Location Address: 39c Jetty Street, Grange 5022
- Department for Education Local Partnership: Western Adelaide Shores
- Geographical location – ie road distance from GPO (km): 10 km
- Telephone number: 08 8353 2688
- Fax Number: 08 8235 1326
- School website address: www.grangesch.sa.edu.au
- School e-mail address: dl:1022:info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes, before/after school hours care and vacation care are available and well regarded and utilised by the community.

February FTE student enrolment:

	2015	2016	2017	2018	2019
Foundation	95	91	90	97	94
Year 1	98	93	94	86	101
Year 2	94	103	99	99	89
Year 3	98	93	97	100	100
Year 4	89	99	92	100	108
Year 5	76	83	98	99	101
Year 6	90	80	78	98	99
Year 7	74	78	73	80	64
TOTAL	714	720	721	759	756

School Card Approvals (Percentage)	15%	15%	15%	13%	12%
NESB Total (Persons)	215	230	232	244	258
Aboriginal FTE Enrolment	10	11	11	12	14

1. Student enrolment trends

Student enrolment numbers have grown over the past 5 years resulting in the Governing Council enforcing the school zone. The school may accept a small number of enrolments at Foundation level from outside the school zone.

Staffing numbers (as at February census):

There are 13 male and 57 female staff members, inclusive of SSOs, ACEO, Canteen and Grounds staff. The school staff is comprised of 41 Foundation to Year 7 teachers, 25 SSO staff, and groundsperson. There are 27 classes, 11 F-2, one year 2/3 and 15 Year 3-7 classes. This is made up of 25 straight year level classes and 2 multi year level classes at year 2/3 and 5/6. The school has a 0.6 EALD teacher, 0.2 Aboriginal Education teacher and an Aboriginal Community Education Officer (ACEO) 7 hours per week to work with families of Aboriginal students.

Non Instruction Time specialist learning programs : Japanese, Physical Education, STEM and the Performing Arts.

Public transport access: The school is 10kms from Adelaide CBD and is well served by direct and cross-suburb buses and a train connection.

Special site arrangements:

Grange Primary School is part of the Western Adelaide Shores Partnership, which consists of 2 high schools, 8 primary schools and 8 preschools.

2. Students (and their welfare)

General characteristics:

Approximately 12% of students are supported by School Card and 34% of students are from non-English speaking backgrounds. The 27 classes are physically located in like year level teams.

Student well-being programs:

Grange Primary School focuses on a strength based approach to student wellbeing and engagement. The school provides an In-School Psychologist available on site for students who experience challenging circumstances. The school monitors and collects a wellbeing score for each student every year using the Grange Personal and Social Responsibility (GPRS) program which ensures those that are not progressing at an age appropriate level receive intervention and additional support with programs such as 'What's the Buzz' and other social and emotional skills programs.

Student support offered:

Support is strategic with the special education teacher and class teacher meeting regularly to review individual educational goals. The special education and EALD teachers support the EALD students. Students with a verified disability are supported individually or in small groups by SSO. One Plans are developed yearly and goals are set for these students and reviewed each term.

Student management:

Consistent proactive practices are used across the school based upon the school values of Best Effort, Be Kind & Show Respect. Procedures include countering harassment processes, counselling and student's active involvement in establishing class criteria for success based on class values, logical consequences and rewards. The school has an Anti-Bullying policy in place.

Student Leaders & Student Voice:

A Student Leadership Team, comprising of 9 Year 7 students meet with leadership and have an increasingly active role in contributing to school decisions which impact on student learning and wellbeing. The structure, 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 are invited to attend Governing Council when relevant to table issues and ideas for decisions, similarly for Canteen sub-committee.

Special programmes:

Special programs include an effective Learning Assistance Program (LAP), Special Education, Early Intervention Programs for Literacy R-7 and Cross Age Tutoring. Mini Lit, Multi Lit and Quicksmart Numeracy intervention is provided in lower primary. DECD Instrumental music is available for Year 3 and above. Choir is provided for all Year 5 students. Strong SAPSASA involvement occurs in the primary years.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The 2019 Site Improvement Plan priorities are -

- To improve learning and teaching in writing Foundation- 7
- To improve learning and teaching in Reading 3-7
- To improve learning and teaching in Mathematics Foundation -2

Recent key outcomes:

At Grange one of the most important jobs has been to build the professional capacity of our teachers to be even more effective and intentional learning designers, understanding each learner's starting point, engaging and challenging every learner and maximising the learning growth and achievement of every learner every year.

Senior Curriculum leaders in English/Literacy and Science, Technology, Engineering and Mathematics (STEM) and Curriculum Coaches in Literacy and Mathematics lead and support staff professional learning, coaching and mentoring to enable higher achievement, engagement, intellectual stretch, resilience and a growth mindset for every student to flourish in their learning.

Some of the recent highlights are-

- Significant progress in use of technology as a tool for learning through the trial and introduction of the "Bring Your Own Device" initiative and whole school structures such as the online newsletter, School Facebook page, use of Skoolbag APP for absences and general communication
- Completion of STEM facilities works of \$1,000,000 funding for improvement of facilities and infrastructure for Science, Technology, Engineering and Mathematics (STEM)
- Year 7 students collectively achieving the highest ever Grange Primary School achievement in NAPLAN Numeracy in 2018
- Allocation of \$6,000,000 Better Schools funding for whole school refurbishment and increased school enrolment capacity.

Further outcomes are listed in the 2018 Annual Report and 2016 External School Review Report, which can be found on the school website.

4. Curriculum

Curriculum offerings:

All learning areas of the Australian Curriculum, using effective pedagogy as outlined in Teaching for Effective Learning (TfEL). Specialist programs in the Performing Arts, Japanese, Physical Education and STEM.

Open Access/Distance Education provision: Nil

Special curriculum features:

Grange is a member of the Western Adelaide Shores Partnership of schools and the 8 Primary sites have shared staff meetings 3 times per year and 2 combined student free days to focus on Learning Design, Assessment and Moderation (LDAM).

Grange is a Bright Path Writing school and is implementing early years writing pedagogy and the Seven Steps to Successful Writing program.

Teaching and learning pedagogy:

The pedagogy and practices are in alignment with Teaching for Effective learning (TfEL).

This includes:

- 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 how learning happens
- Students working on open-ended tasks (with multiple entry points) over extended periods of time
- An emphasis on E-Learning as tools to support and enhance learning.

Student assessment procedures and reporting:

Grange has an Assessment and Reporting Policy that includes:

- Parent- teacher and three-way interviews – in term one and third term by request
- Written summative mid and end of year reports (end of Term 2 and end of Term 4)

The school has a summative report in line with the Australian Curriculum Achievement Standards. The report is in alignment with Federal Government requirements. Year 6 and 7 classes are involved in Personal Learning Project (PLP) Assessments.

5. Sporting Activities

Grange has a strong commitment to SAPSASA sport, and is involved in various after-hours and Saturday morning competitions. Sports include Swimming, Rugby, Tennis, Baseball, Netball, Football, Soccer, Volleyball, Athletics and Cross-Country.

6. Other Co-Curricular Activities

Recent Key Outcomes –see 2018 Annual Report, 2016 External School Report, 2016-2019 four year Strategic Plan and 2019 Site Improvement Plan on the Grange Web Site www.grangesch.sa.edu.au

7. Joint programs

Grange Primary School works collaboratively as part of the Western Adelaide Shores Partnership of 2 high schools, 8 primary schools and 8 preschools.

8. Other Co-Curricular Activities

Grange has a strong Performing Arts program. The performing arts is provided as a NIT subject from Foundation to Year 7. DfE Instrumental Music is offered for Students Year 3-7 during lesson time and private music lessons are accessible after school one night a week. All Year 5 students participate in Festival of Music Choir. Students from Foundation and years 3-5 perform at the local Carols by Candlelight event each year.

Grange participates in the Tournament of Minds, Wakakiri, Debating and Chess. Many of our students compete in the Australian Maths, English, Science, Computing, Writing competitions, Mayoral Make-a-Book, and regularly enter story and poetry writing competitions. The Oliphant Science competition is a very strong focus in the school each year.

Throughout the year we participate in special days including: Curriculum Focus days, Harmony Day, Reconciliation, Multi-cultural Week, Open Nights, Games Day, Book-week, Grandparents' Day and Come Out celebrations.

9. Staff (and their welfare)

Staff profile:

A stable teaching staff, with 6 tenured leadership positions. The School Leadership Team is comprised of a Principal, three Senior Leaders, two curriculum coaches and a Business Manager.

- Carmen Fiedler, Senior Leader, Early Years (Foundation- Year 2) and whole school literacy
- Nick Warren, Senior Leader, Primary Years (Years 3-4) and learner engagement
- Chris Philbrook, Senior Leader, Middle Years (Years 5-7), Technology coach and whole school Science, Technology, Engineering and Mathematics (STEM)
- Maureen Hegarty, Mathematics coach
- Rebecca Lokan, Literacy coach
- Sharelle Brookes, Business Manager

Staff support systems:

Staff work collaboratively in Professional Learning Teams, being released 6 half days per year in like year level and specialist teams for professional learning to collaboratively plan, design learning, develop common assessment tasks and moderate learning tasks. PLT teams consist of Foundation, Year 1/2, Year 3/4, Year 5, Year 6/7 and Specialist staff. Teachers also work in sectional teams of Foundation – Year 2, Year 3-4, Year 5-7 and Specialist. Leadership staff are responsible for the line management of particular teams.

Performance Management:

Staff negotiate a performance and personal development plan and set goals with their line manager which is linked to the Site Learning Plan. Meetings include: classroom observations, formal / informal discussions, critical friend structures and protocols. Formal meetings are held each term with written feedback provided at least once a year. Staff members drive the agenda in collaboration with their Line Managers.

Staff utilisation policies:

Staff are deployed across the R-7 school in a range of curriculum and classroom support programs including Coordination, LAP, Special Education, EALD, AET, literacy and numeracy intervention.

Access to special staff:

The school accesses specialist instrumental music teachers. Dfe employees provide lessons during school hours, while private providers operate after school one day a week. 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

10. 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 gymnasium and hall. There is a mix of flexible two-teacher units and single classroom facilities including STEM specialist teaching spaces, Computer Room, Library, Performing Arts centre and Japanese language classroom. There is an Out of School Hours Care facility. The BER funding provided the construction of a new gymnasium and a middle school 5 classroom block. The school has been allocated \$6,000,000 Better Schools funding for development of contemporary learning spaces and refurbishment of classrooms, toilets, new library and nature play spaces.

Heating and cooling:

All buildings are air-conditioned.

Specialist facilities and equipment:

A dedicated Technology room. Interactive televisions, white boards and data projectors are provided in teaching spaces. Laptops are provided for every classroom teacher.

Student facilities:

Canteen. Well-equipped sports sheds (R-3 and 4-7 equipment is borrowed at recess and lunch times).

Staff facilities:

Grange has a large well-equipped staff room. All staff have on-line access and e-mail facilities. All teaching staff have an Apple laptop.

Access for students and staff with disabilities:

The two storey buildings limit access to certain areas. Ramps provide access to all ground level areas. There are access toilets, in the junior primary block, primary block, upper primary block and gymnasium.

Access to bus transport:

Bus stop in Surrey Street. Railway Station within 10 minute walking distance. Buses and trains are utilised for transport to excursions and camps.

11. School Operations

Decision making structures:

The school has a team approach to organisation and management underpinned by a network of sub-committees and a consensus decision-making policy.

A PAC actively manage and lead all staffing considerations and advise the principal on these matters.

The Site Improvement Team of staff is a key team that organise professional learning and provide direction and advice to staff through staff meetings.

The Governing Council meet twice per term with an Annual General meeting of Governing Council held early in the school year in addition to twice per term meetings. Subcommittees of Governing Council meet on a regular basis and report back to Governing Council.

Regular publications:

Fortnightly online newsletter, annual report and a weekly on-line staff bulletin through Office 365

Other communication:

Skoolbag and Facebook

School financial position:

The school is in a very sound financial position.

Special funding:

Grange has been allocated \$6,000,000 Better Schools funding for school refurbishment and building additional buildings to address growing capacity issues.

12. Local Community

General characteristics:

Grange is a diverse community with a strong cohesive feel. There are high levels of support and involvement in the school from families. The community are strongly involved in and support 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 the school. The School has strong support from the local community for events including debating, Performing Arts Productions (such as Wakakirri), Assemblies, Sports Day, Acquaintance Nights, Interviews and Fundraisers. There is a LAP program and high levels of parent/caregiver support in classrooms. A parent and community liaison officer further supports strong connections between school, families and community.

Feeder or destination schools:

Elizabeth O'Grady Kindergarten and West Lakes Kindergarten are our main feeder pre-schools. The majority of year 7 students transition to Henley High School, Seaton High School or private schools for year 7/8.

Commercial/industrial and shopping facilities:

Grange Primary School is located 3 kms from West Lakes Shopping Centre 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 and often used for neighbourhood walks

Local Government body:

City of Charles Sturt Council. The School enjoys a close relationship with the Council