

SCHOOL CONTEXT STATEMENT

Updated: May 2020

School number: 0923

School name: Stradbroke School

1. General Information

Part A

School name	Stradbroke School				
School No.	0923				
Principal	Tanya Scanlan				
Postal Address	73 Koonga Avenue, Rostrevor 5073				
Location Address	as above				
Region	Eastern Adelaide				
Distance from GPO	10 km			Phone No. :	83372861
CPC attached	no			Fax No. :	83370041

FTE Enrolment		2016	2017	2018	2019	2020
Primary	Special, N.A.P. Ungraded etc.	7.0	4.0	7.0	7.0	6.0
	Reception	93.0	115.0	95.0	95.0	84.0
	Year 1	97.0	96.0	115.0	99.0	98.0
	Year 2	98.0	98.0	94.0	121.0	103.0
	Year 3	125.0	105.0	101.0	98.0	121.0
	Year 4	87.0	124.0	105.0	107.0	101.0
	Year 5	100.0	83.0	128.0	100.0	102.0
	Year 6	91.0	102.0	82.0	86.0	98.0
Year 7	76.0	89.0	94.0	110.0	104.0	
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0	0.0
	Year 8	0.0	0.0	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0	0.0	0.0
Year 12 plus	0.0	0.0	0.0	0.0	0.0	
TOTAL		774	816	821	823	817
School Card percentage		15%	14%	17%	17%	18%
NESB Enrolment		45%	43%	44%	34%	33%
Aboriginal Enrolment		0.5%	0.5%	06%	0.5%	0.6%

Part B

- Senior Leaders
Sara Scott, Sarah Button, Leah Overstreet, Rachel Pontifex
- School website address
www.stradsch.sa.edu.au

- School e-mail address
dl.0923.info@schools.sa.edu.au
- Staffing numbers
44 FTE
43 female teaching staff, 12 male teaching staff
17 female ancillary staff, 2 male ancillary staff
- OSHC
Provision of quality out of school hours' care is an integral part of the service we provide to our community. The service is called Kids' Zone and is based in Leabrook Building. Before school care is available from 7.00 to 8.30 am, after school care from 3.10 to 6.15 pm and vacation care (including pupil-free days) from 7.00am to 6.15pm.
- Enrolment trends
Stable enrolments with a slight increase over the past 5 years.
- Year of opening
Stradbroke Primary School opened in 1963 and is located in a pleasant well vegetated, natural environment in Rostrevor adjacent to Fourth Creek and near Morialta Conservation Park. Stradbroke Junior Primary School opened in 1966. In 2013 the two schools amalgamated to become Stradbroke School.
- Public transport
Public transport from the city stops in front of the school.

2. Students (and their welfare)

- General characteristics
A socio-economically, culturally and linguistically diverse school community
33% of families from Non English Speaking Background
18% of children supported by School Card
11% of children with Negotiated Education Plans
0.6% Aboriginal students
- Pastoral Care programs
Focus on wellbeing - support for students is provided by all staff, the principal, senior leaders and student wellbeing support person.
- Learning Support offered
To assist our Early Intervention programs we use screening measures to identify children's learning difficulties, and plan programs to support each child.
- Student Behaviour Education
A Student Behaviour Education R-7 program focuses on a positive and supportive learning environment and includes a requirement to comply with the School Discipline Policy, School Dress Code and the school's Acceptable Use Policy for internet access.
- Student government
Student voice provides participation in authentic student decision making with a Senior Executive team elected from the year 6 & 7 classes. Staff and students participate in appropriate training sessions, and class meetings play a major role. A House system is in place with Year 7 students elected as House Captains and Deputy House Captains.

- Special programmes
Buddy Classes, Instrumental Music, Festival of Music Choir, Speech and Drama classes, high level of student involvement in out-of-school sports and inter-house sports, participation in national competitions, ongoing environmental projects, Art Classes, Gymnastics Club, Tai Chi and lunchtime clubs.

3. Key School Policies

- Stradbroke School is part of the Morialta Partnership which includes 9 preschool, primary school and secondary school sites in the Eastern suburbs of Adelaide. Curriculum leadership within the Morialta Partnership focuses on the Australian Curriculum with a particular emphasis on working collaboratively to develop powerful learners who are literate, numerate and empowered to optimistically embrace change as ethical citizens in a globally connected world.
- Stradbroke School provides a quality educational service within the context of;
 - large school enrolments and a diverse school community
 - parental expectations for quality, choice and diversity in education
 - valuing of a co-operative relationship between school and parents to benefit children.
- Providing a supportive, success oriented school environment and the opportunity to develop academically and socially are priorities.
We aim to develop;
 - high standards in student achievement and behaviour
 - valuing of cultural backgrounds and difference
 - student attributes and behaviours that are consistent with the International Baccalaureate Learner Profile characteristics - students who are inquirers, thinkers, communicators, courageous, knowledgeable, principled, caring, open minded, balanced and reflective.

Site Learning Plan

Strategic Directions

1. Literacy-Writing

- Increase student achievement in writing, particularly in vocabulary, Years R-7.
- LDAM-embedding learning intention, success criteria, formative assessment and effective feedback to students in the teaching and learning program.
- Brightpath- introduction and implementation of the Brightpath web based tool used to assess, analyse and improve student writing.
- First Steps to writing success resource- introduction of First Steps as an explicit teaching resource for staff to expand and enrich the writing program.

2. Literacy-Reading (carry over priority)

- Increase student achievement in reading Years R-2.
- Embedding and maintaining a consistent whole school approach to the teaching of reading
- Focus on developing The Big 6 of Reading
- Promoting the joy of reading through the Stradbroke School independent reading agreements
- Engaging family support through newsletter articles, class newsletters, supporting intervention programs, postcards, local book clubs, Premier's Reading Challenge, buddy class reading, Book Week and library programs, Acquaintance Nights, parents listening to reading and reading to children R-7
- Student voice influencing library purchases
- Using data, NAPLAN, PAT-R to inform and target the teaching of reading (differentiation)

- EALD and reading intervention strategies shared across the school

3. Numeracy-

- Increase student achievement in mathematics, particularly in the number strand, Years R-7.
- Using the National Numeracy Learning Progression to differentiate with a focus on designing multi-step mathematical problem-solving tasks and investigations we will increase student achievement in mathematics particularly in the number strand Years R to 7.

Continuing Priorities

Social and emotional learning

- Consistent use of the PITW language and program
- Year level teams design and deliver a SEL Unit of Inquiry (Health) and deliver the Keeping Safe: Child Protection Curriculum
- Students self-review their personal and social capabilities each term in portfolios this includes the use of PITW language to re-direct each other, self-regulation, conflict avoidance and participation skills
- Teachers report on the growth and development of students' personal and social capabilities twice a year with colleagues and provide a year level analysis of strengths and growth points on the PITW assessment sheet from the implementation guide
- All learning programs work to develop students' social and emotional competencies and provide specific feedback on the skills students use
- Build the profile of SEL in the school and community via Play is the Way games, newsletters and parent information nights
- The School Counsellor, working in conjunction with leadership will ensure that the attendance policy is used to improve attendance and lateness
- All staff explicitly teach students to recognise and differentiate between bullying and harassment

4. International Education

Our school is an accredited International Baccalaureate World School for the Primary Years Programme and Middle Years Programme.

We focus on a culture of inquiry and gaining an international perspective to support the three major principles of the International Baccalaureate Organisation – intercultural awareness, communication and holistic education.

We implement

- **The Primary Years Programme** – Reception to Year 5, an emphasis on structured purposeful inquiry through six major organising themes.
- **The Middle Years Programme** to cater for the needs of young adolescents – Year 6 & 7 sub-school with strong teamwork ethos, inquiry methodology, development of strategies to support adolescents, and transition to Year 8. Stradbroke School and Norwood Morialta High School deliver the IBMYP through a cluster approach.

Our IB programmes are designed to incorporate the Australian Curriculum.

5. Student Wellbeing and Engagement

5.1 Attendance and Retention – student attendance and lateness is monitored and support is provided where required.

5.2. eLearning and Information and Communication Technologies - All classes have interactive whiteboards or touch screen TVs to assist our teaching and learning programs. In 2019 Chromebooks were introduced to the Year 5 students. There are two computer suites in the school and computer pods are located in each building. Each building has access to a bank of mobile devices including iPads, Mini iPads, and/or laptops.

Reporting on our Strategic Directions

Parents are informed of children's achievements through interviews, written reports, work samples, Student Portfolios & Assessment Folders, NAPLAN Test results in Year 3, 5 and 7 other appropriate assessments. Throughout the year data is progressively collected and analysed to determine the improvements that have occurred and the next steps to be taken.

4. Curriculum

• Subject offerings

The eight required Learning Areas R-7 - English, Italian, Mathematics, Science, Technology, Arts, Humanities & Social Sciences, Health and Physical Education are consistent with the Australian Curriculum and International Baccalaureate (IB) Programmes

• STEM (Science, Technology, Engineering, Mathematics)

- Integrate and connect STEM disciplines R-7
- Use real world examples and problems that allow students to see the connections between these subjects.
- Students develop foundational skills in numeracy, science, digital technology and design and technology R-7
- STEM Club lunchtime activity for students with a passion for STEM related projects.

• Special needs

Support is provided to students through:

- English as an Additional Language or Dialect (EALD) teacher R-7
- students are supported through the development of One Plans
 - students with disabilities
 - students with learning difficulties
 - Aboriginal and Torres Strait Islanders (ATSI)
 - Gifted and talented
 - Students in care (under the guardianship of the Chief Executive of the Department for Child Protection)
- intervention programs to assist children with learning difficulties (e.g. Rainbow Reading, MultiLit, MiniLit, MacqLit, QuickSmart Maths, Infinity Club)
- Coordination programs (gross and fine motor skills)

- **Special curriculum features**

- Specialist Physical Education teachers (Rec – Year 7)
- Specialist Performing Arts teacher (Rec-Year 5)
- Specialist Science teachers (Yr R -1, 3-7)
- Specialist Italian teachers (LOTE)
- Specialist Technology teacher(R-5)
- Teacher Librarians, specialist teachers and EALD teachers plan closely with staff.
- There is a small junior primary Speech and Language class which is a regional facility catering for children with severe speech and language disorders.
- We have a DfE Instrumental Music program (strings, guitar)

- **Teaching methodology**

An inquiry methodology is strongly promoted R-7 through the IB programmes. We encourage teamwork for staff, students and parents. Teachers collaboratively plan IB Units of Inquiry in year levels teams. Teachers meet regularly in Professional Learning Communities.

- **Assessment procedures and reporting**

Term 1 – An Acquaintance Night for parents and teachers is held in week 2 (Reception –Year 7 classes), followed by parent/teacher/ student led conferences at the end of term

Term 2 – Mid Year Student Reports are sent to parents

Term 3 – A School Open Night is held in September

Term 4 – In Week 7 and 8 teachers prepare end of year student records to support transition of information to the next year level and in the last week of term

In the final week of the school term end of Year Student Reports and Portfolios are sent home

Student books are sent home throughout the year and Student Portfolios (PYP) and Assessment Folders (MYP) at the end of term and/or at the completion of a Unit of Inquiry. Literacy and ICT Continuums are used as planning and assessment tools.

- **Joint programs**

Environmental Education is a strong R-7 focus and involves networking with community groups. All students R-7 participate in a science environmental education program with Kris Messenger, Environment Education Officer.

Stradbroke School has a close liaison with the University of South Australia, Magill Campus, and there is an expectation that staff members will be involved in the pre-service training of teachers.

5. Sporting Activities

All Year R-7 children participate in a specialist Physical Education lesson per week. Year 3-7 children have the opportunity to be involved in SAPSASA activities. We offer a large number of out-of-hours school sports teams, depending on parental and staff support. Some of the sporting activities are netball, tennis, cricket, athletics, basketball, swimming, aquatics, soccer and football. R-7 classes participate in the DfE Swimming and Aquatics programs.

6. Other Co-Curricular Activities

Extra curricular activities for children include instrumental music instruction, speech and drama, art, music, gymnastics, Tai Chi and various other elective and lunchtime programs - Environment Club, inter-house sports.

7. Staff (and their welfare)

- **Staff profile**

Staff stability is high

- **Leadership structure**

Deputy Principal-Inclusive Education, R-7

Senior Leader-Innovative Pedagogy, R-7

Senior Leader- International Baccalaureate programs – IBPYP and IBMYP, R-7

Senior Leader-Student Wellbeing, R-7

- **Staff support systems**

All staff work in year level or specialist teams, and there is a supportive staff culture.

Staff members have responsibility for curriculum budget areas.

Teachers collaboratively plan Units of Inquiry to support their professional development and improve student learning.

SSO team members have an allocated meeting time.

Special morning teas and happy hours are held.

A staff grievance procedure and Conversation Code are in place.

- **Performance Management**

Staff members access Performance Development with the Principal and Senior Leaders.

Staff members meet with their line manager for the exchange of feedback, acknowledgement of achievement and discussion of students at risk to identify student learning goals and support structures. Staff keep a learning log of professional development.

- **Staff utilisation policies**

Policies exist in ICT, hire of equipment.

SSO hours are allocated for student support. SSO duties include student and classroom support, student wellbeing, resource centre, reception, secretarial and administration, finance, grounds, student services and ICT systems manager.

The Personnel Advisory Committee provides advice to the Principal on personnel matters.

The WHS Committee monitors and improves workplace safety.

- **Access to special staff**

School staff members are supported by the Eastern Adelaide Area Office Support Services based at Felixstow. These include Educational Psychologists, Speech Pathologists, Special Educators, Behaviour Support Coach, Social Workers, Attendance Counsellors and Aboriginal Education Officers.

8. Incentives, support and award conditions for Staff

9. School Facilities

- **Buildings and grounds**

Buildings are of solid construction with a mix of both single and two storey conventional and open plan classrooms.

All areas are air-conditioned and heated.

We have an excellent Resource Centre and two ICT Suites.

We have a large gymnasium called Rehn Hall named after the first principal of Stradbroke School.

Our well-developed grounds are continually undergoing improvements to enhance the learning and play environments for children. Environmental education is a focus area with children involved in many ongoing programs including revegetation of Fourth Creek bank on our boundary and propagation and plantings of indigenous species. Native birds are plentiful and koalas are frequent visitors.

- **Specialist facilities**

R-7 specialist facilities to support the curriculum include two Italian Language rooms, Computer rooms, Science room, double Music/Drama rooms, gymnasium, Student Services and Health Centre, Kids' Zone (OSHC).

- **Student facilities**

The Canteen provides a healthy menu and is open five days a week for recess and lunch. Student Executive (Yr 6/7) and Student Voice (Yr. R-7) and Governing Council focus on improving school facilities.

- **Staff facilities**

The staffroom and administration block was upgraded in 2014.

Access for students and staff with disabilities is provided through ramps to all buildings at ground floor level.

- **Access to bus transport**

A Department for Education school bus service provides transport for children from Montacute and Cherryville. The bus is available for school excursions.

10. **School Operations**

- **Decision making structures**

Coordinators and leadership team members plan staff professional development and monitor the Site Improvement Plan.

Staff meetings - (held weekly on Wednesdays, 3.30 - 4.45 pm) include administration and Professional Development.

Professional Learning Communities - based on year levels or subject specialisations.

- **Regular publications**

Communication within the school is through the announcements section on Sentral and through staff meetings.

A comprehensive policy document outlines procedures, policies and expectations.

A school Newsletter is produced fortnightly and includes contributions from staff, children and parents.

- **School financial position**

The school is in a sound financial position.

11. Local Community

Stradbroke School is a zoned school. Our catchment area includes Rostrevor and parts of Woodforde. The area is bounded by: Montacute Road, the eastern boundary of Rostrevor suburb, Kintyre Road, Glen Stuart Road, Moules Road and St Bernards Road. Over 47 cultural backgrounds are represented in our community including Italian, Chinese, Greek, Middle Eastern, Polish, Russian, Slovakian, Korean, Indian, Hungarian and Yugoslavian.

- **Parent and community involvement**

The parent community has high expectations and parents actively participate in the schools both formally and informally. We value and encourage parent and community participation.

The Governing Council of parents and staff strongly supports school improvement.

- **Feeder schools**

Norwood Morialta High School and Charles Campbell College are the two local secondary schools for whom our families are usually zoned. Some students gain special entry to other state schools, mainly Marryatville High School, Glenunga International High School, and Urrbrae Agricultural High School.

- **Other local care and educational facilities**

Children entering in reception come from a large number of feeder kindergartens and child care centres. Rostrevor Kindergarten is located across the road and we have a close relationship, sharing resources and equipment.

- **Local facilities**

Easy access to shopping centres, medical, sporting, recreational facilities and community library.

- **Accessibility**

Public transport is available from the city and suburbs – see above.

- **Local Government body** - Campbelltown City Council

Further Comments

Stradbroke School is recognised for providing a welcoming, supportive environment for students, parents and staff.

Parents choose to bring their children to Stradbroke School because of our international programs, our record of academic achievement, our support and positive intervention for children and because of our provision of a diverse range of high quality programs and resources.