



Stradbroke School
Principal: Tanya Scanlan

73 Koonga Avenue, Rostrevor SA 5073
dl.0923.info@schools.sa.edu.au
(08) 8337 2861

SCHOOL CONTEXT STATEMENT

Updated: June 2026

School number: 0923
School name: Stradbroke School

1. General Information

Part A

School name	Stradbroke School	
School No.	0923	
Principal	Tanya Scanlan	
Deputy Principal	Michelle Parker	
Address	73 Koonga Avenue, Rostrevor 5073	
Partnership	Morialta	
Distance from GPO	10 km	Phone No. : 8337 2861
CPC attached	No	

	FTE Enrolment	2022	2023	2024	2025	2026
Primary	Special, N.A.P. Ungraded etc.	8.0	5.0	6.0	6.0	7.0
	Reception	73.0	82.0	106.0	109.0	68.0
	Year 1	84.0	79.0	88.0	85.0	77.0
	Year 2	89.0	91.0	90.0	93.0	84.0
	Year 3	97.0	97.0	101.0	94.0	94.0
	Year 4	113.0	102.0	105.0	104.0	95.0
	Year 5	122.0	115.0	100.0	103.0	102.0
	Year 6	98.0	123.0	115.0	100.0	102.0
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0	0.0
	Year 7	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		676	694	711	694	629



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Index of Educational Disadvantage :7

CALENDAR YEAR	INDEX OF COMMUNITY SOCIO-ECONOMIC ADVANTAGE (ICSEA)	Enrolments	Percentage Aboriginal	Percentage SWD	Percentage NESB	School Card Percentage
2026 (Term 1)	7	629	1.91%	14.63%	23.05%	9.06%
2025	7	694	1.4%	5.33%	31.27%	11%
2024	7	711	1.13%	4.92%	30.66%	10.4%
2023	7	694	1.16%	4.77%	40.03%	12.9%
2022	7	676	0.44%	5.42%	38.07%	13.6%
2021	7	783	0.51%	6.59%	35.87%	
2020	7	817	0.37%	6.74%	32.60%	18%

Part B

Senior Leaders: Sarah Centofanti, Darlene Hall, Sue Thalbourne, Carly Verhulst.

School website address: www.stradsch.sa.edu.au

School e-mail address: dl.0923.info@schools.sa.edu.au

2026 School Staffing numbers

41 Teachers

24 Non-Teaching staff

OSHC

Our third-party provider, YMCA, delivers the service, which is based in the Leabrook Building. Before school care is available from 7.00am to 8.45am, after school care from 3.10pm to 6.15pm, and vacation care (including pupil-free days) from 7.00am to 6.15pm.

Enrolment trends

Stable enrolments over the past 5 years.



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Year of opening

Stradbroke Primary School opened in 1963 and is located in a beautiful 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.

Students (and Their Welfare)

General Characteristics

Stradbroke School is a socio-economically, culturally, and linguistically diverse school community:

- 30.66% of families are from a Non-English Speaking Background
- 9.06% of students are supported through School Card
- 15.1% of students have Education One Plans
- 1.91% of students identify as Aboriginal

Pastoral Care and Wellbeing

Student wellbeing is a shared responsibility of all staff, including the Principal, Senior Leadership team, and Student Wellbeing Leader. A whole-school approach to pastoral care ensures that students are known, supported, and included, with a strong focus on creating a safe, respectful, and positive learning environment.

Learning Support

Early intervention processes are supported through systematic screening and assessment to identify students requiring additional learning support. Individualised and targeted programs are developed to meet student needs and ensure equitable access to learning.

Student Behaviour Education

A whole-school Student Behaviour Education program (R–6) promotes a positive, respectful, and supportive learning environment. Students are expected to adhere to school policies, including the School Discipline Policy, School Dress Code, and Acceptable Use Policy for digital technologies.



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Student Leadership

Student leadership is actively developed through authentic opportunities for student participation in decision-making. Year 6 students are elected as Student Leaders, and all students engage in leadership development through class meetings and structured leadership opportunities. Staff and students also participate in targeted leadership training to build capability and shared responsibility.

Student Voice

Student voice is a key feature of the school culture, with students actively empowered to share their ideas, opinions, and feedback through class meetings, surveys, and student-led initiatives. This ensures students have meaningful input into their learning environment and fosters a strong sense of ownership, agency, and engagement.

Buddy classes are an established structure across the school, where a junior primary class and a primary class are paired to build relationships, develop leadership, and strengthen a sense of belonging. These buddy classes work together to form action teams that identify real issues within the school community and take responsibility for implementing practical solutions. Through these authentic, collaborative projects, students are supported to create real change and visible impact across the school, reinforcing the value and influence of student voice in shaping school improvement.

Special Programs and Enrichment

A broad range of enrichment opportunities are available to students, including Buddy Class programs, Instrumental Music, Festival of Music Choir, Speech and Drama, inter-school and intra-school sporting programs, national competitions, environmental initiatives, Art programs, Gymnastics Club, Taekwondo, and a variety of lunchtime clubs.

Key School Context and Priorities

Stradbroke School is part of the Morialta Partnership, a network of nine preschools, four primary schools, and one secondary school in the eastern suburbs of Adelaide. Curriculum leadership across the Partnership is aligned to the Australian Curriculum, with a shared focus on developing powerful learners who are literate, numerate, and empowered to adapt positively to a changing global environment as ethical citizens.

Stradbroke School delivers a high-quality educational program within the context of:

- Large enrolments and a highly diverse school community
- Strong parental expectations for quality, choice, and breadth of educational opportunities



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- A collaborative partnership between school and families focused on improving student outcomes

The school prioritises the provision of a supportive, success-oriented learning environment that enables students to develop both academically and socially.

Educational Vision

Stradbroke School aims to develop:

- High standards of academic achievement and positive behaviour
- Respect and appreciation for cultural diversity
- Learner attributes aligned with the International Baccalaureate Learner Profile

Students are encouraged to be inquirers, thinkers, communicators, courageous, knowledgeable, principled, caring, open-minded, balanced, and reflective learners.

Site Learning Plan

Strategic Directions

Stradbroke School's strategic directions focus on developing curious, creative and confident lifelong learners through high-quality inquiry learning and evidence-informed teaching practices. As an authorised International Baccalaureate Primary Years Programme (IB PYP) school, the site is committed to fostering creativity, critical thinking, collaboration and student agency across all learning areas. Through ongoing cycles of inquiry, collaborative professional learning, and inclusive practices, the school aims to build capable, adaptable learners who are equipped to thrive in an ever-changing world.

Social and Emotional Learning (SEL)

- Implement a whole-school approach to Social and Emotional Learning using the Berry Street Education Model, ensuring consistent, evidence-informed practices across all year levels
- Embed consistent use of the *Play is the Way (PITW)* language and philosophy across all classrooms to support student agency, self-regulation, and positive behaviour
- Year level teams collaboratively design, plan, and deliver a Social and Emotional Learning unit of inquiry within Health, aligned to the Australian Curriculum, including explicit delivery of the *Keeping Safe: Child Protection Curriculum*
- Students regularly self-assess and reflect on their Personal and Social Capability development through portfolios each term, using PITW language to demonstrate skills in self-regulation, conflict resolution, peer support, and active participation
- Teachers provide formal reporting on students' Personal and Social Capability development twice annually, including collaborative moderation and year level



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analysis of strengths and areas for growth using PITW assessment tools from the implementation guide

- All learning programs intentionally develop students' social and emotional competencies, with teachers providing explicit feedback to students on the skills demonstrated during learning
- Strengthen the visibility and profile of SEL across the school community through PITW games, newsletters, and parent information sessions to build shared understanding and language
- The Wellbeing Leader, in collaboration with school leadership, monitors and implements the attendance policy to improve student attendance and punctuality
- All staff explicitly teach students to understand, recognise, and differentiate between bullying, harassment, and relational conflict, ensuring a consistent whole-school approach to respectful relationships

Student Wellbeing and Engagement

Attendance and Retention – Student attendance and punctuality are systematically monitored, with timely interventions and targeted support provided to improve engagement and ensure continuity of learning.

eLearning and Information and Communication Technologies (ICT) – Digital technologies are embedded across teaching and learning programs to enhance student engagement and support contemporary learning. All classrooms are equipped with interactive whiteboards or touch screen panels to facilitate effective instruction. Chromebooks are introduced from Year 4 through a BYOD program to support the development of students' digital capabilities. The school provides a dedicated computer suite, with additional computer pods located within learning areas. Each building has access to a shared bank of mobile devices, including iPads, and laptops, ensuring equitable access to technology across year levels.

International Education

Stradbroke School is an accredited International Baccalaureate (IB) World School, authorised to deliver the Primary Years Programme (PYP) from Reception to Year 6.

Our learning programs are underpinned by a culture of inquiry, aiming to develop internationally minded learners who demonstrate intercultural understanding, effective communication, and a commitment to holistic development in alignment with the principles of the International Baccalaureate Organisation.

The PYP is delivered through structured, purposeful inquiry framed by six transdisciplinary themes that support conceptual understanding and authentic learning across disciplines.



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The IB programme is fully integrated with the Australian Curriculum, ensuring compliance with national requirements while providing a globally focused, concept-driven approach to teaching and learning.

Reporting on Our Strategic Directions

Parents and carers are informed of student achievement and progress through a range of formal and informal reporting processes, including three-way conferences (student, teacher, and parent), written reports, work samples, student portfolios and assessment folders, and NAPLAN results in Years 3 and 5, alongside a range of school-based assessments.

Throughout the year, student achievement data is systematically collected, analysed, and used to inform teaching and learning. This ongoing analysis supports responsive planning, targeted differentiation, and continuous improvement in classroom practice to ensure the needs of all learners are met.

Curriculum

Learning Areas

The eight Learning Areas (Reception–Year 6)—English, Italian, Mathematics, Science, Technologies, The Arts, Humanities and Social Sciences, and Health and Physical Education—are delivered in alignment with both the Australian Curriculum and the International Baccalaureate (IB) Primary Years Programme.

STEM (Science, Technology, Engineering and Mathematics)

STEM learning is integrated across Reception to Year 6 to strengthen connections between Science, Technologies, Engineering, and Mathematics. Students engage with authentic, real-world problems and contexts that promote interdisciplinary thinking and application. This approach develops foundational capabilities in numeracy, scientific understanding, digital technologies, and design thinking.

Inclusive Education

A strong commitment to inclusion ensures that all students are supported to access and engage with the curriculum. Support provisions include:

- English as an Additional Language or Dialect (EALD) teacher (R–6)
- Development and implementation of One Plans for students, including:
 - Students with a learning difficulty/disability
 - Students with high intellectual potential
 - Aboriginal and Torres Strait Islanders



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- Students under the Guardianship of the Minister
- Targeted intervention programs for students requiring additional support, including Rainbow Reading, Fitzroy Reading, Self Regulation, Gross and Fine Motor, MiniLit, MacqLit, Bond Blocks, and Reading Rockets.

Special Curriculum Features

- Specialist teachers (R–6), in Physical Education, Performing Arts, Science, Italian, Health and Technologies
- Teacher Librarians, specialist teachers, and EALD staff collaborate closely with classroom teachers to support curriculum delivery and student learning
- A dedicated small-group junior primary Speech and Language class, operating as a regional facility for students with significant speech and language needs
- Access to the Department for Education Instrumental Music Program (strings and guitar)

Teaching and Learning Methodology

An inquiry-based pedagogy underpins the International Baccalaureate Primary Years Programme, fostering curiosity, critical thinking, and student agency. Teachers collaborate in year level teams to plan transdisciplinary Units of Inquiry and engage in ongoing Professional Learning Communities to ensure consistent, high-quality teaching and learning practices. Strong partnerships between staff, students, and families are actively encouraged to support learning outcomes.

Assessment and Reporting

A comprehensive and cyclical approach to assessment and reporting ensures regular communication with families and supports student learning:

- **Term 1:** Acquaintance Night for Reception–Year 6, followed by student-led or three-way conferences at the end of term
- **Term 2:** Mid-year student reports provided to families
- **Term 3:** Acquaintance Night for mid-year Reception families and a School Open Morning held in September
- **Term 4:** Preparation of end-of-year student records (Weeks 7–8) to support transition planning, followed by end-of-year reports and student portfolios sent home

Throughout the year, students share their learning with families via Seesaw, portfolios, work samples, and learning tasks.



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Pre-Service Teacher Engagement

Stradbroke School maintains a strong partnership with the Adelaide University and other tertiary providers. Staff actively contribute to the development of pre-service teachers through mentoring, supervision, and engagement in initial teacher education programs.

Sporting Activities

All students (R–6) participate in a specialist Physical Education lesson each week. Students in Years 3–6 have opportunities to participate in SAPSASA sporting events. A broad range of out-of-hours school sport teams are offered, depending on staff and parent involvement, including netball, cricket, basketball, soccer, and Australian Rules football.

Skills Programs include Auskick, Netball, Soccer & Cricket.

All R–5 classes participate in the Department for Education Swimming and Year 6 classes the Aquatics program.

Co-Curricular Activities

Students have access to a wide range of co-curricular and enrichment opportunities designed to extend interests, talents, and engagement beyond the classroom. These include instrumental music tuition, speech and drama, visual arts, music programs, and a variety of structured lunchtime activities.

The school also offers an extensive after-school sport program, providing students with opportunities to participate in a range of team and individual sports supported by staff and parent involvement. In addition, students have access to a variety of external after-school activities on site, including art classes, gymnastics, Taekwondo, AFL football programs, and other community-based programs that utilise school facilities.

These co-curricular opportunities contribute to students' physical, creative, and social development and support strong connections between the school, families, and the broader community.



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Staff and Staff Wellbeing

Staff Profile

Staff stability at Stradbroke School is high, supporting consistency in teaching and learning and strong relationships across the school community.

Leadership Structure (R-6)

- Principal
- Deputy Principal – Inclusive Education
- Senior Leader - Numeracy
- Senior Leader – International Baccalaureate Programme (PYP)
- Senior Leader – Student Wellbeing
- Senior Leader – Literacy

Staff Support Systems

Staff work collaboratively within year level and specialist teams, supporting a culture of shared responsibility, professional trust, and continuous improvement in teaching and learning. Teachers contribute to distributed leadership through responsibility for allocated curriculum budget areas and engage in collaborative planning of IB Units of Inquiry within Professional Learning Communities, with a focus on evidence-informed practice, moderation, and consistency of curriculum delivery.

School Services Officer (SSO) team members are provided with designated time for collaboration, planning, and coordination to support effective whole-school operations and student learning needs.

Staff wellbeing is supported through a range of formal structures and professional supports, including clear communication processes, accessible leadership, and established procedures for the respectful resolution of concerns. These structures are designed to maintain a positive, professional workplace culture that enables staff to focus on high-quality teaching and learning.

Performance Development

All staff participate in a Performance Development process led by the Principal and Senior Leaders. This process supports professional growth, reflective practice, and continuous improvement aligned with school priorities and student learning outcomes.

Regular meetings provide opportunities for professional feedback, recognition of achievement, and collaborative discussion of student progress, including the identification of



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students at educational risk and associated support strategies. Classroom observations and learning walkthroughs are undertaken as part of the performance development process to promote reflective practice, consistency of teaching approaches, and the sharing of effective pedagogy across the school.

Staff maintain professional learning records and engage in ongoing professional development to strengthen practice and support improved outcomes for all learners.

Staff Utilisation and Governance

Policies guide the use of ICT, equipment hire, and resource allocation. SSO staffing is deployed across key areas including student support, wellbeing, library services, reception, administration, finance, grounds, student services, and ICT support.

The Personnel Advisory Committee provides advice to the Principal on staffing matters, and the Workplace Health and Safety (WHS) Committee monitors and promotes a safe working environment.

Access to Specialist Support

Staff are supported by a range of specialist services through the Felixstow Education Office. These services include Educational Psychologists, Speech Pathologists, Aboriginal Education Services, Inclusive Education support, Behaviour Support Coaches, and access to a Social Work Duty Line.

These multidisciplinary supports assist staff to respond effectively to the diverse academic, wellbeing, behavioural, and social needs of students. Specialist personnel work collaboratively with school leaders, teachers, SSOs, students, and families to strengthen inclusive practices, build staff capacity, and support improved student outcomes.

School Facilities

Buildings and Grounds

The school comprises a mix of single and two-storey solid-construction buildings. All learning areas are fully air-conditioned and heated to ensure a comfortable learning environment.

Specialist facilities include an Italian language room, library, computer suite, science room, double music/drama rooms, gymnasium, student services area, health centre, and OSHC facility (YMCA). Students also have access to extensive outdoor learning and play spaces, including playgrounds, oval, Aboriginal garden, nature play areas, basketball and netball courts, and hard surface play areas.



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Canteen

The school canteen operates five days per week and is managed by a dedicated Canteen Manager and Canteen Assistant. The canteen provides a healthy, balanced, and varied menu aligned with healthy eating guidelines for students at both recess and lunch.

Students are able to purchase items over the counter during recess and lunch service times, with lunch orders also available. The canteen regularly supports whole-school events and special theme days, providing additional opportunities to promote community engagement and student participation. The canteen service is valued as an important part of the school environment, supporting student wellbeing and positive social interactions.

Staff Facilities and Accessibility

The staffroom and administration areas were upgraded in 2014 and provide modern, functional spaces that support staff collaboration, wellbeing, and daily operations. Kitchen and staff preparation areas are located within all learning buildings, providing accessible facilities for staff across the site.

The school is committed to ensuring accessibility and inclusion for all students, staff, and visitors. Accessible facilities include ramp access to all ground-floor buildings and pathways designed to support safe and equitable access throughout the school environment.

Transport

A Department for Education school bus service operates and stops at Stradbroke School for students travelling from Montacute and Cherryville areas.

School Operations

Decision-Making Structures

The leadership team works collaboratively with staff to plan professional learning and monitor the Site Learning Plan. Staff meetings are held weekly (Wednesdays, 3:30–4:45pm) and include operational matters and professional development. Professional Learning Communities (PLCs) operate across year levels and specialist areas to support collaboration and continuous improvement.

Communication and Publications

Internal communication is supported through the Sentral announcements system and staff meetings. A comprehensive policy framework outlines expectations, procedures, and



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operational guidelines. A fortnightly school newsletter communicates updates and celebrates learning contributions from staff, students, and families.

Financial Position

The school is in a sound and stable financial position.

Local Community

Stradbroke School is a zoned school. The catchment area includes Rostrevor and parts of Woodforde, bounded by Montacute Road, the eastern boundary of Rostrevor, Kintyre Road, Glen Stuart Road, Moules Road, and St Bernards Road.

The school community is highly diverse, representing more than 41 cultural backgrounds, including Italian, Chinese, Greek, Middle Eastern, Polish, Russian, Slovakian, Korean, Indian, Hungarian, and former Yugoslavian heritage.

Parent and Community Involvement

The parent community has high expectations and is actively engaged in both formal and informal aspects of school life. Strong partnerships with families are highly valued and encouraged. The Governing Council, comprising parents and staff, plays a key role in supporting school improvement and governance.

Feeder Schools

Primary feeder secondary schools include Morialta Secondary College and Charles Campbell College. A number of students also transition to selective entry or specialised programs at schools such as Norwood International High School, Marryatville High School, Glenunga International High School, and Urrbrae Agricultural High School.

Early Childhood and Community Connections

Students entering Reception come from a range of feeder kindergartens and early learning centres. Rostrevor Kindergarten is located directly opposite the school, supporting a strong partnership and shared use of resources and transition practices.

Local Facilities and Accessibility

The school benefits from close proximity to shopping centres, medical services, sporting and recreational facilities, and a community library. Public transport is readily accessible from the



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city and surrounding suburbs. The school is located within the Campbelltown City Council area.

Further Comments

Stradbroke School is widely recognised for providing a welcoming, inclusive, and supportive environment for students, staff, and families.

Families choose Stradbroke School for its International Baccalaureate Primary Years Programme, strong academic outcomes, commitment to inclusive education and intervention, and the breadth and quality of its educational programs and resources.