SCHOOL CONTEXT STATEMENT

Updated: 05/2013

School Name: Alberton Primary School
School Number: 0202   Kindy Number: 1555

1. General Information

Part A

School Name: ALBERTON PRIMARY SCHOOL
School No.: 0202  Kindy No. 1555                      Courier: WEST
Principal: Mr. Andrew Plastow
Postal Address: 14 Broad Street, Queenstown 5014
Location Address: 14 Broad Street, Queenstown 5014
Region: Adelaide West
Distance from GPO: 11 kms                      Phone No.: 08 84471924
Kindy attached: YES                      Fax No.: 08 84476448

The Alberton and Port Adelaide School communities amalgamated, effective from 2005, on the Alberton School site.

Total February Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>205</td>
<td>207</td>
<td>228</td>
<td>245</td>
<td>247</td>
<td>251</td>
</tr>
</tbody>
</table>

Average Kindy Attendance

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>27</td>
<td>22</td>
<td>39</td>
<td>41</td>
<td>39</td>
<td>39est.</td>
</tr>
</tbody>
</table>

Part B

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Male</th>
<th>Female</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Coord. Approaches to Learning</td>
<td>1</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>PSC</td>
<td>1</td>
<td></td>
<td>1.0</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>4.6 (5)</td>
<td>9.1 (11)</td>
<td>13.7</td>
</tr>
<tr>
<td>Special Education</td>
<td>0.5</td>
<td></td>
<td>0.5</td>
</tr>
<tr>
<td>AET</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Resource Centre</td>
<td>0.5</td>
<td>0.5</td>
<td>0.5</td>
</tr>
<tr>
<td>Kindy</td>
<td>0.2</td>
<td>0.8</td>
<td>1.0</td>
</tr>
<tr>
<td>ACEO</td>
<td>1</td>
<td>1</td>
<td>65 hrs.</td>
</tr>
<tr>
<td>School SSO</td>
<td>2</td>
<td>9</td>
<td>251 hrs.</td>
</tr>
<tr>
<td>Kindy SSO</td>
<td>2</td>
<td></td>
<td>62 hrs.</td>
</tr>
<tr>
<td>Kindy ECW</td>
<td>1</td>
<td>9 hrs.</td>
<td></td>
</tr>
<tr>
<td>Grounds</td>
<td>1</td>
<td></td>
<td>16 hrs</td>
</tr>
</tbody>
</table>

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• **OSHC**
  Before School 7.00 a.m. – 8.45 a.m. catering for up to 12 students per session.  
  After school 3.15 p.m. – 6.00 p.m. catering for up to 30 students per session.  
  Vacation Care – 7.00 a.m. – 6.00 p.m. catering for up to 30 students.

• **Enrolment trends**
  School intakes have increased over the last five years. The school’s website and positive word-of-mouth are the two main reasons for enrolment increases. The Kindy has maintained a very high average attendance over the past 4 years with enrolments increasing considerably over 2012 and 2013. This increase was initially due to advertising ourselves as a Kindy rather than CPC, followed by positive word-of-mouth once the first groups started.

• **Special arrangements**
  35 students are transported to and from school each day by a school-owned bus. This is open to anyone with priority given to Aboriginal students and others most in need.

• **Year of opening**
  1892. The school is over 120 years old. The school went through major redevelopment in 1988 when the junior and primary schools amalgamated. It underwent another re-development due to amalgamation with Port Adelaide Primary School in 2005, then again in 2009 as part of the ‘Building the Education Revolution’ program.

• **Public transport access**
  Access to public transport is available and convenient through the bus service on Port Road.  
  Alberton train station is a short walk from the school.

2. **Students (and their welfare)**

• **General Characteristics**
  Alberton Primary School has a diverse student community with children coming from a wide range of family backgrounds. There are approximately 40% School Card holders; 30% students with an Aboriginal heritage; 12% of other students from non-English speaking backgrounds and 11% of students with a disability.

• **Support offered**
  A Primary School Counsellor provides general student counselling and assists in social skill development. There is a focus on Restorative practices.

  **Student management**
  The school has a very clear Behaviour Code, which revolves around all children having the right to feel safe at school and respect other people’s safety. A new Student Behaviour Code was introduced in 2009 after extensive consultation.
• **Student government**

A Children’s Parliament has been in place for 3 years offering more students significantly more voice in decisions made within the school. Each Ministry is led by an elected Minister and supported by Staff Advisers. The Treasurer and Finance Ministry manage a generous budget to support student activities.

Students are involved in leadership roles throughout the school, including co-managing the school website, co-publishing the school newsletter, assisting in the management of the Art room, co-managing our Life Sciences Centre, managing the Sports Shed and assisting in the Canteen.

Students are heavily involved in decisions about curriculum offerings, particularly in some parts of the day.

### 3. Key School Policies

- **Values:**
  
  School values were developed with the Community to underpin all policies and procedures – Wellbeing, Discovery, Diversity, Belonging and Success.

- **Long-term objectives**
  
  Site Learning 3 Year Plan (2012 – 2014) specifies the long and short term objectives. Priority areas of our Site Learning Plan are: Literacy, Numeracy, Science and Flexible Learning Options.

### 4. Curriculum

- **Subject offerings**

  The school functions with communities of learners in 5 Magpie Groups consisting of students from R-7, 2 transition classes and the Kindy.

  The curriculum is based on offering students choice, developing tools for ongoing learning within context, allowing students opportunities for discovering and focuses on developing the academic, physical and emotional elements of our learners. The timetable operates across the school (R-7). Small literacy and numeracy groups operate each day.

- **Special needs**

  There are numerous specific programs offered for students with special needs. A Student Intervention Team oversees these. Many SSO hours support these programs.

- **Special curriculum features**

  Life Sciences Centre featuring aquaculture, aquaponics abd vermiponics.

  Visual and Performing Arts and Design have a strong and important place within the school.

  Digital literacy and Learning through Gaming.

  Support for students with higher intellectual potential.

  Student Learning Plans – learning the tools and dispositions for learning.

  Discovery – play, experiential learning and choice facilitated by teachers in their specialist fields.
• **Assessment procedures and reporting**
  The school reports to parents through 3-way interviews, at the end of term 1; a written report on Literacy and Numeracy at the end of terms 2; a ‘Discovery Open Night’ hosted and facilitated by students in Term 3; and a written summative report at the end of term 4. There is ongoing reporting through journals and workbooks. These processes are currently under review.
  A literacy audit is done at the beginning and end of each year. This is used to measure the distance travelled during a school year in literacy development. This includes collection of data re Reading Recovery or Lexile level and ESL Scales.

• **Joint programs**
  Instrumental Music is provided with a band program based at LeFevre Peninsula Primary School. Students are learning saxophone, flute, trumpet and percussion.

5. **Sporting Activities**

School sport has had a strong focus in our school with high participation in a range of teams. Reduced parental involvement in sporting teams over the past five years has led to a reduction in teams but a variety of out of school hours sports are still available. All year R-5 students have swimming lessons at The Parks Swimming Centre while Year 6/7 students have Aquatics sessions at the West Lakes Aquatics Centre.

Sports Day is a highlight. It is a special day featuring both tabloid and competitive year level events.

6. **Other Co-Curricula Activities**

• **General**
  Our school has a choir for Year 5-7 students with students regularly performing in the South Australian State Schools Music Festival.

  End of year concerts featuring student/class items are held annually.

  A Visual Arts Exhibition is held annually since its inaugural year in 2012.

  Aboriginal Cultural Awareness Week is celebrated every September involving students in a wide range of cultural activities. Book Week is also a special week each year.

  We enter the Wakakirri Story Dance competition every odd year.

  We have a whole school camp in even years.

7. **Staff (and their welfare)**

• **Staff profile**

  Over the past 5 years there has been a stabilisation of staff and emphasis on continuity. However, many teachers have been having babies resulting in an increasing amount of part-time teachers.
• Leadership structure
  The school currently has a Principal, a Deputy, a Primary School Counsellor and a Co-ordinator in Approaches to Learning. All staff are encouraged to utilise leadership skills and different members share their expertise during planning meetings.

• Staff support systems
  All Magpie groups have two-teacher teams. The whole staff plans aspects of the curriculum, while small groups or pairs support each other with some planning. English and Maths groups are the only areas requiring individual planning within a supportive context. SSOs meet regularly. Staff all rely on each other (due to the whole school programs) therefore they support each other wholeheartedly. Grievance contact people are elected from and for staff.

• Staff utilisation policies
  Ancillary staff perform many valuable roles. There is an emphasis on multi-skilling. Ancillary staff members have roles in classroom support, managing school fund accounts, administration, public relations, arts and aesthetics, library management and parent liaison etc. Role statements are negotiated and adapted to meet changing school needs and staff allocations.

• Access to specialist staff
  Access to Guidance Officers, teachers for Hearing Impairment Coordinators, Speech Pathologists and Disabilities Coordinators is coordinated by the Special Education Teacher who maintains regular contact with specialist support staff. The School Counsellor utilises the services of Interagency Student Behaviour Management and CAMHS to support social/behavioural development
  A Wadu Wellness program operates in partnership with Health, CAMHS, SA Dental Service and UniSA Social Work to provide invaluable support to students for their physical, emotional and social wellbeing.

• Other
  Staff are expected to engage in and lead Performance Development meetings with a member of the leadership team either 1:1 or in learning circles to discuss:
  - Implementation of Site Learning Plan priorities and critical questions about student learning
  - Professional development needs.

• Social Activities
  An active social committee is responsible for a variety of activities that foster a positive and friendly work environment.
  The staff at Alberton is a very cohesive and supportive group on both professional and personal levels.

8. Incentives, support and award conditions for Staff

• Complexity placement points
  : 1995 Onwards – Basic 1 Complexity 1.5

• Isolation placement points
  : N/A
• Shorter terms
  : N/A
• Travelling time
  : N/A
• Housing assistance
  : N/A
• Cooling for school buildings
  : Reverse cycle in all rooms, upgraded in 2007/8 and 2010.
• Cash in lieu of removal allowance
  : N/A
• Additional increment allowance
  : N/A
• Designated schools benefits
  : N/A
• Aboriginal/Anangu schools
  : N/A
• Medical and dental treatment expenses
  : N/A
• Locality allowances
  : N/A
• Relocation assistance
  : N/A

9. School Facilities

• Buildings and grounds
  The school is surrounded by an extensive oval/lawn set up with numerous trees, which add to the environment. The school went through a major redevelopment in 1988 and 2009. Every room is newly air-conditioned.
  There are two major brick buildings: ‘Broad Street’ includes Reception, Leader’s offices, Finance Officers office, Sick room, ICT Office, TRT Service office, staff and student toilets, Resource Centre, Uniform Shop, Art Room, Computing Suite, 3 R-7 Magpie Group rooms, a new ‘Learning Street’ (flexible learning space), a new Aboriginal Education Centre (including Immersion Room, Deadly Designers space, offices, kitchen and parent lounge) and a new Staffroom has been built on overlooking the grounds.
  The older style building houses the Reception Transition class, 2 R-7 Magpie Groups, STAR room, Aqua room and staff and student toilets, including a disabled toilet.
  A large transportable building called ‘Wadu’ provides accommodation for the O.S.H.C. Program and a Transition class.
  A large open plan building houses the Kindy with adjacent fenced play area.
A multi-purpose hall, incorporating a canteen, stores and disabled toilet was completed in 2007.
The old canteen building has been renovated into a workshop called ‘Johnny’s Shed’.
An old toilet block has been transformed into a facility for Aquaculture programs.
A community garden is in the planning stages ready for planting in 2011.

- Specialist facilities
  Specialist facilities include areas for sports, visual arts, performing arts, cooking, science and technology.

- Student facilities
  Adequate hard play areas, including two netball/basketball courts and very pleasant grassed play areas and small oval. Many shaded areas.
  Two playgrounds erected early in 2005 and another in 2007.
  School Canteen operated by a paid manager and volunteers provides snacks and lunches for staff and students each school day. It operates within Rite Bite guidelines.

- Staff facilities
  A Staff Lounge and kitchen, built in 2009.
  Adequate on-site parking.

- Access for students and staff with disabilities
  Access for disabled in Administration block, and both solid building teaching areas, Agius Ward Hall, Wadu, OSHC and Kindy.

- Access to bus transport
  A school funded Mercedes Benz 41 seater bus provides transport for students to and from school. The bus is frequently used for low cost excursions and day trips.

10. School Operations

- Decision making structures
  The Decision Making structure is due for review but is based on a collaborative style where the belief is that decisions are best made in an atmosphere of trust, openness and honesty. A range of decision-making structures operate within the school (as below) according to the following principles:

  Clear Communication – everyone has the right to be involved in a decision that affects them.

  All School community members should be able to access the decision making process.

<table>
<thead>
<tr>
<th>Decision Making Bodies</th>
<th>Advisory Committees</th>
<th>Other Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal/D.E.C.S. Leadership</td>
<td>Personnel Advisory Committee</td>
<td></td>
</tr>
<tr>
<td>Governing Council</td>
<td>Finance+,*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Grounds+,*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Canteen+,*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Out of School Hours Care+*</td>
<td></td>
</tr>
</tbody>
</table>
Fundraising +,*
Sports +,*
Yurrekaityarindi+
Marketing+

General Staff
Student Intervention*
SSO Staff Meetings*
OHS&W*
ICT*
Aboriginal Education*
PLDG (Professional Learning)

Social Committee*

Children’s Parliament *#
+ denotes parent representative
* denotes staff representatives
# denotes student representatives

Ratification of all policy and procedures decisions occurs at staff meetings.

- Regular publications
  The school publishes a newsletter twice per term. A staff Day Book is published daily for teacher information. The Principal publishes a Magpie Messenger frequently. Staff Meeting Agenda’s are open for all staff to add to the agenda. Parent Information book is edited annually and distributed to all parents on request or when students are enrolled.

- Other communication
  Staff Handbook and Induction Manual is upgraded annually and available to all staff. It includes policies such as Student Behaviour Code, Attendance, Occupational Health & Safety and Emergency Procedures.

- School financial position
  The school is financially viable, managed effectively by Governing Council. School finances have been supported through grants, enabling the school to finance the purchase of computing hardware, purchase a range of educational resources and fund additional human resources.

- Special funding
  N/A

11. Local Community

- General characteristics
  The Alberton/Port Adelaide area is a typical Western Suburbs area with a mix of industrial, commercial and retail areas interspersed with residential areas with considerable history attached. Wide ranges of employment opportunities are available in the area. Many parents use excellent train and bus facilities to commute to the city or to other suburbs for work. There is also a high level of unemployment.
  A wide range of languages are spoken at home, although English is most prevalent.

- Parent and community involvement
  There is a growing level of parent involvement in the school in many different ways. The Governing Council and associated committees provide a major focus
for those parents interested in decision making, fund raising and educational issues. Yurrekaintyarindi exists for Aboriginal learners with varying levels of activity. Parents and caregivers provide valuable classroom support, often on a daily basis. Many parents have supported classroom programs by sharing information about their culture and occupations and family backgrounds. Others assist with camps, excursions, daily fruit program and transport for instrumental music. Parents and caregivers co-ordinate and coach our many sports teams and organise fund raising activities.

- **Feeder Centres**
  Alberton Kindy and Kalaya Children’s Centre are the main feeder groups. Other local care and educational facilities include Woodville, Ocean View and LeFevre Secondary School that are the main schools students move on to in Year 8. Other local primary schools are Hendon and Pennington Junior & Primary Schools.

- **Commercial/industrial and shopping facilities**

- **Other local facilities**
  Tauondi Aboriginal College, Alberton Football Oval, West Lakes Aquatic Centre and the Alberton Railway Station and a range of museums and galleries.

- **Availability of staff housing**
  : N/A

- **Local Government body**
  : Port Adelaide Enfield Council

**12. Further Comments**

Alberton Primary School is a public school with a strong community connection. The school first opened on the 3rd October 1892. At that time, there were 460 students and 4 teachers. The need for a community school was so strong, the school population grew to 717 students by February of the following year.

The school grounds are very impressive. The grounds occupy a large corner property in Queenstown with the original school building on the New Street Campus and the newer buildings on the Broad Street Campus. A beautifully maintained oval and playing area connects the two areas of the school. Scattered around the grounds are large trees that provide extensive shaded areas.

In 2005, Alberton Primary and Port Adelaide Primary Schools amalgamated. This has resulted in an enormous amount of additional resources now being available at Alberton Primary School for the children.

The school offers a safe and supportive learning environment and an extensive sports and leisure program.