

SCHOOL CONTEXT STATEMENT

School number: 0272

School name: Modbury School Preschool to Year 7

School Profile Text:

Modbury School P-7 is situated in Modbury North, opposite Tea Tree Plaza sharing a border with the beautiful walking trail along Dry Creek.

Our Values of Connect, Challenge and Create provide a focus and direction for learning in a supportive and dynamic environment.

At Modbury we look to have a place where students, parents and community members built strong relationships that provide a sense of belonging and support each other in a positive way.

Our school is a rich diverse community, with many families from multicultural and Indigenous backgrounds. Family involvement is supported and encouraged through cultural acknowledgment and the provision of Kaurna and Japanese languages. A range of opportunities for learning and building cultural understanding are planned and supported community wide. Whole school experiences recognising and celebrating Aboriginal and Multi-Cultural events and activities are collaboratively designed by staff, parents and children.

A dynamic Early Years learning environment known as 'The Hive' is offered specifically designed for 3-6 year olds, providing seamless transition and opportunities for children to maximise learning according to their needs.

Students with disabilities and learning needs are included and supported. They have opportunities to learn alongside mainstream students with a tailored as well as our Primary Special class.

The school has developed a range of flexible indoor and outdoor learning opportunities that foster and connect children to real world experiences through the use of Nature Play, the School Garden and local creek.

In addition to these, the latest in building design to further implement 21st Century Learning. Our new STEM facility is an innovative space that provides facilities for students to make, test, create, problem solve and design solutions.

Our innovative and progressive school has a history of success exceeding 130 years that includes state, national and international recognition for its work.

Our school has a strong focus on collaborative teaching and learning and Student Voice. All students and teachers work in Learning Communities providing authentic, inquiry based learning programs that

allow students to demonstrate their learning in multiple ways. Learning communities across our school share learning spaces and resources which allows greater flexibility when planning learning programs.

The school aims to provide high quality teaching and learning, focused on individual needs, within a safe, supportive and success oriented environment. All students are encouraged to develop and grow as individuals and are empowered to become active citizens within our society. Modbury School supports student led initiatives within Learning Communities, whole school and Partnership programs with many of our students participating in student working parties, Partnership and state-wide ambassador roles.

1. General information

- Principal: Ms Mary Ttikirou
- Deputy Principal: Ms Maria Appelt
- Wellbeing Counsellor – Ms Kirsty Brumby
- Year of opening: 1877
- Postal Address: 2-18 Golden Grove Road, Modbury 5092
- Location Address: 2-18 Golden Grove Road, Modbury 5092
- DECD Portfolio: Felixstow 2
- Partnership: Modbury
- Geographical location: 16kms from GPO
- Telephone number: 8264 2027
- Fax Number: 8396 1704
- School website address: www.modburyp7.sa.edu.au
- School e-mail address: dl.0272.admin@schools.sa.edu.au
- School Based Preschool attached: Yes
- Out of School Hours Care (OSHC) service: Yes

July FTE Enrolment

	2011	2012	2013	2014	2015	2016	2017
Primary Special, N.A.P. Ungraded etc	12	12	12	11	12	11	12
Preschool	29	36	30	31	31	30	33
Reception	19	30	27	27	23	15	22
Year 1	26	15	23	18	25	23	16
Year 2	22	22	18	21	17	24	22
Year 3	21	23	22	21	25	16	19
Year 4	19	20	24	25	15	23	15
Year 5	17	15	19	23	24	18	18
Year 6	21	15	14	17	20	21	15
Year 7	18	22	16	17	17	20	14
TOTAL	216	210	205	211	208	201	186

- **Staffing numbers (as at February census): LIZ**

Total teaching staff = 12.7 including 0.4 AET and 0.9 EALD

Deputy Principal: 0.6

Counsellor: 0.4

Ancillary staffing = 156 h.p.w. plus School Based Preschool 20 h.p.w.

ACEO = 14.0

- **Public transport access:**

The school is within one kilometre of the Modbury (Tea Tree Plaza) O-Bahn bus interchange. Buses stop on Golden Grove Road and Main North East Road, stops are within easy walking distance from the school.

Students (and their welfare)

- **General characteristics:**

The majority of students at Modbury live in the area and in a number of cases their parents or a family member attended the school. There is a strong sense of community and care for the school. The majority of students are from

English speaking backgrounds, 37.5% of students are from Non-English Speaking Backgrounds, 45% of students are on School Card, 12 % of students are on NEP (including the Primary Special Class), 11.3 % Aboriginal & Torres Strait Islander students.

- **Student Well-Being Programs**

The Student Wellbeing policy supports the school's focus on Values Education, Student Voice and Executive Functions. The policy emphasises a process that is based on strengthening relationships and restorative justice principles

Cyber Bulling, anti-bullying, Child Protection, Social and Personal Capabilities are focussed through a well-being approach.

- **Student Support offered**

Police Liaison Officer

Family case management shared between Leadership.

Mentor programme

- **Student Behaviour Development**

School programs support students to understand and practice respect through being responsible, safe and honest members of the school community by consideration and supporting others and showing emotional regulation.

The Student Wellbeing process therefore, is pro-active, restorative and reflective.

Executive Function Plans are developed for students needing additional education or support to develop friendships and manage their behaviour.

- **Student Government- Wakwakurna (Student Voice)**

The school has a strong student voice program where students are encouraged and supported to have an authentic voice in learning and whole school initiatives. Students actively take on leadership roles to identify changes in the school and plan activities that make a difference. The Student Representative Council is not run as a traditional model, but as a number of student working parties with a focus on school and learning improvement. These groups represent R-7 students across our school and are inclusive of all students.

- **Special Programmes**

Special Class

The Special Primary Class Years 3-7 operates as an integral part of the school's program. The Special Class teacher in negotiation with other mainstream staff manages inclusion programs. The focus is to provide specialised programs to support individual needs both within the class and whilst accessing mainstream programs within the school. Children from this class access taxi travel to and from school.

School Based Preschool:

The Preschool is an integral part of the school's program and is located within the main building. This is now known as 'The Hive' and works together with the reception class for parts of the day. Essentially this Early Years learning area has intentional play and ACARA so that children aged 3-6 are able to access learning where they are best suited.

Playgroup

A parent run playgroup for children aged 0-5 is available on Friday. This lovely community group is supported with an early years staff member on Friday mornings.

EALD Parent Community Group

A strong parent group that fosters the understanding of all cultures and builds the understanding of teaching and learning through ACARA and EYF. Supportive structures for all members of the community to feel part of the school community occur with regular gatherings and opportunities to share and learn together. A multi-cultural garden is being planned for 2018.

Modbury School Community Group

This group of dedicated parents support the school in many ways. They meet over a cuppa and plan events to fundraise for specific achievements that directly support student's e.g. our new planned playground.

Regular events that are managed by this group are the Father's and Mother's Day Stalls, student disco and community barbecues.

Additional Support

Aboriginal Education Teacher provides additional support for indigenous students through cultural activities and additional learning support. The school has a 0.4 Aboriginal Education Teacher, an Aboriginal Community Education Officer and tutoring for students through APAS. All students in the school are involved in learning about Indigenous culture and history.

EALD support for students who have English as an additional dialect or language is provided through a 0.9 EALD Teacher. EALD support is provided by staff working together in classrooms strengthening EALD pedagogy for students.

Programs exist at Modbury P-7 School that foster understanding of all cultures and recognise and respect reconciliation with indigenous cultures.

3. Key School Policies

The School Improvement Priorities include:

Literacy

Numeracy

As seen on the school website.

Preschool Hive

Children's learning is dynamic, complex and holistic. Physical, social, emotional, personal, creative, cognitive and linguistic aspects of learning are all interrelated. Therefore, at Modbury Preschool, children actively construct their own understandings and contribute to other's learning through play based experiences, developing positive attitudes and dispositions for learning.

Recent Key Outcomes:

The school has already seen improved results in Numeracy and Literacy with all students reaching national benchmarks, unless they have an identified disability or are already on intervention program. The focus on relationships and choices has resulted in a significant reduction in behaviour issues and the need for intervention.

4. Curriculum

• Subject offerings:

Our core business is teaching and learning in a supportive environment that strives to have improved learning outcomes for all learners. We provide this through the teaching and learning of a variety of skills, knowledge and understandings outlined in the, Australian Curriculum and Belonging, Being and Becoming in an environment that is rich in experiences and caters for a wide range of abilities and backgrounds.

- **LOTE** (Indigenous for Reception to Year 1 - Japanese for Years 2 to 7).

- **Students with additional learning needs: Student Intervention**

Students with additional learning needs are able to have additional support through a special education support that caters for students who require intervention or extension.

- **Special curriculum features:**

Specialist curriculum areas are Science, Japanese, Karna, and The Arts.

The school bases the teaching practices on current research that support teaching for effective learning and inquiry to ensure all students are engaged and challenged. Half day NIT programs are run weekly where students access longer, sustained periods of learning allowing teachers from each Learning community to meet together to discuss and plan programs. Class teachers tailor programs through the use of co-educators and IT to further individualise learning.

- **Assessment Procedures and Reporting:**

Written reports go home twice per year & 3-way negotiation of individual learning plans are in term 1. Written reports are sent home each term for ATSI students. School testing in literacy and numeracy are carried out during the year. Students in years 3, 5, 7 take part in the NAPLAN testing. Student perception data is collected each year on wellbeing, Literacy and Numeracy.

5. Sporting Activities

The school has a history of strong community commitment to sport. There is participation in SAPSASA competitions. Parents coach and support the teams. Students are supported to compete in District SAPSASA events, including football, athletics, netball and soccer.

6. Other Co-Curricular Activities

- Festival of Music
- National competitions

7. Staff (and their welfare)

- **Staff profile**

Preschool Hive – 3 days

Teachers – 8 classes, 1 EALD/AET teacher, 1 Special Education Class

Advanced Skilled teachers – 1

Step 9 Teachers - 4

Ancillary staff – Most Ancillary staff work directly with students

Most Ancillary staff undertake more than one role

Ancillary staff support programs including speech, literacy, numeracy and building emotional resilience.

- **Leadership structure**

Principal, Deputy Principal, Wellbeing Leader

- **Staff support systems**

PLC's are integral to staff support and connectedness to learning communities.

Professional development- site, partnership and externally

Access to specialist teachers

Committees

- **Performance Development**

Performance Development is held regularly and is linked with the Site Improvement Plan and areas of personal professional needs.

Professional learning is a priority within the school and is well resourced.

8. School Facilities

- **Buildings and grounds**

The school comprises a number of different buildings currently disposed as follows:

- A two storey solid construction building, houses the whole school.
- An Open Space Unit is used for OSHC, school functions and Specialist lessons.
- The School Canteen operates under guidelines and opens 3 days a week with a paid manager and volunteer parent support.
- Multipurpose Gym focusing of physical education along with an oval, netball and basketball courts,
- Outdoor classroom spaces have been created around whole class and small group work.
- Nature Play areas

- **Heating and cooling**

All class teaching spaces have heating and cooling

- **Specialist facilities and equipment**

Resource Areas, level 1 and ground floor STEM area

Whiteboards / Smartboards / iPads/Chromebooks

Gymnasium

- **Student facilities**

Canteen

Outdoor games area

- **Staff facilities**

Staff Room

I Pads

IT access in every room

Whiteboards / smartboards

Staff resources

Staff prep room

- **Access for students and staff with disabilities**

Access for students and staff with a disability is provided in the downstairs section of the building

10. School Operations

- **Decision making structures**

The school has a collaborative approach to organisation and management that is supported by a network of committees, sub committees and forums.

- **Regular communication via:**

- School Newsletters are published fortnightly and emailed to families
- The school provides regular updates and alerts through the Skoolbag app
- Yearly magazine
- Website

11. Local Community

- **General characteristics**

The socio-economic profile of the community is diverse, with a strong sense of community. Close to a major shopping centre and O-bahn. Demographic shows a dramatic increase in retired people in the area as well as newly arrived migrants.

- **Parent and community involvement**

There is a high level of parent commitment, expertise and support provided by individuals and groups - reading, excursions, camps, Library, Canteen, grounds.

Modbury School Community Group- a dedicated group of parents who fundraise for the school.

- **Feeder or destination schools**

96% of Preschool students move on to attend school at Modbury School with the majority of Year 7's going to one of the local high schools. Only a small percentage of students attending a private school

- **Other local care and educational facilities**

- Out of School Hours Care
- Vacation Care

- **Commercial/industrial and shopping facilities**

- Major shopping and transport hub in the area

- **Other local facilities**

- Hospital and other emergency services
- A range of sporting facilities, TTG Library

- **Local Government Body**

- Tea Tree Gully Council