

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 in close proximity to Civic Park and sharing a border with a beautiful walking trail along Dry Creek home to local native animals including koalas, possums and kangaroos.

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 Kurna 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 Tikirou
- 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

	2014	2015	2016	2017	2018	2019	2020
Primary Special, N.A.P. Ungraded etc	11	12	11	12	12	12	12
Preschool	31	31	30	33	31	30	25
Reception	27	23	15	22	33	34	36
Year 1	18	25	23	16	25	30	33
Year 2	21	17	24	22	18	26	27
Year 3	21	25	16	19	23	30	27
Year 4	25	15	23	15	22	21	12
Year 5	23	24	18	18	19	13	24
Year 6	20	20	21	15	18	18	21
Year 7	17	17	20	14	17	15	16
TOTAL	208	208	201	186	187	199	208

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

Total teaching staff = 14.7 including 0.2 AET ,0.9 EALD,

Deputy Principal: 1.0

Counsellor: 0.6

Preschool 1.5 teaching

Special Options Class: 1 FT teacher, 1 FT SSO

Ancillary staffing = 18 staff plus School Based Preschool 20 h.p.w.

ACEO = 12.0

- **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, 48.3% of students are from Non-English Speaking Backgrounds, 27.2% of students are on School Card, 16.2 % of students are on One Plans (including the Primary Special Class), 5.2 % 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 Bullying, Anti-bullying, Child Protection, Social and Personal Capabilities are focussed through a well-being approach.

Interoception , Berry St and Play is the Way strategies are used across the site to support students with self-regulation and building of social skills

- **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 Options 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. Students in 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 classes for integrated learning opportunities. Essentially this Early Years learning area has intentional play, the EYLF and ACARA guide planning 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 on-site staff member on Friday mornings. We value this program as it supports local community members and often provides the first transition experience of new families to our school community.

EALD Parent Community Group

A strong and proud parent group that fosters the understanding of all cultures and builds the understanding of teaching and learning for families through ACARA and EYLF. Supportive structures for all members of the community are in place to establish links for parents and build a sense of belonging to the school community.

School Community Garden

A community garden has been established with Multicultural families providing input into foods that represent our community. A community grant has supported the inclusion of fencing, rain water tanks and the construction of a greenhouse. Our local Modbury community are passionate about revegetating the Makin area. They have made a strong commitment to undertake activities directly related to: native plant propagation, rainwater harvesting to propagate native plants, native plant revegetation, native plant cultivation, physical/chemical weed reduction. Flora species such as Hakea Carinata and Poa labillardieri have been specifically selected to attract and increase fauna biodiversity. Measurable outcomes will include: using native plants to decrease water run off/soil erosion, decreased mains water

use, renewed habitat through propagation/ cultivation. Predicted outcomes will include: enhanced biodiversity and repopulation of native fauna, such as birds and insects.

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 0.2 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, EYLF, 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: Enhanced learning / Intervention programs**

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 P.E/Health, Japanese, Kaurua, The Arts- Dance, Visual Arts and Music.

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
- Dance performances
- Carols at Civic park

7. Staff (and their welfare)

- **Staff profile**

Preschool Hive – 3 days, Mon-Wed

Teachers – 9 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**

- PAC is an important decision and consultation group at the site. 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
- Community garden
- Loose parts program/ Container
- Fire Pit
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- **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

OSHC/Vacation care

- **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, including PAC, Leading Improvement Team and SSO meetings PAC and subcommittees and forums support decisions.

• 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
- Individual class processes for family communication including Dojo, Google classroom

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 as well as support student learning through engagement in reading programs.

• 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