

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

Our school has 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 provide a range of opportunities for learning through cultural experiences.

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 learn alongside mainstream students as well as our Primary Special class.

The school has developed a range of flexible learning spaces 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 21<sup>st</sup> Century Learning through the STEM project will be commencing in October.

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 strong 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 Katie Blyth
- Year of opening: 1877
- Postal Address: 2-18 Golden Grove Road, Modbury 5092
- Location Address: 2-18 Golden Grove Road, Modbury 5092
- DECD Portfolio: Para Hills 2
- Partnership: Modbury
- Geographical location: 16kms from GPO
- Telephone number: 8264 2027
- Fax Number: 8396 1704
- School website address: [www.modburyc7.sa.edu.au](http://www.modburyc7.sa.edu.au)
- School e-mail address: [dl.0272.admin@schools.sa.edu.au](mailto: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
Primary Special, N.A.P. Ungraded etc	12	12	12	11	12	11
Preschool	29	36	30	31	31	30
Reception	19	30	27	27	23	15
Year 1	26	15	23	18	25	23
Year 2	22	22	18	21	17	24
Year 3	21	23	22	21	25	16
Year 4	19	20	24	25	15	23
Year 5	17	15	19	23	24	18
Year 6	21	15	14	17	20	21
Year 8	18	22	16	17	17	20
TOTAL	216	210	205	211	208	201

### • Staffing numbers (as at February census):

Total teaching staff = 12.7 including 0.2 AET and 0.6 EALD

Deputy Principal: 0.6

Counsellor: 0.4

Ancillary staffing = 156 h.p.w. plus School Based Preschool 42 h.p.w.

ACEO = 10.5

- **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.

- **Special site arrangements:**

Co-location and partnership with the University of the 3rd Age

- **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, 21.1% of students are from Non-English Speaking Backgrounds, 28.3% of students are on School Card, 16.1% of students are on NEP (1:12 identified with ASD), 7.8 % Aboriginal & Torres Strait Islander students. There is also a Primary Special Class on site.

- **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

- **Student Support offered**

Police Liaison Officer

Family case management shared between Leadership.

Mentor programme

- **Student Management**

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 for one of the 2 sessions on offer each Friday.

**Tirkandi Parent Group**

Tirkandi provides a forum for aboriginal parents to meet and be actively involved in supporting community involvement that strives for continuous improvement, high expectations for all learners and showing integrity and respect for people's culture.

**EALD Parent Group**

A parent group that fosters the understanding of all cultures and builds the understanding of teaching and learning through ACARA, EYF, TfEL and supportive structures for all members of the community to and feel part of the school community.

**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 0.6 EALD Teacher.

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 2014-2018**

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. 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 0.6 special education teacher that caters for students who require intervention or extension.

#### **• Special curriculum features:**

Specialist curriculum areas are Science, Japanese, Kaurna, and The Arts and Digital Technologies.

The school bases the teaching methodologies 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.

## 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
- Student Action Groups
- Whole School Focus Days

## 7. Staff (and their welfare)

- **Staff profile**

Preschool Hive – 3 days

Teachers – 7 classes, 1 ESL/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, Counsellor

- **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 Hall 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 Centre

Art / Science / Technology Room

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

### • Access to bus transport

Students in the special class have access to taxi or bus transport to and from the school

## 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 publications:**

- ✚ School Newsletters are published fortnightly and emailed to families
- ✚ The school provides regular updates and alerts through the Skoolbag app
- ✚ Staff communicates through an electronic day book
- ✚ All teacher information on USB / shared drive
- ✚ Yearly magazine
- ✚ Website

- **School financial position**

The school's financial position is sound. The school regularly applies for and receives grants. Special funding is received for the special class as well as a number of children attracting additional supplementary support

## 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.

- **Parent and community involvement**

There is a high level of parent commitment, expertise and support provided by individuals and groups - reading, excursions, camps, U3A expertise, 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
- ✚ A number of child care facilities that offer a preschool programme

- **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