SCHOOL CONTEXT STATEMENT

Updated: 10/16

School number: 0432

School name: Tea Tree Gully Primary School

Contextual Statement:

Tea Tree Gully Primary School is located 20 kilometres from the Adelaide GPO (General Post Office) and has a February 2016 census enrolment of 139 students. Student enrolments have dropped slightly over the last 5 years.

At Tea Tree Gully Primary School we strive to develop a success oriented environment conducive to all learners. Our school has a well developed ethos of success and achievement. Tea Tree Gully Primary School staff members are committed to the educational progress of each and every child and we seek to challenge those who are more able and to support and nurture those who need extra help.

Our School Vision is “Developing a Passion and Purpose for Learning”.

As a result of our commitment to our school vision we have improved our school’s physical learning areas making them more conducive to teaching and learning for the future. In September 2007 our new Discovery Centre was opened and encompasses a Library, Science/Technology Room and our Information Communication Technology Room. We also continually purchase new technologies such as Interactive White Boards and ipads to support students and teachers and to enable them to keep up with our changing world.

In 2011 our new school gymnasium was opened. This facility was funded through the National School Pride Program. Our gymnasium is used for fitness and P.E. lessons as well as assemblies, whole school events and our End of Year concert. It is also used by community groups.

At Tea Tree Gully Primary we focus on the whole child as well as developing strong links with parents. This has resulted in our students obtaining excellent academic results and our students very easily transitioning from primary school to high school.

1. General Information

   - School Principal’s name: Grant Dolejs
   - School Counsellor’s name: Theresa O’Doherty
   - Year of opening: The original school opened in 1870.
   - Postal Address: 11-13 Neale Street, Tea Tree Gully, 5091
   - Location Address: 11-13 Neale Street, Tea Tree Gully, 5091
• **DECD Region: Northern Adelaide Region**

• Geographical location: 20 km Northeast of the GPO

• Telephone number: 82642677

• Fax Number: 83961718

• School website address: [http://www.ttgps.sa.edu.au/](http://www.ttgps.sa.edu.au/)

• School e-mail address: dl.0432_info@schools.sa.edu.au

• Child Parent Centre (CPC) attached: No

• Out of School Hours Care (OSHC) service: Yes

Before and After School Care and Vacation Care (Telephone: 8264 0413)

• **February FTE Student Enrolment:**

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• Student enrolment trends: Numbers have decreased over the past 4 years due to an ageing community. We were pleased to see a slight increase in 2013. We have students attending our school from many surrounding suburbs. We started 2016 with six classes.
• **Staffing numbers (as at February census):**

  Leadership positions – Principal, School Counsellor

  (Tier 1) Total teacher allocation – 8.4

  (Tier 2) Special Education, ATSI, EALD – 0.08

  SSO hours – 124

  Groundsperson hours: 10

• Public transport access: The buses along North East and Perseverance Roads provide ready access to public transport.

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

• **General Characteristics**

  Students come from adjacent suburbs and from the hills. The majority of students are from English speaking families including a number of bilingual students. Approximately 21% of students are on school card.

• **Student Well-being Programs**

  Our school strives to provide a success oriented, safe, caring and orderly environment in which all staff, parents and students are responsible for their own behaviour and supporting the rights of others. We have a whole school focus on promoting a growth mindset and developing powerful learners across the curriculum.

  A range of programs are utilised including: The 5 Point Scale, Making “A” Choices, Restorative Practice, Anti – Bullying and Harassment, Program Achieve and Social Skills Activities. We counsel students using Restorative Chats. This is a time for staff and students to rebuild relationships and to work through problems. We also teach the Child Protection Curriculum.

  We are creating a positive learning environment of Respect, Responsibility, Collaboration and Excellence. Staff members are required to explicitly teach and develop these values through social skills and work skills lessons with students.
Student Support Offered

Early identification of students with learning difficulties is a priority. A range of whole school and year level assessment tools are used to assess all students.

All students are tested in Literacy and Numeracy and results are recorded on EDSAS and Markit Data Program, a web based student tracking tool, so that we can track student progress over time. This data is monitored over time to track individual progress and distance travelled. The data is analysed by teachers and the Student Learning Team to target students at risk and to provide early intervention programs.

Rec – Yr 2 students are assessed by use of the School Entry Assessment (SEA), Screen of Phonological Awareness (SPA), Running Records, Oxford Word Recognition, Marie Clay Letter Identification and I can do Maths test.

Yr 3 -7 students continue running records until they have reached level 30, Oxford Word Recognition until they are able to read all of the words, Westwood Spelling and Progressive Achievement Tests (PAT) in Maths and Reading.

Students who do not reach benchmarks are referred for further investigation into their learning needs. Class teachers are allocated SSO time to support individuals or groups of students and Individual Learning Plans are implemented for these students. Appropriate differentiation also occurs in classroom programs. Negotiated Education Plans are implemented for students with disabilities. Students who are identified as high achievers are supported through differentiation in classroom programs as well as special interest groups with Individual Learning Plans.

Student Management

The school promotes a pro-active approach towards behaviour management, building self-regulation in students using the 5 Point Scale and Making “A” Choices.

Our school has a Successful Schools Policy (http://www.ttgps.sa.edu.au/successful-school-policies.htm) that includes school values, signs of success and reference to codes of behaviour for the classroom and yard with a strong focus on promoting positive behaviour. There are clear and consistent expectations for behaviour across the school. On our school website you will find our schools Anti- bullying policy which teachers constantly refer to. Behaviour records are monitored and documented via EDSAS.

Student Government

Students are actively involved in decision making through Kids’ Council and class meetings. Students make suggestions and recommendations about school issues and Action Groups are formed to implement and monitor changes or programs. Students raise money to sponsor a child through World Vision and support the Guide Dogs.

Special Programmes

We have a choir and access to the Instrumental Music Program. The school has an emphasis on Science, including an annual Science Fair and an after school STEMSEL; Science, Technology, Engineering, Mathematics, Social Education Learning program. Student Digital Leaders support teachers and other students to develop their digital technology skills. We participate in many SAPSASA sporting events as well as a range of other activities.
3. Key School Policies

School Improvement Plan and other Key Statements or Policies

The School Improvement Plan is available on our website http://www.ttgps.sa.edu.au/

On our school web site we also have some important policies that you may wish to read, including:

- Anti Bullying and Harassment Policy
- Parents Complaints Policy and Procedures
- Attendance Policy and Procedures
- Mobile Phone and Electronic Devices Policy

The policies listed above have recently been reviewed and updated.

The Priorities within the School Learning Plan for 2015 and 2016 are:

- We plan to continue to have Numeracy as a focus with a strong emphasis on changing the learning culture of students. Therefore everything we look at over the next two years will be with a growth mindset and the belief that our learning community is capable of learning and achieving high standards with effort.
- We plan to review our current Maths policy and procedures encompassing our professional learning with Ann Baker and in line with the Australian Curriculum. This will lead to agreed whole school Maths curriculum structures and processes. We plan to develop a clear scope and sequence for teaching Maths across all year levels.
- We plan to continue to make connections across the curriculum to engage students in meaningful learning; therefore creating powerful learners for the future.
- Staff will focus on exploring ways to support students to become goal setters and powerful learners.
- Staff will continue to deepen their understanding of the Australian Curriculum. We plan to liaise with our School Partnerships Australian Curriculum consultants and join in with our Partnership’s training and development.

Recent Key Outcomes and Highlights

- Late 2012 our school was successfully validated by an outside school panel. This was our second successful validation.
- In 2012 we had a visit from the Minister for Education who had a lot of positive things to say about our school.
- In 2013, we had a visit from the Head of Schools, Mr Garry Costello. After his visit he sent us a lovely one and half page summary of his visit with us. His comments were very uplifting and complimentary.
• During 2013 we upgraded our toilets and our vegetable garden enclosure. We have also upgraded our IT infrastructure. Our school now has full access to Wi-Fi and all our teachers and students are using iPads that are linked to their classroom Smart Boards.

• We have developed whole school literacy processes around the big six of reading (Oral Language, Phonological Awareness, Phonics, Fluency, Vocabulary and Comprehension).

• In 2014 two of our students won the Best Overall Primary School Entry in the Australian wide ‘Screen It’ Competition run by the Australian Centre for Moving Images.

• In 2014 we further upgraded our vegetable garden, including composting and a worm farm. Our vegetables are used by Out of School Hours Care.

• Our School Choirs have performed for the local RSL and Legacy groups.

• We have also held very successful Science Fairs and an Art Show. Both now annual events.

• On Thursday’s after school STEMSEL, Science, Technology, Engineering, Mathematics and Social Education Learning based sessions are held in the Computer room and are very popular.

• In 2016 we commenced stage 1 of our Nature Play Concept.

4. Curriculum

Subject Offerings

• Special Needs
School Support Officers provide support for individuals and small groups of students. Students with Negotiated Education Plans and/or disabilities receive additional support. All students are tested annually to ensure ongoing learning progress and to assist in the allocation of support to students with learning difficulties.

• Teaching Methodology
At Tea Tree Gully Primary our teaching reflects the following principles of learning:
- Students learn effectively when they are highly motivated, focused and enjoying their participation in relevant and meaningful tasks.
- Students learn successfully in a supportive, accepting and caring social environment.
- By encouraging student input, influence and responsibility in the learning process, they develop a greater sense of connectedness, active involvement and personal investment in learning.
- Learning has an individual dimension and our educational program must take into account differing learning styles and abilities including differentiation of curriculum to support and extend all students.

- Learning is enhanced when all individuals and groups that make up our school community recognise and support our school values of respect, responsibility, excellence and collaboration.

- Learning is enhanced when students receive constructive and informed feedback regarding their progress and assessment is used to inform teaching practice.

At Tea Tree Gully Primary we aim to provide an educational program which will develop in each student a passion and purpose for learning, a growth mindset and a commitment to maximising their learning potential as powerful learners.

We have a mixture of open space and closed classrooms with an ICT room and computer hubs throughout the school. ICT is incorporated into all areas of the curriculum. SSOs work to support learning in classrooms with classroom teachers as well as with small groups and individual students.

- **Student Assessment and Reporting**

  At Tea Tree Gully Primary School parents receive regular information about their child’s learning progress and achievements. Teachers collect a range of evidence to support their professional judgement in assigning levels of achievement.

  From last year our school is using the Australian Curriculum for teaching, assessing and reporting in all Areas of Learning. Written reports will be completed at the end of Terms 2 and 4 against the Australian Curriculum achievement standards.

  Interviews, which include 3 way interviews for older students, are held in Terms 1 and 3.

  Throughout the year, individual teachers communicate with parents in a range of different ways (e.g. class newsletters, communication books, diaries, work samples, telephone calls and messages, etc.). From 2016 our school introduced the Skoolbag App.

- **National Testing**

  Students in Years 3, 5 and 7 at our school participate in the National Literacy and Numeracy Test (NAPLAN) usually held in May. The results of these tests are made available to the students' parents by the end of term three.

- **School Testing**

  All students in the school are tested annually, around September, in English and Mathematics and this data is entered into the school computer system and Markit, a web based student tracking tool, so that we can track student progress over time.

  Each year our students in Years 3-7 are offered the opportunity to participate in English, Mathematics and Science Competitions run by the International Competitions and Assessments for Schools (ICAS).
5. **Sporting Activities**

- An active sporting program is supported by the school.
- The program includes sporting clinics and SAPSASA carnivals. Sports include netball, tennis, basketball, soccer, softball, football, rugby and athletics. Physical Education is taught as part of the curriculum in all classes, including dance and gymnastic skills.
- Apart from many SAPSASA team successes our school has won the participation trophy for 'small schools most sports played' for the last six years.
- Reception – Year 5 students undertake an annual swimming program at the Adelaide Aquatic Centre. Year 6 and 7 students attend an annual full day aquatics program at West Lakes Aquatics Centre.

6. **Other Co-Curricular Activities**

- The school has a choir and private instrumental tuition.
- An annual Grandparents' Day and Book Fair is held in November.
- An annual Science Fair is held in Term 3 or 4.
- An end of year Concert is held in December.
- Students attend lessons in the Life Education Van biennially.
- An annual Art show is held in Term 3 or 4.
- A Dance school is run on the school grounds out of school hours.
- Cheerleading lessons are held in the gym out of school hours.
- STEMSEL, Science, Technology, Engineering, Mathematics, Social Education Learning Group is held after school in the Computer Room.

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

- **Staff Profile**
  
  Over recent years there has been a small turnover of staff. The majority of our teachers are step nine teachers.

- **Leadership Structure**
  
  There is a Principal and School Counsellor.
• **Staff Support Systems**
  Teaching staff tend to work in pairs or teams based on year levels. All teachers participate in Teacher Professional Learning Communities which meet fortnightly for inquiry based learning and professional development.

• **Performance Development**
  Staff are involved in regular meetings with leadership focused on teaching and learning, including discussions around data and learning outcomes and the National Professional Standards for Teachers. Written feedback is provided at least twice a year.

  Staff members are also encouraged to provide peer support through their learning teams, this includes peer observations.

• **Staff Utilisation Policies**
  We currently have three school support officers providing support for early intervention programs and we have 10 SSO hours for ICT support; 8 hours for library support and 10 hours for grounds.

• **Access to Special Staff**
  The school has access to Guidance support, Behaviour Management support, Disabilities support and general support services through the Para Hills Office.

8. **Incentives, Support and Award Conditions for Staff**

  Tea Tree Gully Primary School is a Category 7 school and no special incentives apply to the staffing process.

9. **School Facilities**

• **Buildings and Grounds**
  The school has extensive grassed areas with ample shade from mature gum trees. An oval and 2 tennis courts are hired from the Tea Tree Gully Council for school use. Three playgrounds exist including a fitness area. Facilities consist of 1 main building of solid construction (housing 3 teaching units, Discovery Centre, Activity Room and Administration area) and two wooden transportable buildings housing our Out of School Hours Care and Music Room.

  The Discovery Centre incorporates the Library, Japanese area, ICT room and Science / Technology area. The Library and Japanese area has a Smart Board and there is a tele-microscope connected to a flat screen in the Science Technology area.

  There is a basketball / netball court and paved hard play areas.
• **Nature Play**
  A plan is on display in the school office of the Nature Play area we are implementing and stage one has now commenced.

• **Heating and Cooling**
  All buildings have heating and cooling. A major upgrade of heating and cooling was completed in early 2016.

• **Specialist Facilities and Equipment**
  A Music Room is used by OSHC. We have a wide variety of Science resources and equipment to support our Science and Technology programs, including robotics, weather stations, light boxes and electrical circuit components. STEMSEL, a science based club is held every Thursday after school in the Computer Room.

• **Student Facilities**
  There is a canteen for over the counter sales supported by volunteers. Student toilets were recently upgraded. Students have access to computers, ipads, the internet and School intranet.

• **Staff Facilities**
  Staff members have access to staff room, work spaces, EDSAS, the Internet and School Intranet.

• **Access for Students and Staff with Disabilities**
  The school is built on a slope and has stairs throughout all of the buildings. There is an access ramp for students with disabilities to the OSHC room. The gymnasium has ramp access and disabled toilets.

• **Access to Bus Transport**
  Bus access is via public transport.

10. **School Operations**

• **Decision Making Structures**
  Staff decision making structures centre around staff meetings. A Leadership Team, comprising Principal, School Counsellor and interested staff, has responsibility to plan the direction of staff development and major projects in the school. There are a number of staff subcommittees including PAC, WHS and Student Learning Team. Governing Council meets twice a term and also has various Sub-committees: Finance, Fundraising and Out of School Hours Care. Students make whole school decisions through Kids’ Council.

• **Regular Publications**
  Avenues for communication include a fortnightly Newsletter, Parent Information Booklet and Student newsletters. Newsletters are now available on the school website and via email link to parents.
• **Other Communication**
  Teachers communicate regularly with parents through student diaries and communication books, conversations, interviews, phone calls, email and text messages. The school also uses the Skoolbag App to help improve communication between home and school.

• **School Financial Position**
  School fees are reviewed annually by the Governing Council. Tea Tree Gully Primary uses the EDSAS Finance Module and is locally managed.

• **Special Funding**
  No special funding.

11. **Local Community**

• **General Characteristics**
  The school is in the City of Tea Tree Gully and enjoys a co-operative relationship with the Council. The Council oval and tennis courts are used by agreement with DECD. The school is very close to the edge of the metropolitan area with walking access to Anstey Hill.

• **Parent and Community Involvement**
  Tea Tree Gully has a supportive and actively involved parent community. Parents have high expectations of their children and support the school by assisting in classrooms, the library, the canteen, at working bees, with sport and the various fundraising functions held during the year. Many parents and grandparents are RAN trained volunteers with current DCSI Child related Screening Clearances.

• **Feeder or Destination Schools**
  Kathleen Mellor Pre-school is adjacent to the shared oval. We also receive students from other local kindergartens and Child Care Centres. Banksia Park International High School and Modbury High School provide transition to secondary schooling.

• **Commercial/Industrial and Shopping Facilities**
  There are a large number of shopping centres within the local area including St. Agnes Shopping Centre, Fairview Green and Tea Tree Plaza.

• **Local Government Body**
  The local Government body is the Tea Tree Gully Council, phone 8397 7444.

12. **Further Comments**

Feel free to visit our school website for further information or contact Mr Grant Dolejs on 82642677.