

# SCHOOL CONTEXT STATEMENT

Updated: May 2018

**School number:** 1210

**School name:** Modbury West School

**School Profile:**

## 1. General information

Principal name: Sue Wirth  
Deputy Principal: Jason Saxby  
Assistant Principal: Kristy Cannon  
Year of opening: 1971  
Postal Address: 450-474 Wright Road, Modbury 5092  
Location Address: 450-474 Wright Road, Modbury 5092  
DECD Region: Modbury Partnership  
Geographical location: 15 km north east of GPO  
Telephone number: (08) 8265 0900  
Fax Number: (08) 83961712  
School website address: [www.modwest.sa.edu.au](http://www.modwest.sa.edu.au)  
School e-mail address: [dl.1210\\_info@schools.sa.edu.au](mailto:dl.1210_info@schools.sa.edu.au)  
Child Parent Centre (CPC) attached: No  
Out of School Hours Care (OSHC) service: Yes

### February FTE student enrolment:

	2014	2015	2016	2017	2018
Reception	52	50	53	52	61
Year 1	57	55	50	55	50
Year 2	49	58	52	49	52
Year 3	47	50	55	50	53
Year 4	51	49	49	56	45
Year 5	45	53	48	48	52
Year 6	36	45	51	46	45
Year 7	38	33	42	43	42
<b>Total</b>	<b>375</b>	<b>394</b>	<b>400</b>	<b>399</b>	<b>400</b>

**Student enrolment trends:**

We have 7 junior primary classes and 8 primary classes. Our numbers are steady with a slight increase each year with some families coming to us from out of our local area.

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

We have 23.4 FTE teaching staff made up of 3.0 leadership, 15 classroom teachers, 3.0 Specialist NIT teachers and 0.8 library/reading intervention teacher.

250 hours per week of SSO time support admin, library, classroom, literacy intervention and NEP students. Our ACEO works 20 hours per week, ICT support 14 hours and Grounds person 14 hours per week.

**Public transport access:**

Buses run regularly along Kelly and Wright Roads and we are close to the interchange at Tea Tree Plaza.

## 2. Students (and their welfare)

- General characteristics

Modbury West School is a well-established school situated just off the North East Road near the Tea Tree Plaza Shopping complex. The junior primary and primary schools amalgamated as one school at the beginning of 2011 after working under one leadership team for a number of years.

Approximately 25-30% of our population are School Card Holders, 11.25% of our students come from a non-English speaking background, 6.25% of our students are of Aboriginal background, and 7.25% of our students have Negotiated Education Plans.

- Student well-being programs

The class teacher is the main source of care. This is supported by the staff as a whole and especially the Assistant Principal, Student Engagement and Wellbeing who works within a restorative justice framework. The school also has a Pastoral Support Worker who supports classes, families and individual students on request. Our Aboriginal Community Education Officer supports staff to improve the engagement and participation of families and students and to improve attendance.

Our Values, currently under review, are the basis of our class, yard and school expectations. Each year commences with a focused social skills program that aims to create a school wide commitment to our Values and the ways we relate to each other. Teachers access the Play is the Way program with their classes.

- Student support offered

Individual and small group support exists for students with disabilities and targeted students who we have been identified through our whole school diagnostic and summative testing in literacy.

The school supports students through a strong transition program from Kindergarten to Reception and Year 7 to Year 8.

- Student management

Policies and procedures for both yard and classroom, following the education department guidelines, are in place and continually monitored. Students are taught explicitly how to behave towards each other and what to do if they are not feeling safe. We create an environment where teachers are able to teach and students are able to learn.

Our school community does not tolerate bullying and harassment. We have a strong focus on the role of the 'bystander' in relation to bullying.

The school is calm, students are friendly and respectful and classes are settled and focused on learning. Any reports of inappropriate behaviour are followed up by teachers and supported by a member of the leadership team.

- Student government

Our school community has strong participatory decision making for students. Student Voice is shared amongst as many students as possible. Students are able to nominate to be on student led action teams. Student Voice organises and runs assemblies, helps with a variety of administrative tasks and organises special activities.

- Special programmes

Arts (Music, Drama and Dance) and Physical Education are taught R-7 as specialist programs.

In 2018 we have Science as a specialist NIT subject.

Some teachers have participated in 'Play is the Way' professional learning and are using this with their classes.

Teachers plan and work together to share in special activities that support cross age tutoring and social skills development through our 'Buddy Class' programme.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Our vision: Strengthening Pedagogy through a focus on engagement.

Our Site Improvement Plan 2018 goals are:

- Growth of one year or more in literacy and numeracy learning for all students
- Explicit use of “Seven Steps to Writing”, identified as pedagogical shift.
- Attendance meet or exceed 95%

### 4. Curriculum

- Subject offerings:

We use the Australian Curriculum learning areas of Mathematics, English, Science, Humanities and Social Sciences, Health & Physical Education, The Arts and Technology. In 2019 we will also provide Italian as our Language.

The school has upgraded computers in the Resource Centre and STEM area, as well as planning for the further roll out of laptops in each classroom. Our year 3-7 classes have several laptops in each classroom and share access to sets of iPads. Our Early year’s classes have access to iPads and some standalone computers. Each teaching space has an interactive whiteboard. The school is fully connected to the Internet and has a wireless network across the school.

The School has a strong music program. Students are able to access instrumental music from visiting teachers. The school also provides singing opportunities through the Junior Singers (R-2 and 3-4 choirs) and a Senior Choir (Years 5-7), which participates in the Festival of Music performance at the Festival Theatre.

- Special needs:

The school has a commitment to supporting students with special needs. Teachers use a variety of methodologies and differentiated programming to support the varying needs of each student. Intervention programmes offered include 1 to 1 or small group support provided by our Reading Intervention teacher or school service officers (SSOs).

Our SSOs are experienced and highly skilled, working alongside teachers.

- Teaching and learning:

Staff work towards providing continuity and consistency in the curriculum through collaboration, to examine their teaching and learning programs. Through the Gradual Release of Responsibility model, students are taught explicitly and scaffolded through their learning as they become more independent.

We have common agreements about Literacy practices and programs, incorporating the BIG 6 of reading and include the explicit teaching of phonics and sight words, a daily whole school reading program, and the use of Guided Reading and Literature Circles.

Staff are involved in an online course “Seven Steps to Writing”.  
Some staff are using Daily 5 approach to reading.

Staff are involved in partnership sharing at combined staff meetings in week 4 of each term and in partnership professional learning days focusing on Learning Design and Moderation.

For the previous two years staff learning has had a focus on mathematics with educators involved in a professional learning program with Ann Baker. Teachers use natural maths strategies in their maths teaching. The school has a Numeracy agreement which is currently under review.

- Student assessment procedures and reporting

Term 1

Acquaintance Evening

Parent/teacher/student Interviews

Term 2

Written Reports

Term 3

Interviews upon request

Term 4

Written Reports

## 5. Sporting Activities

All children develop physical education skills through our specialist PE program.

Primary students are given opportunities to participate in SAPSASA activities including cross country, swimming, soccer, athletics, netball, and basketball.

All students participate in our annual Sports Day.

The school supports sports clinics in various sports throughout the year.

## 6. Other Co-Curricular Activities

Modbury West has a Sports Day, Music Night, Concert Night, and R-3 and 4-7 Discos each year.

Many students participate in national English, Computing and Mathematics Competitions. Swimming/Aquatics lessons occur each year and there are a range of excursions and incursions.

Classes also participate in activities such as Book Week, Science Week, Reconciliation Week and Harmony Day during the year.

School events also include "Special person day", Volunteer and SSO week.

The Community Events Committee are developing stronger connections to the events offered at our school.

Local secondary schools offer opportunities for our senior students to be involved in transition and STEM activities.

## 7. Staff (and their welfare)

- Staff profile

Our staff is a mixture of experienced and some recent graduates with a collaborative mentoring system in place to develop a strong and stable staff culture.

- Leadership structure

The school has a Principal and Deputy Principal and Assistant Principal. A Level 3 Business Manager manages all SSO staff, Finances and Maintenance in the school.

- Staff support systems

The main support for staff is their designated member of the leadership team and peers in their year level Professional Learning Team. Teachers in each team meet regularly and are physically located together. This provides for support in working on curriculum issues as well as in day to day class management situations.

An induction program operates for new staff and includes a designated buddy system.

Staff meetings are R-7.

- Performance Management

Performance Development is built around the Site Learning Plan, Professional Learning Teams, observations and regular meetings with line managers focusing on data.

- Staff utilisation policies

The SSO team are highly regarded and provide quality support for staff, students and parents.

- Access to special staff

The school has an established Student Review team who met each term. There is a good relationship with Support Services, i.e. speech pathologist, psychologist, special educator and behaviour coach to support resourcing and provide professional learning.

## 8. School Facilities

- Buildings and grounds

The school has a new STEM building as part of STEM works. Resource Centre upgrade was under Building the Education Revolution program. The school administration block was refurbished as part of the Education Works program resulting from the amalgamation of the primary and junior primary schools. There is a gym, a music room and an activity room from which OSHC operates. The school has well developed landscaped grounds and garden areas, an oval, two distinct playground areas and a large asphalt play area.

- Heating and cooling

All teaching and learning spaces have reverse cycle air conditioning and the gym also has heating and cooling.

- Student facilities

The School Canteen is managed by a paid manager and volunteer parents assist and operate 5 days of the week. We also have a Uniform Shop.

Out of School Hours Care and Vacation Care Programs provide for the care of children before school, after school and during the vacation period and pupil free days.

- Staff facilities

Staff have access to a large staffroom and kitchen area. Teachers are allocated a laptop. The school is well-resourced with resources and equipment to support teaching and learning programs.

- Access for students and staff with disabilities

We have ramp access to the main building of the school, which is two-storey. The Resource Centre and Unit are not directly accessible for wheelchair users. There are disabled toilets in the single storey JP Unit.

- Access to bus transport

We have access to public transport on Wright and Kelly Roads. Buses for excursions are hired through private contractors.

## 9. School Operations

- Decision making structures

Our Governing Council meets twice a term and is supported by a number of sub committees including Finance, Community Events, Grounds, Playgroup and OSHC.

Staff meetings are held weekly, with time being spent predominantly on professional learning. Staff decision making is coordinated through a range of standing committees (such as PAC and WHS) and needs-based committees (e.g. Sports Day).

- Regular publications

Our newsletter is published each fortnight and includes a page produced by a class. We have a comprehensive parent information folder that is given to parents enquiring about enrolling in our school. We aim to email all communication or send texts through the Academy system to families. Some teachers are trialling Dojo and See saw as online communication with their families.

Our electronic staff information folder is updated each year. Daily communication happens through one note operating as a daybook.

Teachers send home regular class newsletters including a term overview each term.

- Other communication

The school holds an assembly fortnightly for approximately 30 minutes, hosted by a different class.

- School financial position

The school is in a sound financial position. As a Category 5 school, we attract little additional funding and rely heavily on parent contributions.

## 11. Local Community

- General characteristics

The school population is, in general, a stable community living in a mix of privately owned and rental housing. While the population is predominantly English speaking, more people of non-English speaking backgrounds are moving into the area.

- Parent and community involvement

Parents/carers are interested and involved in their children's education and are supportive of the school and its activities. We have a number of parents who stay and support our whole school reading program each morning, and events such as Sports Day and Concert Night are well attended.

- Feeder or destination schools

Most of our Reception students have attended Modbury North, Modbury, Para Vista or Valley View Kindergartens. Children also come from Lurra Community Child Care Centre and a range of other nearby private child care centres.

On leaving primary school, our students go to a wide range of secondary schools including Modbury, Valley View, The Heights, The Avenues, Charles Campbell and Roma Mitchell.

- Commercial/industrial and shopping facilities

Our school is within 2 kilometres of the Tea Tree Plaza shopping centre, the Modbury Commercial Triangle and Tea Tree Gully Council Chambers and Library. We are close to Modbury Hospital and medical clinics.

- Local Government body:

The school is situated within the Tea Tree Gully Council area.