



SCHOOL CONTEXT STATEMENT

Updated: 30/03/2018

School number: 1020

School name: Melaleuca Park Primary School

School Profile:

Our structures and processes ensure a safe and supportive learning environment for all. This is communicated through our focus of Respectful Relationships as a White Ribbon School. The school is in the midst of a pedagogical shift, working toward continuity of learning through inquiry and playful pedagogies alongside wellbeing and nurture and for learning to implement a cohesive and sequential skills-based curriculum. Educators are supported to be reserachers of children's learning processes with an emphasis on implementing evidence based practices and reviewing documentation of students' learning to intentionally design a learning program that is responsive to individual children. Underpinning this is the instructional role of the leadership team for which performance, curriculum and pedagogical development is a key priority and responsibility.

Melaleuca Park Primary School's vision **that everyone will achieve their potential as learners** is supported by the beliefs that children are: competent, powerful and rich in potential. This belief is reflected in our values of **Hope** and **Respect**.

Our commitment as an educating community is to involve children, parents/caregivers and teachers as active participants in **learning**, growth and development.

Learning begins from birth. Learning happens in relationship with each other. It is through **respectful relationships** that we welcome children in to a **safe** learning community and develop learning environments that care for and support every child's wellbeing. We respect each child's own identity, uniqueness, difference and rhythms of growth and development.

At Melaleuca Park Primary School we invite children to:

- recognise their potential.
- be active community members.
- recognise their place as global citizens.
- grow academically, socially and emotionally.
- collaborate.
- be critical and creative thinkers.
- be inquirers, researchers and problem solvers.
- be courageous.
- maximise their opportunities.
- develop capacities for lifelong learning.
- have fun, wonder and be amazed.
- investigate and inquire.
- develop capacities for a digital world.

1. General information

- School Principal name: Lynette Corletto
- Deputy Principal's name, if applicable: Matt Crowden
- Year of opening: 1956
- Postal Address: Boandik Tce, Mount Gambier, South Australia
- Location Address: Boandik Tce, Mount Gambier, South Australia
- DECD Region: Limestone Coast
- Geographical location – ie road distance from GPO (km): 450 kms
- Telephone number: 08 8725 1404
- Fax Number: 08 8725 0297
- School website address:
- School e-mail address: dl.info_1020@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:
 - 2018 FTE enrolment 153, 79% School Card, 46 ATSI FTE.
 - 2017 FTE enrolment 173.
 - 2016 FTE enrolment 142.
- Student enrolment trends: enrolment trends are affected by high transience and can fluctuate by as many as 30 students in a year.
- Staffing numbers (as at February census): 13.3 incl 0.5 AET; 30 hours per week ACEO; 117 Teir 1 (permanent) SSO hours per week (Business, Administration, ICT, Literacy, Special Ed & Wellbeing). Additional hours vary according to Teir 2 funding currently 133 hours per week.
- Public transport access: Local Bus, South East Loop

2. Students (and their welfare)

- **General characteristics**

Melaleuca Park services a vulnerable community with a high proportion of social disadvantage; a significant number of families experience issues related to intergenerational poverty and a significant number of children are affected by complex childhood trauma which has profound developmental consequences, affecting their emotional and cognitive functioning. This presents as acting out behaviour, including violence, and disengagement from learning. We employ Strategies for Managing Abuse Related Trauma and Restorative Practices across the school alongside the Principles of Nurture to provide all children with a space for learning.

A high percentage of our students qualify for School Card support (79%), with a Category 2 Index of Educational Disadvantage.

- **Student well-being programs:**

Programs that are preventative and responsive to the individual needs of the children are run throughout the year. Learning goals are identified in partnership with the class teachers and parents/care givers.

Circle Time is a program where dedicated time is allocated to explicitly teaching restorative thinking and the strategies required for teamwork, social interaction and respectful relationships. Circle Time is designed to build wellbeing for learning through increased resilience and responsibility.

Nurture groups are founded on evidence-based practice and offer a short-term, inclusive, focused intervention that is successful in the long term. Children attend nurture groups but remain an active part of their main home group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give whatever help is needed to remove the barriers to learning.

Learning Assistance Program assists children's learning through the development of self-esteem. Teachers may nominate children they believe who may benefit from additional support. The LAP Manager facilitates the program where trained volunteers work with individual students.

A breakfast club operates each day from 8:00am.

- **Student support offered**

Support is allocated on a needs basis to individual and groups of students identified in the following areas:

- Aboriginal Education
- Special Education
- Challenging Behaviours
- Literacy & Numeracy Intervention

- **Student management**

Our *Behaviour Code Policy* (2015) and *Behaviour Learning Process* (2016) support high expectations for Learning, Respectful Relationships and Safety.

At Melaleuca Park we recognise that **all** behaviour is communication.



Teachers are responsible for explicitly teaching the skills for emotional, social and cognitive development. Preventative strategies that are responsive to individual needs minimise the need for reactive measures. Consequences are **logical and natural**. Restorative language, safe hands, safe feet, good words and good listening provide a common language whole school.

Teachers are responsible for providing safe, calm, predictable and purposeful learning environments using SMART Practice and Restorative Practice.

- **Student government**

The Student Leaders are elected Year 7s. They meet to discuss student issues and provide feedback for school decisions. They are also involved in fundraising projects. At times the Student Executive will be invited to join other school committees.

Class representatives are nominated by each home group. Meetings are held weekly and deal with information and issues that directly affect students. Students bring concerns or ideas that have been raised in class, to the meetings. Agenda items may also include items submitted by other groups. Decisions or recommendations are made; some of these may be returned to other decision-making forums.

- **Special programmes**

The Boxall Profile & Nurture Groups

Intervention that is safe, calm, predictable and purposeful for children with emotional stress and behaviour difficulties. Children learn social and emotional skills from nurturing adults who actively work toward successful reintegration.

The Melaleuca Park Community Hub is an outreach of the Mount Gambier Children's Centre. The Hub uses a strengths base framework to nurture and empower our families; thereby providing a strong foundation from which to stretch everychild within their zones of proximal development.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

High (achievable) expectations for all students achieved through *Quality Teaching and Learning* and *Positive Relationships (students, staff, families and the community)*.

Priority: Teaching practice based on inclusive and challenging pedagogies (including multimodal) that promote greater engagement and success for students.

- **Recent key outcomes:**

During the 2017 review process, the panel verified the following effective practice that is contributing significantly to school improvement at Melaleuca Park Primary School: Pedagogical reform in the Early Years (EY) and systems that embed agreed practice were evident at the school. The philosophy and implementation of approaches that enable young learners to think, inquire, explore and investigate has been influenced by the EY staff commitment to reflect on and make changes to practice leading to improved task design that engages students. The panel noted that teachers have strategically designed opportunities

for young students to access learning that inspires and prompts thinking, enabling them to hypothesize and experiment. Of particular note, the systems of Performance and Development and Professional Learning have been designed strategically to enable this shift in practice. Evidence of this was verified through classroom walkthroughs and conversations with staff.

Aboriginal Family Literacy Strategy

Our AFLS journey in 2017 engaged educators as researchers of children's learning through the inquiry focus: *How can we support children (and their families) to see themselves as capable and competent readers?*

Outcomes:

- professional and collaborative dialogue, reflective practice, created shared understandings (capable and competent readers – 4 Resources Model), challenged fixed mindsets (with teams, across teams, across sites) and informed learning design.
- third space, connecting with family voice building relationships and better understandings of the learning goals they have for their child / intentionally making spaces which welcome families into third spaces.
- clarity of purpose and goal (what we are going after).
- scaffolding children's reading development / family connection– continuity of learning, engaged and powerful learners. Site research question: *How can we support children (and their families) to see themselves as capable and competent readers?*

In 2018 educators are engaging in reflective practice inquiring into: *How are you going to plan to incorporate opportunities for students to practice strategies for comprehending a range of texts?*

4. Curriculum

- **Subject offerings:**

Students from Reception to Year 7, learn across the eight areas of study aligned with the Australian Curriculum: English, Mathematics, Science, Technology, Health and Physical Education, Society and Environment, The Arts, and Japanese.

- **Open Access/Distance Education provision:**

Students study Japanese online via Open Access.

- **Special curriculum features:**

Playful & Inquiry Pedagogies

Children are provided with opportunities to inquire and discover through play.

Educators are intentional in designing learning, providing provocations for children's learning and engaging with children to stretch their thinking through questioning.

- **Teaching methodology:**

Educators have collective responsibility for children's learning and development; focussed on producing powerful learners.

The South Australian Teaching for Effective Learning (TfEL) Framework (DECS, 2010), the Australian Professional Standards for Teachers and the Australian Curriculum (ACARA) provide the basis for learning design that improves student engagement, intellectual challenge and achievement.

Whole School Agreements have been developed to guide teacher practice in:

- Literacy
- Numeracy
- Teaching and Learning: playful and inquiry based pedagogy; wellbeing for learning and nurture.

Teachers:

- design learning tasks and provide learning experiences or opportunities that support the application of students' knowledge and skills across multiple learning areas.
- observe each other's classroom practice and provide feedback using the Classroom Observation Tool.
- participate in task analysis and analyse student work samples against the achievement standards of the Australian Curriculum.

- **Student assessment procedures and reporting**

All teachers are required to assess students' learning and collect data about students' achievement of Australian Curriculum (AC) standards... This data will be used to inform the teaching, learning and assessing cycle to support improvement and progress in students' learning achievements. (DECD, 2013)

Educators collect evidence of student learning through a range of informal and formal, diagnostic, formative and summative assessment strategies to:

- inform programming and planning for teaching and learning;
- monitor student growth;
- assess student learning;
- identify individual student needs (for the diverse range of learners);
- initiate intervention and put appropriate and targeted support in place;
- set and evaluate individual learning goals (intervention, support and extension);
- report student achievement against curriculum standards;
- provide timely, effective and appropriate feedback to students and caregivers regarding student progress and achievement relative to student learning goals.

Evidence of student learning includes:

- photographs, sound bites and video snippets (including annotations)
- checklists
- work samples
- portfolio
- Running Records, NAPLaN, PAT (Maths, Science, Reading, Spelling and Grammar)
- conferences (between teacher and student)
- peer assessment (using criteria co-constructed as a group through a process led by a teacher)
- learning stories, observation, discussions and anecdotal notes
- rubrics (developed in line the Achievement Standards)

The Data Schedule details the assessment cycle for the school each year.

Teachers:

- intentionally design learning and assessment tasks to allow students to provide evidence of their learning against the achievement standard (AC) and the intended learning outcomes for a unit of work.

- reflect on evidence of student learning to evaluate the effectiveness of task design.
- participate in assessment moderation activities to support consistent and comparable judgements of student learning.

At Melaleuca Park Primary School A-E grading is used for students in Year 2 – Year 7. Our Early Years program for Reception and Year 1 report on children’s progress using Learning Stories. Our school community (endorsed by Governing Council) has agreed that Learning Stories will be used throughout the year to document children’s learning, growth and development in Reception and Year 1 against the Australian Curriculum and Early Years Learning Framework.

Learning Stories provide a snap shot of the students’ academic and social achievements as progress is observed within the learning environment. Teachers document and record this learning. The minimum requirements per term are:

- 2 pieces of Literacy per term.
- 2 pieces of Numeracy per term.
- 2 pieces of work from other learning areas.
- 1 piece of free play
- 1 piece of inquiry

Each piece of work will include a task descriptor, assessment criteria and a teacher comment if not explained. This information is provided to parents via See Saw and in hard copy by request.

Progress reports are provided to parents and caregivers at the conclusion of the first assessment period in Term 2 of the academic year.

Progress reports provide a snapshot of where the child is at in their learning along with recommendations about areas that can be further developed in order to improve their learning in the subsequent term.

Teachers enter data in to the Academic Reports using the Assessment Module in Sentral.

Detailed reports are given out at the end of Term 4. The school has a standard format which includes the Federal Government requirements using 5 ranking scales for each area of study.

- **Joint programmes:**
A joint choir operate with reidy Park Primary School.

5. Sporting Activities

Children have a range of opportunities outside of the curriculum to participate in sport through local schools sporting competitions.

The emphasis is on participation and skill development.

Each year we hold Sports Day.

Children undertake swimming lessons in Term 4 each year.

6. Other Co-Curricular Activities

Performing Arts opportunities are provided through a suit of co-curricular activities: Local South East Music Festival runs annually; a biannual 'Move it at the Helpmann' showcasing dance performances; annual Speech and Drama performances along with Debating and Public Speaking as a part of the Mount Gambier Eistedfodd.

Children in Upper Primary have the opportunity to undertake Pedal Prix.

Cooking sessions are scheduled each fortnight for every home group. Children prepare, set the table and share a meal together

7. Staff (and their welfare)

- **Staff profile**

13 teaching staff hold ongoing vacancies at the school along with 5 Support Staff and 1 ACEO.

- **Leadership structure**

Tenured leadership roles exist for the Deputy Principal B2 and Principal A3.

0.5 AET allocation and 0.9 Wellbeing Leader allocation are filled internally along with a Band 1 Leader: *Coaching for Effective Teaching and Learning*.

- **Staff support systems**

Educators are supported by a collegial and collaborative professional network within teacher teams lead by lead teachers in the role of Community Leaders who work within Learning Communities and teacher teams.

Where professional learning is aligned to the Site Improvement Plan or is identified as a learning goal in an individual's Performance Development Plan, the site aims to make funds available to cover costs associated with registration and release.

- **Performance Management**

All staff participate in performance management practices aligned to the achievement of quality teaching and learning including classroom observations that develop our pedagogy Staff utilisation policies

- **Access to special staff**

A Child Wellbeing practitioner is allocated to the site.

A Christian Pastoral Support Worker supports the site.

9. School Facilities

- **Buildings and grounds**

The school is situated on large grounds consisting of an oval and hard play surfaces.

- **Specialist facilities and equipment**

Art Studio: The Art Studio is resourced with materials for use across the school.

Community Room & Kitchen: The community room and kitchen is able to be booked for community and class use.

Community Hub: The Community Hub provides a range of support for families which can be accessed through the Hub including outreach services from the Mount Gambier Children's Centre.

Kindergarten and Nature Space: The school is co-located with the Melaleuca Park Kindergarten. The nature play space may be used by arrangement with the Kindy Director.

Gymnasium and Oval: The gymnasium is able to be booked.

Resource Centre & Computer Room: The Resource Centre, Computer Room and ICT equipment is available for use.

10. School Operations

- **Decision making structures**

Consultation occurs via whole staff meetings, sub-committees of the Governing Council, student leaders, project teams and teacher teams. The main decision making groups are the Management Committee, Leadership Team, Personnel Advisory Committee and Governing Council. Minutes are recorded and stored in Sentral for access by all staff.

The Governing Council meet in Weeks 3 and 8 each term. A staff representative is nominated each year.

The Management Committee is representative of all staff consisting of Early Years and Primary Community Leaders, Business and Administration Managers, and a nominated staff representative is welcomed.

PAC meet on a needs basis and a minimum of once per term. The PAC fulfils the role of *Finance Advisory Committee* in preparing the draft budget.

- **Regular publications**

The newsletter is issued every fortnight (even weeks). Newsletter items and children's work for publications should be handed to the Front Office by Monday. Notices should be included in the newsletter rather than as separate fliers.

The school maintains a website and facebook page.

SeeSaw is used for sharing learning stories and sharing information with families.

- **Other communication**

Daily Notices: our Learner Management System *Sentral* can be accessed via the intranet and at home. Notices can be added by any staff member and should be read in the morning each day.

Emails are the main form of internal communication. It is expected that staff will check emails daily.

Formal communication with families occurs through:

- Introductory letters and information regarding expectations of the learning community, the learning program, intervention and support.
- Learning Celebrations in Week 2, Term 1 and as scheduled throughout the year.
- Learning Stories (in place of reports for Reception, Year 1 and Nurture Group).
- Progress Reports (Term 2).
- Summative Reports (Term 4).
- 3 Way Interviews (Term 1).
- Notes, letters, phone calls/feedback.
- Annual General Report.

11. Local Community

- **General characteristics**

Our school stands in Boandik Country and services the present families of the City of Mount Gambier. At Melaleuca Park we acknowledge the traditional custodians and pay respect to elders past and present. We work in partnership with our families, our wider community and present elders to gain social justice and empower all our children.

Boandik culture and the Boandik legends such as the giant Craitbul speak to a culture that is tens of thousands of years old. Unfortunately history documents the loss of much of this culture through the colonization of the South East of South Australia. The rapid decline in the Aboriginal Population occurred beginning with small pox (1789 and 1830) and the arrival of white squatters (1840s) which gave rise to conflict between settlers and the traditional owners. Consequently the Boandik traditional ways of life were forbidden (speaking, signing, traditional hunting and gathering).

- **Parent and community involvement**

Our commitment as an education community is to involve children, parents/caregivers and teachers as active participants in learning growth and development. Teachers work with families to establish positive relationships, consistent expectations between home and school, engage students, support learning, resolve issues and proactively respond to concerns as they arise. Regular communication regarding expectations, student progress, learning celebrations and other activities is necessary.

- **Feeder or destination schools**

Melaleuca Park Kindegarten

Grant High School