



SCHOOL CONTEXT STATEMENT

Updated: 13/12/20

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.

Educators are supported to be reserachers of children's learning processes with an emphasis on implementing evidence based practices. Teachers engage in cycles of reflective practice focussed on reviewing documentation of students' learning to observe their impact and intentionally design a learning program that is responsive learner needs. 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 **together we learn**. Learning happens in relationship with each other. Our children are competent, powerful and rich in potential. We invite children into an inclusive learning community to grow academically, physically, socially and emotionally. We walk alongside families to nurture every child's development and to actively participate as informed citizens from birth. This is reflected in our emerging values of **choose kind, work hard and dream big**.

1. General information

School Principal name: Lynette Corletto
Deputy Principal's name, if applicable: Matt Crowden
Year of opening: 1956
Postal Address: PO Box 8180, Mount Gambier East SA 5291
Location Address: 61 Boandik Tce, Mount Gambier, SA
DECD Region: Blue Lake Partnership
Geographical location: approx. 450kms South East of Adelaide.
Telephone number: 08 8725 1404
Fax Number: 08 8725 0297
School website address: <http://www.melparkps.sa.edu.au>
School e-mail address: dl.info_1020@schools.sa.edu.au
Child Parent Centre (CPC) attached: nil
Out of School Hours Care service: nil

February FTE student enrolment:

2020 FTE enrolment 137, >80%, School Card 26 SWD, 35 ATSI

2019 FTE enrolment 131, >80%, School Card, 19 SWD.

2018 FTE enrolment 153, 79% School Card, 13 SWD, 46 ATSI.

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):

9.4 teachers, 2.8 leadership incl. Deputy Principal and Band 1 leader. 26 hours ACEO, 0.5 AET, 0.3 AHP2 Social Worker, 82 hours Teir 1 SSO, 250 hours Teir 2 SSO.

Public transport access:

Local Bus, South East Loop

Special site arrangements

The site leadership team have been invited as one of 37 schools (nation-wide) to participate in the The University of Melbourne's *New Metrics for Success* research-practice partnership commencing 2021. *New Metrics for Success: Transforming what we value in schools* is an evidence-based program, which aims to influence the future landscape of Australian schooling by reimagining the grammar of schooling with other entrepreneurial school partners. Through this partnership the leadership team and by extension teaching and support staff will be connected to national and international networks and the University's professoriate.

2. Students (and their welfare)

General characteristics:

Our community is strong, resilient, diverse and connected. Our children are curious, courageous, inclusive, powerful and rich in potential.

Melaleuca Park Primary School is situated within a regional centre, and services a vulnerable community with a high proportion of social disadvantage; a significant number of families experience issues related to intergenerational poverty and a large proportion 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. 80% of our children are vulnerable, affected by developmental language disorders or developmental trauma, presenting with a low starting point for formal reading instruction. We employ Strategies for Managing Abuse Related Trauma, the Berry Street Education Model (BSEM) and Restorative Practices across the school alongside the Principles of Nurture to provide all children with a space for learning.

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.

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:

- Personalised Programs (IESP)
- Aboriginal Cultural Mentoring
- Speech and Language Intervention
- PRELIT, MINILIT, MAQLIT, MULTILIT
- Nurture Groups
- Wellbeing for Learning (Drumbeat, Rock & Water, What's the Buzz)

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Student management:

Our *Behaviour Code Policy* (2015) and *Behaviour Learning Process* (2020) 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, BSEM 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.

Representatives are self-nominated via a written application, preselected via an interview process and then appointed via an election process. 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:

Goals for 2020

1. Improve children's perception of themselves as readers, learners and achievement in reading Year 3-5.
2. Improve children's perception of themselves as readers, learners and achievement in reading Year 1 - 3.
3. Improve children's perception of themselves as learners and achievement in Reading Year 5-7.

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Recent key outcomes

Our reading focus across a three year period has resulted in a common approach and evidence of increased achievement - over 60% of Year 1s are fluent decoders and targets have been achieved at Year 4 and 6. Underlying these goals is the premise that all children will progress in their learning/development and that children will achieve the Year Level standard unless they have identified barriers to their learning/development (ie a learning disability or difficulty impacting their learning) and a personalised learning program to support their functional needs. For the targeted cohort all but 2 children have met this. Our next focus is therefore transference of literacy improvement evidenced in reading into children's writing.

Our teaching staff demonstrate personal and collective responsibility (evidenced in being prepared and participating in collaborative moderation) for children's learning. A positive staff culture is evidenced in the Perspective Survey: 85% engagement score. 79% Climate Index. (94% expert teaching with 100%: our learning design promotes and develops meta-cognitive talk in the learning environment; we design learning tasks with an appropriate level of challenge that develops all children/students as self-regulated learners) 92% Goal Focus, 88% performance and development, 85% Instructional Leadership, 85% High Expectations. 85% Decision Making, 83% Academic Climate, 83% Personal Job Perceptions, 82% Shared Leadership, 80% Site Improvement Perceptions, 80% Collaboration.

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 Languages.

Special needs

Language and Literacy Levels are utilised whole school to support children's development in using Standard Australian English.

Personalised Learning Programs are developed in consultation with parents/caregivers and the children where students require substantial adjustments to the curriculum.

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.
- engage in reflective processes via Teaching Sprints.
- participate in collaborative moderation of student work samples against the achievement standards of the Australian Curriculum.

Student assessment procedures and reporting

At Melaleuca Park Primary School, A-E grading is used for students in Year 1 – Year 7. We report on children's progress using Learning Stories/Evidence of Learning accompanied with a graded learning summary for the end of terms 2 & 4. Our Nurture program provides a modified learning program for which children's progress is reported using Learning Stories.

In Reception, Learning Stories/Evidence of Learning are used throughout the year to document children's learning, growth and development against the Australian Curriculum and Early Years Learning Framework.

Evidence of Learning

- Learning folders need to provide evidence of learning for each curriculum area against the Achievement Standard. Every child will be required to have an individualised descriptive Learning Story for each of the 8 learning areas within the Australian Curriculum: English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Languages, Technologies and The Arts for each reporting period. Each piece of individualised work will need a task descriptor, the assessment criteria and a teacher comment. Learning Folders will need to be made available at the end of the term to leadership to compare with progress outlined in the student report.
- Snap shots of the students' academic and social achievements are to be shared with families via SeeSaw as students demonstrate progress throughout each term.
- The minimum requirements of individualised learning stories/evidence of learning per term:

Mid-Year Learning Summary

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 to create a learning summary for each student. This includes a summary of the 8 Learning Areas within the Australian Curriculum identifying the child's achievement against the standard using the word equivalent (A-E): Excellent, good, satisfactory, partial and minimal. Included in the Learning Summary is an overview of the General Capabilities assessed on an achievement scale. Grades for students on One Plans are against on the Achievement Standards outlined in the student's plan.

As a part of the reporting period, the Learning summaries will need to be placed in the front of the child's *Learning Portfolio*.

End of year Summary

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

Assessment

A – E grades for each learning area are represented by the word equivalent: Excellent, Good, Satisfactory, Partial, Minimal. Grades should be entered for all eight learning areas: English, Mathematics, Science, Humanities and Social Sciences, Health & Physical Education, Languages, Technologies and The Arts. Grades for students on One Plans are against on the Achievement Standards outlined in the student's plan.

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 the school holds a Sports Day and 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 including: a choir for children in Year 4-7 performing annually as a part of the local South East Music Festival; a biannual 'Move it at the Helpmann' showcasing dance performances; annual Speech and Drama performances; annual Debating and Public Speaking as a part of the Mount Gambier Eistedfodd.

Children in Upper Primary have the opportunity to undertake Pedal Prix and the Young environmental Leaders Program in partnership with Limestone Coast Landscape Board.

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

Boandik elder Aunty Michelle works with our community and supports our children in cultural and language appreciation.

7. Staff (and their welfare)

Staff profile:

11 teaching staff hold ongoing vacancies at the school along with 5 Support Staff.

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.

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.

Access to EAP.

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 support

Teachers are supported by a pedagogical coach who works together with staff to develop their professional knowledge, skills and practice. Graduate and early career teachers are supported with the addition of an allocated mentor.

Access to special staff

Site based AHP2 Social Worker.

Child Wellbeing Practitioners are allocated to the site.

A Pastoral Support Worker supports the site.

Statewide Support Services provide referral pathways to access Speech Pathology, Psychology, Behaviour Coach, Hearing, Special Educator and Truancy.

8. Incentives, support and award conditions for Staff

Teachers are eligible for Government Housing, support with relocation expenses and locality allowance. Further information can be sought via the Department for Education website.

9. School Facilities

Buildings and grounds

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

Heating and cooling

Reverse cycle air conditioning in most areas across the site.

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.

Staff facilities

All teachers are issued a school laptop and have access to the teacher resource area, staffroom and preparation areas

Access for students and staff with disabilities

School grounds are all access friendly, school buildings are at ground level with ramp access.

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 twice 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 Folders and SeeSaw
- Progress Reports (Term 2).
- Summative Reports (Term 4).
- 3 Way Interviews (Term 1).

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- Notes, letters, phone calls/feedback.
- Annual General Report.

School financial position

The school's financial position is sound; financial management is overseen by the Governing Council via the Finance Advisory Committee in collaboration with the school's Finance Officer and the Principal.

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

Commercial/industrial and shopping facilities

as a large regional centre Mount Gambier has a broad range of shopping options and precincts encompassing supermarkets, specialty stores and boutiques.

Other local facilities

Mount Gambier is the largest regional centre outside of Adelaide with a variety of services.

Availability of staff housing

Private rentals and Government Housing are available in the township.

Local Government body

City of Mount Gambier