SCHOOL CONTEXT STATEMENT

School Name: Alberton Primary School

School Number: 0202  School-based Preschool Number: 1555

1. General Information

Part A

<table>
<thead>
<tr>
<th>School Name:</th>
<th>ALBERTON PRIMARY SCHOOL</th>
</tr>
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<tbody>
<tr>
<td>Courier:</td>
<td>WEST</td>
</tr>
<tr>
<td>Principal:</td>
<td>Mr. Andrew Plastow</td>
</tr>
<tr>
<td>Postal Address:</td>
<td>14 Broad Street, Queenstown 5014</td>
</tr>
<tr>
<td>Location Address:</td>
<td>14 Broad Street, Queenstown 5014</td>
</tr>
<tr>
<td>Partnerhsip:</td>
<td>LeFevre Peninsula</td>
</tr>
<tr>
<td>Distance from GPO:</td>
<td>11 kms</td>
</tr>
<tr>
<td>Kindy attached:</td>
<td>YES</td>
</tr>
</tbody>
</table>

Phone No.: 08 84471924  Fax No.: 08 84476448

The Alberton and Port Adelaide School communities amalgamated, effective from 2005, on the Alberton School site.

Total February Enrolment

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<td>207</td>
<td>228</td>
<td>245</td>
<td>247</td>
<td>251</td>
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Average Kindy Attendance

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<td>22</td>
<td>39</td>
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Part B

<table>
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<tr>
<th>Personnel</th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>PSC</td>
<td>1</td>
<td>1</td>
<td>1.0</td>
</tr>
<tr>
<td>Coord. Approaches to Learning</td>
<td>1</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>Coord Early Years</td>
<td>1</td>
<td>0.8</td>
<td></td>
</tr>
<tr>
<td>P/R (Nest) Teachers</td>
<td>4</td>
<td>3.2</td>
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<tr>
<td>Yr 1-7 Teachers</td>
<td>6</td>
<td>13</td>
<td>16.8</td>
</tr>
<tr>
<td>ACEOs</td>
<td>1</td>
<td>1</td>
<td>59 hrs.</td>
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<tr>
<td>Nest Co-educators (SSO)</td>
<td>1</td>
<td>6</td>
<td>137 hrs.</td>
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<tr>
<td>Year 1-7 Co-educators (SSO)</td>
<td>6</td>
<td>155 hrs</td>
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</tr>
<tr>
<td>Admin SSO</td>
<td>4</td>
<td>105 hrs</td>
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</table>
• OSHC
  Before School 7.00 a.m. – 8.45 a.m. catering for up to 12 children per session.
  After school 3.15 p.m. – 6.00 p.m. catering for up to 30 children per session.
  Vacation Care – 7.00 a.m. – 6.00 p.m. catering for up to 30 children.
  There is a current application for licensing to increase to 45 places.

• Enrolment trends
  School intakes have increased over the last five years, with significant spikes in enrolments the past three years. Positive word-of-mouth has become the main reason for enrolment increases. The Kindy (now Nest) has maintained a very high average attendance over the past 5 years with enrolments increasing considerably in 2016, due to the positive word-of-mouth since creation of the integrated Kindy/Reception space called The Nest.

• Special arrangements
  35 children are transported to and from school each day by a school-owned bus. This is open to anyone with priority given to Aboriginal children and others most in need.

• Year of opening
  1892. The school is heading towards its 125th birthday in 2017. The school went through major redevelopment in 1988 when the junior and primary schools amalgamated. It underwent another re-development due to amalgamation with Port Adelaide Primary School in 2005, then again in 2009 as part of the ‘Building the Education Revolution’ program.

• Public transport access
  Access to public transport is available and convenient through the bus service on Port Road.
  Alberton train station is a short walk from the school.

2. Children (and their welfare)

• General Characteristics
  Alberton Primary School has a diverse student community with children coming from a wide range of family backgrounds. Approximately 40% of children are School Card holders; 26% are Aboriginal; 12% of non-Aboriginal children are from non-English speaking backgrounds and 7% of children have a verified disability.

• Support offered
  A Primary School Counsellor provides general student counselling and assists in social skill development. There is a focus on Positive Education.
• Student management
  The school has a very clear Behaviour Code, which revolves around all children having the right to feel safe at school and respect other people’s safety. A new Behaviour Code as well as an Anti-bullying and Anti-harassment Policy were introduced in 2012 after extensive consultation.

• Student government
  A Children’s Parliament has been in place for 6 years offering more children significantly more voice in decisions made within the school. Each Ministry is led by an elected Minister and supported by Staff Advisers. The Treasurer and Cabinet manage a generous budget to support children’s activities.
  Children are involved in leadership roles throughout the school, assisting in the management of the Art room, co-managing our Life Sciences Centre, managing the Sports Shed, assisting in the Canteen, as Library Monitors and many class-based roles.
  Children are heavily involved in decisions about curriculum offerings, particularly in some parts of the day.

3. Key School Policies

• Values:
  School values were developed with the Community to underpin all policies and procedures – Wellbeing, Discovery, Diversity, Belonging and Success.

• Long-term objectives
  The Strategic 4 Year Plan (2015 – 2018) specifies the long and short term objectives. Priority areas are Early Years, Science, Mathematics, Arts (including Literary Arts); Relationships and Technology. There will be 3 areas with an annual focus. For 2016 they are Science, Mathematics and Technology.

4. Curriculum

• Subject offerings
  The school functions with communities of learners in six Magpie Groups consisting of children from 1-7 and The Nest, an integrated Kindy and Reception space consisting of three K-1 Home Groups.
  The curriculum is based on offering children choice, developing tools for ongoing learning within context, allowing children opportunities for discovering and focuses on developing the academic, physical and emotional elements of our learners. The timetable operates across the school (1-7) including The Nest at times (K-7). Small English and Maths groups operate each day.

• Special Rights
  There are numerous specific programs offered for children with special rights. A Student Rights Team oversees these. Many SSO hours support these programs.

• Special curriculum features
  Life Sciences Centre featuring aquaculture, aquaponics and vermiponics.
  Visual (including Digital) and Performing Arts and Design have a strong and important place within the school. Music has been added from 2016 through the generosity of philanthropic support.
Digital literacy and learning through Gaming.
Support for children with higher intellectual potential.
Student Learning Plans – learning the tools and dispositions for learning.
Discovery – play, experiential learning and choice facilitated by teachers in their specialist fields.

- Assessment procedures and reporting
  The school reports to parents through a continuous reporting process through 3-way interviews, learning stories and a ‘Discovery Open Night’ hosted and facilitated by children.
  A literacy audit is done at the beginning and end of each year. This is used to measure the distance travelled during a school year in literacy development. This includes collection of data re Reading Recovery or Lexile level and EALD Levels.

5. **Sporting Activities**

School sport has had a strong focus in our school with high participation in a range of teams. Reduced parental involvement in sporting teams over the past five years has led to a reduction in teams but a variety of out of school hours sports are still available. All year R-5 children have swimming lessons at The Adelaide Aquatic Centre while Year 6/7 children have Aquatics sessions at the West Lakes Aquatics Centre.

Sports Day is a highlight. It is a special day featuring both tabloid and competitive year level events.

6. **Other Co-Curricula Activities**

- General
  Our school has a choir for Year 5-7 children with children performing annually in the South Australian State Schools Music Festival.
  End of year concerts featuring children/class items are held annually.
  A Visual Arts Exhibition is held annually since its inaugural year in 2012.
  Aboriginal Cultural Awareness Week is celebrated every September involving children in a wide range of cultural activities. Book Week is also a special week each year.
  We enter the Wakakirri Story Dance competition every odd year.

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

- Staff profile
  Over the past 9 years there has been a stabilisation of staff and emphasis on continuity. However, many teachers have been having babies resulting in an increasing amount of part-time teachers.
Leadership structure
The school currently has a Principal, a Deputy, a Primary School Counsellor and a Co-ordinator in Approaches to Learning and a Coordinator Early Years Pedagogy and Programs. All staff are encouraged to utilise leadership skills and different members share their expertise during planning meetings.

Staff support systems
All Magpie groups have two-teacher teams. The whole staff plans aspects of the curriculum, while small groups or pairs support each other with some planning. English and Maths groups are the only areas requiring individual planning within a supportive context. SSOs meet regularly. Staff all rely on each other (due to the whole school programs) therefore they support each other whole-heartedly. Grievance contact people are elected from and for staff.

Staff utilisation policies
Ancillary staff perform many valuable roles. There is an emphasis on multi-skilling. Ancillary staff members (Co-educators) have roles in classroom support, managing school fund accounts, administration, public relations, arts and aesthetics, library management and parent liaison etc. Role statements are negotiated and adapted to meet changing school needs and staff allocations.

Other
Staff are expected to engage in and lead Performance Development meetings with a member of the leadership team either 1:1 or in learning circles to discuss:
- Implementation of Strategic Plan priorities and critical questions about student learning
- Professional development needs.

Social Activities
An active social committee is responsible for a variety of activities that foster a positive and friendly work environment.
The staff at Alberton is a very cohesive and supportive group on both professional and personal levels.

8. Incentives, support and award conditions for Staff

- Complexity placement points
  : 1995 Onwards – Basic 1 Complexity 1.5

9. School Facilities

- Buildings and grounds
  The school is surrounded by an extensive oval/lawn set up with numerous trees, which add to the environment. The school went through a major redevelopment in 1988 and 2009. Every room is reasonably newly air-conditioned.
  There are two major brick buildings: ‘Broad Street’ includes Reception, Leader’s offices, Finance Manager’s office, Sick room, ICT Office, TRT Service office, staff and student toilets, Resource Centre, Uniform Shop, Art Room, Computing Suite, 3 x 1-7 Magpie Group rooms, a ‘Learning Street’ (flexible learning space), one
home group for The Nest, an Aboriginal Education Centre and a Staffroom has been built on overlooking the grounds.
The older style building houses 3 x 1-7 Magpie Groups, Design Studio, Life Sciences Centre and staff and student toilets, including an access toilet.
A large transportable building called ‘Wadu’ provides accommodation for the O.S.H.C. Program and one of the home groups for The Nest, including an access toilet.
A large open plan building houses the third home group for The Nest with adjacent fenced play area.
A multi-purpose hall, incorporating a canteen, stores and access toilet was completed in 2007.
The old canteen building has been renovated into a workshop called ‘Johnny’s Shed’.
An old toilet block has been transformed into a facility for Aquaculture programs, a part of the Life Sciences Centre.
A school community garden adjacent to this building is the third part of the Life Sciences Centre.
- Specialist facilities
Specialist facilities include areas for sports, visual arts, performing arts, cooking, science, design and technology.
- Student facilities
Adequate hard play areas, including two netball/basketball courts and very pleasant grassed play areas and oval. Many shaded areas.
Two playgrounds erected early in 2005 and another in 2007.
School Canteen operated by a paid manager and volunteers provides snacks and lunches for staff and children each school day. It operates within Rite Bite guidelines.
- Staff facilities
A Staff Lounge and kitchen, built in 2009.
Adequate on-site parking.
- Access to bus transport
A school funded Mercedes Benz 41 seater bus provides transport for children to and from school. The bus is frequently used for low cost excursions and day trips.

10. School Operations
- Decision making structures
  The Decision Making structure is due for review but is based on a collaborative style where the belief is that decisions are best made in an atmosphere of trust, openness and honesty. A range of decision-making structures operate within the school (as below) according to the following principles:
  Clear Communication – everyone has the right to be involved in a decision that affects them.
  All School community members should be able to access the decision making process.
## Decision Making Bodies

<table>
<thead>
<tr>
<th>Decision Making Bodies</th>
<th>Advisory Committees</th>
<th>Other Groups</th>
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<tbody>
<tr>
<td>Principal/D.E.C.S. Leadership</td>
<td>Personnel Advisory Committee</td>
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</tr>
<tr>
<td>Governing Council</td>
<td>Finance,*</td>
<td>+,*,#</td>
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<tr>
<td></td>
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<td>Aboriginal Education*</td>
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<tr>
<td></td>
<td>PLDG (Professional Learning)</td>
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</tbody>
</table>

| Children’s Parliament *#                    |                                |                                         |
| + denotes parent representative             |                                |                                         |
| * denotes staff representatives             |                                |                                         |
| # denotes student representatives           |                                |                                         |

Ratification of all policy and procedures decisions occurs at staff meetings.

### Regular publications

- A staff Day Book is published daily for teacher information. Staff Meeting Agenda’s are open for all staff to add to the agenda. An Alby Facebook Page is the primary staff communication tool. A newly upgraded website is the primary communication tool with parents.

### Other communication

- Staff Handbook and Induction Manual is upgraded annually and available to all staff. It includes policies such as Student Behaviour Code, Attendance, Occupational Health & Safety and Emergency Procedures.

### School financial position

- The school is financially viable, managed effectively by Governing Council. School finances have been supported through grants, enabling the school to finance the purchase of computing hardware, purchase a range of educational resources and fund additional human resources.

## 11. Local Community

### General characteristics

The Alberton/Port Adelaide area is a typical Western Suburbs area with a mix of industrial, commercial and retail areas interspersed with residential areas with considerable history attached. Wide ranges of employment opportunities are available in the area. Many parents use excellent train and bus facilities to commute to the city or to other suburbs for work. There is also a high level of unemployment. A wide range of languages are spoken at home, although English is most prevalent.
• **Parent and community involvement**
  There is a growing level of parent involvement in the school in many different ways. The Governing Council and associated committees provide a major focus for those parents interested in decision making, fund raising and educational issues. Parents and caregivers provide valuable classroom support, often on a daily basis. Many parents have supported classroom programs by sharing information about their culture and occupations and family backgrounds. Others assist with camps, excursions, daily fruit program and transport for instrumental music. Parents and caregivers co-ordinate and coach our many sports teams and organise fund raising activities.

• **Feeder Centres**
  Alberton ‘Nest’ and Kalaya Children’s Centre are the main feeder groups. Other local care and educational facilities include Woodville, Ocean View and LeFevre Secondary School that are the main schools children move on to in Year 8. Other local primary schools are Hendon and Pennington Junior & Primary Schools.

• **Other local facilities**
  Tauondi Aboriginal College, Alberton Football Oval, West Lakes Aquatic Centre and the Alberton Railway Station and a range of museums and galleries.

• **Availability of staff housing**
  : N/A

• **Local Government body**
  : Port Adelaide Enfield Council