

SCHOOL CONTEXT STATEMENT

Updated: 06/2021

School Name: Alberton Primary School

School Number: 0202 **School-based Preschool Number:** 1555

1. General Information

Part A

School Name: ALBERTON PRIMARY SCHOOL
 Courier: WEST
 Principal: Mr. Dan Jarrad
 Postal Address: 14 Broad Street, Queenstown 5014
 Location Address: 14 Broad Street, Queenstown 5014
 Partnership: Le Fevre Peninsula
 Distance from GPO: 11 kms
 Kindy on site: YES

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

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

Total February Enrolment Reception – Year 7										
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
245	247	251	276	309	326	334	355	370	298	226
Kindy Enrolment as of February										
2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
41	39	39	39	41	50	58	60	59	44	50

Part B - Staffing

Personnel	Male	Female	Total FTE Teachers Total Hours SSO's
Principal	1		1.0
Deputy Principal		1	1.0
Director Learning Improvement - Early Years		1	1.0
Student Wellbeing & Engagement Leader		1	1.0
Science and Environmental Sustainability Curriculum Leader		1	1.0
Specialist Teachers (Arts, Positive Education, PE & Health)	1	2	2.0
EALD and Intervention Teacher	1		0.2
Nest Preschool & Reception Teachers		5	4.6
Aboriginal Education Teacher		1	0.8
Year 1-7 Teachers	3	8	11
Nest SSO's	1	4	114hrs
School SSO's	1	11	252.75hrs
ACEOs		1	37.5hrs
Front Office Manager (SSO2)		1	37.5hrs
Finance Manager (SSO3)		1	37.5hrs
GSE	1		24hrs
Canteen Manager		1	1
OHSC Director		1	1

Vision Statement For Learning:

Alberton PS is an amazing place to work and learn in, we are faced with a diverse range of opportunities every day like many schools and find ways to achieve success through team work. The school is a warm, inviting and caring place to engage in learning. This has been established, nurtured and grown over many years. Our work is reflected in how we live our school values of **Belonging, Wellbeing, Success, Diversity and Discovery**. Together, as a school community we create an aspiring vision for the future, a safe environment where learning is the focus and a sense of belonging for **'ALL'** to achieve our **'Personal Best'**. Every child has the ability to learn, can be successful, can make valuable citizens within the community and through high quality education and strong relationships we will inspire each other to reach our full potential.

Index of Disadvantage:

The Index of Disadvantage at Alberton PS is category 3. This was increased in 2019 from a category level 2. High School destination of Year 6 & 7 students is predominantly Woodville HS, Seaton, Ocean View College or LeFevre HS. Some families transition to Mount Carmel HS within the independent sector.

School Opening:

The school was opened in 1892. The school held its 125th anniversary celebration on 1st December 2017. The school went through major redevelopment in 1988 when the junior primary 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.

Nest outdoor learning area was developed and works completed in 2017. The school is currently upgrading and refurbishing most learning environments across the school and providing greater access to resources for students and staff.

OSHC Service:

We have an Out of School Hours Care (OSHC) service situated at the school collocated within our Nest environment. Our OSHC outdoor play space is fenced and secure, requiring all families to sign in and out. The service is run by an OSHC Director and overseen by the Governing Council and School Principal.

The service operates as outlined below:

- Before School 7.00am – 8.45am: catering for up to 60 children per session.
- After school 3.00pm – 6.00pm catering for up to 60 children per session.
- Vacation Care 7.00am – 6.00pm catering for up to 60 children during school holiday times

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. It is noted that many of our families walk or ride to school as we are local school option for local families.

2. Children (and their welfare)

General Characteristics:

Alberton Primary School has a diverse child community with children coming from a wide range of family backgrounds. Approximately 40% of children are School Card holders; 22% are Aboriginal; 10% of non-Aboriginal children are from non-English speaking backgrounds and 10% of our children receive a category of funding through the Intensive Education Support team.

Children's Parliament:

Children's Parliament has been in place for 7 years offering children voice in decisions made within the school. Each Ministry is led by an elected Minister and supported by Staff Advisers.

Children are involved in leadership roles throughout the school, attending Governing Council meetings, leading Principal tours for new families, connecting with local community groups and designing play spaces. Alberton PS has a deep connection to local environmental groups and a commitment to environmental sustainability.

Student Well Being and Behaviour Education Programs:

Our Senior Leader in Student Wellbeing and Engagement along with our staff supports our school community in the areas of social skills, child protection and behaviour education.

Our wellbeing framework supports a safe learning environment for students and staff. Students are provided opportunities to oversee sports borrowing, serve in our canteen, run lunchtime sports and work in cross age classes. Restorative Justice practices are an integral part of our approach to supporting students in the area of conflict resolution. Positive Education supports building upon student's strengths and helps to equip them with skills and knowledge to tackle issues that arise. Consistency of language and constant referral to our school values is a key action across the school for all staff, students and families.

We have a range of programs and pathways to support families and students in need including having a strong association with the Smith Family, Grow Wellbeing, Calvary Hospital (Aboriginal Mindful Mentors), DfE Behaviour coaches and are engaged in the trauma informed practice initiative.

Special Programmes:

Our school has a strong focus on our values of ***Belonging, Wellbeing, Success, Diversity and Discovery***. Our learning and social programmes support student inclusion, participation and equity for all learners. These include access to camps, excursions, sporting activities and performances.

The school has a well-established Student Review Team to support individual student learning needs. This team includes leaders, teaching staff, ACEO and the Special Education team. The team meets with class teachers to develop or modify individual learning programs for students through release, NIT and/or team planning during our Professional Learning Evenings.

At Alberton we support government and non-government services that cater for community needs including Dental Week visits, bike safety, eye and hearing assessments, camp quality, school performance visits, Aboriginal Elder talks and sporting associations. We work closely with our local council, Port Adelaide and Enfield to engage in community projects and initiatives.

3. Key School Policies

Values:

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

Strategic Vision:

We are now embarking on a process to develop a five-year strategic plan for APS. This work is underway in 2021.

Information from the 2019/2020 review process has formed a basis from which we continue this work, with the view to planning where we want to head as a school community into future years. An independent consultant, along with the School Principal is leading our school community through this journey. We are looking at the school's values, principles and pillars of action, and will consider what specific new actions the school should undertake that align with what has been identified by our community.

Community feedback has helped to shape and influence our initial actions in 2021. The External School Review by Department of Education (DfE) aligned with what many of our community were telling us about expectations around learning also has contributed to some of the changes at Alberton PS.

There are many unique aspects of Alberton which people are very proud of, such as the **Nest, Life Science Centre, Specialist Discovery areas** and other **extra-curricular** opportunities for children. These areas are being enhanced and greater opportunities for children created in 2021 and beyond.

Site Improvement Plan:

At Alberton we have a core focus on improving **reading skills** and knowledge for each child. This relates to both the foundational reading skills children need, balanced with growing a child's love for reading. As children progress their reading skills we have a focus on expanding vocabulary, building comprehension skills and being able to transfer this knowledge into writing. Within the area of Mathematics, we focus on developing a strong understanding in number and ability to transfer that learning into other contexts. A child's ability to have confidence in their fluency with number is a core focus of our learning program.

There is a strong focus on working in teams (Professional Learning Teams) to develop a consistent curriculum across all year levels. There is a continued emphasis on high quality teaching and learning for every child and the building of a learning culture that is based on professionalism, responsibility and team work.

Performance Development:

Performance Development is an important and valued part of our professional learning culture at Alberton PS. Staff are supported to identify and document professional learning goals as part of our Performance Development Framework. A strong structure has been established to promote and support collegial conversations connected to teaching practice, learning goals and improving student learning outcomes. A strong sense of trust and mutual respect is required among staff and leaders to support this model of Performance Development.

National Professional Teaching Standards provide a consistent framework for staff to develop a Performance Development Plan focussed on continual improvement in their teaching practice. As part of this plan, teachers and leaders will have the opportunity to be work shadowed, observed, provided with written and verbal feedback, released to observe peers and participate in other school visits. Mentoring and coaching of all staff is a significant aspect to our Performance Development framework at Alberton PS. This is all tailored to ensure a child receives the highest quality teaching and learning program possible.

4. Curriculum

Subject Offerings:

The school functions with three learning communities, The Nest (Preschool & Reception), Broad Street (Year 1-3) and New Street (Year 4-7). Classes are located in so teams of children and staff can work together. The curriculum is based on offering children a balance between explicit instruction, inquiry learning, self-discovery and cross age learning. We aim to develop tools for ongoing learning within context for children, allowing children opportunities for discovering and focusing on developing academic, physical and emotional elements.

At Alberton PS we provide pathways for children which enhance passion for learning and engagement. This includes through our specialist programs in **Visual Arts, Music, Physical Education and Health, Positive Education, Science and Environmental Sustainability**. We have begun enhancing these areas in 2021 with the appointment of specialist teachers, additional resources, linking to the Australian Curriculum and ensuring these are assessed and reported upon for our learners and families.

Assessment and Reporting:

The school reports to parents and caregivers through a continuous reporting process through Reverse Interviews (Meet and Greets) in Term 1, 3-Way Conferences in Term 3 and student progress reports being sent home in Term 2 and 4. Student reports are aligned to achievement standards reflected in the Australian Curriculum as mandated across all South Australian schools.

The school undertakes Naplan assessments in term 2 each year with Yr3,5 & 7 students engaged in these. All children from Year 2-7 participate in PAT-R and PAT-M assessments in Term 3 (Year 1 students who have progressed to this stage also are provided the opportunity to engage in these assessments). These are mandatory DfE assessments.

Year 1 students are engaged in a Phonics screening assessment in Term 3, providing valuable progress data. We also undertake running records (assessment of reading progression) and for primary students Lexile assessments incrementally across a school year for primary aged children.

5. Sporting Activities

School sport has had a strong focus with high participation in a range of teams and sports. Saturday morning Soccer currently runs during winter months and we are looking to expand to include netball and basketball teams.

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 and is usually held in Term 4.

Alberton accesses the Sporting Schools Grant funding each term which enables engagement of qualified coaches to visit and teach our students within a wide range of sports. Our school has had a focus on soccer, volleyball, basketball, tennis and tag rugby previously.

6. Co-Curricular Activities

Alberton PS has a choir for Year 5-7 children with children performing annually in the South Australian State Schools Music Festival. End of year concerts or equivalent featuring children/class items are held annually. This is a great showcase of learning within our Music and Performing Arts program.

We have an ensemble Yr 5-7 school band that practices each Tuesday afternoon and is working towards being able to perform for other schools in South Australia. This aspect of our Music Strategy is aimed to enhance opportunities for all Alberton students and links to specialist interest programs in secondary school that are offered.

A Visual Arts exhibition is held annually since its inaugural year in 2012. This is highly valued and well attended by our school community.

Aboriginal Cultural Awareness Week is celebrated involving children in a wide range of cultural activities along with our reconciliation focus. The school is commencing the development of a RAP (Reconciliation Action Plan) and aims to have this constructed with our community by the end of 2022. Alberton works hard to include cultural awareness and perspectives within our curriculum planning, particularly within our Inquiry units of learning.

Events such as Book Week, Camps, Aquatics, After School Sports, Sports Clinics, Sports Day, Harmony Day and PE Week all make up great experiences for our students.

Children are able to access Spanish, Mandarin and French languages each Thursday night through the School of Languages based at Alberton.

7. Staff (and their welfare)

Staff Profile:

In recent years, the school has experienced instability within the school's leadership and teaching staff due to retirement, DfE resignations, maternity leave and promotion. With the appointment of a long-term Principal, new leaders appointed and stability with teaching and support staff, Alberton is moving forward with optimism, hope and a clear improvement agenda to increase learning outcomes for all children.

Refer to table on page 1 which identified the gender balance and numbers of staff.

Leadership Structure:

The school currently has a Principal, Deputy, Director of Learning Improvement, Student Wellbeing Leader and a Curriculum Leader in Science and Sustainability. The team works collaboratively on learning improvement, building staff capacity, school operations, alongside Governing Council and to enhance student agency.

Newly appointed positions are long term which will provide continuity and stability for our school community. This has been well received within the local school community as school tours and our playgroup is often at capacity with new and prospective families.

Staff Support:

Staff have access to a range of supports through counselling services, peer support groups, AEU, PAC and Grievance Officer.

8. School Facilities

Buildings and Grounds:

Refer to our schools website for a virtual tour of our amazing spaces.

The school is surrounded by an extensive green space set up with numerous trees, which add to the environment.

The school went through a major redevelopment in 1988, 2009 and 2017. Inside spaces are well ventilated with heating and cooling.

There are two major brick buildings: 'Broad Street' includes Front Office, Leader's offices, Finance Manager's office, Sick room, ICT Office, Staff Planning space, staff and student toilets, Resource Centre, Uniform Shop, Art Room, 3 x Magpie Group rooms, 'The Hive' (flexible learning space), 3 x home groups for The Nest, and a staffroom has been built overlooking the grounds.

The older style building houses 3 x Magpie Groups, Positive Education room, Coding, Life Sciences Centre and staff and student toilets, including an access toilet.

A large transportable building called 'WADU' provides accommodation for the OSHC. Program and 1 x home groups for The Nest, including an access toilet.

A large open plan building houses a home group for The Nest with an amazing adjacent fenced outdoor learning area. This is an award winning playspace design.

A multi-purpose hall, incorporating a canteen, stores and access toilet was completed in 2007.

The old canteen building has been renovated into the CAFÉ, housing creative arts, food and enterprise experiences as well as Breakfast Club.

An old toilet block has been transformed into a facility for Aquaculture programs, a part of the Life Sciences Centre.

An expansive school community garden adjacent to this building is the third part of the Life Sciences Centre.

A large shed called !dea houses recycled and repurposed materials for use in arts and technology projects.

Specialist Facilities:

Specialist facilities include areas for sports, visual arts, performing arts, cooking, science, design and technology.

Student Facilities:

Hard play is restricted now to the gym with the grounds being filled with outdoor play experiences, gardens, pleasant grassed play areas and oval. Many shaded areas have been created.

Two playgrounds erected early in 2005 and another in 2007 will soon make way for a expansive Nature Play upgrade.

Canteen is operated by a paid manager and volunteers provides snacks and lunches for staff and children each school day. It operates within Rite Bite guidelines 5 days per week.

Staff Facilities:

A staff lounge and kitchen, built in 2009 is used for staff culture building exercises, food preparation and admin meetings.

Adequate on-site parking is available to all staff.

9. School Operations

Decision Making Structures:

There are newly-established decision-making processes in the school. Emphasis is placed on consultative and participative processes. Decision making groups include School Governing Council, Children's Parliament, Student Review Team, Canteen Advisory, Finance Advisory, Leadership Team, PAC, Staff, Curriculum Committees, including Aboriginal Community Voice.

Decision making is aligned to the school strategic vision and plan, site improvement goals, effective school operations and DfE policy and procedures. Our decision making framework is modelled on a critical mass or consensus principle and enabling levels of autonomy for committees and groups that hold responsibilities within focus areas.

Regular Publications Include:

School Newsletters are published in weeks 1, 4, 7 & 10 of each term, weekly staff bulletins, newly released school website (Term 2 2021), Professional Learning Evening program, Admin and Review meetings, class newsletters, term curriculum overviews, induction folders and information packages for prospective parents.

Other communication:

Community yearly calendar and professional learning calendar are displayed on large whiteboards in the staff room and sent out at the beginning of each term to families and staff. This information is also contained on our website. This helps to organise our school and provide timely information to all families.

School Financial Position:

The school uses a very structured budgeting process. Students, staff and a number of committees are responsible for expenditure of money. The Finance committee meets regularly to monitor whole school expenditure.

In recent years, DfE have supported the school with refurbishment and upgrade grants to facilities, learning spaces, sensory treatment to classrooms and ICT provisions.

10. 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 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, community development and educational issues. 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, gardening and other programs. Parents and caregivers co-ordinate and coach our soccer teams and organise fund raising activities where needed.

Feeder Centres:

Alberton 'Nest' and Kalaya Children's Centre are the main feeder groups into our school. Other local primary schools are Hendon and Pennington Primary School.

Other Local Facilities:

Tauondi Aboriginal College, Alberton Football Oval, West Lakes Aquatic Centre, Alberton Railway Station and a range of museums and galleries.

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

