

SCHOOL CONTEXT STATEMENT

Updated: 15/6/17

School number: 0395

School name: Sandy Creek Primary School

School Profile:

The Sandy Creek School Community aims for each person to show:

Respect

For themselves

For others

For the environment

Excellence

In all they attempt

Responsibility

For all matters which are their concern

At Sandy Creek Primary School we are committed to:

- *Integrating computer technology opportunities for all students.*
- *Ensuring whole school approaches to learning initiatives.*
- *Providing learning opportunities appropriate to student's ability and age.*
- *Encouraging and facilitating professional development in our staff.*
- *Designing learning programmes, which utilise a range of learning strategies.*
- *Encouraging the involvement of all groups to participate in decision-making in the school community.*
- *Encouraging open and honest communication practices.*
- *Conducting school improvement based on a model which values consultation with all groups in the school community, feedback and quality outcomes for children.*
- *A Student Behaviour Management programme, which allows students to learn and teachers to teach.*

1. General information

- School Principal name: *Robyn Gibbes*
- Year of opening: *1876 on an alternative site*
- Postal Address: *c/- Post Office, Cockatoo Valley, SA, 5351*
- Location Address: *Davies Road, Cockatoo Valley, SA 5351*
- DECD Region: *Greater Gawler*
- Telephone number: *08 8524 4164*
- Fax Number: *08 8524 4764*
- School website address: *http://www.sandycrkps.sa.edu.au*
- School e-mail address: *dl.0395_admin@schools.sa.edu.au*
- Child Parent Centre (CPC) attached: *N/A*
- Out of School Hours Care (OSHC) service: *N/A*
- February FTE student enrolment:

Total Enrolled 2017	% School card	% Non-English Speaking Background	% Aboriginal or Torres Strait Islander
<i>68</i>	<i>24%</i>	<i>0%</i>	<i>4%</i>

- Student enrolment trends: *Steady*
- Staffing numbers (as at February census):

Teaching Staff		SSO Staff		
<i>4x Female</i>	<i>1.0 Full time</i>	<i>1x SSO</i>	<i>Admin/Finance</i>	<i>32 hours</i>
<i>1x Female</i>	<i>0.6 Part time</i>	<i>1x SSO</i>	<i>Library</i>	<i>8 hours</i>
		<i>1x SSO</i>	<i>ICT</i>	<i>4 hours</i>
		<i>1x SSO</i>	<i>Permanent Hours</i>	<i>11.5 hours</i>
		<i>5x SSO</i>	<i>Contracted Positions</i>	

- Public transport access: *Limited bus service*
- Special site arrangements:
Playgroup held in the Resource Centre every Monday morning.
Unlimited access to council-owned tennis courts and playground (located on site)

2. Students (and their welfare)

- General characteristics:
The student population includes students with a range of cultural backgrounds and beliefs. The catchment area for students is quite broad, with a number of families travelling some distance to Sandy Creek.
- Student well-being programs:
Sandy Creek Primary School has a Positive Education focus. Staff incorporate the theories of growth mindsets, mindfulness and character strengths across their programmes. In keeping with these theories; the school not only awards merit, but also effort and use of character strengths.

The Kimochis well-being programme is used in the Junior Primary. Other programmes such as “What’s the Buzz?” and “Program Achieve” are utilised wherever needed.

The Child Protection Curriculum is taught across the site.
- Student management:
The school has a strong ethos of positive Student Behaviour Management, based on personal responsibility and respect across the school. Procedures are adhered to with the result that teaching and learning is our focus and priority.

Behaviour Management is fair and consistent with a focus on student self control. The negotiated yard and class expectations are clearly displayed and regularly discussed. Behaviour Management is based on educative and non-punitive responses, logical consequences, success in the curriculum and counselling. Consistent approaches to Behaviour Management across all year levels and classes are in place.

A safe learning environment focus encourages students to develop skills in negotiation, to follow logical consequences and to be pro-active. Self-discipline, independence and a positive self-image are nurtured through a safe and stimulating environment.
- Student government:

The school has regular class meetings and the Student Representative Council is a very proactive group. SRC engages students in the planning and organisation of termly activities, which revolve around fun, food and fundraising.

An active Student Representative Council (SRC) supported by both staff and the Governing Council ensures a strong and relevant student voice is maintained within the school.

Student Action Teams have been developed to increase leadership density. These include Peer Play leaders, Digital Leaders, Student Librarians, Sports Action Team, Garden Team and Nature Play team.

- Special programmes:

The Cultural Exchange Programme, which began in 1997 with a sister school in Japan, has now consolidated into an integral part of the school's culture. Japanese children visit for a home stay each year and Year 5-7 children from Sandy Creek are offered the opportunity of a homestay, during the October school holidays, in Japan every second year. This programme demands a high commitment emotionally, socially, financially and educationally from the school community. The community is extremely proud of this first class programme offered to students. It has been widely recognised and acknowledged for best practice in cultural exchange programmes.

The school community has made a huge investment in I.T. infrastructure and staff training in ICT. All staff and students are expected to integrate ICT into learning programmes wherever this is possible. Every classroom has an Interactive White Board and desktop computers with iPads and laptops being available for use across the school.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

School Policies are developed and reviewed on a continuing basis. Policies at Sandy Creek Primary School exist for the following:

*Attendance
Behaviour Code
Decision Making
Bushfire Policy
Reporting to Parents
ICT User Agreement
School Uniform
Anti-Bullying
Sun Protection*

Policies and annual Strategic Directions in our Site Improvement Plan are available from the school office, or on our website.

4. Curriculum

- Subject offerings:

The school provides a focus on both academic and social development through learning experiences based on the Australian Curriculum in English, Mathematics, The Arts, Science, Technologies, LOTE (Japanese), HASS and Health & Physical Education. All students receive a rich and balanced curriculum. We value teaching methodologies that provide for explicit instruction, cater for a broad range of learning styles and challenge students.

- Special needs:

Special needs students are well catered for. An allocation of SSO support hours are given to identified students. Negotiated Education Plans and Individual Learning Plans are developed, used and reviewed where necessary. Regular training and development opportunities are provided to upskill the necessary staff.

- Special curriculum features:

The Cultural Exchange program provides a major curriculum focus. Integration of ICT and the use of technology is also a priority.

There are many opportunities for Music education. Taiko Drumming lessons are offered to children in years 3-7, by a member of staff. An SSO runs Lunchtime guitar lessons when student interest in learning an instrument is high.

Classes maintain a gardening program; including a vegetable patch, a bush garden and orchard.

- Teaching methodology:

Being a small primary school it is necessary to have classes which have multi-year levels. This requires teachers to modify teaching strategies to suit the wide range of abilities found in a single classroom. The class structures for 2017 are R/1/2, 3/4/5 & 5/6/7. There is a whole school focus on integrating ICT into all areas of the curriculum.

- Student assessment procedures and reporting:

Assessment and Reporting has a high profile in the school. There is an acquaintance night early in the year, followed by interviews at the end of Term 1 and by request (either initiated by staff or parents) in Term 3, and written reports in Terms 2 and 4.

- Joint programmes:
The school and The Barossa Council shares neighbouring Curdnatta Park with its hall, oval, playground, hitting wall and tennis courts.

5. Sporting Activities

- *Parent support for sporting activities is high.*
- *SAPSASA is given a high profile with senior students. The school often has representatives in various sports including Tennis, Netball, Football, Soccer and Swimming.*
- *The school has a large number of students who participate in district Netball, Football and Tennis teams as well as some student representatives in soccer and gymnastics.*
- *The school holds an annual Sports Day, which has an emphasis on effort and participation for all.*
- *We currently have 2 basketball teams playing after school and representing the school which are organised by parents.*
- *We participate in regular sporting clinics and have a strong focus on Fitness and well being.*

6. Other Co-Curricular Activities

- *All students participate in a performance of plays, songs and recitals in Term 4 at the school's Annual Concert/Graduation Night. This is well supported and attended by the whole community.*
- *Students participate in a range of special activities including; Clean up Australia Day, Premier's Reading Challenge, Bookweek and World Kindness Day.*
- *In term 4, all students participate in a swimming program run by DECD Swimming Instructors at the Gawler Pool.*
- *School camps are regularly held for students. Due to our growing numbers our whole-school camp has been split to accommodate. There is a camp for students in years 3-7 and R-2 held every second year. On a year where there are no 3-7 and R-2 camps, students in the Upper Primary attend an aquatics camp.*
- *A Taiko drumming group is formed each year for students in years 3 and above. They regularly practice in lunch times and perform at school and community events.*
- *This year, the SRC are fundraising for RSPCA. The SRC organise and run (with staff support) events for the students. These include Discos, fundraising events and end of term celebrations.*

7. Staff (and their welfare)

- Staff profile:
Most staff members live locally, (within a 45 km radius).
- Leadership structure:
*The Principal has both an administrative role and teaching Commitment.
Because of the small number of staff, collaborative decision making structures are promoted and implemented.*
- Staff support systems:
*Staff wishing to undertake leadership positions or Step 9 are encouraged and supported.
Training and Development of staff is openly encouraged and well resourced.*
- Performance Management:
There are regular performance management meetings, incorporating personal needs and school/curriculum foci. Performance management is seen as an opportunity for professional dialogue and is negotiated with the Principal or teaching colleagues. Staff skill development and verification processes form part of this process.
- Staff utilisation policies
Ancillary staff provide support for classes, identified groups and individual students and teachers.
- Access to special staff
Where ever needed, staff can access the guidance and expertise of Psychologists, Speech Pathologists, Interagency Behaviour Support, Social Workers and Attendance officers through the local Regional Office.

8. Incentives, support and award conditions for Staff

- Complexity placement points
N/A
- Isolation placement points
N/A
- Shorter terms
N/A

- Travelling time
N/A
- Housing assistance
N/A
- Cash in lieu of removal allowance
N/A
- Additional increment allowance
N/A
- Designated schools benefits
N/A
- Aboriginal/Anangu schools
N/A
- Medical and dental treatment expenses
N/A
- Locality allowances
N/A
- Relocation assistance
N/A
- Principal's telephone costs
Principal's (school) mobile phone

9. School Facilities

- Buildings and grounds:

The school has a very rural outlook set amongst many gum trees, located adjacent to the local sporting centre, Curdnatta Oval.

The main building is of SAMCON construction and overlooks the vine covered pergola and school oval area. It contains administration and 3 teaching areas as well as three withdrawal spaces and several storage areas.

A transportable building provides accommodation for Japanese classes. An ex THA property is used to store surplus school resources and also acts as an extra withdrawal space for music lessons.

A shade verandah of generous proportions with paving, acts as an all weather play area. Students have access to two playground areas, covered sandpit and tennis/basketball courts.

A new Resource Centre was built in 2012.

- Heating and cooling:

All areas have heating and airconditioning facilities.

- Specialist facilities and equipment:
There are computer pods in each of the teaching areas as well as the resource centre. Students have access to laptops in classrooms as well as iPads. Each classroom also has an interactive whiteboard.
- Student facilities:
Students have special food days throughout the week. These include lunch orders on a Monday, pizza day on a Thursday and barbecue on Fridays. A vine covered pergola area is utilized for eating lunches each day and a sheltered area is also available.
- Staff facilities:
Staff have access to a wide range of teaching resources. There are several office spaces to work from and there is a staffroom adjacent to the main office. The office spaces have been redeveloped over the past few years and provide a welcoming atmosphere to parents. The staff have access to EDSAS computers, Internet and E-Mail services
- Access for students and staff with disabilities:
There is adequate access to all buildings and a disabled toilet facility.
- Access to bus transport
Public transport is available in Gawler. Barossa Valley coaches have a pick up and drop off point at the nearby Cockatoo Valley store.

10. School Operations

- Decision making structures
Consensus is the preferred model of decision making within the school. Governing Council is the major decision making body of parents and staff, which oversees the management of the school. Governing Council meets twice per term. Staff, Governing Council, SRC and Class meetings are held regularly and these bodies are consulted in decision making processes. Sub-committees (eg finance, grounds and fundraising) report regularly to the Governing Council.

- Regular publications:
School newsletters are published fortnightly and are widely distributed. Class newsletters are used by staff to communicate happenings in class.
A comprehensive parent information booklet (which includes policy statements) is available.
Weekly information for staff is communicated on the staffroom white board and at staff meetings. A year planner is on display in the staffroom.
The school web page has recent and current events on display as well as school information.
- School financial position
The school is in a sound financial position.
- Special funding
National School Pride funding has been used for painting, paving and refurbishment of learning areas. The school has upgraded signage, toilet facilities, replaced outdoor furniture and a new covered sandpit.
Building the Education Revolution Funding has sourced the new library, extra paving, a new playground, fencing and an upgrade of the car park.

11. Local Community

- General characteristics
The school is an integral part of the local community which has a strong sense of history and tradition. Many families live on hectare blocks and commute to outer areas to work. Other families live outside the local district and choose to bring their children to Sandy Creek. Parents are actively involved in and have high expectations of the school's teaching and learning programs
- Parent and community involvement:
Community involvement in the school is high. The Governing Council is an active body and the high level of attendance and involvement at all school functions is impressive.
- Feeder and destination schools:
The local kindergartens (Lyndoch and Gawler East) provide some students, but a proportion comes from further afield; because of particular features of the school's reputation (e.g. our small school ethos, catering for individuals and our Cultural Exchange Program). Exiting students generally proceed to Nuriootpa, Gawler or Birdwood High Schools or local private schools.

- Other local care and educational facilities:
The town of Gawler is located nearby and has a range of facilities for all ages. These include numerous medical practitioners, a hospital, fire, police and ambulance services. There are also recreational facilities and a range of shopping precincts.
- Commercial/industrial and shopping facilities:
Sandy Creek is central to several townships including Gawler, Williamstown, Lyndoch, Tanunda and Nuriootpa; where a range of commercial, shopping and industrial services are available.
- Other local facilities:
The Gawler Golf Club is located across the road from the school and the Curdnatta Park is adjacent to the school.
- Availability of staff housing:
Rental properties are available within the district.
- Accessibility:
Adelaide is approximately 59km away. Public train transport to Adelaide is available from Gawler, 13 kms away. The road to Adelaide is a sealed major highway and provides comfortable travelling.
- Local Government body:
Barossa District Council