

SCHOOL CONTEXT STATEMENT

Updated: 22/7/2020

School number: 0395

School name: Sandy Creek Primary School

School Profile:

Vision

We uphold a community that values every individual and we continually strive for excellence in learning and wellbeing.

Values

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:

- *Ensuring whole school approaches to learning initiatives, especially in literacy, numeracy and wellbeing*
- *Providing learning opportunities which are values based, evidence informed and appropriate to student's ability*
- *Encouraging and facilitating professional development for our staff*
- *Designing learning programs 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*
- *Continuous school improvement*
- *A high quality Japanese language and Exchange program*
- *Using Interoception strategies linked with a Student Behaviour Management programme, which allows students to learn and teachers to teach*
- *Integrating technology opportunities for all students*

1. General information

- School Principal name: *Robyn Gibbes*
- Year of opening: *1876 on an alternative site*
- Postal Address: *PO Box 33, 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 2020	% School card	% Non-English Speaking Background	% Aboriginal or Torres Strait Islander
69	28%	0%	7%

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

Teaching Staff		SSO Staff		
<i>1x Female</i>	<i>1.0 Full time</i>	<i>1x SSO</i>	<i>Admin/Finance</i>	<i>32 hours</i>
<i>5x Female</i>	<i>3.7 Part time</i>	<i>1x SSO</i>	<i>Library</i>	<i>6 hours</i>
		<i>1x SSO</i>	<i>ICT</i>	<i>4 hours</i>
		<i>2x SSO</i>	<i>Permanent Hours</i>	<i>30.5 hours</i>
		<i>4x SSO</i>	<i>Contracted Positions</i>	<i>Part time</i>
		<i>1x PCW</i>	<i>Pastoral Care</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 (located next to site) – Daily use agreement with Barossa Council for access to the courts, oval and hall.

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 focus on student wellbeing and maintaining an inclusive community. Staff members incorporate the theories of growth mindsets, mindfulness and character strengths across their programs. In keeping with these theories; the school not only awards merit, but also effort and use of character strengths.

The “Kimochois” well-being program is used in the Junior Primary. Other programs such as “What’s the Buzz?” and “Friendly Schools” are utilised R-7.

The Child Protection Curriculum is taught across the site.
- Student behaviour:
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 and the use of Interoception strategies. The negotiated yard and class expectations are clearly displayed and regularly discussed. Behaviour Management is based on educative responses, logical consequences, success in relationships and 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 leadership

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, learning, 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 Wellbeing coordinators, Digital Leaders, Student Librarians, Sports Action Team, Garden Team, Japanese Action Team and Nature Play team.

- Special programs:

The Cultural Exchange Program, 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 Sandy Creek for a home stay each year (where possible) and Year 5-7 children from Sandy Creek are offered the opportunity of a homestay in Minami Aiki, Japan during the October school holidays every second year. This program demands a high commitment emotionally, socially, financially and educationally from the school community. The community is extremely proud of this first class program offered to students. It has been widely recognised and acknowledged for best practice in cultural exchange programs.

All staff and students are expected to integrate ICT into learning programs wherever this is possible. Every classroom has an Interactive White Board / Projector and laptop computers with iPads being available for use across the school. In 2020 Home Learning programs have been established utilising technology for times when this has been necessary.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Our current Site Improvement Plan has two goals:

- *Literacy – To increase student achievement in reading (R-7) with a particular focus on oral language - If teachers collaborate to ensure classroom interactions effectively engage students in talk about reading, then we will increase student achievement in reading R-7.*
- *Numeracy - To increase student achievement in mathematics (R-7), particularly in the number strand - If teachers collaborate to ensure classroom interactions effectively engage students in talk about maths, then we will increase student achievement in mathematics, particularly in the number strand, R-7*

A third major priority for Sandy Creek Primary School is to embed interaction and understanding of Japanese language and culture in every classroom, everyday with everybody. This is part of the school's Innovative Language Program.

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

- *Attendance*
- *Behaviour*
- *Decision Making*
- *Emergency Management*
- *ICT and Cybersafety*
- *School Uniform*
- *Bullying and Harrassment*
- *Assessment*
- *Sun Protection*

Policies and our Site Improvement Plan are available from 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, Japanese Language, HASS (Humanities and Social Sciences including History, Geography, Civics and Citizenship) 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 utilised for identified students. One Plans are developed, used and reviewed for students with disabilities and other identified students. Regular training and development opportunities are provided to upskill staff.

- Special curriculum features:

The Cultural Exchange program and Japanese language program provides a major curriculum focus.

There are opportunities for Music education. Taiko Drumming lessons are offered to children in years 2-7 by a member of staff. An SSO runs band for year 5-7 students.

Classes maintain a Nature play program and a gardening program including a vegetable patch.

- 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 2020 are R/1, 2/3/4 & 5/6/7.

- 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 programs:
The school utilises the neighbouring Curdnatta Park (owned by Barossa Council) with its hall, oval, hitting wall and tennis courts.

5. Sporting Activities

- *Older students have the opportunity to participate in SAPSASA events, with a focus on participation.*
- *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 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; Premier's Reading Challenge, Bookweek and World Kindness Day.*
- *This year in term 4 all R-5 students will participate in a swimming program run by Department for Education Swimming Instructors at the Gawler Pool. Year 6/7 students did Aquatics lessons in term 1. In odd years all R-7 students do swimming lessons.*
- *Year 5-7 students have the opportunity to travel to Minami Aiki in Japan with staff during the school holidays for our School Exchange program every second year.*
- *School camps are regularly held for students. There is a camp for students in years 3-7 held every second year. On a year where there is no 3-7 camp, students in years 6 and 7 attend an aquatics camp.*
- *A Taiko drumming group is formed each year for students in years 2 and above. They regularly practice in lunch times and perform at school and community events.*
- *This year, the SRC are fundraising for the 'Smith Family'. The SRC organise and run (with staff support) events for the students. These include fundraising events and end of term celebrations.*

7. Staff (and their welfare)

- Staff profile:
There are 3 permanent teachers and 4 permanent SSOs. Other staff members are on contract depending on the required hours in a year.
- Leadership structure:
The Principal has both an administrative role and teaching commitment. 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. Staff skill development and verification processes form part of this process.
- Staff utilisation policies
Ancillary staff members provide support for classes, identified groups and individual students and teachers.
- Access to special staff
Where needed, staff can access the guidance and expertise of Psychologists, Speech Pathologists, Behaviour Coaches, Special Educators, 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 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 (one newly built in 2020), 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 is a computer pod in 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 and pizza day on a Thursday. There is no canteen.
A vine covered pergola area is utilized for eating recess each day and a sheltered area is also available. Lunch is eaten in classes.*
- 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 front office space has been redeveloped to provide a welcoming atmosphere to parents. The teaching staff have access to laptop computers.
- Access for students and staff with disabilities:
There is adequate access to all buildings.
- Access to bus transport
Public transport is available in Gawler. There is an occasional bus run through Sandy Creek and High School students are collected from Sandy Creek by bus.

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, 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 distributed via Skoolbag. Class newsletters are used by staff to communicate happenings in class. A comprehensive parent information booklet is available on the website. 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 includes policies as well as school information.
- School financial position
The school is in a sound financial position.
- Special funding
The school received an Innovative Language Program Grant in 2019 and 2020 for further developing our outstanding Japanese language program. Building the Education Revolution Funding has sourced the new library. Department for Education Funding is used to fund MiniLit, MaqLit, TooSmart and QuickSmart for students identified as needing the support of these programs.

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 and 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. Before and After School Care is available in Gawler and parents can arrange care with providers who will collect students from Sandy Creek and take them to After School Care.

- 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:
N/A

- 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