

SCHOOL CONTEXT STATEMENT

Updated: 08/02/2021

School number: 1091 (Primary) 1620 (Pre-school)

School Name: St Agnes School (Preschool to Year 7)

1. General Information

- **School Profile**

St Agnes School is a category 6 Preschool to Year 7 school, located in St Agnes in the North Eastern suburbs of Adelaide. Currently there are 273 students R-7 and 33 students in our Preschool. The Preschool is located under the main roof of the school, in the Junior Primary building. There are currently 11 Primary classes and the Preschool. Our site has approximately 15% school card holders, 6% students with disabilities, 5% Aboriginal students and 10% English as Additional Language or Dialect (EALD) students.

- **Part A**

School name	St Agnes School
School No	1091 (Primary) & 1620 (Preschool)
Principal	Sandee Ising
Postal Address	250 Smart Road, St Agnes 5097
Location Address	250 Smart Road, St Agnes 5097
Partnership	Tea Tree Gully
Distance from GPO	16 Km
CPC attached	Yes
Email address	dl.1091.info@schools.sa.edu.au
Phone Number	(08) 8263 3541
Fax Number	(08) 8396 1716

FTE Enrolment

	2017	2018	2019	2020
Reception	33	35	36	37
Year 1	26	31	34	37
Year 2	35	28	27	36
Year 3	31	38	27	28
Year 4	25	35	34	27
Year 5	23	29	38	37
Year 6	7	38	28	37
Year 7	7	20	32	29
TOTAL	219	254	256	268

School Card Holders	16%
EALD	11%
Aboriginal Enrolment	6%
Students with a disability	5%

- **Part B**

Deputy Principal Alison Buchanan

- **Preschool**

The school has a vibrant Preschool under the main roof, in the junior primary area of the school. The Preschool staff currently consists of one full time teacher, one part time teacher and one Early Childhood Worker to support students. Under the universal access funding agreements, the Preschool runs a 15 hour per week programme. Full day sessions are run on Monday, Tuesdays, Thursdays and Fridays. Wednesday is a half-day session available for all pre-schoolers.

- **Staffing**

The tier one staffing consists of 11 teaching classrooms. Specialist subjects consist of 0.8 German, 0.6 Performing Arts and 0.7 Physical Education.

The Deputy Principal manages the intervention programs in the school, line manages P-2 teachers and also undertakes the Counsellor role to support student well-being.

Tier two funding is incorporated into the human resources budget and is utilised to provide Student Support Officers (SSO) support for students with learning disabilities, classroom and yard support.

The library is managed by an SSO who works collaboratively with staff to support learning.

The PAC support the Principal in making decisions about the human resource budget, after consultation with all staff.

- **Enrolment trends**

Over recent years enrolments have been steadily climbing, with resurgence particularly at the Preschool and Reception levels. The school commenced the school year with 11 classes in 2021. Class sizes in Reception to Year 2 range from 20-26 and in Years 3-7 range from 25-30 students. Depending on numbers, class configurations have changed each year to best support student learning outcomes.

The Preschool has a capacity of 33 students and enrolments have been close to, if not at capacity for the past few years. There is also an onsite Playgroup run by an SSO staff member. This program is important as it provides the local community a preliminary Preschool experience and is an opportunity for families to establish connections with our school and community.

- **OSHC**

The OSHC program operates in the school in a separate building adjacent to the Preschool. The OSHC program offers high quality care and support before and after school, on pupil free days and during school breaks with a vacation care program. The service provides strong learning programs and students have access to all facilities on the school grounds.

- **Year of school opening**

1975

- **Public transport access**

Public transport is easily accessible on several bus routes interconnected with Modbury Interchange and Adelaide, via the O’Bahn transport network.

2. Students (and their welfare)

- **General characteristics**

St Agnes is a Preschool to Year 7 metropolitan school, established in a natural bush land setting. The local community positively support and enjoy:

- Positive interactions among students, staff and parents in a friendly atmosphere
- Regular communication between school-home-school in person and online, through websites, notices, newsletters and via a school wide communication App called Seesaw
- An acceptance by younger and older students of each other
- The availability of spacious facilities and outdoor areas, with ease of access to all areas
- Increased opportunities for students to participate in a wide range of extra-curricular learning experiences

The school has well-maintained grounds, with the Tea Tree Gully Council currently owning and maintaining the oval. Recent additions include straw ceiling replacement to all buildings, new classroom walls, basketball court bitumen resurfacing, playground upgrades, preschool kitchen and a fully renovated and modernised library.

The majority of students are from English speaking backgrounds and those with other cultural backgrounds usually speak English at home. The ratio of boys to girls is relatively even.

- **Student Management**

The students at St Agnes School are very well behaved. Classes have negotiated rules, along with rewards and consequences for appropriate and inappropriate behaviour. Classes use time out and buddy class structures to support each other and the leadership team provide support when necessary. For inappropriate yard behaviour, students spend time in the 'Focus Room' for think time and discussion of what happened and their parents are notified by phone call. The school regularly reviews and updates its grievance and anti-bullying procedures.

- **Student Voice**

Authentic student voice happens through our everyday learning programs at St Agnes School. Students have the opportunity to negotiate aspects of their learning with teachers. In some learning areas, students are able to choose when they access IT for their learning and also choose the furniture or learning style that best suits them to work successfully and comfortably. Our kitchen & garden program has come about as a result of students speaking with their teachers, researching and writing expositions to the school leadership team to describe the exciting learning experiences they would enjoy through such a program. Students have the opportunity to nominate to be Sports Day House Captains and school ambassadors. Students write an application, speak to their peers and if successful, receive an embroidered 'Captain' t-shirt to wear in their sports day colour.

- **Additional Programmes**

The school offers an extensive specialist performing arts and private instrumental program. The Music program also includes Festival Choir. Students can learn string instruments, keyboard and guitar.

Students are encouraged to nominate for S.A.P.S.A.S.A. (Primary School Sport) events and teams compete against local schools. Our specialist sports teacher provides skill based learning for our students in a range of sports and we often have specialist coaches in to facilitate clinics and workshops.

Students learn German from Reception to Year 7 through music, dance, movement and creativity as well as the oral and written language. Students also enjoy cooking and eating German food, using digital technologies and our annual German lunch celebration. Students celebrate and showcase their learning at assemblies and other school events.

3. Key School Priorities

- **Core Business**

The core business at St Agnes School is the teaching and learning, with a strong focus on continual school improvement at the centre of everything we do. Staff work together to come to agreements on how, why and when we do things to optimise student learning and achievement. Teaching staff work in PLCs (Professional Learning Communities) to ensure they continually share, learn with, reflect with and challenge each other.

In 2016, we introduced and have continued since then, a new priority area to our Site Improvement Plan (SIP): Building Learning Power (BLP), to support our students to develop their dispositions towards learning, through the development of learning muscles.

Staff have developed their understandings and abilities to teach students the 'learning muscles'. Our assembly awards focus on student achievement in the 'muscles' and our mid and end of year reports include student achievement of them.

Our other priorities are Reading Comprehension and Problem Solving in Mathematics. Staff explicitly plan, teach and assess skills to develop the Big Six to support and stretch all learners. Staff have been exploring the Big Ideas in Number and Back to Front Maths to develop pedagogy to support students understanding and achievement in numeracy.

Staff have opportunities to attend professional learning in our priority areas or areas of personal learning. Staff attend termly professional learning with our local partnership colleagues.

- **Site Improvement Plan (SIP)**

Our school motto is 'Learning today, leading tomorrow' and our school values are:

- Personal excellence - aiming for your own excellence
- Respect – for yourself and others
- Courage – to take risks and have a go
- Responsibility – for your own learning and behaviour

The Site Improvement Plan emphasises quality teaching and learning in our key goals:

- To improve achievement in Mathematics by retaining and extending the number of students achieving in the high bands.
- To improve achievement in Reading by retaining the number of students achieving in the high bands.

As a learning community, we believe:

- Learning is enhanced when teachers have the opportunity to share professional knowledge
- Students are more engaged in their learning when the curriculum is innovative, challenging, rigorous and relevant to their life experiences
- Learning is enhanced when students are provided with a variety of learning processes, that actively engage them in deep creative thinking, skills development and problem solving
- Expectations for learning and assessment are explicit with criteria communicated for success
- The learning environment is safe, caring and supportive

4. Curriculum

- **Subjects**

Subjects offered are consistent with the Australian Curriculum:

- English
- Mathematics
- Science
- HASS (History and Social Sciences)
- Technologies: Digital & Technology & Design
- The Arts: Dance, Drama, Visual Art, Media and Music
- Health & Physical Education
- Languages

Our Specialist subjects are:

- Physical Education
- Performing Arts: Music, Dance, Drama
- German

Specialist instrumental music lessons include:

- Strings
- Guitar
- Keyboard

Senior choir is offered to all students Yr 5-7 with the opportunity to perform in the Festival Choir.

- **Special Needs and Intervention**

St Agnes School has a comprehensive intervention and support program for students. This includes management of the referral process, coordinating meetings with teachers and families to document and review One Plans, requests and coordination of the Student Review Team and interagency support. All of our One Plan, ATSI and English as an Additional Language or Dialect (EALD) students receive dedicated support weekly.

The MiniLit and MacqLit intervention program is facilitated by our SSOs and supports students who require support with reading.

- **Teaching Pedagogy**

Staff work in junior, middle and upper primary PLC teams with colleagues and our Specialist providers work collaboratively within these groups. Staff plan high quality teaching and learning experiences and assess and moderate student learning. Through the analysis of student data, staff provide differentiated teaching and learning programs. We have excellent ICT (information and Communication Technologies) that teachers incorporate into learning experiences. Interactive whiteboards, Chromebooks, desktop computers and iPads provide students with the opportunity to access technologies as needed throughout their day and provides a varied access to a range of technologies throughout their schooling.

- **Assessment and Reporting**

Each term, we use a variety of class, group and whole school assessment and reporting methods to collect, analyse and report progress, achievement and next steps for key stakeholders. The staff have whole school teaching agreements across all year levels for data collection points throughout the year. Data is entered onto our web based online MarkIT system enabling ease of access for staff from any device, any time.

Each term, reporting to our school community takes place in a range of different forms:

- Term 1 – Acquaintance Night and Parent/Teacher Interviews
- Term 2 – written mid-year reports
- Term 3 – Learning Expo
- Term 4 – written end of year reports

5. Sporting Activities

Students participate in fitness with their classroom teacher, specialist PE lessons with the PE teacher and regularly participate in SAPSASA sporting events, competing against our local partnership schools. SAPSASA sports include athletics, soccer, netball, football and Fun Day. Opportunities for involvement in football, cricket and netball are available through local teams and clubs. Sporting clinics are a regular feature throughout the year, giving students the opportunity to experience a range of different sports. Our annual Sports Day is a highlight on the sporting calendar.

6. Other Extra Curricular Activities

Students have the opportunity to be involved in our senior choir which is managed by our Performing Arts teacher.

We use 'What's The Buzz', a social skills program that is followed up with small groups of students who are supported by our PCW (Pastoral Care Worker).

Each term, staff and students are involved in whole school events such as Book Week, Harmony Day, and Sports Day. Our school is a proud participant in the Premier's Reading Challenge.

Our garden and kitchen program involves all students R-7 with their teachers, a specialist SSO and a variety of volunteers, who together learn about the elements of a successful garden. Fresh produce from the garden is brought into the kitchen to be tested in healthy recipes and our alfresco eating area and herb garden are an extra addition.

7. Staff Profile

The school has a mix of experienced and early career teachers, providing a range of expertise and experience in different curriculum areas and pedagogical approaches. The majority of teaching staff are permanent, with some contract positions and the majority of our SSOs are also permanent. This brings stability for our students and school community.

- **Leadership Structure**

Principal	Sandee Ising
Deputy Principal	Alison Buchanan

- **Staff Support Systems**

School priorities are the main driver for professional learning, with weekly staff meetings held each Wednesday after school. Most staff meetings occur on site in our staff room, using our interactive screen and on occasion staff attend professional learning at other schools and join them for staff meetings. Teaching staff work in PLC teams in junior, middle and upper to promote sharing of professional learning and dialogue. When staff attend professional learning off site, they share their learning with the rest of the staff at the next staff meeting.

SSOs are encouraged to attend training to further their professional learning. SSOs have recently been involved in working with their partnership colleagues during our pupil free days. Our Finance Officer/Business Manager supports all financial matters within the school and is located in the front office. Our Front Office Manager provides administration support and our early childhood worker supports on the floor in the Preschool. SSOs support in the junior primary, intervention programs and in the library.

- **Performance Development**

The staff use the Department Performance Development Policy. This involves performance development meetings, observations, discussions regarding planning, teaching and assessment and feedback. Performance development is shared by the Principal and Deputy Principal. All teaching and ancillary staff have a Performance Development Plan (PDP) which is updated yearly and focuses on our SIP priority areas and areas of personal interest for staff. These are reviewed regularly for progress towards achieving the goals.

- **Staff Utilisation Policies**

The theme of 'we all have a collective responsibility' is strong at St Agnes and there is a culture of team work and mutual support. All staff receive their full allocation of non-instruction time each week. PAC provides support and advice to the Principal in matters relating to staff deployment.

- **Access to Support Services**

Felixstow District Office is accessed for regional support services. Our Student Review Team (SRT) meets once a term to review student progress, plan for needs, discuss new students for support etc.

8. School Facilities

- **Buildings and Grounds**

The school is located in a natural bushland setting, which attracts an abundance of birdlife and wildlife. The setting promotes an atmosphere of peacefulness and tranquillity and there are many gum trees within and surrounding our school, which are homes to koalas who like to visit us occasionally.

The school consists of 3 main buildings and the admin building. Each main building houses a different level of schooling: West Unit is junior primary, East Unit is junior and middle primary and North Unit is senior primary. The facilities are spacious with 2 of our teaching units being semi-open spaced units.

All classes have access to great facilities such as the gym, resource centre (library) and small hall/kitchen. The resource centre has an interactive screen, student discussion areas and flexible furniture, with inviting spaces for reading and learning. The school has high speed internet. All rooms in the school are carpeted, have reverse cycle air-conditioning and heating and many classrooms also have wet areas.

The Preschool is housed within our junior primary building, which provides our Preschool children with an opportunity to get to know school routines before they begin in Reception. The children then transition into Reception smoothly. The Preschool has kitchen facilities, an interactive screen, an outside designated play area with nature play, sand pit, playground and veggie gardens.

The administration area houses our front office, leadership and finance officer's offices, along with our staff room. Our OSHC is located in a stand-alone building on the school grounds with direct access from the OSHC carpark.

The gym, built in 2010, has a 'gerflor' sports surface, kitchen, storage facilities, toilets and two large sports storage areas. It also has staging and a wonderful visual and sound system ideal for our assemblies, celebrations and performances.

Our large kitchen/dining room houses ovens, cooktops, sink, dishwashers and washing machine, along with 5 self-contained kitchen units and dining tables and chairs. All students visit the kitchen for their cooking lessons twice a term and at other times for specific learning activities.

Our garden area has 12 raised garden beds, outdoor classroom space, shed, greenhouse, worm farms, compost piles and our chicken house.

Our grounds have a coloured synthetic turf covered netball court, asphalt basketball courts, 2 playgrounds, large oval with football and soccer goals, sandpit and cricket nets. Our amphitheatre has large murals painted on it of a koala and echidna to reflect our native wildlife and an outdoor seating area.

- **Heating and Cooling**

All buildings have reverse cycle air-conditioning and heating.

- **Staff Facilities**

The staffroom has kitchen facilities which were renovated in 2013. The gym has a kitchen including an oven and counter server. The Performing Arts room also has kitchen facilities.

- **Access for Students with Disabilities**

Ramps provide access points to the school and buildings. Handrails with 2 heights are attached to many stairs and ramps to support students and staff with physical disabilities. Disabled parking is available in the school car park. The gym has a disabled toilet, as well as a shower facility. There is a sick room in the front office for the management of student issues, as well as general illness.

9. School Operations

- **Decision Making Structures**

Staff meetings are held every Wednesday afternoon and SSO meetings occur twice termly, where staff are consulted for feedback, input and decision making. PAC are involved in decisions made regarding staffing and workload. Students are involved in decision making processes in their daily learning programs and for whole school events or plans, for example the establishment of a veggie garden, the uniform, fundraising and school facility upgrades. We have an active Governing Council who are consulted regarding decisions, engaged in giving feedback and ratifying school policies and budget. The Governing Council also has sub-committees for Finance and OSHC. There are many parents and community members who volunteer at St Agnes.

- **Regular Publications**

Newsletters are published twice termly and are uploaded to our school website and Seesaw for families to view. Each class sends home a class newsletter at the beginning of each term which contains information about the learning program for the term, along with special dates and relevant information. All classes communicate electronically with families via the Seesaw platform.

- **Other Communication**

Staff use Teams online system to communicate weekly and daily notices. Due to it being online, staff can easily access this from both within and out of the school.

School information and diary dates are posted as notifications on Seesaw.

- **School Finance**

Finances are managed using the EDSAS Finance module.

10. Local Community

- **Parent and Community Involvement**

Parents are actively involved in their children's learning. Playgroup is often the first contact with new families to our school and provides support and information to families about the school and programs that we offer. Parent volunteers manage our tuck shop for students to purchase snacks at lunch times on Mondays, Wednesdays and Fridays. Lunch orders are available from Metro Canteen via the Qkr app for delivery on Tuesdays and Thursdays.

- **Feeder Schools**

Many students who begin Reception at St Agnes School come from our on-site Preschool. Our Year 7 students mostly attend Banksia Park International High School or Modbury High School, with a few attending other local public or private schools.

- **Local Government Bodies**

The City of Tea Tree Gully has a good working relationship with the school and has been supportive of requests from the school for assistance. We have been lucky to receive grants for projects through the council.

- **Commercial, Industrial and Shopping Facilities**

The St Agnes Shopping Centre is located nearby on the corner of Hancock and North East Roads. The school is approximately 3 kilometres from Tea Tree Plaza, Modbury Hospital and Tea Tree Gully TAFE.

- **Other Local Facilities**

The gym is available for hire to local sporting and other clubs.