

# SCHOOL CONTEXT STATEMENT

**School Number: 0625**

**School Name: Whyalla Stuart Campus R-6**

**Mission:**

- to provide a safe, creative environment encouraging:-
- Challenging, active learning
- Confident, successful learners
- Socially responsible citizens

We achieve this by a strong emphasis on, and commitment to, quality teaching across the whole school. We believe students are more engaged in their learning when the curriculum is explicit and success oriented, when it is differentiated and when a variety of teaching methodologies are used. Students at our school are involved in a range of extra curricula activities including: Whyalla Primary Music Band, Choir performances, Interschool sports events, swimming and student Action Teams.

Our school comprises four composite classes located on beautiful grounds next to the old Stuart High School.

## 1. General Information

- **Principal:-** Mrs Jenny MacDonald
- **Postal Address:-** P. O. Box 2221 Whyalla Norrie 5608
- **Location Address:** Bastyan Crescent Whyalla Stuart 5608
- **DECD Region:** Whyalla
- **Geographical Location:** – Western outskirts of Whyalla South Australia
- **Telephone Number:** 86490450      **Fax Number:** 86493051
- **School Website Address:**  
<http://www.whystuarps.sa.edu.au>
- **School e-mail Address:**  
[dl.0625.info@schools.sa.edu.au](mailto:dl.0625.info@schools.sa.edu.au)
- **Current FTE Student Enrolment:**  
76 students comprising approximately 68% school card and 55% ATSI students.
- **Student Enrolment Trends:**  
Whyalla Stuart Campus R-6 is an Index Disadvantage Category 1 school. The school's student population is complex and family transience is an issue. We currently have 4 composite classes (R/1, 1/2/3, 3/4/5 and 5/6)

### **Staffing Numbers** (as at Feb census):

Principal – 1.0, Senior Leader 1.0 Student Support, Wellbeing & Engagement, Senior Leader 1.0 Literacy & Numeracy Improvement  
4 x 1.0 Classroom Teachers

### **Tier 2**

1 x 1.0 Specialist Teacher STEM, Science and Technology  
1 x 0.5 Aboriginal Education Teacher (AET)

**SSO's**

1 x permanent 1.0 SSO 2 classification – Finance Officer 15 hrs pw

1 x permanent Admin/IT SSO2 classification – 30 hrs pw

1 x Admin SSO 1 classification – 30 hrs pw

1 x permanent SSO1 - 28 hrs pw

1 x permanent SSO1 – 27 hrs pw

1 x temporary SSO1 – 22.5 hrs pw

1 x temporary SSO1 – 25 hrs pw

1 x temporary SSO1 – 20 hrs pw

1 x temporary SSO1 – 18.5 hrs pw

ACEO Level 1 – 35 hrs per week

Pastoral Care Worker – 2 days a week

**Public Transport Access:** A Whyalla public bus route runs directly to Bastyan Crescent with a stop outside our school.

## **2. Students (and their welfare)**

### **General Characteristics:**

#### **Student Behaviour Development:**

Student Behaviour Development is supported by the use of Play is the Way principles a philosophy of behaviour education and student self-regulation that fosters independent, self-motivated, empathetic, life-long learners.

All staff members have been inducted into this programme.

The activities are timetabled for every class each day and students are rewarded at Whole School Assemblies for the principles demonstrated.

Play is the Way is supported and monitored by the Wellbeing Leader.

Interoception assists students to understand their body's response to various sensations. The aim of the program is to enable children to self-regulate, be self aware, be intuitive to their emotions and what their body is telling them. This program has been adopted by many schools in Whyalla and dramatic improvements in behaviour data have been noticed.

We follow the Berry Street Education Model of trauma informed practice and have whole school agreements around Morning Welcome Circles, Unconditional Positive Regard, Check In Scales, Ready to Learn Plans and Brain Breaks.

#### **Student Well-being:**

We teach the whole school programmes of Play is the Way, Interoception, Child Protection and Drug Education.

Students have access to various Yard Activities during Big Lunch break times run by teachers and the Pastoral Care Worker.

We have our main break – 'Big Lunch' at 11:05am to 11:35am. This was brought in to address the issue of students needing substantial food earlier in the day as they may not have accessed breakfast. Our second break, at 1:15pm to 1:35pm – 'Little Lunch', breaks up our school day. A daily Breakfast Club programme is run and supported by school staff.

#### **Student Support:**

Students who are identified as not making progress with their reading have the opportunity to be part of the MiniLit Reading Program. Students have four sessions per week lasting for 45 minutes each session. They work in a group, with no more than four students per group.

This year we have identified students making low progress in their Numeracy automaticity to participate in the Big Ideas in Number intervention program. Students are tested by their classroom teacher once a term. Students are then identified by the Senior Leader as needing some additional support. These students work one on one with an SSO to develop their skills in a specific area of the Big Ideas in Number program. Once students have achieved automaticity in the identified skill area they graduate the program.

Students identified as a Student with a Disability, receive extra individual and small group support from SSO's.

#### **Student Voice:**

The Student Wellbeing Survey seeks feedback about how safe students feel in the classroom, how teacher feedback enhanced their learning and progress towards targets and how well the teacher communicated.

The Wellbeing Leader shares this information with staff once the survey results are published and informs part of each teacher's personal development.

Through the focus on Visible Learning we will continue to include student voice in the development of teaching and learning programs.

### **3. Key School Policies**

Our school's Site Improvement Plan focuses on having high expectations for learning, behaviour and achievement, tracking and monitoring student improvement and progress towards targets, developing whole school agreements particularly in Literacy and Numeracy, building the capacity of teachers to meet the varied needs of students and develop a system for data collection and analysis at the classroom, cohort and school level.

Our first goal is to improve student achievement in Mathematics. Our second goal is improve student achievement in English. Our School Improvement Plan can be found on our website with more detailed information.

Our Junior Primary classes participate in InitialLit. InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers.

Students in all year levels participate in daily Heggarty sessions to develop their phonological and phonemic awareness. Heggarty provides students with consistent and repeated instruction, and this transfers to developing a student's decoding and encoding skills.

Spelling Mastery is implemented with all students 3-6 facilitated by all available adults who each supervise a small group.

All students participate in writing moderation tasks once a term to track progress in a particular genre and provide explicit feedback on how they can improve their writing.

We use the Big Ideas in Number assessment and teaching mathematics as a tool for improved number automaticity.

### **4. Curriculum**

#### **Subject Offerings:**

Classroom teachers teach all areas of the curriculum, except for Science and Technology which is a specialist subject taken by the NIT teacher. At this stage we do not offer a language.

#### **Special Needs:**

We have approximately 13% of our students identified as students with disabilities. Many others are below the DECD SEA in reading. Students with identified needs are supported by either teacher or SSO support through our intervention programs or with 1:1 support. Approximately 8 % of our students are referred to IBS for assistance with their challenging behaviours.

#### **Teaching Methodology:**

We have composite classes due to student numbers in year levels and complexity of cohorts. Student numbers in classes rarely rise above 22.

All teaching spaces have an electronic smart board and classrooms have individual pods of computers for student use. We have a Computer Room with ample space for whole class instruction.

We employ SSO's to support students in the Literacy Block and to be part of literacy and numeracy intervention programs.

#### **Reporting against Australian Curriculum:**

Student learning is assessed on an ongoing basis with data being displayed and analysed regularly. Reporting to parents in writing occurs twice a year and parent interviews are conducted at least once a year when reports are given out.

### **5. Sporting Activities**

We endeavour to participate in most Inter-school Sports Carnivals, and have, at times, joined with other schools, to support large team sports that are scheduled together.

Our annual Sports Day is well attended by students and supported by Parents and Caregivers.

## 6. Other Co-Curricular Activities

Students participate in the Festival of Music choir and swimming.

Class excursions/camps are organised in line with the camps/excursion policy.

Student Action Teams are being developed to empower students to have an authentic voice in school decision-making.

## 7. Staff

### Staff Profile:

The turn-over of teaching staff has been minimal for the last few years. In 2022 the principal was appointed for three years and both Senior Leaders have been in the school for a lengthy period of time.

SSO staff are allocated to students with a verified disability and support students in the classroom to successfully access the curriculum. Staff demonstrate a commitment to student learning and wellbeing. Our teaching experience ranges from over 30 years to beginning years of teaching.

A Pastoral Care Worker has been allocated to the school managed by the Schools Ministries Group.

### Leadership Structure:

The Principal, Senior Leader Student Support, Wellbeing & Engagement and Senior Leader Literacy & Numeracy Improvement make up the school's Leadership Team.

### PAC:

Staff are represented by the Principal, EO Rep, AEU staff rep and SSO rep.

We are ably supported by 4 permanent SSO's – our Finance /Administration person, Library/IT person and two classroom SSO's. In addition, we purchase SSO hours for our Literacy/Numeracy Intervention programs and to support student learning R-6.

### Staff support systems:

On arrival at the school, staff members are allocated a buddy, usually a teacher who works in the adjoining classroom, to assist with site processes and to support them. An induction program in their first term provides new staff with advice on school policies and procedures and health and safety protocols.

Weekly Staff Learning meetings offer a range of whole site, cluster or individual times for staff to attend to their professional development needs.

### Performance Development:

Staff are supported to develop a Performance Plan aligned to the priorities in the SIP, the Partnership and DfE plans as well as the AITSL Standards. This plan then forms the basis for performance discussions and drives PD opportunities to meet their identified needs.

## 8. Incentives, support and award conditions for Staff

At the time of appointment, either as a contract or permanent employee, entitlements will be outlined by the staffing officer.

Teachers should also make themselves aware of the current employment conditions by accessing the DECD website.

Whyalla does attract a small locality allowance as we are a large regional city.

## 9. School Facilities

### • Buildings and grounds:

We have a two-storey building which houses our Offices and Administration areas and three learning spaces and two specialist areas. Three more learning spaces, our new library in the ground floor of another two-storey building, and both the Aboriginal Education Room and Shooting Stars Room on the second storey complete our room space.

We also have access to a school hall, gym and artificial grass court in the old high school.

Our grounds have playground equipment and a grassed area for students to use.

The front of our school has been landscaped and is well maintained, as are all areas of our grounds.

### • Heating and Cooling:

Our two-storey building is serviced by three large gas fired heating and cooling plants. Our ground level classrooms have single, roof mounted units to provide heating and cooling.

### • Specialist Facilities and Equipment:

We have a brand new library facility and teacher resource centre. We are currently in the process of moving all the books and equipment over and hope to have a grand opening towards the end of Term 3.

We have a Computer Room for whole class use and Pods of computers and laptops are available in classrooms. An SSO supports classes in the Computer Room and has a key role in maintaining the equipment. All teaching areas have Smartboards and we have a bank of iPads available for class use.

### • Student Facilities:

As we have no access to a canteen we use the services of a local delicatessen to provide healthy lunches for students and staff.

### • Staff Facilities:

All four of our classroom teaching spaces have a separate Teacher Preparation Room which is equipped with a computer and printer as well as ample storage space and a large work bench. The staff room provides both a large work area for staff and kitchen facilities.

### • Access for Students and Staff with disabilities:

All downstairs classrooms have concreted raised access points. Our second-storey rooms are accessed via stairs with a lift option available through the main High School building.

The staff toilet, on the ground floor, is wheelchair accessible and fitted with a help / emergency siren.

### • Access to Bus Transport:

We have a school bus service which does three routes in the morning before school and again after school. We also utilise our school's mini bus to conduct excursions.

The school also has access to local bus transport, with a bus stop located directly opposite the school.

## 10. School Operations

### • Decision making structures:

Our Governing Council, while small in number, meets twice a term.

### • Regular Publications:

We have an electronic Daily Bulletin via the Teams platform that staff are asked to contribute to and to check each morning (both staff and student bulletin). This bulletin can be accessed in each classroom or any curriculum/admin computer.

We produce a fortnightly school newsletter, for Parents/Caregivers, which showcases student learning and reports on various events and activities.

- **School Financial Position:**

The school maintains a sound financial base which enables us to support student learning with additional SSO time, and has done so for the last 10 years. As a Category 1 School, we use funding sources to support learning programs with excursions & performance attendance.

- **Special Funding:**

We allocate special funding, from Commonwealth and State grants, to support the learning programmes we provide. Funding that is allocated for a specific, defined purpose is used correctly to support the identified students, or the whole cohort of students.

# 11. Local Community

• **General Characteristics:** Please access, via the Internet, current information about Whyalla.

**Parent and Community Involvement:** Our Parents are supportive of any special days or events we have. Our Governing Council, although small, has a membership of 9 regular parents. Some parents have been involved in assisting students with reading and practicing sight words in the Junior Primary classrooms.

• **Feeder or Destination Schools:** Whyalla is not a zoned area so students can enrol from any preschool into any school. Many of our Year 6 students transition to Whyalla Secondary College, as part of the transition process.

• **Other Local Child Care and Educational facilities:** There are two sites which offer Out of School Hours Care, and there are a variety of other child care arrangements. Whyalla has multiple Preschool facilities, seven DfE Primary Schools and one DfE High School facility.

• **Commercial/Industrial and Shopping Facilities:** Whyalla, as a regional city, is well serviced in this area. The Whyalla City Guide, available through the City Council, is an excellent resource to obtain.

• **Availability of Staff Housing:** Teachers will be informed, by the staffing officer, at the time of their appointment to Whyalla, of the contacts for housing enquiries. Teacher housing is available in Whyalla and the rent is tied to market rents within the city which are reasonable.

• **Accessibility:** Whyalla is serviced by daily air services to Adelaide, through QANTAS Airlines. The Premier Stateliner bus service also runs daily with multiple services to and from Adelaide. It is approximately a four hour car drive to Adelaide, from Whyalla, on what is becoming a congested road, with some passing lanes. At Port Wakefield it becomes a two lane highway into Adelaide.

**Local Government Body:** Corporation of the City of Whyalla. <http://www.whyalla.sa.gov.au>