



SCHOOL CONTEXT STATEMENT

Updated: 03/17

School number: 0473

School name: Allenby Gardens Primary School

School Profile:

Allenby Gardens Primary School is a Preschool to Year 7 School with around 580 students currently attending our school/preschool.

We are a caring, happy, friendly and educationally successful school with a family and community based focus where we support and believe in the values of Confidence, Honesty, Excellence and Responsibility.

All families are welcome to become active members of our school community. Research shows that parents who become active partners in their child's education are more satisfied with the learning achieved.

Many of the visitors who have passed through our school have noticed and remarked on the friendly and welcoming atmosphere of our school.

As a community we feel this is very important, as we believe our children learn best when they are happy, content and feel safe and valued. Allenby is an effective working and learning environment for both our students and our staff. We have an emphasis on "Excellence" and being the best person you can be in every facet of life with a major focus on encouraging our children to have a growth mindset.

Our vision statement for the school is that "In partnership with the community, Allenby Gardens Primary School strives to empower all learners to achieve excellence, and develop the skills, knowledge and dispositions to embrace future challenges."

**"Our school, our community, our
future."**

1. General information

- School Principal name: Yunni Seindanis
- Deputy Principal's name: Scott Mathews
- Year of opening: 1926
- Postal Address: Barham Street, Allenby Gardens SA 5009
- Location Address: Barham Street, Allenby Gardens SA 5009
- DECD Region: Western Adelaide Local Partnership Inner West
- Geographical location – i.e. road distance from GPO (km): 6
- Telephone number: 8346 1541
- Fax Number: 8340 3239
- School website address: www.allenbyps.sa.edu.au
- School e-mail address: DL.0473.admin@schools.sa.edu.au
- Preschool attached: Yes
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 2017 - 508

		2011	2012	2015	2016	2017
February FTE Enrolment						
Primary	Special, N.A.P. Ungraded etc.					
	Reception	69	78	64	68	66
	Year 1	50	59	69	63	73
	Year 2	61	51	57	76	59
	Year 3	50	62	65	60	80
	Year 4	50	49	60	65	59
	Year 5	43	42.5	52	62	61
	Year 6	52	43	62	51	61
	Year 7	42	51	45	60	49
TOTAL		417	435.5	474	505	508
School Card Approvals (Persons)		85	84	81	93	90
NESB Total (Persons)		79	85	243	233	229
Aboriginal FTE Enrolment (Persons)		9	8	4	6	5

- Student enrolment trends: The school continues to grow steadily and has an enrolment zone in place to ensure we do not go beyond capacity.

- **Staffing numbers (as at February census):**

Teaching Staff:	55
Non Teaching Staff:	18

Including:
Principal
Deputy Principal
Assistant Principal
Curriculum Coordinator

- **Public transport access:**

Public transport via Grange Road (200m) and Port Road (about 300m) and walking distance to Rail (an easy 20 minutes).

- **Special site arrangements:**

N/A

2. Students (and their welfare)

- **General characteristics**

Students come from a range of ethnic cultures and socio-economic backgrounds. 33 different cultures are represented in the school community. Approximately 43% of the students come from NESB. Several refugee groups are represented, with a number of families having seen a lot of trauma in their own countries. In the last couple of years a small number of students from African Countries (Sudan, Somalia & Eritrea) and Middle Eastern countries have enrolled. There is a small Aboriginal population.

- **Student well-being programs**

The core business of Allenby Gardens Primary School, and Site-based Preschool, is learning and teaching in a safe and supportive environment using our 4 core values, “Play Is The Way” Life Raft concepts and restorative practices.

- **Student support offered**

There is a Student Yard Support team selected each year from Year 6 and 7 students. These members are trained in Restorative Practice so that they can support students in the yard. They meet regularly with the administration staff.

We also have a Peer Support Program in place for the whole school. Our middle and upper primary students are trained each year to act as leaders and support their younger “buddy class” throughout the year both in the class and the yard. This develops leadership skills and a sense of harmony within the student body.

- **Student management**

Our collaboratively developed Behaviour Management Policy as well as other departmental policies are referred to when dealing with student management.

- **Student government**

- Our school Captains and Vice Captains lead the student body, SRC and are members of the leadership team. They actively engage with students, teachers, families and the wider community. They represent the school in the most honorary way

An active SRC provides a student voice; with boy and girl representatives from each class who report back to their regular formal class meetings. The students organise various fundraising events and play an active part in assemblies and other school functions. They monitor the yard cleanliness and report back to SRC.

Classes are rostered to enable students from R to Year 7 to manage the assemblies providing opportunities for all students to have an active role in presenting at assemblies.

3. Key School Policies

- **Improvement Planning and Outcomes**

Aligned with an External Review conducted in 2015, the school has formed three priority groups; Effective Teaching & Learning, Commitment to Whole Site Approaches in Numeracy & Literacy, and Strong Social & Emotional Learning. Each teaching staff member is aligned to a working priority group and are involved in actioning commitments, strategies, trials and professional development. Our overall target through each of the priority groups is to increase student percentage in the higher level bands of NAPLAN and to ensure growth for all students.

Priority 1: Effective Teaching and Learning

1. Use evidence to inform teacher practice: A cycle of data collection and analysis is under development to inform individual, class and school improvement planning. The assessment for learning strategies of learning intention and success criteria have been implemented across the site.

2. Implement differentiation strategies to target individual improvement and provide challenging learning experiences for all learners: TFEL domain 4 'Personalise and connect learning' was a focus for professional learning and critical reflection on practice. Teachers are developing shared understandings and common practices to better differentiate teaching and learning. The transforming task units of professional learning were completed with the primary Australian curriculum implementation officer.

3. Align short and long term planning with the school vision and values statements: Every class engaged in unpacking the school vision statement, what it meant to them and what it might look like in practice.

Recommendations 2017: Finalise and implement a data collection and analysis cycle. Focus on feedback as a strategy to improve engagement and learning of students through engagement in professional learning, critical reflection and commitment to change in practice. Identify implications for our practice in developing learners for the future and form common agreements for implementing change.

Priority 2 – Commitment to Whole Site Approaches in Numeracy and Literacy

The priority 2 group developed processes around developing consistent and coherent agreements in Numeracy and Literacy. The first part of the process was to review and refine the current agreements in place for Maths, Reading, Writing, Oral Language and Spelling. These agreements were refined into 2 agreements Numeracy and Literacy. The agreements were built on previous practices implemented within the school. New learning such as the 8 Effective Practices that develop Numeracy and current DECD priorities have been included in the agreements.

The agreements will be used by all teachers for planning and programming for 2017 and professional learning for staff will be provided based on these agreements. Agreements will be reviewed in Term 2, 2017.

Priority 3 – Strong Social and Emotional Learning

The Priority 3 group has 3 Action Strategies on our 3 year plan. The first, is to implement a whole site approach to core social and emotional competencies. This was our biggest focus over the 2016 school year with all staff spending a full day being trained in Play is the Way. From this training we have developed a school wide timetable for implementing this program consistently across the school, resourced each classroom with the equipment needed to play the games and scheduled regular times for reviewing the implementation of Play is the Way. Our other Action Strategies include the developing student voice and leadership, and maintaining and further developing family and community partnerships. These strategies will be focussed on in the 2017 school year.

4. Curriculum

- **Subject offerings**

All eight curriculum areas; English, Mathematics, Science, History, Art, Health/Physical Education, Technology (including ICT), Language other than English (Greek), are planned for and delivered across the school in accordance with the Australian Curriculum.

Our specialist subjects are:

- Health & PE
- Greek
- The Arts
- Geography
- History

We have been fortunate to have received a \$1 million dollar grant to create STEM areas (Science, Technology, Engineering, Maths) throughout the school. Commencing some time in 2017, we will have a science lab constructed as well as other learning areas to promote STEM learning and education.

- **Special needs:**

Students with identified learning difficulties or disabilities are well catered for by the continuing development of a .8 Special Education program, supported by additional SSO hours. In 2005 the school established a STAR (Special Teaching Activities Room program) which provides targeted intervention for identified students both individually or in small groups depending on the area of intervention. There is a focus on phonemic awareness, reading (decoding and comprehension). Mini-Lit is run for Year 1-2 students.

The Student Review Team, made up of the Principal, Deputy Principal and Special Education teacher, tracks student growth and responds to learning and wellbeing concerns raised by classroom teachers.

Classroom teachers also meet during the first week of terms 1 and 3 to plan with the EALD and Special Education teachers.

- **Teaching Special curriculum features:**

The school prides itself on its ability to identify and close gaps for students at risk. Evidence based programs are implemented intensively for identified students and are complementary with classroom programs. The schools veggie garden is an active part of classroom programs featuring in science throughout the school.

- **Teaching methodology:**

At Allenby Gardens we promote and create collaborate learning environments. Both staff and students collaborate and learn with and from each other. All students are catered for in an inclusive learning environment, through differentiated learning and teaching practices, inquiry, formative and

summative assessment and with the inclusive of learning intentions and success criteria.

Our school IT is continually improving. We have a computer suite, a whole class set of Ipads, a whole class set of laptops, 5 Ipads per JP class and 5 Laptops per primary class. All classrooms also have interactive smartboards. IT is continually evolving and the staff at AGPS continually aim to integrate it into the curriculum.

- **Student assessment procedures and reporting**

The school reports twice a year in writing, has an Open Night early in the year, formal interviews and informal interviews at parent request.

A great deal of student summative data is gathered in all key learning areas at the end of year and used to reflect on teaching and learning success and growth, and inform future planning and practice at a whole school, class and individual student level. We also use the Seesaw app for parents to stay in touch with learning taking place in the classroom

- **Joint programmes:**

N/A

5. Sporting Activities

- The school participates in a range of SAPSASA and interschool sporting events as well school and district athletics days.

Parents also coordinate a number of soccer teams that train after school hours and play on weekends as well as out of hours basketball.

6. Other Co-Curricular Activities

- The school has a choir that performs in the SA Festival choir every year, we are the home school for Hub group instrumental music lessons and the school puts on a School Concert every year.

7. Staff (and their welfare)

- **Staff profile**

We have a warm and friendly staff of skilled, conscientious professionals who enjoy teaching at Allenby Gardens. We work in a consensus and cooperative mode where each person's contribution is valued. Collaborative teaching is encouraged so that each person's skills can be maximised and complemented.

- **Leadership structure**

Principal, Deputy Principal, Assistant Principal and curriculum Coordinator

- **Staff support systems**

Year level colleagues are released weekly in Professional Learning Communities to co-plan, assess and share resources that support the

attainment of school priorities. School and curriculum leaders facilitate these groups.

PD is a priority across the school and features in our weekly staff meetings with curriculum teams taking a lead role and opportunity for staff to attend off site PD individually, in teams and as a whole staff.

- **Performance Management**

All staff participate in regular formal and inform professional development planning and review meetings with their line manager.

- **Staff utilisation policies**

Staff are deployed to meet the needs of the school.

- Access to special staff: N/A

- Other

:

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
:N/A

9. School Facilities

- **Buildings and grounds**

There are extensive facilities with several being built in the last 6 years making the school one that is well positioned to provide a contemporary and progressive learning environment.

- **Heating and cooling**

A combination of ducted and split system heating and cooling is situated in all facilities

- **Specialist facilities and equipment**

The school facilities include a library, gym, maths room, LOTE room, music suite and instrumental room, ICT suite and a vegie garden.

- **Student facilities**

The school canteen operates Monday, Wednesday and Friday and is largely dependent on volunteers.

- **Staff facilities**

Many of the teaching areas have adjacent prep rooms and the administration block provides resource preparation and ICT access.

- **Access for students and staff with disabilities**

There is a lift that provides access to the two storey building with ramp access to all other buildings where required.

- **Access to bus transport**

Nearby at Grange and Port Roads

- Other

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10. School Operations

- **Decision making structures**

For staff, staff meetings are held each Tuesday and / or Thursday from 3.30 to 5.00pm. SSO's meet regularly and the PAC meets weekly or on a needs basis.

Collaborative decision-making is an important strength of the school, with protocols in place to ensure that all staff, students and parents are able to provide input to decisions. Staff and Governing Council members have significant input into decision-making through the various sub committees of

school council (Finance, Facilities, Uniform, Canteen, OSHC, Education, Fundraising,) and Management Team.

The Governing Council plays a very strong role in the direction and management of the school. The over all directions for the school have been set via the whole school visioning and strategic directions.

The annual parent survey has also provided feedback and assisted with ongoing review of progress towards the agreed goals.

Regular class meetings support a valued SRC.

Family representatives also meet twice per term with the leadership team.

- **Regular publications**

The newsletter is published three times per term. Our newsletter is distributed electronically.

- **Other communication**

:Tiqbiz app to communicate electronically to families regarding whole school information as well as individual classroom information.

Seesaw app is used to highlight and display work that takes place in the classroom both for individual students and whole class.

- **School financial position**

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- **Special funding**

N/A

11. Local Community

- **General characteristics**

Allenby Gardens is a small cohesive inner suburban suburb and part of the amalgamated Charles Sturt City Council.

Our suburb is undergoing 'renewal' and change. We still value our cultural diversity (largely of Greek and eastern European descent) but we are now enrolling more Asian students from Vietnamese and Chinese backgrounds and a small number of students from Africa and the Middle East have enrolled in recent years. The school is an important part of this small suburb and is valued by parents and the wider community who participate as much as they are able.

- **Parent and community involvement**

The Governing Council, and its subcommittees are active at Allenby Gardens providing many opportunities to participate in decision-making, and contribution across the school.

Parents are a welcomed addition to classroom learning with involvement in guided reading, resource preparation and attendance at excursions.

Working bees are regularly held to support the maintenance of our school grounds with many parents, children and staff chipping in to maintain a school that we are proud of.

The parent reps group is an important conduit for information sharing from the class teacher to parents and also as a means to feedback to the school leadership team.

- **Feeder or destination schools**

Most of our Reception students come from our own School based preschool.

We have developed excellent relationships with our local High Schools with regular visits to Findon, Underdale High Schools. We support the local High School's work experience programs and regularly assist their students. We have also developed an excellent partnership with UniSA and Flinders University and provide mentoring to student teachers on a regular basis.

- **Commercial/industrial and shopping facilities**

Welland shopping centre is only two minutes away on Port Road.

- **Other local facilities**

Medical centres are located close by on both Grange road and Port road.

- Availability of staff housing

N/A

- Accessibility

N/A

- **Local Government body**

Charles Sturt City Council

12. Further Comments

- N/A