

# SCHOOL CONTEXT STATEMENT

Updated 2/2017

**School name: Aberfoyle Hub R - 7 School**

**School number: 0536**

## 1. General information

School Name - Aberfoyle Hub R - 7 School

School Numbers - 0536

Principal – Mr Tas Ktenidis

Postal Address - Jeanette Crescent, Aberfoyle Park SA 5159

E-mail Address – [dl.0536.info@schools.sa.edu.au](mailto:dl.0536.info@schools.sa.edu.au)

Web Page - [www.ahs.sa.edu.au](http://www.ahs.sa.edu.au)

Location Address - Jeanette Crescent, Aberfoyle Park SA 5159

Local Partnership – South Valley Precinct

Region - Southern Adelaide

Road Distance to G.P.O. - 20 kms

Telephone Number - 8270 5055

Facsimile Number - 8370 5763

Courier - Southern Adelaide

Website address – <http://www.ahs.sa.edu.au>

CPC Attached - No

### February Enrolments

February FTE	2012	2013	2014	2015	2016	2017
Junior Primary R	31	23	37	36	31	25
Junior Primary 1	38	35	32	36	37	34
Junior Primary 2	38	37	38	34	34	38
JP Special class	8	8	8	8	8	8
JP Sub Total	115	103	115	114	110	105
Primary Year 3	58	44	41	36	34	34
Primary Year 4	40	60	41	43	37	37
Primary Year 5	40	38	67	41	42	39
Primary Year 6	42	42	34	63	46	45
Primary Year 7	46	46	46	37	61	47
Primary Special class	12	12	12	12	12	12
Primary Sub Total	238	242	241	232	220	214
<b>Total</b>	<b>353</b>	<b>345</b>	<b>356</b>	<b>346</b>	<b>330</b>	<b>319</b>

### Enrolment trends

- The school numbers have peaked and are now beginning to steadily decrease and over the next few years expected to stabilise between 300 - 350 students.
- There are a number of schools, both public and private in the area. We have excellent links with our feeder Pre-school Centres, High Schools and strongly promote our school within the local community.

## Specific populations

- School Card – between 18 – 20%
- NESB - 5%
- SWD, including Special Classes – 12%
- ATSI – 0.2%
- English as an Additional Language or dialect (EALD) - 3%
- GOM – 2%

## Staffing

### Leadership Team

- Principal – Tas Ktenidis (Tenure 01/16 - 01/22)
- Deputy Principal R-7 - Sarah Magnusson (Tenure 01/16 – 01/20)
- Senior Leader Band B1 (0.2) – Australian Curriculum: 21<sup>st</sup> Century Learning and Technologies – Amanda Badcock (Tenure 01/16 - 01/19), Senior Leader: Learning Improvement Primary (SLLIP) B2 (Tenure 01/2017- 01/18)

### Line Supervision –

- Tas Ktenidis and Sarah Magnusson share responsibilities for Line Supervision of teaching personnel.
- Heather Brown, Administration/Finance Officer (SSO3) – Ancillary Team and GSE staff.

### Staffing Allocations

- Admin – 2.0 (Principal 1.0, Deputy Principal 1.0 neg. annually).
- 13 classes - 11 mainstream and two Special Classes (R-2 and 3-7).
- Tier 2 Salary Special Ed –the majority is converted to SSO hours and Special Ed Teacher time.
- Teacher Librarian - .6
- Leadership Development –funds are used to release Deputy/staff for Strategic Directions initiatives, Aspiring Leaders Conferences, Work Health Safety, development of ICT website development, Environmental Education/Sustainability initiatives, Budget Management, Leadership Team release, Professional Learning Communities (PLC), Partnership initiatives and other emerging DECD and Federal Government initiatives.
- TRT days are provided to support extra-curricula activities such as Pedal Prix/Choir/SRC/SAPSASA/Wakakirri etc.
- EALD – a program operates half day per week for eligible students.
- Ancillary Support Staff – Basic entitlement hours for Special Classes plus Special Class supplementation as needed.
- Additional SSO hours are purchased for Early Intervention, Special Education, Students with Learning Difficulties, focussed Curriculum in class support and Administration etc.
- Additional SSO hours are allocated by DECD to individual students in our Special Classes and mainstream on a term by term basis.
- OSHC – Before, After School and Vacation Care.

- Canteen Manager and Assistant Manager.

#### Special arrangements

- Primary (Year 3-7) and Junior Primary (Reception - Year 2) Special Classes.

#### Year of opening

- The school opened in 1986 in a building next to Aberfoyle Park High School.
- The staff and students moved to the present site at the start of 1990.

#### Public transport access

- Buses stop on Windebanks Road, a short walk from the school, with regular services from Sandpiper Crescent near the Hub Shopping Centre.

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

#### General characteristics

- Aberfoyle Hub R-7 School is a Category 7 school.
- Students live in the surrounding suburbs of Aberfoyle Park, Happy Valley and Flagstaff Hill. There has recently been an increase in rental accommodation in the area.

#### Pastoral Care programs

- Pastoral Care Worker – Di Brinkworth.
- Anti Bullying Policy, with regular Bully Audits (Term 1 and Term 3) and tracking of both identified bullies and victims.
- Protective Behaviours, Anti-Racism, Anti-Harassment and Grievance Procedures in place.
- Buddy Classes.

#### Student Development

- Staff and students are clear about expectations and consequences for both appropriate and inappropriate behaviour.
- Each class has a set of class rules and Office Referral is used when necessary.
- Support is available from the Behaviour Coach.
- Staff and students work on a “First Weeks” Programme at the beginning of the year to establish quality relationships and an environment for success with a strong focus on the school values (Respect, Responsibility, Relationships and Friendships).
- School Values and Restorative Practices are explicitly taught and used to support positive student development.
- The school has a Dress Code policy which emphasises the importance of strong school traditions and standards, student safety and a non-competitive school environment. Wide brimmed legionnaire’s hats and bucket hats are worn as part of the school’s Sun-smart policy from Terms 1, 3 and 4.

## Student Voice

- Student Representative Council for R-7. Meetings are held regularly. Executive of SRC is determined by an application/interview process late Term 4 in readiness to take up their positions in the new school year.
- House Captains are determined by an application/interview process late Term 4 in readiness to take up their positions in the new school year.
- Class meetings are held regularly.
- SRC reports to school staff and Governing Council.
- We continually explore new strategies to more effectively involve students in project driven initiatives.

## Special Programs

- Deputy Principal in consultation with staff/support agencies coordinates the ongoing support for students with disabilities and learning difficulties across R-7, including Early Intervention, NAPLAN and EALD students, as well as students with high intellectual potential.
- Across R-7 we have students identified under the Students with Disabilities Policy in mainstream classes.
- In addition students in our two Special Classes have IEPs. Some of these students have inclusion time in mainstream classes.
- Individual Learning Plans exist for students identified as Students With Learning Disability (SWLD), Students With Disability (SWD), Guardianship Of the Minister (GOM), Aboriginal and Torres Strait Islander (ATSI).
- Close links exist with Aberfoyle Park High School (SHIP focus school – Ignite Program).

# 3. Key School Policies

## SCHOOL VALUES

Relationships and Friendship, Respect and Responsibility

## CORE BUSINESS

The Core business of our School is to provide quality learning for students across R-7 in a supportive, caring and safe environment.

We provide this through the teaching of a variety of skills in an environment that is rich in opportunities and experiences and caters for a wide range of abilities and backgrounds.

Students are supported to be successful and are encouraged to make decisions about their learning.

## CURRENT STRATEGIC DIRECTIONS

- Australian Curriculum: Mathematics
- SA Teaching for Effective Learning Framework (TfEL)
- Professional Collaboration / sharing practices (Professional Learning Communities)
- Embedding Information Communication Technology

- Introception Engagement
- Pedagogical Coaching and Observations as part of reflective practices.

All Staff are members of Professional Learning Communities (PLC's) which meet regularly to review progress and determine new Learning Targets.

### **SPECIFIC LEARNING NEEDS**

The specific learning needs of students are largely addressed through the general classroom programs. The school also offers:

- Early Assistance Support
- Speech Program
- EALD support
- Special Education and Intervention support
- Early Years Coordination Program

The school also offers a choice of extra involvement in a number of learning activities through the year including:

- Senior Choir
- Instrumental Music Tuition
- Lunchtime electives and clubs e.g. Just Juniors, Jump Club, Cricket Club and Dance Club
- ICAS Maths, Science, English, Spelling and Writing competitions
- Pedal Prix for Years 6 and 7
- Wakakirri

In 2017, additional TRT days have been allocated from the Global Budget to support Special Programs in the school (Pedal Prix, Choir, SAPSASA programs etc.)

## **4. Curriculum**

Subject offerings in required areas of study including:-

### **Australian Curriculum**

English

Mathematics

Science

Humanities and Social Sciences

The Arts

Health and PE

Technologies

Languages - Spanish

There are specialist teachers in Spanish and Health & PE.

Special Education support is provided for mainstream students.

Special curriculum features

- Extension and Enrichment program for Gifted and Talented students where relevant occur within the mainstream
- Information Technology – the school is well resourced in this area with 2 Computer suites and all classrooms linked to the Internet. There is access to mobile units of laptops for students.
- Interactive White Boards (Prometheans) are in all learning spaces.
- The site is able to access wireless. E-mail and internet access is available to all staff and students.
- Teaching staff have access to Ipads and laptops.
- There is a class set of ipads for student use.

Teaching methodologies

- Team teaching is encouraged and Levels of Schooling and Year level teams are provided with collaborative planning time.
- There is a strong emphasis on Student Initiated Learning
- The Year 6 and 7 students operate in a Middle School structure
- Year 4 - 5 teachers are focussing on the Primary Years methodology
- All R-3 teachers engage in Early Childhood methodology that caters for a variety of learning styles. There is an emphasis on both explicit and investigational teaching practices. Play is an important part of the Early Years program.

Assessment procedures and reporting

- Term 1 Acquaintance Night / Open Night  
Parent/Caregivers/Student/Teacher Interviews
- Term 2 Semester 1 Report
- Term 3 Optional Interviews, requested by parents or teachers/NAPLAN Results (Year 3/5/7)
- Term 4 Semester 2 Report
- Additional interviews can be requested at any time during the year.
- The interview and reporting process for Reception students is modified according to when they begin school.

Joint programs

- Strong partnerships exist with local feeder Pre-school and Child Care Centres and Aberfoyle Park High School.

## **5. Sporting Activities**

Classes participate in the Health and Physical Education curriculum including various clinics run by sporting bodies in school time.

Out of School Hours Sport is managed by a sub-committee of Governing Council.

The School has 2 ovals and 2 hard play areas.

We participate in Jump Rope for Heart Bi-Annually.

Early Years Coordination programme.

Pedal Prix operates for Year 6/7 students including senior teams consisting of past scholars attending Aberfoyle Park High School.

## **6. Other Co-Curricular Activities**

Students are given opportunities to participate in:

- Festival of Music Choir (Year 5/6/7 - priority is given to Y6/7)
- Pedal Prix (Year 6 and 7)
- International Competitions in English, Maths, Writing, Spelling and Science (Years 3-7)
- Students have been selected for the Festival of Music Orchestra and for solo performances
- Violin, guitar, keyboard, brass, percussion are run by DECD and private instructors
- Just Juniors Club
- Buddy classes
- Literacy/Numeracy Support program

Special Days and Weeks

- Special Days/Weeks can include Sports Day, Wellbeing Week, Environmental Week, Book Week, Come Out Week, Harmony Day, Open Night and Recital Evening
- Korean Homestay Program - The school at times hosts students from South Korea on a Homestay program.

## **7. Staff (and their welfare)**

Staff profile

- There has been staff stability over the past few years with some changes each year as staff retire.

Staff support systems

- Staff work in Units made up of similar year levels.
- Training and Development is across R-7 and in Levels of Schooling Teams.
- Learning Teams work in areas of interest which links to the Site Improvement Plan. Induction program is provided for all new staff.
- PAC meets regularly with the Principal.
- Ancillary staff members work co-operatively. Current responsibilities assigned include Administration/Finance Officer, Front Office/Receptionist, Grounds person, Resource Centre support, Classroom and Curriculum Support, Special Education support and Information Technology support.
- Access to Inter Agency Staff

## Performance Development

- Performance Development is negotiated with Line Managers and is regarded by staff as an important part of their professional development.
- All staff are required to complete a Performance Development Plan annually.
- Line managers meet with all teaching staff individually or in Learning Teams to discuss their program, curriculum delivery, planning for individual students and their professional goals.
- Class observations and student surveys are conducted annually.
- SSO's meet regularly with the Administration/Finance Manager, SSO3.
- Staff are encouraged to share their skills and many teachers exchange classes for this purpose.
- Staff are encouraged to engage in reflective practice.

## 8. School Facilities

### Buildings and grounds

- The school is fully fenced.
- The school consists of brick classrooms and relocatable buildings including Canteen, Multi-Purpose Room, Hall, Library/Resource Centre, Teacher Prep Rooms, Technology Room, Computer Rooms, Specialist Rooms (Music and Spanish) and a new 8-Teacher Unit. All classrooms have PCs.
- Some Units have Wet Areas and Withdrawal Rooms.
- The Resource Centre is well stocked and the Bookmark system is used.
- There are extensive grounds including two ovals, class gardens including a vegetable garden, hard play areas, 3 Playgrounds (2 Primary and 1 Junior Primary), Cottage Garden, Sports Canteen, cricket nets, shelter sheds and fixed shade structures.
- OHSC have a new facility with two rooms including a fully equipped kitchen.
- There is an outdoor Environmental Centre. This offers "hands-on" opportunities for students in composting, worm farm, greenhouse and shade house, plant propagation and at times raising and caring for chickens. The facility has two large rain-water tanks, storage sheds, shelving, work benches, a chicken house, outdoor teaching areas and various facilities for raising seedlings and plants.
- Cooling - All buildings have air conditioning and heating; including the Hall.
- The Hall is available for Hire and used extensively by community organisations most nights during the school week.
- The Canteen is well equipped and is linked to our Healthy Lifestyles focus.
- Health Care area is available for students.
- The staff room is situated in the Administration building. Staff has access to the Internet and EDSAS facilities in the staff room.
- The school has facilities such as toilet/shower for disabled students and staff.



## 9. School Operations

### Decision making structures

- PAC is actively involved in all Human Resource decisions
- Decision making is shared between the staff, Governing Council and Student Representative Council
- Staff and Governing Council have documented decision making processes with the emphasis on consensus.
- Major staff decisions are made at Staff Meetings.
- Levels of Schooling Teams make decisions on matters that directly affect their members.
- Ancillary Staff meet with the SSO3 and Principal to make decisions on matters that relate to their work

### Regular publications

- Newsletter emailed to families fortnightly including sports news.
- Parents/Caregivers Information Handbook/Folder available for new families.
- Class newsletters.
- Weekly eBulletin for staff.
- Community and Sports noticeboards.

## 10. Local Community

### General characteristics

- A strong community involvement exists in all aspects of the school's program including policy development and review.
- Parents/Caregivers and community involvement.
- The Governing Council forms the basis for parents/caregivers and community involvement in the school. Sub-committees include Finance, OSHC, Canteen, Sports, Fundraising and Grounds & Facilities.
- The Espresso Group has a social/educational role and meets regularly.
- Fundraising is coordinated by Governing Council. SRC, Sports groups and Pedal Prix carry out their own fundraising.
- Teachers encourage parental/caregiver involvement in classroom programs, as well as in Early Years Co-ordination activities, Electives, Sports, assisting in the Resource Centre, working bees, fundraising and Canteen.

### Feeder schools

- Our local Secondary School is Aberfoyle Park High School.
- Our feeder pre-school and local care centres are situated at Aberfoyle Hub (Taylors Road and Hub Drive), Aberfoyle Park Campus, Chandler's Hill, Happy Valley, Flagstaff Hill and Windebanks Road ABC.)

### Commercial/industrial and shopping facilities

- The Hub Shopping Centre is nearby.

Other local facilities

- YMCA Sports complex.
- Thalassa Park.
- Happy Valley Sports Centre.
- Hub Community Library.

Local Government body - Onkaparinga Council

## **11. Further Comments**

Aberfoyle Hub R-7 School is seen to be innovative and at the forefront of teaching and learning practices and has a high public profile.

Results from the Parent/Caregivers Surveys show a high level of satisfaction with the teaching program.

The school regularly hosts Student Teachers, Work Experience students, visitors from other schools as well as interstate and overseas visitors.

**I certify that this is a true and accurate statement.**

**Tas Ktenidis**  
**Principal**

February, 2017