

SCHOOL CONTEXT STATEMENT

Updated 3/2020

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 – 29 Jeanette Crescent, Aberfoyle Park SA 5159

E-mail Address – dl.0536.info@schools.sa.edu.au

Web Page - www.ahs.sa.edu.au

Location Address – 29 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	2015	2016	2017	2018	2019	2020
Junior Primary R	36	30	25	30	27	33
Junior Primary 1	37	37	34	30	30	33
Junior Primary 2	33	34	35	35	30	31
JP Special class	8	8	8	8	8	7
JP Sub Total	114	110	102	103	95	104
Primary Year 3	36	34	34	43	33	28
Primary Year 4	43	37	37	38	42	38
Primary Year 5	41	42	40	40	37	45
Primary Year 6	63	46	45	38	45	36
Primary Year 7	37	61	49	46	40	47
Primary Special class	12	12	12	12	12	10
Primary Sub Total	232	220	217	217	209	204
Total	346	330	319	320	304	308

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 – 72 – 23.4%
- Non English Speaking Background (NESB) – 7 – 2.2%
- Students With Disability (SWD), including Special Classes – 48 -15.6%
- Aboriginal Torres Strait Islander (ATSI) – 7- 2.2%
- English as an Additional Language or dialect (EALD) – 10 – 3.25%
- Students In Care (SIC) – 2 – 0.65%

Staffing

Leadership Team

- Principal – Tas Ktenidis (Tenure 01/16 - 01/22)
- Deputy Principal R-7 - Sarah Magnusson (Tenure 01/20 – 01/24)
- Curriculum Coordinator – Pedagogical Coach, 21st Century Learning and Technologies Coordinator Kate Zampogna (Tenure 01/18 - 01/21)
- Well Being Leader – Brad Walters (Tenure Term 3/4 2020)

Line Supervision –

- Tas Ktenidis and Sarah Magnusson share responsibilities for teaching personnel.
- Chris Godden, Business Manager (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.
- SSO Librarian - 32.5 hours
- Leadership Development –funds are used to release Deputy/staff for Strategic Directions initiatives, Aspiring Leaders Conferences, Work Health Safety, ICT, Environmental Education/Sustainability initiatives, Budget Management, Leadership Team release, Professional Learning Communities (PLC), Partnership initiatives and other emerging DfE and Federal Government initiatives.
- Release provided to staff for Pedagogical Coaching and One Plan reviewing/reporting
- All Staff provided with full Non-Instructional Time (NIT) entitlement
- 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 DfE 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.
- Zones of Regulation, Play as the way, Anti-Harassment and Grievance Procedures in place. Whole school training in Berry Street model.
- Buddy Classes incorporated across the school.

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 (Relationships, Responsibility, Resilience and Respect).

- 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 the 1st August through to 30th April, or when the UV index reaches 3 at all other times.

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.
- 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), Students In Care (SIC), Aboriginal and Torres Strait Islander (ATSI), Students With High Intellect (SWHI). We are currently transitioning to One Plans.
- Close links exist with Aberfoyle Park High School (SHIP focus school – Ignite Program).

3. Key School Policies

SCHOOL VALUES

Relationships, Responsibility, Resilience and Respect

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 and Literacy
- SA Teaching for Effective Learning Framework (TfEL) and The Art and Science of Teaching (ASoT)
- Professional Collaboration / sharing practices (Professional Learning Communities)
- Embedding Information Communication Technology

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

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, Health & PE and the Arts.

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.

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
- 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.
- TfEL & ASOT to be embedded with teaching practice

Assessment procedures and reporting

- Term 1 Acquaintance Night / Open Night
Parent/Caregivers/Student/Teacher Interviews
- Term 2 Semester 1 Report
- Term 3 Optional Interviews/NAPLAN Results (Year 3/5/7)
- Term 4 Semester 2 Report
- Additional interviews can be requested at any time during the year.
- The reporting process for Reception students is modified according to DfE guidelines.

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 (HPE) 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 exists within the HPE curriculum.

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 DfE 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, Science Week and Recital Evening

7. Staff (and their welfare)

Staff profile

- We currently have a young permanent staff and are planning for the eventual move of year 7 students to High School and the impact on staffing.

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.
- 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 8-Teacher Unit. Recent additions include a Sensory Room and an Introception Room. 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, Aboriginal Garden and 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.
- 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.
- 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 Pre-Service 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

March, 2020