

SCHOOL CONTEXT STATEMENT

Updated: 27/02/17

School number: 0592

School name: Nangwarry Primary School

1. General information

Part A

School name	: Nangwarry Primary School	
School No.	: 0592	Courier: Limestone Coast
Principal	: Karyn Prelc	
Postal Address	: 1 Whitford Crescent	
Location Address	: Nangwarry	
District	: Limestone Coast	
Distance from GPO	: 2km	
Phone No.	: (08) 8739 7241	
CPC attached	: Yes	
Fax No.	: (08) 8739 7292	

February FTE Enrolment 2017

Primary	N.E.P. supported	6.0
	Reception	7.0
	Year 1	10.0
	Year 2	5.0
	Year 3	6.0
	Year 4	5.0
	Year 5	5.0
	Year 6	7.0
	Year 7	4.0
Secondary	Special, N.A.P. Ungraded etc.	0.0
	Year 8	0.0
	Year 9	0.0
	Year 10	0.0
	Year 11	0.0
	Year 12	0.0
	Year 12 plus	0.0
TOTAL		51.0
School Card percentage		35%
Aboriginal Enrolment		10%

Part B

- Deputy Principal's name, if applicable
: n/a
- School website address
: www.nangwaryps.sa.edu.au
- School e-mail address
: admin@nangwaryps.sa.edu.au

- Staffing 2017
Principal 1.0, class teachers 3.0, NIT release 0.6, CPC/Preschool 0.6, SSO2/finance 25 hrs, SSO1 35 hrs, Groundsman 7.0 hrs.
- OSHC
: n/a
- Enrolment trends
: Nangwarry has stable enrolments, with 51 beginning the 2017 year and 6 in the preschool. This has been consistent since 2011.
- Special arrangements
:N/A
- Year of opening
:1940
- Public transport access
: A private bus service between Adelaide and Mt Gambier passes through Nangwarry daily, except Saturday. A school bus transports High School children to and from Penola HS each day.

2. Students (and their welfare)

- **General characteristics**
:The local community is made up of predominantly English speaking families, with a variety of rich family cultures. Approximately 35% of students qualify for School Card. There are currently 6 students with Negotiated Education Programmes. The school is identified as category 2 for the index of Educational Disadvantage attracting funding enabling small classes, additional programmes and classroom support.
We have three classes and offer specialist teaching in Visual Arts, Science and PE.
- **(Pastoral) care programs**
:Values Education is incorporated in the Health and Wellbeing programmes across the school. There is currently no pastoral Care Worker.

- **Support offered**

Students are supported through a number of programmes. Early Intervention is provided to identified students across R-7, in the areas of Literacy, Numeracy and Speech.

A Reading Recovery programme and Guided Reading is offered across the school. The school started Sport in Schools sessions in 2016 offering additional PE from R-7. Independent Learning (ILP) programmes are designed for ATSI (Aboriginal) students to create an educational support as required by DECD. Negotiated Plans (NEP) are in place for those with targeted learning or social needs to enable them to fully access the curriculum in a differentiated way if required, with regional and family input.

- **Student management**

"We all have the right to learn and we all have the right to teach."

BEHAVIOUR AND ATTENDANCE

Our students will share common language and understandings about our ways of being and doing including a range of practices. They will be recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills. (Adapted from the Aust. Curric.)

Attendance will be monitored and rewarded as a site priority. Fortnightly rewards for 100% attendance are issued (with explained illness and exemption considered.) The school has an attendance target of 95% and this high level assists children to reach their full potential.

- Student government

: An SRC (Student Representative Council) is elected by the students and co-ordinated by teacher Andi Zerk. Two School Captains are elected from the Senior class and 2 SRC representatives from each class form the remaining members. SRC contribute to policy writing and moderation. SRC also run events of interest for students over the year.

Classes are encouraged to hold regular meetings and Student Voice is a priority area in 2017.

The school has a strong commitment to:-

- The development of social skills and Values Education
- Learning to Learn and ongoing Curriculum Development
- The involvement of local community
- A whole school Christmas Concert
- A whole school camp every 2 years
- Festival of Music (Choir) participation and Performances in The Arts
- SAPSASA involvement- Athletics and Team Sports
- Cross Country
- Providing a voice for students, parents and staff
- Providing a safe and enthusiastic learning environment for students
- Offering specialist programmes in Visual Arts, Science and Phys.Ed.

3. Key School Policies

MISSION:

Our students will become expert learners and will strive to achieve their personal best in all areas of learning, with the aim of being positive contributors to society.

BELIEFS ABOUT LEARNING:

- **Dispositions** for learning need to be fostered and developed with and by the child.
- **Safe Conditions** for rigorous learning support the learning conversation.
- **Engagement** is enhanced as learners move towards experiences from which they gain a sense of self worth and achievement.
- Students need **challenging and achievable** tasks which are supported by appropriate scaffolding.
- Students who understand the **language of learning** are more in control of their learning.

Adapted from TfEL

VALUES-community developed- *Respect and Persistence.*

- Early years staff programmes will be informed by the Belonging, Being and Becoming document, the Early Years Learning Framework and Numeracy/Literacy indicators to guide and support children's learning and well being.
- Our Staff will use the Australian Curriculum to plan units of work and measure progress.
- Our staff will differentiate learning, to support individual achievement.
- Students will develop skills to become active and responsible participants in their learning and develop a real voice in the school.
- Parent and family involvement will be actively incorporated into the school.

Site Priorities for 2017

KEY PRIORITY 1 :

Focus on Literacy- Reading; Emergent Literacy; Oral Language

Site specific % targets are set to assess that improvement is made in the following areas:

- *children will improve their phonological awareness skills and print knowledge
- *children will improve oral language skills
- *100% of children improve their reading levels/ability.
- *students will reach their chronological reading age.

Strategies include:

- **“Reading Matters” whole school strategy utilising student set goals.
- * Early Years phonics and language programme
- *Release a teacher 0.1 to manage special needs/site data collected, literacy pedagogy and site audit supporting teachers.
- *Jolly phonics programme in JP.
- *Quicksmart Literacy implementation.
- *Explicit teaching of Reading strategies.
- *Review of the NPS Literacy Practices Doc.
- *Daily practice at school and home of reading.
- *Resource Emergent Literacy groups.
- *Deliberate Oral Language intervention and devt.

KEY STRATEGIC DIRECTION 2 :

Focus on Numeracy- Automaticity; Achievement Growth; Working mathematically

Site specific % targets are set to assess that improvement is made in the following areas:

- *children will develop numeracy skills through access to playful pedagogy.
- *students in MP/UP improve automaticity in number facts.
- *students achieve the DECD Standard of Educational Achievement, C or higher.
- *Continue improvement in Quicksmart.
- *students reach standard level in PAT-M testing

Strategies include:

Incorporating numeracy skills into play based learning, through strategic provisions and some explicit teaching.
All staff implementing Anne Baker pedagogies.
Exploration in numeracy contexts- counting, grouping, sorting, basic operations, play.
Quick Smart Numeracy Program-relicense & use
Daily practice of 1 min maths activities or similar,
Students explore numeracy through problem solving tasks using inquiry as an approach.
Conduct PAT-M testing and discuss same with students/staff TD in term 1.
Thinking Maths strategy term 3.

KEY STRATEGIC DIRECTION 3 :

Focus on Wellbeing and Kidsmatter- Attendance focus; Engagement; Student Voice

*students finding a safe play activity in the yard at recess and lunch.
*Reduced rate of yard incidents as per
*EDSAS data entries and anecdotal feedback from staff.
*Attendance rates rise from 94% in 2016 to 95% in 2017.
*Classroom data and observation measures student engagement in meaningful learning.
*Students and families continue to develop the Natureplay area and endorse the Discovery play area outside classrooms.

Strategies include:

*Staff communicate to families via newsletters, phone calls and diary notes in a timely way.
*All staff to differentiate learning, to profile students and to implement Kidsmatter and SMART knowledge in the school.
*Strategic staffing to deliver Breakfast Club and *Yard support enhancing social skills and relationship building with children.
*Attendance policy reviewed and focus communicated regularly to families. Continue rewarding 100% attenders each fortnight.
*Positive Relationships & pedagogy developed to enhance student engagement.

4. Curriculum

Subject offerings

- Teachers use the Australian Curriculum for all programming. Specialist work in Science, Visual Arts and Physical Education enhance student opportunities.

Core Business:

- Teaching and Learning programmes are inclusive and cater for a variety of learning styles.
- Teachers provide opportunities for students to work collaboratively across the school and in the community.
- Consistent behaviour development practices are in place, focusing on positive values in Education.
- All classes foster positive relationships.
- Our school is providing students with opportunities to take on leadership and to develop student voice in areas such as SRC, attendance at the Young Leaders Conference in Adelaide and school/sports captain positions.
- Special learning support is given to identified children from Preschool-7 for speech, reading, literacy and numeracy as deemed necessary. Additional SSO time is funded to assist the implementation of these programmes.

Special curriculum features

- Teaching methodology
Classes are structured in 3 groups R-1, 2-4 & 5-7. An understanding of social justice principles is a key requirement for staff. An ability to cater for

multi-levels in all curriculum areas is required, with a balance of discipline and compassion essential. Teachers are required to bring a wonderful mix of personal and professional ability to their classes based on the Professional Standards for Teachers.

All teachers have had the benefit of recent extensive training and development opportunities in Numeracy, Literacy (Stephen Graham projects, Multiliteracies and 4 Blocks) and Science Primary connections. They are all trained in Child Protection and Mandatory Reporting.

Assessment Procedures and Reporting

Acquaintance Night early in Term 1 offers a chance for parents/carers to meet with classroom teachers to share plans for the year, and to get to know one another.

Interviews are conducted early in term 2 with parents.

Written reports are sent at the end of Terms 2 and 4. Take home books are sent home at least once per term.

Grades are given in line with Australian Curriculum student achievement standards from Years 1-7. Continuum lines are used in reports to communicate individual achievement for Reception students.

Transition/Collaboration

There are transition programs for students from Preschool to Reception, and Year 6/7 to High School. Our Preschool (CPC) is on site so transition is enhanced. The High School we are zoned to is Penola HS and a good transition programme and bus transport is in place.

Performing artists or school performance tours are often booked on site or in combination with other schools.

Pines Sports Day is held at the end of term 1, with neighbouring small schools.

- Sport plays a major role both in school and in the local community. Health and PE programs with a focus on participation and skill development are an integral component of the learning program. The Nangwarry township has a strong and successful senior football and netball club.
- Other school sport includes DECD swimming lessons in term 4 at the heated Mt Gambier Aquatics Centre and a school sports day with Championship events, tabloid activities and team games. Interschool sport includes Pines Sports Day (interschool day with 3 other local schools), Naracoorte Cross Country and encouragement for SAPSASA selection.
- Extra-curricula 'club' sport includes dance, cricket, football and netball. Croquet is currently under development in nearby Penola. The Penola Golf course is located 10kms to the north of Nangwarry.

6. Other Co-Curricular Activities

- **General**

Life Ed Van visits; Arts performances over the year, including Footsteps Dance Company; Science shows touring; choir; Mt Gambier Show baby animal exhibit.

- Special
 - Many excursions to neighbouring towns for performances or lessons are planned by the school. This includes a whole school camp every second year. 2018 will be the next whole school camp.

7. Staff (and their welfare)

- Staff profile
 - 1.0 : Principal
 - 1.0 : Class teacher yrs 5-7
 - 1.0 : Class teacher yrs 2-4
 - 1.0 : R-1 class; shared position
 - 0.6 : CPC teacher
 - 0.6 NIT release teacher (Science/Arts/PE)
 - 7.0 hours : Groundsman
- Leadership structure
 - : Principal and elected Acting position when required.
 - : PAC- staff rep, AEU rep, SSO rep and Principal for all HR advice and decision making.
- Staff support systems
 - : Performance Development
 - Each term staff members meet with the Principal to reflect on their classroom practice and plan their own professional development. Individual Performance Development Plans are an integral part of this process. Teachers are expected to set goals in the areas of each of the priorities in the site learning plan.
 - :Budget allocation for staff training and development is provided and expenditure in line with the Site Learning priorities is encouraged.
- Staff utilisation policies
 - SSO's work in classrooms, the Resource Centre and in Administration co-ordinating Finance, OHSW, Sports Days and Emergency Procedures with the Principal. They also provide Special Ed support to targeted students.
 - A finance/administration officer is employed over 4 days.
 - A teacher is released 0.1 to work on site data collection and utilisation.
- Access to special staff
 - The Regional Support Team has a range of support personnel that students can be referred to if issues are noted for a student preventing them from accessing the curriculum in a social or educational way.
 - The school is supported by a Disabilities Coordinator, who supports staff in the development of Individual Education Plans and Negotiated Curriculum Plans for students with disabilities. A Speech Therapist also supports students and teachers by conducting observations and writing programmes for individual children if needed, particularly in the Early Years.

- Other :N/A

8. Incentives, support and award conditions for Staff

- Travelling time
:Mount Gambier 30 minutes south / Penola 10 minutes north
- Housing assistance
:by application
- Cooling for school buildings
:Reverse cycle airconditioning in all areas.
- Medical and dental treatment expenses
:Standard conditions
- Locality allowances
:A small locality allowance is available
- Relocation assistance
:By arrangement with DECS.

9. School Facilities

- Buildings and grounds
Two main buildings are SAMCON construction with heating and air conditioning designed for up to 200 students. With 51 enrolled space is generous.
Building 1 houses staff amenities, staff room, sick room, administration, photocopying, library, sports play outdoor covered area and storage.
Building 2 has 3 classrooms, an Activity/reading room, a drama/assembly double room and Art / Technology room. In addition there is a large Preschool (kindy) on site.
Grounds are spacious and well maintained. The school has a large oval, netball/tennis court, a cricket practice net and several areas of play equipment. A large fitness circuit and Covered Outdoor Learning Area are available for school and community use.
- Cooling
:The school has reverse-cycle air-conditioning to all classrooms.
- Specialist facilities
:A Community Library is based at Nangwarry Primary School and is open to staff and students at all times. It is open to the general public on Wednesday and Friday from 11:30 to 1:30pm.
- Staff facilities
Work space for staff available at all times with a special prep room for NIT usage conveniently housed where the photocopier, computers and resources are located. All staff have e-mail addresses and access to

school computers for work use. Well equipped staff room – microwave, stove, fridge, pigeon holes etc.

Lockers are provided for safe storage of personal possessions.

- Access for students and staff with disabilities
Steps/rails into all buildings – two steps high – no special ramps etc.
- Access to bus transport
A contracted private bus transports DECD secondary students to Penola High School 18kms away, at no cost to families.
- Other
:N/A

10. School Operations

- Decision making structures
Governing Council meet on a Monday evening at 5pm, twice each term.
PAC staff members meet regularly with the Principal in an advice role.
Students elected by peers to SRC meet with the nominated teacher co-ordinator regularly over the term.
- Regular publications
Fortnightly whole school newsletters are sent on Tuesday afternoons, a staff daybook is utilised, a weekly staff training meeting is held on Tuesday afternoons, a staff handbook and induction book is published and a Parent Information Book is reviewed annually. Class newsletters are sent home regularly over the term also.
- Other communication
Fortnightly assemblies (led by students) are held on Tuesdays at 2:45pm, alternate to newsletters.
- School financial position
Sound, with support given to current families to minimise costs.
- Special funding
Sport in Schools; Rural and Isolated grant; ICT support in 2017; Early Assistance and Early years Grants;

11. Local Community

- General characteristics
Nangwarry is a 30 minute drive from Mount Gambier and 20 minutes from Penola. It is situated on the Adelaide Highway.
Nangwarry has a timber mill which offers some employment to the community. The forest industry surrounds the town with planting, felling and pruning.
Most children who attend the school live in town boundaries, either in Tarpeena or Nangwarry. A small general store, a Medical Clinic, CFS and Ambulance service, a Post Office and a roadhouse supply services to the community. Most people in the town belong to either the football/netball club and/or the social club. Football and netball are the predominant sports

offered to the community. Little Athletics, Karate, club swimming and other sports are available in Penola or Mount Gambier. The local community generally choose to also shop nearby in Mount Gambier or Penola. Other sports and clubs are currently accessed there.

- **Parent and community involvement**
The school Governing Council and parent/fundraising committee are well attended and very active. Parents are welcomed to classrooms, excursions and camps. A site volunteer policy is available.
- **Feeder schools**
Preschool on site operates 2 full days a week Monday and Tuesday and ½ day Wednesday a.m. Playgroup is soon to be restarted in 2017.
- **Other local care and educational facilities**
A local doctor consults in the town every Thursday at the Community Club building next to the pool centre.
- **Commercial/industrial and shopping facilities**
1 petrol station, 1 licensed general store, 1 post office
- **Other local facilities**
Football oval, netball courts, Nangwarry Community Social & Recreation Club and a community swimming pool.
- **Availability of staff housing**
House prices range from \$70,000-\$190,000. Rental \$80-\$150 per week.
Currently staff live in Penola, Nangwarry, Glencoe and Mount Gambier.
- **Accessibility**
A driver's license is preferable due to no public transport.
- **Local Government body**
Nangwarry is in the Wattle Range Council.

12. Further Comments

- Nangwarry PS is a growing Small School in a quiet town. It offers a diverse range of activities and opportunities for students. Students enrolled can enjoy individual programming in smaller classes, with ample social choice in all year levels. Nangwarry is close to larger towns if required, whilst offering the benefit of a safer, country location.