

# SCHOOL CONTEXT STATEMENT

Updated: 06

School number: 0994

School name: Wandana Pre-School to Yr. 7

## 1. General information

### Part A

School name : Wandana Pre-School to Yr. 7  
School No. : 0994 Courier :  
Postal Address : 2-12 Cowra Avenue, Gilles Plains 5086  
Location Address : 2-12 Cowra Avenue, Gilles Plains 5086  
District : Northern  
Distance from GPO : 12kms Phone No. :82611699  
Preschool attached : Yes Fax No. :82662919

| February FTE Enrolment |                               | 2011  | 2012  | 2013  | 2014  |
|------------------------|-------------------------------|-------|-------|-------|-------|
| Primary                | Special, N.A.P. Ungraded etc. | 19.0  | 19.0  | 20    | 19    |
|                        | Reception                     | 28.0  | 33.0  | 44    | 29    |
|                        | Year 1                        | 26.0  | 20.0  | 21    | 23    |
|                        | Year 2                        | 16.0  | 26.0  | 21    | 17    |
|                        | Year 3                        | 17.0  | 16.0  | 27    | 19    |
|                        | Year 4                        | 24.0  | 17.0  | 15    | 22    |
|                        | Year 5                        | 18.0  | 24.0  | 23    | 12    |
|                        | Year 6                        | 22.0  | 17.0  | 25    | 22    |
| Year 7                 | 22.0                          | 21.0  | 18    | 27    |       |
| Secondary              | Special, N.A.P. Ungraded etc. | 0.0   | 0.0   | 0.0   | 0.0   |
|                        | Year 8                        | 0.0   | 0.0   | 0.0   | 0.0   |
|                        | Year 9                        | 0.0   | 0.0   | 0.0   | 0.0   |
|                        | Year 10                       | 0.0   | 0.0   | 0.0   | 0.0   |
|                        | Year 11                       | 0.0   | 0.0   | 0.0   | 0.0   |
|                        | Year 12                       | 0.0   | 0.0   | 0.0   | 0.0   |
|                        | Year 12 plus                  | 0.0   | 0.0   | 0.0   | 0.0   |
| <b>TOTAL</b>           |                               | 205.0 | 192.0 | 193.0 | 190.0 |
| School Card percentage |                               | 66%   | 61%   | 61%   | 54%   |
| NESB Enrolment         |                               | 115   | 90    | 80    | 71    |
| Aboriginal Enrolment   |                               | 42    | 32    | 35    | 37    |

## Part B

- Deputy Principal's name, if applicable  
:No Deputy
- School website address  
<http://www.wandanac7.sa.edu.au>
- School e-mail address  
:dl.0994\_info@schools.sa.edu.au
- Staffing numbers  
:Principal (1.0 admin)  
Senior Leader (1.0)  
School Counsellor (1.0)  
Pre-School ( 1.7)  
ESL (.6)  
Special Class (2.2)  
Mainstream classes (9.0)  
NIT (2.2), A.E.T(.4), Special Education(.4) A.C.E.O.(24.5 hours) SSO's (17 staff) Groundsperson (.4)
- OSHC  
:No
- Enrolment trends  
:Increasing – 2006 enrolment – 173  
2014 enrolment - 190
- Special arrangements  
:
- Year of opening  
:1961
- Public transport access  
:Bus stops on Wandana Ave.

## 2. Students (and their welfare)

- General characteristics  
: We are a Category 2 disadvantaged school. The students are characterised by 54% School Card, 19% Aboriginal Students, 37% students are from a Non English Speaking Background, 18% students have NEP's. Transience has been approximately 50% each year over the last few years.

- Support offered

: Programs offered for children are a Breakfast Club and emergency lunch programme, Homework Centre for Aboriginal students.

Family Support Group meets fortnightly and manages the agenda.

Workshops focus on Neuroscience, Literacy and Numeracy. Our Aboriginal Family group meet weekly. Governing Council meetings are well attended and all cohorts of our community are represented. Close links are made with Wandana Community Centre. We are in a National Partnership with Para Vista Primary School which allows us to employ a Differentiation Coach to work in classrooms. We also have a Literacy Coach working in our Early Years. Our Preschool has just been awarded the highest rating, Excellence by the Australian Children's Education and Care Quality Authority.

- Student management

: High expectations of behaviour within the context of a success oriented culture. Neuroscience is actively supported by all staff including the Senior Leader and Principal. Families also support our Neuroscience program and have been a part of our learning. Opportunities to celebrate success are in operation across the whole school. 22 students attend a 'Be the Best Learner You Can Be' excursion once a term. We focus on being the best learner you can be in all we do.

Child Protection Curriculum and Proactive Social skills programs are run across the school, supported by the Senior Leader.

- Student government

: Whole school student participation programs include class meetings and representatives on Student Committees. Authentic student voice is highly valued in our school. Students attend leadership workshops and manage our land care facility. Students participate in Community Based Programs on Wednesday afternoons to support our community in different ways.

- Special programmes

: A pre-school offers 8 sessions, 1 playgroup session, pre entry and transition programs for the under five age group. Children in our special classes are mainstreamed and supported by specialist teaching and ancillary staff. A Speech Program and Coordination Program are other strategies that operate to support all students. Special funding assists students in poverty to access special program initiatives such as swimming, outdoor education, Labs 'n Life, music tuition, excursions performances and incursions to extend and enrich student learning. Students have a lot of opportunities to learn through experience:

- Cirkidz circus troupe (with PVPS)
- Performing Arts

- Dog handling school
- Gardening and cooking classes
- Guitar lessons
- Choir
- Publishing clubs with Uni SA
- Book clubs

### 3. Key School Policies

- Site Learning Plan and other key statements or policies:

Wandana School Pre-School -7 values:

- community partnerships
- a safe welcoming, harassment free and empowering learning culture
- support and understanding of everyone's needs, with equal opportunities for all
- striving for excellence and fostering individual strengths
- accepting challenges and taking risks in learning
- enjoyment and fun.

We aim to provide every opportunity to develop

- confidence, self esteem, honesty and trust
- independence and excellence in learning
- executive function skills for life long learning and positive relationships
- wide range of communication skills
- responsibility and self discipline
- tolerance, acceptance and respect for all.
- Executive Functions are explicitly taught in all classes.
- Mindfulness is explicitly taught and used as a tool when being the best learner you can be.

: Our site learning plan focus -

1/ Students construct meaning through interaction with **mathematical** and scientific problems.

2/ Students develop their **Executive Functions** to engage in all areas of learning.

3/ **Reading Comprehension**: Students are able to simultaneously extract and construct meaning through interaction and involvement with written language

4/. Wandana Family Charter will be implemented throughout the school in 2014

- Recent key outcomes

: Significant successes in student behaviour management are evident, a very high approval rating from our parent group, and significant strategies in place to monitor, document progress, and develop consistency in student learning outcomes, are all examples of our current successes.

: Our school offers students with significant disabilities a cohesive pathway from preschool through early, middle and upper primary years. All students spend a portion of their learning in mainstream preschool or class settings, and take an active and visible role in the life and activities of the school. All staff have contact with these students, and extensive family support structures exist to support the families of the identified students.

: We have a significant community of Aboriginal families who contribute to a visible Aboriginal education and culture celebrated within the school. This is supported by structures such as a homework centre, in school tuition and implementing Aboriginal Studies across all year levels.

: All staff are committed to an “Accelerated Literacy Program”

: Drug Strategy policy and program implemented Preschool-7.

: Numeracy and Literacy is our focus for 2014 and beyond

:All staff are committed to a Neuroscience Program

- We have completed writing a Family Charter with our families and this is now being implemented throughout the school. We have a Family Advisory Committee in collaboration with PVPS. This committee meet twice a term to ensure families are at the centre of student learning programs.

## 4. Curriculum

- Subject offerings

: Within the school context. Specialist subject focus during NIT is Health and PE and Performing Arts.

The Preschool offers a variety of affirmative action programs for three and four year old Aboriginal students, for pre entry students, and an active playgroup program. The pre-school has a high percentage of students with minimal English, with a number of students who are identified under the Students with Disabilities policy.

We work with Para Vista Primary School in a National Partnerships: supporting students with disabilities project. All staff are engaged in training in differentiating the curriculum.

We focus on extending students and exposing them to higher education pathways.

- Special needs

: As a Category 2 disadvantaged school, we qualify for special funding, which allows us to increase the opportunities for learning of our students in a wide variety of ways. We have a higher than usual number of children who qualify for specialist support under the Students with Disabilities Policy. The majority of these children are “mainstreamed” in classes, with the additional support of two district special classes, one of which has an early childhood focus, while the other caters for students from Year 3 to year 7. Our special class students all spend regular amounts of time integrated into mainstream classes.

We have speech and coordination programmes that cater for children with those needs. We have innovative structures and programs, which focus on improving attendance and lateness to school with success. We have special funding for Aboriginal children including an In School Tuition

Program and a Homework Centre as well as a pre-entry for 3 yr old Aboriginal students.

We have several students who are under the Guardianship of the Minister who live in residential care facilities. GOM students are supported by all of our programmes including Labs 'n Life.

Our focus remains to support students with special needs and extend all students to ensure pathways to higher educations and employment are realised.

- Special curriculum features

: We operate literacy and numeracy blocks R-7. Teachers are supported by SSO's, Senior Leader, Principal Literacy Coach, Differentiation Coach and Aboriginal Education Community Officer Professional Learning Communities are being established to support ongoing professional learning for our teachers.

- Teaching pedagogy

: Teaching pedagogies are modelled on the Accelerated Literacy pedagogy. Programs are based on success orientation and a child focused and active learning approach which extends, challenges and develops ALL student's skills and talents. Skills in effective, proactive student management are essential. A high commitment to implementing an inclusive curriculum catering for all targeted groups is an expectation. Strategies that support integration of children with special needs, cross age tutoring, peer tutoring and collaborative learning are encouraged actively.

- Assessment procedures and reporting

: Assessment procedures and reporting structures are based on the Australian Curriculum. Student data is collected on a whole school basis and used when differentiating the curriculum. Reports go home twice a year along with three way interviews with families. Families are encouraged to have regular formal and informal contact with teachers throughout the whole year.

- Joint programs

: Training and development is at times offered on a cluster of schools approach.

Programs such as Safety Assist and Labs 'n Life are often linked with other members of our community.

## **5. Sporting Activities**

- : Our children take part in fundamental movement skill development programs as a part of their PE program. (e.g. volley ball, dance sport, hockey) A daily Physical Education Program operates R-7. Children have the opportunity to play Active After School Sport. We are a part of the Eat Well Be Active Program.
- After school sport operates two nights a week.

## 6. Other Co-Curricular Activities

- General
  - :Choir
  - :Labs 'n Life (students are trained as dog handlers)
  - :Music tuition
  - :Cirkidz Circus Troupe

## 7. Staff (and their welfare)

- Staff profile
  - : Of the 42 people who work at the school, a significant number of people are part time SSO's, with a variety of roles.
- Leadership structure
  - : Leadership structure is made up of the Principal, Senior Leader and School Counsellor who form a collaborative management team. We have two curriculum coaches. Committee structures are streamlined for efficiency and are representative of all school levels.
- Staff support systems
  - : Staff work collaboratively in year level groups, and in cross age situations. A buddy system supports the induction of new staff. A structured support program is also part of staff induction to the school and is supported by the Principal and the Senior Leader. Training and development opportunities for all are encouraged and negotiated on both an individual and whole school needs basis. Planning for these activities is achieved collaboratively and follows both school generated and individual needs encouraging innovation and continual improvement in all staff. Training and development opportunities are also offered to families wherever possible and where an interest is shown.
- Performance Development
  - : A structured Performance Development Program operates regularly for teaching and support staff. Throughout the year staff are provided with performance feedback. Class observations, one on one meetings and team meetings allow for constant feedback and reflection to ensure practice relates to research and improved learning outcomes. Team meetings will be transitioning into Professional Learning Committees where learning will be driven by the team in line with our SIP.
- Staff utilisation policies
  - : Integration of Students with Disabilities in mainstream classes is an important focus for all classes including the Preschool. SSO staff focus is on supporting classroom teachers.
  - : Specialist staff support include an ESL teacher, curriculum coaches and Aboriginal Education Teacher. Allocation of children from all targeted

groups is negotiated with input from the class teacher in order to try to achieve equity and balance is sought where possible across all classes.

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

- Complexity placement points  
: The school attracts two complexity points for transfer purposes of teachers.

## **9. School Facilities**

- Buildings and grounds  
: The school is housed in three solid single storey buildings, a four teacher open space unit, a seven classroom building and a purpose built special class facility. Our Preschool has a space in the administration block. All buildings are airconditioned and heated. We have a gymnasium built through the BER project.  
Our Library is attached to our Open Space Unit.  
The grounds include a tiger turf play area, several lawned areas, a large oval, and purpose adapted pre-school playground area, one playground equipment area with shaded sand pit area for younger students. We have a landcare enclosure with chickens and a goose.
- Cooling  
:All buildings have heating and cooling
- Specialist facilities  
: A land care area is automatically watered. To support enterprise education we have chickens and grow vegetables in this area. A kitchen with four stations is available to all students and family groups. A purpose adapted area houses the preschool program and playgroups. A double room space is available for class use for drama and other indoor activities which require movement  
Development of learning technologies is a current focus and each classroom has several networked computers, iPads, laptops and an interactive white board.
- Student facilities  
: Playgrounds for students R-7, an oval, and a pre-school playground, as well as a basketball hard play area.
- Staff facilities  
: Staff lounge and car parks on site.



- Access for students and staff with disabilities  
: All buildings are provided with access for the disabled, and toilet facilities are also available to support the disabled.
- Access to bus transport  
: Trans Adelaide bus stop is located on our western boundary and route 506 is the access route for the school. Buses run this route on a regular basis.

## 10. School Operations

- Decision making structures  
: All decision making groups operate on a democratic decision making model. Various structures exist to enact the policy currently in place, and include, Staff meetings, OHS&W, Governing Council, Finance committee, Family Support Group and an Aboriginal Parent Voice Committee. Children's decision making is enacted through regular class meetings and through representative Student Voice and Student Wellbeing Committees
- Regular publications  
: A community newsletter is published each fortnight.  
: Our web site is currently being up dated by Governing Council and staff
- School financial position  
: Collaborative budgeting processes are in place in which all staff and parent groups have input is effective.
- Special funding  
: In School Tuition Program supports Aboriginal students. Homework centre is funded.

## 11. Local Community

- General characteristics  
: Low socio-economic community with 68% of families on School card. Many are single parent families. Mobility of families is high because of the increasing rentals - now reaching 50% last year. Our Aboriginal population is stable and growing.
- Family and community involvement  
: Our Families are very supportive of and active in all areas of our school. We have a Family Charter written by our Families.
- Feeder schools  
: Our Preschool

- Other local care and educational facilities
  - : ASK Employment Centre and Islamic Centre are located next to the school.
- Commercial/industrial and shopping facilities
  - : Tea Tree Plaza is within 6kms of the school with two other local shopping centres within 1km.
- Other local facilities
  - : Include several local parks within walking distance, Dry Creek, and a golf course and driving range.
- Local Government body
  - : Two Councils share management of this community, Port Adelaide and Enfield City Council, and the Tea Tree Gully Council. Wandana Ave forms the boundary of the two council areas.

## **12. Further Comments**

: The School and Community are passionate and focussed on Social Inclusion for all.

: Our Mission is for students to have successful pathways to higher education and/or employment