SCHOOL CONTEXT STATEMENT

Updated: 2012

School Number: 0448
School Name: Upper Sturt Primary School

1. General Information

Part A

School Name: UPPER STURT PRIMARY SCHOOL
Principal: Barb Jones
Postal Address: PO Box 80., Upper Sturt, 5156
Location: 118 Upper Sturt Rd., Upper Sturt, 5156
School No.: 0448
Courier: Hills
Phone No: 08 8339 2640
Fax No: 08 8370 9685
District: Hills
Road Distance from GPO: 20 kms
CPC attached: No

<table>
<thead>
<tr>
<th></th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
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<tbody>
<tr>
<td>Enrolment</td>
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</tr>
<tr>
<td>Primary</td>
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<td></td>
<td></td>
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<tr>
<td>Special, NAP Ungraded etc.</td>
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<tr>
<td>Reception</td>
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<td>6</td>
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<td>4</td>
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<td>5</td>
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<td>Year 7</td>
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<tr>
<td>TOTAL</td>
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<td>40</td>
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<td>July total FTE Enrolment</td>
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<tr>
<td>Male FTE</td>
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<td>NESB Total (Persons)</td>
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Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' (filename 'points') in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or website.
Part B

- E-mail address
  barb.jones@uppersturtps.sa.edu.au

- Staffing
<table>
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<tr>
<th>Teaching</th>
<th>Male</th>
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<tr>
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<tr>
<td>SSO</td>
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<td>Groundsperson</td>
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<td>Teacher Librarian</td>
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Principal had a 0.6 teaching commitment.
All other staff members teach R-7 during the course of the week.

- Playgroup
  Playgroup established on school site with pre-schoolers often enrolling in the Junior Primary.

- Special arrangements
  The remnant woodland area of the school grounds is the only school site in Australia covered by a Heritage Agreement. Community, parents and students involved in management within the guidelines, including minimal disturbance maintenance and adaptive management, eg. path reduction, signage.

- Year of opening
  1878, moved to present site in 1968.

- Public transport access
  Limited bus route.

2. Students and their welfare

- General characteristics
  Currently 8% of students are school-card holders and 8% have a Negotiated Education Plan. There are currently three classes, R/1, 2-4 and a 5-7 class which operate until 12:15 each day. Two classes, R-2 and 3-7 operate from 12:15 noon until 3.15 pm.
  Reception students begin school on the first day of term following their fifth birthday.
  Enrolment trends have decreased.

- (Pastoral) Care Programmes
  Child Protection programme operates throughout the school. Anti-harassment procedures are revisited every year. There is learning support through classroom programmes and individual and small group withdrawal with a School Services Officer who is teacher trained. Cross age tutoring and voluntary community support all help enrich student learning at the school.
• **Student management**
  Behaviour management is consistent across the school with explicit, negotiated classroom and yard expectations. Behaviour management is based on choices and logical consequences, success in the curriculum and peer support.

• **Student government**
  The school has Portfolio groups lead by senior students. Portfolios are facilitated by students with the support of a staff member. The Portfolios are Environment, Community, Public Relations and Fund Raising. The Fundraising group fundraises to sponsor a World Vision child. Student participation in decision making is very strong in the school. Students organise and lead assemblies. Students are represented at most student forums. Students are involved in self and peer assessment activities, aspects of curriculum planning and many environmental initiatives.

• **Special Programmes**
  There are a number of special programmes provided by the school. There are also many environmental projects eg Waterwatch, Airwatch, Frogwatch, Gutter Guardians, recycling, waste minimisation, worm farm, planting. The Portfolio groups meet twice per term to perform community service for an afternoon.

3. **Key School Directions**

  • **Site Priorities**
    Our aim is for students to leave the school with the confidence, knowledge and necessary skills to create a better local and global community. The Upper Sturt school community values the development of confidence in students through challenging learning activities in a community setting. This provides direction and focus for the educational program in the school. The educational programme emphasises student empowerment and the constant and conscious effort to develop citizens who are mindful of responsibilities, not only for themselves and other people, but also for the world around them.

    **Site Learning Plan**
    - To strengthen the learning programme for all learners
    - Science.
    - To implement ICT across the curriculum.
    - To increase student leadership capacity
    - To value the diverse backgrounds of all students including indigenous students
    - To promote healthy eating habits and maintain physical activity

  • **Community school:**
    Student learning is greatly enhanced by the participation of its community members. Over 50% of school families are directly involved in a variety of activities on a regular basis. The school has strong links with community
groups. The aim is to extend and consolidate these links to make Upper Sturt School a strong central focus of community life.

Environment

We have always had a strong environmental focus in the school. Our aim is to maintain and develop the ecological awareness of the school students and the community by providing a range of opportunities and programmes. We are a member of Aussi, the Australian Sustainable Schools Initiative and the Hills Schools Sustainability Forum.

Information Technology:

All students are using the Internet as a research tool. Students from Years R-7 have their own email and internet access. We are extending student technology learning into all curriculum areas. All classrooms have internet access. Resource based learning is focused on Information Technology skills including critical literacies. The school has interactive whiteboards in each classroom and in the Resource Centre. There is an expectation that ICT will be part of the classroom learning programme.

4. Curriculum

- Subject offerings

At Upper Sturt Primary School teaching and learning is conducted within a safe, enjoyable, friendly environment, which provides a variety of challenging and meaningful learning experiences. The curriculum is delivered in the eight learning areas. These are English, mathematics, GEL (Global Education and Language) health and physical education, society and environment, science, arts and design and technology.

Literacy Block occurs each day until recess. Some students work with a higher level class during this time.

The expectation is that all students will be involved in a Homework programme.

- Special needs, including students requiring extension.

Students at risk are identified and monitored for intervention and support. The learning needs of students with Negotiated Education Plans are supported through flexible classroom methodologies, parent support and individual or small group withdrawal by a teacher trained SSO. Students with learning difficulties are also supported in areas of specific need. The school has been recognised as a School of Excellence by Autism SA.

Students who are working above their year level ability are given the opportunity to move to a higher level for specific lessons.

- Teaching methodology

Diagnostic Assessments such as School Entry Assessment provide information to guide planning and programming to meet student needs. We also meet the range of learning needs in the classroom through a range of learning strategies. We critically reflect on our practices with a view to continuous improvement and provide students with strategies to examine their own learning strengths and areas for further development.
Emotional Intelligence activities encourage students to develop an ability to know themselves and the effects of their interactions with others.

Assessment procedures and reporting
Teachers formally report on students’ progress in all curriculum areas. Subject books are sent home twice per term for parent perusal. Written reports are sent home Mid Year and at the end of Term 4. The Mid Year report includes a student self assessment. 3 way conferences are offered twice per year, however parents are encouraged to raise concerns at any time. Acquaintance Night is held early in Term 1 to outline learning expectations and proposed learning directions.

5. Sporting Activities
The school holds an annual sports day in conjunction with other small schools in the area. Year R-5 students have swimming lessons and Year 6/7 have aquatics every year. The PE program promotes fitness and skills development for individual sports.

6. Camp
The students go on camp each year. The camp programme is curriculum based and provides opportunities for school-wide themes and cross-age tutoring. It is expected that all students R-7 attend camp.

7. Staff
- Leadership structure
  Principal
- Staff support systems
  Staff are encouraged to network with other schools to extend their support base. Committees and planning groups are formed as necessary. FIR time is used to support both staff and student needs. This is reviewed each year.

Performance Management
There are both formal and informal Performance Management structures. Performance development meetings support staff in meeting school priorities and their own professional goals. They also provide the opportunity to recognise the outstanding work of staff members.

Literacy and Numeracy are the focus of morning sessions, with students working in the 3 class groups. The afternoon programme consists of the remaining curriculum areas taught in two groups.
• Access to special staff
  Guidance and support staff are utilised to identify and provide strategies for students with special needs. Staff from outside agencies also support the learning programmes of specific students. Private teachers can provide instrumental music. Students may also access DECS strings programme at Heathfield High School.

8. Incentives, support and award conditions for Staff
• Complexity placement points
  One
• Cooling
  Buildings are air-conditioned and heated.

9. School Facilities
• Buildings and grounds
  The resources of the school include:
  • three carpeted, heated and air-conditioned classrooms;
  • a room for technology and art
  • a large general purpose room
  • an oval,
  • adventure playground;
  • basketball court;
  • 3/4 of a hectare of native scrub. An interpretive centre for the Heritage scrub provides information for the school and local community
• Library/resource centre. This facility is well used by students. All classrooms have access to computing facilities.

10. School Operations
• Decision making structures
  School decision making involves the following groups: Governing Council, Student Portfolios, Staff, and Parents and Friends. All groups are represented on other school committees.
• Regular publications
  Staff bulletins are posted electronically.
  A fortnightly school newsletter is supplemented by a fortnightly Bulletin. These may be accessed electronically via email. The Parents and Friends Group and Portfolio groups produce reports for the newsletters and Governing Council. Newsletters are posted on the school web site.
• School financial position
  The school is in a sound financial position.
11. Local Community

- General characteristics
  The school is situated in the Adelaide Hills on the edge of Belair National Park.

- Parent and community involvement
  One of the outstanding features of the school is the high level of parent participation. The Governing Council forms the basis for parent and community involvement in the school. Sub-committees include Finance, Public Relations, Heritage and Environment, and Grounds.
  Parents are very visible within the school programme. There is a very active parent run playgroup for the preschoolers of the local community.

- Feeder schools
  Most students transfer to Heathfield High School, although some transfer to a number of other secondary schools. There are four feeder preschools, ie Stirling District, Stirling East, Aldgate, Hawthorndene.

- Commercial/industrial and shopping facilities
  There is a General Store and petrol station 2 kms from the school.

- Other local facilities
  Local resources include tennis courts, a community hall, and Belair National Park, all of which are within walking distance.

- Local Government body
  The school is in the Adelaide Hills Council district.

12. Further Comments

Upper Sturt Primary School has an enthusiastic school community who are keen to take on new challenges and support each other. As a group of lifelong learners, we are all encouraged to be active participants and develop our individual potential.