### SCHOOL CONTEXT STATEMENT

**Updated: 10/02/11**

**School number:** 0322

**School name:** One Tree Hill Primary School

### 1. General information

**Part A**

- **School name:** One Tree Hill Primary School
- **School No.:** 0322
- **Principal:** Sharyn Roberts
- **Postal Address:** McGilp Road, One Tree Hill 5114
- **Location Address:** McGilp Road, One Tree Hill 5114
- **District:** Northern Adelaide
- **Distance from GPO:** 30kms
- **Phone No.:** 82807027
- **Fax No.:** 82807520
- **CPC attached:** Yes

#### February FTE Enrolment

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**TOTAL**

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- **School Card percentage:** 17% 14%
- **NESB Enrolment:** 0 00
- **Aboriginal Enrolment:** 1 4 1 2

### Part B

- **School website address:**
  
  www.othc7.sa.edu.au
• School e-mail address:
  info@othc7.sa.edu.au or sharyn.roberts@othc7.sa.edu.au

• Staffing numbers:
  Principal: 1.0
  Teacher librarian: 0.4
  LOTE (Italian): 0.4
  Tier 2 entitlement: 0.58
  Total staffing: 8.92
  Child Parent Centre: 0.6

• OSHC:
  Craigmore YMCA Out of School Hours Care offers a pick up service for after school care. Vacation care is also available.

• Enrolment trends:
  There has been a slight increase in enrolments. We have started a 7th class in Term 3, 2010 and will begin a 7th class in Term 2, 2011.
  A number of families in the local community are choosing to send their children to local private schools, which offer R-12, and this impacts on our enrolment numbers.
  A large percentage of students, 57%, who attend One Tree Hill Primary come from outside the local area, both from rural and suburban areas.
  The school is currently below optimal enrolment for the physical and resource capabilities of the campus.

• Special arrangements:
  The school has an arrangement with the Playford Council and uses the McGilp Oval which is located across the road for play times and lessons.

• Year of opening:
  The school moved from its original site at Uleybury on Cornishman’s Hill Road, to its current location on McGilp Road in 1972. The old school is now a museum. Hugh Hudson officially opened One Tree Hill Primary School on April 21st 1972.
  The attached CPC was established in 1985.

• Public transport access:
  There is no public transport. The school does have a departmental school bus. The school bus run travels along the One Tree Hill to Gawler Road {formerly Gawler Scenic Route} as far as Riggs Road then returns and travels along the Gawler to Kersbrook Road as far as Karwin Road.
2. **Students (and their welfare)**

- **General characteristics:**
  
  The school is situated on the edge of the township adjacent to rural land. It is on a no through road and consequently very little traffic passes the school during the day. This provides a very peaceful, pleasant and calm environment for learning. One Tree Hill is a semi rural community on the edge of the northern suburbs.
  
  There is a CPC on site and the children share the yard, facilities and play areas.
  
  The local shop provides lunches 3 days a week.
  
  The school has been identified as a category 6 level of disadvantage. The majority of students are from English speaking backgrounds. Parent support is very good where time is available. The community is very supportive. Most parents show a keen interest in their children’s learning and in school affairs.

- **Support offered:**
  
  An uninterrupted block of time for Literacy is supported by a minimum of ten hours School Service Officer (SSO) time.
  
  SSO’s facilitate programs for students requiring support with their learning and speech and language. Students with NEPs also receive SSO support according to their level of support.
  
  Regular intervention programs and support are provided for a range of children across all year levels. The MultiLit program supports older readers who are experiencing difficulties, Early Intervention and Early Years programmes supports students in Reception and Year 1.

- **Student management:**
  
  The school’s Behaviour Management policy supports staff and students to maintain positive attitudes to teaching, and learning appropriate student behaviour. Logical consequences are used to manage behaviour and are linked to the 4 School Values identified by the school and community – Honesty, Respect, Friendship, Self-Worth. All teaching staff carry out counselling, but leadership supports this process and plays a major part in counselling students. Student behaviour management is treated as a collaborative process between school and home. Parents are generally very supportive. The students are generally very responsive and responsible and understand the consequences of unacceptable behaviour.

- **Student government:**
  
  The school has 4 very active Student Forum groups. Each group is comprised of 12 – 15 students 3-7. They meet on a fortnightly basis with their teacher leader. The forum groups are; Student Well-being, Special Events, Environment and Kidsletter. Membership of the forum groups is for 12 months running from the beginning of Term 3. Each group elects 2 student leaders to form the Student Forum Executive. This group meets regularly with the Principal. Students must apply for position on these groups using the Persuasive genre.
  
  Students in Special Events are involved in a variety of activities including; organising discos, fundraising events to support charities.
  
  Students in the Environment Forum care for the school grounds, encourage recycling and run a worm farm.
Students in Well-Being organise lunch time activities, purchase yard equipment and promote positive yard behaviour via awards at assemblies. Kidsletter Forum produces a newsletter for the students twice each term. Students/classes organise and run assemblies.

- Special programmes:
  - MultiLit (Making Up Lost time in Literacy)
  - Funtastics (gross motor coordination program)
  - Recorder group
  - Instrumental lessons can be arranged for keyboard and guitar
  - Premier’s Reading Challenge has been especially successful with 100% of students completing the challenge in 2010.
  - Students are involved in Science, Mathematics, Computer Skills, Writing, Spelling and English competitions.

3. **Key School Policies**

- Site Learning Plan and other key statements or policies:

  One Tree Hill PS is committed to working with the school community to provide high quality, relevant education and care for all students CPC-7. We challenge students to become self-directed, self-motivated, life-long learners, so that they can successfully participate as future citizens in a changing society.

  Our School Values
  - Self-worth
  - Honesty
  - Respect
  - Friendship

  The strategic priorities from the site learning plans are
  - To continue to improve student learning in Literacy.
  - To continue to improve student learning in Science.
  - To continue to improve student and staff well being.
  - To continue to improve student learning outcomes by the provision of quality teaching and learning.

4. **Curriculum**

- Subject offerings:

  The classroom curriculum is based on the South Australian Curriculum Standards and Accountability (SACSA) Framework in the 8 areas of learning. In 2011, the school was unable to employ an Italian teacher. All students currently compare and contrast different aspects of culture in Cultural Studies. Throughout the year discussions will be held to determine which language we undertake in future years.
The second non-instructional subject is Science. Students participate in either 80 minute or 120 minute lessons per week. The focus is Science with strong Literacy connections.

There are composite classes across the school in all year levels.

- **Open Access:**
  
  N/A

- **Special needs:**
  
  Support for students with disabilities is resourced with Special Ed. salary and through school funding. Intervention programs are resourced with grants from Early Intervention, Early Years and NAPLaN.

- **Special curriculum features:**
  
  The school has a whole school focus, with parent involvement in Studies of Asia. In 2010, with the Commonwealth Games being held in India, this focus was on India. The whole school participated in an excursion to the Central Markets in Adelaide. Resource Based Learning has its focus around the Year of.... In 2011, classes will be engaged in activities around The Year of Forestry culminating in a whole school excursion to Para Wirra.

- **Teaching methodology:**
  
  Collaborative teaching and learning practices, cross class skill sharing, cross age and peer tutoring, are examples of the school’s emphasis on creating a supportive learning and teaching environment.

  All classes interact and work with the CPC children at times. The CPC is included in school activities where it is relevant to their learning.

- **Assessment procedures and reporting:**
  
  Currently the reporting procedures provide for a parent teacher interview Term 1, and formal written report in Term 2 and Term 4. All reporting to parents complies with Commonwealth requirements. Parents or teachers can request an interview any time throughout the year.

- **Joint programmes:**
  
  The CPC and Junior Primary classes work on a collaborative play programme each week. The CPC also works collaboratively with primary aged classes on a buddy programme that involves Literacy and Computing. 

  Year 7 students are involved in transition programs with local high schools.

### 5. **Sporting Activities:**

Sports Day are organised by staff for the whole school. Sports clinics held throughout the year include activities such as Soccer, Rugby, Hockey, and Tennis. Sports clinics are organised for students during school hours, and are coordinated by local and state Sporting Associations and Clubs. The school regularly participates in SAPSASA Summer and Winter carnivals.

- The school regularly provides access to swimming for R – 5 students and aquatics programs for Year 6 & 7 students.

- Many students access sporting facilities in the local community including soccer and tennis at the McGilp Oval directly across the road from the school.
6. **Other Co-Curricular Activities**

- General:
  - End of year concert
  - Asia in schools
  - Year 7 graduation
  - Book week
  - Tour Down Under

- Special:
  - Friends of Para Wirra - students are involved in environmental activities associated with the nearby Para Wirra National Park
  - Re-vegetation program – students are involved in planting and helping to re-establish native plants of local significance.
  - Water watch program.

Close working relationship with the local CFS

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

- Staff profile:
  - Although the teaching staff profile has been quite stable over the past 4 years several staff will be coming to the end of their tenures in the 2010. There have been a small number of contract staff. Student teachers are regularly part of the school.

- Leadership structure:
  - Currently the school is entitled to a Principal 0.8 Admin, 0.2 teaching. The staff has agreed to use the leadership admin allocation to allow the Principal to be in the Front Office for support full time. The staff is supported and encouraged to take on leadership within the school. All staff members are a member of a focus group which is based on the school’s Site Learning Plans. These focus groups meet regularly to work towards meeting the school’s directions in staff meeting time.

- Staff support systems:
  - Staff is encouraged to work together as teams around year levels. Year level meetings are planned on a regular basis.
  - There is evidence of strong cohesive team amongst the staff. This is encouraged by review and celebration staff meetings each term as well as social functions.

- Performance Management:
  - All staff is involved in performance management sessions and the school provides support for staff to be involved in on going training and development.
  - The SSOs have regular meetings to discuss issues in relation to their role in the school. Training and development is provided at the school as well as access to training and development in the district.

- Staff utilisation policies:
  - Staff with particular interests / expertise have opportunities to share teaching and learning across the school and curriculum. In 2011 teaching staff are released twice per term to meet in Staff Focus groups to continue their professional learning in
Literacy and a number of staff meetings are also devoted to this purpose. Staff have access to a number of days for training and development as well as days to support whole school needs. Individual time can be used for release planning, assessing training and development or report writing.

Ancillary staff are able to work across CPC – 7. SSOs cover a variety of roles including administration, Resource Centre support, IT support, classroom support, special programs and individual student support.

All classes have access to 10 hours of SSO time to support Literacy and Numeracy learning. The Resource Centre is also supported with SSO time and volunteer help.

- Access to special staff:
  Specialist staff who support the school include Guidance, Speech Pathologists, Autism Association, Hearing, Interagency Student Behaviour Management Team.

- Other:
  An IT technician is employed to help maintain the computer network on 1 half day per week.

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

- Cooling for school buildings:
  All classrooms are air-conditioned and heated. There are a range of systems including ducted, split system and window mounted. Only one room now has evaporative cooling and the remainder have refrigerated. This unit will be replaced in 2011.

9. **School Facilities**

- Buildings and grounds:
  The school has a new solid construction Administration/Resource Centre/Computer Suite completed January 2004. The remainder of the school buildings are transportable buildings and mostly single classrooms, of both wooden and metal construction. There is a demac 3 teacher space classroom.

  In January 2010, the Child Parent Centre moved into the Old Admin building. The building had been refurbished; painted, new flooring, shelving and kitchen modifications.

  A Science Lab was established in the old CPC rooms.

  There is a general purpose hall constructed in 2010 with Building Education Revolution funding, refurbishment funds were used to upgrade the toilet block, develop the grounds near the hall and construct an amphitheatre. The National School Pride funds were used to add verandas to three building and provide shade over the hard play area and playground.

  In 2011, further development of the CPC grounds will occur.

  All classrooms have phone access.
The grounds have a rural outlook with a hard play area, netball court and rough grassed but unirrigated back oval. For formal lessons and play times, students use the Council oval across the road. During winter the Council oval is often too wet to use and so students use the back oval.

- **Cooling:**
  
  All buildings are cooled.

- **Specialist facilities:**
  
  Cooking area, hall, shade house for plant propagation, native planting area, Computer Suite with multimedia projector. All classrooms have Interactive Whiteboards as does the Science Lab and CPC.
  
  There is one large fire water tank on the school grounds which provide the CFS with water in cases of emergencies when the mains flow is low.

- **Student facilities:**
  
  Outdoor picnic tables, two shaded sandpits and a recently upgraded playground are well used by the students.

- **Staff facilities:**
  
  The Administration building provides a large and well resourced staff area with a stove, microwave and dishwasher. There is ample seating. This area also contains access to both Administration and Curriculum network computers, and laser colour printers. Adjacent to the staff area is a teacher preparation area with access to the photocopier.

- **Access for students and staff with disabilities:**
  
  Wheelchair access is available to all classrooms. An access toilet is available in the Administration building. The terrain is undulating with some narrow and uneven pathways.

- **Access to bus transport:**
  
  School bus operates both a morning and afternoon run. Public transport is not available.

- **Other:**
  
  Out of School Hours Care is provided off site by the Craigmore YMCA, who offer a pick up and drop off service.

10. **School Operations**

- **Decision making structures:**
  
  Decision making is through Governing Council, staff and student forum groups.
  
  Governing Council meetings are held twice a term in weeks 3 and 8. Sub committees of council meet outside of these times.
  
  Staff meetings are held weekly. Classes also hold class meetings.
  
  Staff is involved with a variety of other committees or tasks such as OHS&W, PAC, Social Club, ICT and other special events.

- **Regular publications:**
  
  The school newsletter is published fortnightly although in 2010 there will be four newsletter per term, provided in weeks 1, 4, 7 and 10. The school contributes to the
local “Grapevine” newsletter and this is a community publication. Occasional articles appear in the local newspapers; The Bunyip and The Messenger. The school and CPC both provide enrolment packages for parents. Communication with staff is via email or a daily communication book.

- Other communication:

  ‘Meet the staff’ evening, AGM of the Governing Council, special events / information evenings / sessions eg Family Life, Life Ed., guest speakers on a variety of topics such as bullying.

  Parent information meetings are held for all new parents during their transition program.

- School financial position;

  The school budget is managed by the Finance Advisory Committee, comprising of Principal, Finance Officer, Governing Council Chairperson and Treasurer. Funds are managed CPC-7 according to school priorities.

- Special funding:

  N/A

11. Local Community

- General characteristics:

  One Tree Hill is a quiet country style township with a Main Street offering facilities such as deli, post office, hairdresser, rural supplies, garden shop, mechanical works, hotel, Church and Institute building. Some families live on small acreages and most residents work outside of the district. The township has 2 relatively new housing developments and there are a high percentage of dual income families.

- Parent and community involvement:

  The parents and community are supportive of the school and work together to support both school and whole community events such as CFS Open Days, Tour Down under and passing car rallies.

- Feeder schools:

  The selection of high school is an issue for families from One Tree Hill. Many students go on to Birdwood High if they live in the township or surrounding country area. The Birdwood High School bus begins a bus run in One Tree Hill. Access to Birdwood High is restricted as only students living in the bus zone have a right to access the bus.

- Other local care and educational facilities:

  Playgroup sessions operate at the One Tree Hill Institute and the school maintains contact with these groups. Access to childcare locally is an issue for many families, however, nearby suburbs have many facilities.

- Commercial/industrial and shopping facilities:

  There are large shopping centres within 10kms of the township at either Munno Para or Craigmore. There is easy access to Elizabeth Shopping Centre, Tea Tree Plaza and Gawler. The township has a small group of shops which include a deli / post office, fodder store, garage, garden shop and hotel. A local market is held on the first Saturday of every month.
• Other local facilities:
  A Community Oval with tennis courts, cricket nets, playground and newly furbished clubrooms. There is also a Scouts shed on the oval site. Adjacent to the One Tree Hill Institute is a small council owned playground.
  There is an Institute, CFS, Church and Progress Association.

• Availability of staff housing:
  N/A

• Accessibility:
  One Tree Hill Primary is situated on a no through road which passes under the McGilp Oval arch adjacent to the Institute. This roadway is very narrow and also used by the school bus and other regular trucks such as rubbish removal. Access to the township is via well sealed roads.

• Local Government body:
  Playford Council

12. **Further Comments:**