

# SCHOOL CONTEXT STATEMENT

Updated 30/5/2017

School number: 0322 & 1785

School name: One Tree Hill Primary School, Preschool – Year 7

<b>1. General information</b>			
Part A			
School name	: One Tree Hill Primary School, Preschool – Year 7		
School No.	: 0322 & 1785		
Principal	: Sharyn Roberts	Assistant Principal	Lisa Ninos
Postal Address	: McGilp Road, One Tree Hill 5114		
Location Address	: McGilp Road, One Tree Hill 5114		
Partnership	: Uleybury		
Distance from GPO	: 30kms		
Phone No.	: 82807027	Fax No:	82807520
Preschool attached	: Yes		

February FTE Enrolment			2013	2014	2015	2016	2017
Special, N.A.P. Ungraded etc.					0		
Primary	Reception		45	33	36		44
	Year	1	28	40	30		44
	Year	2	17	29	39		39
	Year	3	28	16	23	33	26
	Year	4	19	25	15		30
	Year	5	19	17	24	16	22
	Year	6	15	21	16		11
	Year	7	30	14	20	13	16
Special, N.A.P. Ungraded etc.					0.0	0.0	0.0
Secondary	Year	8	0.0	0.0	0.0	0.0	0.0
	Year	9	0.0	0.0	0.0	0.0	0.0
	Year	10	0.0	0.0	0.0	0.0	0.0
	Year	11	0.0	0.0	0.0	0.0	0.0
	Year	12	0.0	0.0	0.0	0.0	0.0
	Year	12 plus	0.0	0.0	0.0	0.0	0.0
TOTAL			201	195	203		
School Card percentage			17%	14%	24%		
NESB Enrolment			10	5	1		
Aboriginal Enrolment			1	4	5		
SWD			23	27	25		
ESL			9	9	15		

## Part B

School website address:

[www.othc7.sa.edu.au](http://www.othc7.sa.edu.au)

School e-mail address:

[dl.0322info@schools.sa.edu.au](mailto:dl.0322info@schools.sa.edu.au) or [Sharyn.Roberts462@schools.sa.edu.au](mailto:Sharyn.Roberts462@schools.sa.edu.au)

Staffing numbers:

Principal: 1.0

Assistant Principal: 0.4

Counsellor: 0.2

Teacher librarian: 0.4

LOTE 0.6 Japanese

Science (NIT):0.7

Teacher: 8.0

Preschool Teacher: 1.8

OSHC:

Out of School Hours Care is provided by Kemi Kids who offer a service for before and after school care. Vacation care is also available.

Enrolment trends:

There has been a steady increase in enrolments over recent years. In 2015 we began with 8 classes, 9 classes in 2016 and 2017 and a strong possibility of 10 classes in 2018.

Students at One Tree Hill Primary School come from both rural and suburban areas. A large percentage of students, between 60 and 70% who attend One Tree Hill Primary come from the neighbouring suburbs, outside the usual catchment area for the school.

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 21<sup>st</sup> 1972.

The attached Child Parent Centre was established in 1985. The CPC is now known as One Tree Hill Preschool.

In 2012 the school celebrated its 40<sup>th</sup> birthday with a Guinness World Record attempt – 'The Largest Number of People Dressed as Trees in One Location', the attempt was successful. The event was covered by Channel 10 and included a visit by Jane Reilly by helicopter and live crosses to the news service.

Public transport access:

There is no public transport..

## 2. *Students (and their welfare)*

### General characteristics:

One Tree Hill is a semi rural community on the edge of the northern suburbs. 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.

There is a Preschool on site and the children share the yard, facilities and play areas. The One Tree Hill General Store provides ordered lunches 1-2 days per week.

The school has been identified as a category 6 level of disadvantage. The majority of students are from English speaking backgrounds. The community is very supportive and parent involvement is very good. At the beginning of 2015 we had 80 registered and trained volunteers and this high level of commitment is still the case. Most parents show a keen interest in their children's learning and in school affairs.

### Support offered:

An uninterrupted block of time for Literacy and Numeracy is supported by a minimum of ten hours School Service Officer (SSO) time per class, averaging two hours per day.

SSO's facilitate programs for students requiring support with their learning, and in addition, speech and language. Students with NEPs also receive SSO support according to their level of support. This support is provided predominantly in class

Regular intervention programs and support are provided for a range of children across all year levels; older readers who are experiencing difficulties, Early Intervention and Early Years programmes support 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 school's ***Code of Conduct; Respect Yourself, Respect Others and Respect Our School***. The school uses 'Play is the Way' as its positive behaviour model.

All teaching staff carry out counselling, but the school counsellor and leadership supports this process. The counsellor works with small groups of children using 'What's the Buzz?' program to support social skills development.

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:

A number of students from Year 1 to Year 7 attend Student Commission workshops, twice per term with students from other schools and preschools in the Uleybury Partnership. Their learning is then shared with classes across the school.

### Special programmes:

Premier's Reading Challenge has been especially successful with 100% of students completing the challenge since 2014.

### **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 Preschool -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 Improve Student Learning Dispositions - Develop expert learners, Student Voice in Learning  
To Develop expert learners in Literacy.  
To Develop expert learners in Numeracy

### **4. Curriculum**

Subject offerings:

The classroom curriculum is based on the Australian Curriculum in all areas of learning. In 2012, the school community selected Japanese as its LOTE subject. We have a permanent Japanese teacher.

The second non-instructional subject is Science. Students participate in either an 80 minute or 120 minute lessons per week. The focus is Science with strong Literacy connections. In 2016 the school received a grant to build a new STEM centre. It is anticipated this will occur during 2017.

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 and Early Years.

Special curriculum features:

Each year the school has focus events on a number of days; Harmony Day, Reconciliation Week, Book Week and Science Week.

Teaching methodology:

Teaching methodology has a focus on developing **Intellectual Stretch: Growth Mindset** and providing children with opportunities for **Dialogue for Learning**. Students are provided with **Feedback for Learning** by their teachers and peers. 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 Preschool children at different times. The Preschool 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 / student conference Term 1, and formal written reports in Term 2 and Term 4. All reporting to parents complies with Commonwealth requirements. Parents or teachers can request an interview anytime throughout the year.

Joint programmes:

The Preschool and Early Years classes work on a collaborative play programme. Many classes use the Nature Play area at the back of the school as an alternative learning space. The Preschool also works collaboratively with primary aged classes on a buddy programme.

Year 7 students are involved in transition programs with local high schools. Enrolment at secondary school varies year by year. In 2015 our 21 Year 7 students elected to attend 12 different secondary schools. In 2017 our Year 7 students will be attending six different high schools with the majority going to Birdwood High.

### **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. These 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 at Elizabeth Aquadome and aquatics programs for Year 6 & 7 students at West Beach.

Many students access sporting facilities in the local community including soccer, cricket and tennis at the McGilp Oval directly across the road from the school. Across the road from the school is also the local Scout and Cubs.

### **6. Other Co-Curricular Activities**

General:

Preschool 'Bush Kindy' at Para Wirra National Park on alternate Wednesdays

Biannual End of year concert

Year 7 graduation

Reconciliation Week

Book week

Science Week

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.

Close working relationship with the local CFS

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

Staff profile:

The teaching staff profile has been quite stable over the past 4 years. There is 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. In 2014, the school appointed an Assistant Principal, which has been recently advertised for a five year tenure. Lisa Ninos is currently acting in the role.

In 2014 the school was allocated a 0.2 school counsellor position. Peter Blackburn currently fills this role.

The staff is supported and encouraged to take on leadership within the school.

Staff support systems:

All staff members are a member of Professional Learning Communities (PLC) which meet twice per term with a focus based on the school's Site Learning Plan, including 'Misconceptions in Maths' and 'Play is the Way'..

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 development meetings and the school provides support for staff to be involved in on going training and development.

Teaching staff meet weekly on a Tuesday and the SSOs have regular fortnightly meetings to discuss issues in relation to their role in the school. Work Health and Safety committee meet fortnightly on a Thursday.

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.

Staff have access to a number of days for training and development as well as days to support whole school needs. Individual time, 4 days full time equivalent, can be used for release planning, assessing training and development or report writing.

SSOs cover a variety of roles including administration, library support, IT support, classroom support, special programs and individual student support across Preschool – 7.

All classes have access to a minimum of 10 hours of SSO time to support Literacy and Numeracy learning.

**Access to special staff:**

Specialist staff who support the school include Guidance, Speech Pathologists, Autism Association, Hearing, Student Behaviour Management Team.

**Other:**

IT support is provided by an SSO who has time allocated daily.

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

## ***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. This building will be demolished in 2017 in preparation for the new STEM centre.

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

A Science Lab is currently operating out of the demac building and Science NIT will change to PE when the building is demolished.

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.

All classrooms have been upgraded with acoustic walling, IWB and split system air-conditioning. 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.

**Cooling:**

All classrooms are air-conditioned and heated. There are a range of systems including ducted and split system.

#### Specialist facilities:

All classrooms have access to desktop computers, ipads or laptops to support student learning. There is an OSHC, Cooking area, hall, shade house for plant propagation, native planting area, chicken coop and vegetable garden. There is one large rainwater tank on the school grounds and is used to water the vegetable garden.

The Computer Suite, library and all classrooms have Interactive Whiteboards as does the Science Lab, Japanese Room and Preschool.

#### Student facilities:

Outdoor picnic tables, two shaded sandpits and a recently upgraded playground with shade are well used by the students.

#### Staff facilities:

The Administration building provides a large and well resourced staff area with a stove, 2 microwaves and dishwasher. There is ample seating. This area also contains access to both Administration and Curriculum network computers. 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:

Public transport is not available.

#### Other:

Out of School Hours Care is provided on site by Kemi Kids Pty Ltd

### **10. School Operations**

#### Decision making structures:

Decision making is through Governing Council, PAC, and staff meetings.

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 on Tuesdays. Classes also hold class meetings.

Staff is involved with a variety of other committees or tasks such as WHS, PAC, Social Club, ICT and other special events.

#### Regular publications:

The school newsletter is published in weeks 1, 4, 7 and 10 of each term. 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 Preschool both provide enrolment packages for parents.

Communication with staff is via email or the school's intranet page on LearnLink.

#### Other communication:

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 Preschool - 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.

Students who live outside One Tree Hill attend Freemont-Elizabeth High, Craigmore High or nearby Trinity, Xavier, Hope Christian or St Columba colleges.

### Other local care and educational facilities:

Playgroup sessions operate at the One Tree Hill Institute.

### 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, hair dresser 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 refurbished 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 is used by local residents 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:**