



SCHOOL CONTEXT STATEMENT

Updated: June 2023

School number: 0322

School name: One Tree Hill Primary School

School Profile

One Tree Hill is a vibrant public school in the foothills of One Tree Hill. We are an inclusive community of learners with high expectations for all. The core values at the school are kindness, community, high expectations, resilience and curiosity. The school provides students with high quality teaching and learning programs from Foundation to year 6, and teachers work collaboratively to ensure all students access a challenging curriculum. Junior primary students participate in a rigorous literacy program each morning to ensure that foundation literacy skills are achieved. Literacy intervention programs are provided to those students who require support in this area. The school also provides specialist education in the area of Science, Japanese and Physical Education. Upper primary students have the opportunity to go on outdoor education camps, participate as student leaders and in a sustainability group.

The school is set on beautiful grounds surrounded by shady gums and local farms. We provide quality public education with a strong community feeling to families from the local town and also surrounding suburbs.

1. General information

- School Principal name: Krystal Keogh
- Year of opening: 1972
- Postal Address: McGilp Road, One Tree Hill 5114
- Location Address: McGilp Road, One Tree Hill 5114
- Partnership: Uleybury
- Geographical location – ie road distance from GPO (km): 30km
- Telephone number: 82807027
- Fax Number: 82807520
- School website address: www.othc7.sa.edu.au
- School e-mail address: dl.0322info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: YMCA
- February FTE student enrolment:

February FTE Enrolment			2019	2020	2021	2022	2023
Pre - School.			55	40	55	55	53
Primary	Reception		48	41	45	33	48
	Year	1	50	46	38	43	31
	Year	2	45	39	49	38	43
	Year	3	43	44	33	47	32
	Year	4	38	36	40	26	47

	Year	5	39	38	33	32	24
	Year	6	17	18	30	26	23
	Year	7	26	23	13	0	0
Special, N.A.P. Ungraded etc.							
TOTAL			306	285	281	245	248
School Card			75	84	102	76	55
NESB Enrolment			0	0	0	0	2
Aboriginal Enrolment			3	7	10	14	16
SWD			32	28	28	42	36
EALDD			8	5	5	4	7

Student enrolment trends

Overall we have maintained our enrolment numbers and we were not impacted too greatly with the year 7 students migrating across to high school. Many of our year 5 students will move across to private school for the beginning of year 6.

Staffing numbers (as at February census)

Leadership 3

Teachers 16

SSO 24

Public transport access No public transport available

Special site 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. The use of the local deli is used for a once a week canteen facility.

2. Students (and their welfare)

General characteristics

One Tree Hill Primary school follows the schools values of Community, Resilience, Kindness, high Expectations and Curiosity.

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 day per week.

The school has been identified as a category 5 level of disadvantage. The majority of students are from English speaking backgrounds. The community is very supportive and parent involvement is very good.

Student well-being programs

One Tree Hill Primary School pride themselves on all staff being Trauma informed trained and follow the structures of Berry Street Education Model. Students are involved in a ready to learn scale, brain breaks, restorative practices and follow the zones of regulation.

One Tree Hill primary offer 'What's the Buzz?' program to assist with social and emotional learning. The well-being of students is also supported by two social worker students who complete placements in semester 1 and 2.

Student support offered

Learning support is provided by a team of teachers and full time and part time Student Support Officers. Support is provided for all students who have One Plans. Data is collected and used to determine the level of support required and intervention. Students also receive support for learning difficulties and who require short term support for reading and Literacy.

Aboriginal students are supported by our AET (Aboriginal Education Team) consisting of 1 Aboriginal Education teachers and an ACEO. All Aboriginal learners have One Plans with a particular focus on strengthening the child's cultural identity, heritage knowledge and establishing clear and concise academic goals. The AET and ACEO provide personalised support to students and their families.

For students with additional needs, Student Support Services (SSS) provide proactive, targeted and intensive intervention services. Where teachers have identified a particular need for support for a targeted student(s), and have discussed/gained consent from a parent or guardian for SSS involvement. Departmental providers that can support teachers to work with and implement adjustments for targeted students in the classroom, including:

- Special Educator
- Psychologist
- Speech Pathologist
- Behaviour Support Coach
- Speech Pathology
- Aboriginal Education Service

Student management

Student behaviour is monitored by all staff in accordance with our school Behaviour policy with an emphasis on the Restorative Justice process. Policies exist in regards to managing Anti bullying and harassment. Classroom and yard rules in line with our policy were created with student voice, staff opinions and leadership guidance

Student government

Senior students are selected to represent the school and be School Leaders, this entails, the leaders, to run school assemblies, have a say in the school policies and programs and general run and feel of the school.

We currently have a Sustainability group that is working on reducing rubbish and promoting

a sustainable future for all, with the use of the school garden, compost, worm farm, our chickens, pig and goats.

Special programs

Minilit, macqualit, initialit, pre lit, what's the Buzz, 1:1 intervention support for learning needs and behaviours.

3. Key school Policies

Site improvement Plan

Challenge of Practice

Reading

If we embed a consistent and rigorous reading program from R-6 that includes challenging texts in shared, guided, and independent reading contexts, drawing on close reading strategies, achievement at higher bands will improve.

Mathematics

If we implement a challenging, well sequenced curriculum in mathematics, providing frequent opportunities for students to reason and explain their thinking, the proportion of students achieving highly in mathematics will increase.

Recent key outcomes

Targets 2022:

- 83% of year 1 students (36 out of 43 students) to achieve SEA (28/40) or better in Phonics Screening Check in Term 3.
- 63% (7 out of 11) of year 2 students who didn't make SEA in year 1, will achieve 28/40 in PSC recheck in term 3.
- Achieved : 28/40 (70%) year 1 students > 28 PSC

A consistent synthetic phonics program has been embedded across all R-2 classrooms. All students R-2 are regularly tracked and monitored in this area. All teachers in this area regularly meet in PLC groups to look at tracking and monitoring and make decisions about teaching and fluid groupings.

Invention programs are run as short bursts and are responsive to data. Evidence (intervention testing and PSC testing) shows that short burst of invention are successful in improving student learning in this area.

While we did not achieve our target of 83% benchmark in PSC, we did meet our predictions in this area from early 2022 and are maintaining improvement over the past few years.

Evidence - did we improve student learning? how do we know?

Evidence in InitialLit testing Cumulative and summative reviews show that students are regular demonstrating all skills, except for tricky words.

- 57% of students in reception can read tricky words in October testing.

Evidence from walkthroughs and student conversations shows that students are successfully showing these criteria. We have identified the need for more formal processes to link directly to the success criteria.

END OF YEAR A-E GRADES

- 84% of year 6 students (22/26) achieved C or higher in their end of year report.
- 38% of year 6 students (10/26) achieved higher band grades in their end of year report.
- 70% of year 5 students (22/31) achieved C or higher in their end of year report.
- 22% of year 5 students (7/31) achieved higher band grades in their end of year report.
- 95% of year 4 students (21/22) achieved C or higher in their end of year report.
- 50% of year 4 students (7/22) achieved higher band grades in their end of year report.
- 65% of year 3 students (29/43) achieved C or higher in their end of year report.
- 30% of year 3 students (12/43) achieved higher band grades in their end of year report.

4. Curriculum

Subjects offered

Subjects offered are in alignment with the eight Australian Curriculum learning areas incorporating the crosscurriculum priorities and general capabilities. Specialist teachers deliver Physical Education, Science and Japanese.

Classroom teachers deliver curriculum through whole class explicit teaching, modelled instruction, and small group intervention where required.

A whole school Statement of Practice in English and Maths ensures consistent expectations and defined student assessments across the year. Teachers engage with data analysis to plan for differentiated teaching.

Reporting to our community takes place in the form of teacher interviews, written reports and communication through ClassDojo. Structured intervention programs, MiniLit, MacqLit, speech and Social/Emotional wellbeing programmes delivered to students identified as needing support.

Additional needs

- Students with One Plan are supported through:
 - Individual programs with 1:1 SSO support
 - Small group in class SSO support
 - Individual in class SSO support
- A One Plan Timeline has been established to support staff, students and parents in this process.
- Quality Differentiated Teaching Practices

Student assessment procedures and reporting

The school has a structured assessment and reporting policy, which is part of a whole school approach and includes interviews held in term 1 and Term 3 (as required). Written reports are provided to parents in Term 2 and 4 of each year. Ongoing student progress is provided to parents via classdojo.

5. Sporting Activities

Sports Day is organised by staff for the whole school.

Sports clinics held throughout the year include activities such as soccer, rugby, cricket 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 the local 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. Staff (and their welfare)

Staff profile

All Leadership are in tenured positions. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. Collaborative work practices are established as an important component of the school's philosophy and is reflected in all aspects of the school's operation. Our staffs consists of 11 classes in the primary school, 2 Preschool teachers and 3 Specialist subject teachers – PE, Japanese and Science. Our School Services Officers are employed to work within the classroom and administration areas to enhance students learning programs.

Leadership structure

One Tree Hill Primary currently operates with a leadership team including a Principal (tenured until 2029) and two Assistant Principals, (tenured until 2025 and 2026 respectively).

Staff support systems

School priorities are the main driver for professional learning, with weekly staff meetings held each Tuesday after school. Most staff meetings occur on site in our staff room and on occasion staff attend professional learning at other schools. Teaching staff work in PLC teams in junior, middle and upper to promote sharing of professional learning and dialogue. When staff attend professional learning off site, they share their learning with the rest of the staff at the next staff meeting. SSOs are encouraged to attend training to further their professional learning. Our Finance Officer supports all financial matters within the school

and is located in the front office. Our Front Office Manager provides administration support and our early childhood worker supports on the floor in the Preschool. SSOs support across the school through the facilitation of intervention programs, kitchen/garden and in the library.

Performance Management

The school has developed a Performance Management timeline that incorporates discussions with the Leadership team, observations, walkthrough, Performance Development Plans and the formal 9 step process. The school undergoes a formal External School Review every three years with site actions to follow.

Access to special staff

Access to special staff: The school has a strong working relationship with outside providers including those who work within the Department for Education i.e. Special Educators and those who provide support to students who work outside the Department i.e. Occupational Therapists.

7. School Facilities

Buildings and grounds

The school has a new solid construction Administration/Resource Centre/Computer Suite completed January 2004. Along with a new STEM building completed in 2018. 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 mid 2018.

In January 2010, the Preschool moved into the Old Admin building. The building had been refurbished; painted, new flooring, shelving and kitchen modifications. A recent addition to this building is an attached Pre-school toilet block meeting the needs of our younger students.

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 buildings 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.

Heating and cooling:

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

Specialist facilities and equipment

A laptop device is available to each student in years 2-6

A school gymnasium and local oval

Access for students and staff with disabilities

Ramps provide access for to the school grounds and buildings, we have special arrangements for a visually impaired student on site.

Access to bus transport

There is parking space available for the bus to collect and drop off students, from camps and excursions.

8. School Operations

Decision making structures

One Tree Hill Primary School has an active Governing Council who work closely with the staff and leadership team on our improvement journey. The school has a PAC which supports the Principal with staffing and budget decisions. Staff meeting is held weekly.

Regular publications

The school newsletter is published three times a term, we advertise in the local Grapevine once a month. The school uses Class Dojo for all communications.

School financial position

One Tree Hill primary is a financially viable institution with its major commitment being towards student growth and learning in literacy and numeracy.

9. Local Community

General characteristics

One Tree Hill Local businesses and sporting facilities and emergency services.

Parent and community involvement

Parents are involved in the school through the Governing Council, volunteers, Bush Kindy. The local community is involved through the local deli, publican, post office and fodder store. As well as the local CFS, cricket, soccer and tennis clubs and local scouts.

Feeder or destination schools

Most of our foundations students feed across from our onsite preschool. The year 6 students transition to high school to Craigmore High, Birdwood, Playford International and local Private schools, Tyndale, Xavier and Trinity.