



# SCHOOL CONTEXT STATEMENT

Updated: June 2016

**School number:** 0337

**School name:** Pennington R-7 School

## School Profile:

Pennington School R – 7 is a dynamic and inclusive learning environment situated approximately 13 kms north-west of Adelaide's GPO. We offer a caring, secure environment which provides children with a complete education of the very highest quality, where inquiry learning is valued and supported. Our values of Respect, Responsibility, Persistence and Courage provide focus and direction for all members of our friendly and diverse school community. Pennington R-7 caters for students from diverse cultural backgrounds. The Intensive English Language Centre is an integral part of the school's function.

Across the Pennington Campus which includes Pennington Kindergarten, we are proud of the diversity within our school community. We embrace many different cultures through learning, sharing and working together in harmony.

The school caters for students from Reception to Year 7 working from the Australian Curriculum. We place a high priority on student wellbeing and emotional health and work to accommodate a wide range of learning needs.

The school is positively recognized by the community for the high quality of education and care.

Special features include an emphasis on programs such as Literacy, Numeracy, Science, Music and PE.

## 1. General information

- **School Principal** : Georgina Grinsted
- **Band 2 Leaders**: Liz Parker, Assistant Principal Australian Curriculum R-7.  
Vicki Athanasopoulos, IELC Leader
- **Band 1 Leader**: Helen Rajkovich, School Counsellor
- Year of opening: 2015 was the first year of operation as a newly amalgamated school R-7.
- Postal Address: Butler Ave, Pennington 5013

- Location Address: Butler Ave, Pennington 5013
- DECD Partnership: Inner West
- Geographical location – 13 km from GPO
- Telephone number: 08 8447 1933
- Fax Number: 08 8447 5575 □
- School website address:  
Pennington School R-7: <http://www.penningtonr7.sa.edu.au>
- School e-mail address:  
Pennington School R-7: [info@penningtonps.sa.edu.au](mailto:info@penningtonps.sa.edu.au)
- Pre-school attached: Currently at previous Junior Primary site in Harrison Road. New Children’s Centre due for completion in 2017/2018 at Butler Ave site.
- February FTE student enrolment:

Feb Enrolment figures	2013	2014	2015	2016
Reception	50	30	22	36
Year 1	32	40	34	29
Year 2	30	31	40	27
Year 3	27	26	31	40
Year 4	39	32	25	29
Year 5	26	46	30	29
Year 6	37	33	49	32
Year 7	43	40	32	46
I.E.L.C.	134	107	93	65
Total	418	385	355	333
School Card	184	205	201	121
Aboriginal	54	54	59	52

- Student enrolment trends: Enrolments in mainstream classes have been declining over recent years. Enrolments in the I.E.L.C. classes tend to fluctuate as a result of changing government policies. (e.g. Skilled migrant, family reunion, or redefined transport and enrolment eligibility). Students from the I.E.L.C. classes also frequently enrol at a mainstream school closer to their home when they have attained satisfactory achievement in Language and Literacy levels.

#### Staffing numbers

Leadership

Principal: A05

Band 2: 2 positions (R-7 Curriculum Leader, I.E.L.C. Leader)

Band 1: School Counsellor: 1.0 (R-7)

Teaching:

R-2 = 4.0 x FTE

Years 3-7 = 7.0 x FTE

I.E.L.C. = 3.0 x FTE in JP & 3.0 x FTE in Primary

Special Education = 1.2 FTE

Library = 0.6

A.E.T. = 0.6

E.S.L.= 1.3 FTE

BSSO = 60 hours

SSO = 232.5 hours

Special site arrangements:

Pennington R-7 is a member of the Inner West Partnership group.

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

General characteristics:

Pennington R-7 is a Category 2 school.

Pennington R-7 School is situated in the western suburbs of Adelaide. The school serves the suburbs of Pennington, Rosewater, Ottoway, Athol Park and Cheltenham.

The current enrolment (2016) is 333 made up of 263 mainstream students and 65 in the Intensive English Language Centre. Children travel from other suburbs to join I.E.L.C. programmes and leave the school once they have attained satisfactory achievement with Language and Literacy levels.

Transport to I.E.L.C. centres may be facilitated for students under 10 years of age and primary aged students with complexity of travel. The I.E.L.C. coordinator manages transport for this cohort.

Across the whole school, 74% of students come from Non English Speaking Backgrounds covering 47 nationalities and at least 40 languages.

Approximately 65% receive School Card support (2015).

Approximately 20% of our students have an Aboriginal background.(2016)

Student well-being programs:

Child Protection, Social Skills and Values Education are taught in all classrooms to support the ethos of a safe, secure and caring learning environment. A whole school Social Education Programme is implemented encouraging responsible and caring behaviour using the Play is the Way program.

#### Student support offered:

The school has a whole school Numeracy focus with a structured Intervention Program that facilitates Specialist Teacher and SSO support for students with special needs. This is complimented by the Special Ed. program, the English as a Second Language and Classroom Support program.

#### Student management:

The management of students on a day-to-day basis is the responsibility of the classroom teacher. Intervention by the Principal, other leaders or the School Counsellor occurs when the need arises. A whole School Behaviour Management Policy has been developed in order to maintain consistency across the school.

The school also supports students and their families by working closely with agencies such as Self CentaCare, Uniting Care Wesley, Interagency Behaviour Support, C.A.M.H.S., CAFHS, and F.A.Y.S as required.

#### Student government:

Our student leaders are comprised of a Student Executive Leadership Team which supports students to make decisions that contribute towards a positive school community. Student leaders are members of:

- 1) Environmental Group
- 2) PALS (Play at Lunchtime Leaders)
- 3) Peer Mediators

#### Special programmes:

Physical Education and Health, Science, Auslan and Music are offered as Non Instruction Time lessons.

### **3. Key School Policies**

Site Improvement Plan and other Key Statements or Policies:

#### Core Business:

The core business of the school is to organize and facilitate learning within a safe and supportive environment, underpinned by equity and social justice principles. The development of a positive self-esteem underlies all of our practices.

Our actions are guided by DECS and School Policies.

At Pennington, this involves:

a balanced delivery of an inclusive and explicit curriculum to all students addressing Specific Learning Needs through the general classroom program and methodology.

The school also provides special program support for children.

The major areas of improvement are reflected in our Site Improvement Plan. These are:

- to build on and develop effective teaching and learning practices. The principles of TfEL underpin this work.
- to continue to improve student Literacy learning.
- to develop teacher and student skill levels in Numeracy using the

8 Effective Practices framework.

- to develop Formative Assessment practices.

Recent key outcomes:

Throughout 2014 the process of amalgamating the Kindy, Junior Primary and Primary schools was a major initiative. This involved the alignment of curriculum, policies & procedures, resource audits, issues related to buildings and facilities, HR management, administrative practices and regular liaison with the community. We are currently developing a Masterplan for the site that will see an \$8.5 million redevelopment including the relocation of Pennington Kindergarten into a purpose built Children's Centre on the school site.

Pennington School R-7 is currently developing a culture of success for all students, in line with the Inner West priority, based on the work of Dr. Anthony Muhammad.

## 4. Curriculum

Subject offerings:

The school is implementing the Australian Curriculum in all areas of the curriculum.

Students are currently engaged in eight areas of the curriculum. Auslan was introduced as our LOTE program in 2016.

I.E.L.C. students engage in a core curriculum with modifications made to the Australian Curriculum content in line with learning needs.

Classes have specialist lessons in PE, Science, Auslan. Music and other subjects depending on availability of staff.

Literacy, Numeracy and Science have a high priority within all classes.

Curriculum Priorities:

STUDENT ENGAGEMENT AND WELLBEING

A social learning programme is implemented across the school. All staff have done training and implementation of Play is the Way.

LITERACY

All students have PM Reading Level's that are regularly monitored through the collection of running record data.

Guided Reading practices are implemented R-7.

Words their Way (Spelling) is used in Primary classrooms.

Many students R-7 participate in the Premier's Reading Challenge.

EARLY YEARS (Literacy)

Students are identified for support in Year one. There is a whole school focus on reading and comprehension. Programs such as Jolly Phonics, Letters and Sounds and Reading Eggs are used in all classrooms.

NUMERACY

Staff have participated in extensive individual and whole school training and development in Numeracy.

For the last two years staff have worked extensively with a Numeracy Coach developing their knowledge, skills and practices using George Booker and Ann Baker's strategies and resources.

#### Special Needs:

Student Learning Plans and Individual Learning Plans are active documents which assist staff to program and identify relevant accommodations. Parents and students (as appropriate) are involved in the development of plans.

Small group and individual support is provided for students with special learning needs utilizing such programmes as Pre-Lit, Mini-Lit and Multi-Lit, Leveled Literacy intervention, Quick smart Maths and Maths for Learning Inclusion.

Coordination, Social Skill development and Speech programs support students with special needs.

Support Officers work with class teachers to support students with special needs either in class or withdrawn for short periods.

#### Special curriculum features:

All mainstream R-7 students have Physical Education, Science, Auslan and Music provided by Specialist teachers as NIT each week.

#### Teaching methodology:

Our belief and practice is based on:

- Constructivism using effective pedagogies that cater for age, gender, abilities, learning styles of students.
- Data and evidence about student achievement informs teacher practice.
- Intervention for targeted groups with clearly identified needs.
- Strategies that are based on democratic principles and provide for student voice.
- Quality school processes.
- Parent involvement, information and regular reporting.
- Strategies that emphasize student self-responsibility and independence.
- Inquiry Based Learning.
- The school uses the TfEL framework, works toward Whole School Agreements and is organized into Professional Learning Communities.

#### Student assessment procedures and reporting:

- The school provides formal written reports twice per year for mainstream classes.
- I.E.L.C. students receive written reports on exit from the Centre.
- Parent-teacher interviews are scheduled for late Term 1.
- Running Records are used to monitor Reading programs development.
- PAT-R and PAT-M are used as diagnostic tools in Reading and Numeracy throughout the school.

- The Well Being and Engagement Matrix, Maths Reporting Tool and Literacy Levels are used as ongoing assessment tools for students.
- EDSAS/ Scorelink are used to enter school wide assessment data.

## 5. Sporting Activities

Participation in a range of SAPSASA individual sports and carnivals is encouraged. There is a high level of participation in Netball, Hockey, Football, Lacrosse, Table Tennis, Soccer, Athletics and Basketball. There is an Annual Sports Day. A Swimming Program takes place for one week in second term. Year 6 and 7 students participate in an Aquatics Program instead of swimming. Some students participate in the Premier's Be-Active programme.

## 6. Other Co-Curricular Activities

The Pennington School R-7 choir participates in the Primary Festival of Music. Throughout the year, there are whole school assemblies which focus on Multicultural Studies culminating in Harmony Day and Reconciliation Week activities and special assemblies. The school has an Environmental Education focus with a school garden programme. Year 6/7 students undertake the Pennington Personal Awards which is a personal development and skill acquisition program that runs for the entire year.

## 7. Staff (and their welfare)

### Staff profile:

The school has a large proportion of contract staff in 2016. Staff are very dedicated and vary in age and experience. There is a limited number of male staff.

### Leadership structure:

Principal

Band 2 Leader (R-7 Curriculum)

Band 2 Leader (Intensive English Language Centre)

Band 1 Leader (R-7 School Counsellor)

### Staff Support Systems

All teachers are expected to work as part of a Professional Learning Community. PAC meets to discuss leadership positions, NIT and other personnel issues. A staff manual provides up to date information on policies, procedures and expectations.

### Performance Development

All staff participate in a Performance Development process which is designed to assist staff in their performance as a teacher, School Service Officer, Bilingual SSO or ACEO and to provide feedback on achievements. There is an expectation that all staff will work with a line manager throughout the year on issues relating to performance planning and development. This includes the development and implementation of a Personal Development Plan. The process for each individual employee is negotiated with the line manager at the

beginning of the year. All processes are aligned with the Australian Teacher Performance and Development Framework.

Access to special staff:

Instrumental Music Program staff provide instruction in flute, clarinet, trumpet, trombone, keyboard, percussion. DECS district based service providers including Speech, Guidance, Interagency Support and Australian Curriculum Coordinators are accessed for support.

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

Eleven staff have achieved the Step 9 classification.

## **9. School Facilities**

Buildings and grounds:

Pennington School R-7 is sited on adequate school grounds. Besides the resurfaced playing areas, there is an oval, environmental area, enclosed garden area, and play equipment. The grounds are well maintained and the school, through its environmental program, has committed resources to a school garden as part of the OPAL project, an initiative of the City of Charles Sturt Council. Buildings include a solid construction, two-storey building to which a single storey administration area is attached on its eastern end and a newly established Resource Centre on the western end; a double portable used as teaching classrooms, a double portable building established as a music studio, a separate canteen and a free standing dental clinic.

All buildings are air conditioned and the main building has been equipped with a solar pack. In 2010 the BER program facilitated the construction of a new Multipurpose Hall and extensive refurbishment of the main two storey teaching block including extensive extensions to the Art room and a new Science room. School funded upgrades of the staff room, student kitchen, library and computer room were completed in early 2011. A new Discovery Centre (library) was opened at the start of 2015.

Heating and Cooling:

Modern split system heating and cooling exists throughout the site.

Specialist Facilities and Equipment:

The school has a specialist Art Room, Science Room, Music Room, Computer room, Kitchen, Gymnasium and Garden enclosure. All classrooms have been fitted with Interactive White Boards and laptops and other digital devices are located in all classrooms.

Student facilities:

A canteen is situated on site.

Staff facilities:

Admin Area, Staff Room and Teacher prep areas.

### Access for Students and Staff with Disabilities:

The school has ramps and toilets that allow access to the school for people in wheelchairs at ground level. No access is currently available to the first floor. This will be addressed within the scope of the planned redevelopment with the installation of a lift.

### Access to Bus Transport:

An Adelaide Metro bus services the area. Bus stops are located on Addison Road and Grand Junction Road which are approximately a five minute walk from the school.

## **10. School Operations**

### Decision Making Structures:

Staff members work towards consensus as a means of making decisions. Staff are aware that participation by all is essential to ensure democratic decisions are made. This leads to ownership of decisions and promotes a whole school approach. The school has a clearly defined flow chart of decision making structures within the school. Decision Making forums and groups include: Weekly Staff Meetings, Leadership Team Meetings, P.L.C.'s, PAC, SSO Meetings and I.E.L.C. meetings.

### Regular Publications:

A School Newsletter is published at three weekly intervals. There is an online staff notice board for daily notes and an intranet for notices to all staff. A variety of weekly staff bulletins are published. SMS Skoolbag application is available for download to all members of the school community. Our new school website has recently been launched.

### School Financial Position:

The school budget supports Site Improvement Plan priorities through the allocation of resources. Curriculum Leaders and key staff have the opportunity to apply for funds through the Budget Submission process.

### Special Funding:

The school applies for extra funding for special programs as appropriate. In 2006, the school received IOSF funding for new outdoor shelters. In 2008 the school received SOLAR grants to upgrade lighting, increase capacity of rainwater tanks and install solar panels on the main building. In 2016 the school is developing a site masterplan for the expenditure of a \$5 million redevelopment grant.

## 11. Local Community

### General characteristics:

The school is located in the western suburbs. Many families are single income families who are recipients of social card. Approximately 74% of the students come from non-English speaking backgrounds covering 47 nationalities and over 40 languages. The school enrolls many children from families who have come to Australia as a result of government refugee, migrant and family reunion policies. Many have fled war ravaged countries and some have spent time in refugee camps. 21% are Indigenous.

### Parent and community involvement:

The school actively encourages parent participation within the school and at present has a very active parent group – Governing Council with sub committees in the areas of Grounds/Facilities, Canteen, Finance, Curriculum, Public Relations and Fundraising. A PACE (Parent and Community Engagement) group for Aboriginal parents and students operates within the school.

### Feeder or destination schools:

Most children come from the Pennington Kindergarten. Students leaving the school at the end of Year 7 generally enrol at either Woodville High School or Le Fevre High School.

### Other local care and educational facilities:

Neighbouring schools are Woodville High School and Woodville Gardens B-7 School.

### Commercial/industrial and shopping facilities:

Arndale Shopping Centre is a short distance from the school.

The new development of St Claire provides local shopping opportunities. The Port Adelaide precinct is a short distance from the school.

### Other local facilities:

Local facilities include a Soccer Club and the Boh De Temple, that are located on the eastern and western boundaries of the school. Woodville Hockey Club is located 5 minutes to the south of the school. There is a Scout Hall close to the school. The area has several parks close to the site.

### Local Government body:

Charles Sturt Council area.

## 12. Further Comments

Public transport access: The school can be accessed using Adelaide Metro bus number 230, on Addison Road, leaving a short walk to the school.