Port Pirie West
Primary School

Context Statement
SCHOOL CONTEXT STATEMENT

Vision: **A quality learning environment where everyone belongs**

The school’s values are: **Respect, Integrity, Trust, and Responsibility**

1. General information

Part A

<table>
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<td>Courier:</td>
<td>Pirie R23/07</td>
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<tr>
<td>Principal:</td>
<td>Ms Junette Goode</td>
</tr>
<tr>
<td>Postal Address:</td>
<td>214 The Terrace, Port Pirie 5540</td>
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<td>Fax No:</td>
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February FTE Enrolment

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Part B

Deputy Principal: Mrs Fiona Perry
School email address: info@piriewps.sa.edu.au
Staffing numbers

12 classes supported by 15.0 FTE (including NIT)
3.0 FTE NIT teachers
3 Front Office Permanent SSOs comprising Finance/Admin, Admin/Finance and Front Office Admin
9 part time permanent SSOs provide Learning Team support and Student Intervention support
1 Permanent Resource Centre SSO manager
1 Permanent ACEO
1 Groundsperson

Enrolment trends

Currently there are 251 students enrolled. The school has an enrolment ceiling of 340 students. Enrolment trends are expected to remain stable at around 250 rising to around 280 by the end of each year. The school follows the Pirie Schools’ enrolment guidelines developed in Term 3, 2004 with identified school catchment areas. 94% of Kindy students transfer from the onsite Ellendale Kindy.

Special arrangements

The R-7 school is part of the Pirie West Education Campus, which also includes Port Pirie Children’s Centre for children Birth to 8 years of age and their families, Ellendale Kindergarten, Port Pirie Child Care Centre and Dental Clinic.

Year of opening

August 1877 – Register records first enrolments on site.

Public transport access

The public transport system operating in Port Pirie passes the school and a number of students travel to and from Port Pirie West Primary School using this bus service.

2. Students (and their welfare)

General characteristics

Port Pirie West is a category 2 on the index of disadvantage. The school population reflects the cultural and social diversity at the school. A significant number of students require support in Literacy, Numeracy and Social Skills. 21% of the student population are identified as Students with Disabilities and Negotiated Education Plans are in place for these students. 40% of the student population have speech/language or communication difficulties. 37% of students are supported through the Resource Entitlement Source (RES) and are receiving additional support through the school’s literacy support and or social skills programs. 70% of the total student population is eligible for school card support.

Port Pirie West has a strong moral purpose: Focus on Learning, together with the vision, “A quality learning environment where everyone belongs” and the four school values, Trust, Respect, Responsibility and Integrity underpin all site processes and procedures.

Support offered

Port Pirie West was identified as a SISA school (Supporting Improved Student Achievement), in Term 4, 2007. Since then the school has focussed on constant improvements based on the recommendations of the report. The review proved to be the catalyst for change. Continuous improvement at our school is supported by members of the Leadership team and Site Improvement committee. Three main committees work towards addressing, supporting, reviewing, monitoring and reporting on whole change approaches to empower whole staff alignment and understanding. The committees include the Site Improvement Team (SIT), Literacy and Pedagogy Team and Student Engagement Team (SET). Each of the three committees is supported by one member of the leadership team.

- The effectiveness of processes and school systems are undertaken by the self review processes using multiple measures of data. The Site Learning/Improvement Plan continually reflects the recommendations, targeted areas for improvement and future directions. The Site Improvement Plan is a continually changing and working process.
- Student programs have been established for all “Students at Risk” in Literacy and Social skills.
- Two SSOs are assigned to each Learning Team to support student learning. Special programs are in place to provide intensive support for students in the areas of English, Coordination and Social skills.
Three staff members facilitate the enrichment program, (Coordinator, Student Support focus teacher and AST 1 teacher) for Yrs 3-7 students acknowledged for their learning success as well as students identified through the 2011 NAPLAN results as needing a challenge to move them forward along the band levels.

One staff (SSO) member has been trained in “Theraplay” and another has been trained internally, enabling them to support students with an attachment disorder.

The Student Success team oversees the Support and Intervention programs, intersecting achievement, growth, attendance and behaviour trends using the three waves of intervention. This year we are trialling a student induction program to support our new enrolments learn the “language” of whole school alignments.

Negotiated Education Plans for identified students are reviewed regularly.

Information Technology is being improved to enable student’s access to further learning opportunities. There is an action plan in place to ensure the management and introduction to new technology is ongoing. To date we have 5 interactive whiteboards and class set of iPods and Net books for students and teachers to access. We have recently received 5 iPads targeted for Early Years classes.

The Aboriginal Community Education Officer (ACEO) and Aboriginal Education Teacher (AET) work collaboratively to support aboriginal students, parents and families. Programs focussing on literacy, numeracy, attendance and participation are part of the work. IEPs are reviewed each term.

More specialised support is available from the Yorke/Mid North regional office of DECD through a referral process.

Student Management

Student Wellbeing, positive staff/student relationships and increasing the levels of student engagement for learning is a school wide focus. The Student Action Team (identified Year 6 and 7 students and the Principal) reviewed the Student Wellbeing procedures which have been ratified by Governing Council and are on the school's website. Emphasis is on a positive and supportive learning environment. Relationships Training & Development that was provided by Wilson McCaskill through the “Play is the Way” program is underpinning this development. Records of all Time Out and Behaviour incidents are kept to provide details about behavioural patterns and in order to fully inform parents, care providers.

*The school is a feature school for the “Play is the Way” program.

The School’s Behaviour Guidelines and Complaint Resolution Process are reviewed annually. The Anti-Bullying Policy (Well Being Procedures) has been implemented as part of the Safe Schools Framework. At the beginning of each year all classes review the schools’ values and vision statement. The School’s Behaviour Code pamphlet is available for parent information. The school conducts a bully audit for Years 2-7 students in Terms 1 and 3. Student Development Plans are negotiated for students requiring support with behaviour education to identify emotions and develop positive social awareness skills and attitudes.

An Attendance Improvement plan has been developed in the aim to increase attendance for all students to the targeted 92%.

Student Leadership

School Captains and Vice Captains are selected through a panel process involving a written application, interview and referee checks, at the end of the previous year. The Year 7 students in Term 1 elect House Captains and Vice Captains.

The Principal meets fortnightly with the Student Action Team, which comprises of the elected School Captains and Vice Captains and invited students from the Year 6/7 classes. The SATeam reflects on the current and future happenings of the school. They work together with the Principal to promote the school priorities and assist in the analysis of student achievement, attendance and behaviour data. The Student Leaders are invited to attend all Governing Council meetings.

The school captains and vice captains report fortnightly to the school community through the schools’ newsletter.

Reception to Year 3 and Years 4-7 assemblies are held on a fortnightly basis. The purpose of the assemblies is to acknowledge student work and the positives that are happening in the school.

SRC meetings are held alternate weeks Rec-Year 3 and Yrs 4-7. Student voice is a valued component of the consultation process. Students Captains and Vice Captains also participate in Governing Council committees representing the views of our students.

Other forms of student leadership include monitors in the Library, Canteen and Breakfast Club.
Special programs

- Using funding allocated in this year’s Resource Entitlement the following student support programs have been put in place.
  - Acknowledgement program for student who display the courage to focus on learning.
  - Additional classroom support for students with disabilities and learning difficulties.
  - Coordination program for identified R-2 students.
  - Rainbow Reading; Reading Freedom.
  - Organic Garden teaching time.
  - The Shed and Life Skills programs.
  - Enrichment programs in the area of Literacy.
  - Intensive Phonological Awareness support for identified students in Rec-Year 3.
  - Trialling of a Student induction program for students in their first 5 weeks at Port Pirie West.

SSO hours have been allocated for garden maintenance, breakdown maintenance, administrative support (including Front Office Reception, Finance, First Aid, OHS&W, Audio Visual, email & internet network, data input, Library & Resource Centre Management), garden bed development and maintenance, play equipment safety and maintenance, irrigation/watering systems maintenance, conversion of some hours for the outsourcing of the maintenance of the school grounds and oval area. In total 378.5 hours per week are funded for the above programs and school operations.

3. Key School Policies

- The school has a focused emphasis on developing a Purposeful Learning Community with emphasis on learning for all and improving student engagement in learning.
- Whole staff professional development has resulted in agreed common whole school approaches with effective pedagogies across the school.
- There is a bias to the collection, analysis and action of data to inform continuous improvement.

Strategies for 2012 (a copy of the Site Improvement Plan is available on the school’s website)

- **Priority 1**
  Improve student achievement in English.
  Opportunities for continuous improvement.

  - Whole school alignments to:
    - Word knowledge
    - Running records
    - Phonological Awareness
    - Guided reading
    - Functional Grammar
    - Vocabulary
    - Text types

- **Priority 2**
  Improve student achievement by increasing teacher capacity in the identified whole school alignments.
  Opportunities for continuous improvement.

  - Creating a Purposeful Performance for Development culture at school through:
    - Regular authentic feedback
    - Introducing Instructional Rounds
    - Increasing targeted demonstration teachers for all school alignments
    - Developing consistency in moderation of student work across all year levels to ensure accurate reporting to parents

- **Priority 3**
  Improve student engagement for learning.
  Opportunities for continuous improvement.

  - Development of the attendance action plan
  - Increase the percentage of students involved in acknowledgement program
  - Aligning student behaviour to the school values
  - Increasing the whole school use of the “Play is the Way” language through the constant use of the games in class and yard
4. Curriculum

Subject offerings
- Teaching staff are implementing the Australian Curriculum in the learning areas, Mathematics and Science (R-7) the remaining learning areas with the exception of LOTE are taught based on the SACSA framework. Specialist teaching is provided in the areas of Science and Physical Education (R-7), History (R-3) and Arts (4-7). The school has excellent resources to support curriculum learning. Access to Information Technology has been enhanced with new computers and internet access in all learning areas. The years 6/7 classes all have interactive white boards. Our school website is currently being upgraded.

Special curriculum
- The school has an organic garden which classes access. The Shed program assists students to develop life skills and time to talk. The Acknowledgement Program recognises students that display the courage to do the right thing at school. Students are able to work with an SSO on a range of practical projects including, painting, gardening and propagating plants.

Aboriginal education
- Currently we have twenty two aboriginal students. The AET and the ACEO work collaboratively to ensure the academic and social needs of students are being met. Participation in cultural events, Reconciliation, NAIDOC is supported by the school.

Teaching methodology
- A Coordinator is appointed to support “Oral Literacy and Effective Pedagogies”. The Reading Support Tutor supports Reception to Year 3 teachers. A commitment by staff to the support of whole school alignments is supporting both the school’s vision and moral purpose, “focus on learning.” All staff have received training and development in the use of strategies that develop positive relationships with students, safe classrooms and yard and the promotion of engagement for successful learning.

Assessment and Reporting
- First impressions go home to all families early in Term 1.
- Student involved interviews occur in the last few weeks of Term 1.
- Portfolios go home at the end of Term 1 and Term 3.
- A comprehensive report goes home at the end of Term 2 and Term 4. Report formats have been developed to meet Commonwealth requirements. Informal parent/teacher interviews are held as the need arises.

5. Sporting Activities
- SAPSASA representation and involvement is very strong. The District SAPSASA Convenor is based at the school and the SAPSASA Finances are managed by the school’s administration. Local sporting bodies provide a good range of clinics for students during the year. Netball, Soccer, Football, Basketball, Cricket, Softball, Tennis and Hockey are club based within the Port Pirie area.

6. Other Co-Curricular Activities

General
- Years 5, 6 and 7 students can participate in the Northern Schools Choir programme. Instrumental Music lessons are available in Woodwind and Brass. They are provided by DECD visiting music teachers through a music hub at the local secondary school. During school hours students can access the library and computing room areas for research purposes.
- The school has its annual sports day in Term 3. The End of Year Celebration in the Park is a well attended and a popular school function.
- Years 6 & 7 students assist in the preparation and distribution of food to students participating in the once a week, before school "Breakfast in a Bag" Program.
- Yr 6/7 students also volunteer in the canteen and library.
7. **Staff (and their welfare)**

**Staff profile**
- Since 2009, there has been a significantly higher number of teaching staff in permanent positions at the school. However due to the number of younger staff there has also seen an increase in the percentage of positions needing to be backfilled due to staff taking Maternity Leave. This has resulted in an increased number of contract teachers since 2011. A third of the teaching staff is in their first 5 years of teaching. The overall staff retention rate is 78%.

**Leadership structure**
- The leadership team consists of the Principal, Deputy, Co-ordinator and Student Support focus teacher.

**Performance for Development**
- Opportunities to observe teaching is overseen by both the Principal and Deputy Principal regularly with a commitment to oral feedback provided to the staff member within 48 hours. Staff performance plans are based on the school’s Improvement Priorities. Professional learning opportunities are focused on the School’s Improvement Priorities as well as areas for development that have been identified by individual staff.
- This year we are trialling Instructional Rounds as a cooperative and collaborative process between staff to observe and provide feedback to each other in the aim to improve the performance for development culture at Port Pirie West.

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

**Complexity placement points**
- Port Pirie West attracts 2.0 complexity points.

**Isolation placement points**
- Port Pirie West attracts 3.5 isolation points.

**Housing assistance**
- Yes, for eligible teachers.

**Cooling for school buildings**
- Yes – evaporative, some split systems and reverse cycle.

**Cash in lieu of removal allowance**
- Yes, for eligible teachers.

**Additional increment allowance**
- Yes, for eligible teachers.

**Medical and dental treatment expenses**
- Yes, the Non Metropolitan Award for government employees is available.

**Relocation assistance**
- Yes, as described in the Administrative Instructions and Guidelines.

**Principal’s telephone costs**
- Yes, as described in the Administrative Instructions and Guidelines.
9. School Facilities

Buildings and grounds

- Many buildings are old but have attractively presented exteriors, including the original 1876 stone building. There is also a besser brick unit. As part of the Building the Education Revolution, a new four class unit has been built for the Year 6/7 classes.
- An oval and soccer field are situated across the main road from the school and access is via crossing lights. The oval is a popular place for the community on weekends and for school sports. Many comments are received about the attractive appearance of the school grounds.
- The Port Pirie Children’s Centre is being built on site, which together with Ellendale Kindy and Port Pirie Child care will significantly benefit children from Birth to 8 years of age and support for their families.

Student facilities

- Canteen on site.
- A range of play equipment in the Middle and Back yard areas (the major play areas) is available for student use. Wheelie bins are placed around the yard for rubbish disposal and recycling. An enclosed area provides security for students’ bikes during the day. A hard play area has been upgraded and fenced for security and safety. A hall is available for assemblies and indoor activities.

Staff facilities

- The staff room is located in the main Admin building. There are identified staff prep areas located around the school.

Access for students and staff with disabilities

- Some fixed ramps exist. A toilet block has been upgraded to cater for staff and students with disabilities.

Access to bus transport

- DECD buses can be hired, through the local high school. There are bus hire companies within the city and surrounds.

10. School Operations

Decision making structures

- Various committees, school based and Governing Council based, oversee a range of school operations. These include the Governing Council committees (Canteen, Facilities, Finance Advisory Committee, Fundraising, ICT, Education & Dress Code), School Magazine, Sports Day, End of Year Celebration, OHS&W, Site Improvement, Student Engagement, Literacy, Student Success, Student Action and PAC. Two Governing Council meetings are held per term with the AGM being held in February.

Regular publications

- There is a fortnightly Newsletter, which includes Community News. A staff information book (Day Book) provides news updates daily and a Staff Bulletin is published weekly. Staff are encouraged to use email in an effort to reduce the amount of time spent on Administration matters prior to staff meeting. An Information Booklet is available for parents/caregivers of students new to the school. A School Magazine is published annually. The school’s Annual Report is included with the magazine and a copy is provided free of charge for each family.

School financial position

- The school is in a stable financial position.

Special funding

- Finances are supplemented through State and Federal Governments Funding of Grants from the Disadvantaged Schools’ Program, Early Assistance and Early Years Program and the Rural & Isolated Index monies.

Data Collection & Monitoring

- The school uses a range of purposeful data sets to manage the collection and analysis of student achievement, demographic, perception and process data and multiple measures analysis to inform future planning.
11. Local Community

General Characteristics

- The Pirie West area has undergone many changes – some old homes have been demolished and many others renovated to reduce possible lead pollution and blood lead levels in children. School Card is high with many families experiencing hardship even though they may be employed. The percentage of aboriginal students is steadily increasing.

- The school works in conjunction with Nyrstar and the Environmental Health Centre on the ‘Ten for them’ project which aims to lower young children’s blood lead levels.

Parent and community involvement

- Port Pirie West has had a history of community and parent involvement. Parents help with classroom activities. Parents/Caregivers and community members are involved in a range of Governing Council subcommittees, and as Canteen, Library and Breakfast club volunteer workers.

Other local care and educational facilities

- The Secondary School and TAFE are within walking distance. Two private primary/secondary schools also operate in Port Pirie. There are three other Government Primary Schools, four Pre schools including the onsite Ellendale Kindy and Childcare centres in Port Pirie. Mid North Education Centre (formerly Port Pirie Special School) is also located nearby. Out of School Hours Care is available at the Airdale School site.

Commercial/industrial and shopping facilities

- Port Pirie is a major regional centre. There is a range of general and specialist shopping facilities, as well as commercial and light industrial businesses.

Other local facilities

- The school is situated within walking distance of the adjacent Community Park, the main Sporting Oval, local swimming pool, Northern Festival Theatre Complex, beach and wharf area, main shopping and business/service facilities. Sporting, cultural, social and recreational facilities are numerous and many are close by. There is a regional medical facility with a range of specialist services available. The Tourism and Arts Centre, the Community Library, and Museum are located in the CBD.

Availability of staff housing

- Government Employee Housing is available. Private housing/flats/units are available for rent or purchase.

Accessibility

- Adelaide can be accessed from Port Pirie via National Highway 1. There are several daily bus passenger services between Adelaide and Port Pirie.

Local Government Body

- Port Pirie Regional Council, 115 Ellen Street, PO Box 45, Port Pirie, 5540, Phone (08) 8633 9777, Fax (08) 8632 5801. Information brochures are available from the Council Office and the Tourism and Arts Centre.

12. Further Comments

- The school celebrated its 125th birthday on the 16th and 17th August 2002. Being the oldest school in Port Pirie it has made a significant contribution to the history of education in the area.

I certify that this is a true and accurate statement.

Signed: Junette Goode, Principal