

# SCHOOL CONTEXT STATEMENT

Updated: 7/10

School number: 1060

School name: O'Sullivan Beach School

## 1. General information

### Part A

Year Level	2007	2007	2007	2008	2008	2008	2009	2009	2009
Year Level	M	F	T	M	F	T	M	F	T
Reception	16.0	13.0	29.0	15.0	17.0	32.0	21.0	12.0	33.0
Year 1	11.0	8.0	19.0	8.0	9.0	17.0	17.0	12.0	29.0
Year 2	13.0	12.0	25.0	7.0	8.0	15.0	9.0	10.0	19.0
Year 3	10.0	14.0	24.0	13.0	13.0	26.0	8.0	9.0	17.0
Year 4	19.0	10.0	29.0	8.0	11.0	19.0	11.0	11.0	22.0
Year 5	8.0	9.0	17.0	18.0	10.0	28.0	9.0	13.0	22.0
Year 6	10.0	11.0	21.0	12.0	11.0	23.0	13.0	8.0	21.0
Year 7	18.0	9.0	27.0	10.0	10.0	20.0	9.0	10.0	19.0
Total	105.0	86.0	191.0	91.0	89.0	180.0	97.0	85.0	182.0

Class sizes are kept as small as possible (using resources efficiently) to enable students and staff to learn in the most advantageous situation allowable. The school is currently employing an additional classroom teacher.

Category 2 in the Index of Disadvantage.

### Part B

Basic Teacher entitlement 13.7

Principal 1.0

Student Counsellor 1.0

9 classes

Sp Ed 0.6

Spanish 0.4

Arts 0.6

School Services Officers – Total Hours 168 hours

We have seven School Services Officers, five of whom work part time

- OSHC  
: Operating before and after school.
- Enrolment trends  
: Our school population fluctuates during the year – overall it is static.
- Special arrangements  
: The Junior Primary and Primary schools amalgamated in 1995 to form the O'Sullivan Beach School. The Old Junior Primary building is currently occupied by the Southern Montessori School who share the school oval. A new Children's Centre is currently under construction on the campus
- Year of opening  
: The Primary school opened in 1969 and the Junior Primary in 1972.
- Public transport access  
: Public transport by bus is available from outside the school to Noarlunga Centre and to Westfield Marion. The bus to Noarlunga Colonnades links with public transport by train.

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

- General characteristics  
The student population comprises 70% Government assisted students, 18% Aboriginal students, 20% students with disabilities and 30% transient students.
- (Pastoral) care programs  
Curriculum delivery is supported by positive school policies, practices and programmes which complement the management of learning, namely Student Management, Student Learning Support, School Counselling, Student Participation, Parent Participation, Countering Bullying and Harassment. A Christian Pastoral Care worker works in the school 18 hours per week.
- Support offered  
The site has a full time Student Counsellor providing support and teaching, across Reception to Year 7 with programmes in Child Protection Curriculum, Countering Harassment, Anti- Bullying strategies, Social Skills, parent participation, helping to realise the priorities of the Site Learning Plan and the implementation of the National Safe School Framework principles. The focus for 2010 is in the introduction and implementation of "Play is the way"
- Student management  
There is a very strong commitment by all staff to promote, uphold and action effective and consistent student behaviour management practices. Staff, students and parents are involved in all aspects of student behaviour management. Teams play an active role in promoting positive behaviour and supporting staff with class behaviour management practices through a whole school team approach.  
All staff participated in Restorative Practices training in 2007 and has been reviewing the Behaviour Management Policy in light of this and data around learner engagement as part of the Site Learning Plan.  
There is a strong emphasis on using a team approach including effectively utilising interagency staff, parents and caregivers and Student Review Meetings.

- **Student government**

Student Voice reflects our active commitment to model citizenship to students through their involvement in decision-making. Meetings of the Student Voice are held regularly. Ambassador groups (teachers and students of Year 6/7) meet to work on various priorities of the school. They provide leadership to the Lonsdale Cluster of Schools joint SRC meetings. Our Student Voice has established an outstanding reputation for effective fund-raising for student-determined charities each year and active involvement in development of the school.

- **Special programmes**

Our Special Needs teacher in collaboration with the Principal manages our Student Learning Support programme.

Indigenous perspectives are included throughout the curriculum and are led by our Aboriginal Education Teacher and ACEO. An Indigenous Medicinal Garden has been developed that includes rare local species as well as a Community Story Telling DVD. This has been underutilised in 2010 due to it being impacted on by the BER programme but will be available again from late 2010.

All students participate in many and varied Physical Activities including Swimming, Aquatics, sports clinics and there is an active Sporting team participation, including a regular softball competition between schools in the warmer months.

In 2006 a school kitchen was completed and this is used for Cooking Together (a part of the Learning Together Programme that involves Preschool parents and children) as well as classes utilising the space. This has been expanded and the school is now part of the Stephanie Alexander Kitchen Garden movement. A classroom has been converted into a kitchen and this will be completed and available early in term 3 2010.

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

#### **School Learning Plan Priorities**

##### ***Improving Literacy, Numeracy and Science***

The site has been working relentlessly to build a strong foundation of literacy success for all students.

In 2009 the school was reviewed as part of the SILA project and the school is continuing to implement the recommendations of this review with the support of the SILA team, consisting of a pedagogy coach, a community connections coach and a leadership coach. Some of the many things happening are

Accelerated Literacy – a teaching sequence for the whole class deeply focussing on literacy implemented by teachers and supported with resources and one on one support for teachers by an Accelerated Literacy coach and by weekend conferences. (Commitment to this – including giving up Saturdays has been remarkable).

ESL - A couple of teachers who have English as a Second Language (ESL) qualifications are not using AL but using ESL explicit techniques.

Team approach. Teachers are working in teams to plan together, to set targets and to assist each other to achieve high targets. This has involved all children writing on the same topic and

teams of teachers looking closely at the work and setting goals for improvement. The aim is for consistency and for all looking at progress and working to teach skills.

Improved tracking and monitoring – including as above - that is collecting children's work and analysing. We have done a lot of work on running records and now have targets for children to achieve.

Intervention programmes. Targetted children are coached on a one on one basis in reading. The programme for 3-7 is based on MULTILIT (Making up for lost time in Literacy) and the Early Years programme laccalled called OWL reading is similar to Multillit but targeted at younger children. In addition the intervention programme included "Listening to Children Read which is a intestive form of Accelerated Literacy for younger children.

Resources – The school is well resourced. We are further buiding the resources we have in the school so we have the material to make sure we can teach appropriately.

Timetabling – Planning our timetable to facilitate a focus on Literacy without disruption

Another major area of all this is connecting with home as it is critical that children see the importance of all this and are supported by home. We have a lot of interest in literacy among our community so we have begun in ways such as reforming the P&F, hopefully strengthening the Governing Council and now we want to better connect with home to support the learning of children.

The School is engaging with our cluster in the Primary Science Strategy. Teachers are impopementing the Primary Connections Programme and this is developing further in 2010.

### ***Enhancing Student engagement at wellbeing***

Student wellbeing is a priority of the site. Priorities are

Strengthen student learning by increasing the capacity of the site to address social and emotional issues

Strengthen partnerships with parents and the community

In 2010 the site introduced "Play is the way" as whole site priority. This reinforced the common language used in the school and will be expanded as the year progresses.

This work builds on the recent work of the school to build Restorative Parctices and a strong culture of respect and cooperaton. Restorative Practices and a proactive behaviour development rather than management has seen a significant reduction in students receiving time out and suspension.

The site is part of the Stephanie Alexander Kithchen Garden project. Due to the BER buiding programme this project is being established in 2010.

## 4. Curriculum

- Subject offerings  
:We are committed to teaching and learning in the eight Areas of Study as defined in the SACSA Frameworks, ensuring the Essential Learnings and Key Competencies inform our practice.
- Special needs  
:Special Education and Speech Pathology Services are accessed through referrals made by class teacher and the student review team, in consultation with parents.
- Special curriculum features  
Literacy and numeracy skill development are absolute priorities for staff, students and parents. .  
All classrooms have an Interactive Whiteboard installed and the staff have had Professional Development on the use of this technology to further learning opportunities. The school has excellent student to hardware ratio with curriculum network wireless and portable equipment available for all classes.
- Teaching methodology  
:Most classes are located in single classrooms in a double storey building with composite year levels. In 2007 Teachers have reviewed learner engagement as a Site Learning Plan priority and initiated the Accelerated Literacy Programme in 2008. There is a safe, secure playground adjacent to a ground floor classroom for a Junior Primary class. Collaborative teaching practices are encouraged. O'Sullivan Beach School was part of Phase 3 Learning To Learn Curriculum Project.
- Assessment procedures and reporting  
: Continuous assessment involving students in the recording and reporting of their learning is conveyed to parents through Acquaintance Night, two written student reports, parent/teacher/student interviews. Screening tests in reading and spelling are conducted annually. Assessment is in keeping with the requirements of the SACSA Framework.
- Joint programmes  
:Once a term meetings are held with the staff of the Southern Montessori School and the staff of the O'Sullivan Beach Kindergarten. Communication with both sites is on going, on a needs basis. There is commitment to share and co-operate with details of the education programme and management of the respective education sites.

A Learning together programme operates in the site each week. An aspect of this is "Cooking together" which operates in the school kitchen

O'Sullivan Beach will be opening a Children's Centre on site in late 2010. Partnerships relationships are being developed with other agencies such as Health, Families SA and Housing.SA as well as the relocation of the pre school onto the site.

## 5. Sporting Activities

### : Sporting Involvement

Staff co-ordinate and/or support student participation by students in teams and/or access to clinics for various sports. Ther is a desire by the community to build on and expand the current opportunities for students and their families.

A new multi purpose hall is being constructed and will open in late 2010. This will support the aspirations of the community in this matter.

Parent involvement as coaches and managers is encouraged and welcomed.

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

- General

: School assemblies, conducted in turn by classes, are held each Wednesday fortnight. They provide opportunities for students to share their work and for a positive school spirit to be promoted. A "News and Notices Yard Assembly" is held each Monday where general information is conveyed and details of school activities highlighted.

- Special

: Special days and events feature during the school year and cover a variety of occasions such as Clean Up Australia Day, Sea Week, Road Watch, KESAB, Easter, Book Week, Physical Education Week, Christmas and so on.

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

- Staff profile

: The majority of the staff live in, or in close proximity to, the southern suburbs. During the school year there is a concentrated effort to provide consistency of staff with careful nomination and selection of staff to undertake short term contract appointments and changes in time. There has been significant staff transience over the past few years but there is also a core group of long serving staff members who have been at the school for a significant length of time and make a strong and valued contribution.

The school hoped to fill more than one permanent vacancy in the 2010 staffing exercise.

- Leadership structure

Leadership structure consists of Principal, and Counsellor. The Principal is appointed to the school for one year (2010) and the student counsellor position is in selection process and will be finalised early in term 3 2010. Building leadership density is a priority on the site and so there is a strong collaborative culture where staff willingly contribute leadership expertise.

- Staff support systems

: The focus for staff welfare is the development and consolidation of a co-operative whole school ethos. Collegiality and trust are highly prized aspects of the conduct of staff at our school with significant benefit being achieved with strong personal support systems for individual staff members.

- Performance Management

: Performance Management is on going. Staff members meet with the Principal during the year and discuss their program, School and DECS priorities and set goals to work towards. This discussion is informed by observation, discussion with parents and students and by staff identifying particular needs they have.

Staff utilisation policies

There is commitment to providing salary to School Service Officers hours to maximise learning support for students at risk.

#### Access to special staff

The school has an active Student Review team which coordinates with specialist staff. In addition the school accesses specialis programmes including ICAN, workes collaboratively with SILA coaches, Science and Maths facilitations and numerous other groups and agencies.

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

- Complexity placement points
  - : 1.5 placement points per year. The school is Index of Disadvantage catagory 2 which enables access to the Priority Placement Pool after 4 years at the school. However OSB is a rewarding place to work and staff tend to stay at the school for a long time

## 9. School Facilities

- Buildings and grounds
  - : We enjoy excellent modern facilities both inside and out. Our physical environment positively supports a sense of well being conducive to teaching and learning. A kitchen garden is being established in the school in 2010. The grounds are very attractive. Some areas f the grounds are being impacted on by building ni 2010 and work wil be required to restore and beautify parts of the school. IN addition access to the oval has been impacted on by the location of the new Choldren's Centre and access procedures and policies will need to be re-established when buildreng is completed in late 2010.
- Cooling
  - : The school is completely air-conditioned providing effective cooling and heating.
- Specialist facilities
  - : We have comprehensive facilities with features being the Information Technology Centre, the Resource Centre and the Computer Room, the Front Office, Staff Preparation Area, the General Purpose Room, Art Room, the Environmental Walk, Indigenous Garden, the Kitchen Garden and the outdoor play area. The Christies Creek runs along the southern perimeter of our school and forms a sound environmental area for teaching and learning as it links to the O'Sullivan Beach.
- Staff facilities
  - : We have a well-equipped staff room and male and female toilets. Staff can access the administration computer network and the Internet. Off street parking is provided in the staff car park.
- Access for students and staff with disabilities
  - : A four level safety ramp to provide access for people with disabilities from the main road down to the school yard and building was built in 1997. Particular students with disabilities are located in the downstairs classrooms.
- Access to bus transport
  - :A public bus stop is located outside of our school and provides public transport to and a link to the public train service at the Noarlunga Centre.

- Other
  - : Our students access dental services through the clinic on site at the Christie Downs School.

## 10. School Operations

- Decision making structures
  - : A collaborative Decision Making Process is in place which incorporates consultative processes for Staff Meeting, Governing Council, Aboriginal Student Support and and the Student Representative Council.
- Regular publications
  - : The O’Sullivan Beach School “Introduction and Information” folder is distributed in our school community and provided to prospective enrolments. The Newsletter is published fortnightly on a Tuesday. A Staff Information folder is provided for all staff and this outlines systems, processes, information and structures in place.
- Other communication
  - The school web site is currently being redeveloped.
- School financial position
  - The school is rebuilding its financial position and expects to be in a sound if not strong position in 2011. .

## 11. Local Community

- General characteristics
  - :There is a mix of private rental and housing trust properties in our school community. We are sensitive to the particular circumstances of transient students and students of the targeted population groups. English is the language used at home by all but a few students.
- Parent and community involvement
  - :We enjoy reliable parent support for any activities that are promoted. There is a strong sense of parent participation and has led to workshops on Literacy, numeracy, social skills, social gatherings in cuppa and chat as well. Our Governing Council enjoys full membership and has Finance a sub-committee. .
- Feeder schools
  - :Reception students are primarily from the O’Sullivan Beach Kindergarten but we have had new students from various preschools around the area . Students generally make the transition to secondary school by enrolling at the Christies Beach High School or the Morphett Vale High School. A small number of students undertake their secondary schooling at Hallett Cove R-12, Mitcham High, Wirreanda, Cardijn and Woodcroft College.
- Other local care and educational facilities
  - :The Southern Montessori School owns and occupies our former Junior Primary building. There is a joint user agreement in place for shared use of our Bottom Oval. The O’Sullivan Beach Kindergarten is across the road from our school.

- Commercial/industrial and shopping facilities
  - : Services are available from small local shopping centres with the main facilities being at Beach Road, Christies Beach and the Colonnades Shopping Centre at Noarlunga. The Lonsdale area has many light industrial work places.
- Other local facilities
  - : Medical facilities are readily accessible. Local sporting teams include lacrosse, football, netball, cricket and soccer.
- Local Government body
  - : Onkaparinga City Council.