



SCHOOL CONTEXT STATEMENT

Updated: 03/15

School number: 0763

School name: Penola PS

School Profile:

The core values of the school are 'Respect and Responsibility' which underpin the school ethos. The school has a proud tradition, having being founded in 1855. The school has high expectations of its learners and a focus on creating powerful learners underpins its core business.

1. General information

- **School Principal:** Paul Harmer
- **Year of opening:** 1855
- **Postal Address:** PO Box 125, Penola 5277
- **Location Address:** Riddoch St, Penola
- **DECD Region:** Limestone Coast (South East Coast and Vines Partnership)
- **Geographical location – ie road distance from GPO (km):** Penola is 395km from Adelaide
- **Telephone number:** 08 87372300
- **Fax Number:** 08 8737 2877
- **School website address:** www.penolaps.sa.edu.au
- **School e-mail address:** dl.0763.info@schools.sa.edu.au
- **Child Parent Centre (CPC) attached:** No
- **Out of School Hours Care (OSHC) service:** Yes (managed by McKay CC)

- **February FTE student enrolment:**

		2012	2013	2014	2015
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	20	20	22	23
	Year 1	27	22	23	25
	Year 2	23	30	24	20
	Year 3	21	23	32	26
	Year 4	12	21	23	29
	Year 5	28	19	23	22
	Year 6	21	28	19	23
	Year 7	24	22	28	21
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				
	Year 10				
	Year 11				
	Year 12				
	Year 12				
TOTAL		176	185	194	189
July total FTE Enrolment		189	195	194	189
Male FTE		92	95	101	99
Female FTE		97	100	93	90
School Card Approvals (Persons)		18	19	24	33
NESB Total (Persons)		0	0	0	2
Aboriginal FTE Enrolment		2	3	3	4

- **Student enrolment trends:** Enrolment trends indicate a gradual increase. This reflects reasonably static employment opportunities in the Wine Industry and the availability of housing.
- **Staffing numbers (as at February census):** 11.6 FTE with 8 SSOs and 1 GSE
- **Public transport access:** No, but bus transport is available for students who live more than 5 km from the school within the catchment area.
- **Special site arrangements:** The Penola Primary School and McKay Children's Centre are located on adjoining properties. This proximity facilitates easy transition by children from the Kindergarten to School. Staff liaison and co-operation is also valued and encouraged

2. Students (and their welfare)

- **General characteristics**

: Approximately half of the students are bussed in from outlying farms and the Coonawarra District. 25% of students are eligible for School Card assistance.

- **Student well-being programs**

:CPSW programs have operated in the past, but currently are without a CPSW.

- **Student support offered**

: Student support is offered through various intervention programs depending on need. An intervention coordinator (0.2) liaises with support services, educators and parents to support students.

- **Student management**

: Penola Primary has a Behaviour Code that reflects the expectations of parents, staff and DECD. There is strong support for education in the Community and this is reflected in the attitudes of parents and students. Penola students usually abide by the Code of behaviour. Issues are resolved in a collaborative manner with parents, students and staff working together to support students in their learning.

- **Student government**

:An active SRC is elected each year and is made up of students from Yr 4-7. The executive is voted on by staff, whilst general reps are elected by their peers. They generally meet on a weekly basis.

- **Special programmes**

:The school has an environmental program managed by an SSO with a small group of students as the Environment officers. They attend the regional Youth Environment Programs. An active garden program also exists with students from F-7 involved.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

:The priorities for 2015 are:

Students will become powerful learners through a focus on:

- Quality pedagogy in numeracy
- Building quality dispositions in children through play

- Improved skill development and achievement in literacy, with a focus on spelling and grammar

See website for full SIP (www.penolaps.sa.edu.au)

- **Recent key outcomes:**

2014 outcomes were:

Penola Primary school has three school priorities that were part of the 2012-2014 Site Improvement Plan. Fundamentally these are:

- Literacy
- Numeracy
- Australian Curriculum

In order to have more defined goals we have set our objectives to be narrow and focused. In 2014 our priorities and the key strategies implemented to achieve these goals have been:

1. **Literacy:** *Our whole school approach delivers improved skill development and achievement in **reading comprehension***

- Use and review of the school Literacy Practices guide
- Continuation of the Reading Support Teacher role
- Teacher release for moderation and assessment
- Investment in reading focused online programs for students
- Continuation of the Reading Intervention Program (RIP) and Making Up Lost Time In Literacy (MULTILit) as well as using ELF and PAL to engage and support Wave 2 students

2. **Numeracy:** *Our whole school approach delivers **improved teacher pedagogy in Numeracy with a focus on authentic assessment***

- Appointing a numeracy coach to work closely with three teachers and accessible to others
- Frequent (2-3 times a term) numeracy training delivered by the Numeracy Coach
- Engaging Thelma Perso to deliver a PD to all teachers on Authentic Assessment in Numeracy
- Agreed language and practices in teaching number from Ann Baker strategies
- Initial work towards a whole school numeracy agreement
- Teacher observations focused on Maths and number lessons
- Investment in online Maths resource for students
- Continued the QuickSmart program to target those in danger of falling behind

3. *Our coherent and consistent implementation of the **Australian Curriculum** in required areas links to assessment and achieving outcomes, incorporating the Partnership Focus on **Creating Powerful Learners***

- Focus the Australian Curriculum subjects of HASS (Civics and Citizenship and Economics and Business Components) and the Arts during Pupil Free Days over the year
- Whole staff, including SSOs, attending the Martin Westwell presentation on Creating Powerful Learners
- Staff training and development with a focus on TfEL and the Australian Curriculum

- Using our own Australian Curriculum Coordinator to increase knowledge and practical teaching ideas

4. Curriculum

- **Subject offerings:**

The subjects offered are in line with the Australian Curriculum. Subjects not yet determined by the Australian Curriculum are guided by SACSA. Subjects offered are:

- English
- Maths
- Humanities and Social Sciences (including History*, Geography, Civics and Citizenship and Economics and Business)
- Science*
- Physical Education and Health
- The Arts
- Digital Technologies

The Early Years emphasis on playful pedagogies is integrated in all areas of learning with the learning dispositions from the Early Years Learning Framework a major focus.

**Delivered by specialist teachers*

- **Open Access/Distance Education provision:** Nil

- **Special needs:**

Students with additional needs are supported by SSOs and teachers in line with their NEPs. An intervention coordinator assists staff with setting programs, NEPS and provides links with Regional Support Services.

- **Special curriculum features:**

A focus on playful learning underpins early years education. Staff work closely with the Kindergarten staff and Lisa Burman (Early Years Education Consultant) to ensure wellbeing and involvement for each child is at a high level.

- **Teaching methodology:**

All staff use TfEL with a focus on creating powerful learners as the core of their teaching methodology. With IWBs in each classroom, teachers are expected to use and model various forms of technology to enhance their teaching.

Ipads and netbooks are also available to support student learning.

- **Student assessment procedures and reporting**

The focus at Penola PS is on regular communication between teachers and parents to inform how the student is progressing. The formal process is an interview early in term 1 to establish communication and goals for each student. An interim report is accompanied by a follow up interview late in

term 2. A formal written report is sent out at the end of the year. School Reporting guidelines are followed with A-E grades (or word equivalent) are used.

- **Joint programmes:**

A close association exists between the McKay Children's Centre and the School. The OHSC programme is operated at the school by centre staff.

5. Sporting Activities

: The School has a strong sports program. Students are involved in swimming programs culminating in swimming and splash carnivals, athletics, fitness and class based physical education program.

A school team for football and cricket operate on Saturday mornings in a Naracoorte based competition.

Students are encouraged to try out for SAPSASA teams with considerable success in the past. The school is well represented through participation in football, softball, swimming, cricket, tennis, basketball, cross country, netball, hockey and athletics.

6. Other Co-Curricular Activities

The School produces an annual concert that is highly valued by the local Community. The School Choir performs at the concert and the Adelaide and South East Music Festivals.

Swimming lessons are held at the beginning of each year.

Instrumental lessons are offered by DECD personnel if the demand is there. Private providers offer piano and guitar tuition..

Each class participates in an annual camp. The camps operate for varying periods and in multiple locations. The younger classes generally have an excursion and sleepover.

7. Staff (and their welfare)

- **Staff profile**

:There is a good blend of teaching experience amongst the staff. The school is keen to nurture beginning teachers and has three teachers within their first three years of teaching. This is combined with a good balance of teachers in all stages of their career. The average age of teachers in 2015 is 40. The support staff are highly experienced and most have undertaken further study in their field.

- **Leadership structure**

:In 2015, the leadership structure consists of a principal, two coordinators (School Management and Quality Teaching and Learning) and a numeracy coach. However, the numeracy coach is also one of the coordinators.

- **Staff support systems**

: Staff work in hubs (F-3 and 4-7) as well as having mentor relationships. Step 9 teachers are expected to undertake a mentoring or wider school role. The Numeracy Coach works closely with teachers to help them develop their maths and numeracy pedagogy.

- **Performance Management**

: Performance Management is undertaken by the Principal, and sometimes with the quality teaching and learning coordinator. Meetings occur once per term with observation a key aspect of performance management. Improving teaching quality is a focus for 2015.

- **Staff utilisation policies**

The Personnel Advisory Committee advises the Principal on staffing issues, following input from the whole staff. Currently Non Instructional Time allows specialisation in Science and HASS (History Yr 3-7 and History and Geography for F-2) The school attracts some Tier 2 salary and makes a commitment from school funds and other sources to establish a strong support program. SSO support equates to 165 hours per week. Approximately 120 hours a week is allocated to classroom/ student programs. The balance is for ICT support and administration. The School Groundsperson works 17.5 hours per week to maintain approximately 6ha. of ground.

- **Access to special staff**

Students attending Penola Primary are able to access musical tuition from both DECD instrumental teachers in stringed, woodwind and private providers in piano and guitar. Specialist consultants such as Guidance Officers and Visiting Support Teachers are utilised on a needs basis.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**

: Penola Primary attracts 4.5 placement points.

- **Shorter terms**

: N/A

- **Travelling time**

: School finishes one hour earlier on the last day

- **Housing assistance**

: Limited public sector housing is available in Penola. The DECD discount is

- **Cash in lieu of removal allowance**

: N/A

- **Additional increment allowance**
:Penola PS qualifies as a Zone 2 school and attracts Country Incentive Allowance for the first five years. The 2012 EB rates for 2015 were \$1024 pa in the first year up to \$2339 pa in the fifth year.
- **Designated schools benefits**
:N/A
- **Aboriginal/Anangu schools**
: N/A
- **Medical and dental treatment expenses**
: N/A
- **Locality allowances**
:Yes- Minimal
- **Relocation assistance**
:Yes – plus a once off payment when beginning tenure. (This was \$438 in 2015)
- **Principal's telephone costs**
:No

9. School Facilities

- **Buildings and grounds**

Penola Primary buildings are set in expansive, well-cared for grounds, which have been recognised through KESAB Tidy Town Awards. The buildings vary in age and architecture. The administration and Middle Primary classrooms are part of the 100+ year original structure. The JP area has a large undercover veranda and fenced area which promotes outside play which is an important part of the curriculum.

A large Open Space Unit houses three classrooms and the resource centre. A well equipped Science/ Art room which includes cooking facilities is available for specialist lessons.

The School has a large oval, tennis, basketball and netball courts and a multi-purpose gym incorporating a stage and a kitchen. A Canteen operates each day for recess snacks and lunches.

Contractor buses are available for excursions – licensed teachers can access these buses for excursions.

- **Heating and cooling**

:All buildings having modern heating and cooling facilities which run on timers. The Unit has a newly installed heating and cooling plant which works very effectively and economically.

- **Specialist facilities and equipment**

The gymnasium and Science room are specialist areas.

- **Student facilities**

Students have ready access to most facilities as a high degree of trust is demonstrated in their use of equipment and facilities. They have access to computer pods, ipads, netbooks etc. to enhance their learning. An active SRC exists and offers student voice.

- **Staff facilities**

Staff have access to phone and work spaces when not teaching. There are also a number of office spaces around the school with upstairs conference rooms a popular spot to undertake planning. The staffroom has the usual amenities as well as a comfortable space to have lunch and socialise with other staff. An active social club exists for staff events.

- **Access for students and staff with disabilities**

:All buildings have wheelchair access. The school is on flat grounds and there are many visuals to accommodate students on the Autism Spectrum.

- **Access to bus transport**

Some DECD contracted buses are available for excursions and intertown travel. The school provides a bus service (for a small fee) to transport students for major SAPSASA events such as Athletics and Cross Country.

10. School Operations

- **Decision making structures**

There is a close working rapport with the Governing Council, Parent Club and Staff. Many decisions are taken collectively through consultative processes that include students. The Governing Council has significant input into the direction and priorities of the School. This often reflects areas identified by staff and students for improvement. The Financial Advisory Committee advises the Governing Council on financial priorities and monitors the budgeting and spending of the school. Committees are established to undertake specific roles when required. Many of these are inclusive of the groups mentioned above

- **Regular publications**

A newsletter is sent out fortnightly with information for parents on happenings at the school. A school magazine is produced each year which is compiled by the staff and students. A parent handbook is given to new parents each year.

- **Other communication**

:A weekly email is sent home informing parents of the upcoming events for the week.

- **School financial position**

:Currently the school is in a healthy financial position. However, it is reliant on parent fundraising to ensure adequate resources are available.

- **Special funding:**

The school receives a small amount of funding for Country assistance, Special Needs. The better schools funding in 2015 was negligible.

11. Local Community

- **General characteristics**

Penola is a small country town surrounded by the Coonawarra wine region and extensive livestock and forestry enterprises. As a service centre for the wine and tourist industry, the town has experienced a strong growth phase. Accommodation is limited due to the already high demand. Many people employed in the area travel from towns such as Millicent, Naracoorte and from western Victoria. There is a high degree of optimism in Penola's future.

- **Parent and community involvement**

: The community is most supportive of the school and the value of education generally. Parent support in areas such as sports coaching, working bees, canteen help classroom support, fundraising is strong.

- **Feeder or destination schools**

The majority of enrolments are attracted from the McKay Children's Centre. The majority of students go onto Penola High School. However, there is increasing competition from the two private schools in Mount Gambier.

- **Commercial/industrial and shopping facilities**

: Shopping facilities for essential items is good with an excellent local supermarket, hardware stores, bakeries and clothing boutiques. For more specialist type items, locals shop in Mount Gambier. The town boasts a number of excellent restaurants and eating facilities.

- **Other local facilities**

A community library with online internet services is available to residents. There is a medical centre and a hospital. The town has strong sporting clubs and facilities that are used by the football and netball team, a bowling club, hockey fields, fitness facilities and a high quality Golf Course.

- **Availability of staff housing**

:Some staff housing is available from Real Estate Management services. Private rental is available, but may be difficult to find at certain times of the year.

- **Accessibility**

Penola is 4 hours from Adelaide via road. A large proportion of the road is highway with many overtaking lanes. An airport is 25 minutes from Penola with daily flights to and from Adelaide and Melbourne. A stateliner bus operates daily to Adelaide via Keith.

- **Local Government body**

:Wattle Range Council