



# SCHOOL CONTEXT STATEMENT

Updated: 06/2018

**School number:** 0406

**School name:** Solomontown Primary School

## School Profile:

Solomontown Primary School is committed to developing a community of powerful engaged learners. The culture of the school is guided by the Pirie Qualities of Respect, Responsibility, Confidence and Persistence.

The school is proud of its rich history and reputation for taking responsibility for the Primary education of members of the third generation of families living in the Solomonotwn area. The school holds an extensive archive collection and visitors come to the school seeking information about former students.

The school is working towards demonstrating an aspirational vision of improving student learning and achievement by delivering high quality effective teaching where students display the dispositions of Visible Learners.

The school actively promotes the value of lifelong learning and is committed to providing a high quality, successful public school experience through the primary years in partnership with other schools and preschools for children and young people from Birth to Work

## 1. General information

- School Principal name: Brenda Potter
- Deputy Principal's name: Ben Pendry
- Year of opening:1897
- Postal Address:79 Three Chain Road, Port Pirie SA 5540
- Partnership: Pirie Partnership
- Geographical location – ie road distance from GPO (km): 230 kms
- Telephone number: 08 86322191
- Fax Number: 0886325090
- School website address: [www.sollyr7.sa.edu.au](http://www.sollyr7.sa.edu.au)
- School e-mail address: [info.0460@schools.sa.edu.au](mailto:info.0460@schools.sa.edu.au)

- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

	<b>2018</b>	<b>2017</b>	<b>2016</b>	<b>2015</b>	<b>2014</b>
<b>School Card</b>	76%	56%	68%	54%	43%
<b>ATSI</b>	31	31	37	49	51
<b>SWD</b>	47	52	53	57	59

- Student enrolment trends: Currently 175 students enrolled. The school follows the Pirie Partnerships enrolment guidelines developed in Term 3 2004 with identified school catchment areas: local school.
- Staffing numbers (as at February census):

*Principal 1.0 Deputy Principal 1.0 Student Wellbeing Leader 1.0 AET 0.4*

*7 Mainstream classes 2 special Education classes R-2 and years 3-7*

*ACEO 24.5 hours per week*

*SSO's - 13 in a variety of roles including: Admin, Finance, Student and Classroom support, Intervention programs, Resource Centre, Challenging Behaviour funding, Mentoring program*

*Grounds person 17.5 hours per week*

*Christian Pastoral Support Worker*

- Public transport access: Local bus service provides buses which are designated for school students.
- Special site arrangements:

Department for Education transports children to and from school if they live outside of Port Pirie.

Some children in the Special Options classes are transported to and from school via taxis through Department for Education transport. This arrangement must be included in the child's NDIS plan

## 2. Students (and their welfare)

- **General characteristics**
  - Solomontown Primary is a Category 1 school on the Index of Educational Disadvantage. Students live with parents and carers and a number are cared for by grandparents and other family members.
- **Student well-being programs**
  - The “Play is the Way” program is used by all staff to promote wellbeing and engagement.
  - The Pirie Qualities, **Respect, Responsibility, Confidence and Persistence**, developed in collaboration with children, young people, staff and Governing Councils across all schools and preschools in Port Pirie are the basis for many initiatives in the school. Students receive awards presented at fortnightly assemblies for demonstrating the qualities.
  - A range of systems and routines are in place to ensure that students are well prepared for learning; Breakfast Club, emergency lunches, provision of uniform items
  - Variety of recess and lunchtime activities offered
- **Student support offered**
  - An ACEO provides support to Aboriginal students and their families, particularly in strengthening the link between home and school.
  - A Pastoral Support Worker is available to the school community. This position is managed by the School Ministries Group. The worker makes themselves available on a needs basis and is available to students with their parents permission.
  - Department for Education Support Services work closely with the school in the following areas: Students with Disability, Behaviour, Attendance, Speech, Psychology, Child Wellbeing Practitioner
  - Non Department for Education Service Providers attend the school to provide 1:1 sessions with students through NDIS funding
  - Child and youth agencies including CAMHS, Reconnect and Yourtown work with students, families and school to support individual students.

- **Student management**
  - Student Wellbeing Leader operates from a Proactive/Restorative Model supporting classroom teachers and whole school programs including Play is the Way, Bounce Back and Friday Funtime (acknowledging students who have made strong choices during the previous fortnight)
  - At the beginning of each year classes develop expectations of behaviour and learning. Students receive a consistent message using Play is the Way language and they are encouraged to make decisions which lead to problem solving, self regulation and responsibility for their actions.
  - Parents/Carers/Guardians and Interagency teams are involved in developing Student Behaviour Support Plans when necessary
- **Student government**
  - Student Leaders are selected through a merit selection process. Student Leaders share important school responsibilities and represent the school at official functions.
  - House Captains and Vice Captains are elected by peers in Term 1
  - Student forums are held twice a term with representatives from each class
- **Special programmes**
  - Community Mentoring program coordinated by an SSO
  - Quicksmart intervention program for identified students in years 4-7
  - Multilit intervention program for identified students in years 3-7
  - Minilit intervention program for identified students in years 1-2
  - Preilit program for Reception classes
  - Transition opportunities are also available for year 7 students at John Pirie Secondary School throughout Term 4 with extended transition for students with disabilities

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**
  - The school has a Site Improvement Plan with the priorities being:  
*To strengthen numeracy achievement of children and young people.*  
*To embed high impact teaching practice that increase learner engagement, attendance and achievement.*  
 A copy of the Site Improvement Plan is available on the school's website
- **Recent key outcomes:**
  - NAPLAN data shows continual growth in Numeracy and Reading
  - Effect size of 0.4 or higher in PAT M and PAT R from 2016 – 2017 for years 3-7

## 4. Curriculum

- **Subject offerings:**
  - The school delivers the Australian Curriculum in all Learning Areas except LOTE. Specialist teaching is provided in STEM and Physical Education
  - Year 5,6,7 students are able to participate in Instrumental Music Programs and Combined Schools Choir
- **Open Access/Distance Education provision: Nil**
- **Special needs:**
  - The school hosts 2 Special Options classes for the Pirie Portfolio. An Early Years class with a maximum of 8 students and a years 3-7 class with a maximum of 12 students. Both classes have full time SSO's and actively engage in alternative curriculum areas including swimming and visiting the Mid North Education Centre.
  - STAR (Students At Risk) committee meets fortnightly. This committee is comprised of Student Wellbeing Leader, Deputy Principal, Support Services and site staff with the purpose being to determine if all onsite support has been utilised before referral to support services. Class teachers give an in depth profile of a student with an open discussion followed by where to next.
- **Teaching pedagogy:**
  - The pedagogy used by teachers is guided by the Australian Professional Standards for Teachers and Teaching for Effective Learning (TfEL)
  - All staff are involved in the Visible Learning + Collaborative Learning Program
- **Student assessment procedures and reporting**
  - Teachers use a range of assessment strategies including formative and summative assessment.
  - 3 way interviews occur at the end of term 1. Summative assessment on student achievement in all Learning Areas using word equivalent of grades A-E is formally reported at the end of terms 2 and 4
  - Informal meetings are held as the need arises including ILP, IEP and NEP

## 5. Sporting Activities:

- School teams are entered in to the Port Pirie SAPSASA carnivals in cricket, tennis, softball, football, netball, soccer, rugby. Students participate in the Interschool sports day early in Term 4 (all Port Pirie Primary school including Non –Government participate.)
- One focus of the specialist teaching program in PE is to connect children with local sporting opportunities in the town as well as connecting with sporting bodies to provide clinics on site
- School sports day is held at the end of Term 2

## 6. Other Co-Curricular Activities:

- The school has a choir comprising of students from year 5-7 which combines with students from other primary schools to perform at a local combined Schools Choir performance at Kieth Michell Theatre
- Whole school events happen throughout the year including Harmony Day, Reconciliation Week and Book Week
- Class camps and Excursions – year 6/7's participate in Aquatics every year and this year students from the 2 year 6/7 classes are going to Canberra in term 4, other year levels have excursions.
- Year 7 Graduation Ceremonies are held at the end of each year.

## 7. Staff (and their welfare)

- **Staff profile**
  - Significant number of permanent staff with backfilling due to staff taking maternity leave and leadership positions in other sites. In 2018 we have 2 teachers in their first 2 years of teaching.
  - Workplace Health and Safety is monitored very closely in the school and the WHS committee meets on at least 2 occasions each term. There are 2 WHS representatives in the school who attend to minimising risk of student and staff injury and maintaining aging grounds and facilities to a safe level.
- **Leadership structure**
  - Principal, Deputy Principal and Student Wellbeing Leader

- **Staff support systems**
  - Most staff members have been in the school for more than 10 years and many have formed friendship groups usually within teaching teams.
  - The staff has worked on building Collaborative Teams and work and learn in Learning Teams at least 3 times a term.
- **Performance Management**
  - The Principal and Deputy Principal hold the Line Management responsibility at Solomontown PS.
  - Performance Management is conducted in line with Department for Education policy and procedures including: formal PDP meetings twice a year, informal meetings, formal and informal observations.
  - Professional learning opportunities are focussed on the SIP and staff's PDP's

#### **Access to special staff**

- Students from years 5-7 are invited to join an instrumental music program which is delivered in the school for one session per week.

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

- Complexity placement points  
:yes
- Isolation placement points  
:no
- Shorter terms  
:no
- Travelling time  
:no
- Housing assistance  
:no
- Cash in lieu of removal allowance  
:no
- Additional increment allowance  
:no
- Designated schools benefits  
:no
- Aboriginal/Anangu schools  
:no
- Medical and dental treatment expenses  
:yes – for first 5 years

- Locality allowances  
:yes
- Relocation assistance  
:yes
- Principal's telephone costs  
:yes

## 9. School Facilities

- **Buildings and grounds**
  - The school has 4 separate buildings. The “1919” has the Early Years classes, NIT STEM and PE and computer suite. Years 2-5 and Primary Special Options class are located on the “deck”: a transportable building. Years 6/7 classes are in the “SAMCON” with double classrooms and a shared open space. A large hall was built attached the to Administration building as part of the Building the Education Revolution.
  - The Governing Council, school staff and grounds person monitor and maintain the condition of the buildings and grounds in the school.
- **Heating and cooling**
  - All teaching and learning areas have split system heating and cooling - the office and resource centre operate on a reverse cycle fully integrated system. The school hall has evaporative cooling and gas heating.
- **Student facilities**
  - The school does not operate a canteen but a service for children is offered once per week where a limited number of items are available for sale at recess time. Parent volunteers offer a lunch special for children on one day each fortnight
- **Staff facilities**
  - The staff room is maintained as a confidential space for staff only. The staffroom contains cooking and reheating facilities and a Staff Matters group meets regularly and plans for staff welfare requirements, provisions in the staffroom including a vending machine for food and drinks and the organisation of staff functions.
  - All teachers are provided with a surface pro or laptop and an annual TfEL Teachers Companion for planning
- **Access for students and staff with disabilities**
  - The school is fully accessible for staff, students and parents with a disability. Ramps, automatic doors and disabled toilet facilities are available and accessible in the school for both children and adults. A parking space specifically designated and allocated for vehicles displaying



a disabled parking sign is available in the staff car park close to the front entrance to the school.

## 10. School Operations

- **Decision making structures**
  - The Governing Council is a small group of dedicated parents and does not divide into subcommittees. A Chairperson, Deputy Chairperson, Treasurer and Secretary are elected at each Annual General Meeting currently held in March of each year
- **Regular publications**
  - The school publishes a newsletter, the Solly Serial on the Friday of even weeks across the term. The publication is also available electronically and is emailed to all sites in the Pirie Partnership.
  - The school has a closed Facebook page and also uses Flexibuzz for home school communication.
  - The school produces a very high quality magazine each year containing photographs and articles from every class in the school. It is presented to each Year 7 Graduate and is also available for purchase from the school office
- **School financial position**
  - The school is extremely well resourced and learning programs and interventions are well funded. The school employs SSOs to support student learning and each class receives a generous SSO time allocation. Class numbers are kept lower than formula to provide personalised learning and small group intervention. The school receives significant funding through Tier 2 entitlements for Low SES schools and Better Schools Funding for a category 1 site
- **Special funding**
  - Discretionary funding for specific student interventions can be available via application from Support Services specifically in Special Education and Behaviour

## 11. Local Community

- **General characteristics**
  - Solomontown Primary School is situated in the Eastern most suburb of the Regional City of Port Pirie. There are a significant number of older style homes which are being renovated by both young families and retired couples. Many houses in the school's catchment are rented by families experiencing economic disadvantage. Port Pirie is an industrial/human services city with a reputation based on its major industry – Nyrstar - lead and zinc smelters. The smelter is currently undergoing significant redevelopment which has brought additional employment into the town albeit on a short term. Port Pirie has a wide range of services and

community facilities and has been seen by the great majority of teachers who have chosen to live in the town as a country community which is appropriate to live and raise a family.

- **Parent and community involvement**

There is limited parent and school community involvement in the school.

A community mentor program operates each week for a small number of students.

The school holds an assembly once a fortnight and parents/carers are individually contacted and invited to attend when their child is receiving an award. There are usually 20 community members at each assembly

- **Feeder or destination schools**

- Solomontown is the school identified as the feeder school for the Solomontown Kindergarten which is located across the overpass on Three Chain Road. Children living outside of Port Pirie who are transported to school by DECD School Bus also are enrolled in the school

- **Other local care and educational facilities**

- Port Pirie has a Children's Centre, commercial childcare and a Learning Together program for parents and children aged Birth -4 years. Playgroup and Preschool programs are available in the 4 Kindergartens in the town. John Pirie Secondary School is the only public high school servicing Port Pirie and surrounds

- **Commercial/industrial and shopping facilities**

- A wide variety of shopping facilities are available in the town including Coles and Woolworths. The CBD and central shopping precincts offer a wide variety of shopping experiences, banking and both government and non-government services

- **Other local facilities**
  - Port Pirie and surrounding areas enjoy extensive sporting and recreational activities held in high quality venues. Medical Dental and Allied Health Services are available and Port Pirie has a large regional hospital
- **Availability of staff housing**
  - Government Employee Housing, private rental and houses for purchase are all available in Port Pirie.
- **Accessibility**
  - Travel to Port Pirie from Adelaide is by car or coach via Highway 1 – Augusta Highway. This route is very busy with overtaking lanes located along the highway at 5 km intervals. The journey to Adelaide can be completed in just over 2.5 hours to Gepps Cross.
- **Local Government body**
  - Port Pirie Regional Council

## 12. Further Comments

The staff at Solomontown are in the main very experienced teachers who have worked in the school for many years. Most SSOs are local Port Pirie community members who are very loyal to Solomontown and have worked in the school over extended periods of time.