

SCHOOL CONTEXT STATEMENT

Updated: 28/02/2023



Government of South Australia

Department for Education

School number: 0352

School name: Pooraka Primary School

School Profile:

Pooraka Primary School is a welcoming community, where students, families and staff feel connected, valued, respected and supported. At Pooraka Primary School we are committed to supporting every student to reach their full potential through high standards of learning achievement, within a safe and supportive environment.

In 2023 the school enrolment is 185.

We continue to celebrate our diverse population which includes:

- 9 % Aboriginal students
- 48 % EALD students
- 9 % Students with disabilities (medical diagnosis)
- 57 % School Card assistance

Our Site Improvement Plan focus continues to reflect best practice through innovative, research and data informed teaching and learning. Our site goals in 2022-2023 focus on improving student achievement in reading through the explicit teaching of phonics and reading strategies, enabling students to become proficient and confident readers; along with providing a high quality differentiated and sequenced teaching and learning program.

At Pooraka Primary School we value and work towards providing a high quality teaching and learning program and educational success for all students.

Pooraka Primary School has a strong commitment to student wellbeing and engagement. We value the social and emotional wellbeing of all students, and provide explicit teaching and learning opportunities with a focus on Wellbeing and Resilience skills via our PERMA+ program.

The core values at the school are: Respect, Responsibility, Caring, Cooperation and Trust.

Pooraka Primary School has a rich and diverse history, marking its place as central to the local community. Pooraka Primary School was formerly known as the Abattoirs School. It was opened on the 14th April 1914 to service the children of the Gepps Cross Abattoirs workers and families in the surrounding community. The school opened with a two room building which now houses the Performing Arts and O.S.H.C programs. The two storey main building was officially opened in 1967 and as numbers increased an open space unit was added. In 2014 the school community celebrated its centenary year.

1. General information

- School Principal name: Deborah Barry
- Deputy Principal's name: Deborah Foreman
- Year of opening: 1914
- Postal Address: 11 South Terrace, Pooraka, 5095
- Location Address: 11 South Terrace, Pooraka, 5095
- DECD Region: Northern District: Montague Partnership
- Geographical location – ie road distance from GPO (km): 11 kms
- Telephone number: 08 82621010
- Fax Number: 08 83497838
- School website address: www.poorakaps.sa.edu.au
- School e-mail address: dl.0352.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Governing Council managed

February FTE student enrolment:

<i>Feb FTE Enrolment</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
Reception	36	33	34	28	33	17
Year 1	30	31	31	34	23	32
Year 2	21	27	31	31	32	26
Year 3	33	23	27	27	29	32
Year 4	31	30	27	28	21	29
Year 5	37	31	33	31	28	21
Year 6	30	35	33	32	27	28
Year 7	34	31	28	30		
Total	252	241	244	241	193	185

	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>	<i>2022</i>	<i>2023</i>
Total FTE Enrolment	252	241	244	241	193	185
School Card Approvals			43%	51%	52%	52%
NESB Total			39%	45%	48%	48%
Aboriginal FTE Enrolment			7%	9%	9%	9%

Student enrolment trends: School enrolments remain steady for most cohorts, with numbers fluctuating across years. Enrolments dropped in 2022, when our year 7 students transitioned to high school.

Staffing numbers (as at February census):

Teaching Staff	13.4 FTE
SSO Staff	251 Hours
BSSO's	12 Hours
AECO	10.5 Hours
GSE	10 Hours

Public transport access: Torrens Transit (school bus)

- Morning: drop off on Scott Street.
- Afternoon: pick up on South Terrace.

Special site arrangements:

- The school has a valued OSHC service.
- A breakfast club (Kickstart 4 Kids) operates daily.
- The school is an active member of the Montague / Orion Portfolio, and Montague Partnership.

2. Students (and their welfare)

General characteristics

- In 2023 the school enrolment is 185
- The school has 8 classes across Reception to Year 6
- Approximately 50% of our students are from EALD backgrounds including Vietnamese, Afghani, Indian, Pakistani and African nations.
- Before and After School Hours Care (OSHC) operates for school aged children in the ACRA building. Vacation Care runs during all vacation periods and Pupil Free Days.

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Student well-being programs

- At Pooraka Primary we aim to develop student's wellbeing and resilience skills and their capacity to self-regulate. We explicitly teach these skills across R-6 and model respectful relationships and language in all that we do.
- There are a range of programs embedded across all classes including: PERMA+ wellbeing & resilience skills; Zones of Regulation; JumpStart Program; What's The Buzz; Circle Time; Brain Breaks.
- Australian Curriculum programs and learning opportunities including: Keeping Safe: Child Protection Curriculum; General Capabilities – support all students.
- For identified groups and individuals, additional intervention and wellbeing programs are put in place to address identified needs. These are facilitated by SSO's and Social Work students, under the direction of the Intervention Team, and supported by our Department support services.
- The newly appointed role of Autism Inclusion Teacher (AIT) will provide an additional layer of wellbeing and inclusion opportunities for students on the Autism Spectrum.
- The school has a strong commitment to Cyber Safety and teachers explicitly teach students about appropriate use of computers and the internet.

Student support offered

- The Student Support and Intervention Team is made up of the Principal, Deputy, key teachers and SSOs. The team provides additional support in literacy, numeracy and wellbeing (social / emotional regulation and behaviour support) to identified students. The Leadership team meet with key staff regularly to review intervention supports across the site.
- A range of intervention programs cater for a range of student needs, based on learning assessments and data analysis (PASM, Phonics Assessment, PAT-R, PAT-M, NAPLAN and reading assessments). Students not meeting SEA have access to targeted programs including Phonics Intervention, APAS support, reading groups, speech and language programs and small group or in class support.
- Students with additional needs (including students with a disability, Children in Care and Aboriginal students) are supported in their learning and engagement with a documented One Plan; developed in collaboration with families and support services. Intervention programs and strategies are implemented based on functional needs and rich data analysis.
- Our Aboriginal Community Education Officer (ACEO) provides additional support for Aboriginal students and teachers, particularly with literacy and wellbeing needs.
- Our Aboriginal Education Teacher (AET) works closely with the Literacy leader, ACEO and classroom teachers to develop and implement culturally inclusive teaching and learning practices and data informed intervention programs.
- Pooraka staff liaise and collaborate with our local Department Services including: Psychologist (learning assessments and support); Speech Pathologist; Behaviour Coach; Special Educator; Hearing Support Services.
- At Pooraka Primary we also develop links with external agencies and NDIS service providers.

Student management

- The school has comprehensive behaviour education processes that are responsive to student needs, and are focused on repairing relationships, teaching responsible and accountable behaviours, and are focused on learning and wellbeing.
- Department for Education policies and procedures are adhered to.
- The Behaviour Toolkit and Behaviour Education policy underpins our behaviour and engagement strategies, supports and interventions.
- A preventative and developmental approach to behaviour education, focused on accountability and responsible behaviours is explicitly taught across all classes.
- For students with additional behavioural needs, processes including buddy class, time out, meetings with families and support services and take home strategies are used.

Student government

- Student Voice is valued at Pooraka School and students opinions are represented through, class meetings, cross-age tutoring / mentoring, and Student Action Teams / Active Leaders groups. Various groups and teams are arranged throughout the year based on student and school needs.
- Senior students can also choose to participate in the Leadership program, whereby they gain points by taking on various responsibilities across the school.
- Senior School Captains are responsible for leading assemblies, concerts, sports days and whole school events.
- Our Aboriginal students participate in 'Nunga Group', and the senior students take on a leadership and mentoring role within this space.

Special programmes

- Pooraka Primary offers rich specialist programs in Performing Arts with Chiara Monopoli; PE with Kym Stocker; Science with Marghie Hooi and Italian with Elena Larice
- The school offers First Language Maintenance and Development (FLMD) programs for targeted EALD groups.
- In 2023, Pooraka Primary has also partnered with four local schools to develop a STEM transition to high school program to support students with a positive transition from primary to secondary, through the lens of STEM curriculum and learning opportunities.
- Our students also have the opportunity to participate in a range of SAPSASA and sporting events throughout the year.
- Whole school events and celebrations are valued learning and wellbeing opportunities for our students and community. Some of these highlights include: Harmony Day, NAIDOC Week, Book Week, Musica Viva, Sports Day, National Simultaneous Story time, and STEM projects.
- High numbers of students participate in the Premier's Reading Challenge and Be Active Challenge.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Vision Statement: At Pooraka Primary School we are committed to supporting every student to reach their full potential through the delivery of a guaranteed curriculum and high quality standards of teaching and learning, within a safe and supportive environment.

Our Site Improvement Plan focus continues to reflect best practice through innovative, research and data informed teaching and learning. Our site improvement goals in 2023 focus on improving student achievement in reading and Literacy.

Goal 1: Improve student achievement in Reading.

Challenge of Practice: If all educators explicitly teach reading by implementing The Big 6 reading strategies then we will increase achievement for all students in Reading.

Goal 2: Increase student achievement in English.

Challenge of Practice: If we intentionally use the Australian Curriculum and differentiate learning by having a deep understanding of the English Curriculum, then we will increase student achievement in English.

We also have a continuing focus on:

- Student wellbeing for learning
- Student Attendance and engagement
- Embedding ICT across the curriculum

- Recent key outcomes:

We were proud to have achieved all goals and targets set for the 2022 school year, with some areas exceeding our expectations. **A snapshot of our targets and data indicates:**

Students achieving **SEA in NAPLAN Reading:**

- 79% of Year 3 students (23 / 29 students) to achieve SEA **20/30 = 67% achieved.**
- 75% of Year 5 students (22 / 29 students) to achieve SEA **20/28 = 71% achieved.**

Students achieving **High Bands in NAPLAN Reading:**

- 24% of Year 3 students (7 / 29 students) to achieve HB **8/30 = 27% achieved.**
- 31% of Year 5 students (9 / 29 students) to achieve HB **8/28 = 29% achieved.**

Students achieving **SEA in PAT-Reading** – Raw data, across all PAT tests :

- 79% of Year 3 students to achieve SEA (25 students participated) **22/25 = 88% achieved**
- 70% of Year 4 students to achieve SEA (18 students participated) **17/18 = 94% achieved**
- 75% of Year 5 students to achieve SEA (24 students participated) **22/24 = 92% achieved**
- 71% of Year 6 students to achieve SEA (26 students participated) **23/26 = 88% achieved**

Our **Year 1 phonics data** has shown a significant improvement in phonics understanding in the early years over the past 4 years. In 2022, the goal of 73% of Year 1s (16 / 22 students) to achieve SEA in Year 1 Phonics Screening was achieved.

The strong commitment and intentionality to our site improvement goals, targets and actions have demonstrated positive impact on student learning and achievement data.

4. Curriculum

Subject offerings:

- All areas of the Australian Curriculum, with Italian as Languages.
- PE, Performing Arts, Italian and Science are our Specialist (NIT) subjects.

Special needs:

- Students with disabilities or additional / complex needs access support and intervention via IESP funding. The support can be from a teacher or SSO one on one, small group, or within the whole class – depending upon needs and adjustments required.
- Children with a disability are supported in their learning by a comprehensive One Plan.

Teaching methodology:

- Teachers utilise the Australian Curriculum to design and implement high quality teaching and learning programs.
- Teaching for Effective Learning (TfEL) and High Impact Teaching Strategies (HITS) are pedagogical practices and teaching strategies delivered by our teachers.
- Teachers use assessment data to inform their teaching and learning programs – and to provide a high quality, differentiated learning program.
- Learning programs and teaching methodologies are based on current research and resources.
- All teachers attend professional learning to ensure their practice is relevant, evidence based and inclusive of all students.

Student assessment procedures and reporting

- There are a range of ways (formal and informal) that teacher's report student learning progress. Teachers communicate and report regularly to families via the SeeSaw app – where they share learning, data and celebrate successes. Teachers keep detailed records of student learning, achievement and progress.
- Although this is not limited, a general outline of ways we report to families is:
 - Term 1 – Acquaintance day and Formal parent teacher interviews – One Plan meetings.
 - Term 2 - Written report
 - Term 3 - Informal check in with families as required.
 - Term 4 - Written report

Joint programmes:

- Kindy in Schools Program – our local kindy visits the school weekly and shares our spaces. They also join the school for events like Book Week and Harmony Day.
- Transition – Preschool to School – coordinated transition visits during term 4
- Transition – Primary School to High School – two state-wide transition days in term 4
- Transition to High School STEM Project

5. Sporting Activities

- All students participate in our specialist PE curriculum each week.
- Students also have the opportunity to participate in a range of SAPSASA and sporting events throughout the year including: swimming, athletics, cross country, rugby, cricket, basketball.

- The school partners with a range of sporting associations and clubs to provide additional sporting opportunities including: Footsteps dance lessons, Cricket Australia, Rugby SA, Sports for Schools – tennis, basketball and badminton.
- Students also participate in swimming and water safety sessions each year.

6. Other Co-Curricular Activities

- Premiers Reading Challenge
- Premiers Be Active Challenge
- Instrumental music program (select instruments) available at different times
- Students and families also participate in other cultural and community events of significance

7. Staff (and their welfare)

Staff profile

- Teaching and Support Staff as detailed above

Leadership structure

- Principal
- Deputy Principal
- Key teachers lead various aspects of curriculum and teaching & learning via a coaching and peer mentor structure.

Staff support systems

- Three working collaboratively in teams – Junior Primary, Middle Primary and Upper Primary – and across teams – in a Professional Learning Community (PLC) structure
- SSO staff work in teams – managed and supported by the Deputy Principal
- Staff support systems are set up to encourage team work, collaboration and professional relationships built on respect, trust and open communication.
- Staff wellbeing is a high priority.

Performance Management

- Professional Development Plans (PDP) and processes reflect site improvement priorities, goals and actions. They are tailored to individual needs, with improvement and accountability at the

forefront. PDP's focus on individual strengths and professional learning opportunities. PDP meetings occur regular throughout the year.

- The Leadership team engage in regular and purposeful instructional leadership processes, including classroom observations.

Access to special staff

- Close partnerships have been established between Pooraka Primary School and our department support services.
- School staff collaborate with specialist support services via NDIS and Autism SA.

8. School Facilities

Buildings and grounds

- The school comprises of a main building – housing all primary classes; an Open Space Unit – housing the junior primary classes; a gymnasium / hall; and the 'old school' – housing performing Arts and OSHC.
- There is a canteen kitchen space – utilised for breakfast club
- A shelter shed – utilised for sensory movement play and shelter
- The oval is large, with nature play opportunities around the outskirts
- There are two playgrounds and a nature play inspired sandpit area.

Heating and cooling

- All classes, work spaces, offices, the multipurpose space and the hall are air-conditioned.

Specialist facilities and equipment

- The Resource Centre and Computer Room are shared facilities
- There are two wellbeing & engagement rooms within the main building – lunch clubs are facilitated in these spaces each day.

Student facilities

- There is a school canteen kitchen space used for breakfast club daily and selling ice blocks and snacks. The space is also used during community events.
- The Seniors Room is located within the main building

Staff facilities

- Air conditioned, spacious staff room in the main building
- A shared space and kitchen area is located within the Open Space Unit
- There are a range of offices and shared spaces for staff to utilise for independent work
- Toilet and bathroom facilities are located within the main building, Open Space Unit and gym area.

Access for students and staff with disabilities

- Ramps and wide doors make buildings easily accessible. A disabled toilet is located near the hall. There is allocated disability parking in staff and parent carparks.

Access to bus transport

- As stated above, public transport is easily accessible
- Students access public and private buses for excursions

Other

- The hall is hired for a variety of community activities and events.
- The school buildings and grounds are used on Saturdays for Vietnamese School

10. School Operations

Decision making structures

- The Governing Council in collaboration with the School Principal oversees the operation of school policy and decision making.
- Staff meetings and PLC meetings are held weekly – staff share information and make decisions at a local level – with a focus on student improvement and professional learning.
- Committees (Literacy, Numeracy and Whole School Wellbeing & Engagement) meet regularly
- Student voice is valued and sought through a variety of processes

Regular publications

- SeeSaw is the main method of communication between school and home
- School newsletter – published via the SeeSaw app
- Transition to school information booklets
- Other general information and policy documents are available via the school website

School financial position

- The school operates a consolidated account. The Governing Council is kept up to date regarding financial information.

11. Local Community

General characteristics

- The school is located within the Pooraka community.
- Unity Park is a short walk away and the space is utilised by the school and family members.

Parent and community involvement

- Parents and community members are involved in the school community via the Governing Council, OSHC Committee, volunteering opportunities, and attending class and whole school events.
- Pooraka Primary actively encourages families to be involved in the school and their child's education.

Feeder or destination schools

Students come from a range of feeder kindys and schools. Our main connections are:

- Kindy : Pooraka Kindergarten, Pooraka Yawarra Children's Services – Early Education and Care
- High Schools: Valley View Secondary, Para Hills High School and Roma Mitchell Secondary.

Commercial/industrial and shopping facilities

- The Gepps X Home HQ, South Ausytalian Produce Markets and Ingle Farm Shopping Centre are all in close proximity to the school.

Other local facilities

- GP and medical centres, chemist, a range of restaurants and cafes, tennis club, Velodrome and soccer stadium are located nearby.

Local Government body

- City of Salisbury Council