

SCHOOL CONTEXT STATEMENT Updated: June 2020

School Name: Victor Harbor R-7 School School Number: 0453

1. General Information

Part A

School name : VICTOR HARBOR R-7 SCHOOL

School No. : 0453 Courier : Fleurieu Principal : Mr Brenton Robins

Postal Address : The Parkway, Victor Harbor 5211 Location Address : The Parkway, Victor Harbor 5211

Partnership : Fleurieu

Distance from GPO : 85 kms Phone No. : 08 85521166 CPC attached : NO

Fax No. : 08 85525068

Part B

Leadership

: Brenton Robins - Principal

: Deputy Principal - (Acting TBA)

: Liz Edwards – Student Wellbeing Leader R-7.

There is a Numeracy Focus teacher, a Literacy Focus teacher, a Disability Unit Co-ordinator, a TfEL Co-ordinator and an Intervention and Learning Support Co-ordinator.

Staffing numbers

: 44 Teaching staff [including part-time], approx. 30 SSO's and 1GSE [groundsman].

OSHC

: An Out of School Hours Care Program is run by YMCA and is located in the Activity Room and wet area of Home Base Unit 1. The service has an outreach program at Pt. Elliot P.S.

Enrolment trends

: Two non-government R-7 schools also operate in the town. Enrolments have been consistent with a slight increase from non-government transfers.

Special arrangements

: Two schools were formed on the current site in 1992. The schools underwent an amalgamation in 2013.

Year of opening

: Victor Harbor Primary School was opened in 1874. The school moved from its previous site [Woolworths] to the current site in 1986.

Public transport access

: Students living in outlying areas are transported to and from school each day free of charge on DfE buses. A community bus service also operates within the town and serves our school.

2. Students (and their welfare)

□ General characteristics

: Victor Harbor R-7 School currently has a student population of approx. 580.

The School Card population makes up about 50% of the total school population. The DfE Index of Educational Disadvantage is 4. There are approximately 40 Aboriginal students and a small number of EALD students. An Aboriginal Education Teacher supports students in literacy and numeracy and an Aboriginal Community Education Officer supports students and families. The school has a Disability Unit.

□ (Pastoral) Care programs:

The school has one Christian Pastoral Support Worker. The school focuses on a two-week "Laying the Foundations" values programme at the beginning of the year.

□ Student management:

The school's Student Behaviour Management practices are based on a rights and responsibilities model and reflect the National Safe Schools Framework. There are common expectations for classroom behaviour and yard behaviour based on our school's values: Respect, Safety, Honesty, Responsibility & Trust. Procedures are monitored through a regular data collection process. Parent involvement in the issue of student welfare is encouraged by the classroom teacher with the support of leadership staff.

□ Student Leadership:

: The Student Representative Council is currently co-ordinated by teaching staff and the Student Wellbeing Leader. The leadership group meets prior to fortnightly meetings to plan the agenda of each meeting and to communicate events or issues. There are several working parties co-ordinated by staff members and student leaders. The SRC is involved to a high degree in school decision making and actions.

3. Key School Policies

□ Vision/Mission Statement

Our vision is for a dynamic, forward thinking school continuing to develop children's skills in numeracy, literacy, information technology and social skills. At Victor Harbor R-7 School we pursue and promote success for all learners within our unique learning environment.

We offer a curriculum, which is consistent with the Australian Curriculum.

We encourage students to achieve their potential, actively promote self-esteem, present quality learning experiences and value our community.

Victor Harbor R-7 School is an inaugural member of the South Australian Sustainable Schools network.

The current School Improvement Plan (SIP) has an improvement focus on Reading across the school. The 3 goals can be summarised as:

- (1) Increase the number of students achieving the SA Standard of Educational Achievement (SEA)
- (2) Increase and retain the number of students achieving in higher bands
- (3) Increase the rate of achievement growth for all students.

4. Curriculum

Subject offerings

: The school provides a high standard R-7 curriculum. There are specialist teachers in Indonesian R-7, Music R-7 (Digital Music Specialist School), PE R-7, and Digital Technology. A curriculum resource teacher supports all classes and is based in the Resource Centre. The aquatics program operates throughout the year and R-5 students access the swimming program while the year 6/7's, swimming and surfing/aquatics.

Special needs

: We have a regional Disability Unit, which caters for severe and multiply disabled students from across the partnership. Where possible, our school has adopted an integration policy for students with disabilities. Currently there are 18 students in the Disability Unit. There are 3 teaching staff (including a Co-ordinator) and 7 SSO's. The Disability Unit is co-located on the school site with students and staff included in the school's specialist programs and professional development.

A significant range of intervention and support programs is provided for students at risk. A Student Review Team has been established to coordinate referrals from class teachers.

Special curriculum features

: Funding for a Digital Music Specialist School program commenced in 2017 and will support STEAM learning. A customised new building to support Music and Digital Technology will be constructed in 2020-21.

: A 'May Gibbs' visiting authors program operates annually through the Resource Centre. An Aboriginal Cultural Exchange Program [with Fregon Anangu School] incorporating camps, operates annually. A Flinders Camp is also undertaken annually. Other camps are held from Reception to Year 5.

Students have been actively involved in sustainability programs with community groups.

Teaching methodology

: Teaming is encouraged. Staff meet regularly in Professional Learning Teams.

Assessment procedures and reporting

: Teachers use a range of assessment practices which include NAPLAN, PAT- M+, PAT-R, Running Records, observation, annotated work samples, conferences and other testing [both formative and summative]. Other formal reporting processes include acquaintance sessions, family conferences and summative reports incorporating the Australian Curriculum achievement standards.

Joint programmes

A DECD Aquatics Unit is on site and accessed by schools across the state.

5. Sporting Activities

: Sport and physical activity is a very significant part of the curriculum and many students are involved with local sporting clubs.

SAPSASA is organised in most sports and students are encouraged to participate. The school's PE specialist teacher is the District SAPSASA Convenor.

Physical activity & sports clinics occur throughout the year as part of the curriculum.

The school has an active surfing program & opportunities for students to compete against other teams.

6. Other Co-Curricular Activities

General

: A senior and junior choir coordinated by the Music Specialist teacher operate at various times throughout the year, including at community events. The school regularly performs school musicals for the community.

Sectional assemblies are held regularly and whole school assemblies are held in the first week of term.

7. Staff (and their welfare)

Staff profile

There are 8 Reception-Yr 2 classes and 13 Yr 3-7 classes.

There is a number of part time staff. There are two Indonesian teachers (1.6), Music (1.0), Information Technology (0.6). The canteen has two managers and there is an instructor in charge of the aquatics team.

Staff support systems

: Staff training programs are coordinated by the Leadership Team. The school has an AEU branch, PAC and Governing Council. A School Improvement Plan (SIP) has been developed. Leadership staff are responsible for priority budget lines and each teacher manages their own class budget. Volunteers work throughout the school and are co-ordinated by a SSO.

Access to special staff

: Instrumental music teachers visit the school along with regular visits from Educational Psychologists, Speech Pathologists, Behaviour Support staff, Peripatetic staff from Centre for Hearing Impaired, Down Syndrome and Autism Associations and Kilparrin Teaching & Assessment Unit. Speech pathologists and psychologists work with families using school facilities as office space.

Other

: SSOs meet regularly and participate in partnership support structures. Principal & Deputy Principal meet regularly in Fleurieu Partnership groups.

9. School Facilities

Buildings and grounds

:Victor Harbor School is a relatively new school on this site, having been relocated to the Parkway site 34 years ago. Buildings are made up of a mixture of permanent structures. A new Middle Schooling building was opened in 2017.

The school facilities include: A Gymnasium, Swimming Pool – heated and enclosed, Large Admin./Staff building, Art Rooms, Science & Technology room, Specialist Music Suite, Student Services area, Activity/Seminar room, Disability Unit (Regional), Aquatics Unit (Statewide program) Canteen, Library/Resource Centre, Computer Suite and two Indonesian specialist areas.

Home Base Units have areas that can be opened up to join classrooms, or are linked by covered open air structures.

A new gymnasium/hall and library were completed in 2011 as part of the federal government's 'Building the Education Revolution' initiative.

Information & Communication Technology has been an important development. The school has been cabled with fibre optic cable linking all areas of the school to a file server. A computer suite has been established and is being used as a teaching area. Classrooms have links to the network and Wifi installed across the school. Shared, portable devices are used by students.

The grounds [5 Ha] are extensive with:

- large grassed play areas
- hard play areas
- nature play areas
- grassed courtyard area with adventure playground
- 'exersite' [play/fitness equipment].

A Grounds and Facilities committee made up of Governing Council members, staff, students and parents, provides advice regarding facilities and grounds development. The school has several environmental projects under development involving students, staff and the community.

Cooling/Heating

: Air-conditioning is provided throughout the school.

Specialist facilities

: The school has a multi-purpose gymnasium used by the school community and a heated and enclosed swimming pool also accessed by the community.

Student facilities

: The Canteen is managed by a sub-committee of Governing Council and is open daily. The school has extensive sporting fields and access to specialist athletics equipment.

Staff facilities

: A new admin. building was completed in 2004. A new gymnasium and library and an update to the Disability Unit occurred in 2011.

Access for students and staff with disabilities

: Ramps are located on site & toilets have been modified.

Access to bus transport

: A 22-seater and a DfE bus are available. The 22-seater bus with wheelchair access is also used by the Disability Unit.

10. School Operations

Decision making structures

: The school has a decision making policy based on participation & consultation with majority and consensus decisions

Regular publications

: Information is communicated via the Day Book with news shared across the school daily by student leaders, a weekly bulletin is published on Mondays, a newsletter once per fortnight, an updated website & a staff handbook and TRT information. All new staff are taken through an induction program.

Other communication

: School diaries/communication books and online tools are used for student communication between home and school. The local paper reports significant school events. A staff whiteboard is used for mapping school events.

School financial position

: The school currently utilises one global budget based on 2 Resource Entitlement Statements.

Special funding

: The school receives Commonwealth Literacy program grants for Junior Primary & Primary and significant disabilities funding.

11. Local Community

General characteristics

: Victor Harbor is a seaside regional centre with a population of approximately 15,000 plus, that is well known throughout the state and country for its scenic surrounding areas. Whilst it has had a reputation as a retirement centre, recent growth in the school indicates that the population demographics are rapidly changing. Rural industry, tourism and service provision are the main local industries. Transience in the community is increasing.

The school forms part of a cluster and has close ties with the following schools: Pt Elliot Primary School, Goolwa Primary School & Victor Harbor High School

The town has a high school of approximately 700 students and most students move from the R-7 School to this school at the end of year seven.

Most of our students attend Victor Harbor Kindergarten prior to their enrolment at school. (A small number each year come from Pt Elliot Kindergarten and the Childcare Centre).

Parent and community involvement

: There is a high level of parental & carer involvement in the school through a variety of groups including Governing Council, volunteer support in the library, classrooms, canteen, sports and literacy intervention.