

SCHOOL CONTEXT STATEMENT

Updated: 2016

School Name: Callington Primary School

School Number: 0705

1. General Information

• Part A

•	Schoolname	CALLINGTON PRIMARY SCHOOL
•	School No.	0705 Courier:
•	Principal	Mrs Sharyn Darrell
•	Email	dl.0705_info@schools.sa.edu.au
•	Postal Address	North Tce, Callington 5254
•	Location Address	North Tce Callington 5254
•	District:	Adelaide Hills
•	Phone No.	08 85385046
•	Fax No.	08 85385108
•	Distance from GPO	55 kms
•	CPC attached	Kindergarten is located on same site

February FTE Enrolment

	2011	2012	2013	2014	2015	2016
Reception	11	17	15	11	13	12
Year 1	6	12	12	9	11	11
Year 2	14	7	13	9	4	11
Year 3	7	15	8	7	7	5
Year 4	10	6	17	7	7	6
Year 5	10	11	6	9	7	6
Year 6	10	10	10	4	6	7
Year 7	4	9	9	7	3	5
TOTAL	72	87	90	63	58	63

Part B

Staffing numbers

Permanent 2 teachers

Classes -3

Principal 1.0

Teaching Staff: 1 male teacher 1.0

2 female teachers 1.0

1 female NIT/wellbeing 1.0

SSOs:

Groundsperson (GS), 5 hpw – permanent – male.

SSO2 permanent 17 hpw permanent Administration/ Finance

SSO1 permanent 16 hpw admin

SSO1 temporary 12 hpw admin / class support

SSO1 temporary 12 hpw admin/ class support

SSO 1 temporary 20 hpw class support / students with disabilities support

OSHC

An Out of School Hours Care program operates from 3:20pm – 6:00pm. It is managed by a portfolio group that is comprised of the Principal and Governing Council rep, parent rep, OSHC Director and school finance officer.

Enrolment trends

Enrolments do tend to fluctuate considerably. There has however been a general decrease in school enrolments over the past two years.

Year of opening

1876

Public transport access

No access to public transport

2.Students (and their welfare)

General characteristics

The students at Callington Primary School come from diverse social and economic backgrounds. The population is predominantly Anglo/Australian. 32% of students are school card holders. There are currently 2 Aboriginal students and no students who are from a non-English speaking background.

Geographical/locations: Callington, Kanmantoo, Monarto South.

Pastoral Care Programs

The school has employed the services of a Pastoral Care Worker who provides a pastoral care role for the students, staff and families of the school community. The Pastoral Care Worker is currently employed by the Schools Ministry Group for 9 hours per week.

Support offered: The Principal is responsible for the coordination of various support and intervention programs including , Special Education, Fine and Gross co-ordination , Speech programs, early intervention and learning difficulties. The school has an extensive pre referral policy to ensure all students are prioritised for support. There is close collaboration between teachers, parents and support agencies.

Students who require intervention in both Literacy and Numeracy are identified through whole school data and are then assessed using diagnostic tools. Students who are identified as requiring support in Literacy attend a Literacy intervention program 3 times a week. This program

is taught by a teacher and is available to identified students in years R-7. If Maths intervention is required students receive support through the Quicksmart intervention program. This program is managed by an SSO and is available to students in Years 5/6/7 who attend a 30 min sessions 3 times a week.

Student management

The Behaviour Management Development Policy involves children taking responsibility for modifying their own behaviour, problem solving and participating in decision making. All teachers are familiar with Restorative Practices. Some of the enabling structures are class meetings, assemblies, Student Forums, collaborative / cooperative learning, social skills and self esteem activities with a whole school focus on PERMA, awareness of and familiarity with harassment and grievance procedures, counselling, sharing and celebrating success and cross-age tutoring. Where a student regularly disregards school code of conduct and where the behaviour is disruptive, formal behaviour development steps are taken with involvement from the parents.

Student Voice

Student Voice is an integral part of our school. The development of student forums ensures all students at Callington are involved in decision making and working with the community. The 4 student forum groups are; sustainability, wellbeing, school promotion and fundraising. Student forums meet fortnightly and meetings are facilitated by teachers and the student executive group who are elected students from the upper primary class. These students also meet fortnightly to discuss what each forum group is focussing on. A student forum PLC has been developed by staff and this PLC meets every 4 weeks to discuss the progress of Student Forum groups.

Special programmes

Chinese lessons through Open Access College

PE/Wellbeing specialist teacher

Literacy and Numeracy program strongly emphasised

Student Forums

Sports Day

Visiting specialist sports trainers

Sustainable education initiatives including a vegetable garden

Leadership training

Child Protection Curriculum

Class led assemblies

One Plans for students with special needs

Whole School Camp

Music instruction - piano

3. Key School Policies

Site Context and Purpose

Strategic Plan – 2016 – 2019

Vision

We aim to build a partnership with the community focussed on developing students learning potential by encouraging improvement, achievement and success, broadening their understanding of the world so that they are able to successfully contribute as global citizens.

Mission

Preparing students for the future

Contextual Influences

Callington Primary School is the only educational facility between Mount Barker/Nairne and Murray Bridge. It is located between Princes Highway and The South Eastern Freeway, approximately 60kms from Adelaide and about 25kms from the nearest large commercial centre, Mount Barker or Murray Bridge. Callington Primary School serves the families from Kanmantoo, Hartley and Monarto South as well as Callington.

Callington Primary School has a proud and distinctive heritage, being one of the oldest established schools in the state, continuously operating for over 150 years.

Numbers of students have fluctuated over the years with the rise and decline of the copper industry and railways.

The staff of 5 teachers and 3 school services officers is very familiar to all students, providing a safe, secure environment and a caring, supportive atmosphere.

Innovative use of staff, efficient programming and planning, appropriate specific methodology and classroom management, effective utilization of school services officers and community volunteers are a very high priority for classroom teachers.

There is a high level of parent involvement through School Council who is continually monitoring the changing profile of the community and the future needs of the students.

Specialist teaching and learning programs include Chinese, PE and Wellbeing focussing on the PERMA model.

A number of students are identified as having special needs and structures are in place to support these students to achieve their learning goals through the development of One Plans which are reviewed and updated frequently. Teachers and SSOs provide targeted support for students with learning needs.

4. Curriculum

Curriculum:

Subject offerings: The school is committed to a continuing focus on the quality of teaching and learning through an inclusive, balanced curriculum. The learning areas delivered are Mathematics, English, Science, Technology, Languages(Chinese), Humanities and Social Sciences, Health and Physical Education, and The Arts.

Assessment Procedures and Reporting

Key features of the assessment procedures include a variety of ongoing assessment procedures that involve the learner, parents and teachers. Reporting to parents includes Three way Discussions, parent/teacher interviews, 2 written reports per year and parent information workshops. NAPLAN testing is conducted for Year 3,5 and 7. There is a collection of Australian Curriculum standards in all curriculum areas, Running Records for Year 1 and 2 students, standardised test results.

5. Sporting Activities

There is sufficient equipment and physical space to run a varied Physical Education program. Other sports opportunities include an annual Sports Day, SAPSASA competitions, swimming lessons and guest training sessions.

6. Other Co-Curricular Activities

- Co-curricular activities include school camps and excursions, regular class and school celebrations and the school concert. The school also works with community providers and the Out of School Hours Care to offer other activities including drumming, drama and dance.

7. Staff (and their welfare)

- Staff profile

:Staff members work collaboratively to provide a broad and balanced curriculum in a positive, harmonious and productive work place. Professional links with other schools in the Heysen Partnership are continually developing

:SSOs provide intervention support for students in the classroom setting, library management and other administrative duties.

:The ICT technician provides in service assistance to the staff

- Leadership structure

The leadership structure consists of the Principal who at this stage does not have a teaching component.

- Staff support systems

: Staff support systems include participatory decision making, cooperative work groups, connections with schools within the Heysen Partnership and performance development structures. Performance Development follows DECD policy and guidelines.

- Access to specialist staff
: PE (R-7), Health/Wellbeing (R-7) and Chinese (R-7) are provided as specialist areas.
: There is a room that is used by class teachers as the music room. This has a number of musical instruments in it.

8. School Facilities

- Buildings and grounds
: The School is situated on attractive grounds with an oval that has beautiful views. The playground consists of an asphalt area for ball games, playground equipment and a sandpit which are well shaded. The oval provides space for ball games and spreading out. The school buildings include the administration area, and four separate building for teaching and learning. All classrooms have adequate heating and cooling.
- Specialist facilities
: The school is able to use the Callington Hall which features a kitchen and toilets and provides facilities for sporting activities, entertainment and community events.
- Student facilities
: There is ample apsce for art/craft, science and technology activities, an excellent resource centre, activity space, 4 classrooms and computer room. No canteen is available however the Governing Council organises a special lunch order day once a month.
- Staff facilities
: An original school house has been redeveloped and is used for administration
- Access for students and staff with disabilities
: There is access for students and staff with disabilities including ramps and a wheel chair access toilet and shower.
- Access to bus transport
: The School does have its own DECD bus, which is sometimes used for school excursions however oftena private bus is used for school excursions.

9. School Operations

- Decision making structures
: Formal parent structures include a Governing Council with portfolios including: Grounds and Facilities, Fundraising and Events, Finance and Out of School Hours Care.
 - Regular publications
: A school newsletter is published for the school community each fortnight.
 - Other communication
: Parents are encouraged to participate in decision making in a variety of ways including questionnaires, feed-back requests and task group discussions. Parents are given the opportunity to collaborate in the development of the strategic plan.

- School financial position
: The school maintains a sound financial status. Fundraising supports some of the usual source of revenue and has been used in the past to fund the bus for swimming lessons.
- Other
The Callington Kindergarten is located on the school site. It is our aim to provide seamless education whilst retaining specific identity and not incorporating the kindergarten into the school.

10. Local Community

- General characteristics
:Callington Primary School services Callington, Kanmantoo, Hartley and Monarto South. These communities are diverse in their composition including, farmers, people commuting to Adelaide, Murray Bridge and the towns in the Adelaide Hills, unemployed, self employed and some professional people. Therefore the local school community consists of a wide variety of social and economic groups. There are very few support structures in the community and people predominantly rely on each other, the school and school personnel for support in all aspects of their lives.
- Parent and community involvement
:As stated above, the school is central to the life of the town. Therefore, although it is a small community there is solid support from the people in the community, and very broad support for significant school events, eg. Sports Day. Relationships between parents and staff members are positive and are often wider than the academic and social needs of the students. Parents are supportive of the schools behaviour management policy and procedures, and the events in which their children are involved.
- Other local care and educational facilities
There is a kindergarten on site and a playgroup operates one morning a week at Kanmantoo and Callington.
Other local facilities
The town has an oval providing for Little Athletics, a Cricket, Netball and Football teams. People travel to the major centres mentioned above, particularly Nairne, Murray Bridge and Mount Barker for other sporting activities, ie Soccer, Tennis, Netball, Swimming, etc. There is a Community Hall, which is used extensively by the school. One church, Lutheran operates in the town, while another is just out of the town, towards Strathalbyn. The district has its own CFS facility housed in Callington.
- Availability of staff housing
:Nil. Private rental accommodation in Callington is available to a limited extent and quickly snapped up. There are more opportunities for rental accommodation in Nairne, Mount Barker, Strathalbyn and Murray Bridge.
- Local Government body
The school itself is inside the Mount Barker Local Government (8391 1633) boundary, although the township also comes under the jurisdiction of the Murray Bridge Council Area, being divided by the Bremer River, which runs through the centre of town.