

SCHOOL CONTEXT STATEMENT

Updated: 20/9/16

School name: Sturt Street Community School

School number: 1881

1. General information

Part A

School Name: Sturt Street Community School

School No: 1881 Courier: East Metro

Principal: Darrin Briggs

Postal Address: 221-239 Sturt Street, Adelaide, 5000

Location Address: As above

Phone: 8231 3100

Fax: 8231 3188

Partnership: Adelaide Prospect

Distance from GPO: 2km

Children's centre on site: This includes Long Day Care for children 0 – 5. We have two main areas; 0 – 3 and 3 – 5. The 3 – 5 Kindy room features Integrated Child care and Pre-school. Our long day care service is licensed for 72 children. The site is a Children's Centre for Early childhood development and offers support for parenting, playgroups and connections for agencies within the city which support child development. We have a full time Community Development Coordinator and a part time Family Services Coordinator.

ENROLMENTS

Early Learning Centre enrolments:

Under 2s	17
Over 2's	33
3 ½ year old	29
Preschool/LDC	36
Sub-Total	115

FTE School Enrolment:

	2012	2013	2014	2015	2016
Reception	33	38	25	26	27
Year 1	34	21	25	25	23
Year 2	36	32	20	24	24
Year 3	20	33	32	19	19
Year 4	20	13	27	31	22
Year 5	20	16	15	27	31
Year 6	4	17	13	10	22
Year 7	11	2	17	14	8
Total	178	172	174	175	176

2016 Sub Total: Early Learning Centre **79**

Preschool **36**

Primary **176**

2016 Total: 291

Primary Enrolments:

Male FTE: 89

Female FTE: 89

School Card: 30

NESB Total: 64

Aboriginal FTE Enrolment (School and Preschool): 15

Aboriginal 'New Dreams' Housing located directly across from the school provides both housing and support through Housing SA. The Families are all single women with children under the age of twelve years. Children are able to enrol in our ChildCare, Preschool or School or alternatively attend Gilles Street Primary School.

Demographic data – Families commute from over 37 postcodes.

Part B

STAFF PROFILE

School Staff

School – 12.4 FTE

Tier 1 – 11.64

Tier 2 – 0.76

English as an Additional Language: .3

First Language Maintenance Greek: .2

Aboriginal Community Education Officer .4

Teachers: 3 male, 11 female

Ancillary: 3 male, 5 female

Children's Centre Staff

Permanent staff: LDC: 16, Pre-school: 3, Community programs 2

OSHC staff

Permanent Part time: 7

Casual: 4

OSHC

Capacity approved for 60 students with a permanent Director and Assistant Director

Enrolment trends

Built in 1883, the school closed in 1996. It reopened 2004 as a Birth to Year 3 site.

The school has now extended to Year 7.

Same Start Date and changes to the enrolment capacity of Preschool has caused a fluctuation in enrolments. The R-7 school has the capacity for 210 students.

Public transport access

Bus Stop Y1 is located directly outside the school premises.

Buses numbered 210-218, 291, 296 & 297 can be boarded from stops along North Terrace, King William Street, Grote Street, Morphett Street, and Whitmore Square.

Details of bus routes from the outer suburbs to the school can either be obtained from the Adelaide Metro InfoCentre or the Front Office.

2. Students (and their welfare)

General characteristics

291 children enrolled at the site from Birth to Year 7.
In Preschool and School there are 111 boys & 101 girls,
15 Aboriginal students in the school sector and 8 children in the ELC.
23 students have Negotiated Education Plans
30 School Card students.

(Pastoral) care programs

Provided by class teachers in the first instance – all staff involved.

Student management

Sturt Street Community School has developed a Behaviour Education Policy and Code of Practice that is reviewed regularly. Our Behaviour Development practices are based on the following beliefs.

The primary responsibility for behaviour belongs to the individual and that mutual respect, care and consideration for others can be expected from all members of the school community- which includes students, parents, caregivers and staff.

Students have the right to learn and staff have the right to teach in a safe, caring, supportive and productive environment.

To support the learning of positive behaviour we have developed a teaching scope and sequence which incorporates Friendly Schools and Families, Program Achieve and the Child Protection Curriculum. "Play is the Way" was introduced last year to focus on pro social skills and the development of emotional intelligence.

Student government

The SRC (R-7) is an integral part of our decision-making policy with all students contributing through class meetings.

Special programmes

Early intervention, English as an additional Language, Co-ordination programs, Physical Education, Junior and Senior Choirs, Visual Arts, Drama, Music, Woodwind and Brass instrumental groups (DECD) Instrumental music, keyboard and guitar (private tuition).

The school has recently joined the Kitchen Garden National Program where classes will work with a specialist gardener to grow produce and then use this produce to prepare a meal with support from a specialist cook.

3. Site Improvement Plan priorities

Teaching and Learning

Relationships and Learning

Collection of Pedagogical Data against TfEL

The National Quality Agenda for Early Childhood is a key priority area for the Early Learning Centre as reflected in the Quality Improvement Plan.

Contextual influences:

The Sturt Street School was first established in the late 1800's and catered for the needs of families who lived and worked in the city. A particular focus of the school was its support for the families from diverse cultural backgrounds who lived or worked in the South West precinct of the Adelaide City. The multicultural nature of the programs offered at the school resulted in ethnic communities maintaining strong loyalties to the school and an interest in its future.

The school was closed in 1996 due to declining enrolments but a keen interest group of local residents, including past students, advocated for the reopening of the school. In 2003 the Government of South Australia, in conjunction with the Greek Orthodox Community of SA Inc, honoured a commitment to re-open the school. Community consultation informed the proposals for the redevelopment as an integrated birth to Year 3 site where community partnerships with the City of Adelaide, Greek Orthodox Community, South West residents and local service providers would be integral to the school.

In Term 1, 2004 Sturt Street Community School opened to meet the demand for child care, preschool and school. The school is a unique and innovative model that highlights the effectiveness of stakeholder engagement and collaborative delivery of solutions. It is a school with a proud history and all the elements of a strong future. Due to community demand the school has been extended to Year 7.

In 2011, the school was announced as a Children's Centre for Early Childhood Development. This initiative has supported the employment of a Community Development Coordinator to support early childhood development and parenting programs at the centre, as well as networks for other early childhood services within the city.

A Family Services Coordinator has joined the site to work with individual families and children.

4. Curriculum

Subject offerings:

All 8 areas of the Australian Curriculum are taught with Greek LOTE, Music, Drama, Visual Arts and Physical Education delivered by specialists as NIT programmes.

The Early Years Learning Framework is the core curriculum for the Early Learning Centre and Pre-school.

The learning spaces have been set up where composite groups learn together in flexible open spaces. Transition becomes a smooth and seamless path. Combined with a rigorous approach to the acquisition of fundamental skills such as literacy and numeracy the curriculum recognises the importance of play-based learning. Sturt Street maximises the use of indoor and outdoor learning spaces.

Special Needs

0.05 Special Education Tier 2 support for students in the school sector.

DECD Preschool support for identified children.

Inclusive Directions funding for children in the Early Learning Centre.

School Services Officer hours provide 55 hours of support for individual, small group and classroom programs.

Early intervention programs and strategies include, Speech and Language, English as Second Language teacher, bi-lingual support, an Aboriginal Community Education Officer, a gross-motor skills program and mentor teacher for Reading.

A Students at Risk Committee (STAR) negotiates appropriate programmes to meet individual learning needs and wellbeing.

Special curriculum features

The Arts is a particular focus at Sturt Street Community School. Throughout schooling, students have access to specialist staff who teach music, movement and Visual Arts. Instrumental Music Services provide woodwind and brass lessons to the Year 6/7 class. Additionally an instrumental program offering keyboard, voice and guitar is available for interested students.

The Visual Arts program has a community focus. Drawing on talent in the South West Community, Artists in Residence have introduced children to photography, ceramic art, the making and playing of mud drums. In 2011 artist, Laura Wills worked with Year 3-7 students to investigate creative transportation of fruit and vegetables. They used digital drawing processes using Wacom tablets resulting in an imaginative exhibition during SALA Week. Local textile artist, Robyn Henwood teaches Art to all classes as a NIT - non instructional time subject. Junior and Senior Choirs and a Drama production have provided further scope for children's interests.

The School supports children and families from nearby Aboriginal housing. An Aboriginal Community Education Officer works with students and key staff to lead Aboriginal curriculum projects which help develop a strong cultural identity and foster cultural inclusion across the school.

The teaching of Greek Language and Culture is an integral part of the curriculum for our school children. A Greek teacher provided by the Greek Consulate and a Greek Mother Tongue Maintenance teacher work alongside the LOTE teacher. This allows for extension of students Greek language learning.

The school is accredited to deliver an International Student program.

The Out of School Hours Care program, offering before school care, after school care and vacation care, is a vital component of our school. Most school age children attend care over the week.

Teaching methodology

Most classes are composite, in two teacher units to allow for flexible teaching and learning to meet the needs of individuals.

The school is a technology-rich environment with extensive infrastructure, integrating technology into all teaching and learning areas. In 2014 a voluntary funded 1:1 iPad learning program was introduced for Years 3-7. Junior Primary classes have access to iPads and laptops computers while every class has an Interactive Whiteboard.

Assessment procedures and reporting

Assessment, Recording, Reporting procedures are in line with National requirements using the Australian Curriculum. The school has procedures to monitor Student Literacy Achievement. Assessments using Running Records, Alphabet knowledge, Phonological Awareness, Sight Word knowledge, Spelling, and Writing development using the EALD Scales is used to collect base line data, inform progress and assist programming for individuals. Currently SPERS is used for data collection and class profiles but we are in the process of implementing SENTRAL Student Management System across the school to centralise data processes. A STAR (Students at Risk Committee) analyses the data and make recommendations for intervention or extension programs.

5. Sporting Activities

The school is a Health Promoting School where wellbeing, nutrition and activity are integral to learning. After hours school teams supported by volunteer coaches and managers include Soccer and Basketball.

The school has successfully received Federal funding for the Sporting Schools Program which funds activities throughout the year either after school or within the curriculum. Other Annual events include a swimming program at the Unley Swimming Centre, a Fun Run or Skip-a-thon and a Sports Day event.

6. Staff

Leadership structure:

The integrated site has a leadership team representing child care, preschool and schooling sectors. The Principal is the key leader and manager who has responsibility for the school as a whole. A Deputy Principal leads curriculum change and focus for the Senior classes. The Early Childhood Director is also a key leader and manager who has specific responsibility for the education and care programs from birth to five years and influence on pedagogy from 0 – 8 years. There is an Assistant Director for the 0-4 years team and a Director of the Out of School Hours Care program

Staff support systems:

We have an Induction Policy for new staff based on a buddy system. A Students at Risk Team supports staff with students with behaviour, learning difficulties or with disabilities and gifted students. Members of the leadership team meet regularly both formally and informally with staff. There are established Learning teams across the site

Performance Development:

All staff are involved in Performance Development programs designed to maximise support for staff learning, critical reflection and change.

Staff utilisation policies:

SSO's available for classroom, EDSAS/resource support and computing. Specialist ICT technician employed.

The Licensing ratio of ELC staff to children has been changed to support quality care. The ratio for under 24 months is 1:3. Over 2's is 1:6 and 3 ½ - 5 years is 1:9.

Access to special staff and services

As part of our role as a Children's Centre for Early Childhood Development, the school works in partnership with health and family support services.

Child Youth and Family Health Services provides vision and health checks for preschool children; appointments for clients and new parent groups.

Occupational Therapy students from UniSA and Flinders Uni Speech Pathology students work on practicum experiences and community projects.

Inclusive Directions funds support for children with disabilities in the Early Learning Centre while DECD provides support for children with disabilities in Preschool to Yr7.

A variety of parenting programs and sessions are facilitated at the school through our Community Development Coordinator.

South West Community Centre provides a diverse range of activities for parents and the local community.

7. Facilities

The Heritage site has been carefully designed to cater for children from 0-8 years. With the extension to Year 7 the acquisition of another building has allowed the Resource Centre to be relocated and provide space for upper year classes within the main building. There is air conditioning and heating in all areas of the school. A new Multi purpose Hall was completed in 2011 using funding from the Building Education Revolution Commonwealth program. In 2012, the school commenced a lease for a cottage, situated adjacent the Resource Centre on O'Brien Street – to support our capacity to provide parenting programs and playgroups as part of our Children's Centre program, as well as to provide further capacity for the Out of School Hours Care program.

The Early Learning Centre, Preschool, School and Out of School Hours Care spaces are located adjacent to each other to ensure children can make a smooth transition to each learning area. Transitions are managed effectively through exchange of information with parents and staff.

Early Learning Centre

The Early Learning Centre provides long day care for children from infancy to 5 years old. The ELC has two main areas. A 0 – 3 area and a 3 – 5 area. The 0 – 3 area operates as two, 0 – 3 family groups to allow for more stable relationships with educators. These groups will be relocated to the Maxwell street building once we have developed the Early Childhood garden. The 0-3 year old groupings are situated in the Maxwell St building which has a nappy change/bathroom area and kitchen. They have a securely fenced outdoor area with a sandpit, garden, rubber soft fall area for climbing and active play and some grassed areas. There is off street parking (15 minutes) for Early Learning Centre families. Entry to the centre is via access coded gate on Maxwell St or through the door off the Playground.

3 – 5 programs

The Kindy Room is located in the main building adjoining the Reception classroom which allows for Preschool children to do combined activities with the Reception class. The Kindy room provides an integrated childcare and funded pre-school program. The funded pre-school enrolments are a combination of local families who use the service for 5 sessions of pre-school and families needing long day care service whose children attend for a combination of sessional pre-school and childcare. The outdoor learning space has a sandpit, lawned area, garden, rubber soft fall area with fixed playground equipment and paved areas. There is large sheltered verandah area. The Kindy room share the outdoor area with the school, during school break times the Pre-school children play inside, or use other indoor areas of the school..

School

Inside learning areas are located within the main building on the ground and first floor. Ramps provide disabled access to all school buildings.

Ground Floor

The staffroom, front office, Principal's office, Junior Primary classrooms, Kindy Room for Preschool and Early Childhood Director's office. Toilets including Disabled facilities are located on the ground floor.

First Floor

Literacy/ Technology room, Deputy Principal's Office, Finance Office, tutor spaces, classrooms and toilets including Disabled facilities are located on the first floor. Internal stairs (including a fire escape) and a lift are available for access to the first floor.

O'Brien Street Building

The Resource Centre /Library is available for all families to access. Child Youth and Health Services have a consult room accessible through a secure coded entrance on O'Brien Street.

Out of School Hours Care

Access for OSHC children in the morning is via the western car park entrance of the school. The facility includes the Resource Centre for Homework Club, a large activity space which has a kitchen, toilets, offices on the mezzanine level and a cottage next door which provides space for art, craft and quiet activities. The school hall is available for OSHC.

Outside play

Behind secure fencing the school has made the most of limited space providing a lawn area, astro turf with hand ball court, hard play, rubber softfall – with a shaded playground, shaded sandpit, garden beds and vegetable planters. A nature Play renovation of the playground was completed in 2015 to include boardwalks, creek bed and natural play opportunities. The amount of open space is restrictive therefore flexible use of facilities is necessary to optimise play space. The parklands and Princess Elizabeth Playground are used to support break time play each day – weather permitting.

8. School Operations

Decision making structures

Three separate Constitutions are incorporated under the Governing Council. At Sturt Street we are committed to a decision making approach that involves consultation, participation and collaboration within our entire school community. Governing Council meets twice per term. Committee structures include the Early Learning Centre Advisory Committee, the OSHC Advisory Committee, Finance, Education, Grounds and Facilities, Sports, Fundraising and Special Events.

Staff provide valuable input through the Personnel Advisory Committee and Students at Risk Committee.

Staff administration and Learning Team meetings are held weekly..

The Student Representative Committee and class meetings are held on alternate weeks.

Communication - Staff and Parents

The Sentral Portal for staff and parents provides access to school calendars, access to parents to make school interviews and access to student reports.

Other communication

School website – www.sturtstcs.sa.edu.au

School Financial position

The Finance Committee with treasurers from the three companies – 1, 4 and 7 oversees the finances of the school, Early Learning Centre and OSHC. The Treasurer provides a report to Governing Council along with all budgetary positions papers.

Special funding

The school has an Index of Disadvantage of 6.

9. Local Community

General characteristics. Business, Residential, Community facilities.

CMI car dealership

South West Community Centre

Parent and community involvement

The majority of parents work or study in the CBD.

South West Residents are very supportive of the school.

Other local care and educational facilities

Public Schools – Gilles Street Primary School and Adelaide High School.

City Child Care Centre, Grey Ward Children's Centre, City West Child Care Centre, Halifax Street Children's Centre and Preschool.

10. Sustainable Schools and Children's Services ESD Initiatives

Energy

New technologies include the use of photovoltaic cells for solar energy conversions.

The solar panels are located in the car park. Energy efficient globes are installed in all lights.

Water

Automated gardening irrigations, subsurface irrigation and drippers are available. Federal funding allowed for the installation of rain water tanks for the vegetable garden. Spring loaded taps and dual flush toilets assist further water savings.

Waste

A large recycled bin allows all boxes, bottles and paper to be recycled. Recycling scheme boxes are in all classrooms, the staffroom and kitchen. Used paper for emails, fax reports etc recycled.

Landcare

The original landscaping involved planting of indigenous species (water drought resistant). Gardens are regularly mulched.