

SCHOOL CONTEXT STATEMENT

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 (employed by Dept of Human Services) on site.

ENROLMENTS

Early Learning Centre enrolments:

Under 2's:	23
Over 2's:	28
3 ½ +:	18
Preschool/LDC	39
Sub-Total	108

FTE School Enrolment:

	2019	2020	2021
Reception	26	25	26
Year 1	24	24	27
Year 2	26	26	27
Year 3	20	23	26
Year 4	23	20	22
Year 5	24	24	21
Year 6	18	24	25
Year 7	24	16	22
Total	185	182	196
2021 Sub Total:	Early Learning Centre		69
	Preschool		34
	Primary		196

2021 Total: 299**Primary Enrolments:****Male FTE: 106****Female FTE: 90****School Card: 26****NESB Total: 95****Aboriginal FTE Enrolment (School and Preschool): 7****Demographic data – Families commute from over 37 postcodes.**

Part B

STAFF PROFILE

School Staff

School – 11.1 FTE

Teachers: 4 male, 9 female

Ancillary: 2 male, 7 female

Children's Centre Staff

Permanent staff: LDC: 15, Pre-school: 3

Casual staff: 11

OSHC staff

Permanent Part time: 2

Casual: 6

OSHC

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

Enrolment trends

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

The school was extended to Year 7 but will be Reception – to Year 6 from 2022 after the move of year 7 to high school.

The increase of CBD housing and changes to the enrolment capacity of Preschool has created enrolment pressure in the early years. The R-7 school has the capacity for 228 students.

Public transport access

Bus Stop Y1 is located directly outside the school premises.

2. Students (and their welfare)

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 the Child Protection Curriculum and the '*Play is the Way*' program which focusses 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, Physical Education, Festival of Music Choir, Visual Arts, Instrumental music (IMS).

The school is part of the Stephanie Alexander Kitchen Garden National Program where classes will work with a specialist gardener and cook to grow produce and then use this produce to prepare a meal.

3. Site Improvement Plan priorities

Goal 1 - Increase student achievement in Writing R-7 including identified Higher Band Students

Goal 2 - Increase student achievement in mathematics R-7

Contextual influences:

Street Community School is a unique Birth to Year 7 site situated in the South West sector of the Adelaide CBD. The school caters for the needs of families who live in the Adelaide CBD as well as being a school of choice, where vacancies exist, for families from 40 suburbs across Adelaide.

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 supports the employment of a Community Development Coordinator by Dept for Human Services to support early childhood development and parenting programs at the centre, as well as networks for other early childhood services within the city.

Sturt Street Community School's proud history is underpinned by strong community partnerships that promote a family atmosphere. The heritage site has been carefully designed with learning areas adjacent to each other to assist children make a smooth transition from the Early Learning Centre, to Preschool, School and Out of School Hours Care.

The recognition as a Children's Centre for Early Childhood Development has paved the way for developing stronger community partnerships with the Adelaide City Council and health and family support services.

Sturt Street Community School is accredited to deliver an International Student program and the site is also used by two language schools across the weekend. The school continues to grow with student numbers at capacity in 8 classrooms

4. Curriculum

Subject offerings:

All 8 areas of the Australian Curriculum are taught with Greek as the language taught as LOTE. Music, Drama, Dance, Visual Arts and Physical Education are delivered by specialist teachers as rotating Arts and PE curriculum subjects.

The learning spaces have been set up as double classrooms with students learning together in flexible open spaces. 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.

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

Special curriculum features

Instrumental Music Services provide woodwind and brass lessons to Year 5/6/7 students.

Cultural diversity is a feature of the school's proud past and present history where children identify with more than 30 cultural backgrounds.

The teaching of Greek language and culture is an integral part of the curriculum.

Special Needs

Assessment & funding requests for support for identified children is a focus of the 0.4 Deputy Principal

School Services Officer hours provide support for identified students requiring support.

Bilingual support is provided to International students.

Department for Education Preschool support is provided for identified children.

Inclusive Directions funding support is provided for identified children in the Early Learning Centre.

Teaching methodology

Most classes are Year level, in two teacher units.

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 Brightpath, PAT, 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.

5. Sporting Activities

The school is a health promoting school where wellbeing, nutrition and activity are integral to learning. After hours school sports teams supported by volunteer parent coaches and managers are encouraged and supported.

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 with responsibility for the school as a whole. Currently there is a 0.4 Deputy Principal.

The Early Years 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.

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 manager 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. 2-3yrs is 1:4 and over 3 years is 1:8.

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 before they start school.

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 additional needs in the Early Learning Centre while Department for Education provides support for children with additional needs in Preschool to Yr7.

A variety of parenting programs and sessions are facilitated at the school through the 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 5years 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. 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. Entry to the centre is via access coded gate on Maxwell St or through the gate 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 2 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. Toilets including disabled facilities are located on the ground floor.

First Floor

Literacy/ Technology room, Deputy Principal's Office, Finance Office, support 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.

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, 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 soft fall – 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 which governs all 3 areas of the integrated site. Governing Council is the employing body for approximately 55 staff across the site.

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. The Early Learning Centre Advisory Committee, the OSHC Advisory Committee and Finance Committee provide reports to Governing Council.

Staff provide valuable input through the Personnel Advisory 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 and newsletters.

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

Windmill Theatre

Adelaide Mosque

Parent and community involvement

The majority of parents work or study in the CBD. CBD residents now make up over 50% our enrolments in years Preschool – Yr 3.

South West residents are very supportive of the school.

Other local care and educational facilities

Public Schools – Gilles Street Primary School, Adelaide High School & Adelaide Botanic 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

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.