



SCHOOL CONTEXT STATEMENT Updated: 02/22

School number: 0303

School name: Myponga Primary

Contextual Statement:

Our Vision: Myponga Primary School is a high achieving public school which caters for the needs of all students

Our Mission: A minimum of one year's growth for each student every year.

Our vision and mission clearly indicate that children are at the centre of all we do.

Students from Reception to Year 6 generally come from Myponga and the nearby urban community of Sellicks Beach.

With an enrolment of around 95 students we offer all the advantages of a broad-based quality education within a friendly, community-oriented environment. The core values of Respect, Responsibility, Resilience and Relationships underpin our work. Currently there are three main priorities: *Literacy – reading, Literacy - writing and Numeracy.*

Our students have high levels of participation and success in a range of SAPSASA events. We also have a quality classroom arts and technology program. Support for students is provided by the Principal, Wellbeing Leader and Pastoral Care Worker, as well as Intervention and LAP programs. High expectations and personalised service create conditions that support *all* learners in high achievement and life-long learning.

1. General information

Principal: Mr Shaun Betts & Mrs Leanne Menz

Year of opening: There have been a number of both private and public schools serving the Myponga area since the 1860s. The development of the school at its present site commenced in 1926.

Postal Address: Hutchinson Street, Myponga 5202

Location Address: Hutchinson Street, Myponga 5202

DECS Region: Sea and Vines

Geographical location: The school is located 60km from the GPO in Adelaide

Telephone number: 8558 6267

Fax Number: 8558 6001

School website address: www.mypongaps.sa.edu.au

School e-mail address: dl.0303_info@schools.sa.edu.au

Child Parent Centre (CPC) attached: NO

Out of School Hours Care (OSHC) service: NO

Census time FTE student enrolment:

<i>Year levels</i>	<i>2017</i>	<i>2018</i>	<i>2019</i>	<i>2020</i>	<i>2021</i>
	Term 3				
<i>Reception</i>	7	20	15	20	13
<i>1</i>	12	14	20	18	20
<i>2</i>	14	12	12	22	16
<i>3</i>	19	13	11	11	20
<i>4</i>	24	18	12	12	11
<i>5</i>	15	30	16	8	10
<i>6</i>	16	16	25	13	7
<i>7</i>	14	16	15	19	12
<i>Totals</i>	121	140	126	123	109
<i>% of School Card</i>	34%	33%	43%	38%	32%
<i>ATSI</i>	2 students	6 students	6 students	7 students	8 students
<i>EALD</i>	3 students	2 students	2 students	2 students	2 students
<i>% of SWD</i>	14%	15%	16%	16%	8%

Student enrolment trends:

For several years total student enrolments increased, or remained stable. In 2019 this trend turned with a much larger cohort of year 7s leaving than new receptions arriving. In 2009, Myponga was designated as the 'school of right' for the Sellicks Beach area. As of 2022 the area has been rezoned to Aldinga schools and so numbers are expected to lower over the coming years.

Staffing numbers (as at February census):

Teaching Staff

6.8 FTE

Ancillary Staff

At Myponga we are aware of the difference that high quality teaching and learning can make to students individually and collectively. Accordingly, we purchase SSO support hours over and above our allocation.

Currently we have 4 classes.

There are 5 teaching staff members, one of whom works part-time.

Allocated hours: 30 hours to the finance officer role, 25 hours to administration, 8 hours to ICT support, 96 hours to intervention and classroom support, 3.5 hours to library and 8 hours are allocated to grounds. There are six SSOs who work in these and other classroom support roles.

Public transport access:

There is limited access to public transport. Myponga is served by a daily bus service which links Adelaide and Cape Jervis.

Special site arrangements:

The School has a strong partnership with the community, including a DfE lease arrangement for use of tennis/netball courts and an oval owned by the Myponga Community Sporting Club.

There is no pre-school in Myponga and children transition to the school from Yankalilla Children's Centre, Aldinga Community Kindergarten or Willunga Pre-School. A DfE Playcentre operates from the school site on Friday mornings with a Playcentre Leader working with parents and children in playbased learning activities. Almost all of the children who attend the Playcentre become Myponga Primary School students.

The school is serviced by a bus provided through DfE Transport Services. Around 45% of students travel to school using one of this service.

2. Students (and their welfare)

General characteristics

Many students come from the Myponga area – rural and township, and the outer urban area of Sellicks Beach. There are very few students from non-English speaking backgrounds or with English as a second language. The school is a category 5 on the Index of Educational Disadvantage.

Student well-being programs

The leadership team has a strong role in whole school wellbeing. There are a number of programs that support the development of student confidence, resilience and empowerment. A restorative justice approach is used when relationships are damaged.

Student voice is a valued part of our school operations and Student Voice and Action Committee (SVAC) members meet fortnightly. The SVAC drives programs related to student interest and manage fundraising which is community-minded and socially responsible.

School captains and house captains are elected at the start of each year.

The principal works closely with the pastoral care worker (PCW – 14.25 hours per week) in targeted programs that support students and families individually and in small groups.

A specialist staff member teaches all students the Child Protection and Health curriculums in a regular weekly program.

Student support offered

In a school of our size, support offered to students is personalised and offered by a range of adults.

Peer support through a cross-age tutoring buddy class program means that students are familiar and feel comfortable with all students in the school, not only those in their own class.

Students are encouraged to access support provided by the principal/student wellbeing leader and pastoral care available through the pastoral care worker.

Student management

A whole school focus on self-management governs behavioural expectations across the school.

In 2015 we introduced 5 key rules relevant to the entire student population. They are;

1. Respect your classmates, your teacher and other adults
2. Listen and follow adult instructions
3. Keep hands, feet and objects to yourself
4. Care for self, others and property
5. Move sensibly and safely

The school behaviour code is based on the school values and operates within DfE guidelines and the school discipline policy. Students are encouraged to take

responsibility for their own behaviour and a restorative approach is used when solving issues regarding inappropriate behaviour.

We have a system in place to recognise and acknowledge positive student behaviour and growth mindset (the 'Levels').

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The school motto of '**making a difference**' is a strong guiding influence over our everyday work – teaching and learning programs and the management of relationships.

The current *Site Improvement Plan 2022-2024* can be found on the school's website and was articulated after consultation with all stakeholders. The school has Vision, Purpose, and Guiding Principles statements as follows:

Vision

Myponga Primary School is a high achieving public school which caters for the needs of all students.

We support a culture of involvement and commitment and take collective responsibility for excellence in teaching and learning. Using a values-based approach, we create conditions that support *all* learners in high achievement and life-long learning.

Values

We reviewed and updated our school values in 2021 to better reflect our school culture and expectations.

Our new values are the 'Four Rs'

- Respect – valuing all staff, students, parents and community members
- Responsibility – being optimistic, developing perseverance and self-management skills
- Resilience – being accountable for one's own actions, resolving difficulties in a constructive and peaceful way, taking care of the environment
- Relationships – teamwork and tolerance between all school members

Guiding Principles

At Myponga Primary we believe in:

- Setting **high expectations** that challenge students to learn and achieve.
- Being **inclusive** of all learners, implementing intervention and support programs that enable success.
- **Engaging** learners through relevant and purposeful curriculum.
- Inspiring responsible **global citizens** working for the common good.

Recent key outcomes: The annual report is presented to the community at the Annual General Meeting at the beginning of every year. The report summarises key elements and achievements and outlines the school's progress towards achieving the improvement priorities in our Site Improvement Plan.

4. Curriculum

Subject offerings:

Myponga teaches the full curriculum that is outlined in the Australian Curriculum.

Currently the two identified priorities strongly influence teaching and learning programs:

Literacy

Numeracy

Support for students identified as students with disabilities according to the DfE criteria, as well as those with identified learning difficulties or those considered to be at risk, is managed through the student review team. Members are the principal, wellbeing leader and class teacher and other relevant service providers or school-based personnel as required.

Students are supported to access the classroom curriculum with the in-class assistance of School Services Officers.

The Multilit program is an individual support/intervention program offered to students in small groups from year 3 to year 6 to improve reading skills.

Special curriculum features:

All students are involved in a specialist HASS program for one lesson each week.

The school is involved in the 'eat well, be active' project and this encourages participation as a Crunch 'n' Sip school and informs many of our physical activity programs.

In 2022 Auslan will be taught in classrooms by the classroom teacher.

Teaching methodology:

Literacy and numeracy improvement are current school priorities. Teaching staff plan and implement teaching and learning programs that are effective and aligned with the SA Teaching for Effective Learning (TfEL) Framework. Teachers have developed literacy and numeracy agreements, including agreed lesson structures, visible goals and success criteria, using high impact strategies, wave 1, 2 and 2 intervention and differentiation. A strong emphasis is placed on creating a community of powerful, confident and lifelong learners.

Student assessment procedures and reporting:

There is an agreed whole school framework for collection of assessment data and evidence of student learning and achievement at various times of the year. Planned

student learning is informed by this and system based as well as classroom based assessment and observations.

Acquaintance Night is held in early term one every year.

Parent/teacher interviews are held at the end of term 1.

A comprehensive written report is sent home at the end of term 2. Parents are encouraged to attend interviews in Term 3. One Plans are also reviewed every year and Student Learning Plans are reviewed each term, with goals sent home to families.

A summary written report is sent home at the end of the year.

Strong partnerships with families are encouraged in a range of ways. There is usually at least one open day or night held each year.

Joint programmes:

The school is part of the Sea and Vines Partnership and is working closely with other sites on a number of initiatives, including Brightpath Writing in 2022.

5. Sporting Activities

There is a strong school culture of participation in healthy sporting activities and opportunities.

SAPSASA involvement and success is high in a number of sports – athletics, swimming, volleyball, cross country, football, netball and basketball.

There is a high level of student representation in District and State SAPSASA teams.

The school does not run its own out of hours sporting program but many students access the local Myponga Community Sporting Club for junior sporting opportunities.

6. Other Co-Curricular Activities

The Sporting Schools program provides a series of sessions in a physical activity run by a community organisation eg basketball, cricket, circus skills during physical education classes.

R- 5 students attend swimming sessions at the Noarlunga Aquatics Centre each year.

Year 6 students access DfE instruction in aquatics activities at Victor Harbor or Encounter Lakes each year.

7. Staff (and their welfare)

Staff profile:

The staff members work as a cohesive cooperative and supportive team. Teachers undertake a range of responsibilities in addition to their classroom teaching role. SSOs

have a range of expertise and work in partnership with teaching staff to provide a safe, orderly and productive learning environment. The staff profile is very stable.

Leadership structure:

The principals work collaboratively in the school leadership team. Shared leadership with the other staff members is part of the culture of the school.

Staff support systems:

Professional learning for staff is highly valued and staff meetings prioritise this over organisational management.

Performance Development:

Teaching staff members meet with the principal/well-being leader at least twice each year for formal professional conversations, which are aligned with the DfE policy.

Access to special staff:

Access to service providers such as departmental psychologist, speech pathologist, attendance counsellor, Interagency Student Behaviour Manager, Disability Coordinator and Child Adolescent Mental Health Services are provided through the Regional Support Services.

8. Incentives, support and award conditions for Staff

Myponga Primary, at 60 kilometres from the Adelaide GPO, is regarded as being in the Greater Metropolitan Area as far as staff placement is concerned.

1.0 placement points are accrued for teaching staff each year.

9. School Facilities

Buildings and grounds:

Myponga Primary is situated in picturesque grounds featuring large deciduous trees. Funding made available through the Building the Education Revolution in 2009/10 resulted in a new library being built and several classrooms upgraded. The library has a computer corner with 30 desktop machines.

The original stone school house built in 1926 is used a general classroom. There is a Playcentre space which is also used for learning support programs. There are 7 other

classroom spaces. Presently, four are occupied by classes, one is used for intervention and one room is used for NIT programs.

A successful Investing in our Schools Grant became available in 2006 and a 21m by 18m shed was built as a physical activity space. This is also used for whole school assemblies and performances.

There is ample provision of climbing and play equipment.

A new shelter covering the basketball court and the small playground was built in 2017.

Heating and cooling:

All classrooms are heated and cooled with four spaces fitted with split systems. The library has a ducted air conditioning system.

Specialist facilities and equipment:

Each classroom has two networked computers in addition to the 30 computers in the library. There are two pods of 30 laptops for the older students, and a suite of 30 chromebooks, as well as 30 ipads. The school invested in some STEM resources in 2018.

Staff facilities:

The administration block houses a comfortable staffroom. There is a staff work area with computer access to both the administration and curriculum networks. Each classroom has a laptop computer for teacher(s) use.

There are spaces for meetings with families and support services to occur in a confidential manner.

Access for students and staff with disabilities:

The administration building has a disabled access ramp and is fitted with one toilet suitable for use by people in wheelchairs.

Three double classrooms have disabled access ramps and the entrance to whole school spaces such as the library and The Shed is wheelchair friendly. There is a disabled toilet facility.

All other classrooms have access paths including steps.

Access to bus transport:

Willunga Charter is contracted by DfE to provide transport to the school for eligible students. Eligible students must live at least 5 kilometres from the school and cannot

bypass another government school to access Myponga by bus, unless there are special circumstances.

This is a free service managed by DfE Transport Services through the Principal.

Currently there is one school bus which travels from Sellicks Beach. As of 2022, new students are not eligible for this bus service.

10. School Operations

Decision making structures:

The school operates from a basis of encouraging involvement to ensure commitment to school-based decisions. A network of teaching, learning and management teams facilitate this process.

There are three professional learning teams – Literacy - reading, Literacy - writing and Numeracy.

The Governing Council meets twice in each term.

Regular publications:

The school newsletter, published in weeks 3, 6 and 9 on Thursdays, is the key communication tool with families.

A staff bulletin, the Myponga Messenger, is online in Microsoft Teams and is used by all staff for regular communication.

The Class Dojo app are used to communicate with parents.

There is a parent handbook and staff handbook which are reviewed annually.

The parent handbook forms part of the school enrolment pack distributed to parents on enrolment or during an enrolment enquiry.

Documented school operations are referred to in the Policies, Procedures and Processes Folder, accessible to all staff.

The Annual Report is published every year and distributed to the community at the Annual General Meeting. A copy of the report is posted on the school website and is available from the Front Office on request.

Other communication:

Learning is celebrated at whole school assemblies held in 'The Shed' on Fridays three times per term at 9:00am.

Class teachers write a class newsletter to parents at least once each term.

The phone and Dojo app are often used to communicate directly with parents in a timely way, as many students come to school by bus, and opportunities for informal communication with families is limited.

School financial position:

Over recent years, school funds have been spent on upgrading school facilities, purchasing resources for teaching and learning programs eg new laptop computers for student use, painting classrooms, purchasing ICT resources, a student garden, and a large shelter, as well as on staff development programs. The development of a kitchen area for student, staff and parent use was completed in 2020.

There are limited accumulated surplus funds from previous years.

11. Local Community

General characteristics:

The School is situated in the small town of Myponga which has a population of less than 500. The surrounding area is home to dairy farms and other small holdings of olive trees or livestock. Myponga is well known for being the location of the Myponga Reservoir and is in an area of high annual rainfall. The small township of Sellicks Beach is an outer urban community.

Parent and community involvement:

Parents are involved in supporting excursions and providing transport for sporting opportunities and special events as the distance from major centres can escalate costs to families when charter bus transport is required.

Parents are encouraged to support learning in classrooms or through the LAP program.

Destination schools:

Most children attend Willunga High School after leaving Myponga Primary School. There are a number of government high schools in the area to which students may apply. These include Yankalilla Area School and Mt Compass Area School and the new Payinthe College.

Other local facilities:

Families need to travel to nearby Aldinga, Yankalilla or Victor Harbor to access medical facilities or major shopping centres.

Local Government body:

Myponga is situated in the Yankalilla District Council area and receives strong support from the council.