SCHOOL CONTEXT STATEMENT

Updated: February 2015

School number: 0153

School name: Glossop Primary School

School Profile

Glossop Primary School is located in the Riverland and Mallee region of South Australia. Glossop’s classification is category 4. Glossop’s vision is to enable each student to achieve a learning environment that is safe, positive, respectful, inclusive and welcoming. We provide a comprehensive, rigorous current curriculum by working collaboratively and foster positive links with students, parents and staff using the Habits of Mind. Glossop Primary has a long history of providing quality education to students from within the Glossop area, and beyond. As a primary school, we aim to provide all our students with a Growth Mindset with learning behaviors for successful learning. Our staff is committed to encouraging and supporting each student to reach their full potential, in the “family-like” atmosphere of a small school. Our facilities are ‘first-class’, enabling us to cater for a wide range of educational needs, from Reception through to year 7.

“Habits of the Mind” is an important area of learning for students at our school. We believe that students who develop these ‘habits’ will be well equipped to achieve success in ALL areas of life. NOT just at school!

School Improvements

Glossop Primary School takes great pride in its appearance, and has substantial improvements to both buildings and grounds.

BER Projects:
  • Covered Outdoor Learning Area
  • Library Refurbishment –Office/teacher prep. area for storage of teacher resources, and a connecting doorway to the computer suite..
  • Shade structures.
  • Additional paving in grounds.
  • Installation of water tanks for fire water storage.

Facilities Upgraded:
  • Computers in the computer suite.
  • Purchase of a Poster printer.
  • Team Boards in all classes.

PROGRAMMES, SCHOOL EVENTS AND EXTRA CURRICULAR ACTIVITIES

1. The school was validated on November 16th 2010, and September 2012.
2. Habits of Mind is a focus. These dispositions assist students to focus on success in learning. Student achievement is acknowledged as Habit Heroes at assembly, and published in the weekly newsletter.
3. Student Representative Council (SRC) – A strong student body which develops excellent leadership skills. SRC members run Friday assemblies, special days, the biggest morning tea, lunch time sport, wheels days, dress up days, Crazy hair day.
4. Choir – Choir is part of the Riverland Festival of Music.
5. Year 6/7 Hand Heart Mind exhibitions and presentations, are held in Term 4. These exhibitions show how the “Habits of Mind” are used in authentic learning.
6. School excursions are held by all classes throughout the year.
7. SAPSSA enables our students to participate in many sport events with other schools across the district.
8. All students use Mathletics.
9. The Early Years program continues to have a strong focus on students achieving the Reading levels set by the end of year 3 at 30+.

Curriculum Strengths
Students at Glossop achieve learning success by using the “Habits of Mind,” encouraging growth mindset in learning. These habits are the school’s vision. There is a strong focus being a successful learner. The use of formative assessment provides regular feedback to students, to enable them to achieve a high standard. The school has excellent Computer facilities aiming to further develop this with Multimedia.

1. General information

• School Principal name: Sue Andrew
• Deputy Principal’s name, if applicable: N/A
• Year of opening: 1924
• Postal Address: PO Box 115, Glossop 5344
• Location Address: Mitchell Terrace, Glossop 5344
• DECS Region: Murray and Mallee
• Geographical location – ie road distance from GPO (km): 230 KMs.
• Telephone number: 08858832386
• Fax Number: 0885832103
• School website address: http://www.glossopps.sa.edu.au/
• School e-mail address: info@glossopps.sa.edu.au
• Child Parent Centre (CPC) attached: No
• Out of School Hours Care (OSHC) service: No
• February FTE student enrolment: 93
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>8.0</td>
<td>8.0</td>
<td>16.0</td>
<td>8.0</td>
<td>16.0</td>
<td>4.0</td>
<td>5.0</td>
<td>9.0</td>
<td>-7.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>9.0</td>
<td>1.0</td>
<td>10.0</td>
<td>6.0</td>
<td>5.0</td>
<td>11.0</td>
<td>7.0</td>
<td>7.0</td>
<td>14.0 1.0 3.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>6.0</td>
<td>4.0</td>
<td>10.0</td>
<td>11.0</td>
<td>1.0</td>
<td>12.0</td>
<td>6.0</td>
<td>4.0</td>
<td>10.0 2.0 -2.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>9.0</td>
<td>4.0</td>
<td>13.0</td>
<td>7.0</td>
<td>4.0</td>
<td>11.0</td>
<td>9.0</td>
<td>0</td>
<td>9.0 -2.0 -2.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>5.0</td>
<td>7.0</td>
<td>12.0</td>
<td>7.0</td>
<td>6.0</td>
<td>13.0</td>
<td>5.0</td>
<td>3.0</td>
<td>8.0 1.0 -5.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>5.0</td>
<td>5.0</td>
<td>10.0</td>
<td>5.0</td>
<td>7.0</td>
<td>12.0</td>
<td>5.0</td>
<td>6.0</td>
<td>11.0 2.0 -1.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>9.0</td>
<td>6.0</td>
<td>15.0</td>
<td>5.0</td>
<td>5.0</td>
<td>10.0</td>
<td>4.0</td>
<td>5.0</td>
<td>9.0 -5.0 -1.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>7.0</td>
<td>4.0</td>
<td>11.0</td>
<td>6.0</td>
<td>6.0</td>
<td>12.0</td>
<td>3.0</td>
<td>4.0</td>
<td>7.0 1.0 -5.0</td>
</tr>
<tr>
<td>Total</td>
<td>58.0</td>
<td>39.0</td>
<td>97.0</td>
<td>55.0</td>
<td>42.0</td>
<td>97.0</td>
<td>43.0</td>
<td>34.0</td>
<td>77.0 0 -20.0</td>
</tr>
</tbody>
</table>

- Staffing numbers (as at February census): 10.6
- Principal- 1.0
- Teaching staff – 4.0
- School Service officers 3 Permanent (Full Time), 2 temporary (Part time)
- Public transport access: N/A

2. **Students (and their welfare)**
   - General characteristics
     : 60% school card, 20% ESL students and 11% students with disabilities.
   - Student support offered
     : Class teachers offer excellent student support.
     : Pastoral Care Worker works two days per week
   - Student management
     : The Behaviour Policy uses Habits of Mind, as its central focus to guide student behaviour choices.
• Student government
  :SRC consisting of students Reception to Year 7 elected (6 monthly) assisted by staff to coordinate.
• Special programmes
  :SRC lunchtime sport.
  All children from year 5-7 have the opportunity to be in SAPSASSA.
  School choir runs weekly in the first half of the year.
  All children have their internet log in and are members of mathletics.

3. Key School Policies
• Site Improvement Plan and other key statements or policies:
  : Improvement Plan Priorities.
  Sustaining and Developing Powerful Learners.

  The whole school works to:-

• High Quality Learning Environment

As a whole school we will work collaboratively to:-

• Achieve consistent conditions for engagement and success in learning in a challenging learning Environment.
• All staff being a member of the school's Professional Learning Team using research to guide practice.
• Focusing on growth mindset practices and how this underpins classroom pedagogy in teaching the curriculum to ensure all children are successful learners.
• Creating conditions for learning in the classrooms where students are empowered to enhance and improve their learning using Habits of Mind.
• Focusing on a whole school Literacy and Numeracy plan in all curriculum areas.
• Attendance intervention at all levels - learners feel safe eg free from bullying
• Validation Panel Report

“Glossop Primary School focuses on continual improvement. The staff has well considered processes to monitor the effectiveness of the strategies they have put into action after studying and analysing data. The processes are well embedded into the daily work. The relentless focus on learning was outstanding. This assists in planning a direction for the school.”

2013

Validation Report
Self review and Improvement Cycle
'Outstanding Improvement noticed in Focus on Learning and Thinking Systematically. There is a strong desire and commitment to ensure all staff are highly skilled, professional educators. Evidence was provided to the panel that the professional learning is embedded. People in this school want to keep learning to be the best they can be. Evidence exists that the learning journey is grounded with current research. There is a constant desire to build on quality standards that exist.

Quality Teaching and Learning
There is a strong desire and commitment to ensure all staff are highly skilled, professional educators. Evidence was provided to the panel that the professional learning is embedded.
Congratulations on a wonderful display of collaborative teamwork where you are all contributing learning responsibility for all students. Shared leadership is very evident. The holistic accountability amongst all staff at Glossop Primary School. Everyone accepts leading improvement progress for individuals. Baseline data is sued to measure effectiveness. Evidence is shown that both formative and summative assessment us used to design learning.

Curriculum Coherence
There was considerable evidence of a coherent curriculum and pedagogical approach. This is very powerful. The Habits of Mind culture has not been embedded for over a decade and is alive and well across the school. The panel was impressed with the consistency across the school with regard to feedback. We saw effect size of improvement to suggest learning outcomes have significantly improved. The literacy coach, Cheryl Broughton, has worked brilliantly with Sue Andrew to lead the learning.

Learner Outcomes
Multiple measures of data are used to both identify students who need early intervention and progress for individuals. Baseline data is sued to measure effectiveness. Evidence is shown that both formative and summative assessment us used to design learning.

Leading Improvement
There is holistic accountability amongst all staff at Glossop Primary School. Everyone accepts responsibility for all students. Shared leadership is very evident. The Principal is leading the learning- she has set the direction. All staff are learners. Decision making is transparent and agreements are respected.

Commendations
Congratulations on a wonderful display of collaborative teamwork where you are all contributing your skills to make a difference to the students at Glossop Primary.

Curriculum
- Subject offerings: All curriculum areas are offered. The school focuses on literacy, Thinking skills, and Problem solving. There is a strong use of ICT’s across all curriculum areas.
- Open Access/Distance Education provision: N/a
- Special needs: Wheel chair access to all buildings. Special needs are met within the context of the classroom. Children requiring extra learning support have this with SSO’s using “Multi Literacies”
- Special curriculum features: Writing, Student learning Intervention.
- The school has an extensive computer facility.

Teaching methodology:
- Composite classes.
- Extensive use of ICT.
- All children with learning needs are supported with small groups or individual tuition.

Student assessment procedures and reporting
- Assessment for learning pedogoy is used across the school. Students are encourage to self assess, and peer assess

Reporting procedures
- Parent teacher interviews term 1 & 3
- Written reports term 2 & 4

Joint programmes: N/A
5. **Sporting Activities**
   - :SAPSSA

6. **Other Co-Curricular Activities**
   - Ethnic school lessons (Greek) conducted weekly, after hours.

7. **Staff (and their welfare)**
   - Staff profile
     :The staff are experienced and dedicated teachers who have been at the school for a considerable period of time. Three teachers have step 9 teaching qualifications.
   - Leadership structure
     :Principal plus staff leadership in curriculum.

Staff support systems
- Three teachers with Step 9.

Performance Management
Leadership positions of step 9. Performance management occurs through staff professional learning teams.

Staff utilisation policies
- Specialist in Habits of Mind, Thinking skills, ICT’s, Students with Disabilities.

Access to special staff
- Access to Guidance Officer, Speech Therapist, SERU, Instrumental music teachers.

8. **Incentives, support and award conditions for Staff**

   - Complexity placement points
     :N/A
   - Isolation placement points
     :N/A
   - Shorter terms
     :N/A
   - Housing assistance
     :N/A
   - Cash in lieu of removal allowance
     :Yes
   - Additional increment allowance
• Designated schools benefits
  :N/A
• Aboriginal/Anangu schools
  :No
• Medical and dental treatment expenses
  :No
• Locality allowances
  :Yes
• Relocation assistance
  :Yes
• Principal's telephone costs
  :No

9. School Facilities

Buildings and grounds
• BER has developed a COLA and extensions to the library. The school has schools in houses design where all four classes are housed in these two buildings. The school's grounds have been upgraded with new shade areas.

Heating and cooling
  :Yes

Specialist facilities and equipment
• Activity room
• Craft technology room
• Meeting facilites
• Computer, multi media room.

Student facilities
• All classes have student refridgerators, Team Boards, Large play areas and undercover learning areas.

Staff facilities
• Separate staff room in office block.
• Staff preparation area in library.
• Access for students and staff with disabilities
• Access to bus transport- No
• Other

10. School Operations

Decision making structures
• PAC, Staff meetings, SRC make decisions on school policy and procedures. Governing Council is our major parent body with Finance, Fundraising, and
Grounds as sub committees.

- Regular publications
- Weekly school parent newsletter.
- Weekly staff newsletter, day book, and termly calendar for staff information
- Other communication:
  - Internet and email
- School financial position:
  - Current sound level in financial reserves.

General characteristics
- The school is set within a small township, but one boundary is bordered by an area of ‘natural scrub’.
- Further afield there are extensive areas under irrigation (‘fruit blocks’).
- A substantial section of the school community is employed in the horticultural industry, while others have varied occupations in neighbouring towns Berri and Barmera, which are both approximately 8kms from the school.
- Approx 25% of the student population are ESL students, comprising small groups of students from a range of nationalities including, Lebanese, Greek, and Italian.
- All of these students are fluent in English, with varying degrees of fluency in their ‘mother tongue’.

Parent and community involvement
- Parents are involved in School Council and it's subcommittees, as well as other activities such as listening to reading and serving lunches on tuck day.

Feeder schools
- Reception children usually come to us from pre-school centres at Berri, Barmera, Winkie or Monash.

Other local care and educational facilities
- Glossop High School is approximately 1.5kms away, while both Winkie and Monash Primary Schools are each with in 7kms of Glossop.
- Murray Institute of TAFE is located at Berri (approximately 8kms from Glossop).

Commercial/Industrial and shopping facilities
- Within the town of Glossop there is two service stations, a Sikh Temple and a Christian church.
- Several small businesses are located in the town, including a car repair workshop, small motel, and swimming pool business, and an air conditioning sales/repair shop.
Major shopping facilities are located at both Berri and Barmera (each approximately 8kms from Glossop).

Other local facilities
- Medical clinics, hospitals, community libraries and Govt Officers are located at Berri/Barmera, as are major sporting and cultural facilities.

Availability of staff housing
- No Government housing facilities exist for staff within the township of Glossop – rental/purchase of accommodation could be arranged by real estate agents located at either Berri or Barmera.

Local government body
- Berri/Barmera District Council (Ph [08] 8582 1922).
- Publications describing the local area would be available from either the Berri District Council or from the Berri Tourist and Travel Centre (Ph [08] 8582 1655).

12. Further Comments

Significant history of school and/or community
- The school was largely destroyed by fire in January of 1992.
- Since then it has been extensively re-developed.

Key features which make the school and community professionally regarding for and attractive to prospective staff
- The school offers all those positive features common to other small schools.
- In addition, because of the recent re-development that has occurred, we are able to offer modern, first-class facilities in which to teach.
- The proximity of the school to areas of natural scrub, as well as areas of irrigation, also provide a very attractive working environment.