



2022 SCHOOL CONTEXT STATEMENT

Updated: 2022

School number: 1906

Preschool number: 3687

School name: Morphett Vale Primary School (including school based precool and Occasional Care)

School Profile:

At Morphett Vale Birth to Year 6 site, learning is our passion and children are at the centre of everything we do. We want to give our children the best start to education possible and when they leave us and move on, we want them to be equipped with the confidence and skills to pursue all of their dreams.

Our aim is to provide a one stop care/learning and socialising environment for children from birth to the end of their Primary years. Children seamlessly transition from our Occasional Care and Playgroup to our Preschool and into our Primary School.

We are fortunate to have next century learning spaces and technology, but are most proud of how we use our resources to prepare our children for the challenges of the future.

Our educators work alongside our children, building strong relationships, setting individualised learning goals and ensuring every child is improving and doing their personal best.

Building strong connections with our community is also a priority as we believe children experience more success at school when their families and their educators work in partnership. We want our school to be a hub for our community where everyone feels welcome and has ownership of our resources.

At Morphett Vale Primary School we are powerful learners who are engaged, creative, challenged, confident and successful At Morphett Vale PS we recognise that in order to develop powerful learners, we as educators need to explicitly teach, role model and scaffold learning dispositions. Our Pathway to Positive Learners model supports students to develop these capabilities in the following key areas:

- Collaboration
- Communication
- Problem solving
- Self-regulation
- Mindsets

1. General information

- **School Principal:** Michael Koutsoukos
- **Deputy Principal:** Melissa Mundy
- **Year of opening:** 2012
- **Postal Address:** Lawrence Street, Morphett Vale, 5162
- **Location Address:** Morphett Vale, 5162
- **Partnership:** Panalatinga
- **Geographical location – ie road distance from GPO (km):** 35km
- **Telephone number:** 81865064
- **Fax Number:** 83263521
- **School website address:** <http://www.morphettvaleps.sa.edu.au/index.html>
<https://www.preschools.sa.gov.au/morphett-vale-primary-sch-preschool>
- **School e-mail address:** dl.1906.info@schools.sa.edu.au
- **Out of School Hours Care (OSHC) service:** 0434 184 169

February FTE student enrolment: 224 and 16 Preschool Enrolments

Student enrolment trends: For the past two years, student enrolments have been historically lower than prior to 2020, due to our involvement in the Year 7 to High School Pilot Program and then the transition of Year 7 to High School

- Staffing numbers (as at February census):
 - February 2022: 15 full time and part time staff
 - Specialist Teachers: Music and Drama 0.4, Auslan 0.6, Physical Education 0.4 and STEAM 0.8
 - Leadership: Principal, Deputy Principal, Wellbeing Leader and Senior Leader
 - AEW: 7 hours per week
 - SSO: 428 hours per week

- Special site arrangements: Our site has two regional Special Options Classes (Junior Primary and Primary). Our common areas and classrooms are designed as STEM spaces, to allow collaboration for science, technology, engineering, and mathematics. STEM is an interdisciplinary approach to learning where academic concepts are coupled with real-world lessons.

Further, we offer a range of The Smith Family programs and have strong links with the local community.

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2. Students (and their welfare)

- General characteristics
 - : We expect 50% on School Card. Aboriginal FTE Enrolment = 7.0 students.
- Student well-being programs
 - : 'Play is the Way', The Resilience Project, Interoception and the Child Protection Curriculum are used across the school to develop personal and social capabilities in students through guided play, reflection, empowering language and classroom activities. Through the program, students develop skills to self-regulate, to cooperate and work effectively with others.
 - Restorative practices are used for resolution of conflicts and behaviour management.
 - These practices build community and enable students to repair harm and restore relationships damaged by their behaviour and decisions.
 - A Pastoral Care Worker is employed at the school three days a week. This is funded through the Department for Education National Schools Chaplaincy Program and the Service Provider for our Pastoral Care Worker is Centacare.
 - The objectives of the Pastoral Care Worker program are to assist school communities to provide general spiritual, social and emotional comfort and support to all students irrespective of their faith or beliefs.
- Student support offered
 - : The Student Support Team (Deputy Principal, Senior Leaders and Special Education Teachers) manage support for students with learning difficulties. This staff committee analyses and monitors student progress as gathered from student achievement data provided by class teachers, school literacy testing, NAPLAN test results, Speech Pathologists and Education Psychologists.
 - Support is provided through allocating SSO hours directly to students (rather than to teachers) and through the purchase of additional teacher and SSO time.
 - The Student Support Team has a leadership role in providing PD and influencing good practice for SSO's and teachers. Significant and regular joint planning time is provided for SSOs and teachers to ensure that

support is well coordinated and targeted. An extensive special education support program working with both One Plan students and students with learning difficulties is coordinated by the Deputy. The Site facilitates a number of proactive programs to support student wellbeing and staff training and development. These programmes include:

- Pathways to Powerful Learning
- In-School Psychology for students
- Smith Family Learning for Life and On Par Program
- Peer mediation
- Group Problem Solving
- SCIP Playground Program
- Values Education (Play is the Way)
- Interoception
- Play Program
- Kick Start for Kids
- The Resilience Project
- Pastoral Support Program

- Student management

:The Behaviour Education Policy and procedures are reviewed every 3 years and are underpinned by the philosophy of the Play is the Way program and trauma informed practices. Bullying and grievance procedures are in place with support plans developed where required.

A bullying audit is conducted twice a year and data collected is acted upon. The data collected from this audit enables the school to target groups of students who are identified at risk with the school's social skills intervention programs.

Data collected from admin information, Anti-bullying Survey and teacher survey indicates that the social skills program is making a difference for these students.

The anti-bullying/friendship survey and the comparative data provide us with the information about the level of success of the social skills program and the modifications required for continued success. This is reported yearly to Governing Council.

- Student government

:Our main student leadership group are our Lead Learners. These students are in Year 3 to Year 7 and are selected because they have mastered our 5 dispositions of a powerful learner. Lead Learners plan and teach the Pathways Program to all classes in the first 2 weeks of the school year. They meet each week with the Principal. They sit on committees, co-design with teachers, attend conferences and make resources. In 2017, our Lead Learners won a National Children's Week Award.

Our Pathway to Powerful Learning Program supports students to develop these capabilities in the following key areas: Collaboration Communication Problem solving Self-regulation Mindsets

The school's values of caring, respect, responsibility and honesty are strongly embedded in our school culture and drive our work across the school community.

- Special programmes
 - :The senior school choir caters for the needs of approximately 45 students. Our students perform at both the Adelaide and Southern Festival of Music.
 - We have a Junior Choir as well who perform at school and community functions
 - Wakakirri: The Wakakirri Story-Dance Festival is a national program that helps schools develop student engagement and wellbeing through participation in the performing arts.
 - Sporting Schools
 - Write a Book in a Day: Write a Book in a Day is a fun, creative and collaborative competition for students in years 5 to 6. Teams of up to ten have just twelve hours to write and illustrate a book from start to finish. In 2020, Morphett Vale Primary School finished 2nd in the South Australia, Victoria and Tasmanian category
 - Children's University: Open to all Year 3-6 students, developing free-thinking and inquisitive children who enjoy learning. We want to make them lifelong learners and achievers.
 - Out of hours sporting opportunities for students
 - Student attendance at SAPSASA sports and District sporting events, e.g. Athletics Day.
 - Future Leaders Program
 - Mark Olliphant Science Awards
 - Premier's Reading Challenge
 - Premier's Digital Challenge

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
 - :Our Sprint Process was at the forefront of our Improvement Process, as was LDAM and Task Design. LDAM has played a pivotal role in developing staff strategies to meet specific HB students needs and the tracking of these students. Staff have built upon prior understanding and engaged in Developing formative assessment tools and collecting evidence of the impact specific tasks and whether these students are being challenged has been impactful. We have:
 - Creation of shared units/resources/ portfolios of mathematics learning
 - Increased teacher knowledge and confidence in formative assessment & task design,
 - Increased teacher confidence and alignment in assigning A-E grades
 - Instructional leaderships for identified teachers within schools.

Staff have reported that the focused 6 to 8 week sprint model has created more reflection of practice and targeted student responses. This created shift in learning achievement in Reading and an understanding of where all students are at and how they can progress.

We saw consistency increase across the site in Reading and Mathematics, with students indicating that the teaching of reading and numeracy is consistent between classrooms and across year levels, providing the opportunity for students to build their learning year on year. All students can articulate their reading and numeracy goals. They talk confidently about the evidence they use to monitor their goals and are clear about how they would know when they would achieve them. All students can describe the process for setting their personalised goals.

- Recent key outcomes:

In 2020, our school saw a 36% in our State-Wide Phonics Screening. In 2021, this grew to 78% of our students achieving the recognised Standard of Education in South Australia.

We have sharpened our lens on PAT Maths and Reading testing, utilising the adaptive model to test in Term 1, to measure student growth from the state-wide September testing dates.

Our NAPLAN results saw our Year 3s in 2021 saw increase to 81% meeting SEA in Reading and achievement in Band 5 or higher of 29%. Numeracy also saw an increase to 77% meeting SEA and Band 5 or higher achievement was 26% of students who sat the test.

Highly successful External Review in 2021 that highlighted our recent successful strategies are working with the review team finding that all teachers are data literate and regularly interrogate the data to ensure students are making appropriate gains in learning.

The school has highly effective student achievement tracking processes. The school has initiated a variety of teacher/leadership opportunities to discuss student progress data.

4. Curriculum

Subject offerings:

Our teaching and learning programs reflect the Australian Curriculum <https://www.australiancurriculum.edu.au/> and TfEL (Teaching for Effective Learning) Framework <https://www.education.sa.gov.au/teaching/teachingeffective-learning/teaching-effective-learning-tfel-resources> We have a strong focus on Literacy, Numeracy, STEM (Science, Technology, Engineering and Mathematics), and Wellbeing with an emphasis on high expectations, explicit teaching and innovation and consistency with teaching theory. Recent Information Communication and Technological developments include providing laptops for all staff, interactive Smart boards in all learning areas, computer hubs in all classes and shared learning

areas, 1:1 laptops for every senior student and laptops for middle primary students to share. We have a number of banks of ipads, movie making equipment and two 3D printers which support our STEM focus.

Comprehensive intervention programs operate across the school with trained personnel. Further to this, support staff hours have been allocated to each class to assist students with identified literacy and/or numeracy needs. Specialist curriculum areas (specialist teachers) across the school include Music/Drama/Dance, Science, Physical Education and Language (Indonesian).

Open Access

N/A

Special needs

Students with special needs are supported through a comprehensive set of programs coordinated by the Deputy Principal. Individual learning programs are developed by Classroom Teachers in collaboration with Speech Pathologist, Regional Special Educator, School Services Officers and other relevant support services and staff.

Special Curriculum feature

Performance management processes link with 'Site-Improvement Plan' priorities and teachers' ongoing professional development through personal goal setting. The review, evaluation and action planning is based on comprehensive and accurate student achievement data. This is used to best support ongoing improvement for student learning, informing our Site Improvement Plan.

Teaching methodology

We are committed to ongoing work in implementing the 'Teaching for Effective Learning Framework' (TfEL). The framework is assisting our leaders and teachers to effectively implement the Australian Curriculum and develop a consistent and innovative approach to teaching and learning across the school.

Assessment procedures and reporting

A comprehensive assessment and reporting process is undertaken across the Reception to year 6 classes. School processes include the following:

- Acquaintance evening organised early in Term 1. This evening allows for teachers to meet families and to provide an outline of teaching and learning programs as well as share important information about expectations, routines, special events etc.
- Parent / Teacher Interviews towards the end of Term 1. All parties have the opportunity to share experiences, evaluate student progress - celebrate achievements and set future goals for improvement.
- See-Saw is a free online app we use to share student learning with home and for students to experience giving and receiving "Improvement Feedback".
- A summative written report is provided to parents at the end of Terms 2 each year. Reports are graded using A-E. Reports reflect the implementation of the Australian Curriculum.
- A 3-Way Interview where students present their learning portfolio and a graded report are provided in Term 4. All parties have the opportunity to share experiences, evaluate student progress - celebrate achievements and set future goals for improvement.

5. Sporting Activities

- Weekly competitive sports are offered at Morphett Vale Primary School. Sports offered can change each year depending on student interest.
- The School's annual Sports Day is valued by the school community and is well organised and attended.
- The students participate in an annual swimming and aquatic lessons program at the Noarlunga Leisure Centre and Port Noarlunga Aquatic Centre.
- Students participate in SAPSASA sports competitions, District days, District exchanges and State trials.
- "Sporting Schools" Grants support an afterschool sport each term on an individual grant basis

6. Other Co-Curricular Activities

Morphett Vale Primary provides a range of co-curricular activities that have an emphasis on student achievement and well-being and these provide an opportunity to celebrate with the school community, both within and outside classes. Activities include:

- Sports day
- Fundraising events
- Student fun days
- Buddy activities
- Transition programs
- School performances
- School excursions
- Sports coaching clinics
- Smith Family Learning Club

Special

The school community is enhanced through the inclusion of an Occasional Care, Preschool and the two special classes (Junior and Primary) all situated on the same site.

7. Staff (and their welfare)

Staff profile

We have a dynamic and engaged staff that are come with a mix of experience, knowledge and skills. There is a mix of male and female staff members at our site.

Leadership structure

The school leadership team consists of the Principal, Deputy Principal, Senior Leader – Well-being and Senior Leader - Curriculum.

Staff support systems

Research Learning Teams are established and meet regularly through the staff meeting programme. School Services Officers meet regularly as an administration team (personnel with an administration role) and/or as an SSO school team (administration and classroom based personnel).

Preschool-7 staff meetings include both an administration, training and development and site improvement review component. Training and development supports the site learning plan priorities.

The school has established grievance and harassment procedures and clear decision-making processes.

Performance Management

Teaching staff and SSO personnel are supported through established performance management processes coordinated by senior staff based on DfE proformas. Performance management processes and structures support both individual staff and teams to identify areas for celebration and professional development.

Staff meet with Line Managers and discuss negotiated agendas. Written feedback is provided after each meeting as part of this process.

Access to special staff

The school is provided with regular support through Speech and Language Pathologists, Guidance Officers, Behaviour Coaches, Special Educators and a range of other agencies as required to best meet the needs of our students.

Classes are supported through SSO hours in the reading block and a sound special education support program is coordinated across the school.

8. Incentives, support and award conditions for Staff

Not applicable to Morphett Vale Primary School

9. School Facilities

Buildings and grounds

The school boasts new, modern and spacious classrooms and shared learning areas, STEAM spaces, drama and music suites, OHSC, a new Preschool Centre, beautifully landscaped gardens, extensive playground and oval areas and a full sized gymnasium.

Cooling/Heating

Heating and cooling systems are present in all buildings.

Specialist facilities

Student facilities

A school canteen operates on the Monday, Wednesday, Thursday and Friday of each week. The Canteen Manager is supported by parents and volunteers.

Staff facilities

Access for students and staff with disabilities The school has access and facilities for disabled students, staff and parents.

10. School Operations

Decision making structures

The school's Decision Making Policy was reviewed in 2020. A range of teams and committees operate across the school. Key groups include: School Planning and Management Committee, Teaching Staff, School Service Officer Team, Leadership Team, Personnel Advisory Committee, Numeracy Committee, Literacy Committee, Positive Partnership Group, Finance, Governing Council, Fundraising, Sports and Grounds, Out of School Hours Care, Canteen, and Lead Learners.

Regular publications Regular publications include a fortnightly newsletter, Facebook updates, SeeSaw for students and families Information Handbook for parents, Skoolbag app weekly bulletin and google docs. Other communication Student diaries and communication books are used in some classes to provide daily contact with parents if SeeSaw access is not available.

See-Saw is used in all classes across the school. Facebook is also utilised to keep parents up to date.

School financial position

The school's finances remain in a sound position through effective planning and Global Budget management. Finances and budget expenditure is monitored closely by staff, budget managers and the Finance Committee through consultative processes.

11. Local Community General characteristics

Parent and community involvement

The parent and wider community take pride in participation in various aspects of school life. There are many opportunities for parents and community members to be actively involved in school programs and activities through a supportive Staff and Governing Council.

Feeder schools

Morphett Vale Primary School students feed into a range of secondary schools including: Wirreanda High School, Christies Beach High School, Seaford Secondary School and Reynella East College.

Other local care and educational facilities

A number of other public primary and secondary schools are situated in close proximity to Morphett Vale Primary School.

Commercial/industrial and shopping facilities

The school is in close proximity to shopping complexes situated on South Road and Noarlunga e.g. Colonnades at Noarlunga Centre, Southgate Shopping Centre, Reynella and a Woolworths Shopping Centre at Morphett Vale. A deli is also situated very near to the school.

Other local facilities

Other local facilities include: Noarlunga Leisure Centre, Port Noarlunga Aquatic Centre, Noarlunga Hospital and Christies Beach Police Station.

Availability of staff housing

There is no provision for staff housing.

Accessibility

The school is situated 35 kms from the Adelaide GPO and is easily accessible via a number of roads.

Local Government body

Onkaparinga City Council – 83840666

12.

Further Comments

Our programs are aimed at developing the whole child, challenging them to extend themselves, to question and to enjoy their learning experiences.