

# SCHOOL CONTEXT STATEMENT

**School number:** 0106

**School name:** COWANDILLA PRIMARY SCHOOL AND CHILDREN'S CENTRE

## 1. General information

### Part A

**School Name:** Cowandilla Primary School and Children's Centre

**School No.:** 0106

**Principal:** Mrs Julie Hayes

**Postal Address:** 21 Jenkins Street, Cowandilla 5033

**Location Address:** 21 Jenkins Street, Cowandilla 5033

**District:** West Torrens Partnership

**Distance from GPO:** 4kms

**Phone No.:** 08 84437800

**Fax No.:** 08 82342445

**Preschool attached:** YES

<b>February FTE Enrolment</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Primary Special, N.A.P. Ungraded etc.	69	62	67	74	69
Reception	31	40	50	48	54
Year 1	28	46	48	46	54
Year 2	30	34	49	58	44
Year 3	32	30	38	49	53
Year 4	22	33	34	25	50
Year 5	24	23	32	39	29
Year 6	27	27	27	27	45
Year 7	27	25	27	31	31

Secondary Special, N.A.P. Ungraded etc.

Year 8

Year 9

Year 10

Year 11

Year 12

Year 12 plus

<b>TOTAL</b>	<b>290</b>	<b>320</b>	<b>373</b>	<b>398</b>	<b>429</b>
School Card percentage	48	45	40	35	35
NESB Enrolment	223	229	232	263	268
Aboriginal Enrolment	15	14	18	15	16

### Part B

#### Leaders' names

- Deputy Principal – Deb Postema
- Director of Early Childhood Education and Care – Kie Babister
- Senior Leader Intensive English Language Centre – Xenii Panagaris

#### School website address

[www.cowandilla.sa.edu.au](http://www.cowandilla.sa.edu.au)

#### School e-mail address

[dl.0106.info@schools.sa.edu.au](mailto:dl.0106.info@schools.sa.edu.au)

## **2017 Staffing**

- Principal 1.0
- Director of the Children's Centre 1.0
- Deputy Principal 0.8
- Assistant Principal - IELC 1.0
- School Counsellor 1.0
- Learning Resources Manager 0.9
- Community Development Coordinator 1.0
- Family Services Coordinator 1.0
- Librarian 0.6
- Class teachers: 16 mainstream classes plus 5 IELC classes
- Preschool teacher 0.4
- AET 0.1
- ACEO 19 hours per week
- LOTE Greek 0.3, Italian 0.3, Pitjantjatjara 0.3
- Special Education Teacher 0.2
- EALD teacher 1.2
- PE teacher 1.0
- NIT Specialist 3.0
- SSO 533.75 hpw
- GSE 23 hpw

## **OSHC**

Located on site and includes After School Care & Vacation Care programs as well as a Preschool and Children's Centre

## **Enrolment trends**

Enrolments are increasing.

## **Special arrangements**

Scaffolded Literacy Practices (based on the work of Vygotsky, Bruner and Grey) are used across all year levels at Cowandilla Primary.

Cowandilla has a Community Use Agreement with the City of West Torrens. This means that the school grounds are considered part of the open space of the City of West Torrens. Community groups, particularly culturally and linguistically diverse groups, frequently use the inside and outside spaces.

Parents and children up to the age of 8 access many programs in the Children's Centre including Occasional Care, playgroups, anti-natal and immunisation services.

## **Year of opening**

1916

## **Public transport access**

Available on Sir Donald Bradman Drive and Marion Rd

## **2. Students (and their welfare)**

### **General characteristics**

The student population is extremely diverse with many different cultural groups represented. There are currently 19 Aboriginal students from Preschool to Year 7. The rich diversity of cultures is a feature of our school that is highly valued. We support all students to gain an appreciation for each other's culture whilst working to ensure each cultural group maintains their own identity. Our population is quite transient with many students regularly changing schools. A significant percentage of our students receive School Card.

In 2006 an Intensive English Language Centre was established at the school.

There are currently 5 IELC classes. Our preschool offers 5 sessions over a 4 day week. On Friday the playgroup uses the preschool as well as other classes of school age children.

### **(Pastoral) care programs**

We have a School Counsellor who provides support to students. We use Restorative Practices and embed the Mindset work of Carol Dweck into classroom and school learning programs.

Parents can access a social worker, psychologist, speech therapist and attend men's programs through the Children's Centre.

### **Support offered**

IELC Assistant Principal, School Counsellor, Learning Resources Manager, Librarian, Special Education teacher, Specialist P.E. teacher, EALD teacher, AET, ACEO and BSSOs. Our SSO allocation is heavily supplemented by the school to provide extra support to students.

BSSOs, Community Liaison Officers and interpreters help with communication between families and school.

The Children's Centre has a social worker, Community Development Coordinator, psychologist, speech therapist, OT and nurses to support families.

Out of School Hours Care offers education and care services before and after school and during school holidays.

### **Student management**

A Behaviour Education Code, which was developed collaboratively with staff, students and parents, provides the framework for our behaviour education program. Restorative Practices and the Mindset theory are used across the school.

### **Student government**

Students play an important role in decision making at Cowandilla, from informal classroom discussions regarding curriculum direction and involvement in their own learning, to more formalised experiences such as class meetings and student committees. Ten students are elected to represent the student body and these leaders play an important consultative and management role within the school.

### **Special programs**

Aboriginal Education; Greek, Italian & Pitjantjatjara Language programs; EALD; Scaffolded Literacy Practices; Special Education; OT intervention, art therapy and PE delivered by Regency Sports Coaching students. Many students in years 5, 6 and 7 are volunteers in the Climate Change Student Group led by an executive of 6 senior students.

## **3. Key School Policies**

### **Site Learning Plan and other key statements or policies**

Priority areas are Literacy, Wellbeing, Mathematics and Learning with Digital Technologies

### **Values**

Our school values are “Respect and Responsibility”

Mission: Through education we all become active, responsible, global citizens

### **Climate Change Specialist School**

Cowandilla has been committed to teaching about climate change and reducing our ecological footprint since 2004. The process has involved the staff learning about the current research in climate change. Teachers focus on climate change in their science, maths, arts, technology and humanities lessons.

The Climate Change Student Group is involved in many activities to mitigate the effects of climate change. We intend to help children take action against climate change so that they can feel optimistic about the future.

In 2015 Cowandilla Primary School became a Climate Change Specialist School. The Principal is often asked to share the school’s environmental journey with other teachers and leaders.

## **4. Curriculum**

### **Subject offerings**

- R-7 students experience a balanced curriculum in the eight learning areas: English, Mathematics, The Arts, Humanities and Social Sciences, Science, Technologies, Languages, and Health and Physical Education.
- Languages Program (Italian, Greek and Pitjantjatjara).
- Learning in our Preschool is based on the Early Years Learning Framework.

We aim to recognise and develop positive dispositions for life and learning in our young people. The Preschool and Early Years classes are co-located to support collaboration and transition.

## **Open Access**

N/A

## **Special needs**

Classes have been arranged based on the belief that small class numbers are beneficial to all students (R-7). We therefore structured our staffing at the beginning of 2017 to allow for 16 mainstream classes (plus 5 IELC classes and Preschool).

Substantial SSO time is allocated to supporting students with their classroom learning.

Students identified as requiring a Negotiated Education Plan, or as having specific learning needs, are supported by the Special Education teacher, Bilingual Support Officers, School Support Officers and adult volunteers.

Aboriginal students each have Individual Education Plans to outline their Learning and the ACEO connects home and school, advocates for Aboriginal students and advises the staff team.

EALD students are supported by the EALD teachers, and through extra SSO time in classrooms. Because of the numbers of EALD students in each classroom all teacher are trained in the theory that explains how our English language works. This very specific knowledge enables teachers to be very targeted and explicit with their teaching and monitoring of literacy development.

A Student Review Group (including external support staff) oversees the delivery of programs for students with special needs.

## **Special curriculum features**

- In 2017, our school offers specialist programs in Languages (Greek, Italian and Pitjantjatjara), English as a Second Language, PE and Special Education and digital technologies..
- We have an Aboriginal Education teacher and an ACEO who support the learning programs of Aboriginal students and provide support for teaching Aboriginal perspectives across the curriculum. We celebrate Cultural Week and continually strive to bring about Reconciliation.
- We have a well-equipped Resource Centre
- We promote reading for learning, and reading for pleasure, and participate in the Premier's Reading Challenge every year.
- Effective use of digital technologies in our learning programmes is a priority. We have a modern computing network (Mac platform), with 15 computers available for class use in the Resource Centre. Each classroom has a networked computer connected to a Promethean Interactive Panel, or Interactive Whiteboard. There are also Interactive Panels in the Resource Centre and Meeting Room.
- In 2013 we introduced iPads into our learning programs. In 2017 we have a 1:1 iPad program (with school owned devices) across our year 3/4 – year 6/7 classes; and shared iPads in our Early Years and IELC classes.

- Teachers and class based SSOs are supplied with a staff iPad. Teachers have elected to have either a staff laptop, or a network account.
- In 2014 we upgraded to a microwave Internet connection to support our learning needs.
- Our hall is equipped with a large screen data projector and an AV control room.
- Staff Professional Learning in effective use of technology for teaching and learning, is a priority.

### **Teaching methodology**

There is a strong emphasis on a team approach to catering for student needs. All classes have access to specialist teachers from EALD, Aboriginal Education and Special Ed. SSOs work in the classroom alongside the class teacher, or withdraw students for specific help where appropriate.

Currently all mainstream and most IELC teachers are using Scaffolded Literacy Practices as a teaching methodology. This is an explicit teaching strategy that uses functional grammar and aims to scaffold students for success in writing, reading and spelling. An external Consultant works with teachers to assist with planning, and provide coaching and feedback to support their classroom practice.

We also work with an external Mathematics consultant who assists teachers with planning, supports pedagogical development and provides feedback to assist with student learning.

### **Assessment procedures and reporting**

Assessment is managed through class teachers' own observations and procedures. We collect whole school data to help us monitor progress with English and Mathematics. Individual testing of students also occurs through the Special Ed. program and the PAT & NAPLAN tests. Literacy levels are assigned to all students twice a year.

Reporting structures include parent teacher interviews in which interpreters are frequently used. Teachers keep in close contact with parents to help support students with their learning and behaviour.

### **Joint programs**

#### **Children's Centre**

A new refurbished centre was built in the first half of 2010. SA Health staff work alongside the Community Development Coordinator and the Family Services Coordinator to deliver appropriate services and programs for families with young children.

The Children's Centre currently hosts a range of programs e.g. First Aid lessons, playgroups, access to a representative from the Australian Refugee Association, CAMHS and parenting groups. Occasional Care is offered three times a week. The Director of the Children's Centre teaches in the Preschool and oversees the provision of services to the under 5s across the site.

The Children's Centre and the school work closely with West Torrens Council through their OPAL, Library and youth programs.

## **5. Sporting Activities**

A large range of sports clinics are offered during the year. Senior students are actively involved in a variety of SAPSASA programs.

## **6. Other Co-Curricular Activities**

### **General**

Because of the high multi-cultural component in the school community, the school focuses on many aspects of the cultures represented and participates in celebrations to recognise this diversity. Priority is given to days of significance to our Aboriginal community and multicultural festivals.

## **7. Staff (and their welfare)**

### **Staff profile**

Total staffing numbers are relatively high, due to additional support teachers and extra SSOs. There is a wide range of cultural diversity amongst staff and this contributes to a rich and robust school culture.

### **Leadership structure**

Leadership structure includes the Principal, Director of the Children's Centre, Deputy Principal, Senior Leader (IELC), School Counsellor and Learning Resources Manager. Because of the complexity of the school population, many aspects of leadership are shared across the staff according to skills. A management group, which includes teacher representatives, meets weekly.

### **Staff support systems**

Staff work collaboratively in teams, with support for planning being provided through concurrent release time.

The Deputy Principal helps teachers plan and implement the Scaffolded Literacy Practices and provides support for Running Records testing of students. An external literacy consultant and an external maths consultant also provide feedback through working alongside teachers in classrooms.

We have a Learning Resources Manager, who coordinates the work of the Resource Centre Team; selects and organises resources; supports teachers and students with the use of digital technologies (including use of computers, Interactive Panels and iPads); supports teachers with the implementation of the AC: Digital Technologies; and facilitates staff ICT Professional Development (for both teachers and SSOs). The computer network is maintained by a full time Computer Systems Manager, with the assistance of another part time SSO.

### **Performance and Development**

Staff are expected to be involved in an ongoing cycle of continuous improvement and reflection of their practice. A site Performance and Development Policy including support structures and practices is in place to support staff to do this collaboratively and effectively.

### **Staff utilisation policy**

Staff have the opportunity and are actively encouraged to be involved in specialist areas.

### **Access to special staff**

Support staff include School Counsellor, EALD, Special Ed., AET and ACEO, SSOs and BSSOs, Community Development Coordinator and Family Services Coordinator.

The school is adjacent to the Cowandilla Learning Centre.

## **9. School Facilities**

### **Buildings and grounds**

The school underwent a major redevelopment in 2001, with the refurbishment of classrooms, a new admin block, and relocation of the Preschool and Resource Centre. Additional transportable buildings were added in 2006 and again in 2008 to accommodate school growth, including the Intensive English Language Centre classes. Later in 2017 the STEM Works project will see the internal configuration of The Unit changed to create a space to explore science, technology and engineering.

The central yard area is paved and verandas and large shade structures provide shade to the playground and elsewhere in the yard. A Covered Outdoor Learning Area, built in 2010 and named "The Grassknetball Court" by the students, provides all-weather shelter for physical activity and a number of court games. A new hall became operational in August of 2010. It is equipped as a performance hall as well as a sports hall. The school has had a 25m swimming pool for over 30 years.

The school has a Community Use Agreement with West Torrens Council. This has helped to develop the school grounds and provide facilities, such as a playground and outdoor seating for use both by the school, and by the Cowandilla community in general after school hours. The school has quite large grounds, sections of which are currently used (out of school hours) by community soccer and cricket clubs.

A variety of sustainable practices (in terms of water conservation, recycling, planting native vegetation, energy conservation, land care, vegetable and fruit growing, procurement practices and biodiversity projects) have been instigated to reduce our ecological footprint. The school promotes a culture of caring for the environment. The Climate Change Student Group lead many of the sustainable initiatives.

### **Cooling**

All classrooms, teaching areas and admin areas are air-conditioned.

### **Specialist facilities**

The Children's Centre provides community facilities including Child Youth and Women's Health Services. A Community Development Coordinator and the Family



Services Coordinator are based in the Children's Centre building and co-ordinate programs for families and children from 0-8 years old. Occasional Care runs on Monday and Thursday mornings and Tuesday afternoons. We have a Preschool, which hosts a playgroup on Fridays.

### **Student facilities**

The school has a modern computer network, centrally located Resource Centre, large activity room, meeting room, Covered Outdoor Learning Area, Performance/ Sport hall, a swimming pool and playgrounds for different age groups. Adult fitness equipment is located between the oval and children's playground.

### **Staff facilities**

There is a staff lounge as well as a meeting room.

### **Access for students and staff with disabilities**

All buildings have access for staff/students with disabilities.

### **Access to bus transport**

Available on Sir Donald Bradman Drive.

### **Other**

West Torrens Council Library is located at the end of our street. Most students are members.

## **10. School Operations**

### **Decision making structures**

Main decision making bodies are the Governing Council and Staff Management Committee. PAC is involved in decisions relating to staffing matters. Many decisions are made through discussion and consultation with staff, both at staff meetings and other times.

Governing Council employs the OSHC Director and staff.

Students are involved in decision making processes as members of student task groups and during class Circle Time.

### **Regular publications**

Newsletters are published three times a term.

### **Other communication**

School website [www.cowandilla.sa.edu.au](http://www.cowandilla.sa.edu.au)

School Facebook page <https://www.facebook.com/CowandillaPrimary>

### **School financial position**

The school is in a sound financial position

### **Special funding**

The school receives some additional funding through grant applications

## **11. Local Community**

### **General characteristics**

Students are from a diverse range of backgrounds, and part of a highly multicultural community. There is a variety of socio-economic backgrounds among the school community, and some families are on school card. We have a number of students whose parents and grandparents all attended Cowandilla Primary School.

### **Parent and community involvement**

Parents are very supportive of school programs and value the respect for cultural diversity that they promote.

### **Feeder schools**

Students exiting Cowandilla attend a range of high schools but predominantly Underdale High School, Plympton International College, Henley High School or Adelaide High School.

### **Other local care and educational facilities**

We have a Preschool located on site and working as part of the Children's Centre. OSHC and vacation care are also available onsite.

### **Commercial/industrial and shopping facilities**

Located in close proximity to retail facilities, 5 minutes from the airport and within 4 kms of the GPO.

### **Other local facilities**

West Torrens Community Library (Hamra Centre) is at the end of the street.

### **Availability of staff housing**

N/A

### **Accessibility**

All classrooms are wheelchair accessible.

### **Local Government body**

West Torrens Council