



SCHOOL CONTEXT STATEMENT

Updated: 2/17

School number: 0714

School name: Challa Gardens Primary School

Contextual Statement:

Challa Gardens Primary School is a Preschool – Year 7 School located within the diverse cultural and economic environment of north western suburbs of Adelaide. It is part of the Western Adelaide Region and situated 8km from the GPO. Current enrolments are over 390 including the preschool. Enrolments in the school have steadily increased over the past three years and it is expected that this will continue as a former factory and near by race course are redeveloped for housing.

Students come from a diverse range of non-English speaking backgrounds including recently arrived refugees from Africa and Afghanistan, to second or third generation Asian, southern and eastern European background students. Sixty two different cultural groups are represented within the school. The main groups are: Vietnamese, Aboriginal, Arabic and Indian. With 70% of the student population coming from a non English speaking background language literacy programs are an important aspect of the school program.

Approximately 65% of students receive School Card Support – financial assistance due to unemployment or low income employment. The school currently attracts over 69% of our students from Mansfield Park, Ferryden Park, Croydon Park, Woodville Gardens and Woodville North. These suburbs are recognised as some of the most disadvantaged areas in metropolitan Adelaide with low rental and housing trust accommodation for families. This has significant impact on the high level of student transiency faced by the school and is further compounded by emergency Aboriginal housing and a nearby women's shelter.

Currently Aboriginal students represent 13% of the student group. The issues of access, participation and achievement are a constant school focus and are supported by affirmative actions to ensure regular student attendance and successful outcomes at school.

An increasingly significant number of students have been assessed and identified with language, literacy, speech, numeracy and other specific learning needs and require support programs provided from DECS and school resources; with 7% of students in the school being identified as students with a disability.

More information can be found at the schools website www.challaps.sa.edu.au. The jurisdiction/ system website can be access [here](#).

1. General information

- School Principal name: Ms Amelia Angelakis

- Deputy Principal's name: New Appointment Term 2 – Gay Dawson Term 1
- Year of opening: 16th July 1926.
- Postal Address: Humphries Terrace, Kilkenny 5009
- Location Address: Humphries Terrace, Kilkenny 5009
- DECS Region: Western Adelaide
- Geographical location – ie road distance from GPO (km): 8km
- Telephone number: 84451194
- Fax Number: 84451968
- School website address: www.challaps.sa.edu.au
- School e-mail address: dl.0714.info@schools.sa.edu.au
- Child Parent Centre (PRESCHOOL) attached: YES
- Out of School Hours Care (OSHC) service: Yes (Off site) at Brompton PS. Free bus transport is provided before and after school each day.
- February FTE student enrolment:
- Student enrolment trends: Steady
- Staffing numbers (as at February census):

	Males	Females
Teachers	6 [5.4 FTE]	25 [21.1FTE]
Tier 1	4.4	21 [18.4 FTE]
Tier 2	1.0	4 [2.7 FTE]
Primary Counsellor		1.0
Librarian		1.0
GSE	18.0	
SSO		158 formula hrs
SSO		30 hrs purchased Literacy etc
ACEO	0	33 hrs
AET	0	0.6
Preschool		2.0
SSO Preschool		45hrs
Co-ordinator	0	1.0

- Public transport access:
Direct access via Trans Adelaide bus and train

2. Students (and their welfare)

- General characteristics
: PRESCHOOL to year 7 school within a diverse cultural and economic environment. Students come from a range of non-English speaking backgrounds. Sixty two different cultural groups are represented. The main groups are: Aboriginal, Vietnamese, Arabic and Indian. A number of students from various African countries are enrolled at the school. Approximately 65% of students receive School Card Support
- Student well-being programs
: Programme Achieve, Kids Matter, Play is the Way, Rock & Water, Restorative Practice
- Student support offered
: Full-time primary school counsellor and peer support programs.
- Student management
: School has own student discipline policy, based on the preventative model where staff focus on success. Different policies apply to classroom and yard behaviours. These are closely monitored. Social learning programs such as boys and relationships, protective behaviours, grievance procedures, peer group support, sexual and racial harassment and Program Achieve support the school discipline policy/code of behaviour.
- Student government
: Student Representative Council - A boy and a girl, with proxies, represent each of the 15 reception to year 7 classes at the fortnightly Student Council meetings. Classes are scheduled to have weekly class meetings to support the student council which represents students on a wide variety of issues. Peer support is a feature of Student Council operations. Student representation on some school based committees with adults.
- Special programmes
: Reading block program for all students Reception to Year 7 occurs throughout the school. Students are assessed on PM Benchmarks to ability base students each term. DRA is also used to assess students from Year 2 – 7. All support staff, trained SSO's and class teachers are involved in this programme; which began in 2009. Mathematics block program for students in Year 2 to Year 7 based on PAT Maths and other agreed to assessment tasks by Year Level.

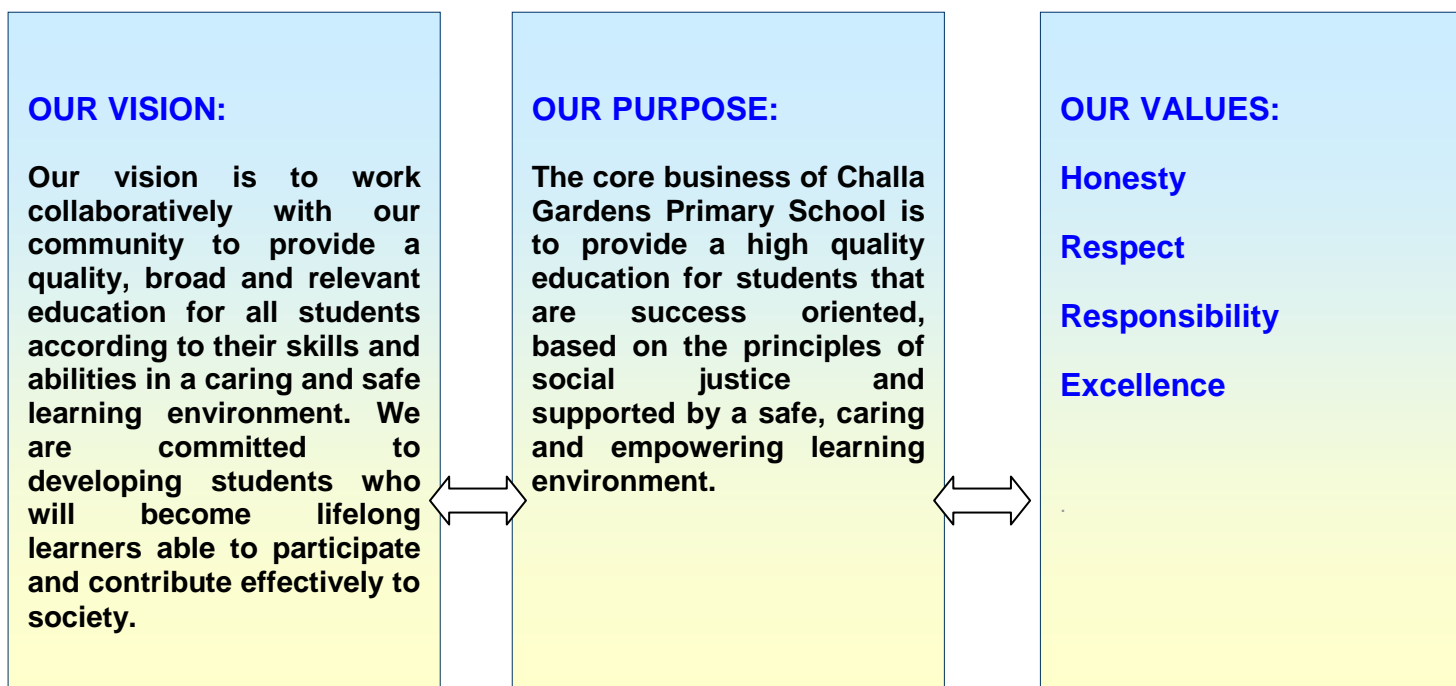
Aboriginal students are supported by special measures programmes both in class and withdrawal: additional support is provided by the ACEO and AET.

EALD teachers provide a comprehensive class teacher T&D program and provide support for EALD learners on an individual, small group and whole class basis.

Special Education teachers support identified students with disabilities in Reading and Mathematic blocks, inclass small group and individual programmes. Additional SSO's are employed to provide speech programmes for identified students.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:



CHALLA GARDENS PS - KEY (DIRECTIONS FOR 2015 – 2017

WHAT
DO WE
WANT FOR
OUR
STUDENTS?

Key (STRATEGIC) Direction 1

Teachers develop knowledge, skills and understandings of the Australian Mathematics Curriculum. To monitor and improve the learning outcomes for all students in Mathematics.

Key (STRATEGIC) Direction 2

Teachers develop knowledge, skills and understandings to implement, program, assess and report using the Australian Curriculum

WHAT
WILL WE
SEE
HAPPENING
FOR
STUDENTS
AS A
RESULT?

INTENDED OUTCOMES:

All students demonstrate increased achievement outcomes and attain targets detailed in the Mathematics Site Learning Plan.

Students 2-7 are participating regularly in Maths Blocks that are targeted to their particular level of achievement.

All students are able to access quality programs and appropriate resources to support their learning.

INTENDED OUTCOMES:

All students demonstrate increased achievement outcomes and attain targets detailed in the AC Site Learning Plan.

Students Reception – Yr 7 are participating regularly in targeted area and they are achieving at year level standard.

All students are able to access quality programs and appropriate resources to support their learning.

4. Curriculum

- Subject offerings: All 8 areas of the national curriculum, the R-7 LOTE being Greek. Strong emphasis on the social learning curriculum. NIT is provided in Technology and LOTE. First Language Maintenance Development programme for Vietnamese, Arabic students. Aboriginal students are learning Kurna Language in 2017. A visiting Greek teacher from Greece supports the Greek Language NIT Program.
- Special needs:
1.6 EALD teacher, 1.0 Special Education teachers for students with special needs and negotiated education plans, 0.5 for maintenance of first language language and 0.6 loading for school card.
- Special curriculum features:
All classes are composite. Mathematics and Reading blocks are timetabled 4 times a week for 50 mins in all Yr2- 7 classes and R/1 for reading.
- Teaching methodology:
Methodology is in line with requirements of National Curriculum. The school caters for a range of learning needs and styles, eg group work, collaborative work, single gender, explicit teaching, independent learning etc.
- Student assessment procedures and reporting
The school has a whole school Assessment and Reporting timetable. Formal reporting to parents occurs 3 times a year through Parent, Teacher & Student interviews at the end of Term 1. Two formal written reports are sent one at the end of Term 2 & 4. Informal reporting to parents occurs on a needs basis.

5. Sporting Activities

: A PE & Health Program is offered as a NIT Program within the school. Students also participate in the SAPSASA annual athletics and swimming carnivals. The school sports day is held in term 1.

The school has after school Netball teams that compete at St Clair but do not have any weekend sporting teams.

6. Other Co-Curricular Activities

- Middle and upper primary students can elect to play school owned musical instruments. Students are able to join the school choir and perform in the choir at the Primary Schools Music Festival.
The school participates in Harmony Day activities and other cultural festivals such as COME OUT, New Moon, Glendi, NAIDOC week and Chinese New Year.

7. Staff (and their welfare)

- Staff profile
: Typical of inner-city age profile with unlimited tenure.
- Leadership structure
: Current staffing entitlements by formula provide a principal, deputy with 0.3 teaching, a full time counsellor and coordinator with 0.2 release.
- Staff support systems
: All teaching staff works in Professional Learning Teams. PLC's are designed on similar Year Level where staff is able to plan, assess, moderate programs. Release time is provided each term to support Literacy & Numeracy blocks as well as during staff meeting. Common NIT time release is available to PLC's if they need to further collaborate. Programme planning is provided for classroom and support staff to plan school writing programmes.

Management Committee plans and monitors school Professional Learning, administration of school. The Administration team with staff approval ensure that all staff has equitable use of the T&D budget in conjunction with curriculum leadership focus staff.

- Performance Management
Performance management program involves principal, deputy and administration officer for all staff through personal performance planning/review meeting twice a year
- Staff utilisation policies
All R-7 students have Greek as LOTE, Health and PE and Drama these provided by specialist NIT teachers.
Five permanent SSO staff and five part time people specialise in student support, Resource Centre and PRESCHOOL and administration / finance. Other SSO staff are appointed and paid through the global budget. These support the special learning needs of students. The grounds person has 18 hours for maintaining 3.74 ha. Two EALD teachers support the needs of students from non-English speaking cultural backgrounds.
- Access to special staff
Specialised instrumental teachers provide programmes for older students. Guidance Officers and Speech Pathologist regular support the school. Regional support services are regularly accessed and available as needed.
- Other
: Bilingual school services officer's work in both the PRESCHOOL and school.

8. School Facilities

- Buildings and grounds

The school, first established in 1926, is comprised predominantly of solid construction buildings. Two SAMCON buildings meet the needs of Junior Primary students and middle primary classes. A two storey red brick building houses the admin, resource centre and 4 primary classrooms as well as several offices. PRESCHOOL is on the same site. A PRESCHOOL playground redevelopment has been built through funding provided from the sale of land from school closures.

Grounds are spacious with ample oval, grassed and hard surface playing areas. An environmentally sustainable development grant was won in 2001 to provide a submersed irrigation system to the oval. Three softfall playground areas are available. A primary school size gymnasium was completed in 1986, with support from the Charles Sturt Council, community and a bank loan. Netball, basketball and half courts are popular with children and after school groups.
- Heating and cooling

: All buildings have airconditioning and heating. New reversed refrigerated units have been installed in classrooms.
- Specialist facilities and equipment

Gymnasium, health area, 2 computer suites and NIT rooms are available. A school based preschool caters for all preschool aged children. A new resource centre and a four teacher unit were built during as a result of BER Project.
- Student facilities

Canteen, excellent networked IT facilities in the library, two computer rooms, classrooms, including internet access in every building and large shaded area with tables and chairs. Interactive white Boards in each classroom.
- Staff facilities

Computing access in the classrooms, administration areas and resource centre. A new staffroom and redeveloped classrooms, PRESCHOOL, resource centre and special education area, were completed in 2000. EDSAS is available in the administration area.
- Access for students and staff with disabilities

: Ramps to JP, staff room, computer room, resource centre and PRESCHOOL areas.
- Access to bus transport

Public bus transport 100 metres, every 15 minutes

9. School Operations

- Decision making structures

: Governing Council meets monthly and represents parents. Council members represent parents on other committees. Council has opportunities through the staff reps to influence decisions at staff meeting level which is the main operational DM group. Management committee

meets each fortnight to oversee operations. Committees, including reps from school council, support development plan initiatives, and make recommendations to whole staff meetings. Learning team meetings also have a direct conduit into whole staff. These committee meetings have access to management, staff and whole of council meetings. Student Voice and all other committees report to students, staff and council. There is no parents and friends group, although many ad hoc parent groups are formed for special purposes. These include coffee mornings with staff, the weekly craft group meetings.

- Regular publications
 - : Newsletters are sent out every three weeks, weekly staff bulletins, daily notice book, parent enrolment package, staff induction booklet and other school brochures are available free by contacting the secretary
- School financial position
 - : Average primary school in the western suburbs, fees are as determined by DECD at the Yearly Standard Sum [some subsidy is provided for excursions, swimming etc.] per student, supported by Category 2 GBU Annual budget exceeding 3 million dollars.

10. Local Community

- General characteristics
 - : Surrounded by light industry. Housing is a combination of privately owned, rental and housing trust. The school draws students from considerable distances and a variety of suburbs. This threshold will increase. A variety of languages are spoken at home, depending upon parent background.
- Parent and community involvement
 - : The school aims to continually increase parent participation in their children's learning. A strong nucleus of parents is involved in a variety of programmes, eg Governing Council, canteen and classroom support.
- Feeder or destination schools
 - : Students from Woodville Gardens Pre School often enrol at Challa Gardens. Challa Gardens PRESCHOOL provides 4 terms of preschool for all children enrolled. Pre-entry for three and a half year olds is available for one morning per week. Playgroup is held in the Child Parent Centre on Fridays. Close to 90% of our PRESCHOOL students attend the school. Local high schools are Woodville, Underdale with enrolments at Adelaide and specialist High Schools.
- Commercial/industrial and shopping facilities
 - : Complete shopping facilities and theatre are available at Arndale which is a short walk from the school.
- Other local facilities
 - : Other local facilities are within easy access of the school.
- Local Government body
 - : The City of Charles Sturt. State electorate of Croydon. Sitting Member is Michael Atkinson, [labor] 574 Port Road, Allenby Gardens, Ph 8346 2462, Fax 8346 5471