

# SCHOOL CONTEXT STATEMENT

Updated: June 2019

**School number:** 0337

**School name:** Pennington R-7 School

The school caters for students from Reception to Year 7 working from the Australian Curriculum. We place a high priority on student wellbeing and emotional health and work to accommodate a wide range of learning needs.

Pennington R-7 caters for students from diverse cultural backgrounds. The Intensive English Language Centre is an integral part of the school's function.

The school is positively recognized by the community for the high quality of education and care.

Special features include an emphasis on programs such as Literacy, Numeracy, Science, Arts and PE.

## 1. General information

- School Principal name: Georgina Grinsted
- Band 2 Leaders' names: Liz Parker, Deputy Principal Australian Curriculum.  
Vicki Athanasopoulos, IELC leader
- Band 1 Leader's name: Helen Rajkovich, Student Wellbeing Leader
- Year of opening: Pennington J. P. - 1917. Pennington P. S. - 1966.
- Year of Amalgamation - 2015
- Postal Address: Butler Ave, Pennington 5013
- Location Address: Butler Ave, Pennington 5013
- DFE Partnership : Inner West
- Geographical location – 13 km from GPO
- Telephone number: 08 8447 1933
- Fax Number: 08 8447 5575
- School website addresses: <https://penningtonr7.sa.edu.au>

- School e-mail addresses:

Pennington School R-7: [info@penningtonps.sa.edu.au](mailto:info@penningtonps.sa.edu.au)

- Pre-school attached: Pennington Children's Centre opened on this site in 2018
- February FTE student enrolment:

Feb Enrolment figures	2015	2016	2017	2018	2019
Reception	22	33	32	22	22
Year 1	34	32	20	36	37
Year 2	40	25	34	38	40
Year 3	31	42	29	21	22
Year 4	25	23	40	32	31
Year 5	30	28	25	37	34
Year 6	49	29	30	41	36
Year 7	32	49	34	28	25
I.E.L.C.	93	73	72	49	52
<b>Total</b>	<b>355</b>	<b>334</b>	<b>315</b>	<b>304</b>	<b>299</b>

- Student enrolment trends: Enrolments in mainstream have declined over time and fluctuate across the year due to high levels of transience as do enrolments in the I.E.L.C. classes as a result of changing government policies. (E.g. skilled migrant, family reunion, or redefined transport and enrolment eligibility). Students from the I.E.L.C. classes also frequently enrol at a mainstream school closer to their home when they have attained satisfactory Language and Literacy levels.

- Staffing numbers

Leadership

Principal: A05

Band 2: 2 positions (R-7 Curriculum Leader, I.E.L.C. Leader)

Band 1: Student Wellbeing Leader: 1.0 (R-7)

Teaching:

R-2 = 5.0 x FTE

Yr. 3-7 = 11.0 x FTE

I.E.L.C. = 4.0 x FTE

Special Education = 1.2 FTE

Library = 0.6 FTE

A.E.T. = 0.6 FTE

E.S.L.= 0.9 FTE

BSSO = 60 hours

SSO = 232.5 hours

- Public transport access: The school can be accessed using Adelaide Metro Bus number 230, on Addison Road, leaving a short walk to the school.
- Special site arrangements:  
Pennington R-7 is a member of the Inner West Partnership group.

## 2. Students (and their welfare)

- General characteristics:  
Pennington R-7 is a Category 2 school.

Pennington R-7 School is situated in the western suburbs of Adelaide. The school serves the suburbs of Pennington, Rosewater, Ottoway, Athol Park and Cheltenham.

The current enrolment (2019) is 298 made up of 242 mainstream students and 56 in the Intensive English Language Centre. Children travel from other suburbs to join I.E.L.C. programmes and leave the school once they have attained satisfactory Language and Literacy levels.

Transport to I.E.L.C. centres may be facilitated for students under 10 years of age and primary aged students with complexity of travel. The I.E.L.C. coordinator manages transport for this cohort.

Across the whole school, 74% of students come from Non English Speaking Backgrounds covering 47 nationalities and at least 40 languages.

Approximately 65% receive School Card support (2015).

Approximately 21% of our students have an Aboriginal background.

- Student well-being programs:  
Child Protection, Social Skills and values education are taught in all classrooms to support the ethos of a safe, secure and caring learning environment. A whole school social education programme Play is the Way is implemented encouraging responsible and caring behaviour.
- Student support offered:  
The school has a whole school literacy focus with a structured intervention program that facilitates specialist teacher and SSO support for students with special needs. This is complimented by the Special Education program, Aboriginal education program, English as n Additional Language and classroom support program. We also have a number of students who receive 1:1 support for Challenging Behaviour

- Student management:

The management of students on a day-to-day basis is the responsibility of the classroom teacher. Intervention by the Principal, other leaders or the School Counsellor occurs when the need arises. A whole School Behaviour Management Policy has been developed in order to maintain consistency across the school.

The school also supports students and their families by working closely with agencies such as Self CentaCare, Uniting Care Wesley, Novita, DCP Interagency Behaviour Support, C.A.M.H.S. and CAFHS and Grow Wellbeing.

- Student government:

A Senior Leadership Executive are selected via an application process. 5 leadership structures exist with the support of identified teachers and include: Environmental Group, STEM, Discovery Centre (Library), Fundraising and ICT

PALLS (Play at lunch time leaders) organise lunch time activities for younger students.

Senior Leaders also take responsibility for whole school assemblies with the support of the Student wellbeing Leaders.

- Special programmes:

Physical Education and Health, Science, Dance and Drama are offered as Non Instruction Time lessons.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:

- Core Business:

The core business of the school is to organize and facilitate learning within a safe and supportive environment, underpinned by equity and social justice principles. The development of a positive self esteem underlies all of our practices.

Our actions are guided by DfE and School Policies.

At Pennington, this involves:

- A balanced delivery of an inclusive and explicit curriculum to all students addressing Specific Learning Needs through the general classroom program and methodology.
- The school also provides special program support for children with learning difficulties.

The Goals identified in our Site Improvement Plan are:

- To improve students' writing with a focus on sentence structure, punctuation and vocabulary R-7
- To improve student achievement in Reading with a focus on explicitly teaching identified Language Comprehension and Word Recognition subskills.

## Challenge of Practice

### Goal 1

We will explicitly teach writing using intentionally designed tasks that reflect the application of knowledge from How Language Works and include learning intentions, success criteria, formative assessment and feedback.

### Goal 2

We will implement a consistent approach to the explicit teaching of reading evidenced by research of the Big 6 specifically:

Years R-2 Word recognition: Phonological Awareness/Decoding/Automaticity

Years 3-7 Language/Reading Skills and Strategies: Vocabulary/Language Structures/Verbal Reasoning

### Recent key outcomes:

Whole school training and commitment to How Language Works as a pedagogy to support writing improvement R-7 (2018)

Introduction of Read, Write Inc. phonics program in R-2 classes (2019)

Whole staff training in the Simple View of Reading and a review of school practices in the teaching of Reading

## **4. Curriculum**

### Subject offered:

Students are currently engaged in seven areas of the curriculum with the exception of LOTE.

I.E.L.C. students engage in a core curriculum with modifications made to the Australian Curriculum content in line with learning needs.

Classes have specialist lessons in PE, Science, Dance and Drama and other subjects depending on availability of staff.

Literacy, Numeracy and Science have a high priority within all classes.

### Curriculum Priorities:

#### STUDENT ENGAGEMENT AND WELLBEING

A social learning programme is implemented across the school. Primary staff have done extensive training and implementation of Play is the Way.

#### LITERACY

Guided Reading practices are implemented 3-7.

Words their Way is used in Primary classrooms.

Many students R-7 participate in the Premier's Reading Challenge.

#### EARLY YEARS (Literacy)

Phonics is the basis of all Literacy teaching R-2

Read, Write Inc. is being implemented in all classes R-2

#### NUMERACY

Staff have participated in extensive individual and whole school training and development in Numeracy.

For the last two years primary staff have worked extensively with a Numeracy Coach developing their knowledge, skills and practices using George Booker strategies and resources.

The school have developed a Scope and Sequence in Mathematics that is used consistently by all teachers R-7

- Special needs:

The Student at Risk Team (STAR group) monitor all vulnerable children in the school.

The school is currently developing 'One Plans' for all students identified as Students with Disability and Children in Care. ILPs for ATSI children will be transferred to the One Plan format in 2020

Small group and individual support is provided for students with special learning needs utilizing such programmes as Pre-Lit, Mini-Lit and Multi-Lit, Leveled Literacy Intervention, Quicksmart maths and Maths for Learning Inclusion.

Coordination, Social Skill development and Speech programs support students with these needs.

School Support Officers work with class teachers to support students with special needs either in class or they are withdrawn for short periods.

- Special curriculum features:

All students R-7 have Physical Education, Dance, Drama and Science provided by specialist teachers as NIT each week.

- Teaching methodology:

Our belief and practice is based on:

- Constructivism using appropriate methodologies that cater for age, gender, abilities, learning styles of students.
- Differentiated learning experiences that allow children multiple entry and exit points to the learning
- Data and evidence about student achievement informs teacher practice.
- Intervention for targeted groups with clearly identified needs.
- Strategies that are based on democratic principles and provide for student voice.
- Quality school processes.
- Parent involvement, information and regular reporting.

- Strategies that emphasise student self responsibility and independence.
- The school uses the Taffel framework and Whole School Agreements in Numeracy and Literacy and is organized into Professional Learning Teams that undertake planned Learning Sprints using the work of Simon Break spear.
- Student assessment procedures and reporting:
  - The school provides formal written reports twice per year for mainstream classes in Terms 2 and 4
  - I.E.LC. students receive written reports on exit from the centre.
  - Parent-Teacher interviews are scheduled for late Term 1 and Term 3.
  - Running Records are used to monitor reading development.
  - Phonics is assessed each term for R-2 students.
  - PAT-R and PAT-M are used as diagnostic tools in Reading and Numeracy throughout the school.
  - NAPLAN data is analysed to determine whole school trends
  - The Well Being and Engagement Matrix, Maths Reporting Tool and Literacy Levels are used as ongoing assessment tools for students.
  - EDSAS/ Scorelink are used to enter school wide assessment data.

## 5. Sporting Activities

Participation in a range of SAPSASA individual sports and carnivals is encouraged. There is a high level of participation in Netball, Hockey, Football, Lacrosse, Table Tennis, Soccer, Athletics and Basketball. There is an Annual Sports Day. A Swimming Program takes place for one week in second term. Year 7's participate in an Aquatics Program instead of swimming.

## 6. Other Co-Curricular Activities

The Pennington school choir participates in the Primary Festival of Music. Throughout the year, there are whole school assemblies which focus on Multicultural Studies culminating in Harmony Day and Reconciliation Week activities and special assemblies. The school has an Environmental Education focus with a school garden programme. In 2019 the school is an entrant in Wakakiri.

## 7. Staff (and their welfare)

- Staff profile:  
Limited turnover of staff. Staff are very dedicated with a mixture of age groups and experience. There is a limited number of male staff.

Leadership structure:

Principal

Band 2 Leader (R-7 Curriculum)

Band 2 Leader (Intensive English Language Centre)  
Band 1 Leader (R-7 Student Wellbeing)

- Staff support systems

All teachers are expected to work as part of a Professional Learning Community. PAC meets to discuss leadership positions, NIT and other personnel issues. A staff manual provides up to date information on policies, procedures and expectations.

- Performance Management

All staff participate in a Performance Management process which is designed to assist teachers in developing their capacity to teach and to develop necessary skills and knowledge for school service officers to support this work and receive feedback. There is an expectation that all staff will work with a line manager throughout the year on issues relating to their performance. This includes the development and implementation of a Personal Development Plan. The process for each individual employee is negotiated with the line manager at the beginning of the year. All processes are aligned with the Australian Teacher Performance and Development Framework and the Australian Professional Standards for Teachers.

- Access to special staff:

Instrumental music program staff provide instruction in flute, clarinet, trumpet, trombone, keyboard, percussion. DfE district based service providers including Speech, Guidance, Psychology and Interagency Support are accessed by leaders and teachers to support identified students

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

Eleven staff have achieved Step 9.

## 9. School Facilities

- Buildings and grounds:

Pennington is sited on a 2 hectare block. During 2019 the school is undergoing a major redevelopment of the main teaching block, administrative block and play spaces that will be completed in 2020.

The grounds are well maintained and the school, through its environmental program, has committed resources to developing a school garden. Buildings include a solid construction, two-storey building to which a single storey administration area is attached on its eastern end and a large recreation /assembly area on the western end; a new double transportable on the western side of the oval, a double portable building established as a creative arts space, and a free standing dental clinic. A Multipurpose Hall



and a newly completed STEM learning space complete the facilities.

All buildings are air conditioned and the main building has been equipped with solar panels.

Pennington Children's Centre was completed on the site in 2018 and is now operational providing a range of services from Birth to 8 years of age.

- Heating and cooling:  
Adequate heating and cooling exists throughout the site.
- Specialist facilities and equipment:  
The school has a specialist Art Room, Music Room, Computer room, Kitchen, garden enclosure and new orchard. The new STEM facilities are adjacent to the Discovery Centre (library). All classrooms have been fitted with interactive white boards and laptops and other mobile devices are located in all classrooms.
- Student facilities:  
A canteen is situated on site in the kitchen of the school gym.
- Staff facilities:  
Admin Area, Staff Room and teacher prep areas.
- Access for students and staff with disabilities  
The school has ramps and toilets that allow access to the school for people in wheelchairs at ground level. A lift for the two storey building will be installed as part of the major redevelopment currently underway.
- Access to bus transport  
An Adelaide Metro bus services the area. Bus stops are located on Addison Road and Grand Junction Road which are approximately a five minute walk from the school.

## 10. School Operations

- Decision making structures:  
Decisions at Pennington R-7 School are made on the premise that they are binding to the staff. Staff members work for a consensus as a means of making decisions. Participation by all is essential to ensure democratic decisions are made. Participation by all, leads to ownership of decisions and promotes a whole school approach. The school has a clearly defined flow chart of decision making structures within the school. Decision Making forums and groups include: Weekly Staff Meetings, Leadership Team Meetings, P.L.C.'s, PAC, SSO Meetings and I.E.L.C. meetings.
- Regular publications:  
A School Newsletter is published at three weekly intervals. There is an online staff notice board for daily notes and an intranet for notices to all staff. A variety of weekly staff bulletins are published. The school

subscribes to SMS Skoolbag.

- School financial position:

The school supports site improvement plan priorities through the allocation of resources. Curriculum Leaders and key staff have the opportunity to apply for funds through budget submissions.

The school has a sound financial position.

- Special funding:

The school applies for extra funding for special programs as appropriate. Including SOLAR grants to upgrade lighting, increase capacity of rainwater tanks and install solar panels on the main building.

Since our amalgamation in 2015 the school has received funding for a new Children's Centre, new STEM facilities and a total school upgrade.

## 11. Local Community

- General characteristics:

The school is located in the western suburbs. Approximately 74% of the students come from non-English speaking backgrounds covering 47 nationalities and over 40 languages. The school enrolls many children from families who have come to Australia as a result of government refugee, migrant and family reunion policies. Many have fled war ravaged countries and some have spent time in refugee camps.

- Parent and community involvement:

The school actively encourages parent participation within the school however community response is often very low.

- Feeder or destination schools:

Most reception enrolments come from the Pennington Children's Centre. Students leaving the school at the end of Year 7 generally enrol at either Woodville High School or Le Fevre High School.

Other local care and educational facilities:

Neighbouring schools are Woodville High School and Woodville Gardens B-7 School.

- Commercial / Industrial and Shopping facilities:

Arndale Shopping Centre is a short distance from the school.

The new development of St Claire provides local shopping opportunities.

The Port Adelaide precinct is a short distance from the school.

- Other local facilities:

Local facilities include a Soccer Club and the Boh De Temple, which are located on the eastern and western boundaries of the school. Woodville

Hockey Club is located 5 minutes to the south of the school. There is a Scout Hall close to the school. The area has several parks close to the site.

- Local Government body:  
Charles Sturt Council area.

## **12. Further Comments**