

**SCHOOL CONTEXT STATEMENT**

Updated: 09/23

**School number:** 0473**School name:** Allenby Gardens Primary School**School Profile:**

Allenby Gardens Primary School is located in the inner western suburbs of Adelaide and caters for children/students from Preschool to Year 6.

Our school enrolments are steady with large numbers feeding in from our Preschool. We have 81 children at the Preschool, making a total of 502 children/students from Preschool – year 6.

Allenby Gardens Preschool offers exceptional facilities and resources, including a spacious and well-designed outdoor play areas with an enclosed sand-pit, a shade-covered playground, grassed areas and a garden area. The children benefit also, from a SMART Board, a range of interactive technology tools and ample resources and equipment to support the delivery of the program.

Our dedicated educators provide a warm and secure environment, where children feel happy to explore, create, discover and engage in high quality play and learning within a play-based setting.

At our Preschool we focus on:

- creative play-based learning
- thinking skill strategies
- early literacy / numeracy
- oral language and concept development
- social skills for life-long learning
- music and movement
- physical skill development
- dispositions for learning

The program follows children's interests and allows plenty of scope for meaningful involvement. The key teaching and learning ideas is displayed in the Preschool in detail on the planning wall and in the planning book in the Preschool.

In 2023, the Preschool started operating as a full-time centre, five days a week. Children will access their 30 hours of education over two weeks, attending two full days of six and a half hours each week and an additional four hours on alternate Wednesdays. The enrolment cap for the Preschool in Term 2 and 3 of 2023 is 88.

Allenby Gardens Primary School is currently classified as Category 5 on the DfE Index of Disadvantage. The student population includes 7 Aboriginal students (1.5%), 36 students with disabilities (8%), 162 students with English as an Additional Language or Dialect (39%), and 3 children in care. Additionally, 67 students (16%) are eligible for School Care assistance.

Mathematics and Writing are a focus of the school improvement plan 2022-2024, with teachers involved in a range of professional learning throughout the year for improved student outcomes. Positioning students as partners in the learning, is a key component of the school improvement key actions.

Allenby Gardens Primary School remains a popular choice for parents in the Inner Western Partnership, and the school continues to receive enrolment inquiries from families outside of its designated zone.

The school has strong links with the community and positive parental involvement in the many aspects of school life. Areas of this involvement are volunteer support in the classrooms and Breakfast Club, Learning Hub (library) and Governing Council and sub-committees such as Sports, Fundraising and Strategic and Planning.

Our **school values** include Confidence, Honesty, Excellence and Responsibility.

**Vision Statement:**

In partnership with the community, Allenby Gardens Primary School strives to empower all learners to achieve excellence and develop the skills, knowledge and dispositions to embrace future challenges.

*“Our school, our community, our future”*

# 1. General information

- School Principal name: Vicky Bitzios
- Acting Deputy Principal's name: Rita Romano
- Year of opening: 1926
- Postal Address: Barham Street, Allenby Gardens SA 5009
- Location Address: Barham Street, Allenby Gardens SA 5009
- DECD Region: Western Adelaide Local Partnership Inner West
- Geographical location – i.e., road distance from GPO (km): 6
- Telephone number: 8346 1541
- Fax Number: 8340 3239
- School website address: [www.allenbyps.sa.edu.au](http://www.allenbyps.sa.edu.au)
- School e-mail address: [dl.0473.admin@schools.sa.edu.au](mailto:dl.0473.admin@schools.sa.edu.au)
- Preschool attached: Yes.
- Out of School Hours Care (OSHC) service: Yes
- March FTE student enrolment: 2023 – 502 (including Preschool)

		2019	2020	2021	2022	2023
February FTE Enrolment						
Primary	Special, N.A.P. Ungraded etc.					
	Reception	68	68	67	63	61
	Year 1	59	67	67	68	61
	Year 2	63	64	65	62	65
	Year 3	27	63	58	61	62
	Year 4	61	78	62	59	61
	Year 5	76	59	70	58	51
	Year 6	55	73	58	66	60
	Year 7	46	42	57	NA	NA
<b>TOTAL</b>		<b>505</b>	<b>514</b>	<b>504</b>	<b>437</b>	<b>421</b>
School Card Approvals (Persons)						67
NESB Total (Persons)						162
Aboriginal FTE Enrolment (Persons)						7

### **Staffing numbers (Basic Teacher Allocation):**

Teaching Staff: 26  
Non-Teaching Staff: 21

Including:

Principal 1.0

Deputy Principal 1.0

Assistant Principal 1.0

Special Education Coordinator 0.8 + Autism Teacher Role 0.2

### **Public transport access:**

Public transport via Grange Road (200m) and Port Road (about 300m) and walking distance to Rail (an easy 20 minutes).

### **Special site arrangements:**

N/A

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

### **General characteristics**

Students come from a range of ethnic cultures and socio-economic backgrounds. 21 different cultures are represented in the school community. Approximately 39% of the students come from English as an Additional Language or Dialect (EALD). In the last couple of years, a small number of students from Indian culture, African countries (Sudan, Somalia & Eritrea) and Middle Eastern countries have enrolled. There is a small Aboriginal population (which has fluctuated over the last few years).

### **Student well-being programs**

The core business of Allenby Gardens Primary School, and Site-based Preschool, is learning and teaching in a safe and supportive environment using the Berry Street Education Model.

### **Student management**

Our Behaviour for Learning document as well as other departmental policies are referred to when dealing with student management.

The school is responsible for managing student behaviour to create a safe, and successful learning community. Staff work in partnership with the school community, services and agencies to create engaging and inclusive conditions for rigorous learning.

Learning behaviour expectations are based on our school values and underpin our Behaviour for Learning document. The document follows the Berry Street Education Model, which incorporates the latest research in brain development and trauma informed practice. We use this as our framework to teach, track and monitor wellbeing for learning across all classrooms.

The five domains, body, relationships, stamina, engagement and character (strengths) include a range of learning activities that support students to refocus and regulate their emotions both during lessons and transitions.

The **Reconnect Space** can be accessed by all students at any time of the day, to reconnect students back with themselves, their bodies, others and their learning. This space has been developed using current research in regulation/co-regulation, interoception and trauma sensitive practice such as the Berry Street Education Model. The range of stations in the room help students to understand and feel what is going on inside their bodies and brains.

### **Student Government**

Our school Captains and Vice Captains lead the student body, SRC and are members of the leadership team. They actively engage with students, teachers, families and the wider community. They represent the school in the most honorary way.

An active SRC provides a student voice; with two student representatives from each class who report back to their regular formal class meetings. The students organise various fundraising events and play an active part in assemblies and other school functions.

Classes are rostered to enable students from R to Year 6 to manage the assemblies providing opportunities for all students to have an active role in presenting at assemblies.

### **Staff support systems**

Teaching staff work in Professional Learning Teams (PLTs) around their Sprints with a focus on a pedagogical practice. PLTs give teaching staff the opportunities to plan, assess, moderate and program. Common NIT (non-instructional) time is given to teaching teams with same year level to allow for collaborative planning. Cooperative program planning occurs between SSO's and classroom teachers. Staff are involved in continuous review of practices and procedures.

### **Performance Development**

All teaching and non-teaching staff work with the Principal and the Leadership team to establish their professional goals and annual performance plan aligned with the DfE, inner West Partnership and Allenby Gardens Primary School Improvement priorities.

Performance and Development plans (PDPs) align SMART goals with Site Improvement Plan (SIP) priorities and professional development opportunities,

PDPs occur three times a year. Line managers provide written PDP feedback to staff at 6 and 12-month intervals. Sharing effective practices and resources; learning tasks in Writing and Mathematics; explicit learning intentions; teacher's providing timely, constructive feedback. Opportunities are provided for staff to further their career aspirations and learning in accordance with the SIP and their own performance goals.

Formal and informal conversations, walk throughs with feedback support teachers and SSOs to demonstrate evidence against practice and improvement of student learning.

The performance development plans and reviews include student target setting, behaviours and wellbeing. Teachers are supported by the Australian Institute for Teaching and Learning Framework and resources, illustrations of practice, the Professional Standards for Teachers and Leaders and the SA Teaching for Effective Learning Framework (TfEL).

The process supports all staff to take responsibility for their performance and professional growth.

### **Student support offered:**

Intervention programs: EALD, Negotiated Education, ATSI, One Plans, Literacy and Numeracy First strategies – Initialit program F-2, QuickSmart Mathematics, Early Years Coordination, Speech and Language program.

Bilingual SSO employed as required for International and EALD students in the Preschool and Primary School.

Additional support through the DfE Student Support Services and outside agencies for students with developmental delay/disability; learning difficulties; behavioural issues (social/emotional); health or wellbeing issues; disengagement/non-attendance issues; and communication difficulties.

### **Staff utilisation policies:**

Tier 2 support involves group interventions. The interventions support students with learning disabilities, Aboriginal and Torres Strait Islanders, English as an Additional Language or Dialect, Behaviour management and student engagement, and social skills groups.

Non instructional time (NIT) is provided by specialists in areas of Physical Education, The Arts, Science and Modern Greek.

School Services Officers (SSO) staff are employed for classroom support based on allocated funding, individual student support, resource centre and administrative roles.

Expertise provided by specialist staff EALD, Special Education and Punjabi - First Mother Tongue Language (FMTL). The school utilises support from the DfE Support Services. Access to support services include Special Educator, Speech Pathologist, Attendance Counsellor, Behaviour Support and Psychologist.

## **3. Key School Policies**

Through the key strategies outlined in the Site Improvement plan the school aims to:

**Goal 1: To increase students' high achievement and growth in Mathematics.**

2022 Targets:

Year 3 NAPLAN Numeracy target met - 8% increase of students in HB

Year 5 NAPLAN Numeracy target met - 10% increase of students in HB

**Goal 2: To increase students' high achievement in writing, attending to all the components of the Writing Rope, leading with sentence structure, sophisticated vocabulary.**

*Please visit our School Website for our Site Improvement Plan.*

## Recent Key outcomes:

The Progressive Achievement Test (PAT) data for both reading and numeracy showed many improvements across Year 3-6.

The analysis of the PAT Maths data shows:

- 5.2% increase of students from 2021 met benchmark in Year 3.
- 4.2% decrease of students met benchmark in Year 4.
- 2.3% increase of students met benchmark in Year 5.
- 2.4% increase of students met benchmark in Year 6.

Early years focus to embed the InitialLit Literacy program across the Foundation-Year 2 saw large increases of individual student sound knowledge.

Most of all Foundation students, 86% (63 out of 74) students in Foundation meeting InitialLit benchmark on their assessments, which includes a focus on phonics, phonological awareness, spelling, writing and passage reading.

84% (59 out of 71) of Year 1 students achieved above InitialLit benchmark.

85% (39 out of 46) Year 2 student's achieved above InitialLit benchmark. The focus being on fluency, spelling and comprehension.

Data shows a steady increase in Phonics Screening results over the past 3 years (from 48-71%). Our monitoring and tracking data of Year 1's and Year 2's showed that 71% of Year 1 students met Phonics Screen Check benchmark. An increase of 7% from the previous year.

The analysis of PAT Reading data shows:

- 5.1% increase of students met benchmark in Year 3.
- 5.3% increase of students met benchmark in Year 4.
- 6.9% increase of students met benchmark in Year 5.
- 1.2% slight increase of students met benchmark in Year 6.

High Bands NAPLAN Reading increased over last 2 years in Yr. 3 (35-59%), Yr.5 (26-37%) and Year 7 (23-32%).

High Bands NAPLAN Numeracy in Yr. 3 (28-32% students), Yr. 5 (18-26% students) and Yr. 7 (21-32%), proving that the current implementation of the site improvement planning strategies (e.g., InitialLit program and Maths sprints) is contributing to the improved results.

The NAPLAN performance score 2021-2022 increased overall from 0.53 to 0.59 and has been slowly trending up over a number of years.

The school has worked consistently to continue to strengthen and sustain a culture of high expectations and continuous improvement with strong support for the school, leadership and staff from parents and Governing Council.

At the beginning of 2023, the school was part of an External Site Review. Review Officers spent two days across the site and met with students, staff, Governing Council members and parents. The outcome of the review demonstrated that Allenby Gardens Primary School has worked effectively on the previous external directions, culminating in greater alignment between the site improvement goals, challenge of practice and staff actions.

Teachers and leaders are analysing data together at a school, class and cohort level, to determine goals and targets that are aspirational and provide further stretch and challenge.

Professional learning team processes have been strengthened using teacher pillars who work closely with their colleagues, to support implementation of agreed School Improvement Plan actions.

As part of professional learning team improvement work, teachers have actively engaged in sprint cycles where new curriculum initiatives are trialled, feedback is sought, and teacher practice adjusted, to implement change in pedagogy where appropriate.

Teaching practice is being deprivatised through learning walk-throughs where leadership spend time observing teacher practice, giving written feedback then unpacking this with staff, to determine strengths and next steps.

This is also aligned with the Performance Development conversations that demonstrate a clear focus on building capability of staff and collective responsibility for the School Improvement Plan.

Students are having greater opportunities to have a voice and provide feedback, through being recorded to capture their insights into how they best learn.

## Recommendations

**Direction 1** Refine and embed a whole-school, evidence-based pedagogical approach to the teaching of Maths and English, encompassing open-ended task design, differentiation and high challenge learning for all students.

**Direction 2** Build staff capability through strengthening professional learning team structures, that ensure ongoing feedback with clear line of sight back to agreed improvement actions.

**Direction 3** Engage all stakeholders in co-creating a school culture of powerful learning and high expectations, through recalibrating the current school values and vision, embedding genuine and authentic opportunities for student voice.



## 4. Australian Curriculum

We are in the process of developing Whole School Agreements for Wellbeing, Maths and Literacy), embedding our high-quality teaching practice and pedagogy which are reviewed once a year.

The Australian Curriculum incorporates eight learning areas: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages – Modern Greek.

The General Capabilities of Literacy, Numeracy, Information and Communication technology, Critical and Creative thinking, Personal and Social, Ethical Understanding, and Intercultural Understanding are taught across learning areas.

The Australian Curriculum also includes the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability.

The Literacy and Numeracy progressions complement the Australian Curriculum.

The Teaching for Effective learning Framework (TfEL) underpins our pedagogical practices.

The AGPS Writing handbook is used as a resource to support teachers to design learning, with a focus on Writing.

Our Specialist subjects are:

- Health and Physical Education
- Language – Modern Greek
- The Arts – Dance, Music, Drama and Media Arts
- Science – Early Years and Primary years (STEM)

## 5. Special needs:

Students with identified learning difficulties or disabilities are well catered for by the continuing development of a Special Education Coordinator which support special education and as Autism Support teacher role.

The Literacy programs called Mini-Lit and MacqLit support students across Early and Primary years. Quick Smart Maths intervention is targeted for Year 4 students.

The Student Review Team, made up of the Deputy Principal, Special Education Coordinator and the Behaviour Coach. They track student growth and respond to learning and wellbeing concerns raised by classroom teachers.

## 6. Special curriculum features:

The school prides itself on its ability to identify and close gaps for students at risk. Evidence based programs are implemented intensively for identified students and are complementary with classroom programs.

At Allenby Gardens we promote and create collaborate learning environments. Both staff and students collaborate and learn with and from each other. All students are catered for in an inclusive learning environment, through differentiated learning and teaching practices, inquiry, formative and summative assessment and the inclusion of learning intentions and success criteria. Our school IT is continually improving. We currently have 1 IT device (laptop / ipad) between 2 students across the school, Foundation to Year 6. This year, the Digital technologies Committee, have designed a 3-year plan to ensure we continue to provide all students with IT equipment to strengthen their skills.

The Strategic and Planning Committee (comprising of the Principal, Deputy Principal and Governing Council members) have identified long term strategic plans for the school to improve the facilities.

## 7. Student assessment procedures and reporting

AGPS whole school agreements in Assessment, data collection and Mathematics.

Ongoing formative and summative assessment throughout the year.

Student's academic results are recorded on Accelerus.

ASSESSMENT AND REPORTING SCHEDULE 2023		
TERM 1		
ASSESSMENT	DESCRIPTION	TIMELINE
<b>One Plans</b>	Personalised learning plan For eligible students	Term 1 SSO Intervention plans and goals T1 end of Wk2: Key Teacher Actions: <ul style="list-style-type: none"> <li>• Familiarisation, review and refine of the One plan goals</li> <li>• Update support section of One plan</li> <li>• Design and document intervention program aligned to One plan goals</li> <li>• Share intervention plan with SSO</li> <li>• Ongoing progress monitoring towards goal/s</li> </ul> Term 3 Review of goals and actions Term 4 end of year handover
<b>Initialit Assessments:</b> Initialit is an evidence-based whole class literacy program. It provides an explicit and systematic synthetics phonics approach to teach reading, writing and spelling.		
<b>Foundation</b>	InitialitF Screener Initialit Cumulative Review 1, 2, 3, 4	Initialit Screener by T1 week 4
<b>Year 1 Initialit</b>	Initialit-1 Screener Initialit Cumulative Review 1, 2, 3, 4	Initialit Screener by T1 week 4

<b>EALD LEAP Levels Writing samples F-6</b>	Learning English Achievement and Proficiency Levels (LEAP) describe the development of language needed across the year levels to access and demonstrate curriculum knowledge, skills and understanding	1 above standard 2 at standard 2 below standard  Term 2 week 8 (AGPS due date) Term 3 week 2 (DfE data into EDSAS)
<b>NAPLAN</b>	Annual assessment for all students in Year 3 and 5. Assessments covers skills in numeracy, language, spelling, writing and reading.	Term 2 Week 5 15 March – Monday 27 March 2023 (Tuesday – Thursday)
<b>TERM 2</b>		
<b>Mid-year Reports</b>	F-6	Specialist Teachers to provide class grades by T2 week 7 Monday. Class teacher complete reports by week 8 Monday. Leadership to read through reports by week 9 Friday. Reports to be printed week 10. Student reports sent home Thursday week 10.
<b>TERM 3</b>		
<b>NCCD Data Collection</b>	F-6 Annual collection of information about Australian school students with disability Key Teacher Actions: <ul style="list-style-type: none"> <li>Completed templates to Jo McWhirter by Friday T2 week 9</li> </ul>	Data collection due date T3 week 2 Friday 5 August 2022
<b>Year 1 Phonics Screen Check</b>	Decoding: recognition of early alphabetic code and blending skills	Term 3 week 5-8 Entered into EDSAS by Week 10 by admin staff
<b>PAT Reading and Mathematics</b>	Years 2-6 PAT assessments measure what student know, can do and understand and monitor progress over time.	T3 week 9-10 Entered onto EDSAS, DfE requirements
<b>Scholastic Inventory Reading Test (Lexiles)</b>	Years 3-6	T3 week 7-10
<b>TERM 4</b>		
<b>End of Year Summative Reports</b>	F-6	Specialist Teachers to provide class grades to class teachers by T4 week 6 Student reports due to line manager by Friday term 4 week 7

## 8. Preschool

### Preschool Enrolment

2023	81 children
2022	66 children
2021	66 children
2020	66 children

## Preschool Session Times and Fees

In South Australia, children are funded to attend Preschool for up to 15 hours per week. Starting this year, children are offered 2 full days of 6.5 hours / day each week and alternate Wednesday mornings of 4 hours.

Group 1 Monday and Tuesday 8:30 -3:00pm, Wednesday 8:30-12:30pm (alternate)

Group 2 Wednesday 8:30-12:30pm (alternate), Thursday and Friday 8:30 – 3:00pm

## Transition Program

In Term 4, children have three formal transition visits to the school where they visit their classroom and teacher. Informal visits to the Learning Hub, playground and general areas of the school occur during the year. Parents are invited to come along to a Parent Information session prior to their child participating in the transitions.

## Allenby Gardens Preschool Philosophy

Allenby Gardens Preschool creates an environment that fosters a sense of joy, excitement and curiosity for learning.

We believe through exploration and play, children develop strong social and emotional wellbeing essential for future learning and development.

We build respectful relations with families and value their role as first educators.

- Children are active participants in their learning
- Educators take a holistic approach towards children’s learning and development, are respectful of and recognise the rich potential of every child.

## Curriculum

### Framework: Early Years Learning Framework V2

Focus: Creative play-based learning, thinking skill strategies, early literacy/numeracy, oral language and concept development, social skills for life-long learning, music and movement, physical skill development, dispositions for learning.

Statement of learning document: Given to parents at the end of time at Preschool.

The Early Years Learning framework focuses on your child’s learning and has five learning outcomes that educators will assist your child to develop.

The five learning outcomes are:

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of well-being.
4. Children are confident and involved learners.
5. Children are effective communicators.

## 9. Reporting

**Term 1** Acquaintance Night/Open Night, parent teacher discussions, Upper Primary students conduct 3-way interviews where the student leads the conversation.

**Term 2** Written mid-year progress report.

**Term 3** Progress Achievement Data, NAPLAN data is triangulated across Literacy and Numeracy to reflect on student growth. The data is unpacked both individually, whole school and at a school level.

**Term 4** Written end-of-year summative student report.

### Joint programmes:

N/A

## 10. Sporting Activities

Physical Education is a specialist subject for all students at Allenby Gardens Primary School. Class teachers also provide fitness activities and embed Health into their weekly planning and design across Foundation – year 6 throughout the week. Allenby Gardens hosts an annual Sports Day.

The PE Specialist Teacher coordinates a range of SAPSASA opportunities as they arise for age eligible students. Out of school sport is valued and encouraged. We offer: basketball, football and soccer.

Parent volunteers manage and coach teams. Available sports depend on interest and volunteers. The school participates in a range of SAPSASA and interschool sporting events across host partnership schools as well as school and district athletics days.

## 11. Extra-Curricular Activities

We are the Hub school for Instrumental music lessons (brass and percussion). The lessons are offered weekly to interested students from Years 4-6.

The school has a choir that performs in the SA Festival of Music Choir every year, and the school puts on a School Concert every year.

After school homework club is held weekly.

## 12. Staff

Our teaching staff comprises a combination of males and females, teaching across the preschool and school. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. School Services Officers support in an administrative and support capacity, working in small group and one-to-one student support (based on funding allocation).

## PERFORMANCE DEVELOPMENT – structures and processes

TERM	ACTIONS	DUE	WHO
1	<ul style="list-style-type: none"> <li>Welcome letter</li> <li>Timetable</li> <li>Term overviews sent to families</li> <li>Student Target setting – Maths, English / Specialist areas</li> <li>Individual PDPs draft, meeting, finalise goals and student targets with line manager</li> </ul>	Fri Wk1 Fri Wk1 Fri Wk1 Friday Wk1  Wk4-6	Principal/All teachers All teachers All teachers  All staff
2	<ul style="list-style-type: none"> <li>Welcome letter to parents</li> <li>Term Overviews sent to families</li> <li>Individual student target setting</li> <li>Walk throughs – ongoing by LT</li> <li>Moderation – Maths and English</li> </ul>	Fri Wk1 Fri Wk1 Ongoing End of T2	Principal All teachers All teachers All teachers / Leaders All staff
3	<ul style="list-style-type: none"> <li>Welcome letter to parents</li> <li>Term Overviews sent to families</li> <li>Individual student target setting</li> <li>Walk throughs – ongoing by LT</li> <li>6month PDP review and meeting with LM</li> <li>Triangulate data PAT, NAPLAN, Diagnostic Maths</li> <li>Moderation</li> <li>Assessment, InitialLit, Phonics Screen Check</li> </ul>	Fri Wk1 Fri Wk1 Ongoing Wk2-4  End of T3  End of T3	Principal All teachers All teachers All teachers / Leaders All staff  All teachers /leaders  All teachers
4	<ul style="list-style-type: none"> <li>Welcome letter to parents</li> <li>Term overviews</li> <li>Individual student targets</li> <li>PDP 12 month review and meeting</li> <li>Walk throughs / Instructional Rounds – Maths focus aligned to SIP</li> </ul>	Fri Wk1 Fri Wk1 End of T4  Wk3-4	Principal All teachers All teachers All staff All teachers / Leaders

### 13. Staff profile

General staff stability, a high number of permanent staff members approximately 90% female, 10% male. Staff are encouraged to work as a collaborative team across year level teams and Specialist subjects. This is evident in teachers and SSO's active involvement in staff and year level team meetings. SSOs provide administrative, financial, library curriculum and special needs support. Contract positions are utilised for curriculum intervention as funding provided for student support, IT technicians and grounds person/maintenance.

#### Leadership structure

Principal, Deputy Principal, Assistant Principal and Special Education Coordinator (including 0.2 Autism Teacher support role).

Leadership Team, including the Business Manager provide line management to teaching staff and SSO staff.

Year level teams meet regularly during school hours.

SSOs meet regularly and with teachers and leaders to discuss and report student progress.

## Staff support systems

Year level colleagues are released for a half day each term in Professional Learning Communities to co-plan, assess and share resources that support the attainment of school priorities. School and curriculum leaders facilitate these groups.

Common NIT times have been timetabled to enable PLCs to meet and plan.

PD is a priority across the school and features in our weekly staff meetings with curriculum teams taking a lead role and opportunity for staff to attend off site PD individually, in teams and as a whole staff.

Extra NIT is fairly distributed based on current need or a particular focus/project.

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

We currently have 2 Early Career Teachers.

Early career teachers are supported to engage in processes to move from provisional to full registration teacher status. Experienced teachers are supported to achieve Step 9 teacher classification. Teachers are encouraged to engage in the Highly Accomplished and Lead teacher Certification. We have 1 Highly Accomplished Lead Teacher on site.

School Service Officers are supported in reclassification processes.

- Complexity placement points  
N/A
- Isolation placement points  
N/A
- Shorter terms  
N/A
- Travelling time  
N/A
- Housing assistance  
N/A
- Cash in lieu of removal allowance  
N/A
- Additional increment allowance  
N/A
- Designated schools' benefits  
N/A
- Aboriginal/Anangu schools  
N/A
- Medical and dental treatment expenses  
N/A
- Locality allowances  
N/A
- Relocation assistance  
N/A
- Principal's telephone costs  
N/A

# 15. School Facilities

## Buildings and grounds

We have comprehensive school facilities, all air-conditioned with reverse cycle split-systems, providing a sense of well-being cohesive to teaching and learning. There is a well-equipped canteen, which operates three days each week, with a Manager and volunteers.

There are two playgrounds and another playground in the Preschool area. The oval is grassed which includes soccer goals on either end, outside areas for basketball, netball, handball and hopscotch, an enclosed Environmental Garden which is used by the Preschool and the Primary School.

In the Preschool grounds we have great nature play area and a sandpit area. Children often visit the garden area as part of their inquiry for learning. Our STEM area comprises a kitchen, wet area, 3D printer, media green room, and an outdoor learning space which student in years 3-6 access as part of the Science curriculum. We have created a Reconnect space which all students can access to support them to self-regulate and be 'ready' for learning. Student's access the reconnect space with a leader who supports with suggested activities to regulate. This space is located in the Learning Hub. Every learning space has a reconnect area for students to access as needed.

The Performing Arts Centre, has a range of multi-media facilities which students access during their lesson.

We are continually maintaining and transforming our facilities to be flexible learning environments.

In 2024 we aim to build a fully functional Kitchen area for all students to access once a week, to develop life-long learning skills. The garden area near the Junior Primary classes will support the Kitchen Program

## Heating and cooling

A combination of ducted and split system heating and cooling is situated in all facilities.

## Specialist facilities and equipment

The school facilities include the Learning Hub (open every morning and after school for parents and student to borrow and return books), Intervention room with areas for small group learning support, two specialised science rooms, outdoor science area, resource centre, gym, Greek language learning area, performing arts centre and instrumental room and a vegetable garden.

## Student facilities

Allenby has extensive and innovative facilities. It is fenced for student safety and well-shaded, with seating and benches. Outdoor spaces are utilised actively during play and learning periods and indoor spaces are also offered at lunch time for activities such as Writers Club and the gym for dance and sport. The sandpit is also available during play times. All Learning Areas P-6 have SMART interactive Whiteboards. Specialist Science and Learning Hub has its own bank of iPads for students to access during learning time.

## Staff facilities

Many of the teaching areas have adjacent planning and prep rooms. A communal, friendly, staff-only room with two fridges, oven, two microwaves, dishwasher, coffee machine, Pura tap, boiling water tap and several staff toilet facilities.



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

There is a lift that provides access to the two-storey building with ramp access to all other buildings where required.

### **Access to bus transport**

Public bus stops are located near our school and provide public transport to Port Road, City, Grange, Welland and West Lakes.

## **16. School Operations**

### **Decision making**

Allenby Governing Council meet twice a term, on Tuesday evenings in Weeks 3 and 8. Visitors are welcome and new members are elected at the Annual General Meeting, held at the beginning of each school year.

The Governing Council committees include: Finance, Fundraising, Sports, Strategic and Planning, Out of School Hours Care (OSHC) and Canteen.

Staff meetings are held each week on Tuesday from 3.30 to 5.00pm.

SSO's meet twice a term in week 3 and 7.

### **Communication**

Collaborative decision-making is an important strength of the school, with protocols in place to ensure that all staff, students and parents are able to provide input to decisions.

Twice a term classes host assemblies on Fridays week 5 and 10.

Methods of communication to parents: School website, notices, Facebook, bulletin boards, twice termly newsletters, Seesaw – parent communication.

Regular class meetings support a valued SRC.

A weekly leadership meeting is held every Monday, after school.

An Occupational Health, Safety and Welfare Committee meet twice a term.

Personnel Advisory Committee meets on a regular basis.

All decisions are made in accordance with the Schools Decision-Making Policy.

Student Leadership and Governing Council are an integral part of decision-making structures.

## **17. Regular Publications**

### **Staff communication**

Year planners and termly planners are created to support staff with communication, events and meetings at our site.

The term planner is also on the school website for families to access.

Emails and Seesaw are used to share information of importance and reminders online daily. All staff members are encouraged to post information as the need arises.

School documents are saved on OneDrive for all staff to access both on and off site.

A set of school policies, staff handbook and other curriculum statement are available on the school website.

Staff decision making is support through the Student Leadership group and PAC.

The Work Health and Safety Committee meet twice a term.

Playground inspections are conducted daily.

The Communication Policy outlines expectations between all stakeholders.

### **Parent communication**

Staff communicate to parents through various ways. These can include phone calls, face to face meetings, Seesaw and emails.

The school website also provides regular information on upcoming events and the newsletter.

The AGPS Facebook page showcases events and information to all families.

New parents are given a Parent Information Booklet which outlines key information about the primary school and preschool.

The principal and leadership team host two school tours per year for interested parents and families.

New reception and preschool children meet the principal and the leadership team at the information session, prior to the transition visits for students/children. This is a fantastic opportunity to meet other parents and ask questions.

A preschool and primary school newsletter is published twice a term in week 3 and 8. The newsletter showcases upcoming events, important information and student learning across different levels of schooling.

Class termly overviews are sent home by the class teacher with Specialist Teachers input at the beginning of every term, Week 1 Friday.

The school website has an updated Preschool Parent Information booklet and a Primary School Parent Information booklet for parents.

### **Other Communication**

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

School Facebook page: [www.facebook.com/AllenbyGardensPrimarySchool](https://www.facebook.com/AllenbyGardensPrimarySchool)

School email: [dl.0473.admin@schools.sa.edu.au](mailto:dl.0473.admin@schools.sa.edu.au)

Preschool email: [dl.1647.admin@schools.sa.edu.au](mailto:dl.1647.admin@schools.sa.edu.au)

Students: Seesaw app

## **18. School Financial Position**

School finances are focused to support teaching and learning programs and resources across he Preschool and Primary school. The school is in a good financial position.

Finances are monitored by the Finance Committee of the Governing Council and the Principal.

Parent fundraising and hire of School facilities are valuable additions to the school budget.

Fundraising is approached with careful and balanced consideration of the activities of the school calendar.

Parents support the school through the on-time payment of the school fees. School fees are on par with that of other partnership schools in the Inner West area.

Out of School Hours Care (OSHC) is in a good financial position.

This year, we started Vacation Care during the July school holidays. This proved to be popular with the families in the school community. Attendance over the two weeks was high for most days, (an average of 45 students). Due to the success of the Vacation care program, and the need from the parent community, this service will continue.

## **17. Local Community**

### **General characteristics**

Allenby Gardens is a small cohesive inner suburban suburb and part of the amalgamated Charles Sturt City Council.

### **Parent and community involvement**

Allenby Gardens Primary School and Preschool is committed to maintaining strong connections with families. Parents and carers support Allenby's sports teams as coaches, managers and general helpers. Volunteers are also welcome to help in our school canteen and other parts of the school. Our Governing Council has a passionate and inclusive Fundraising Committee.

Parents are involved in all aspects of school life and are actively encouraged to support classroom activities throughout the year such as reading. This includes canteen, library, class excursions, Camps, Sports coaching, SAPSASA events.

All volunteers are to complete the on-line Reporting to Risk of harm Abuse and Neglect (RRHAN) Training along with Working with Children Check (WWCC).

Parents have high expectations of the school and preschool, its staff and our school community.

Our school values - Confidence, Honesty, Excellence and Respect are enacted through our school leaders, SRC and as part of the classroom norms to promote positive behaviours and partnerships between members of our school community.

The Governing Council, and its subcommittees are active at Allenby Gardens providing many opportunities to participate in decision-making, and contribution across the school.

### **Feeder or Destination Schools**

Great proactive relationship with staff from our preschool help to provide successful transition programmes for all children involved.

The majority of our reception students generally come from our on-site Preschool. Year 6 students mostly graduate to Findon High School, Underdale High School and Woodville High School, with some enrolling at specialist schools including Henley High and Adelaide High.

We support the local High School's work experience programs and regularly assist their students. We have also developed an excellent partnership with UniSA and Flinders University and provide mentoring to student teachers on a regular basis.

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

Welland shopping centre is only two minutes away on Port Road.

### **Other local facilities**

Medical centres are located close by on both Grange Road and Port Road.

### **Availability of staff housing**

N/A

### **Accessibility**

N/A

### **Local Government body**

Charles Sturt City Council

### **19. Further Comments**

N/A