

SCHOOL CONTEXT STATEMENT

School Name: McLaren Vale Primary School

Phone No.: 08 83238741

Fax No.:08 83239238

School Number: 0251

1. General Information

Part A

School name : MCLAREN VALE PRIMARY SCHOOL
 School No. : 0251
 Principal : Mrs Leanne Lovett
 Postal Address : Caffrey St, McLaren Vale 5171
 Location Address : Caffrey St, McLaren Vale 5171
 District : Southern Adelaide Region
 Road distance from GPO : 41kms
 CPC attached : No

February FTE Enrolment						
Primary						
		2019	2020	2021	2022	2023
	Special, N.A.P, Ungraded etc.					
	Reception	78	75	75	77	77
	Year 1	75	81	77	74	78
	Year 2	77	77	79	76	75
	Year 3	75	71	75	82	78
	Year 4	73	73	66	74	82
	Year 5	66	67	73	67	72
	Year 6	65	69	51	70	64
	Year 7	46	40	46	-	-
TOTAL		555	553	542	520	526
July total TFE Enrolment		555	553	542	520	
Male FTE		272	272	289	261	264
Female FTE		283	281	253	259	262
July School Card (Persons)				136	82	
NESB Total (Persons)				-	-	
Born O/S & in Australia less than 1 year (Persons)		-	-	-	-	
Aboriginal FTE Enrolment		19	20	21	17	23

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document. "Placement Points History" in the "Admin Information" section of the "Legal and Policy Framework Library" available on the departmental CD-ROM.

Part B

Principal: Mrs Leanne Lovett

Deputy Principal: Mr Matthew Millar

Senior Leader: Mrs Catherine Schueller

School email address: dl.0251.admin@schools.sa.edu.au

School website: <http://www.mclarenvps.sa.edu.au>

Staffing:	Teachers	15 FTE, PT15
	Specialist	Performing Arts (1), PE (2), Science (4), Japanese (1)
	SSO's	270.5 hours permanent + additional temporary / casual hours
	GSE	28 hours/week
	AET	0.4 (1)
	ACEO	15.5 hours (1)
	PSW	10 hours per week (Tuesday & Thursday)

Out of School Hours Care (OSHC):

This is provided before and after school (7.10am – 8.30am & 3.05pm – 6.30pm) at McLaren Vale PS (08 83239217). The program is well organised and managed by an exceptional team. Enrolments are high and bookings are required well in advance. During school holidays, a Vacation Care program operates with 65 places, which is also well sought after.

Enrolment trends:

Enrolments have fluctuated around 550 from 2017 to 2021. From 2012, McLaren Vale Primary has a Zone of Right as a way of managing access and resource deployment. Detailed information about this is on the website. In 2022 with the Year 7's moving to secondary school along with the opening of Aldinga Payinthe College, MVPS moved to 19 classes. The 2023 school year has begun with 526 students across 19 classes, with the majority of classes at capacity. MVPS is a well sought after school and once families have a placement, they generally remain with us for their primary schooling. 37% of our students live within the MVPS zone. 21% live in the Aldinga Payinthe College zone. 41% live outside both of these zones.

Special arrangements:

MVPS is part of the Sea and Vines Partnership that includes Willunga High School, Willunga Primary School, McLaren Flat Primary School, Aldinga Beach B-7 School, Kangarilla Primary School, Clarendon Primary School and Myponga Primary School, along with the associated pre-schools in the area, including Clarendon Kindergarten, Madge Sexton Kindergarten, Aldinga Community Kindergarten, Aldinga Beach Children's Centre & Willunga Kindergarten. The Sea and Vines Partnership works closely with the Fleurieu Partnership in Noarlunga 4 Portfolio.

Transition programs support continuity of learning from kindergarten to school and from year 6 to year 7 with our main feeder sites.

Year of opening:

The new school on the current site was opened on 8th June 1965, although there had been a school at McLaren Vale since 1870. There is a rich history of schooling in McLaren Vale with many existing school buildings still in place around McLaren Vale community.

Public transport access:

Some students from Maslin Beach catch the Willunga High School Bus (with appropriate permission) whilst other students catch the relevant public transport service from Sellicks Beach, Seaford and Aldinga.

General characteristics:

McLaren Vale Primary School, nestled between the rolling hills of the lower Mount Lofty Ranges, adjacent to some of South Australia's best beaches and coastline and in the heart of the well renowned and beautiful McLaren Vale wine region. McLaren Vale Primary School is on

Kaurana Land. McLaren Vale is a semi-rural community with an increasingly metropolitan feel. Approximately 60% of students come from outside the local area and approximately 25% of students are eligible for School Card.

2. Student's Wellbeing

Support offered:

The Wellbeing Leader's role (0.6) incorporates case management of individual students and support for families, parent liaison and crisis intervention, as necessary. A Pastoral Care Worker (2 days) supports student wellbeing. The Wellbeing Leader works alongside teachers to lead implementation of social and personal growth programs and interventions including circle time, What's the Buzz, Seasons for Growth and in 2023 is leading The Resilience Project across the school. The Resilience Project supports the embedding of Gratitude, Empathy, Mindfulness and Emotional Literacy.

Student behaviour management:

We aim to create a safe and friendly environment where the values of respect, integrity and success embed our behaviour code and where students develop social and personal capabilities. Our focus is on students behaving in accordance with these values. A school wide behaviour policy is in place to ensure consistency in practice.

Restorative practices are used and there is a strong focus on bullying prevention and proactive behaviour through the child protection curriculum. Processes for both appropriate and inappropriate behaviour are documented and clearly communicated to students. This is a strong emphasis on personal responsibility and a belief that school is a place to grow and learn both academically and personally.

The wellbeing committee comprises parents and staff and is chaired jointly. Families are supportive and proactive and provide invaluable support for our school programs.

The relationships we have with our students, our families and our community are at the very core of our work. We value respect, integrity and success. We enthusiastically promote and develop these values as part of our wellbeing programs to ensure that our students are provided with maximum opportunities to develop emotionally and socially, as well as academically and physically. We instil in our students a growth mindset and we lead our students not just to achieve their potential, but to exceed their potential.

Our staff team works hard to foster a positive school culture for students, staff and families. Parental partnerships are aimed for and our committed Governing Council Committee parent members support a strong connection between staff and families through representation on special committees. The Fathering Project provides a connection for fathers and father figures of our school children through regular after school meetings and activities. The Wellbeing staff team are highly accessible and work to support children and families in any way needed to keep children 'safe and happy' at school and engaged in their learning and enjoying healthy relationships. A breakfast program is in place to support those who need it.

A connection and commitment since 2019 with the Hutt Street Centre provides a strong vehicle for learning for our students around empathy and 'walking a mile' in the boots of a person experiencing homelessness. Each year students are engaged in learning programs, fundraising and a community morning event is offered at school, as well as an opportunity for parents and caregivers to join some of our staff to do the 50km long walk from Willunga to Hutt Street to raise awareness and funds for the Hutt Street Centre.

Student government:

Staff value student voice and view each child as competent and capable and this is highly visible in the way each teacher operates in their learning program. Student leadership opportunities include Year 6 leaders (schools, sports house & cultural) as well as R-6 representation on Student Action teams in Grounds, Wellbeing, Environmental, Lunchtime activities and Events, as well as throughout the day in each learning space.

Special programs:

A positive buddy system is in place with older classes supporting younger students in a range of areas including technology, reading and STEM.

The school has a continuing focus on digital pedagogies with a wireless site.

The wearing of school uniform is supported by a *Dress Code policy* and a *SunSmart policy*. Students wear hats during all months except June, July and August.

3. Key School Policies

Vision:

At McLaren Vale Primary School our vision is “a community of creative individuals and resilient learners who take responsibility for making a positive difference in the world.”

Our students are provided with an engaging, diverse and rigorous teaching and learning program by a passionate, dedicated and exceptional staff team consisting of a leadership team of 4, a teaching staff of 32 and a school support team of 22.

Core Business/Mission:

The McLaren Vale community take collective responsibility to create a quality educative environment that develops creative and confident individuals, successful learners and active and informed citizens. We have a strong academic focus which values the achievements of all individuals to reach their maximum potential as life-long learners. The school provides a broad, balanced and rigorous curriculum. with special emphasis on:

- Our ATSI (Aboriginal and Torres Strait Islander) staff team and year 6 cultural leaders support a strong Reconciliation Action Plan (RAP) to ensure culturally appropriate education and awareness for all students and staff across the school.
- We have a dynamic and driven staff team committed to ICT and the implementation of digital technologies. We have recently rolled out 1 to 1 Chromebooks for year 3 and 4 students who bring these devices to and from school. Our year 5 and 6 students have 1 to 1 access at school. Classes use the Google Suite of tools (Classroom, Docs, Slides and Sites) to publish, create and submit learning tasks with their teacher. Our staff model the use of these tools in their own teams and develop their skills in these tools so that learning experiences can be enhanced for students. We are working towards our students being creators with technology rather than just consumers.
- The Stephanie Alexander Kitchen and Garden program provides lessons for our years R-6 students to grow, harvest, prepare and share food.
- Sections of the school’s grounds have purpose designed garden areas providing an idyllic setting for students to learn about sustainability and the care of local flora and fauna.

School Improvement Priorities: The current site improvement plan identifies 3 priorities:

- **Reading:** retain and increase the number of High Band students in reading
- **Number:** retain and attain the number of students meeting High Band status in numeracy
- **Writing:** retain and increase the number of students meeting High Band status in writing

...through the following practices: explicit direct instruction, targeted and sequential teaching programs, formative assessment practices, ongoing tracking and monitoring and data informed practices.

We provide high quality teaching pedagogy across all areas of the curriculum. We aim to increase the percentage of students sustaining higher levels of achievements through evidence based, consistent and sequential approaches to daily, differentiated teaching and learning experiences. Teachers work in collaborative professional learning communities to use data to inform their teaching and learning programs, check in on student progress regularly and provide a targeted approach to meet the needs of every learner. We have rigorous processes to measure student growth and achievement. We celebrate success and we are dedicated to improvement.

4. Curriculum

Subject offerings:

Staff have worked extensively on developing their knowledge and implementation of the Australian Curriculum and innovative and differentiated learning practices. All staff use the Learning Design framework for planning and formative assessment practices. A number of **specialist programs** are offered that provide non-instruction time for teachers, including:

Performing Arts (Music/Drama/Dance/Media)	R - 6
Japanese	R - 6
PE	R - 6
Science	R - 6

Special curriculum features:

Performing Arts lessons are provided by a specialist teacher with a highly engaging program catering for music, media, dance and drama. Opportunities for senior students include Wakikirri and Primary Schools Music Festival Choir. Students work together in classes to develop and then perform a piece at the annual End of Year Concert for our families on stage on our school oval. Classroom teachers provide Visual Arts lessons. In 2023 we were fortunate to provide DfE Instrumental Music Program lessons to some students. An external private instrumental music teacher also provides individual lessons at school, if requested by families.

To support our secondary feeder school's Asian language programs, our students study Japanese. This is an engaging and fun learning program including a link with a sister school in Japan and an annual whole school Japanese Cultural Day.

Students are provided with engaging science lessons with a specialist teacher exploring all of the areas of the science curriculum, as well as a whole school science incursion each year.

Support for students with particular needs:

An Inclusive Education staff team provides support for children with additional needs, supporting staff to have everything they need to differentiate and support children in the classroom. The Department for Education Support Services team works closely with the school to provide advice, support and assessments as appropriate.

'Zones of regulation' is a whole school approach which supports students to manage and regulate their emotions. This evidence based approach is used by occupational therapists and is well researched. This teaches students how to identify, articulate and manage their emotions through the four 'zones' - blue, green, yellow and red. The 'zones of regulation' gives students the skills needed to self-regulate and manage their emotions and be in the 'green zone' where they are the most calm, ready to learn and play successfully with their friends. With this approach, students are taught that feeling emotions and being in any coloured 'zone' is okay. Through explicit teaching and modelling students are then able to identify and use their chosen 'tools' to self-regulate successfully and be in the 'green zone'.

All classes are allocated in-class SSO support for students with IESP funding, as well as other identified needs including targeted support for literacy and numeracy. Other support includes Speech and Language. Aboriginal students receive additional support through the AET and ACEO. One plans are developed for all children with IESP funding including Aboriginal students and Children in Care.

Assessment procedures and reporting:

Term 1	Acquaintance Night in week 2 and 3 way conferences in week 10
Term 2	Mid-Year report
Term 3	Open night (showcase of learning)
Term 4	End of Year report

Parents are able to request an appointment with their child's teacher at any time. Ongoing self assessment/authentic practices are encouraged with all teachers using the Learning Design framework as a planning and assessment framework.

5. Sporting Activities

Students are provided with a specialist Physical Education program with a focus on engagement and inclusion and multiple opportunities to participate in School Sport SA (formerly SAPSASA) events including athletics, cross country, basketball, football, netball, soccer and swimming. A whole school morning fitness program gives the entire school body of students and staff a wonderful start to the day with 10 minutes of rigorous dancing or exercise together and allows everyone to connect to one another. An after school basketball program is offered with school teams at Morphett Vale Stadium. Many clinics are offered during PE lessons by visiting organisations from gymnastics to softball, giving all students a great taste of a variety of sports. Lots of fun is had each year at our annual events including Sports Day and Colour Run. All students participate in DfE swimming and aquatics programs.

6. Other Co-curricular Activities

The Stephanie Alexander Kitchen Garden program has been operating since 2011 and previously involved students from year 3-5 only. A kitchen and garden specialist are employed for 15 hours each week to work with classes for one garden (50 min) and two kitchen sessions (100 min) on a fortnightly rotation. In 2023 we restructured the timetable enabling all R-6 classes to access the program. Teachers co-facilitate and are required to link the programs objectives with the AC. Volunteers assist with all lessons and the program is seen in the community as highly successful.

7. Staff (and Their Welfare)

Staff profile:

The school profile has changed in recent years. Previously, many staff had been at McLaren Vale Primary School for a number of years. In 2017, 12 new staff joined the team providing a more balanced profile with gender and age. Since then we have had opportunities to advertise positions which has strengthened the diversity of teaching skills within teams. In 2022 we were fortunate to make many of our long term contract teachers ongoing positions creating stability in our staffing and the ability to have continuity in our improvement cycle.

Leadership structure:

Principal, Deputy Principal (Numeracy, IT), Senior Leader (Literacy, Inclusive Education), Student Wellbeing Leader

Staff policies:

- Staff are collaborative and work effectively in PLCs (professional learning community) and a variety of other teams and wider school committees
- Professional learning opportunities are coordinated in support of our school priorities and managed within the implementation of the SIP
- All teachers develop and utilise a Performance Development Plan based on the National Standards for Teachers and aligned to the SIP
- Teachers are working within the Educator Improvement Cycle (responding to student feedback, goal setting, coaching support, observation and feedback).
- School Services Officers support the finance, administration, support services, resource centre and curriculum support
- Leadership share line management. The school's Finance Manager provides line management of the admin SSO team and works jointly with the Senior Leader to line manage curriculum based SSOs

- The Resource Centre SSO works with the Deputy Principal in managing the library resources and functions
- SSO hours are provided annually for ICT technical support to the curriculum computer network

Access to special staff:

Support Services based in the Noarlunga Education Office include educational psychologists, speech pathologists, behaviour support, attendance counsellor and a local child wellbeing practitioner and provide support to class teachers and leadership.

District Partnership:

Southern Sea and Vines Partnership.

8. Incentives for Staff

Semi-rural locality, well-appointed classrooms and inviting grounds. Positive staff culture with wonderful students and families. No formal DfE incentives.

9. School Facilities

McLaren Vale Primary School have wonderful facilities including a beautiful green oval and ambient school grounds. We have 3 buildings containing our teaching and learning spaces as well as some transportable buildings; a school gym used for PE lessons and whole school events; a well resourced library led by our wonderful librarian; a Stephanie Alexander Kitchen Garden program with spaces for cooking (5 kitchen bays) and gardening (a huge space with chickens and a garden classroom), a bush tucker garden, an OSHC (Out of School Hours Care - before and after school), large nature play space, double hard surface courts, 3 playgrounds (R-1 / 2-3 / 4-6) and a gorgeous outdoor classroom. The school has had two major redevelopments in the past 15 years – an 8 teacher unit and 2 additional JP Classrooms as part of the BER project and a new admin building and Resource Centre. The school is currently undergoing a range of external beautification projects and is working to upgrade some buildings to create more collaborative learning spaces. DfE have approved funding for some APA projects to be upgraded/improved and are currently in planning including resurfacing basketball courts and upgrading two carparks. At the beginning of 2022 our main building (oldest building in school) was upgraded with site funds and plans are in place to refurbish our JP building and administration block in 2023. Students have led to many outdoor improvements including installation of swings, gaga ball pit and many seating and garden areas.

Specialist facilities:

NIT is provided in a designated space for Japanese, Science and Performing Arts (music/drama/dance/media). A school gymnasium is available for use. An ATSI room is used by the ATSI team to support ATSI students and families, as well as provide cultural lessons to classes. All classroom teaching spaces have an interactive whiteboard or television. Teachers are provided with a laptop and there are a number of mobile devices available for use with students. Since 2021 a Year 3 buy your own device (chromebook) program has been in place. There is a designated kitchen classroom which includes 5 fully functional kitchens with ovens and cook tops. The garden program is facilitated from a restored shed classroom and is supported by 2 very established garden areas.

Student facilities:

Daily lunch orders and other food options from a healthy menu are available from the school canteen. The Canteen is outsourced and has a private manager who works in with the school's Right Bite Strategy. Families can order on the Qkr! app as well as over the counter.

Staff facilities: Access to work spaces in office area, Library and work areas adjacent most classrooms.

Access for students and staff with disabilities: Ramps for entering most unit blocks.

Access to bus transport: School buses available from local high school for those with appropriate permissions; public transport (buses) serve Aldinga and Seaford as well as private buses available for charter.

10. School Operations

Decision making structures:

- Leadership team are assisted in decision making by a number of committees and sub-committees, Leadership team works very closely as a team
- PAC elected AEU and EO and SSO representatives
- Student leadership structures in place including Year 6 school leaders, Year 6 cultural leaders, Year 6 sports house leaders, Student action teams around wellbeing, grounds, events, lunchtime activities and environment formed with a rep from each of the 19 classes R-6 – regular meetings and structures
- Staff Action Teams in site learning plan priorities driving whole school agreements across their PLC (Professional learning community)- structured meeting times in place
- Working parties are established to support particular requirements and commitments eg Sports Day, Harmony Day and other special activities as per Shared Responsibilities Plan
- Governing Council Committee - meets Tuesdays of Week 3 and 8 in each term. Sub-committees (Wellbeing, Education/ICT, Grounds, Reconciliation Action Plan, Fundraising, OSHC, Sport)meets once per term and Finance meets twice per term.

Regular publications:

There is an emphasis on electronic communication - daily notices on Sentral, a weekly staff bulletin emailed to all staff on Friday afternoons, shared school documentation on Google Drive, communication to families via Skoolbag app and Seesaw app. Regular 'newsletters' three times a term via Skoolbag. The school has a Facebook page which is used less now that Skoolbag is in place.

School financial position:

Stable financial position.

11. Local Community

General characteristics:

Rural environment, grapevine growing region with a number of local wineries, seasonal work available, English spoken at home, and a small local Italian community.

Parent and community involvement:

Classroom support; support for School Sport SA (formerly SAPSASA) and excursions, Stephanie Alexander kitchen and garden volunteers; Governing Council committees and sub-committees; The Fathering Project; SEDA College sport clinics; and involvement with McLaren Vale Business & Tourism Association projects.

Feeder schools:

The local kindergarten (Madge Sexton Kindergarten) was co-located with the school in 2005. About two thirds of new Reception enrolments come from Madge Sexton Kindy, with approximately a third of new Reception enrolments coming from a range of other kindergartens and child care centres.

Other local care and educational facilities:

Outside School Hours Care (school based) located on site and runs before school (7.10am – 8.30am) and after school (until 6.30pm); Preschool centres (Local Kids McLaren Vale Child Care, Blossomvale Child Care, Montessori); Willunga High School (7 kms - school bus); Tatachilla Lutheran College.

Commercial/industrial and shopping facilities: Light industry restrictions. Shopping includes Coles, Foodland, chemist, bakery, butcher, clothing, newsagent, photography, banks, fast food, hairdressers, florist, real estate, delicatessen, cafes, and wineries.

Other local facilities:

Several medical centres, dentist, hardware store, garages, mechanics, crash repairs, laundromat, sporting clubs, fitness centre, physiotherapists, chiropractors, podiatrist, post office, vets, hospital, etc. 15 minutes from Colonnades Shopping Centre, trains to Adelaide from Seaford.

Availability of staff housing:

Rental through local real estate agents including Raine & Horne, Harcourts Wine Coast and Southgate. Rental availability in McLaren Vale is often limited.

Local Government body: Onkaparinga Council, publications describing area available through McLaren Vale Visitors Centre & Tourist Bureau.

12. Further Comments

Key features:

Community and parent involvement and support, rural environment, variety of educational programs.