SCHOOL CONTEXT STATEMENT

School Name: MCDONALD PARK SCHOOL
School Number: 1021

1. General Information

Part A
School Name: MCDONALD PARK SCHOOL
School No.: 1021 Courier: Mount Gambier
Principal: Mrs Sandy Davey
Postal Address: 57 North Terrace East, Mount Gambier 5290
Location Address: 57 North Terrace East, Mount Gambier 5290
District: Limestone Coast
Distance from GPO: 468 kms Phone No.: 08 87249811
CPC attached: NO Fax No.: 08 87250254

February FTE Enrolment
Primary Special, N.A.P. Ungraded etc.

<table>
<thead>
<tr>
<th>Year</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
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<tr>
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<td>53</td>
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<td>Year 2</td>
<td>76</td>
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<tr>
<td>Year 4</td>
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<td>79</td>
<td>81</td>
<td>52</td>
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<tr>
<td>Year 5</td>
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<tr>
<td>Year 7</td>
<td>72</td>
<td>71</td>
<td>80</td>
<td>77</td>
<td>78</td>
</tr>
<tr>
<td>TOTAL</td>
<td>561</td>
<td>557</td>
<td>579</td>
<td>580</td>
<td>584</td>
</tr>
</tbody>
</table>

July total FTE Enrolment

| Male FTE | 290 | 279 | 288 | 301 |
| Female FTE | 316 | 296 | 320 | 324 |
| School Card Approvals (Persons) | 174 | 152 | 143 | 177 | 171 (to date) |
| NESB Total (Persons) | 0 | 0 | 0 | 3 | 4 |
| Aboriginal FTE Enrolment | 23 | 20 | 18 | 25 | 27 |

PART B
Deputy Principals: Mr Scott Dickson and Mrs Helen Widdison

School e-mail address: info@mcparkr7.sa.edu.au
Staffing numbers:
Teaching Staff - Tier 1, (M) 4.8 (F) 23.4
Teacher Librarian (F) 1.5
Combined SSO’s (F) 16 (M) 1, GSE (M) 1 ACEO (F) 1
Christian Pastoral Worker (F) 1
Leadership Positions: Senior Leader – Teaching and Learning
Primary School Counsellor.

Enrolment trends: steady; due to our large numbers the school is zoned.

Special arrangements: The school was originally an R - 7 school, McDonald Park Primary School. In 1986 it became two schools McDonald Park Primary School and McDonald Park Junior Primary School, on the one campus. In 2010 the school became a Reception to Year 7 School with one principal. The Leadership Team work together collaboratively and teaching staff operate in four working teams, Years R/1, 2/3, 4/5, 6/7, which meet for planning and professional dialogue.

Year of opening: 1969.

Public transport access: Access to Mt Gambier by city buses. Access to Adelaide and Melbourne is via buses and planes.

2. Students and their welfare

General Characteristics: Students come from a wide range of socio-economic backgrounds. We have a small number of Aboriginal students (currently 25). Approximately 30% of our students are school cardholders.

Pastoral Care Programs: The school has a Counsellor, who facilitates special class programs that focus on social learning, such as “Setting Up For Success”, Child Protection Curriculum, Coolness Under Pressure and an anti-bullying program based on Rug Rats. The whole school has a focus on reducing bullying. We are also participating in the Alannah and Madeline Cybersafety Pilot Project.
The counsellor also works with individuals and small groups of children on a needs basis.
A peer support program operates in the school yard, known as the H2H Team (Happy To Help). The H2H Team is made up of Year 6 and 7 students, who are trained to support younger students in sorting out problems. They also organise yard activities for students and deliver “mini” social learning lessons to junior primary classes.
The Counsellor is supported by the Christian Pastoral Worker, who provides individual support to students on a needs basis.

Support Offered: Support is given via special education, speech, early intervention and LAP programs. The LAP program operates R-7. Our special education program is provided by SSOs. It focuses on literacy and numeracy skills as well as life skills. Additional support is also provided for students with
learning difficulties through early years funding and FIR. This support is provided through a structured 1:1 early intervention program, which focuses on reading or as small group support during Literacy Block time. Both programs are provided by SSOs.

Student Management: We have a code of conduct for all R-7 students with clear expectations, a behaviour policy covering both classroom and yard behaviour based on Restorative Justice principles and practices, all of which are known and understood by staff, students and parents.

Student Government: We have “Little Leaders” (R-2), Student Representative Council (3-5) and a Senior Council (6-7). Each group consists of two representatives from each of the classes. Students have an active role in the school’s decision-making process via these groups and class meetings. Representatives from these groups have membership on working parties and other committees e.g. Parent Group, to solve problems and implement student initiatives. We also have a School Leadership Team, who are responsible for organising whole school assemblies and act as ambassadors for our school and Sports Captains, who assist in the organisation of physical wellbeing programs.

Special Programs: An after school tutorial program operates for students requiring support or extension in mathematics. Teachers and SSOs volunteer their time to run this program. Successful transition programs operate from kindergarten - school and Year 7 - Year 8. All classes in the school buddy with another class to develop links across the different sectors of the school and to encourage peer support in the yard. Children value these relationships and eagerly anticipate buddy lessons.

3. Key School Policies

VISION
McDonald Park School is committed to giving every student the opportunity to achieve their full potential. We achieve this in a caring, safe and effective educational environment that embraces our core values:

- Respect
- Generosity
- Honesty

CORE BUSINESS
The core business of McDonald Park School is teaching and learning in a supportive environment underpinned by principles of equity and social justice. As a learning community we are committed to:

- Providing a balanced and challenging R-7 curriculum in the eight areas of study using the SACSA framework and the Australian Curriculum.
- Catering for the individual needs and talents of students.
- Inclusive practices, which foster a collaborative and positive learning organisation.
- Maximising the sharing of skills and expertise by providing a range of opportunities for leadership and teamwork.

VALUES AND PRINCIPLES
The following values were identified in consultation with staff, students and community members:
- Respect
- Generosity
- Honesty

During the first two weeks of school, classes develop Learning Plans as part of our Setting Up For Success program. This program is based around PROGRAM ACHIEVE and the “KEYS TO SUCCESS” (organization, persistence, confidence, getting along and emotional resilience). The school has developed behaviour management principles “MARBLIES” - Manners, Attitude, Respect, Body Language, Effort and Smile that also underpin the class activities during these 10 days. Other aspects of the program include ‘LEARNING TO LEARN’ – focusing on thinking and learning; QUALITY CLASSROOMS/ QUALITY SCHOOLS – focusing on school values and principles, vision, mission and class motto; and CIVICS AND CITIZENSHIP – focusing on building community and respect. The themes for the program are reinforced throughout the year. Children use quality tools to generate mutually agreed learning plans and codes of cooperation and share these with their parents early in first term.

CONTEXTUAL INFLUENCES
McDonald Park School operates as an R-7 school under the collaborative and cooperative leadership of one Principal and two Deputies. Future enrolment trends will be steady with our current enrolment of around 600 being maintained. Due to our large enrolment numbers the school is zoned. We have recently undergone two major redevelopments, incorporating a new administration block, resource centre, activity hall and two classroom blocks. The main building and annexe have been refurbished to provide more functional use of space. We have wireless facilities across the school, enabling classes to access mobile pods of laptop computers anywhere on site. We also have interactive whiteboards in all general learning areas. Outside we have a number of quality shade structures providing flexible outdoor learning spaces.

Family and employment situations cover a wide range of the social and economic spectrum, with an increasing percentage of families, mainly urban, accessing school card support.

The community has pride in the schools. There is a high level of parent participation and support, which is greatly valued.
Staff are committed to providing the best educational opportunities for the students in their care. Classrooms are a mixture of single and double teaching areas. Our school is held in high regard and is educationally valued by the community.

Sound communication and decision-making structures are in place to allow parents, students and staff to make informed decisions.

CODES OF PRACTICE

STAFF
All Staff will:
- Treat all members of the school community with respect.
- Ensure the learning needs of students are paramount.
- Be involved in the implementation of the Site Learning Plan and Improvement Plan.
- Teach programs that are consistent with the Curriculum Standards and Accountability Framework and the Australian Curriculum.
- Contribute positively to whole school activities.
- Reflect appropriate professional standards in conduct and attire.
- Enact all school and departmental policies.
- Continually expand skills and knowledge through self-reflection, seeking constructive feedback and participating in professional development.
- Make a positive contribution to developing and sustaining a productive teaching and learning environment.

PRINCIPAL
The Principal will:
- Lead and manage the implementation of the Site Learning Plan and Site Improvement Plan.
- Provide effective leadership and accurate advice to the Governing Council.
- Ensure that the policies and programs developed in partnership with the community are implemented.
- Assist all staff to adhere consistently to departmental and school policies.
- Support the development and maintenance of a purposeful learning environment that recognises and rewards student achievement.
- Facilitate the use of quality learning and teaching strategies to maximise student learning outcomes.
- Ensure a safe, effective and harassment free environment for students and staff.
- Ensure principles of equity and merit are applied.
- Manage the development and operation of the site's financial and administrative systems.
• Promote the school and further enhance links with all sectors of the educational community.
• Treat all members of the school community with respect.

GOVERNING COUNCIL
Members of the Governing Council will:
• Act honestly, in good faith and in the best interests of the school as a whole.
• Use due care and diligence in fulfilling their responsibilities.
• Use the powers of office for a proper purpose, in the best interests of the school as a whole.
• Recognise that the primary responsibility is to the school as a whole but should, where appropriate, have regard for the interests of all its community.
• Maintain confidentiality and ensure proper use of information acquired as a governing councillor.
• Act with propriety in the position of governing councillor.
• Avoid conflict of interest between personal interests, or the interests of any associated person, and the interests of the school.
• Exercise independence in judgement and actions and take all reasonable steps to be satisfied as to the soundness of all decisions taken by the governing council.
• Treat all members of the school community with respect.

STUDENTS
Students will
• Take on roles and responsibilities that influence their individual success.
• Treat all members of the school community with respect.
• Accept responsibility for their learning behaviour.
• Actively assume their rights and responsibilities as team decision-makers through student voice.
• Make a constructive contribution to developing a safe, productive learning environment.
• Make a constructive contribution to school activities.
• Dress in an appropriate manner within the guidelines of our School Dress Code.
• Follow our School Behaviour Management Policy.

PARENTS / CAREGIVERS
Parents will:
• Treat all members of the school community with respect.
• Work in partnership with their child’s teachers and SSO’s.
• Participate in making appropriate decisions.
• Actively participate in school activities.
• Maximise the learning outcomes for their children.
## STRATEGIC DIRECTIONS

**PRIORITY: Improving Literacy Achievement through a focus on Reading and Writing**

<table>
<thead>
<tr>
<th>KEY STRATEGIC DIRECTION: PROFESSIONAL LEARNING</th>
<th>KEY STRATEGIC DIRECTION: INTERVENTION AND SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EXPECTATIONS</strong></td>
<td></td>
</tr>
<tr>
<td>• All teaching staff actively participate in site professional learning i.e. staff meetings, team meetings and pupil free days</td>
<td>• Our ‘Student Reading Track’ is revised in line with regional reading standards and used as a basis for targeting Intervention &amp; Support strategies</td>
</tr>
<tr>
<td>• All teaching staff are able to demonstrate active engagement in their own professional learning drawing on current research and effective practice</td>
<td>• Existing processes are reviewed to develop a whole site approach to Intervention &amp; Support for learners not achieving regional standards, which includes a systematic approach to identification, diagnosis and targeted support for individual students</td>
</tr>
<tr>
<td>• Our site has implemented a whole site approach to reading which is consistent with the Limestone Coast 2011 Literacy Position Paper</td>
<td>• Our site has developed a documented intervention plan for improving reading skills by the end of 2011 based on our learning from the PALL program</td>
</tr>
<tr>
<td>• Our site has implemented a whole site approach to writing</td>
<td>• In collaboration with our feeder secondary schools we have developed and documented a year 7/8 intervention &amp; support process for transitioning students whose reading levels are below regional expectations</td>
</tr>
<tr>
<td>• Our site has documented and implemented whole site agreements about effective evidence based reading and writing pedagogies</td>
<td></td>
</tr>
<tr>
<td><strong>STRATEGIES</strong></td>
<td></td>
</tr>
<tr>
<td>• Develop a professional learning program that focuses on exemplary classroom practice (TfEL) and effective evidence based literacy pedagogies</td>
<td>• Implement regional year level standards in Reading from Reception to Year 7</td>
</tr>
<tr>
<td>• Facilitate the development of teacher networks e.g. year level teams, trusted colleague program, Step 9 mentoring, in order to build capacity to implement effective literacy programs</td>
<td>• Review and develop agreed school data sets, collection and interrogation processes for reading and writing</td>
</tr>
<tr>
<td>• Develop ‘McPark’s Toolbox’</td>
<td>• All teachers to develop SMART Goals and individual learning plans for students reading below regional expectations</td>
</tr>
<tr>
<td>• Develop and support collaborative planning between our site and our feeder preschools with a focus on transition and emergent literacy.</td>
<td>• Develop and implement whole site approaches to literacy intervention and support programs for students reading six months or more below agreed levels</td>
</tr>
<tr>
<td><strong>TARGETS AND MEASURES</strong></td>
<td></td>
</tr>
<tr>
<td>• By the end of 2011 we will have planned and implemented a whole site approach to reading which is consistent with the Limestone Coast 2011 Literacy Position Paper.</td>
<td>• Standards in Reading from Reception to Year 7 are agreed and documented</td>
</tr>
<tr>
<td>• By the end of 2011 we will have documented and implemented whole site agreements about effective evidence based reading pedagogies</td>
<td>• By the end of 2011 we will have developed a whole site approach to Intervention &amp; Support for learners not achieving agreed levels, including a systematic approach to identification, diagnosis and targeted support for individual students</td>
</tr>
<tr>
<td>• By the end of 2012 we will have documented and implemented whole site agreements about effective evidence based writing pedagogies</td>
<td>• We will have develop a documented intervention plan for improving reading skills by the end of 2011 based on their learning from PALL</td>
</tr>
<tr>
<td>• Performance development/ management processes will indicate improvement in the effective implementation of literacy programs and improvement in teachers active engagement in their own professional learning drawing on current research and effective practice.</td>
<td>• We will have developed and documented a Year 7/8 intervention&amp; support process for transitioning students whose reading levels are below regional expectations</td>
</tr>
<tr>
<td><strong>LEARNER ACHIEVEMENT TARGETS</strong></td>
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</tr>
<tr>
<td>Increase the number of students achieving year level standard in reading as measured by running records to 90%</td>
<td></td>
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<tr>
<td>Increase the number of students achieving year level standard in writing as measured by our writing rubric to 90%</td>
<td></td>
</tr>
<tr>
<td>Increase the number of students achieving the national minimum in the Reading aspect of NAPLAN to 93%</td>
<td></td>
</tr>
<tr>
<td>Increase the number of students achieving the national minimum in the Writing aspect of NAPLAN to 93%</td>
<td></td>
</tr>
<tr>
<td>Achieve better than our like school mean in the Reading aspect of NAPLAN</td>
<td></td>
</tr>
<tr>
<td>Achieve better than our like school mean in the Writing aspect of NAPLAN</td>
<td></td>
</tr>
<tr>
<td>Achieve greater than 25% in the upper growth category of the Reading aspect of NAPLAN</td>
<td></td>
</tr>
<tr>
<td>Achieve greater than 25% in the upper growth category of the Writing aspect of NAPLAN</td>
<td></td>
</tr>
<tr>
<td>Achieve a higher % of students in the top two proficiency bands than our like schools in the Reading aspect of NAPLAN</td>
<td></td>
</tr>
<tr>
<td>Achieve a higher % of students in the top two proficiency bands than our like schools in the Writing aspect of NAPLAN</td>
<td></td>
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</tbody>
</table>
## Priority: Improving Numeracy Achievement through a focus on Number

<table>
<thead>
<tr>
<th>Key Strategic Direction: Professional Learning</th>
<th>Key Strategic Direction: Intervention and Support</th>
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</thead>
<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td><strong>Expectations</strong></td>
</tr>
<tr>
<td>• All teaching staff actively participate in site professional learning i.e. staff meetings, team meetings and pupil free days</td>
<td>• Our ‘Scope and Sequence’ is revised in line with the Australian Curriculum and used as a basis for targeting Intervention &amp; Support strategies</td>
</tr>
<tr>
<td>• All teaching staff are able to demonstrate active engagement in their own professional learning drawing on current research and effective practice</td>
<td>• Existing processes are reviewed to develop a whole site approach to Intervention &amp; Support for learners not achieving documented standards, which includes a systematic approach to identification, diagnosis and targeted support for individual students</td>
</tr>
<tr>
<td>• Our site has implemented a whole site approach to number which is consistent with the ‘Big Ideas in Number’</td>
<td>• Our site has developed a documented intervention plan for improving number skills by the end of 2011 based on our learning from the BIN program</td>
</tr>
<tr>
<td>• Our site has documented and implemented whole site agreements about effective evidence based numeracy pedagogies</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Develop a professional learning program that focuses on exemplary classroom practice (TfEL) and effective evidence based numeracy pedagogies</td>
<td>• Identify and document year level standards in Numeracy from Reception to Year 7</td>
</tr>
<tr>
<td>• Facilitate the development of teacher networks e.g. year level teams, trusted colleague program, Step 9 mentoring, in order to build capacity to implement effective literacy programs</td>
<td>• Review and develop agreed school data sets, collection and interrogation processes for numeracy</td>
</tr>
<tr>
<td>• Develop ‘McPark’s Toolbox’</td>
<td>• All teachers to develop SMART Goals and individual learning plans for students achieving below agreed expectations</td>
</tr>
<tr>
<td></td>
<td>• Develop and implement whole site approaches to numeracy intervention and support programs for students six months or more below agreed levels</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Targets and Measures</th>
<th>Targets and Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>• By the end of 2011 we will have planned and implemented a whole site approach to number which is consistent with the ‘Big Ideas in Number’</td>
<td>• Standards in Numeracy from Reception to Year 7 are agreed and documented</td>
</tr>
<tr>
<td>• By the end of 2013 we will have documented and implemented whole site agreements about effective evidence based numeracy pedagogies</td>
<td>• By the end of 2011 we will have developed a whole site approach to Intervention &amp; Support for learners not achieving agreed levels, including a systematic approach to identification, diagnosis and targeted support for individual students</td>
</tr>
<tr>
<td>• Performance development/ management processes will indicate improvement in the effective implementation of numeracy programs and improvement in teachers active engagement in their own professional learning drawing on current research and effective practice.</td>
<td>• A documented intervention plan for improving number skills by the end of 2011 based on their learning from BIN</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Learner Achievement Targets</th>
<th>Learner Achievement Targets</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase the number of students achieving the national minimum in the Numeracy aspect of NAPLAN to 93%</td>
<td>Achieve greater than 25% in the upper growth category of the Numeracy aspect of NAPLAN</td>
</tr>
<tr>
<td>Achieve better than our like school mean in the Numeracy aspect of NAPLAN</td>
<td>Achieve a higher % of students in the top two proficiency bands than our like schools in the Numeracy aspect of NAPLAN</td>
</tr>
<tr>
<td>Achieve greater than 25% in the upper growth category of the Numeracy aspect of NAPLAN</td>
<td></td>
</tr>
</tbody>
</table>
**PRIORITY:** Improving Student Wellbeing through a focus on Restorative Practices

<table>
<thead>
<tr>
<th>EXPECTATIONS</th>
<th>KEY STRATEGIC DIRECTION: PROFESSIONAL LEARNING</th>
<th>KEY STRATEGIC DIRECTION: INTERVENTION AND SUPPORT</th>
</tr>
</thead>
</table>
| - All teaching staff actively participate in site professional learning i.e. staff meetings, team meetings and pupil free days  
- All teaching staff are able to demonstrate active engagement in their own professional learning drawing on current research and effective practice  
- Our site has implemented a whole site approach to restorative practices  
- Our site has documented and implemented whole site agreements about restorative practices | - Existing processes are reviewed to develop a whole site approach to Intervention & Support for learners at risk socially and emotionally, which includes a systematic approach to identification, diagnosis and targeted support for individual students  
- Our site has developed a documented intervention plan for improving engagement based on our learning about learner wellbeing and restorative practices |

<table>
<thead>
<tr>
<th>STRATEGIES</th>
<th></th>
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</thead>
</table>
| - Develop a professional learning program that focuses on learner wellbeing and restorative practices  
- Facilitate the development of teacher networks e.g. year level teams, trusted colleague program, Step 9 mentoring, in order to build capacity to effectively implement restorative practices  
- Develop ‘McPark’s Toolbox’ | - Review and develop agreed school data sets, collection and interrogation processes for learner wellbeing  
- All teachers to develop SMART Goals and individual learning plans for students at risk socially and emotionally  
- Develop and implement whole site approaches to learner wellbeing intervention and support programs for students identified at risk socially and emotionally |

<table>
<thead>
<tr>
<th>TARGETS AND MEASURES</th>
<th></th>
</tr>
</thead>
</table>
| - By the end of 2011 we will have planned and implemented a whole site approach to restorative practices  
- By the end of 2011 we will have documented and implemented whole site agreements about the implementation of restorative practices  
- Performance development/ management processes will indicate improvement in the effective implementation of restorative practices and improvement in teachers active engagement in their own professional learning drawing on current research and effective practice. | - By the end of 2012 we will have developed a whole site approach to Intervention & Support for learners at risk socially and emotionally, including a systematic approach to identification, diagnosis and targeted support for individual students  
- We will have develop a documented intervention plan for improving engagement by the end of 2012 based on our learning about learner wellbeing and restorative practices |

<table>
<thead>
<tr>
<th>LEARNER ACHIEVEMENT TARGETS</th>
<th></th>
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</thead>
</table>
| Increase the attendance rates for all students to achieve higher than DECS and regional averages  
Increase the attendance rates for ATSI and SWD students to achieve higher than DECS and regional averages  
Achieve a 50% increase in student engagement as measured by class behaviour records  
Achieve a 50% decrease in negative student-student interactions as measured by class and yard behaviour records |
4. Curriculum

Subject offerings: Our curriculum covers seven areas of study. We have not been able to offer Japanese in 2011; however we do offer specialist classes in physical education, dance and drama, visual arts and Aboriginal Studies.

Special needs: Additional programs offered include Special Education, LAP, Speech and Early Intervention programs for students with learning needs who have not been identified as Tier 2.

Special curriculum features: Staff plan units of work around agreed whole school big topics incorporating higher order thinking skills and utilising tools such as ‘Six Thinking Hats’, ‘Extended Brainstorming’ and ‘Thinkers Keys’. The topics for 2011 are:
Term 1 People and Food
Term 2 Chemistry
Term 3 People of African Descent
Term 4 Free Choice

Teaching Communication Technology: Information and computer technology is embedded in the curriculum with the use of the Internet for research. Our Acceptable Use Policy guides use of the Internet, Intranet and e-mail access. Interactive Whiteboards have been installed in all classrooms. Wireless access enables classes to use mobile pods of laptop computers in classrooms.

Assessment and Reporting Procedures: Include an acquaintance night, student lead three way conferences, student portfolios and written reports at the end of Terms 2 & 4.

5. Sporting Activities

R - 7 students are provided a Physical Education program, which includes daily fitness and swimming instruction for all children. We hold an annual sports day which involves both tabloid and championship events. Skills clinics in sports such as tennis, basketball, cricket, hockey, soccer and rugby are run by visiting instructors. Children successfully compete in cross-country running.

After hours-interschool sports is offered in softball, cricket, T-ball, football, soccer, netball, hockey and basketball. We have a strong representation at SAPSASA sports in all the above sports as well as swimming. Younger children participate in Auskick, with teachers and older children running the program.

Active After School Community activities are held each term, providing students R-7 an opportunity to engage in physical activities such as bike riding, soccer skills, Karate, Indigenous games, gymnastics and Frisbee.
6. Other Co-Curricular Activities

In 2009 we successfully gained funding to be part of the Stephanie Alexander Kitchen Garden Program. This provides opportunity for students in Years 3-7 to engage in garden and kitchen lessons; planting and harvesting vegetables, to prepare and share freshly cooked meals. We have an extensive vegetable garden, which was developed with strong support from the community and is run by our garden specialist. Classes have 45 minute lessons once a fortnight. Our kitchen provides a modern environment for the kitchen specialist and volunteers to support classes to produce exciting menus using produce from the garden. Kitchen lessons run for 90 minutes and are also once a fortnight. Once a term junior primary classes have an opportunity to work with the garden and kitchen specialists.

We have a choir that participates in the Adelaide and South East Music Festivals each year. Student from Years 4-7 are also able to be involved in our Instrumental Music Program, receiving tuition in brass, woodwind and stringed instruments.

Other activities include class concerts, camps and excursions.

7. Staff (and their Welfare)

*Staff profile:* We have a mix of experienced and graduate teachers with a blend of permanent and contract staff.

*Leadership structure:* The school has a cooperative leadership team consisting of a principal, two deputies, a senior leader and a school counsellor.

*Staff support systems:* Teachers plan and work together cooperatively in teams, which are formed at the beginning of each year. Staff teams meet regularly to exchange ideas, plan and participate in training and development that meets their specific needs. Representatives from each team also have membership on one of the following committees:

- SITE Committee
- Numeracy Committee
- Literacy Committee
- Student Wellbeing Committee

These committees meet twice a term to implement, monitor and review the school’s key priorities.

*Staff utilisation policies:* Ancillary staff provide classroom support to individuals and also provide specialist help such as the early intervention program and literacy block support.
Access to special staff: Regional support staff are based at the Regional Office and are able to provide staff support in a range of areas such as curriculum, Aboriginal education and student wellbeing.

8. Incentives

Staff receive a small locality allowance and country incentives removal allowance.

9. School Facilities

Buildings and grounds: The main building is a two storey solid construction with an administration area, staffroom, toilets, classrooms, kitchen and a canteen. Part of the upstairs teaching area has been converted into a 3-teacher unit. An additional solid building consists of 2 two-teacher units, an art area, a small common area and toilets (including a disabled toilet). We also have 6 classrooms in a new transportable block, which has a teacher preparation room, a small withdrawal room and a covered deck. The latest classroom block consists of 8 classrooms, including a performing arts area; a central shared ICT suite; a teacher preparation area and toilets. We have a new purpose built library, which includes a technology suite and teacher resource room. We also have a large gymnasium, which provides access to a basketball court as well as volleyball, badminton and netball courts. The school has large grassed areas including 2 ovals. There are also four shaded playgrounds, a cross country running track and beach volley ball court. There are two hard play areas; one is for active play and has a number of games marked on the asphalt; the other is a passive play area with three shade structures, providing areas to sit and talk.

Specialist facilities: The borrowing and research systems in our resource centre are completely computerised (Bookmark). We also have access to the public library data base. We have a music room with a variety of tuned and untuned percussion instruments to support music education. The ICT unit in the library has 32 computers, which are networked and there are also pods of computers in other areas of the school. Our gymnasium accommodates the whole school for assemblies and provides a quality indoor sport facility. We also have a number of withdrawal rooms to support small group activities.

Student facilities: Canteen (opens daily). The resource centre is open all day with access to books, games and computers. Children have access to sporting equipment during the break times.

Staff facilities: Staff room, preparation areas, access to computers.

Access for students and staff with disabilities: Disabled student toilets, ramp and rail access to transportable block and main building. All other areas have disabled access, including lift access to upstairs.
Access to bus transport: City buses. Private buses can be hired for excursions.

10. School Operations

Decision making structures: Decisions are made via the Respectful Decision Making Process. Staff, students and parents are all involved in decision-making. A number of committees meet regularly and staff are encouraged to be involved.

Regular publications: McPark Toolbox (an electronic resource that provides staff with a range of resources), Staff Bulletin and Student Bulletin (issued three times a week); newsletter to parents fortnightly on a Thursday; daily notices on staff whiteboard; yearly and term planners; curriculum information boards.

Other communication: Internet, Intranet and e-mail, and internal phone system.

School financial position: The budget is set early with staff, student and parent input. The Finance Committee manages the budget. Interested groups are responsible for their budget areas. Classroom teachers manage their own budget for class stationery, classroom materials, art/craft and printing requirements. Literacy and ICT are current priorities for additional resourcing.

11. Local Community

General characteristics: Mount Gambier is the largest provincial city in South Australia. The main source of employment is the timber industry. The community consists of a wide range of socio-economic backgrounds.

Parent and community involvement: Parents are actively involved in school life and decision-making. Current involvement includes Parent Group, Governing Council and Subcommittees (Canteen Committee, Finance Committee, Fundraising Committee and Facilities Committee). Parents are also encouraged to assist in classrooms and the Resource Centre, as LAP parents, attending camps, excursions and electives and volunteering to work in the canteen. Parent participation is an important priority for our school.

Feeder schools: Several local Kindergartens and High Schools.

Other local care and educational facilities: Day care centres, kindergartens, primary schools, two State secondary schools and three private schools.

Commercial/industrial and shopping facilities: A wide range of modern shopping facilities - three large supermarkets and other shopping complexes.
Other local facilities: A wide range of sporting facilities, swimming pools, a modern community library, a cinema complex, the Sir Robert Helpmann Theatre, a modern hospital, three medical centres and a dental service.

Availability of staff housing: Residences and flats available privately or through Government Housing.

Local Government Body: Two local government bodies operate - the City Council of Mount Gambier and the District Council of Grant.

12. Further Comments

The McDonald Park School community is proud of the educational program that we provide. Staff and parents work collaboratively in a mutually supportive manner to provide a high quality education for the students attending the school.