SCHOOL CONTEXT STATEMENT

School number: 1021
School name: MCDONALD PARK SCHOOL
School Profile:

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 Australian Curriculum and the SACSA framework.
- Catering for the individual needs and talents of students.
- Inclusive practices, which foster a collaborative and positive learning organization.
- Maximising the sharing of skills and expertise by providing a range of opportunities for leadership and teamwork.

CONTEXTUAL INFLUENCES

McDonald Park School operates as an R-7 school under the collaborative and cooperative leadership of one Principal and one Deputy. 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.
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 school. 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. Our school is held in high regard and is educationally valued by the community.
1. General information

- School Principal name: Mrs Sandy Davey
- Deputy Principal’s name: Mrs Kirsty Trahar
- Year of opening: 1969
- Postal Address: 57 North Terrace, Mount Gambier
- Location Address: 57 North Terrace, Mount Gambier
- DECD Partnership: Blue Lake
- Geographical location – ie road distance from GPO (km): 468kms
- Telephone number: 08 8724 9811
- Fax Number: 08 8725 0254
- School website address: www.mcparkr7.sa.edu.au
- School e-mail address: dl.1021.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

<table>
<thead>
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<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
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<td>Reception</td>
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<td>77</td>
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<td>Year 2</td>
<td>81</td>
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<td>TOTAL</td>
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<td>542</td>
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July total FTE enrolment

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<tr>
<th></th>
<th>625</th>
<th>637</th>
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<tbody>
<tr>
<td>Male FTE</td>
<td>301</td>
<td>305</td>
<td>297</td>
<td>296</td>
<td>306</td>
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<tr>
<td>Female FTE</td>
<td>324</td>
<td>332</td>
<td>303</td>
<td>286</td>
<td>280</td>
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School Card Approvals (Persons)

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<tr>
<th></th>
<th>177</th>
<th>171</th>
<th>186</th>
<th>183</th>
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NESB Total (Persons)

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<tr>
<th></th>
<th>3</th>
<th>4</th>
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</table>

Aboriginal FTE Enrolment

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<thead>
<tr>
<th></th>
<th>25</th>
<th>27</th>
<th>30</th>
<th>28</th>
<th>30</th>
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</table>

Leadership Team work together collaboratively and teaching staff operate in year level working teams, which meet for planning and professional dialogue.

- Student enrolment trends: Stable
- Staffing numbers (as at February census):
  - Teaching Staff: (M) 4.0 (F) 22.2
  - Teacher Librarian: (F) 1.2
  - Combined SSOs: (F) 8.4 (M) 0.6 GSE (M) 0.5 ACEO (F) 0.6
  - Student Support Worker: (F) 0.3
  - Leadership Positions: Senior Leader - Teaching and Learning 1.0
  - Primary School Counsellor 1.0
  - Numeracy Coach 0.5
  - Literacy Coach 0.3
- Enrolment trends: due to our large numbers the school is zoned
• Public transport access: Access to Mount 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 30). Approximately 30% of our students are school card holders.

- **Student well-being 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 antibullying programs based on a school based character ‘The Bully Buster’. 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 Student Support Worker, who provides individual support to students on a needs basis.

- **Student support offered**
  Support is given via special education, speech, early intervention and LAP programs. The LAP program operates R-7. Our special education support is delivered by SSOs. It focusses on literacy and numeracy skills as well as life skills. Additional support is also provided for students with learning difficulties through early years funding. This support is provided through a structured 1:1 early intervention program, which focusses on reading or as small group support during literacy block time. Both programs are provided by SSOs.
  Primary students also access a maths intervention program ‘Quicksmart’, which is delivered by SSOs.

- **Student management**
  We have a behaviour policy covering both classroom and yard behaviour based on restorative justice principles and practices, which is known and understood by staff, students and parents.

- **Student government**
  We have ‘Little Leaders’ (R-3) and a Student Representative Council (4-7). 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 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**
  Successful transition programs operate from kindergarten to school and year 7 to 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**
   - Site Improvement Plan:

![Diagram of Site Improvement Plan]

**VALUES:**
- Generosity, Respect, Honesty

**NUMERACY**
- Our commonly agreed beliefs about numeracy learning underpin the work we do to develop successful numerate students
- All staff will work collaboratively to:
  - Develop a whole school numeracy agreement
  - Develop units of work/assessment tasks to meet the range of student needs/skills
  - Moderate differentiated units/tasks to monitor standards, achieve consistency of judgement and share strategies to effectively support all learners
  - Give and receive feedback that improves learning outcomes for all students

**LITERACY**
- Our whole school literacy agreement provides a framework to ensure that all students will achieve their potential in literacy
- All staff will work collaboratively to:
  - Share practices that support the implementation of the whole school literacy agreement
  - Develop units of work/assessment tasks to meet the range of student needs/skills
  - Moderate differentiated units/tasks to monitor standards, achieve consistency of judgement and share strategies to effectively support all learners
  - Give and receive feedback that improves learning outcomes for all students

**STUDENT WELLBEING**
- Coherent and consistent implementation of restorative practices and wellbeing programs that support student wellbeing.
- All staff will work collaboratively to:
  - Implement agreed policy and practices in regards to behaviour and attendance
  - Implement wellbeing programs that support skills development and social, emotional and spiritual wellbeing of all students
### Priorities:
The two or three key areas of specific focus over the next 12 months, as determined from analysis of learner data and self-review processes.

### Targets:
Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate.

### Strategies:
The major actions that staff–teachers, SSO’s, leaders—commit to do so that learners are supported at classroom level to achieve the Targets.

### Evaluation Measures:
The data, evidence, processes and timelines to be used to monitor/measure/evaluate progress towards achievement of the targets and/or effectiveness of strategies.

<table>
<thead>
<tr>
<th>Improvement Priority 1</th>
<th>Focus on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improving Numeracy achievement through a focus on number.</td>
<td>Number strategies, Mental routines, Lesson structure</td>
</tr>
<tr>
<td>Improving Literacy achievement through a focus on writing and reading.</td>
<td>Writing—connecting Reading on the Same Page with writing and spelling programs, Spelling and Grammar, Reading—SCORE and ROSP.</td>
</tr>
<tr>
<td>Improving student wellbeing through a focus on positive behaviour support.</td>
<td>Positive behaviour Support strategies, Collaborative activities, Restorative practices</td>
</tr>
</tbody>
</table>

### Recent key outcomes:

#### Improvement Priority 1

Improving literacy achievement through a focus on reading and writing

As a result of:

- Development of a whole site writing agreement, incorporating teaching strategies, assessment practices, our approach to intervention, principles for professional learning and a commitment to community partnerships. The documentation of which was incorporated with our reading agreement to be published as a whole site literacy agreement.
- Continuation of a Literacy Coach and Reading Support Teacher, who have mentored and provided professional development across the school.
- Deep analysis of PATR, which was used as a diagnostic tool in all year 3-7 classes, to support differentiated planning and individual tracking of students.
- Collection and data analysis using a writing rubric.
- Whole school use of running records to collect individual data in reading.
- Professional development in and use of “Reading on the Same Page” strategy, SCORE which focuses teaching and learning on a single, challenging text to develop reading and comprehension skills.
- The introduction of McPark’s Million Minutes of Reading which encouraged and promoted daily reading for all students.
- Targeted SSO support during literacy block.
- Intervention programs in literacy for targeted students.
- Moderation activities in English.

The outcomes that have been achieved are:
- Teachers are actively involved in the collection and analysis of literacy data and are better able to make decisions to support individual students, based on this data.
- Teachers are using a wider range of tools to assess student achievement in literacy, particularly reading.
- Teachers are using a more consistent approach to the teaching of reading and are using SCORE in their reading programs.
- Early Intervention programs are successful in supporting students who are identified by teachers as having specific areas of need in literacy.
- McPark Million Minutes of Reading was reached by the end of the year and celebrated at a whole school level.
- The number of students across the school who are reading at or above the expected reading level for their age has increased.
- Writing samples show some improvement in student writing in years 2, 3 and 4.

**Improvement Priority 2**
Improving numeracy achievement through a focus on number.

As a result of:
- The appointment of a numeracy coach through the National Partnerships Program.
- Classroom observations, involving the coach observing teachers and providing specific feedback and support.
- Classroom observations, involving teachers observing teachers and sharing good practice.
- Ten staff R-7 engaging in a research project with 'Mathematician in Residence', Ann Baker.
- Staff professional development focusing on Ann Baker’s strategies, mental routines and lesson structure.
- Team planning with a focus on clear learning intentions, scaffolded learning tasks and rich assessment tasks.
- Moderation activities in mathematics.
• Use of PAT Math in the primary years to collect and analyse data about student learning in mathematics.
• Introduction of PAT Math at year 2.
• Introduction of Quicksmart numeracy intervention program for students not achieving national minimum standard in numeracy in 2012 NAPLAN.

The outcomes that have been achieved are:
• Our overall results indicate that our students are showing some improvement in performance compared to the National mean. Our results are comparable to our like schools in year 5 and 7 and better in year 3. Our target of equaling or improving on like school results was not achieved but we are closing the gap.
• The percentage of students who are at or above the national minimum standard has improved at year 5 and 7, with 95.6% of year 5 students achieving at or above compared to 89.6% in 2012 and 98.1% of year 7 students compared to 95.5% in 2012. Year 3 dipped by 2.3%. Overall we have achieved our targets.
• We have not achieved our target of greater than 25% in the upper growth category for numeracy.
• Results indicate that questions that require interpretation of a written problem and identification of appropriate strategies to complete a multi layered task, caused students the most difficulty.
• Significant growth for students who participated in QuickSmart numeracy intervention program.
• Increased teacher confidence in planning using the Australian curriculum.
• Increased teacher confidence in implementing Ann Baker’s number strategies, mental routines and lesson structure.

**Improvement Priority 3**

Improve Student Wellbeing through a focus on restorative practices

As a result of:
• Our two week ‘Setting up for Success’ program at the beginning or the year, which sets students and their teachers up for success.
• Celebrating cultural differences during Reconciliation Week and Harmony Day.
• Holding our Student Leadership Day so that all senior students are given opportunities to adopt leadership roles in the school such as the Student Leadership Team, SRC, Sports Captains and H2H.
• Our continued implementation of numerous social wellbeing curriculum programs such as ‘Rugrats’, the Child Protection Curriculum, ‘Friendly Schools and Families’, ‘Friendly Kids and Friendly Classrooms’ and ‘Play is the Way’.
• Introducing the social learning program ‘What’s the Buzz?’ and conducting it with small groups of all year levels.
• Our continued work towards social justice initiatives such as the distribution of Stand Like Stone vouchers.
• Our whole school approach to improving student physical wellbeing including DPA (Daily Physical Activity), PE lessons, yard games at recess and lunch, Walk Safely to School Day, Sports Day, SAPSASA sport, sport clinics, swimming lessons, participation in OPAL initiatives-Park and Stride, Think Feet First, kid’s yoga and meditation, Wipe Out Waste’s focus on unprocessed whole foods, brain break and many other physical wellbeing activities.
• Peer mentoring including buddy classes, Better Buddies by the Allanah and Madeline Foundation, H2H (Happy to Help peer mediation team).
• Continuing our focus on restorative practices.
• All students given the opportunity to complete our Bullying Survey.
• A staff training and development day with Jo Lange, behavioural expert.
• Starting up a ‘Boy’s Club’ that runs every lunch time.
• Providing a community workshop on cyber-bullying and the risks of inappropriate Internet usage, presented by Senior Constable Paul Scicluna.

The outcomes that have been achieved are:
• Behavioural improvements in the areas of interfering with the rights of others, acting illegally and threatening the safety or wellbeing of others.
• An increased number of students are operating from a behaviour plan to ensure they are able to achieve behavioural goals and increase their level of self-regulation.
• Authentic student voice continues to be valued by staff.
• Beginning to integrate yoga and meditation in classes.
• All classes are engaging in peer mentoring of varying degrees through H2H, our buddy class program and in the Allanah and Madeline Foundation Better Buddies program.
• Students have increased opportunity to develop social and collaborative skills and to access tailored support.
• Students are more engaged in the yard due to accessing supervised yard games, enhancing their physical and social wellbeing.
• Results from the junior primary student Bully Survey indicate an increase in feeling happy to come to school and in feeling safe at school and a decreased number who have been bullied. Primary results show an increase in the number of boys who have been bullied and a decrease in girls feeling safe. These numbers correlate with the increase in students saying they access social media and have been cyber-bullied.
• All staff are consistent with their approach to positive behaviour support through training and revisiting of Jo Lange strategies.
• Many boys are experiencing success and learning about exercise, woodwork and bicycle repair at lunch time due to accessing Boy’s Club.
4. Curriculum

- **Subject offerings**
  Our curriculum covers areas of study as outlined in the Australian Curriculum. We offer Japanese in junior primary and also specialist classes in health and PE and science.

- **Special needs**
  Additional programs offered include special education, LAP, speech and early intervention programs for students with learning difficulties who have not been identified under the Disability Policy.

- **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 2014 are:
  
<table>
<thead>
<tr>
<th>Term</th>
<th>Topic</th>
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<tbody>
<tr>
<td>Term 1</td>
<td>Walk In My Shoes</td>
</tr>
<tr>
<td>Term 2</td>
<td>Mysteries</td>
</tr>
<tr>
<td>Term 3</td>
<td>Rural Living</td>
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<tr>
<td>Term 4</td>
<td>Free Choice</td>
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</tbody>
</table>

- **Teaching methodology**
  Teaching practice is guided by TfEL, ‘Teaching for Effective Teaching’. There is a strong focus on collaborative learning.

  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 email access. Interactive whiteboards have been installed in all classrooms. Wireless access enables classes to use mobile pods of laptop computers in classrooms.

- **Student assessment procedures and reporting**
  Include an acquaintance night, student lead three way conferences, student portfolios and written reports at the end of terms 2 and 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 to 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 teacher and volunteers to support classes to produce exciting menus using produce from the garden. Kitchen lessons run for 100 minutes and are also once a fortnight as part of our non-instructional allocation. 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. Students from years 4 to 7 are also able to be involved in our instrumental music program, receiving tuition in brass, woodwind and stringed instruments.

Other activities include a whole school concert, 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 teachers.

- **Leadership structure**
  The school has a cooperative leadership team consisting of a principal, a deputy, 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
  - Teaching and Learning Committee
  - ICT Committee
  - Student Wellbeing Committee
  These committees meet twice a term to implement, monitor and review the school’s key priorities.
Performance Management

Performance development at McDonald Park School is a multi-faceted professional responsibility, which includes informal and formal elements, individual and site initiated foci and an ongoing focus on improving teaching pedagogy. It continues to be refined regularly in response to DECD policy, current research, staff feedback, TfEL and National Professional Standards.

The process is underpinned by the key role that teacher teams have in providing a collegiate and supportive system, this includes collaborative planning, moderating student work, giving and receiving feedback, observing teachers, walkthrough processes, induction and mentoring.

In 2014

- Release time for teachers to work within teams has been built into the staff meeting structures, additional release time will also be provided for teams to plan, moderate or conduct walkthroughs.

- Teams will develop goals to support the identified site performance improvements (team action plans).

- It is proposed that alternate Tuesdays be the allocated day for additional team meetings.

- Teams have been structured to include like year levels / teaching responsibilities, this will create a balance of experienced and newly appointed personnel, providing natural opportunities for mentoring and support.

- Each team will nominate members to be on one of the improvement committees (SITE, Teaching and Learning, Wellbeing and SAKG). Committee meetings are part of the staff meeting cycle and will be held in weeks 2 and 7. Information sharing and feedback from these meetings will take place in subsequent team meetings.

- Classroom walkthrough processes will be developed providing teams with an opportunity to observe colleagues in mutually agreed conditions and support colleagues to achieve improvement goals.

- Individual teachers will participate in prochats in terms 1 and 3, the focus will include a discussion about programs, team action plan progress and personal development.

- Staff meetings will maintain the same format as 2013, each term will contain two 4 week blocks with a focus on professional development in areas identified on the Site Improvement Plan. The first week of the cycle will provide professional development input, with follow up required within
the classroom or in teams. The second week of each cycle is designated to improvement committee meetings. Weeks three and four provide opportunities for staff to discuss strategies trialled, share concerns, problem solve, refine and review.

A yearly overview is outlined below

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
<th>Term 3</th>
<th>Term 4</th>
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</thead>
<tbody>
<tr>
<td>- Involvement in team meeting discussions, including development of protocols and action plan.</td>
<td>- Involvement in team meeting discussions, including development / review / refinement of action plan.</td>
<td>- Involvement in team meeting discussions, including development / review / refinement of action plan.</td>
<td>- Involvement in team meeting discussions, including development / review / refinement of action plan.</td>
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<tr>
<td>- Individual goals set, relating to team goals</td>
<td>- Individual goals set, relating to team goals</td>
<td>- Individual goals set, relating to team goals</td>
<td>- Individual goals set, relating to team goals</td>
</tr>
<tr>
<td>- Prochat with line manager (bring program), book time within week 5 -7</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
</tr>
<tr>
<td>- Staff meeting PD cycles – feedback and data analysis</td>
<td>- Report writing w/shop week 2 (optional)</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
</tr>
<tr>
<td>- Induction meetings, newly appointed staff, alternate Tuesdays to team meetings</td>
<td>- Classroom walkthroughs</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
<td>- Classroom walkthroughs</td>
</tr>
<tr>
<td>- Staff meeting PD cycles – feedback and data analysis</td>
<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
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<td>- Staff meeting PD cycles – lesson structure (literacy focus) and problematizing (numeracy)</td>
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- 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, support and award conditions for Staff
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, a computer hub, withdrawal areas and a canteen. An additional solid building consists of two, two teacher units, an art area, a small common area and toilets (including a disabled toilet). We also have six 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 eight classrooms, including a performing arts area, a central shared ICT suite, a teacher preparation area and toilets. Throughout the school classrooms are arranged in pairs with a connecting doorway that can be opened to facilitate team teaching. We have a new purpose build 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 two ovals. There are also four shaded playgrounds, a cross country running track and beach volleyball 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.

• Heating and cooling

• Specialist facilities and equipment
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 provies a quality indoor sport facility. We also have a number of withdrawal rooms to support small group activiites.
• **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**
  Staffroom, 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 are available for local excursions. Private buses can be hired for other 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 accessed through the staff intranet, newsletters to parents fortnightly on a Thursday, daily notices on staff whiteboard, yearly and term planners and curriculum information boards all provide valuable information to staff and/or parents.

• **Other communication**
  Internet, intranet and email, and internal phone system.

• **School financial position**
  The budget is set early with staff, student and parent input. The Finance Committee manages the budget. Classroom teachers managed their own budget for class stationery, classroom materials, art/craft and printing requirements. Literacy, numeracy 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 Governing Council, and Subcommittees (Finance Committee, Fundraising Committee and SAKG Committee). Parents are also
encouraged to assist in classrooms and the Resource Centre, as LAP parents, attending camps, excursions and electives and volunterring to work in the canteen. Parent participatrion is an important priority for our school.

- **Feeder or destination 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.