School Name: MCDONALD PARK JUNIOR PRIMARY SCHOOL and MCDONALD PARK PRIMARY SCHOOL

School Number: 1795/1087

1. General Information

Part A

School Name: MCDONALD PARK JUNIOR PRIMARY/ PRIMARY SCHOOL
School No.: 1795/1087
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
CPC attached: NO
Phone No.: 08 87249811
Fax No.: 08 87250254

February FTE Enrolment

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TOTAL            | 637                            | 631  | 561  | 557  | 579  |

July total FTE Enrolment

- Male FTE: 669
- Female FTE: 329

School Card Approvals (Persons)

- 193

NESB Total (Persons)

- 0

Aboriginal FTE Enrolment

- 23

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.
Date of this version: April 2009

PART B

- Deputy Principals: Mr Scott Dickson (Primary), Mrs Helen Widdison (Junior Primary)

- School e-mail address: info@mcparkr7.sa.edu.au

- Staffing numbers:
  
  Teaching Staff - Tier 1, (M) 5.2 (F) 22.6  
  Teacher Librarian (F) 1.5  
  Combined SSO's (F) 17 (M) 1, GSE (M) 1 AESO (F) 1  
  Christian Pastoral Worker (F) 1  
  Sports Trainee (F) 1  
  Leadership Positions  Coordinator ICT  
  Assistant Principal Numeracy  
  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 we became two schools McDonald Park Primary School and McDonald Park Junior Primary School, on the one campus. In 2004 the schools became a Reception to Year 3 School and a Year 4-7 School. This year one principal has responsibility R-7. The Leadership Team work together collaboratively and the schools operate as one. The school operates in six working teams, Years R/1, 1/2, 2/3, 4/5, 5/6 and 6/7, which meet for planning and professional dialogue.


- 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 18). 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, Program Achieve, Bounce Back, Coolness Under Pressure and an anti-bullying program based on Rug Rats. The whole school has a focus on reducing bullying and is implementing ‘Friendly Schools and Families’. 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 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, coordination 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 during Literacy Block time and is provided by SSOs in the form of small group support.

- **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, all of which are known and understood by staff, students and parents. Each class develops a “Learning Plan” as part of our “Setting Up For Success” program at the beginning of the year, which outlines the classes’ values. Mission statement and rules for living.

- **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.

- **Special Programs:** A range of early intervention programs operates in the school. 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 Schools 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 Schools 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.
- 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 “MARBLES” - 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 brain theory; QUALITY CLASSROOMS/QUALITY SCHOOLS – focusing on school values and principles, vision, mission and class motto; and CIVICS AND CITIZENSHIP – focusing on building community. 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 Schools comprise a Junior Primary and Primary School on the one campus. We operate as a single 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 schools are zoned. We have recently undergone a major redevelopment, incorporating a new administration block, resource centre, activity hall and classroom block. The main building has been refurbished to provide more functional use of space.

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.
• 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 own 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

STUDENT WELL BEING AND ENGAGEMENT
1. Improve relationships.
2. Increase student engagement.
3. Increase student voice.

ACTIONS

• Develop and implement a whole school Social Learning Framework (including the Child Protection Curriculum (DECS).
• Professional development in Drug Strategy (DECS).
• Redevelop ‘Setting up for Success’ program with clear links to the Social Learning Framework.
• Revisit and review Restorative Practices.
• Teachers identify and plan for the needs of students at risk. Senior staff and teachers work together to monitor and meet the needs of STAR students (including GOM students, students with disabilities and Aboriginal students) through regular meetings and prochats.
• Professional development in implementing On the Same Basis (DECS)
• Professional development in Learning Technologies:
  - Digital Learning Objects
  - Class blogs
  - Interactive Whiteboards
• Resource infrastructure (cameras, printers, scanners, supportive software)
• Professional development in ‘planning backwards’ and moderation using SACSA.
• Professional development in incorporating Aboriginal Perspectives across the curriculum.
• Continue to implement Michael Pohl’s R-7 Framework for the explicit teaching of Thinking Skills.
• Increased opportunities for students to be involved in authentic decision making and leadership.
• Professional development in running effective class meetings
• Monitor class meetings
• Review the purpose and role of SRC and School Captains.
Date of this version: April 2009

**EVALUATION**
- Monitor Class and Yard Behaviour records.
- Classroom observation.
- Monitor and record opportunities where student voice has been evident e.g. membership on other committees.
- Student Surveys.

**LITERACY**
1. **Improve literacy attainment for all students**

**ACTIONS**
- Whole school implementation of Stephen Graham’s “four knowledges” with word study learning activities linked to different genres and guided reading.
- Teachers focusing on Text Types in their Literacy Programs.
- Identifying gaps in NAPLAN and addressing these gaps through professional development.
- Monitor Literacy achievement of STAR students (including students with disabilities).
- Monitor Literacy achievement of Aboriginal Students.
- Develop ILPs for Aboriginal students

**EVALUATION**
- Our goal is to achieve a 10% increase in results. This will be monitored through analysis of SACSA, Running Records, Lexiles and WRAP Kit, Westwood Spelling and NAPLAN results.
- Staff confidence and explicit strategies used in teaching literacy will be monitored through performance management processes.

**NUMERACY**
1. **Improve numeracy attainment for all students**

**ACTIONS**
- Professional Development with Michael Ymer and George Booker - teachers focusing on developing an understanding of place value for all students.
- Whole school review of Numeracy practice and methodology.
- Develop a whole school understanding of how children best learn mathematics.
- Monitor Numeracy achievement of STAR students (including students with disabilities).
- Monitor Numeracy achievement of Aboriginal Students.
- Develop ILPs for Aboriginal students

**EVALUATION**
- Our goal is to achieve a 10% increase in results. This will be monitored through analysis of SACSA achievement, Student Surveys and NAPLAN results.
- Staff confidence and explicit strategies used in teaching numeracy will be monitored through performance management processes.
4. Curriculum

- Subject offerings: Our curriculum covers the eight areas of study including Japanese, which is taught R - 7.

- Special needs: Additional programs offered include Special Education, LAP, Speech & Coordination Programs 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 2009 are:
  
  Term 1  Australia  
  Term 2  Sustainability  
  Term 3  Our Universe  
  Term 4  Free Choice  

- Teaching Communication Technology: Information and computer technology is embedded in the curriculum with 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.

- Assessment and Reporting Procedures: Include an acquaintance night, student lead three way conferences, reflection folders 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. Visiting instructors run skills clinics in sports such as tennis, basketball, cricket, hockey, soccer and rugby. 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, gymnastics and Frisbee.

6. Other Co-Curricular Activities

- We have a choir that participates in the Adelaide and South East Music Festivals each year. 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 the majority of the staff being permanent.

- Leadership structure: The school has a cooperative leadership team consisting of a principal, two deputies, an assistant principal, a coordinator 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:
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, activity room 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. A ‘DEMAC’ provides a further three teaching areas, a wet area and a shared ICT area. 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. DECS has purchased additional land for possible future school development.

- Specialist facilities. The borrowing and research systems in our resource centre are completely computerised (Bookmark). 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. There is an activity room, which has stage lighting and an audio system to support school assemblies and performances. Our gymnasium accommodates the whole school for assemblies and provides a quality indoor sport facility. We will also have a number of withdrawal rooms to support small group activities.

- Student facilities: Canteen (opens daily), outdoor shelter, playground areas. 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, main building and part of DEMAC 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: Staff Information CD, 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 intercom.

- 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 have their own budget with which to manage class stationery, classroom materials, art/craft and printing requirements. Numeracy and ICT are current priorities for additional resourcing.

11. Local Community

- General characteristics: Mount Gambier is the largest provincial city in South Australia and one of the main sources 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 Sub-committees (Canteen Committee, Finance 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, two 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 - 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.