

SCHOOL CONTEXT STATEMENT

Updated: April, 2016

School Name: TRURO PRIMARY SCHOOL

School Number: 0442



1. General Information

Part A

School Name : TRURO PRIMARY SCHOOL
 School No. : 0442
 Principal : Ms Di Robertson
 Postal Address : Truro SA 5356
 Location Address : Burr Street, Truro SA 5356
 District : Loxton/Waikerie
 Distance from GPO : 85kms
 CPC attached : No (Play Centre every Friday)
 Year of Opening : 1878

Courier : Nuriootpa

Phone No: 08 8564 0212

Fax No: 08 8564 0306

	2011	2012	2013	2014	2015	2016
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February FTE Enrolment

Primary	Special, N.E.P. Ungraded etc.	2011	2012	2013	2014	2015	2016
	Reception	3	6	6	4	4	8
	Year 1	9	3	7	7	3	5
	Year 2	3	9	3	3	8	3
	Year 3	2	4	9	2	3	6
	Year 4	10	5	5	9	2	5
	Year 5	7	9	5	3	10	2
	Year 6	7	7	10	6	3	10
	Year 7	3	7	8	7	4	5

Secondary	Special, N.E.P. Ungraded etc	2011	2012	2013	2014	2015	2016
	Year 8						
	Year 9						
	Year 10						
	Year 11						
	Year 12						
	Year 12 plus						

	TOTAL	44	49	53	41	37	44
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July total FTE Enrolment	44	49	53	41	37	44
Male FTE	23			21	19	21
Female FTE	21			20	18	23
School Card Approvals (Persons)	3				1	5
NESB Total (Persons)						
Aboriginal FTE Enrolment	1				0	0

Part B

- **School E-mail address**
dl.0442_admin@schools.sa.edu.au
- **School website address**
www.truops.sa.edu.au
- **Staffing Numbers**
 - Teaching Allocation:**
 - Principal 1.0 (teaches 0.4 – Japanese, The Arts, team teaches R-7 Authentic Learning)
 - One contract teacher .7 (manages the Upper Primary Literacy and Numeracy and PE and Health R-7).
 - One permanent teacher .6 (manages the Middle Primary Literacy & Numeracy three days per week and R-7 Science)
 - One permanent teacher 1.0 (manages the Junior Primary Literacy & Numeracy; R-7 HASS; R-7 Technology; team teaches R-7 Authentic Learning)
 - Ancillary Staff/Playcentre/ Grounds: 68.25 hours**
 - A permanent Finance/Admin SSO2 works 15.25 hrs per week
 - A contract SSO2 works 26 hours Admin and Disability support. She also works 7.5 hours Playcentre.
 - A permanent SSO1 for class support and library 15 hours per week.
 - A Groundsman is employed for 4.5 hrs every week.
- **OSHC**
N/A
- **Enrolment Trends**

Enrolments have fluctuated over the past few years. There was a decline as families moved from the district and to larger sites, but the enrolments over the past two years have again been on the rise. In 2016, the enrolments rose to 45. We have an active Play Centre, with 20 enrolments which is open every Friday.
- **Public Transport Access**
N/A

2. Students (and their welfare)

- **General Characteristics**

School Card makes up 6.6% of the school enrolment in 2011.

Classes are organised as R-1-2, 2-3-4 and 5-7 in the mornings and R-3, 4-7 in the afternoons with some exciting integrated learning programmes in the afternoons.

- **(Pastoral) Care Programs**

There is a Christian Pastoral Support position at our school. This began in 2007. The Christian Pastoral Support Worker has two main roles.

1. To support the school in its aim to be a safe and supportive learning environment.
2. To link families to community resources and services.

- **Support Offered**

DECS support systems are accessed as required from our Regional Offices in Berri. Parent and other voluntary support is accessed. We have strong SSO support programmes in class and an intensive speech group and language group. Our mentoring programme supports male students with social/ emotional/ behavioural issues, likened to a 'men's shed' operation. Our Kidsmatter/Growth Mindset Action Plan documents activities. Our Counsellor \$ have employed a Counsellor (external) and Psychologist (external) to run workshops for parents and students.

- **Student Management**

Detailed School Behaviour Management Policy is regularly updated. Behavioural issues have declined over the past year.

- **Student Government**

The students have a class meeting every week. Issues raised during class meetings can be discussed at the SRC executive meeting held fortnightly. The SRC reports to the school at the whole school assembly held every second week. The children are very involved in decision making and help to raise funds for the school, community and charitable organisations.

- **Special Programmes**

Special programmes are run to cater for individual needs. These programmes include Early Intervention and Special Education.

- **School Assemblies**

Whole school assemblies are held every third week. Classes take turns in hosting and showing work and the community is welcomed.

3. Key School Policies

Contextual Influences

Truro Primary School consists of four main buildings which include a multi purpose hall which was completed at the end of 2010. There is also a huge shelter area. The children have access to a

wonderful playground complete with rubberised surface and a tennis court. The grounds are well presented and oval has an automated irrigation system.

In recent years, we have been undertaking the Kidsmatter – Positive School Communities being our first challenge. Communal student artworks are being erected in the school.

Students play together across age groups and siblings are often in the same class. The local community exhibits strong ownership of the school. Parents are actively involved in their children's learning. The Parents and Friends enthusiastically participate in fund raising and strongly support curriculum activities.

Truro has a basketball and cricket club that is popular with junior players. Truro children and young people participate in a wide range of sports and recreation activities in the nearby Barossa Valley. Families have regular access with the wider Barossa community. This develops broader social networks.

All administration and curriculum computers are connected to the eduCONNECT Internet service. Recently we have joined the NBN network for curriculum. We update our technological hardware regularly to ensure that students have access to the latest equipment. All classrooms have interactive whiteboards and the school has a very high computer/child ratio with desktop, laptop and netbook computers for class use. We have an application to join the NBN.

4. Values and Principles

We value: Respect, Honesty, Responsibility, Excellence and Trust

Consequently, we aim for:

- The development of lifelong learning skills and the development of self-esteem and self worth;
- The development of Literacy and Numeracy as tools for living and learning;
- The development of staff and student leadership;
- The development of respect for the dignity and rights of others;
- A supportive teaching and learning environment where everyone has the confidence to express their opinions;
- An environment where everyone's point of view is valued.

Core Business

Our purpose or core business is to facilitate a quality learning environment that results in high standards of learning and care for all students by building a rigorous and challenging, supportive learning community, which promotes our values, thus empowering individuals to achieve their full potential in a small school environment.

We achieve this by:

- Encouraging strong partnerships and positive relationships between and amongst staff, students, families and the wider community;
- Providing learning programmes to support the diverse range of students;
- Developing student initiated curriculum and where students are encouraged to play a lead role in the both the planning and reporting of their learning;

- Trialling new teaching and learning methods and programmes: eg integrated and inclusive methodology; ICT, including the regular use of interactive whiteboards; Literacy Block, including Numeracy Block, including Investigative Maths activities; Primary Connections Science lessons; Quality Improvement through Self Review using the DIAF model;
- Utilising the skills of teachers in their specialist or interest areas;
- Accessing appropriate learning opportunities eg: excursions, performances, sport, bi - annual school camps;
- Clustering with other small schools;
- Accessing appropriate grants and funding;
- Supporting staff to attend professional learning linked to school and their priorities;
- Using responsive planning and programming and authentic assessment tools which cater for the specific learning needs and styles of all students;
- Giving students power in decision-making processes and leadership opportunities through class and SRC meetings

Priorities for 2016 from the Site Improvement Plan

1. Quality Teaching and Learning – Focus on Reading, Writing
2. Quality Teaching and Learning - Focus on Numeracy
3. Student Wellbeing

Whole School Priorities:

- To develop a community of committed staff, students and parents, working as one to provide a quality, supportive, responsive, inclusive, small school learning environment for every student at Truro Primary School;
- To deliver high quality teaching and learning programmes across the curriculum in order to develop and increase student success
- To ensure the well-being of all students - an essential element for learner development.

Information Management

- Data is collected and monitored by staff through standardised tests, teacher observation, work samples, Reading Recovery levels, NAPLAN Test results, opinion surveys, testing by Guidance Officers and Speech Pathologists.
- Feedback is gathered from parents via Governing Council, Welfare Club, Parent Opinion Surveys and twice a year oral interviews. The school also has an open door policy for all parents to seek information and give feedback in both a positive and constructive way.

- Feedback is gathered from students via interviews, class meetings, Student Representative Council and student surveys.

4. Curriculum

Subject Offerings

All areas from the Primary Australian Curriculum are now being covered, with the inclusion of Japanese Language through Open Access.

- Special needs: Individual students have been identified as having learning disabilities, learning difficulties and gifts and talents.
- Special curriculum features: The students have swimming lessons at the end of Term 2 each year and dance lessons in Term 4. We invite other small schools to participate in cultural and arts curriculum visits eg Cultural Infusion. On Fridays, we undertake Authentic Learning R-7 and Integrated Learning run by student leaders.
- Teaching methodology: Teachers have been integrating TfEL pedagogy across the curriculum. We have trained in and adopted Ann Baker methodologies for numeracy, with the exception of the new Upper Primary Teacher who is being trained.
- Assessment and reporting procedures are congruent with DECS' Assessment and Reporting Policy. Formal interviews in Term 1 with an optional interview in Term 3. Mid Year and End of Year written student reports are issued according to DECS guidelines.

5. Sporting Activities

- A combined Small Schools' Sports Day is held annually with Keyneton, Springton, Light Pass, Mt Pleasant and Palmer primary schools along with Cambrai Area School.
- Students participate in a variety of SAPSASA events and take part in various competitions, at times joining with other schools to make teams.
- Coaching clinics are held for sports throughout each year.

6. Other Co-Curricular Activities

- We perform a school concert each year;
- SRC run casual days and special days for charities and school fundraising, eg: lunches, discos, fun days.
- History / Grandparents Day is held in Term 2 every year to showcase students work and promote the school to public.
- Year 7 students attend the National Young Leaders Conference in Adelaide every year.

7. Staff (and their welfare)

- **Staff Profile**

Currently there are 4 teaching staff, including the Principal.

- **Leadership Structure**

There is a high level of staff participation in decision-making. Teachers need to be flexible and take on extensive responsibilities as part of small-school operations.

- **Staff Support Systems**

Everyone is supported formally and informally by the agreed structures such as performance management, open-door practices, grievance procedures, behaviour management, etc.

- **Performance Management**

A formal performance management structure is in place and much also occurs informally because of the small size of the school and the shared teaching in several classes.

- **Staff Utilisation Policies**

NIT is taken by each staff member, to release staff for 120 minutes per week. In addition, staff take planning days to make up NIT time not taken during the week.

- **Access To Special Staff**

According to DECS availability and accessibility.

8. Incentives, support and award conditions for Staff

- **Complexity Placement Points**

N/A

- **Isolation placement Points**

N/A

- **Shorter Terms**

N/A

- **Travelling Time**

N/A

- **Housing Assistance**

There is no Government housing available in Truro, however there are some Government houses in the Barossa district maximum 20 minutes travelling from Truro.

- **Cooling / Heating For School Buildings**

All buildings are heated and air conditioned.

- **Cash In Lieu Of Removal Allowance**

N/A

- **Additional Increment Allowance**

N/A

- **Designated Schools Benefits**

N/A

- **Aboriginal/Anangu Schools**
N/A
- **Medical And Dental Treatment Expenses**
N/A
- **Locality Allowances**
N/A
- **Relocation Assistance**
N/A
- **Principal's Telephone Costs**
N/A

9. School Facilities

- **Buildings and Grounds**
Stone and wooden buildings for classrooms: New multi purpose hall; Large new shelter area that can also be used as an outdoor learning area.
Oval; Tennis court; Attractive well maintained grounds; Wide range of play equipment with a rubberised softfall; Automated library; Wireless computer network.
- **Specialist Facilities**
Truro has a Play Centre using one of the school buildings on Fridays.
- **Student Facilities**
Wet areas are available in all classrooms as are refrigerators. Students have access to desktop, laptop and netbook computers networked to a colour copier/printer/fax. Each class has an interactive white board.
- **Staff Facilities**
Staff has access to a large staff room and teacher preparation area. Computers are in all classrooms. Laptop computers are also available for staff with wireless network connections.
- **Access for Students and Staff with Disabilities**
Nil
- **Access to Bus Transport**
School Bus
- **Other**
N/A

10. School Operations

- **Decision Making Structures**
Whole staff is on the PAC
- **Regular Publications**
Fortnightly newsletter, Staff Information Folder, Parent Handbook, Yearbook
- **Other Communication**
Website – currently under DECD development

- **School Financial Position**

The school maintains its budget, and supports staffing numbers when it dips below 44 students.

- **Special Funding**

11. Local Community

- **General Characteristics**

General mixed farming / small business. All families English speaking.

- **Parent and Community Involvement**

Active parent involvement and participation, including LAP, resource centre, classroom support, cooking groups, grounds and equipment, fundraising.

- **Feeder Schools**

Angaston Kindergarten and Nuriootpa Kindergarten

- **Other Local Care and Educational Facilities**

Playcentre on school site

- **Commercial/Industrial and Shopping Facilities**

There is one service stations in the main street of Truro as well as a bakery, winery, olive shop, an agricultural supplier and a hotel.

- **Other Local Facilities**

Post Office. Truro District Red Cross opens a family store every Friday. Market Sale day occurs each month on a Wednesday.

- **Availability of Staff Housing**

Nil

- **Accessibility**

N/A

- **Local Government Body**

Mid Murray Council

12. Further Comments

- Truro is situated approximately 10 km from Nuriootpa, a main town of the Barossa Valley. With a close proximity to popular tourist destination people from Truro have access to many top class facilities. Truro is a lovely school to work and teach in. The parents are friendly, the children delightful and the staff are very professional.
- The school enjoys a high level of parent involvement. The Governing Council and Welfare Club are well supported. Parents also help in all classrooms with school activities.
- Well attended annual events include Sports Day, History Day/Grandparents Day and a School Christmas Concert.