

# SCHOOL CONTEXT STATEMENT

Updated: April, 2019

School Name: TRURO PRIMARY SCHOOL

School Number: 0442



## 1. General Information

### Part A

School Name : TRURO PRIMARY SCHOOL  
 School No. : 0442  
 Courier : Nuriootpa  
 Principal : Ms Di Robertson  
 Postal Address : Truro SA 5356  
 Location Address : Burr Street, Truro SA 5356  
 District : Barossa Partnership, Gawler 1 Portfolio  
 Distance from GPO : 85kms  
 CPC attached : No (Play Centre every Friday)  
 Year of Opening : 1878

Phone No: 08 8564 0212  
 Fax No: 08 8564 0306

	2014	2015	2016	2017	2018	2019
--	------	------	------	------	------	------

### February FTE Enrolment

Primary	Special, N.E.P. Ungraded etc.	2014	2015	2016	2017	2018	2019
	Reception	4	4	8	5	3	5
	Year 1	7	3	5	7	5	3
	Year 2	3	8	3	4	7	5
	Year 3	2	3	6	3	5	6
	Year 4	9	2	5	6	1	5
	Year 5	3	10	2	4	5	1
	Year 6	6	3	10	2	3	4
	Year 7	7	4	5	9	2	3

Secondary	Special, N.E.P. Ungraded etc	2014	2015	2016	2017	2018	2019
	Year 8						
	Year 9						
	Year 10						
	Year 11						
	Year 12						
	Year 12 plus						

	TOTAL	41	37	44	40	31	32
--	-------	----	----	----	----	----	----

July total FTE Enrolment	41	37	44	40	31	30
Male FTE	21	19	21	17	11	12
Female FTE	20	18	23	23	20	18
School Card Approvals (Persons)		1	5	5	7	5
NESB Total (Persons)						
Aboriginal FTE Enrolment		0	0	0	1	1

## Part B

- **School E-mail address**

[dl.0442\\_admin@schools.sa.edu.au](mailto: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 (R-7 PE Health, R-7 Integrated Learning)

One contract teacher .9 (Class am Year 2,3; R-7 Japanese; R-7 Geography; Arts and Authentic Learning)

One permanent teacher .9 (Class am Year 4,5,6,7; R-7 History; R-7 Technology; Arts and Authentic Learning)

One contract position .6 (Class am R,1,2; R-7 Science.)

**Ancillary Staff/Playcentre/ Grounds: 68.25 hours**

A permanent Finance/Admin SSO2 works 15.25 hrs per week

An SSO2 works 10 hours permanent Admin, 10 hours contract Admin and 6 hours Disability support. She also works 3.5 hours Playcentre.

A Groundsman is employed for 4.5 hrs every week.

A Pastoral Care Worker is here each Monday and every second Thursday.

- **OSHC**

N/A

- **Enrolment Trends**

Enrolments have fluctuated over the past few years due to a large Year 7 cohort leaving and transient trends. It is currently difficult to secure rental in the area. A steady enrolment comes from our Play Centre.

- **Public Transport Access**

N/A

## 2. Students (and their welfare)

- **General Characteristics**

School Card makes up 17% of the school enrolment in 2019.

On Mon, Tues, Thursday, Friday, classes are organised as R-1-2, 2-3 and 4-5-7 in the mornings and R-3, 4-7 in the afternoons for HASS, Technology, the Arts, Science, Health and PE and Integrated Learning. On Wednesday the classes are divided into two groups R-3 and 4-7 for Authentic Learning, Japanese, Geography and History.

- **(Pastoral) Care Programs**

There is a Christian Pastoral Support position at our school. This began in 2007. The PCW supports a breakfast club on Monday mornings and acts as a mentor for students as well as supporting the school in its aim to be a safe and supportive learning environment and to link families to community resources and services.

- **Support Offered**

DECS support systems are accessed as required from our Regional Offices in Gawler. Parent and other voluntary support is accessed. We have strong SSO support programmes in class and an intensive speech group and language group.

- **Student Management**

Detailed School Behaviour Management Policy is regularly updated. Behavioural issues have declined over the past two years. We currently have a delightful cohort that are a pleasure to teach.

- **Student Parliament**

The students have a class meeting every week. Issues raised during class meetings can be discussed at the Student Parliament meeting which is held weekly with all students. Children are very involved in decision making, student voice and fundraising for the school, community and charitable organisations.

- **Special Programmes**

Authentic Learning is based on a Learning to Learn pedagogy, requiring students to problem solve in authentic contexts.

Our Integrated Learning programme is structured in vertical year level groups with student leaders teaching elements of sustainability topics in a Kids teaching Kids philosophy.

Year 6,7 students are a part of the NRM Young Environmental Leaders (YEL). We travel to the Riverland each term to participate.

We have a 12 seater mini-bus that is used extensively for excursions.

Truro PS joins with Light Pass PS; Keyneton PS; Cambrai PS; Palmer PS; Springton PS and Mt Pleasant PS for a Small Schools Sports Day annually.

- **School Assemblies**

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

## 1. Key School Policies

Contextual Influences

Policies are noted on the schools website at [www.truops.sa.edu.au](http://www.truops.sa.edu.au)

Communal student artworks such as a large garden mosaic, totem poles, a mural and a memorial seat were constructed collaboratively in the school.

We have a community playground on site, oval and tennis courts, a full basketball court sized gym; a large under cover area and access to a sports shed as well as the main stone building and a further four timber classrooms. Students have constructed a vegetable patch, chicken run and a nature play area.

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.

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 computer and ipads for class use.

## 4. Values and Principles

We value: **Respect, Integrity, Responsibility and Success**

Our motto is *"Learn to Live"*

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 2019 from the Site Improvement Plan**

The 2019 Site Improvement Plan is on the school website at [www.trurops.sa.edu.au](http://www.trurops.sa.edu.au) and details our focus on Reading Comprehension and Using Big Ideas in Number for multi-step numeric problems.

#### **Information Management**

- Data is collected and monitored by staff through standardised tests, teacher observation, work samples, Reading Recovery levels, PAT Testing, NAPLAN Test results, opinion surveys, testing by Guidance Officers and Speech Pathologists.
- Feedback is gathered from parents via Governing Council, Parents and Friends Club, Parent Opinion Surveys and 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 Parliament 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 the year each year and drum lessons in term 4. We invite other small schools to participate in cultural and arts curriculum visits eg Cultural Infusion. During the week we undertake Authentic Learning R-7 and Integrated Learning run by student leaders. Our Year 6,7 students are part of Young Environmental Leaders.
- Teaching methodology: Teachers have been integrating TfEL pedagogy across the curriculum..
- Assessment and reporting procedures are congruent with DfE Assessment and Reporting Policy. Formal three way interviews in Term 1 with an optional interview in Term 3 are held. Mid Year and End of Year written student reports are issued according to DECS guidelines. A Learning Journal for each child is shared with families.

## **5. Sporting Activities**

- A combined Small Schools' Sports Day is held annually with Keyneton, Springton, Light Pass, Mt Pleasant, Cambrai and Palmer Primary Schools.
- Students participate in a variety 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 and Sporting Schools grants support the school in various sports.

## **6. Other Co-Curricular Activities**

- We perform a school concert each year;
- Student Parliament 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 as part of the SA History Festival, showcasing students work, celebrating school and community history and promoting 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**

Truro Primary School consists of four main buildings, one being an historical stone building for admin, library, staff and a learning area; a multi-purpose hall which was completed at the end of 2010 and a further two double classrooms. There is also a huge shelter area with tables for events. The children have access to a wonderful community playground complete with rubberised surface and a tennis court. The grounds are well presented with an oval central to play areas. Students have developed a Nature Play area and we keep chooks and a vegetable garden.

- **Specialist Facilities**

Truro has a Play Centre using one of the school buildings on Fridays.

- **Student Facilities**

There is a general area for lockers and all classrooms have refrigerators for student use. Students have access to desktop and laptop computers and ipads. 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**

PAC is elected in Term 2. Many decisions by staff are by consensus.



- **Regular Publications**  
Fortnightly newsletter, Staff Information Folder, Parent Handbook, Yearbook
- **Other Communication**  
Website
- **School Financial Position**  
The school maintains its budget, and supports staffing numbers when it dips below 44 students.
- **Special Funding** – the school receives Rural and Isolated Index funding. We apply for grants on a regular basis.

## 11. Local Community

- **General Characteristics**  
General mixed farming / small business and work around vineyard and wineries or industrial work. 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 each Friday
- **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.