BORDERTOWN PRIMARY SCHOOL
SCHOOL CONTEXT STATEMENT

School Profile:

Bordertown Primary School services an agricultural community and is recognised for a well-developed reputation of innovation, success and achievement. Core values of kindness, respect, responsibility, and integrity underpin our school ethos of continuous improvement and are reflected across the curriculum. Staff and community show an exceptionally high level of commitment to the school.

There is a strong focus on quality learning programs that challenge those who are more able and nurture those who need additional assistance. Specialist teaching in Physical Education, French, ESL and Special Education strengthens the delivery of a comprehensive curriculum resulting in learning outcomes at the high end of expectations. Academic rigour is balanced by very proud traditions of accomplishment in sport and student leadership.

The school is extremely well resourced, immaculately maintained and has expansive play areas set amongst large gum trees. Students have access to a wide range of hi-tech learning tools, including interactive whiteboards, and there is a well resourced and maintained resource centre.

1. General information

- School Principal: Chris Sheldon (Terms 3 & 4 2012)
  Shelley Cameron (Acting Terms 1 & 2 2012)
- Senior Leaders: Peter Stewart  Years 4 -7/ICT
  Shelley Cameron  Reception – Year 3/Literacy & Numeracy Improvement
- School Counsellor: Deanna Dinning (0.7)
- Postal Address: South Tce, Bordertown. SA 5268
- DECS Region: Limestone Coast
- Distance from GPO: 256 kilometres
- Telephone number: 87521888
- Fax Number: 87521192
• School website address: www.borderps.sa.edu.au
• School e-mail address: info@borderps.sa.edu.au
• Year of Opening: 1874, on present site since 1971
• Child Parent Centre (CPC) attached: No
• Out of School Hours Care (OSHC) service: No
• February FTE student enrolment:

<table>
<thead>
<tr>
<th>Year Level</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
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<tbody>
<tr>
<td>Reception</td>
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<td>Year 2</td>
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<td>Year 7</td>
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<td>73</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>510</td>
<td>497</td>
<td>451</td>
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• Student enrolment trends:

Numbers have decreased due to smaller Reception to Year 3 cohort. It is anticipated that numbers will fluctuate over the next few years. Enrolments in the past 5 years increased due to a large number of overseas migrants working temporarily in Bordertown but have now settled to include a stable core of permanent residents and a very much smaller transient population.

• Staffing numbers:

<table>
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<tr>
<th>Tier</th>
<th>19.3 Female</th>
<th>2.0 Male</th>
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</thead>
<tbody>
<tr>
<td>Tier 2</td>
<td>1.7 Female</td>
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</table>

Ancillary Hours 156 + 15 (ICT) Temporary SSO hours for Special Needs and ESL programs vary from term to term according to needs of student cohort.
• Public transport access: Nil

2. Students (and their welfare)

• General characteristics
48% of the students are boys and 52% of the students are girls. Approximately 22% of students are on School Card. Children from Non-English Speaking Backgrounds make up a small proportion (15%) of the total enrolment, some of these are new arrivals. From 2008 – 2010 a New Arrivals Program operated for students in their first 12 months in Australia.

• Pastoral Care Programs:
Student Counsellor 0.7. Christian Pastoral Support Worker 30 hours/week

• Support offered: student counselling, CPSW, access to specialist Regional Support Services, e.g. Guidance, Speech Therapist, Behaviour Management.

• Student well-being and student management programs:
Student Code of Conduct promotes a positive learning environment with a focus on Restorative Practice Principles. All staff trained in restorative practice. Behaviour Management policy and procedure has been developed which has focus of the development of and maintenance of positive relationships between students and their peers, teachers and families. Countering Harassment/Anti-bullying programs implemented through Program Achieve, Empower Girls and Social Skills programs. All students trained in assertive behaviours and resilience is explicitly taught in all classrooms, supported by the School Counsellor.

• Student government:
Kids Voice Executive (Chairperson, Secretary and Treasurer) are elected annually through a speech and voting process by their Year 7 peers. Class representatives are elected every 6 months. KV Executive and Year 7 Class representatives attend the SA Young Leaders Convention in Term 1. Kids Voice meets weekly and provides students with the opportunity to develop their leadership skills and participate in decision making. Students empowered to take responsibility for managing class meetings and Kids Voice Committee Meetings. Kids Voice and Class Meetings are integral components of the school’s decision making structure. Representatives have attended the Governing Council meetings, Staff Meetings and Tatiara District Council Meetings as speakers. House Captains and Vice captains contribute positively to the sporting and extra curricula activities of the school. Captains and Vice Captains are elected by students R -7 via a speech and voting process.
• Special programmes
Instrumental Music (IMS and private providers), PE and Sports (SAPSASA, After Hours Sports program, Oz Kick and Have a Go Cricket), K – Reception and 7/8 Transition programs, English as Second Language program, LOTE (French), SHIP (Students with High Intellectual Potential) strategies in teaching and learning programs with involvement in competitions and co-curricular opportunities as they arise. Friday Night Football and Netball are coordinated by staff and supported by the local sporting clubs for students in Year 3 – 7. Camps and excursions are an integral part of our school program. Pedal Prix is provided for our students to promote leadership, teamwork and the development of social skills.

3. Key School Policies
• Statement of Purpose:
At Bordertown Primary School children are at the centre of everything that we do. Thus we work collaboratively to continuously improve student achievement and ensure that achievement gaps, wherever they exist, are narrowed.

The foundation of our work is based on our school core values: Responsibility, Cooperation, Honesty & Integrity and Respect. We strive to provide relevant purposeful learning experiences for each student and to provide highly competent teaching ensuring a balanced education within a caring environment. Our aim is to develop independent, resilient and socially confident citizens who are creative, work collaboratively with others, use higher order thinking and have an innate ability to solve complex problems.

• School Improvement Priorities 2012 - 2014:
Analysis of our data supports the need for our continuous improvement focus in Literacy (Reading) and Numeracy over the next three year period. Our associated Operation Plan will focus on continuing initiatives in Science, ICT and Wellbeing. Refer to our website: School Improvement Plans and Annual Report for more detailed information of our strategic priorities, strategies, targets and achievement data.

4. Curriculum
• Subject offerings:
We are implementing the new Australian Curriculum in all classrooms. There is a current focus on Mathematics, English, History and Science. The Arts (with emphasis on Drama, Music), Health and PE, LOTE (French) are also taught. The seven general capabilities (literacy, numeracy, information and communication technology competence, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding)
and three cross-curriculum priorities (Aboriginal and Torres Strait Islander histories and cultures, Asia and Australia’s engagement with Asia and Sustainability) are integrated into each of the major Learning Areas.

- **Teaching and learning:**

  All staff have attended professional learning in the use of the SA Teaching for Effective Learning Framework which they use as a guide for reflection on and analysis of their teaching practices. We are trialling the use of the Review Tools as means of continuous personal and professional improvement in pedagogy.

- **Assessment procedures and reporting:**

  A wide range of assessment methods are utilised to suit individual needs. This includes – peer, formative, anecdotal notes, self, observations, standardised tests. SEA is used in the Reception classes as a guide to early learning and social/emotional progress. ESL Scales provide data on the progress and improvement priorities of our ESL cohort. Student achievement and progress is reported through newsletters, diary notes, NAPLAN, Running Records, formal reports (term 2 and 4), parent teacher interviews and in some classes 3 way interviews (term 1 and 3). The reporting timeline is set at the commencement of each year and communicated to families through the newsletter. Formal reporting formats meet national reporting requirements. There is a well developed process for the exchange of information between teachers from year level to year level and between teachers and classroom SSOs working with students.

- **Special needs:**

  ESL programs are provided for students on the basis of need according to the individual student’s ESL Scales assessment data. A combination of teacher and SSO hours are allocated to this program. Special needs students are provided with 1:1 and small group support through a combination of specialist teacher and SSO hours. Peer support and student mentoring programs value add our student well being program. Seasons for Growth programs operate on a needs basis for students experiencing loss or grief.

5. **Sporting Activities**

- Students in the upper primary years have the opportunity to participate in SAPSASA and Regional Sporting competitions ~ Swimming, Athletics, Cross Country, Cricket, Basketball, Softball, Table Tennis, Hockey, Tennis, Netball, Soccer and Football. Weekend sport is highly organised and developed in our local community and is actively supported by the staff of the school. Younger students enjoy a variety of “have a go” opportunities throughout the year. All students actively participate in our annual school sports day that attracts a large number of visitors.
All students R-6 participate in an annual swimming program and year 7 students attend an Aquatic Camp in Adelaide.

6. **Other Co-Curricular Activities**

- School Choir performs at both the Adelaide and South East Festivals of Music each year as well as other performances in the local area.
- Students propagate over 400 native trees each year that are planted in our local area. This program has been running for over 10 years.

7. **Staff (and their welfare)**

- **Staff profile**
  Many of the teaching and ancillary staff have been at the school for over ten years. Principal was appointed in 2007. Senior Leaders and School Counsellor were reappointed for a further tenure in 2009. The School Administration Officer was appointed to begin tenure in 2012 after a significant period of acting in the position. There are only 2 teaching staff members with less than 5 years service in the school. The staff is very stable and there is little turn over from year to year.

- **Leadership structure**
  Principal (tenure ends Jan 2013), 2 x Senior Leaders and a School Counsellor and School Administration Officer.

- **Staff support systems**
  Staff are encouraged to work in teams within and across year levels.

- **Performance Management**
  A Performance Development program is in place which aims to encourage, develop and maintain a school culture which welcomes and values feedback on performance. Staff Performance Development plans focus on improving teaching and learning and negotiating personal professional learning in respect to the School Improvement Priorities. ATS2 assessment and applying for Step 9 (as eligible) is actively encouraged and promoted. Staff meet with line managers three times a year and those on Step 9 participate in a review in term 4. SSOs are line managed by the School Administration Officer as delegated by the Principal.

- **Staff utilisation policies**
  As funds become available increasing numbers of SSO hours are being directed to support special needs programs, students who are not meeting literacy and numeracy benchmarks and ESL learners. Teachers are released
to support students in the mentoring program and SSOs are employed to support behaviour intervention programs, funded by the Regional Office Interagency Support Services.

- Access to special staff
  Instrumental music teachers – brass & woodwind
  Private providers – guitar and piano
  ECD Guidance Officers, Speech Pathologists and Interagency Student Behaviour Support consultants work in the school as required.

8. Incentives, support and award conditions for Staff

- Housing assistance
  REM housing may be available on request

- Locality allowances
  A small locality allowance is paid to new non local staff

- Relocation assistance
  Removals expenses may be paid by negotiation with ECD Removals Officer.

9. School Facilities

- Buildings and grounds
  The school’s accommodation consists of mostly temporary and transportable buildings and a new permanent school hall/gymnasium. All classroom areas are single classrooms. Following the NSP and BER programs all but the main office area have been recently renovated or are in good repair. All classrooms are equipped with IWBs. The main office area is on the plan for upgrade with renovations beginning in 2012 and progressing over the next few years. The large, well-maintained and attractive grounds contain an oval, a soccer pitch, cricket nets and tennis and netball courts. There is a large shade shelter; many of the classrooms have attached verandas or pergolas. Our Inclement Weather Policy utilizes all of our outdoor covered areas and as a result students are rarely required to return to classrooms in case of extreme weather conditions. Students, staff, families and the wider community take great pride in our outdoor areas and classes are responsible for the propagation of trees and shrubs, planting of new garden beds, the butterfly garden and an award winning vegetable garden.

- Heating and cooling
  All teaching and administration areas fitted with reverse cycle air conditioning
• Specialist facilities and equipment
Resource Centre, 2 Computing Rooms, LOTE Room, NAP/ESL Rooms, Natanda Special Needs Room, Gymnasium, Music & Drama Rooms, Art and Science Facilities. Large outdoor teaching area (Shade Shelter)

• Student facilities
Canteen. Dental Clinic on site.

• Staff facilities
Staffroom, some teacher preparation areas, access to ICT in areas around the school.

• Access for students and staff with disabilities
Poor access.

• Access to bus transport
School hires local bus company and DECS buses for excursions and camps. We share a CAP bus with Bordertown High School. Large percentage of students travel to and from school by ECD provided bus services.

10. School Operations

• Decision making structures
Staff, Kids Voice, Governing Council and subcommittees (parent and staff representatives) – Finance, Fundraising, Bus, Grounds, Canteen.

• Regular publications
School Newsletter published and added to website every two weeks. Principal’s Report and Staff Report to Governing Council and community monthly. Staff and Student electronic daily bulletin. Staff Information shared through shared drive on staff computers. School website. Parent Information Folder – on enrolment.

• School financial position
The school is in a very positive financial position. A major financial commitment has been made to further upgrades of toilet facilities. Ongoing financial commitment has been made to supporting the priorities of the site improvement plan and to upgrading of the school’s computing and technology equipment.

• Special funding
The school receives a small Rural and Isolated Grant and New Arrivals Program funding supplementation as necessary.
11. Local Community

- General characteristics
  The school predominantly serves a local town and rural community. Many of the families have a long association with the school and thus have a great loyalty to its history and traditions. In addition to this stable core of local families Bordertown has an extremely low unemployment rate which attracts itinerant and temporary workers to the town and brings students to the school.

- Parent and community involvement:
  There is a depth and richness in the school’s extra curriculum activities that are offered. They provide for quality involvement by our students in a variety of academic, cultural and sporting fields. Many of these programs are successful because of the commitment and expertise provided by parents and friends of the school. Various parent forums such as Governing Council and subcommittees, Pedal Prix Committee etc. provide invaluable support in a wide range of programs related to the school. A Christian Pastoral Support Worker works with the School Counsellor to support families and those new to the community and increase the participation of parents in school activities, particularly those who are not traditionally involved.

- Feeder or destination schools
  A majority of our students transition from Carol Murray Children’s Centre and 98% transition to Bordertown High School. A very small number attend private boarding colleges after year 7, generally following in the footsteps of parents and grandparents.

- Commercial/industrial and shopping facilities
  A small local shopping centre, medical and dental facilities are available within 1 kilometre of the school. Our local supermarket, fruit and vegetable mart and butcher shop carry many gourmet and multicultural food products not usually found in small rural towns.
• Availability of staff housing
  Some REM Housing may be available on request. Large numbers of private rental and housing for purchase are available in the town and surrounds.

• Accessibility
  Bordertown is situated on the Dukes Highway, 20 kms from the Victorian border. Our closest large country centres are at Horsham, Mt Gambier and Naracoorte.

• Local Government body
  Tatiara District Council