



# BORDERTOWN PRIMARY SCHOOL SCHOOL CONTEXT STATEMENT

Updated: 09/19

## 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 PE, Science, The Arts and French strengthens the delivery of a comprehensive curriculum. There is an increasing aspect to cultural diversity and EALD/ESL receive additional support. Special Education support is provided for students with additional needs occurs. Academic rigour is balanced by very proud traditions of accomplishment in sport and student leadership.

Restorative practices underpin our processes when dealing with all members of our school community. The school is extremely well resourced, well maintained and has expansive play areas set amongst large gum trees. Students have access to a wide range of learning tools, including interactive whiteboards, mobile devices such as iPads and tablets and there is a well resourced and maintained resource centre.

## 1. General information

- School Principal: Ross McHutcheon
- Deputy Principal : Deanna Dinning
- Postal Address: South Tce,  
Bordertown. SA 5268
- Partnership: Tatiara (Murray Bridge Education Office)
- Distance from GPO: 256 kilometres
- Telephone number: 87521888
- Fax Number: 87521192
- School website address: [www.borderps.sa.edu.au](http://www.borderps.sa.edu.au)
- School e-mail address: [dl.0733.info@schools.sa.edu.au](mailto:dl.0733.info@schools.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:

| <b>Year Level</b> | <b>2016</b> | <b>2017</b> | <b>2018</b> | <b>2019</b> |
|-------------------|-------------|-------------|-------------|-------------|
| Reception         | 50          | 41          | 65          | 38          |
| Year 1            | 36          | 44          | 43          | 66          |
| Year 2            | 56          | 33          | 47          | 42          |
| Year 3            | 55          | 54          | 38          | 47          |
| Year 4            | 48          | 55          | 57          | 40          |
| Year 5            | 44          | 45          | 57          | 54          |
| Year 6            | 39          | 41          | 47          | 56          |
| Year 7            | 42          | 35          | 42          | 47          |
| <b>Total</b>      | <b>370</b>  | <b>350</b>  | <b>396</b>  | <b>390</b>  |

- Student enrolment trends:

Numbers have increased slightly due to a large Reception intake and an increase in migrant numbers. 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 smaller transient population.

- Staffing numbers:

Principal, Deputy Principal, 27 teaching staff, 16 non-teaching staff (both full-time and part-time).

- Public transport access: Nil

## 2. Students (and their welfare)

- General characteristics

We have an equal percentage of male and female students. Approximately 18% of students are on School Card. Children from Non-English Speaking backgrounds make up an increasing proportion (15%) of the total enrolment - some of these are new arrivals.

- Pastoral Care Programs:

Christian Pastoral Support Workers 28 hours/week

- Support offered: student counselling, CPSW, access to specialist Support Services, e.g. Special Education, Psychology, Speech Therapist, Behaviour Coach.

- Student well-being and student management programs:

- Student Code of Conduct promotes a positive learning environment with a focus on restorative practice principles. 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. Whole school social and emotional strategies include MYTERN and Play is the Way. Year 6/7 teachers have implemented Berry Street Education Model strategies.

- Student government:

Kids' Voice Executive (Chairperson, Secretary and Treasurer) are elected annually by their Year 7 peers through a speech and voting process. Two class representatives are elected by their class and attend the meetings together. KV Executive and Year 7 Class representatives attend the SA Young Leaders' Convention in Term 1. Kids' Voice meets fortnightly 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 contribute positively to the sporting and extra curricula activities of the school. House Captains are elected by students R -7 via a speech and voting process.

Year 7 students are able to work towards achieving a citizenship award, recognising the contributions they make to the school and local community.

- Special programmes
  - SAPSASA
  - after hours sports – football and netball
  - Oz Kick and Have a Go cricket
  - Kindergarten – Reception and Year 7 – Year 8 transition programs
  - English as Second Language program, LOTE (French),
  - ICAS competitions and Maths Challenge
  - co-curricular opportunities as they arise
  - Camps and excursions are an integral part of our school program
  - Pedal Prix is provided by a parent support group.

### 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 2019:

Our 2019 Site Improvement Plan places focus on Literacy (Writing) and Numeracy(Place Value). Refer to our school website for the School Improvement Plan and Annual Report for more detailed information of our strategic priorities, strategies, targets and achievement data.

### 4. Curriculum

- Subject offerings:

The Australian Curriculum is the basis of teaching programs.

- Teaching and learning:

Staff are continually attending Professional Learning and are using Australian Standards for Teacher as the frame work for improving performance. Department for Education goals and strategies provide direction for learning design, assessment and moderation for student learning.

Assessment procedures and reporting:

A wide range of assessment methods are utilised to suit individual needs. This includes – peer, formative, summative, anecdotal notes, self, observations and mandated standardised tests.

ESL Scales provide data on the progress and improvement priorities of our ESL cohort.

Student achievement and progress is reported through newsletters, Student Chronicle notes, NAPLAN, Running Records, formal reports (Terms 2 and 4), parent teacher interviews and in some classes 3 way interviews (Terms 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:

EALD programs are provided for students on the basis of need according to the individual student's EALD Scales assessment data. Special needs students are provided with 1:1 and small group support. SSO hours are allocated to students from both central and local funding.

Staff have commenced using One Plans to plan, monitor and track student achievement goals.

## 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- 5 participate in an annual swimming program and Year 6 and 7 students attend an aquatic camps 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.
- Pedal Prix teams, co-ordinated by parents, participate in the various events held throughout the year.

## 7. Staff (and their welfare)

- Staff profile

Many of the teaching and ancillary staff have been at the school for over ten years. The Principal and Deputy Principal positions are currently in and acting tenure. The staff is very stable and there is little turn over from year to year.

- Leadership structure

Principal, Deputy Principal, two B1 co-ordinators (SIP: Literacy/Numeracy) 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 have commenced using the Department for Education Performance Development Plans focussing on using the Australian Teacher Standards and the BPS Site Improvement Plans to target areas for improving teaching practice and achieve increased learning outcomes for students. Staff meet with line managers three times a year. 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 EALD learners. Teachers are released to support students in the mentoring program and SSOs are employed to support behaviour intervention programs, funded by Support Services.

- Access to special staff

We are supported by a speech pathologists, special educator, behaviour coach as required.

We also have access to a Child Wellbeing Practitioner .

## 8. Incentives, support and award conditions for Staff

- Housing assistance

GEH 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. The main office area has been recently renovated. All classrooms are equipped with IWBs. 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 utilises 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 planting of new garden beds, the butterfly garden, vegetable garden, orchard composting and chicken run.
- 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, EALD/ESL Rooms, Natanda Special Needs Room, Gymnasium, Music & Drama Rooms, Art and Science Facilities. Extensive gardens supporting a Kitchen-Garden program. Large outdoor teaching area (Shade Shelter)
- Student facilities  
School lunches provided by local bakery  
Dental Clinic on site.
- Staff facilities  
Staffroom, 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 buses for excursions and camps.  
A large percentage of students travel to and from school by bus.

## 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 three times per term. Principal staff report to Governing Council and community monthly. Staff 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. 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 reasonable employment 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 etc. provide invaluable support in a wide range of programs related to the school. Two Christian Pastoral Support Workers 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 most Year 7 students transition to Bordertown High School.

- 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 Government Employee 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