

# SCHOOL CONTEXT STATEMENT

Updated: 05/18

**School Name: Glencoe Central Primary School**

**School Number: 1217**

## 1. General Information

### Part A

Schoolname	: GLENCOE CENTRAL PRIMARY SCHOOL		
School No.	: 1217	Courier	: Mt Gambier
Principal	: Ms Lyn Houlihan		
Postal Address	: 135 Kirip Road, Glencoe 5291	Latitude	: S 37.669641
Location Address	: 135 Kirip Road, Glencoe 5291	Longitude	: E 140.594383
District	: Limestone Coast		
Local Government	: Wattle Range (DC)		
Distance from GPO	: 448 kms	Phone No.	: 08 87394309
CPC attached	: NO	Fax No.	: 08 87394077
Opened	: 1 <sup>st</sup> January 1972		

		2013	2014	2015	2016	2017	2018
February FTE Enrolment							
Primary	Special, N.A.P. Ungraded etc.						
	Reception	7	9	12	2	11	5
	Year 1	11	6	10	12	2	12
	Year 2	4	11	7	9	13	4
	Year 3	8	4	11	9	11	13
	Year 4	8	10	4	11	8	12
	Year 5	8	9	9	4	12	9
	Year 6	10	10	12	9	4	12
	Year 7	3	12	10	12	10	5
Secondary	Special, N.A.P. Ungraded etc.						
	Year 8						
	Year 9						
	Year 10						
	Year 11						
	Year 12						
	Year 12						
TOTAL		59	71	75	68	71	72
July total FTE Enrolment							
Male FTE		27	34	38	38	38	44
Female FTE		32	37	37	30	33	28
School Card Approvals (Persons)							
		12	21	16	16	16	21

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.

## Part B

- School email address:  
DL.1217\_info@schools.sa.edu.au
- Deputy Principal  
: Not applicable
- Staffing Numbers  
: 1 x Principal (female); 1x Upper Primary Teacher - permanent (male); 1 x Middle Primary Teacher – permanent (female); 2 x Junior Primary Teachers 2 permanent – 0.4 + 0.6 (females); 1x NIT Teacher (female) 1 x Surplus teacher (female) 0.8. 1 X Front Office/ Finance Officer (female); 3 x Classroom Support Officers (female); 1x Groundsperson (male) and 1x Cleaner (female).
- OSHC  
:Not applicable
- Enrolment Trends  
: Glencoe Central Primary School enrolments will remain steady over the next few years with a steady intake from the Kindergarten. There is also potential for increased enrolments with housing in the area expanding.
- Year of Opening  
: 1972.
- Public Transport Access  
: There is no public transport access.

## 2. Students and their welfare

- General characteristics  
: Vast majority of students come from the Glencoe township. Schoolcard holders represent about 29% of the school's population.  
:Strong school dress code – school uniform is widely supported by parents.
- Support Offered  
: Staff are currently being supported to implement well researched, current teaching methodologies to effectively engage and connect students to all aspects of the curriculum. The main priority areas are Critical Thinking and Problem Solving, Student Resilience, Student Voice and Literacy and Numeracy skills.
- Student Management  
: A successful Student Behaviour Development program is in place at Glencoe where we encourage positive behaviour and manage inappropriate behaviour through a series of steps incorporating reframing, time out, through to home suspension (the latter is rarely used).  
The SBD program employs a Restorative Justice approach to dealing with behavioural infringements. Staff are supported and encouraged to appropriately respond to inappropriate behaviour, not just simply react to it.  
We enjoy positive behaviour in the yard and in classrooms. Parent support is very strong. Class meetings and Grievance Procedures support the SBD Program.

We are very conscious of student engagement and connectedness in playing a vital part of the whole ethos of our school. We know the importance of these components in helping with SBD.

- Student Government

: We run an SRC with fortnightly meetings, with two reps from each class. Issues are raised and communicated with the entire student body through regular class meetings.

: The Student Leadership Team (SLT) is made of Year 7 students – they are involved also in SRC meetings, as well as fortnightly SLT meetings with the Upper Primary teacher.

: The SRC has involved themselves in Schoolcare (like Neighbourhood Watch) and communicate with the Governing Council any security issues they feel need attention.

: Student Committees and Monitors help to work with Environment/Waste, Animal Care, Library and Computer areas, IT and Student Voice, with support from various staff members.

### 3. Key School Policies

- From Site Improvement Plan:

Values: We are a learning community that strives to develop the values of  
**CONFIDENCE, RESPECT, RESPONSIBILITY and DOING YOUR BEST**

Motto: Engage, Enhance, Excel.

Vision: *At Glencoe Central Primary School, **our core business is to improve learning outcomes for every student.** We will develop our students to become confident learners with high levels of literacy, numeracy and critical thinking, as well as the initiative to achieve their personal best.*

*They will develop the skills and attitudes necessary to participate in a sustainable future in order to be successful citizens in a changing world.*

Shared Beliefs:

- 1) Learning is enhanced when students are engaged in a differentiated curriculum that promotes creative and critical thinking.
- 2) A relevant curriculum that connects to real life experiences engages students in meaningful learning.
- 3) Learning opportunities are maximized when students are involved in clear feedback and goal setting to inform their progress and achievements.
- 4) Having an interest in, and knowledge of, who students are has a strong positive impact on learning outcomes.
- 5) Students' learning is strengthened when partnerships are formed from positive relationships between peers, staff, families and communities.
- 6) Intervention targets specific learning need, enabling all students to be extended and progress.

- 7) All staff participate in targeted professional development that challenges thinking and supports best practice.

## 4. Curriculum

- Subject offerings
  - : All areas of the Curriculum are being taught. Indonesian is taught in terms 2 and 3.
- Special Needs
  - : Currently 4 students receive support, which is provided through SSO time. We have three committed SSO's who work with these students and provide support with high expectations. The SSOs regularly attend Training and Development Sessions and one has completed a Certificate III course in Education Support (Literacy and Numeracy).
  - Visiting Support Teachers and staff from the Regional Office provide support with programs.
- Special curriculum features
  - : Eco-Garden: A purpose built garden / chook and duck house/orchard has been set up for student use. Structured weekly lessons engaging in the running and maintaining of this facility. Our JP teacher, coordinates this program
  - : Dairy Links: Our UP class regularly participates in 'Cows Create Careers' and has continued a school based Calf Raising Enterprise this year
  - : ICT: Students are involved in projects such as "Game Maker" that extend their Literacy, problem solving and ICT skills.
  - : Pedal Prix: The Upper Primary Class take part in Pedal Prix which is held in Loxton in Term 2.
  - : LAP (Learning Assistance Program): The LAP Program operates R-7. We have a strong commitment to LAP from the community.
- Teaching Methodology
  - : Teaching Methodologies have become a strong focus for the staff at Glencoe. Through the Teaching for Effective Learning (TfEL) document, teachers are encouraged to use diverse and appropriate teaching strategies. Teachers are encouraged to take risks with highly engaging curriculum and analyse and discuss effective teaching strategies. Collaborative planning and peer coaching is encouraged.
  - Our Library SSO encourages resource based learning & works collaboratively with all staff.
- Assessment procedures and reporting
  - : Family Night and BBQ early Term 1. Parent/teacher interviews are held towards the end of Term 1/early Term 2 with optional interviews available in Term 3. Formal written reports are sent home in Term 2 and Term 4. We have 3-weekly assemblies to share and celebrate student learning.
- Joint Programmes
  - : We have joined with Mt Burr, Kalangadoo and Nangwarry Primary Schools to run a "Pines Schools Sports Day" in Term 1.
  - We are included with South East Coast and Vines (SECAV) partnership, with regular meetings and opportunities for shared training and development.

## 5. Sporting Activities

: Sport plays a major role both in the school and the local community. The Glencoe District has strong and successful football, netball, cricket and tennis clubs, which all nurture their young players.

The school PE program includes swimming lessons at the Mount Gambier Aquatic Centre (a 30 min. bus drive), Glencoe Sports Day, interschool "Pines" Sports Day, visiting sport coaches (eg SACA cricketers, Glenelg Football clinics, Basketball Coaches) and encouragement of student involvement in SAPSASA selections.

The Footsteps Dance program is offered each year for all students R-7.

## 6. Other Co-Curricular Activities

: An annual concert is held at the end of Term 4 and is undertaken by all classes. End of year Graduation Ceremony for Yr 7's is well patronised.

Annual Quiz Night to raise funds for school camp and identified school programs.

Other activities include camps and excursions.

## 7. Staff (and their Welfare)

- Staff Profile

: Staffing is generally very stable, with personnel choosing to stay for some time. There is a mixture of younger and experienced staff which makes for a positive balance in the school.

- Leadership Structure

: Principal, PAC (Personnel Advisory Committee) and informal Facilitator roles.

- Staff Support Systems

: "Buddy System" in place. Committee involvement is spread across staff. A clear induction process is in place. Teachers share practice and PD throughout the year. All class teachers have access to SSO time for student support.

: Staff are all very supportive of each other. Social Committee, colleagues and leadership actively support a positive staff morale.

- Staff Utilisation Policies

: Teachers at times share classes to generate specialisation. Collegial staff teams or PLCs (Professional Learning Communities) with like teachers from within our AC cluster exist for the purpose of sharing Curriculum and Pedagogy practice & collective PD throughout the year.

- Performance Development

: Supports staff with issues, personal development and school development issues. The Principal meets with staff at least once a term and incidentally on many occasions. Staff are involved in Quality Improvement processes. Programs are discussed and viewed. Principal regularly visits classrooms and is included in programs as negotiated. Performance Plans and Training and Development options are developed.

- Access to Special Staff

: Guidance and other Special Education support is accessed through the Regional Office in Mount Gambier.

## 8. School Facilities

- Buildings and Grounds
  - : Main unit of Samcon construction, houses staff room, office and administration, library, computer suite and 2 class spaces. These have been “petitioned off”, somewhat with built in cupboards, to reduce the noise and distractions of the total open plan design.
  - : A brand new purpose built classroom and co-located Kindergarten was constructed as a part of the BER initiative in 201/2011. In Term 3 2011, the Junior Primary class relocated to the new building. The Kindergarten joined us on-site in Term 1 2012. The Kindergarten currently operates three days a week (Tuesday, Wednesday and Thursday).
  - : A single portable is used for extra storage space including LAP resources.
  - : Canteen operates 2 days per week, courtesy of Parent support.
  - : Grounds are spacious and well maintained, incorporating a well equipped playground and double court asphalt play area, and an undercover asphalt play space.
- Cooling/Heating
  - : All classrooms are air-conditioned.
- Specialist Facilities
  - : Visiting Mobile Library from Millicent monthly.
- Student Facilities
  - : Classrooms with beautiful views of surrounding farmland.
  - Each class is equipped with an Interactive Whiteboard. MP and UP classrooms have direct access to a computer suite housing 28 computers which are replaced on a rotating basis. The JP classroom has its own computer pod, but will also have access to the computer room. Comprehensive playground.
- Staff facilities
  - : Staff room with beautiful views of surrounding farmland, recently refurbished staff and work rooms
- Access for Students and Staff with disabilities
  - : Ramps to Kindergarten and JP class including a disabled bathroom/toilet. Hand rails are installed to entries of main unit.
- Access to Bus Transport
  - : No public transport, however local private bus contractor provides transport for excursions at reasonable rates.

## 9. School Operations

- Decision Making Structures
  - : A decision-making policy operates using a consensus model in the first instance but a majority vote if consensus cannot be reached. Active and supportive Governing Council and Parents and Carers Association are both involved in a consultative role. Various committees are in place such as: PAC, OHSW, Grounds, Finance, Fundraising, Parent Club, Policy and Pedal Prix and other review committees established as necessary. Response rate to Newsletter surveys is remarkably high, indicating satisfaction that views are considered.

- Regular Publications  
: School newsletters are published weekly. Class newsletters are distributed at least once per term and on a needs basis.
- Other communication  
: Annual Parent Information Booklet and Staff Information Booklet. Staff day-book, staff bulletins and weekly staff meetings for open communication.
- School financial position  
: The school works at being in a stable financial position and providing resources to the current student population. Cash reserves at the conclusion of the school's financial year consistently totals well above the DforE minimum of 5% of the school's total financial resource allocation.
- Special Funding  
: None apart from the normal grants available to all schools.

## 10. Local Community

- General characteristics  
:Glencoe is a small community approximately 25 minutes drive from its nearest main centre, Mount Gambier. Glencoe lies approximately mid-way between Mt. Gambier, Penola and Millicent. The community is a mixture of farming people (dairies, orchards and stock) and people on small allotments (they often commute to Millicent or Mt Gambier to work). All students attending the school come from within the district, from as far as 16 kms away.
- Parent and Community Involvement  
: Parent participation is actively promoted across the school. A strong Parents and Carers Association and Governing Council, volunteer parent run canteen, classroom support especially for Reading, excursions and camps. PCA in particular is well supported by many parents and carers and is extremely active in catering, fundraising and purchasing improvements for our students.
- Feeder Schools  
: Nearly all students come through the Glencoe Kindergarten. Our students go to secondary schools in Mt Gambier (Mt Gambier High, Grant High, St Martins Lutheran College and Tenison Woods College) accessing two Departmental buses or two privately run buses.
- Other Local Care and Educational Facilities  
:Glencoe Kindergarten and Occasional Care.
- Commercial/industrial and Shopping Facilities  
: 1 licensed General Store/Post Office and Petrol Pump.
- Other Local Facilities  
: Glencoe Football Club, Cricket Club, Tennis and Netball courts at the town oval.
- Staff Housing  
: There is no Government housing available in Glencoe. Facilities exist at Mount Gambier and Millicent. The local Building Management Services office is situated in Mount Gambier.