School number: 0923

School name: Stradbroke School

1. General Information

Part A

School name: Stradbroke School
School No.: 0923
Principal: Anne Lamont
Postal Address: 73 Koonga Avenue, Rostrevor 5073
Location Address: as above
Region: Eastern Adelaide
Distance from GPO: 10 km
Phone No.: 83372861
Fax No.: 83370041

July FTE Enrolment 2011 2012 2013 2014
Primary Special, N.A.P. Ungraded etc. 7.0 7.0 8.0 8.0
Reception 130.0 130.0 145.0 91.0
Year 1 81.0 100.0 79.0 120.0
Year 2 76.0 82.0 99.0 84.0
Year 3 81.0 80.0 85.0 100.0
Year 4 82.0 83.0 78.0 88.0
Year 5 83.0 91.0 89.0 80.0
Year 6 91.0 87.0 88.0 89.0
Year 7 92.0 92.0 87.0 83.0
Secondary Special, N.A.P. Ungraded etc. 0.0 0.0 0.0 0.0
Year 8 0.0 0.0 0.0 0.0
Year 9 0.0 0.0 0.0 0.0
Year 10 0.0 0.0 0.0 0.0
Year 11 0.0 0.0 0.0 0.0
Year 12 0.0 0.0 0.0 0.0
Year 12 plus 0.0 0.0 0.0 0.0

TOTAL 723 752 758 743

School Card percentage: 18% 18% 17% 17%
NESB Enrolment: 47% 47% 48% 46%
Aboriginal Enrolment: 1.2% 1.5% 1% 0.5%

Part B

- Senior Leaders
  Tanya Scanlan, Greg Johnston
- School website address
  www.stradsch.sa.edu.au
- School e-mail address
  dl.0923.info@schools.sa.edu.au
• **Staffing numbers**
  36.7FTE
  37 female teaching staff, 9 male teaching staff
  11 female ancillary staff, 3 male ancillary staff

• **OSHC**
  Provision of quality out of school hours’ care is an integral part of the service we provide to our community. The service is called Kids’ Zone and is based in Leabrook Building. Before school care is available from 7.00 to 8.30 am, after school care from 3.10 to 6.15 pm and vacation care (including pupil-free days) from 7.00am to 6.15pm.

• **Enrolment trends**
  Stable enrolments with a slight increase over the past 5 years.

• **Year of opening**
  Stradbroke Primary School opened in 1963 and is located in a pleasant well vegetated, natural environment in Rostrevor adjacent to Fourth Creek and near Morialta Conservation Park. Stradbroke Junior Primary School opened in 1966. In 2013 the two schools amalgamated to become Stradbroke School.

• **Public transport**
  Public transport from the city via Bus 102 stops in front of the school. Bus 580 stops on St Bernards road at the western end of Koonga Avenue where it is a 10 minute walk to the school.

2. **Students (and their welfare)**

• **General characteristics**
  A socio-economically, culturally and linguistically diverse school community
  47% of families from Non English Speaking Background
  17% of children supported by School Card
  4.2% of children with Negotiated Education Plans
  .5% Aboriginal students

• **Pastoral Care programs**
  Focus on wellbeing - support for students is provided by all staff, the principal and senior leaders.

• **Learning Support offered**
  To assist our Early Intervention program we use screening measures to identify children’s learning difficulties, and plan programs to support each child.

• **Student management**
  A Student Behaviour Code R-7 focuses on a positive and supportive learning environment and includes a requirement to comply with the School Dress Code (pale blue and dark blue clothing) and the school’s Acceptable Use Policy for internet access.

• **Student government**
  Student Voice provides participation in authentic student decision making. Staff and students participate in appropriate training sessions, and class meetings play a major role. A House system is in place with Year 7 students elected as House Captains and Deputy House Captains.
• Special programmes
  LAP, Buddy Classes, Instrumental Music, Festival of Music Choir, UNICEF Junior Ambassadors, Speech and Drama elective, high level of student involvement in out-of-school sports and inter-house sports, participation in national competitions, ongoing environmental projects, Art Classes, Gymnastics Club and lunchtime clubs.

3. Key School Policies

• Stradbroke School is part of The Gums Partnership which includes 11 preschool, primary school and secondary school sites in the Eastern suburbs of Adelaide. Curriculum leadership within The Gums Partnership focuses on the Australian Curriculum with a particular emphasis on developing capacity in Science, Technology, Engineering, Mathematics, Social Enterprise Learning (STEMSEL).

• Statement of Purpose
  Stradbroke School provides a quality educational service within the context of
  • large school enrolments and a diverse, complex school community
  • parental expectations for quality, choice and diversity in education
  • valuing of a co-operative relationship between school and parents to benefit children.

Providing a supportive, success oriented school environment and the opportunity to develop academically and socially are priorities.

We aim to develop
  • high standards in student achievement and behaviour
  • valuing of cultural backgrounds and difference
  • student attributes and behaviours that are consistent with the International Baccalaureate Learner Profile - students who are inquirers, thinkers, communicators, courageous, knowledgeable, principled, caring, open minded, balanced and reflective.

Site Learning Plan

Strategic Directions

1. Improved outcomes in literacy
  • Effective use of evidence and data to determine learning strategies for all students.
  • Strategic and structured analysis of NAPLAN data
  • Support all students with a particular focus on students from non-English Speaking Backgrounds.
  • professional learning days with Stephen Graham to increase diversity and depth of strategies to support good writers to become great writers
  • Daily exposure for all students to book language through being read to or reading aloud to someone else
  • Explicit teaching of vocabulary and comprehension skills.
  • Implementation of the Fitzroy Reading intervention program with a focus on year 3/4 students.
  • Engage staff in the planning, identification, monitoring and review of intervention programs.
  • Align Unit of Inquiry planning with the curriculum content expectations for Australian Curriculum English.

2. Improved outcomes in numeracy
  • Effective use of evidence and data to determine learning strategies for all students.
  • Strategic and structured analysis of NAPLAN data
  • Scope and sequence agreements across year levels
• Implement the Numicon approach in year 1 classes.
• Support trained facilitators to work collaboratively with year level colleagues to focus on problem solving through the Back to Front maths approach.
• Align Unit of Inquiry planning with the curriculum content expectations for Australian Curriculum Maths.

Early Intervention - Diagnostic testing is conducted with children who are at risk of not achieving in literacy and numeracy. We implement specific programs for identified children. Tests and samples of work provide baseline data and evidence of progress made by each child.

3. Social and emotional learning

• Establish a KidsMatter Action Team to engage in training and develop an action plan related to the four components of the KidsMatter Framework.
• All classes incorporate The Incredible 5-point Scale to support individual and group self-regulating behaviours.
• Agree on a whole school social and emotional learning program to implement.
• In the annual review/preview of the POI a Unit of Inquiry at each year level will be identified to focus on the development of social and emotional learning.
• Establish a playgroup to support families engage with and develop executive functions through play.
• Establish a new structure for Student Voice and develop leadership qualities for senior students

Continuing Priorities

4. International Education – Our school is an accredited International Baccalaureate World School for the Primary Year Programme and Middle Years Programme.

We focus on a culture of inquiry and gaining an international perspective to support the three major principles of the International Baccalaureate Organisation – intercultural awareness, communication and holistic education.

We implement

• The Primary Years Programme – Reception to Year 5, an emphasis on structured purposeful inquiry through six major organising themes.
• The Middle Years Programme to cater for the needs of young adolescents – Year 6 & 7 sub-school with strong teamwork ethos, inquiry methodology, development of strategies to support adolescents, and transition to Year 8.

We liaise with other schools that participate in IB programmes.

Our IB programmes integrate with and incorporate the state and national curriculum.

5. Student Wellbeing and Engagement

5.1 Attendance and Retention – student attendance and lateness is monitored and support is provided where required.

5.2. eLearning and Information and Communication Technologies - All classes have interactive whiteboards to assist our teaching and learning programs. There are two computer Suites in the school and computer pods are located in each building.
Reporting on our Strategic Directions
Parents are informed of children’s achievements through interviews, written reports, work samples, Student Portfolios & Assessment Folders, NAPLAN Test results in Year 3, 5 and 7 other appropriate assessments. Throughout the year data is progressively collected and analysed to determine the improvements that have occurred and the next steps to be taken.

4. Curriculum

- Subject offerings
  The eight required Learning Areas R-7 - English, Italian, Mathematics, Science, Technology, Arts, Society and Environment/Humanities & the Social Sciences, Health and Physical Education are consistent with SACSA, Australian Curriculum and International Baccalaureate (IB) Programmes

- Special needs
  Support is provided to students through:
  - English as an Additional Language or Dialect (EALD) teacher R-7
  - students with disabilities are supported through Negotiated Education Plans
  - identified students are supported with Individual Education Plans
  - intervention programs to assist children with learning difficulties (e.g. Rainbow Reading, MULTILIT, QuickSmart Maths)
  - Coordination programs (gross motor skills)

- Special curriculum features
  - Specialist Physical Education teachers (Rec – Year 7)
  - Specialist Performing Arts teacher (Rec-Year 5)
  - Specialist Science teacher (Yr 6-7)
  - Teacher Librarians, Italian Language and EALD teachers plan closely with staff.
  - There is a special small junior primary Speech and Language class which is a Regional facility catering for children with severe speech and language disorders.
  - We have a DECD Instrumental Music program (strings, guitar)

- Teaching methodology
  An inquiry methodology is strongly promoted R-7 through the IB programmes. We encourage teamwork for staff, students and parents. Teachers collaboratively plan IB Units of Inquiry in year levels teams. Teachers meet fortnightly in Professional Learning Communities.

- Assessment procedures and reporting
  Term 1 – An Acquaintance Night for parents and teachers is held in week 3 (Reception – Year 5 classes) and week 4 (Year 6 & 7 classes) and followed by parent/teacher/student led conferences at the end of term.
  Term 2 – Mid Year Student Reports are sent to parents
  Term 3 – A School Open Night is held in September.
  Term 4 – In Week 7 and 8 teachers prepare end of year student records to support transition of information to the next year level and in the last week of term End of Year Student Reports and portfolios are sent home.

  Student books are sent home throughout the year and Student Portfolios and Assessment Folders at the end of term and/or at the completion of a Unit of Inquiry. Literacy and ICT Continuums are used as planning and assessment tools.
• Joint programs
Environmental Education is a strong R-7 focus and involves networking with community groups. Stradbroke School has a close liaison with the University of South Australia, Magill Campus, and there is an expectation that every staff member will be involved in the pre-service training of teachers.

5. Sporting Activities
All Year R-7 children participate in a specialist Physical Education lesson per week. Year 3-7 children have the opportunity to be involved in SAPSASA activities. We offer a large number of out-of-hours school sports teams, depending on parental and staff support. Some of the sporting activities are netball, tennis, cricket, athletics, basketball, swimming, aquatics, soccer and football. R-7 classes participate in the DECD Swimming and Aquatics programs.

6. Other Co-Curricular Activities
Extra curricular activities for children include instrumental music instruction, speech and drama, art, music, gymnastics and various other elective and lunchtime programs - Environment Club, inter-house sports.

7. Staff (and their welfare)
• Staff profile
  Staff stability is high

• Leadership structure
  Coordinators in International Baccalaureate programs – IBPYP and IBMYP

• Staff support systems
  All staff work in year level teams, and there is a supportive staff culture. Staff members have responsibility for curriculum budget areas. Teachers collaboratively plan Units of Inquiry to support their professional development and improve student learning. SSO team members have an allocated meeting time. Special morning teas and happy hours are held. A staff grievance procedure and Conversation Code are in place.

• Performance Management
  Staff members access Performance Development with the Principal and Senior Leaders. Staff members meet with their line manager for the exchange of feedback, acknowledgement of achievement and discussion of students at risk to identify student learning goals and support structures. Staff keep a learning log of professional development and are allocated an individual budget.

• Staff utilisation policies
  Policies exist in ICT, hire of equipment
  SSO hours are allocated for student support. SSO duties include student and classroom support, student wellbeing, resource centre, reception, secretarial and administration, finance, grounds, student services and ICT technician.
  The Personnel Advisory Committee provides advice to the Principal on personnel matters.
  The WHS Committee monitors and improves workplace safety.
• **Access to special staff**
  School staff members are supported by the Eastern Adelaide Area Office Support Services based at Felixstow. These include Educational Psychologists, Speech Pathologists, Disability and Hearing Impairment Coordinators, Interagency Student Behaviour Management Coordinators, Social Workers and Attendance Counsellors and Aboriginal Education officers.

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

Normal placement points apply

9. **School Facilities**

- **Buildings and grounds**
  Buildings are of solid construction with a mix of both single and two storey conventional and open plan classrooms.
  All areas are air-conditioned and heated.
  We have an excellent Resource Centre and two ICT Suites.
  We have a large gymnasium called Rehn Hall named after the first principal of Stradbroke School.
  Our well-developed grounds are continually undergoing improvements to enhance the learning and play environments for children. Environmental education is a focus area with children involved in many ongoing programs including revegetation of Fourth Creek bank on our boundary and propagation and plantings of indigenous species. Native birds are plentiful and koalas are frequent visitors.

- **Specialist facilities**
  R-7 specialist facilities to support the curriculum include two Italian Language rooms, Computer rooms, Science room, two Music/Drama rooms, gymnasium, Student Services and Health Centre, Kids’ Zone (OSHC), plant propagating area.

- **Student facilities**
  The Canteen provides a healthy menu and is open five days a week for recess and lunch. Student Voice and Governing Council focus on improving student facilities.

- **Staff facilities**
  The staffroom and administration block was upgraded in 2014.
  Access for students and staff with disabilities is provided through ramps to all buildings at ground floor level.

- **Access to bus transport**
  A DECD school bus service provides transport for children from Montacute and Cherryville. The bus is available for school excursions.

10. **School Operations**

- **Decision making structures**
  Coordinators and leadership team members plan staff professional development and monitor the Strategic Directions of the Site Improvement Plan.
Staff meetings - (held weekly on Tuesdays, 3.30 - 5.00 pm) include administration and Professional Development
Professional Learning Communities - based on year levels or subject specialisations

• **Regular publications**
Communication within the school is through the announcements section in LearnLink and through weekly staff meetings.
A comprehensive policy document outlines procedures, policies and expectations.
A school Newsletter is produced weekly and includes contributions from staff, children and parents.

• **School financial position**
The school is in a sound financial position.

11. **Local Community**
Children come to Stradbroke School from a wide range of locations. Our catchment area includes Rostrevor, Magill, Newton, Campbelltown, Athelstone, Thorndon Park, Woodforde, Montacute and Cherryville.
Over 47 cultural backgrounds are represented in our community including Italian, Chinese, Greek, Middle Eastern, Polish, Russian, Slovakian, Korean, Indian, Hungarian and Yugoslavian.

• **Parent and community involvement**
The parent community has high expectations and parents actively participate in the schools both formally and informally. We value and encourage parent and community participation.
The Governing Council of parents and staff strongly supports school improvement.

• **Feeder schools**
Norwood Morialta High School and Charles Campbell College are the two local secondary schools for whom our families are usually zoned. Some students gain special entry to other state schools, mainly Marryatville High School, Glenunga International High School, and Urrbrae Agricultural High School.

• **Other local care and educational facilities**
Children entering in reception come from up to eight feeder kindergartens. Rostrevor Kindergarten is located across the road and we have a close relationship, sharing resources and equipment. Campbelltown Children’s Centre on Montacute Road has a combined child-care and preschool facility.
An orientation program facilitates transition from kindergarten to school on Fridays.

• **Local facilities**
Easy access to shopping centres, medical, sporting, recreational facilities and community library.

• **Accessibility**
Public transport is available from the city and suburbs – see above.
• **Local Government body** - Campbelltown City Council

**Further Comments**
Stradbroke School is recognised for providing a welcoming, supportive environment for students, parents and staff.
Parents from the wider community are choosing to bring their children to Stradbroke School because of our international programs, our record of academic achievement, our support and positive intervention for children and because of our provision of a diverse range of high quality programs and resources.