



SCHOOL CONTEXT STATEMENT

Updated: September 2022

School number: 0970

School name: NEWBERY PARK PRIMARY SCHOOL

1. General information

Part A

School Name: NEWBERY PARK PRIMARY SCHOOL
 School Number: 0970 Courier: n/a
 Acting Principal: Mr Sam Currie
 Postal Address: Bridges Street, Millicent, 5280
 Location Address: Bridges Street, Millicent, 5280
 District: Limestone Coast
 Road distance from GPO: 410kms Phone No: (08) 8733 2864
 CPC attached: No
 Fax No: (08) 87 332 377

February FTE Enrolment	2019	2020	2021	2022
Primary				
Reception	19	12	14	10
Year 1	11	16	10	12
Year 2	5	11	17	8
Year 3	17	7	9	14
Year 4	13	14	6	6
Year 5	11	16	13	8
Year 6	14	11	14	12
Year 7	15	13	11	
Total	105	100	97	70
Male FTE	64	59	57	39
Female FTE	48	41	40	31
School Card Approvals (Persons)	73	57	70	53
NESB Total (Persons)	0	0	0	0
Aboriginal FTE Enrolment	7	14	15	14

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.

Enrolment trends

Newbery Park Primary School enrolment trends are decreasing over the last 5+ years due to a high level of transience which does impact on enrolment fluctuations. The transience is due to employment commitments and family related matters. The school is surrounded by diverse housing styles with families from rural and suburban locations. Employment in the town is primarily government agencies, retail and factory. Population rates within the town and surrounding towns have slightly decreased over the previous 5+ years.

Part B

Counsellor

None

School e-mail address

dl.0970_info@schools.sa.edu.au

Staffing numbers

1 Principal

.8 Senior Leader teaching and learning

1 Learning Together Manager

4 classroom teachers

.8 NIT teacher

2 Administration SSOs

12 classroom SSOs

1 Pastoral Care Worker

1 Handyman

Partnerships 21 status

Yes

OSHC

No

Enrolment trends

Currently 70 (term 3 2022) compared to 97 (Term 1 2021). Year 7s to High School impacted numbers significantly.

Special arrangements

The school hosts the Learning Together program in its school buildings

Year of opening

1967

Public transport access

School Government Buses are available for eligible students and we have a small number of children who use this service.

2. Students (and their welfare)

General characteristics

The School motto is 'A Learning Community'. It prides itself on its strong community links and partnerships with a focus on exceptional teaching and learning. Our school embraces the core values of Integrity, Pride, and Resilience.

We cater for a range of learning needs, including those who require additional support or alternate programs because of a disability.

Our priority is to ensure that all students have the skills, capacities and knowledge to be excellent problem solvers in a demanding society which requires us to be actively engaged as lifelong learners.

Local students who enrol at Newbery Park Primary School at the beginning of reception have attended either McArthur Park Kindergarten or Millicent North Pre-school. However, some students have attended other pre-schools from other communities. The majority of our year 6 students once graduating at the end of the schooling year transition to Millicent High School.

Newbery Park Primary School has an exceptional pre-school to school transition program with partnerships with Learning Together, McArthur Park Kindergarten and Millicent North Pre-school.

Children are encouraged to excel in a range of specialist programs. We have a specific focus on the Arts (Music and Visual), Health and Physical Education and our environmental Eco-Learning programs.

Newbery Park Primary School is a part of the South East Coast and Vines Partnership where school leaders collaborate to manage and lead educational provisions, programs and best practice to support student learning.

We are a category 2 site within the Index of Disadvantage scales. Our student enrolments are made up of 76% of students qualifying for the School Card Scheme, with 12% of students diagnosed with disabilities and 20% are students identified as Aboriginal or Torres Strait Islanders. Enrolments are at approximately 70 students.

Wellbeing / Pastoral Care programs

At Newbery Park, great importance is placed on the well-being of the whole child. We aim to develop in our students a sense of being an important individual in one's own right, but also of belonging to a cohesive and stable community of learners. The school aims to develop in students a positive attitude to school, to:

- develop interpersonal and communication skills
- foster self-esteem and self confidence
- encourage students to respect the rights and views of other
- promote self-discipline and organisational skills
- encourage active citizenship

We believe that students and staff have the right to work in a safe and supportive environment. These characteristics are developed and supported through consistent modelling and through classroom activities and pro-active Restorative Conferences.

All staff members have completed the 4-day 'Berry Street' Framework training to maintain a consistent approach is taken with all students in this area with all classrooms doing daily morning circles, 'What Went Well' at the end of the day and interoception breaks throughout to help regulate students.

A Wellbeing Leader was appointed in 2021 (0.4 release) and we also have a Pastoral Care Support Worker employed 2 days per week to assist in a broad range of Pastoral initiatives and activities.

Student Management & Support

(See Policies and Agreements for further information)

Our school Behaviour Management and Anti-Bullying policies and Student Code of Conduct are based on the expectations of positive relationships amongst all members of the school community. All students are expected to behave responsibly and are supported by all staff to make positive choices for their actions and negotiate logical consequences for inappropriate behaviour.

Class programs support and develop skills for students to take personal responsibility and ownership of their behaviour.

We are a White Ribbon School and expect that all students treat others with respect regardless of gender.

Student Government

An active Student Voice operates within the school R-6 and responds to class initiatives.

All classes have two representatives on the Student Representative Council. Classes are expected to contribute to student decision making and student voice through regular class meetings.

Special Programs (in no particular order)

- Literacy intervention program to support students who are falling behind or who have plateaued with their learning. We use the multi-lit program.
- Specialist music and arts program
- Eco Learning program (Gardening which encompasses – health, environment and the sciences).
- Specialist Health & Physical Education program
- Whole School Concert
- Instrumental Music
- Upper Primary Camps
- School & district sport opportunities
- Student representative council (R-6 representation)
- Breakfast club – providing breakfast for all students. Monday to Friday prior to school.
- Learning Together Program. Birth to year 4 program supporting families in the Millicent district to help build positive links between schools, support agencies and families. Recognising the importance for strong relationship and parenting skills to build the foundation for positive learning dispositions.

Support offered

Newbery Park provides a safe learning environment in which all students can be actively engaged in their learning. Students with special learning needs and/or wellbeing are supported by:

- School Service Officers
- Intervention services provided through DfE support agencies.
- Pastoral Support Worker
- Early Intervention & Acceleration programs in Literacy and Numeracy.
- The encouragement of cross-age tutoring and the establishment of 'buddy' classes.

3. Key School Policies

Refer to the schools Site Improvement Plan on the website.

Policies and Agreements

Newbery Park Primary School has a united staff team which implements a strategic approach to classroom practice and school improvement. Strong business models support our financial and resource deployment and implementation. Through quality data collection, latest research, review & accountability structures teachers aim for excellence through:

Numeracy

Our numeracy practices are documented in a whole school statement of practice that ensures every child has access to the same approaches, strategies and languages within an agreed numeracy block. At Newbery Park Primary we use a 'teaching through problem solving' approach, with the weekly cycle based around a Natural Maths structure that includes a mental routine, problematised situation / strategy lesson and reflection. Students are encouraged to use a range of strategies and formulas with an emphasis placed on, 'there is no wrong way'. The school has embraced technological advancements within the educational setting using PAT-M as an assessment tool and Essential Assessment to support mathematical understanding and goal setting practices. Essential Assessment and NAPLAN assessment tools are used combined with PAT-M to inform practice and student improvement. All students set learning goals which are reviewed each term. These are based around the Big Ideas in Number for R-2 students and Essential Assessment for 3-6 students.

Literacy

Newbery Park Primary School takes an evidence based approach to the teaching of literacy skills based on cognitive science. Key elements that can be seen in our planning and programming include:

- The Big 6 of Reading is explicitly addressed across year levels – Oral Language, Phonological Awareness, Phonics, Vocabulary, Fluency and Comprehension
- A Systematic Synthetic Phonics approach (InitialLit) is used for all students R-2.
- Decodable Readers are used to support beginning readers, with a transition from these to standard texts
- Literacy intervention using the MiniLit and MultiLit programs
- Writing genre checklists are used as a form of formative assessment in order to plan units of writing and set individual student goals

Google

We are a Google school. Every child from year 3 through to year 6 have their own chrome device supplied by the school for at home and school use. All students from R-2 have access to iPads to support their learning needs. Students start taking their device home to support their learning in year 3. Google applications are used to engage learners, provide live time feedback about learning and provide opportunities for students to work in a collaborative learning space to become proficient problem solvers. Daily access to their own device prepares learners for life beyond school, where professional and appropriate use of technology such as computers and the internet is an employment requirement.

Student Goal Setting and reporting

The main point of setting goals is to help students take realistic steps to achieve them. When a student is able to set goals, it helps them be accountable for every action or step they take. Having goals makes learners aware of their actions, efforts, and even their time management skills. Goal setting is fundamental to the long-term success of any student.

Goal Setting Aims:

1. Improve student academic performance
2. Increase student engagement and motivation to achieve
3. Increase student and school pride and satisfaction in performance
4. Improve student self-confidence

Termly Expectations

Students must have a goal in both literacy (reading currently) and numeracy. These goals are shared via Seesaw to parents termly. This includes information on the goal and the strategies the students are working on to reach them, along with comments on how the parent can support at home (using a school based proforma). Goals to be reviewed (or changed) when required (minimum termly) with feedback given, and again at the end of the term.

- Reading Goals: Weeks 3 and 8 each term
- Number Goals: Week 5 each term
- F-2 students goals based around Big Idea in Number Assessments
- 3-6 student goals based on essential assessment

Reporting and assessment portfolios

Reporting to parents/carers will provide information about a student's actual achievement against the Australian Curriculum achievement standards. The use of achievement standards as a common reference point for reporting to parents/carers contributes to consistency in reporting.

Each achievement standard should be treated holistically, i.e. as representing broad development of understandings and skills to be used in applying knowledge, rather than as discrete elements to be achieved.

Each achievement standard provides the key reference point for reporting on student achievement using A–E grades or word equivalents.

Reporting on student achievement against Australian Curriculum achievement standards requires teachers to make a holistic on-balance judgement using a range of learning evidence. Teachers then assign an A–E grade or word equivalent (eg. Excellent, working towards etc), based on the aspects of the achievement standard addressed in the learning program to that point in the reporting cycle.

Reporting Guidelines

Term 1: Three-way Interviews

Interviews will be conducted in Week 10 and can be booked in from Monday – Thursday between the times of 3:15pm and 6:00pm. It is an expectation that all students have an interview and if parents have not booked an interview using our online booking system,

teachers contact them to make an interview time. Interviews can be made at an alternative time in Term 1, in consultation with the parents / caregivers.

Term 2: Written Report

Written reports are to be handed out to parents / caregivers on the Thursday of week 10. Term 2 written reports will include grades and comments on every subject, along with a general comment.

Term 3: Optional Interview

Interviews in Term 3 will be optional and can be made at either the parent or teacher request. These will be conducted in Week 9 and can be booked in from Monday – Thursday between the times of 3:15pm and 6:00pm. Interviews can be made at an alternative time in Term 3, in consultation with the parents / caregivers.

Term 4: Written Report

Written reports are to be handed out to parents / caregivers on the Thursday of week 9. Term 2 written reports will include grades and comments on every subject, along with a general comment.

Student Portfolio Guidelines

Annotating student work samples and providing timely feedback to our students in order for them to progress in their learning is an integral part of the teaching cycle. Sharing this information with parents / caregivers via Seesaw allows for a consistent approach to how to move their child's learning forward.

Termly Expectations

- One work sample per student to go out on Friday of weeks 4 and 9 (only weeks 4 and 8 in Term 4)
- Reading portfolio piece in week 4 each term
- Mathematics portfolio piece in week 4 each term (week 8 in term 4)
- Specialist subjects (ARTS and HPE), are required to have one work sample per semester
- Work samples must be formative pieces, include evidence of assessment (annotations, comments) and feedback (areas for improvement)

Student Wellbeing

All staff are trauma informed and meet the needs of students in a holistic, school-wide approach through the Berry Street Education Model. We believe and will model that:

- Strong relationships matter and all students have identified advocates at our school
- Teachers can make a difference and are supported to love what they do
- Every lesson can teach academic content and psycho-education
- There is visual learning and stamina for growth
- Safe and predictable routines are vital
- All students must have the opportunity to understand themselves and how they learn

Staff support the sequential development of student's physical, psychological, social and emotional capabilities. Staff are aware of placing the body as the focus of their classroom intervention and care. Our staff have sound knowledge of:

- The impacts of chronic stress and trauma on child development

- Impacts of stress responses and the need for de-escalation, present, centred, grounded, mindfulness and self-regulation
- Interoception
- How to remain calm
- De-escalation strategies

We achieve this by:

- Circle time in the morning
- WWW – ‘What went well today’ daily
- Regular brain breaks built into learning that help to escalate or de-escalate
- A Safe and calm space in every learning space
- Positive relationships with students

Please refer to our ‘Wellbeing Agreement’ on our website that details other aspects of student wellbeing including the wellbeing room, how we collect data, student engagement and the school programs we run in our school.

4. Curriculum

Subject offerings

Newbery Park provides instruction for all students in line with the federally mandated Australian Curriculum for all schools and the Child protection curriculum

Open Access

Available upon request pending extended absences or special needs

Special needs

Newbery Park has an Inclusive Education approach to students with identified functional needs, including those with diagnosed or undiagnosed disabilities and students from a background of trauma. We cater for all students through the implementation of One Plans and the provision of a comprehensive range of support programs. We have a strategic and targeted literacy program, which supports those students falling behind or who are stagnating in their learning.

Teaching methodology

The architecture of the school allows for both traditional and team-teaching approaches.

Recently, teachers professional development has predominantly concentrated on improving High Impact Teaching Strategies such as Formative Assessment, Goal Setting, Learning Intentions and Success Criteria.

The importance of play in student learning is also recognised and is integrated in our Junior Primary classes, with a “Maths Play Room” also recently added to the school.

Assessment procedures and reporting

Refer to goal setting and reporting above

Joint programmes

We are proud of the transition programmes that operate between McArthur Park Kindergarten, Millicent North Kindergarten and Newbery Park Primary School and from Newbery Park Primary School to Millicent High School.

Learning Together is a program for families with children aged birth to four, and supports families to be involved in their children’s learning, growth and development. This program also supports the relationships between new families and is a great way to make connection within the community.

5. Sporting Activities

We offer a range on internal sporting opportunities through our Physical Education Program, while also participating in regional sporting events including hosting our District Athletics Day, participating in District Gala Day, Basketball Carnivals and offering our student the opportunity to participate in SAPSASA sports.

Children also play in local club competitions. Parents are actively involved in maintaining teams, coaching and transporting children to school sporting events.

6. Other Co-Curricular Activities

General

Students throughout the school are encouraged and supported to develop skills in decision making and problem solving and to be actively involved in the life of the school. Leadership and self-development opportunities are fostered through the Student Representative Council. Our SRC members travel to Mount Gambier every year and engage in the GRIP youth leadership conference. Other opportunities for participation and development include:

Yr 5/6 Aquatics Camp and alternative year's camp.

Specialist lunchtime activities supported and developed by our pastoral support worker.

R-5 Swimming

Year 5 YELP

R-6 Eco Learning Program

Key Celebrations

Year 6 Graduation Night

Creative Arts Concert

Pre-school graduation

On-going classroom celebrations of learning

7. Staff (and their welfare)

Staff profile

All teaching and School Support Officers live in the town or surrounding district. Most are settled and committed to living in the country.

The staff at Newbery Park Primary School are united and proud of their achievements and their school. They work together as a team, are keen to maintain their continued search for improved learning outcomes and must be supported in these endeavours.

Staff commit large amounts of time at Newbery Park Primary School to extra duties thus ensuring a broad range of activities offered to children.

The staff are hard working and committed to the school and their students. There are high levels of expertise in the delivery of quality learning programs.

Leadership structure

1.0 Principal, 0.8 Curriculum co-ordinator, 0.2 Curriculum Co-ordinator

Shared leadership and commitment by staff to providing leadership in one or more areas of education is supported. Over recent years, Newbery Park has had a number of teachers involved in the Talent Management Framework, allowing them to develop and build on their leadership capabilities. This is heavily supported by the principal who mentors staff from Newbery and other sites within the Partnership.

Staff Support Systems

Ongoing professional development for all staff members is encouraged to foster a professional learning community. In house professional development opportunities are offered on a regular basis.

Staff work collaboratively as a whole and in year level teams.

Trained staff are elected to be involved in PAC meetings with the Principal.

Performance Development

The Principal meets with individual staff to encourage, develop and maintain a school culture which welcomes and values performance on feedback at least once a term. The focus is on working collaboratively to develop and commit to continual improvement.

Staff utilisation policies

There are contact people identified from the staff to whom staff can refer in the areas of Occupational Health, Safety and Welfare, for matters relating to sexual or racist harassment, for union matters and for various other reference areas. Occupational Health, Safety and Welfare is an area of strong development in the school and the district. Emergency procedures and operational guidelines operate effectively.

Access to special staff

Staff are supported by specialist support staff from the Limestone Coast District Education Office.

8. Incentives, support and award conditions for Staff

Complexity placement points

4.5

Isolation placement points

Travelling time

Approximately 4 hours from Adelaide

Housing assistance

Teacher housing available

Cooling for school buildings

Air conditioned (reverse cycle) – each class has a split system air conditioner

Cash in lieu of removal allowance

As per DECD criteria for eligible staff

Medical and dental treatment expenses

Standard DECD Non-Metro conditions

Locality allowances

As per DECD criteria for eligible staff

Relocation assistance

As per DECD criteria for eligible staff

9. School Facilities

Buildings and grounds

Double story building circa 1960's with 11 teaching spaces and a large library.

The yard has a hard play area, a lunch shed, large oval, two playground areas and an Indigenous meeting and learning space.

There is ample car parking available.

Learning Together building includes kitchen, toilets and open space facilities

Large gymnasium hall built 2010 under BER program

Garden/Greenhouse & recycling centre

Specialist facilities

JP Learning Support/small group area

Dedicated Music room

Dedicated STEM space

Environmental learning space inc. organic garden, chicken coup, recycling centre, green house

Wellbeing room

Indigenous Learning Space – “Budinya Mraatu”

Staff facilities

Staff work in their classroom or utilise preparation areas including SSO prep room, upstairs conference room or library office area.

Access for students and staff with disabilities

Wheelchair access to ground floor only

Access to bus transport

Bus transportation is available for eligible students.

10. School Operations

Decision making structures

Decision making at Newbery Park Primary School is characterised by an extremely high level of input from stake holders with clear processes and an emphasis on consensus amongst staff where possible.

Active and supportive Governing Council and Parent Friends are both involved in a consultative role in most decisions which are significant in the running of the school.

Regular publications and communication

Newsletters go home 3 times a term, while Seesaw is used daily for important school information, specific classroom sharing and community sharing. Assemblies are held twice a term, with all parents invited. Our annual Book Week assembly also involves McArthur Park Kindergarten.

School financial position

The school has a well managed and publicised budget. The school is in a sound financial position.

11. Local Community

General characteristics

Millicent is a town of approximately 4500 people (although it serves an area containing 11000 people) and is situated on the Princes Highway, approximately 400 kms south east of Adelaide and 50 kms from Mount Gambier.

Millicent is a large rural town with an industrial and agricultural base and has a well recognised business sector that provides a range of shopping facilities. A main employer is a large paper mill, producing tissue products. Other industries include farming (sheep, cattle, small seeds), specialised farming and fishing aquaculture, forestry, fishing and a wide range of service industries.

The town and district supports a large variety of sporting and community organisations and offers good facilities and opportunities for most popular pastimes. Millicent is close to National Park areas and has safe beach areas close by. It has a well appointed hospital, a large Medical Practice including specialist services, an aged care facility, an established dental practice, art gallery, excellent library, Community Club, fitness/squash centre and museum. A School Dental Clinic is located at the Millicent North Primary School.

Many service clubs are active in the town and encourage new members to join (Lions, Rotary, Soroptimists).

Parent and community involvement

Parent Participation in the school is strong with a very active parental involvement and School Council in operation. A range of programmes are supported by parents and interested community helpers as the need arises.

Parents are very involved in all aspects of school life and are actively encouraged to support classroom activities. Many parents opt for more direct involvement in their child's classroom program and will spend time assisting teachers in classrooms, on excursions and camps, and during special activities.

Parents have high expectations of the school and its staff.

Feeder schools

McArthur Park Kindergarten

Other local care and educational facilities

The majority of students graduate to the Millicent High School and TAFE

Commercial/industrial and shopping facilities

Kimberly Clark Paper Mill, Wind Farms, timber, general farming, fishing.

Wide range of businesses within the shopping district.

Other local facilities

Squash courts, Basketball stadium, Football/Netball, Soccer, Baseball, swimming lake, gymnasium and associated activities, general sporting and special interest groups are catered for.

Availability of teacher staff housing

Limited. Challenging to recruit and then maintain quality teaching staff. Most teaching staff currently elect to live in Mount Gambier and travel to Millicent.

Local Government body

Wattle Range Council serves 12 000 constituents including Penola and Beachport. The Council works actively with schools to support the range of learning and life style options for families.