



SCHOOL CONTEXT STATEMENT

Updated: 9/18

School number: 0592

School name: Nangwarry Primary School

School Profile:

Mission:

The students of Nangwarry will become expert learners and will strive to achieve their best in all areas of learning, with the aim of being positive contributors to society.

Values: Developed by the school community – Respect and Persistence

Nangwarry is a growing small school in a quiet town. It offers a diverse range of learning opportunities for students including choir, lego league, sporting events and targeted learning intervention programs.

The school is close to the main regional centre of Mount Gambier and the smaller township of Penola. This provides the opportunity of a smaller community atmosphere and access to services of larger towns.

Nangwarry Primary School is in the process of developing opportunities for the students to further develop student voice, inquiry and well-being. The school is also committed to continuing to develop best practice, using evidence based programs, to further develop teaching and learning for the school community.

1. General information

- School Principal name: Erica Hurley
- Deputy Principal's name, if applicable: N/A
- Year of opening: 1940
- Postal Address: 1 Whitford Crescent, Nangwarry SA
- Location Address: 1 Whitford Crescent, Nangwarry SA
- DECD Region: Mount Gambier 2 Portfolio, South East Coast and Vines Partnership
- Geographical location – ie road distance from GPO (km): 2 km
- Telephone number: (08) 8739 7241
- Fax Number: (08) 8739 7292

- School website address: www.nangwarryps.sa.edu.au
- School e-mail address: dl.0592.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment 2018:

Preschool		4.0
Primary	NEP supported	12.0
	ATSI	6.0
	Reception	6.0
	Year 1	9.0
	Year 2	9.0
	Year 3	4.0
	Year 4	7.0
	Year 5	4.0
	Year 6	6.0
	Year 7	8.0
	Total	53.0

- Student enrolment trends: Enrolments have been steady at around 45 – 50 for the last 5 years. There is a medium level of transience.
- Staffing numbers (as at February census): Principal 1.0, class teachers 3.0, NIT release 0.6, Preschool 0.6, SSO2 Finance 25 hours, SSO1 80 hours, Groudsman 7.0 hours, ACEO 6 hours, ICT support 5 hours.
- Public transport access: No public transport but a private bus service between Mount Gambier and Adelaide runs daily, except Saturday. School bus to Penola High School Monday to Friday.

- Special site arrangements:

Nangwarry is involved in a small school cluster focussing on STEM and supported by Social Ventures Australia. (Other schools Mt Burr, Glencoe and Beachport.

Preschool works collaboratively with a cluster of preschools within the partnership to continually improve formative assessment strategies and assessment in the early years.

Work collaboratively with Penola High School to implement a strong transition program that focusses on STEM inquiry.

Work collaboratively with Kalangadoo Primary to offer SA Music festival choir opportunity.

Involvement in STEM 500 which also provides opportunity for teacher to work across sites in a professional learning community.

The local ServWel provides healthy school lunches, delivered daily to the school.

2. Students (and their welfare)

- General characteristics

:The local community is made up of predominately English speaking families, with a variety of family cultures. Approximately 30% of students qualify for school card. There are currently 9 students with Negotiated Education Programmes. The school is identified as category 2 in the index of educational disadvantage which allows the site to have smaller classes and classroom support.

Nangwarry has 3 classes and a preschool on site. The site offers specialist teaching for Japanese and Choir.

- Student well-being programs

:Nangwarry is currently reviewing its wellbeing programs. An interoception trial will be occurring within the site to run alongside the Kidsmatter structure to develop emotional resilience for learning. A breakfast club runs every morning from 8:15 to 8:40 Monday to Friday.

- Student support offered

:Students are able to access intervention in reading through the Minilit and Quicksmart program. Access to math intervention is provided through the Quicksmart program. Indigenous students have access to an ACEO that provides a link between families and the school.

- Student management

:Nangwarry is currently updating its site behaviour policy to include a Behaviour for Learning Agreement so that there is a whole school approach that concentrates on learning. This includes the use of restorative practices, circle time, and sensory breaks using interoception strategies.

- **Student government**
:Two year 7 school captains and vice captains are selected through a diplomatic voting system at the beginning of the year. There is a strong SRC program that includes two representatives from each class. The SRC meets fortnightly and is supported by a teacher.
Classes hold regular class meetings that feed back to the SRC through the representatives.
- **Special programmes**
:Early intervention for speech and language is guided by speech pathologists, overseen by classroom teachers and administered by support officers.

A supported playgroup is run in conjunction with the preschool on Mondays.

Opportunity for Upper Primary Students to be involved in Lego League. It is intended that this opportunity be expanded to other students in the future.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**
The Site improvement plan is guided from the external school review in 2017. The site also currently has a Priority Improvement Plan in line with the external school review recommendations.

	3 Year Plan	Priority 2018	Strategies	Target	Indicators/Measures
Student Engagement and Well Being	<i>Students are able to regulate their emotions and deal with conflict.</i>	Interception program implementation including an interoception/wellbeing room	<ul style="list-style-type: none"> • Whole of school staff training. • Develop a whole school approach/agreement • Work with a target group of students in a trial. • Continual use of Kidsmatter and developing staff understanding 	Reduction of students receiving in school consequences. Improvement in Boxall Profile for Tier 2 RRR involvement scale	<ul style="list-style-type: none"> • Behaviour data – EDSAS/IRMS • Students verbalising and explaining their emotions. • Boxall profiling for target students to track and monitor progress.
		Whole school agreement of behaviour expectations	Consult with the school community to develop a school behaviour code by unpacking the general capabilities: <ol style="list-style-type: none"> 1. Ethical understanding 2. Intercultural understanding 3. Personal and social capability <ul style="list-style-type: none"> • Lego league – teamwork/problem solving • Developing relationships – Phil Beadle 		<ul style="list-style-type: none"> • All members of the school community able to articulate expectations. • Consistent language used by the school community. • Included in the staff handbook.

Pedagogy	<i>Provide opportunity for each child to be challenged and stretched.</i>	Using data to inform planning and programming and identify intervention.	<ul style="list-style-type: none"> Unpacking PAT and NAPLAN data Pupil free day Term 2 & 4 to set understand data and set priorities. Participation in Results plus clusters 	75% students achieve DECD SEA level in PATR	<ul style="list-style-type: none"> Use of data evident in planning and programming.
		Implement a 12 month self review cycle	<ul style="list-style-type: none"> Use recommendations from external review. Consult with staff regarding what is missing. Use of observations and TfEL compass for reflection of teacher practice. 		TfEL compass to monitor progress Increase confidence and embed practices that support and focus TfEL Domain 2 – Create safe conditions for rigorous learning.
Curriculum	<i>Create confident, resilient, collaborative learners</i>	Literacy – Review of Whole school agreement	<ul style="list-style-type: none"> Minilit Wave 2 Intervention Quicksmart Wave 2 intervention All staff trained to support the agreement DECD literacy and numeracy first document Targeted, intentional teaching and differentiation in planning and programming. 		Track and monitor growth using DECD Standard of Educational Achievement, NAPLAN, PATR and Running Records data 12 months growth for each child Elements of data being used in planning and programming is evident.
	Numeracy – Review of whole school agreement (2019)		<ul style="list-style-type: none"> Quicksmart Wave 2 intervention All staff trained to support the agreement DECD literacy and numeracy first document 		Track and monitor growth using DECD Standard of Educational Achievement 12 months growth for each child

Direction(s) from the External School Review	Strategies/Actions to Address Direction	Who/How	3 Months Success indicators		6 Months Success indicators		9 Months Success indicators		12 Months Success indicators	
			Measurable Progress/ Evidence	On Track	Measurable Progress/ Evidence	On Track	Measurable Progress/ Evidence	On Track	Measurable Progress/ Evidence	On Track
Increase growth in student achievement by documenting and implementing consistent planning and programming, which is rigorous, evidence-based and provides for differentiation to challenge and stretch learning for all students.	1. Review and revise whole school literacy agreement so that includes evidence based strategies and practices.	Staff access, analyse and make effective use of individual and group PAT/NAPLAN data for quality Learning Design. Whole staff Term 3 – alignment of literacy agreement with current needs and best practice. Selected staff - Implement evidence based intervention.	Staff trained in using PAT data effectively to design learning for all students. Teachers share programming with leader. Growth in Learning Design developments evidenced in teacher programming for Reading. Training in Minilit		Whole staff training in using PAT data effectively to plan and program. With a unit designed from analysing data. Minilit intervention begins		Teacher programmes (Reading) show evidence of differentiation based on data analysis and need. Assess current practices and processes of the literacy agreement Measure growth in minilit		Staff undertake PFD to reflect on current PAT and NAPLAN data to set future directions. Revise agreement to include latest research based pedagogy. Assess growth for each student involved in program and implement T&D for Multilit. Data shared with all staff to assess success.	
Establish a cycle of self-review to ensure	1. Develop, publish and implement a site	Site Improvement Cycle is	Improvement Cycle Developed						Site Improvement Cycle is	

Direction(s) from the External School Review	Strategies/Actions to Address Direction	Who/How	3 Months Success indicators	6 Months Success indicators	9 Months Success indicators	12 Months Success indicators
that the school is evaluating the impact of the improvement agenda on student learning and achievement outcomes to identify future directions and strategies. Establish a cycle of self-review to ensure that the school is evaluating the impact of the improvement agenda on student learning and achievement outcomes to identify future directions and strategies.	<p>review/improvement cycle.</p> <p>2. Develop shared understanding and implications of the SIP and targets.</p> <p>3. Use of data to inform future directions.</p>	<p>developed with staff to provide direction for self-review throughout the year.</p> <p>Set dates for regular review of the SIP/PIP targets and strategies.</p> <p>Ensure the TD schedule is relevant to current site focus areas and transferred into teacher practice in Reading.</p>	<p>with staff and shared with Governing Council.</p> <p>Meeting schedule developed with a focus on data. Principal led.</p>	<p>Review SIP and PIP at week 10 staff meeting.</p>	<p>Meeting schedule developed in collaboration with staff.</p>	<p>developed and actioned by all staff.</p> <p>SIP directions set for 2019</p> <p>Pupil Free Day using data to set direction for 2019. Including evaluation of current use of PAT and NAPLAN data.</p> <p>Targeted professional development in identified areas of need, aligned to site improvement priorities.</p>
Increase student engagement and raise achievement levels by strengthening the professional practice of staff to support all students to be successful and powerful learners.	<p>1. Development of a narrow and deep pedagogical focus to implement a whole school Behaviour for Learning agreement. (intentionally aligned to direction 1)</p> <p>2. Shared understanding of evidence informed quality practice.</p>	<p>Begin trial work on Interception across the site</p> <p>Staff book club fortnightly. Distressed or deliberately defiant?</p>	<p>Staff trained in introception .</p> <p>Staff identify students to begin focus trial.</p>	<p>Evidence of introception strategies in whole class program</p> <p>Dialogue, reflection and discussion on each chapter relating to site needs.</p>	<p>Focus students beginning to use strategies independently.</p> <p>Continue book club and reflections as to how this impacts our work with students.</p>	<p>Focus students using strategies independently.</p> <p>Use research from book club to set direction for 2019 student wellbeing and engagement.</p>

Other key policies include the review cycle and literacy and numeracy agreements.

- Recent key outcomes:

Academic highlights were:

Raised SEA gradings across all areas particularly in Science/STEM

Improved reading levels with the majority of students now reading at or above chronological age

The vast majority of student participants achieving the National Minimum Standard or above in NAPLAN testing

Quicksmart success across all participants

Preschool and Junior Primary Emergent Intervention programmes with success evidenced in improved student outcomes

Notable increase in student voice in their learning including goal setting and analysis of success criteria

The completion of the new preschool kitchen

A nature/wellbeing programme in semester 2 resulting in improved student engagement in learning. 2018 will see the beginning of the development of a Behaviour for Learning agreement to support students wellbeing to enhance learning outcomes. A review and update of the current literacy agreement is also planned for 2018.

Participation in community events such as the Annual Christmas Parade with Governing Council and staff collaboration

In previous years students have not been noted in the high growth bracket. In 2017, 25% were shifted into that high growth bracket, with 50% demonstrating average growth and 25% remaining in the lower growth bracket over time.

All students demonstrated growth in reading with 75% now reading at or above chronological age. Acceleration in this area was noted in the middle and upper classes. Increased Emergent Literacy focus in the younger years assisted to bridge literacy gaps found in testing when students started school, particularly in oral language. Readers were introduced 6 months into the year for students in foundation once required literacy foundations were built.

4. Curriculum

- Subject offerings: Teachers use the Australian Curriculum to provide programmes that are inclusive and provide opportunity for a range of learning styles. Teaching for Effective Learning is used to guide the pedagogy of learning.
- Open Access/Distance Education provision: Nil
- Special needs:
Class based Student Support Officers provide alternate programs for students with special needs under the supervision of classroom teachers.
- Special curriculum features:
Work collaboratively with Penola High School to implement a strong transition program that focusses on STEM inquiry.
Camps in line with current learning foci.
- Teaching methodology:
Classes are structured in 3 groups R/1, 2-4, 5-7. An understanding of SMART strategies, restorative practices and SMARTAR goals is required by all staff members.
Teaching for Effective Learning is used to guide teaching methodology. Teachers are required to reflect on practice and set goals for improvement.
SSO's work collaboratively with each other and classroom teachers to deliver a range of programs to support student academic, social and emotional development.
- Student assessment procedures and reporting
Acquaintance Night- Early Term 1
Interviews- Start Term 2
Written Reports- End Term 2/4
Students are assessed against the Australian Curriculum Achievement Standards. All curriculum areas receive a grade, effort and achievement comment.
- Joint programmes:
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5. Sporting Activities

- :The school is a participant in the Sporting Schools program which provides opportunities for students to experience a variety of sports, not necessarily available to the local community.

6. Other Co-Curricular Activities

- Festival of Music Choir
- Camps
- Fundraising for charities identified by SRC
- Lego League
- Supported playgroup

7. Staff (and their welfare)

- Staff profile
 - 1.0 Principal
 - 1.0 Class Teacher Years 5-7
 - 1.0 Class Teacher Years 2-4, shared position
 - 1.0 Class Teacher Years R-1
 - 0.6 NIT release teacher (Science, Japanese), shared position
 - 0.6 Preschool Teacher
 - 25 hours p/w Finance/Admin
 - 15 hours p/w Classroom Support
 - 7.0 hours p/w Groundsman
 - 5.0 hours p/w ICT support
- Leadership structure
 - :Principal
 - : Personell Advisory Committee consisting of AEU rep, SSO rep, staff rep and Principal for consultation on HR and Finance decision making.

- Staff support systems
Staff handbook is updated and distributed annually.
Literacy and Numeracy Agreements to be reviewed.
Developing Behaviour for Learning Agreement.
WHS Representative.
Opportunities for professional development through performance development plans, in line with site priorities. Opportunity to talk with Principal at other times to adapt on a needs basis.
- Performance Management
Biannually staff meet with the Principal to reflect on their professional development and set personal goals through the performance development process, inline with site improvement priorities. It is expected that staff share their planning and programming during these times.
- Staff utilisation policies
- Access to special staff
Regional Support Services provide a range of support personnel that students can be referred to if there is evidence that they are prevented from accessing the curriculum due to a social or academic reason. The office also provides support in the development of Negotiated Education Plans for students with identified disabilities. A speech pathologist is also assigned to the site to support early intervention programs for students with speech and language difficulties.
An ACEO works one day a week to support ATSI students and their families to address engagement and attendance issues.
- Other
:N/A

8. Incentives, support and award conditions for Staff

- Complexity placement points
:0.0
- Isolation placement points
:4.5
- Shorter terms
:N/A
- Travelling time
:Mount Gambier 30 minutes south, Penola 10 minutes north
- Housing assistance
:Available by application

- Cash in lieu of removal allowance
:N/A
- Additional increment allowance
:N/A
- Designated schools benefits
:N/A
- Aboriginal/Anangu schools
:N/A
- Medical and dental treatment expenses
:N/A
- Locality allowances
:A small locality allowance is available and is renewed annually.
- Relocation assistance
:By application
- Principal's telephone costs
:School mobile

9. School Facilities

- Buildings and grounds
Two main buildings are SAMCON construction with heating and air conditioning designed for up to 200 students.
Building 1 houses staff amenities, staff room, sick room, administration, library, interoception room, lunch shed and sports equipment storage.
Building 2 has 3 classrooms, a kitchen that serves as the breakfast club/intervention room, an assembly room, an art room and a technology room.
There is also a large preschool on site.
Grounds are spacious and well maintained. There is a large oval, cricket net, netball/tennis court, 2 sets of play equipment (one under shelter), a large undercover outdoor learning area the size of a gym and a large fitness circuit for community use.
The beginning of a community garden is in the process of being built. This stands next to the preschool and a large disused building that is marked for demolition at the end of the year. This space will then be turned into a garden/nature play area.
Plans to remodel the front office/admin area are also intended in the near future.
- Heating and cooling
:The school has reverse cycle air-conditioning to all main rooms.

- **Specialist facilities and equipment**
The school will have access to the Nangwarry Community Pool when it reopens at the end of the year. Swimming lessons will then be held there instead of the Mount Gambier Pool.
A supported playgroup is available to the community on Mondays from 9.30-11.00am
- **Student facilities**
There is an active SRC that fundraises for a variety of charities and the school.
The local Serv-Wel provides a healthy menu for lunch orders each day.
- **Staff facilities**
There is workspace available for staff at all times with a preparation room, computers in the staff room and a well stocked resource room. Staff have access to NBN internet. The staff room contains lockers, pigeon holes, microwave, sandwich press and fridge.
- **Access for students and staff with disabilities**
There is limited access as there are two steps to all buildings. A temporary ramp can be made available if needed. There is a disabled toilet that staff and students can access if necessary.
- **Access to bus transport**
A contracted bus transports secondary students to Penola High School at no cost to families.
- **Other**
N/A

10. School Operations

- **Decision making structures**
Governing council meet regularly twice a term, usually in week 3 and 8.
There is a parent club subcommittee for fundraising and event organising.
PAC meet at least once a term with the Principal in an advice role.
Students elect peers to SRC. They meet once a fortnight with a teacher co-ordinator.
- **Regular publications**
Fortnightly newsletters are sent to the community on Thursday afternoons. A staff daybook and term planner is utilised. A weekly staff meeting is held on Wednesdays. A staff handbook is provided to all staff and reviewed annually. A school Facebook page is in the the process of being developed. School Stream up is also under construction and some classes are experimenting with SeeSaw.

- Other communication
Class newsletters are sent home frequently each term.
- School financial position
:The school is in a sound financial position.
- Special funding
Rural and isolated, improved outcomes for Aboriginal Learners, Student with Disabilities funding, Disadvantaged Schools Program, School Based Preschool Funding, Literacy and Numeracy First, Early Years Funding.

11. Local Community

- General characteristics
Nangwarry is a 30 minute drive from Mount Gambier and 10 minutes from Penola. It is situated on the Adelaide Highway.
Nangwarry has a timber mill which offers some employment to the community. The forest industry surrounds the town and provides some opportunity for employment with planting, felling and pruning. There are job opportunities in nearby Penola and Mount Gambier in a large variety of industries.
Most children that attend Nangwarry live in either the township of Nangwarry or Tarpeena.
A small general store, CFS, ambulance service, post office and roadhouse supply services to the community. Most of the community shop in either Penola or Mount Gambier.
A high percentage of people belong to either the football/netball club and/or social club. Football and netball are the predominant sports offered to the community. A range of other sports can be accessed in nearby Penola or Mount Gambier.
There has been a pool redevelopment recently and this should be available to the public by the end of the year.
- Parent and community involvement
The school Governing Council and parent/fundraising committee are well attended and very active. Parents are encouraged to listen to reading and visit classrooms, attend excursions and camps.

- Feeder or destination schools
A preschool operates on site for two and a half days. Nangwarry Primary School is a feeder school for Penola High School.
- Other local care and educational facilities
A local doctor visits once a week.
Preschool on site.
- Commercial/industrial and shopping facilities
:1 Roadhouse, 1 licensed general store, 1 post office, 1 mill
- Other local facilities
Local pool (re-opening this year), Social club, Forestry Museum, Licensed Sports Club
- Availability of staff housing
Government Employee Housing available in Mount Gambier and possibly Penola.
Opportunity to rent/buy privately in Nangwarry.
- Accessibility
Nangwarry is located approximately 402km away. A coachline is available. Airport located approximately 15 kms away with regular flights to Melbourne and Adelaide. Flights range from \$180 - \$380 one way.
Mount Gambier is 32 km away and provides all health services and major shopping centres.
Penola is located 20 km away with a smaller range of services including a medical clinic, IGA, hotels, restaurants, wineries and cafes.
A drivers licence is preferable due to no public transport.
- Local Government body
Wattle Range Council

12. Further Comments

- Nangwarry is a beautiful, small, quiet country town in the centre of pine forests. It offers affordable rural living while being close to a major regional centre. Nangwarry has a strong, supportive local community. It provides the opportunity to develop strong, positive relationships and partnerships to enhance student engagement and learning.