



SCHOOL CONTEXT STATEMENT Updated: July 2017

School number: 0207

School name: KILKENNY PRIMARY

Contextual Statement:

Official records show that Kilkenny School was opened on September 30th 1889 on the site where the present school's basketball courts and oval are sited. Kilkenny Primary School is part of the Western Adelaide Region and is located 7kms from the city centre. The school is located on Port Road with easy access to both train & bus services. It is situated in an industrial area which is slowly transforming into new housing as industrial land becomes redeveloped.

Students at Kilkenny come from an extremely diverse range of multi-cultural backgrounds these include students of second and third generation from European and Asian countries to refugee students recently arrived from Syria, Africa, Afghanistan and the Middle East. The establishment of the Intensive English Language Centre in 2011 has strengthened the schools multi-cultural heritage. Many students who enrol in the IELC choose to stay at Kilkenny when their time in the program has been completed. 40 different cultures are represented within the school from non English speaking backgrounds.

The school has strong links with the community and positive parental involvement in the many aspects of school life. Areas of this involvement are volunteer support in classrooms, library and Stephanie Alexander Kitchen and Garden Program. The school also hosts a weekly playgroup run and maintained entirely by volunteers

Student population is currently 480 and annually on the incline with large numbers feeding in from our Preschool and Intensive English Language Centre on site.

1. General information

- School Principal name; **Peter Dunstan**
- Assistant Principal's; **Corey Taylor** (Curriculum Support and Teaching and Learning R-7)
Karyn Alford (IELC & Special Education)
- Well Being Coordinator; **Stephanie Johnson**
- Year of opening: **1889**
- Postal Address: **19 Jane Street West Croydon 5008**
- Location Address: **As Above**
- DECS Region: **Western Adelaide**
- Geographical location – ie road distance from GPO (km): **7 kms**
- Telephone number: **83454138**
- Fax Number: **84458206**
- School website address: **www.kilkennyc7.sa.edu.au**
- School e-mail address: **dl.0207_info@schools.sa.edu.au**
- Preschool attached: **Yes**
- Out of School Hours Care / Vacation Care (OSHC) service: **Yes**

- February FTE student enrolment:

February FTE student enrolment	2014	2015	2016	2017
<i>Preschool</i>		34	40	40
<i>Special Class</i>	17	20	20	20
<i>IELC</i>	59	49	45	38
<i>Reception</i>	37	49	50	60
<i>Year 1</i>	41	42	53	54
<i>Year 2</i>	30	46	44	53
<i>Year 3</i>	40	33	51	48
<i>Year 4</i>	36	43	30	45
<i>Year 5</i>	24	38	54	38
<i>Year 6</i>	34	23	38	56
<i>Year 7</i>	32	34	27	41
TOTAL	350	411	452	493

- July FTE student enrolment:

2014	2015	2016	2017
350	411	452	416

- Enrolment: Specific Groups*

	2014	2015	2016	2017
<i>Male FTE</i>	185	196	222	204
<i>Female FTE</i>	165	215	230	212
<i>School Card %</i>	25%	26%	30%	35%
<i>NESB</i>	195	195	195	195
<i>Aboriginal / Torres Strait</i>	11	7	20	17

- Student enrolment trends
 - Increasing annually Preschool - 7
- Staffing numbers (as at February census): **56**
 - Principal
 - 2 Senior Leaders
 - 1 Coordinator

<i>Staffing</i>	<i>Males</i>	<i>Females</i>
56	15	41
<i>Tier 1</i>		
<i>Tier2</i>		
<i>AST,s</i>	3	7
<i>Librarian</i>		
<i>CPC</i>	1	1
<i>SSO</i>	2	18
<i>GSE</i>	1	
<i>ACEO</i>	1	

- Public transport access
 - Easy access via both bus & train
- Special site arrangements
 - Special Education and IELC Bus and Taxi as per DECD guidelines

2. Students (and their welfare)

- General characteristics

Pre-School to Year 7 school with students from diverse cultural and socio-economic backgrounds. Students come from many non -English speaking backgrounds; Vietnamese, Indian, Arabic families forming the largest cohorts, with many other cultures represented.

Approximately 30% receive assistance in the form of school card.

- Student well-being programs

A whole school program that supports student learning & wellbeing has been developed using The Tribes Learning Communities. This is based on five caring agreements

- Attentive listening
- Appreciations no put downs
- Right to participate or pass
- Mutual Respect
- Only our best will do

These caring agreements are the foundation of a whole school program which kicks off the start of each year, for the first week.

One agreement is focused on over a three week period and awards are given at assembly to students seen to be demonstrating that agreement.

The students and staff are supported by a Pastoral Care Worker who works across the whole school three days a week, including organising breakfast club.

- Student support offered

Literacy intervention program

SSO support in all classes during literacy and numeracy daily

- Student management

The school has a very clear Student Behaviour Management Policy. The foundation of the policy is based on discussing the Tribes caring agreement that has been broken and supporting the student in creating a personal goal around their behaviour. Staff support students to take responsibility for their behaviour and emotions by using language that is reflective of the five caring agreements.

- Student leadership

Student Leadership is driven from a Student leadership Team.

- Special programmes

Stephanie Alexander Kitchen and Garden Specialists delivering the program

Intervention Teachers: support for EALD learners in small group and whole class situations.

Small group and individual support as well as teacher support in NEP writing and sourcing required resources for individual student needs.

AET and ACEO: Offers support to all Aboriginal students in developing ILP's, classroom support, special programs and general wellbeing.

Extra SSO support is given to students requiring individual programs when extra funding is provided

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

- Powerful Learning

We will strive to develop in all students the qualities of a powerful learner that will provide them with the skills to undertake employment in areas yet to be revealed. To ensure every student has access to an education that allows them learning opportunities to gain resilience, to be resourceful, reflective and reciprocal.

- Literacy
- Numeracy

We will aim to show an improvement in standards for all students through ongoing reflection of our site data.

Every student will be given the opportunity to learn to their maximum potential.

4. Curriculum

- Subject offerings:

All eight required areas as determined by the Australian Curriculum

Literacy: The schools literacy program starts each day with the Words Their Way spelling program

LOTE: Indonesian and is delivered through a NIT Program R-3. Indonesian was selected due to it being a common language of the schools local feeder high schools

Health and PE, The Arts and Science are NIT subjects within the school

We are a part of the Stephanie Alexander Kitchen Garden Foundation Program and therefore have developed an exceptional garden and orchard. A spectacular kitchen consisting of 5 workstations, lecturer cooking area and fully equipped

laundry also compliments the program. The program is led by the Kitchen and Garden Specialist supported by the class teacher.

- Special needs:

Support Staff to support students from non-English speaking backgrounds.

Two Regional Special Classes (R – 2 & 3 – 7).

Four Intensive English Language Program classes

School based program R-7

Preschool based program

- Teaching methodology:

A variety of teaching methodologies are used to cater for the diverse learning styles of all students. These include collaborative learning opportunities of whole class, small group, pairs and individual.

Literacy & Numeracy sessions occur daily with SSO support provided in all classes.

Students have access to computers, laptops and ipads. Every class has an Interactive White Board or 3D Television

- Student assessment procedures, reporting:

Recording of student assessment data using Scorelink can be accessed easily for student review meetings and parent teacher interviews.

Reporting to parents is by way of an information evening and interviews in Term 1, written reports at the end of Term 2 and Term 4. Student Showcase is a student led evening held in Term 3 giving students the opportunity to share their learning with their parent/caregivers.

5. Sporting Activities

PE teacher and a committee organise a school sports day with tabloid activities. This annual event is strongly supported by the whole school community.

Parent run, after hours sport is co-ordinated by a Sports Committee which is a sub committee of the Governing Council. These sports currently include soccer, netball and basketball

A whole school fitness program involves health hustle and fun run which takes place alternate weeks

6. Other Co-Curricular Activities

The school has a choir that culminates in a performance at Festival Theatre in August each year. The choir performs at regular school events

Special Days that are held in high regard by the whole school community are Sports Day and End of year School Concert. These are whole school activities that are well attended and supported by family and friends.

Other special days celebrated Walk Safely to School Day, Tree Planting Day, Harmony Day ACAW, NAIDOC

7. Staff (and their welfare)

- Staff profile

A stable staff comprising of 10 AST's due to growth in student numbers over the last 5 years new staff have been appointed

- Leadership structure

Entitlement by formula provides a Principal and a Deputy Principal. This has been converted since the establishment of the IELC to 2 Senior Leaders and a Coordinator.

A collaborative leadership structure with shared responsibility is a positive feature of the site. Individual leaders can offer support to staff and students in areas where each leader is proficient.

- Staff support systems

Teaching staff work in Professional Learning Communities around their interests or student cohort. PLC's give staff the opportunities to plan, assess, moderate and program.

Common NIT time is given to teaching teams with same year level to allow for collaborative planning.

Cooperative program planning occurs between SSO's and classroom teachers

Staff are involved in continuous review of practices and procedures

- Performance Development

The School's Performance development processes include:

Professional conversations between individual staff member and line manager.

This occurs each term (Informal conversations occur on a regular basis).

Performance Development Plans that are linked to school priorities, National Teaching Standards and address staff personal/professional goals. The line manager provided written feedback.

A range of professional development is offered to support staff achieve their personal professional goals and school priorities.

- Staff utilisation policies

NIT is provided by specialist in areas of Health and PE, The Arts and Science, Indonesian, SSO staff are employed for classroom support, individual student support, resource centre and administrative roles.

Groundsperson maintains school grounds and facilities including the Stephanie Alexander Garden Program.

Kitchen Specialist plans and programs for the Stephanie Alexander Kitchen Program.

- Access to special staff
Expertise provided by specialist staff EALD, Special Education, AET, ACEO, IELC staff, LOTE.
The school utilises support from a DECD Special Educator, Speech Pathologist, Attendance Counsellor, Behaviour Support and Psychologist.

8. School Facilities

- Buildings and grounds
The school site consists of Preschool, OSHC, Admin, Blue Gum, Red Gum, Green Unit, Resource Centre, The Barn and Gym
Through BER funding, the Barn and Redgum buildings were upgraded.
The Blue Gum and Pre School are a gradual and ongoing process.
The school grounds are spacious with two ovals, extra grassed areas and hard play areas. By far the highlight of the school grounds is the hectare of scrub area complete with pond and outdoor classroom.
The original swimming change rooms on the Port Road oval have recently been transformed by volunteers into a quaint Playgroup space.
The school has been through a \$1 million STEM Upgrade.
- Heating and cooling
All buildings air conditioned and heated.
- Specialist facilities and equipment
Resource Centre, Gym/Hall, Kitchens, Outdoor Education Area.
- Student facilities
Canteen – run by volunteers 2 days per week.
- Staff facilities
Fully equipped staffroom with computer workstations as well as desktop computer in each class.
- Access for students and staff with disabilities
Ramps & disabled toilets

- Access to bus transport
 - Port Road stop 15. Directly in front of school
 - The school has two 11 seater buses

9. School Operations

- Decision making structures
 - The following structures have been put in place to improve the efficiency of managing the School.
 - A Leadership Team comprising the Principal, Senior Leaders and Coordinator meet weekly.
 - Regular PLC meetings
 - A weekly administration staff meeting
 - A weekly management meeting with Principal and PLC representative
 - Governing Council meets twice a term
 - Sub-Committees that report to Governing Council twice a term
 - An Occupational Health, Safety and Welfare representative
 - P.A.C. meets on a regular basis.
 - All decisions are made in accordance with the Schools Decision-Making Policy.
 - Student Leadership and Governing Council are an integral part of decision-making structures.
- Regular publications
 - Newsletter published weeks 1, 3, 6 & 9 each term.
 - Class termly overviews every term
 - Staff Handbook & Policy Folder on USB
 - Weekly Staff Bulletin
 - Daybook
 - Parent enrolment packages
- School financial position
 - Finance Committee of the Governing Council oversees annual budgets and maintains a regular monitoring role.
 - School fees are are similar to other sites within the Inner West partnership
- Special funding
 - Two regional special classes
 - IELC capacity of 4 classes

10. Local Community

- General characteristics
 - The school is situated on the edge of a residential area with 2 factories as neighbours. Port Road forms a boundary of the school.
 - Housing is a combination of privately owned and rented.
- Parent and community involvement
 - The school boasts high community involvement
 - Parent volunteer support is high
 - School canteen is run with volunteer support.
 - Playgroup is run by volunteers one day a week.
- Feeder or destination schools
 - The majority of our Reception children generally come from our on-site Preschool.
 - 75% of our IELC students exit into mainstream classes at the end of the program
 - Year 7 students mostly graduate to Woodville High School, with some enrolling at specialist schools including Underdale, Henley & Findon High
- Commercial/industrial and shopping facilities
 - Welland and Arndale shopping centres
- Other local facilities
 - Many other local facilities and services are within easy access to the school
- Local Government body
 - The City of Charles Sturt