



SCHOOL CONTEXT STATEMENT

Updated: Dec 2021

School number: 0714

School name: Challa Gardens Primary School

School Profile Text:

Challa Gardens Primary School is characterised by:

- A rigorous curriculum with whole school literacy programs (guided reading)
 - An active student voice contributing to our school and community
 - Community involvement in our school through volunteers, mentoring and breakfast club Programs
 - A focus on Physical Education, Drama and Media Arts, Greek and Digital Technologies
- Challa Gardens Primary School provides learning for students from Pre School to Year 6. The school has a diverse student population made up of approximately 65% school card, 70% EALD students, 10% Aboriginal students and 5% students identified with a disability. Challa Gardens Primary School is classified as a Category 2 School.
- An expectation all community members keep their MARBLES at all times (Mindset, Attitude, Resilience, Belief in Yourself, Leadership, Engagement and Stretch)

Our Site Improvement Plan 2022– 2024 includes
Reading Improvement – Comprehension Strategies
Writing Improvement – sentence structure

1. General information

- School Principal name: Pina Fitzharris
- Year of opening: 16th July 1926
- Postal Address: 8 Humphries Terrace Kilkenny 5009
- Location Address: as above
- DECD Region: Western Adelaide
- Geographical location – Situated in the Western suburbs 9 km from the GPO
- Telephone number: (08) 84451194
- Fax Number: (08) 84451968
- School website address: <http://www.challaps.sa.edu.au>
- School e-mail address: dl.0714.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: YES –
- Out of School Hours Care (OSHC) service: off site. Situated at Brompton Primary School
- 2022 February FTE student enrolment:

Enrolment 2022

Reception	34
Year 1	28
Year 2	31
Year 3	37
Year 4	43
Year 5	42
Year 6	43
TOTAL	258

FTE Enrolment: Male

Female

School Card Approvals 130

ESL Enrolment

Aboriginal Enrolment

- Student enrolment trends: Steady
- Staffing numbers (as at February census):
 - 1 Principal
 - 1 Deputy Principal
 - 1.0 School Counsellor
 - 1.0 Special Education
 - 0.6 Aboriginal Education Teacher
 - 1 EALD Teacher
 - 0.8 P.E. and Health Teacher
 - 0.4 Digital Tech Teacher
 - 1.0 Greek Language Teacher
 - 0.6 Drama Teacher
 - 0.8 Teacher librarian
 - 15 Class teachers
 - SSOs Classroom Support
 - SSO Admin Support
 - SSO ICT support
 - Pastoral Care Worker
 - Grounds person
- Public transport access:
 - Train station is within walking distance from the school. Bus routes circuit the main bordering roads: Regency and Torrens Rd

2. Students (and their welfare)

• General characteristics:

The school serves students and families from a broad cross section of the community. Students come from many non-English speaking backgrounds: Indian and many African backgrounds form the largest components, with currently 28 cultures represented.

Over 60% of students access school card.

There are currently 20 Aboriginal students. In recent years a large percentage of the school population has become transient.

• Student well-being programs

Wellbeing is a school focus and Challa Gardens Staff use a trauma informed approach with the support of the Berry Street Model.

In 2021 the whole school was involved in implementation of the Berry Street Model.

All teachers have participated in implementation of the Zones of Regulation Model.

A sensory room that students can access if required and each classroom has a dedicated cool down area.

• Student support offered:

Extensive co-ordinated Special Education, Aboriginal and ESL support is provided

Support comes in the form of early intervention; Negotiated Education Plans;

Individual Education Plans; Early Assistance; individual, small and group support for students.

Students currently have a category of funding to support their engagement in learning.

Mainstream A: 3

This is co-ordinated through our Student Review Team.

Tier 2 staff are part of the support structure for teaching and Learning and Intervention in Year Level Teams.

A few students require additional support for behaviour.

This support is provided by SSOs.

• Student Leaders:

The school behaviour management policy has explicit behavioural expectations.

It includes consequences for both achieving and not achieving those expectations.

There is an emphasis on wellbeing, safety and empowerment.

There are explicit statements for the roles and responsibilities of staff, students and parents/ caregivers.

• **Student Leaders:**

Since 2018 the school has had Student Executive and Student Leader Community Groups as the model of student voice.

These Groups include:

- School Captains
- Sports Captains
- Well Being Committee
- Digital Tech Leaders

Through these means students are able to provide input into a range of school issues.

• **Special programmes:**

PE Specialist Programmes:

This year Challa Gardens offered specialist sport programmes for Year 4 – 6.

This will create high school pathways.

This year's programme include

- Netball
- Soccer
- Basketball.

Our PE teacher coordinates the programme together with our local sporting clubs.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Challa Gardens Primary School has a Site Learning Plan which is consistent with DECD policies and priorities.

School Priorities 2022 include

- Literacy – Reading and Writing Improvement
- As a learning community we will strive to improve outcomes through:
 - A focus on success
 - Rigorous attention to improving programmes and services for all students including those who are educationally disadvantaged and at risk.

4. Curriculum

- **Subject offerings:**

All required areas of the Australian Curriculum.

Digital Technologies, Drama and PE specialist NIT programs are taught to all students

LOTE: Greek – NIT

- **Special needs:**

Our Student Review Team oversees the implementation of Special Education, Aboriginal and EALD Programs, as well as teacher referrals for support.

- **Teaching methodology:**

A variety of teaching methodology is used to cater to the diverse learning styles of students. These include collaborative learning, ability grouping, whole class, small group, pairs and individual.

A major focus is student engagement.

- **Student assessment procedures and reporting**

Assessment is in line with the Australian Curriculum. A range of procedures are used including anecdotal, testing, examples of work, oral and written, peer group assessment, teacher designed and student initiated. It is expected that any assessment is based on predetermined data and is consistent with pedagogy used.

Currently teachers report formally to parents/caregivers in the following ways:

1. Acquaintance afternoon/evening at beginning of year
2. Written reports based on learning areas and behavioural expectations twice a year
3. 3-way interviews
4. Incidental reporting to parents as requested or required

5. Sporting Activities

- Physical Education is a school priority:
In addition sports skill clinics “come and try” programmes are regularly conducted and the school participates in out of school hours sport programmes with the support of parents/caregivers and SAPSASA.

The school runs a tabloid sports day each year.

6. Other Co-Curricular Activities

- There are whole school assemblies every three weeks which feature student learning and recognise student achievement. These are conducted by students.

7. Staff (and their welfare)

- **Staff profile:**

The staff at Challa Gardens Primary School is composed of a mix of permanent and temporary school support officers and teaching staff.

21 teachers have achieved Step 9.

All staff have complete Code of Ethnic training.

There is a strong and committed feeling of “team” amongst staff, based on collaborative practice and shared learning using PLT model.

- **Leadership structure:**

Currently the leadership structure is composed of a Principal, Deputy Principal and a School Counsellor (0.8).

- **Staff support systems:**

Support for staff is provided by colleagues and a Leadership Team in an open climate of collegiality.

Teachers are situated in Year Level Teams and are encourage to plan learning together. Staff work in 5-week sprints.

Leadership meet with year level team every five weeks to discuss learning design and student development.

Staff also participate in regular PLT conversations. 3 staff meetings each term are used for staff collaboration and learning.

Performance Management:

Performance Management is negotiated between staff and line managers and has a pedagogical focus. Performance management processes are organised to support individual and collective achievement of personal and collective goals.

All staff are expected to participate in a Performance management process.

- **Staff utilisation policies:**

Teaching teams are a highly visible and successful aspect of the school's educational Programme. All staff meet regularly to share expertise, resources and co-plan lessons and activities for students.

- **Access to special staff:**

The school receives visiting Regional support from a Guidance Officer, Disability Consultant, Speech Pathologist, Attendance Counsellor, Aboriginal Inclusion Officer, Interagency Behaviour Support and Hearing Impairment in an at needs basis.

8. School Facilities

- **Buildings and grounds:**

The site is large and is spread out.

There was a facilities upgrade. In 2010 library and classroom spaces were developed as part of the National School Pride and Building the Education Revolution programs and in 2018 a STEM building was established.

- **Heating and cooling:**

All classrooms and school buildings have either reverse cycle or split system air conditioning.

- **Specialist facilities and equipment:**

Currently the school has specialist teaching areas for Greek, special education and EALD, Drama, Gym and Digital Technologies

- **Staff facilities:**

Staff room, Staff has access to ICT resources in their classrooms, in the Resource Centre and in the staff resource area.

- **Access for students and staff with disabilities:**

Ramps, Disabled toilets'

- **Access to bus transport:**

See "General Information"

9. School Operations

- Decision making structures:

The following structures have been put in place to improve the efficiency of managing the school:

Meetings:

- Leadership Team meetings - weekly
- Teacher teams – Literacy Conversation – 5 week cycle
- SSO meetings – twice a term
- Community Groups – twice each

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- Staff meeting - weekly
- Governing Council -twice a term:

- Governing Council sub-committees

The PAC also meets on a regular basis. All decisions are made in accordance with the School's Decision-Making Policy. Student Voice and Governing Council are an integral part of decision-making structures.

- Regular publications

Communication with parents is a priority and the school has high expectations regarding the quality of these. There is an information package for staff and parents, and electronic daily notices for staff information. Staff also uses the intranet for communication.

Challa Gardens Primary School Newsflash is sent via Skoolbag daily.

- Other communication: Facebook is used to share information
- School financial position:
Financially sound.

10. Local Community

- General characteristics:

The school serves a mixed community in the middle of the Western suburbs.

Housing ranges from cheap and Housing Trust/rental to middle price range.

It is approximately 15 minutes to the City of Adelaide from the school by car.

The proximity of both city and coast is expected to influence the local demographic with larger blocks of land being amalgamated for the purpose of creating medium density new housing aimed at first home buyers.

The community is multicultural - some new-arrival families are moving into the community. This provides a mix with the longer term residents: a significant number of families with up to 3 or more generations who have lived in the area.

We are a community based school. Parents and community members can be involved in our school through volunteering for classroom support, assisting excursions, and coaching sporting teams.

- **Feeder or destination schools:**

There is a Pre School on site. Children also come from a variety of Pre-Schools. Year 6 students mostly graduate to Woodville High School, with some enrolling at Specialist Schools including Henley, Findon, Seaton and Underdale. Every year a number of student apply for language programmes at Adelaide High School

- **Other local care and educational facilities:**

- **Commercial and industrial and shopping facilities:**

Arndale and West Lakes shopping centres are in close proximity. Small businesses in the area are diverse and many.

- **Other local facilities:**

There is a wide range of community facilities - sport, arts, religious etc. The closest community health services are in Port Adelaide.

- **Accessibility:**

Easy Accessibility

- **Local Government body:**

Charles Sturt Council