



## School Context Statement

Updated: February 2019

**School Number:** 0720

**School Name:** Clarendon Primary School

### School Profile:

Clarendon Primary School is a small, picturesque school in the Southern Mount Lofty Ranges, situated near the Onkaparinga River, on the edge of the Clarendon township, an area which was traditionally the country of the Kurna First Nations people. Established in 1885 at the current site, Clarendon has traditionally been a small school with enrolments consistently between 50 and 70 students over the last few decades, up until very recently when we reached capacity. Clarendon Primary School is a Category 7 school on the index of disadvantage and services students from 18 different surrounding towns, suburbs, locations and districts. We have fewer than 10% of students receiving school card assistance and very few students from non-English speaking backgrounds. As at 2019 we have no students who identify as Aboriginal or Torres Strait Islander. Approximately 10% of our students have a verified disability and qualify for extra support with their learning. Clarendon Primary School prides itself on being a tolerant, supportive and inclusive community school. Clarendon has had relatively stable staffing over the last several years with minimal turnover, however, in the last few years we have had a significant change in staff composition. The school is part of the Stephanie Alexander Kitchen Garden Program and students participate in weekly gardening and cooking lessons. Nature Play is a core part of our program, as is play more generally. Environmental, moral and virtues education underpin much of the teaching and learning undertaken at Clarendon, in line with the requirements of the Australian Curriculum. Clarendon is a small school but is well regarded for our great school community. Our key strategic directions informed by these values are Higher Standards of Learner Achievement, Improve Health and Wellbeing and Child Safety, and Engage Children, Families and Community, which align us with Partnership and Department for Education strategic priorities.

### 1. General Information

- School Principal name: Mr David Hodges
- Year of opening: 1885
- Postal Address: c/o Clarendon Post Office, Clarendon SA 5157
- Location Address: Potter Road, Clarendon SA 5157
- Local Network: Sea and Vines Partnership / Noarlunga Education Office
- Geographical location (ie. road distance from GPO): 27 km
- Telephone number: (08) 8383 6110
- Fax Number: (08) 8383 6453
- School website address: [www.clarendonps.sa.edu.au](http://www.clarendonps.sa.edu.au)
- School e-mail address: [dl.info.0720@schools.sa.edu.au](mailto:dl.info.0720@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Shared with Kangarilla PS (at Kangarilla PS)

#### • Student enrolment trends:

School enrolment trends have traditionally indicated numbers between 50 and 70 students, however, over the last 4 years there has been an upward trend in enrolments and the school started 2018 at capacity. Capacity and enrolment demands are managed through the use of a locally managed enrolments policy

- 2019 Feb FTE: 106
- 2018 Feb FTE: 102
- 2017 Feb FTE: 103
- 2016 Feb FTE: 95
- 2015 Feb FTE: 89
- 2014 Feb FTE: 76
- 2013 Feb FTE: 67
- 2012 Feb FTE: 67
- 2011 Feb FTE: 58
- 2010 Feb FTE: 46

- **Staffing numbers** (as at February census):

- Principal- Band A3 1.0 FTE (teaching up to 0.2)
- Teachers: 4.8 FTE (6 teaching staff) with four classes and 0.8 specialist time
- 6 ancillary staff
- 1 grounds staff (private contractor)
- 1 Pastoral Care Worker (school and community-funded position)

- **Public transport access:**

We are on the route of the Aberfoyle High School bus service, which students can access to travel to Kangarilla for OSHC. Taxi services and other public transport options are extremely limited.

- **Special site arrangements:**

Clarendon Primary School is part of the Sea and Vines local school network, in partnership with Clarendon Kindergarten, Madge Sexton Kindergarten (McLaren Vale), Aldinga Kindergarten, Aldinga Beach Children's Centre, Willunga Kindergarten, Kangarilla PS, McLaren Flat PS, McLaren Vale PS, Willunga PS, Aldinga Beach B-7 School, Myponga PS and Willunga High School. We are under the jurisdiction of the Noarlunga Education Office.

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

- **General characteristics**

Students attend Clarendon Primary from across approximately 18 different suburbs and towns and the vast majority of children commute by car to school. 30% of the enrolment is made up of students from the immediate Clarendon Township. Students are grouped in cross-age composite classes, often with family members and siblings. 10% of children are from a family who access school card support. Many families make Clarendon their school of choice, despite not living in the local area. Currently enrolments are managed through a Priority of Access Policy that supports the sustainable management of capacity.

- **Student wellbeing programs:**

Students are engaged in a range of programs centred on wellbeing including kitchen garden lessons, Child Protection Curriculum, virtues lessons, class meetings and What's the Buzz activities; they also have access to our Pastoral Care Worker or DfE social worker if required. Being a small community school, there is significant support for students from within and outside the school.

- **Student support offered:**

Intervention services provided by DfE support services:

MultiLit, M4LI (Maths for Learner Intervention), TooSmart maths, Reading Doctor & other programs.

SSO support (when available) for children with learning disabilities, and for learning difficulties.

Barefoot Club co-ordination program for Junior Primary children.

Support from DfE Learning and Behaviour Support Services.

- **Student management:**

Our school provides a safe, caring, orderly and stimulating learning environment where the rights of all students to learn and all teachers to teach are supported and protected. Staff, parents and students work together as a co-operative team to develop and promote consistent behavioural expectations and consequences. We believe in a collaborative problem-solving method in relation to behaviour management and strive to use principles of restorative justice when resolving behaviour management issues.

Appropriate behaviour is actively encouraged. Appropriate behaviour is achieved through a success-oriented learning environment catering for the needs of all students, in combination with intentional environmental considerations. Students are responsible for their own decisions and behaviour and are taught to accept the natural and logical consequences of their behaviour. We find that logical and natural consequences and restorative practices have a more positive long-term outcome for students than punitive and unnatural consequences.

Conflicts are inevitable in all human relationships and we will help to develop non-violent strategies to address and resolve these conflicts using restorative methods.

Particular examples of these rules are determined following consultation with students in each class. If students have difficulty in following these rules, they will be asked to have time to themselves to consider their actions. Persistent problems will lead to suspension and referral to other agencies for assistance. Regular communication between families and teachers will help with combined efforts to maintain and develop excellent behaviour.

For more details on the school's Behaviour Management Policy, please contact the school office or refer to the DfE School Discipline Policy.

- **Special programmes:**

Stephanie Alexander Kitchen Garden Program  
SASSA Sport and Sporting Schools Program  
Virtues and What's The Buzz Program supported by PCW  
Reader's Theatre  
Festival of Music Primary Schools' Choir  
Ukulele Program (Yr 6-7)  
Community Builders program  
Learner Enrichment Team

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

Our school community has a vision of the school that, as a community of learners, we will all experience success and fulfilment in achieving the skills, knowledge and expertise to achieve school-wide and year level achievement standards. We acknowledge that averaging data can skew the figures to some extent. Hence, during 2013 we implemented a more consistent approach to collecting data on student achievement that allows us to track and monitor individual levels of student achievement and improvement, in line with personal learning goals and Individual Learning Plans / Negotiated Education Plans that are used when required. At Clarendon Primary School, we are now collecting achievement data using multiple measures, including use of NAPLAN, Running Records, PSC, SPA, ICAS and PAT-R/M/V/GA tests, as well as observational, anecdotal recording of student learning. Other factors, such as attendance, behaviour, participation and engagement are also considered when analysing data. 2013-9 has seen the school collect baseline data consistently across the school to provide benchmark levels by which we are able to measure the progress of each student and, importantly, the efficacy of our teaching, curriculum and pedagogy against agreed benchmarks. LDAM initiatives are actively implemented across the school.

### 4. Curriculum

- **Subject offerings:** Australian Curriculum. Kitchen Garden Program. Indonesian. Some access to private music instruction and senior class is involved with Festival Choir and Ukulele Program.

- **Open Access/Distance Education provision:** Nil.

- **Special needs:**

Children with learning difficulties and disabilities are able to access some levels of learning support through programs such as MultiLit, Maths for Learner Intervention, Reading Doctor and TooSmart maths with ancillary and volunteer staff. Our collaborative Learner Enrichment Team works to support the needs of all learners through a combination of enrichment and enhancement programs with individuals and small groups.

- **Special curriculum features:**

Kitchen Garden Program / environmental education / sustainability education / virtues education. Access to UNSW ICAS assessments / Nature Play focus / low tech learning approach.

- **Student assessment procedures and reporting:**

Clarendon PS has an open-door philosophy in regards to working alongside parents and carers to keep them informed about the progress of their child/ren. Formal assessment and reporting practice include three-way conversations to develop and review student learning goals in Terms 1 & 3 and formal written reports are provided in Terms 2 & 4. Children also are involved with NAPLAN testing in Years 3, 5 & 7. PAT R (reading) and PAT M (maths) standardised tests are used from Year 2 onwards to provide teachers with diagnostic data about performance in maths and reading comprehension, as well as other targeted areas.

- **Joint programmes:**

2014-5 Clarendon Primary School was involved in a project with Clarendon Kindergarten titled 'Reimagining Childhood – exploring the provocations of Thinker in Residence Carla Rinaldi' facilitated by the Early Childhood Organisation (ECHO). We maintain a close relationship with our local kindergarten.

During 2016-9 and into the future we will continue to work with a cross-section of schools from within our Sea and Vines partnership and other local schools. Collaborative moderation, planning and assessment has been a feature of our collaborative work with other small local sites, as well as participation in other partnership-wide activities and professional learning.

Across 2017-8 Clarendon and Kangarilla Primary Schools collaborated on the Educator Improvement Cycle of Coaching and professional reflection and learning.

## 5. Sporting Activities

Fitness and Health & PE lessons form a normal part of programs at Clarendon Primary School. Within the local community, children are involved with cricket, football, netball and tennis. At school, students from Year 5 onwards have the opportunity to get involved in organised SSSA (formerly SAPSASA) sports carnivals and knockout sport. Clarendon has recently been involved in athletics, cross country, tag rugby, rugby league, soccer, netball, Australian rules, T-20 blast cricket and swimming. We regularly access Sporting School grant funding to initiate specialist coaching clinics for children.

## 6. Other Co-curricular Activities

Co-curricular activities include YELP (Young Environmental Leaders' Program), Safety Ambassadors, SRC (Student Representative Council), Lunchtime BUZ, some private music tuition, excursions, Festival of Music choir, incursions, cultural performances and NRM youth forum. Annual events include Elders' Day, Sports Day & Family Fete, School End of Year Concert, Harmony Day, Book Week and Nature Play Days. Class camps are a strong part of the Clarendon school culture. In the past classes have traditionally been on camps to Illawonga, Adelaide Zoo and Narnu Farm (junior classes), Naracoorte Caves and the South East and Arbury Park (whole school). We have also visited Kangaroo Island, and Yookamurra Sanctuary in the Mallee.

## 7. Staff (and their welfare)

### • Staff profile:

The teaching staff at Clarendon bring different areas of expertise from their range of experiences. We have long-term and new staff. The classroom teaching staff at Clarendon brings a wealth of enthusiasm, professionalism and a diversity of knowledge to their roles. The classroom teaching staff at Clarendon bring a wealth of enthusiasm, professionalism and a diversity of knowledge to their roles. The classroom teaching staff have also taken on leadership roles across the school in different areas and have taken on the role of Principal as required when the site leader has been away on leave, etc. We have a skilled and capable group of SSO staff who take on a diverse variety of roles across the school, including Kitchen Garden, ICT, choir, enrichment and intervention, library and classroom support.

### • Leadership structure:

Principal (administration 0.8, and teaching up to 0.2 as required)

### • Staff support systems:

Teachers have 'buddy' systems and work collaboratively on developing programs and planning for school events. Being a small school, the need for close collaboration is inherent and vital for the smooth running of the school. Planning for school improvement and development and implementation of strategic plans and actions is expected to be a shared responsibility.

### • Performance management:

Staff have access to performance management meetings and can expect written feedback about their work. AITSL National Professional Standards for Teachers and DfE frameworks for performance development are part of the process. Peer observation, coaching and feedback is expected and encouraged.

### • Staff utilisation policies:

Ancillary staff are used in a range of ways across the school including finance, administration, WHS compliance, co-ordination programs, young leaders, garden and grounds, Kitchen Garden program, learner intervention, special education support and resource centre management and operation.

### • Access to special staff:

Pastoral Care Worker – through a school and community-funded program.

Speech pathology, social work, behaviour support, psychology, disability support, guidance, hearing and Aboriginal community workers – if required – through Noarlunga Education office.

## 8. School Facilities

### • Buildings and grounds:

Our school is situated in picturesque grounds on the side of the valley that characterises the Clarendon Township, above the weir and Onkaparinga River. The double MP/UP classroom is solid stone, was built in 1885 and is heritage listed. The original Headmaster's residence (1901) has been converted to an administration building. We have an older-style double transportable building (wooden) which houses our junior primary classes. An older transportable classroom has been refurbished and now serves as a kitchen classroom. We have a new resource centre, completed in 2012, and transportable toilet buildings onsite. We have extensive grounds and play areas, featuring hard play spaces, lawns, a small soccer field, tennis court, orchard, fruit and vegetable garden, wood fired oven, and areas for cubby building, free play and construction including the Village Nature Play space. Our sandpit is a free-form nature play area that is very popular with students and families.

- **Heating and cooling:**

All classrooms and buildings have effective heating and cooling. Clarendon experiences temperatures slightly milder in summer and slightly cooler in winter than metropolitan Adelaide. Mid-winter tends to be cold and wet.

- **Specialist facilities and equipment:**

Laptop computers are based in classrooms and the resource centre for student use, with network and Wi-Fi internet access. Kitchen Garden infrastructure provides specialist garden and cooking learning experiences.

- **Student facilities:**

Students have access to the resource centre, diverse outdoor play environments, sports equipment, internet and email access. Students can access the resource centre at various times. Filtered drinking water is provided in the yard and there are several covered veranda areas for eating, playing, etc.

- **Staff facilities:**

Staff have a small kitchen/lounge area in the administration building. The kitchen is a fully equipped facility with fridge, kettle, stove, oven, microwave, sink, coffee machine, etc. Teaching staff have laptops and iPads provided by the school. All staff have internet access and Wi-Fi access. Landline phones are connected to each building in the school. Car parking for staff is provided onsite. Staff are provided with school laptop and tablet for classroom and professional use within the guidelines of the DfE ICT Security and User policies.

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

Due to the steep nature of the terrain around the school, access for students and staff with physical disabilities is difficult. There is limited mobility access to the school from the top carpark and street parking on Potter Road, and the car park is unsealed. There is limited access to some parts of the school for people with limited mobility. There are currently no wheelchair accessible toilet facilities.

- **Access to bus transport:**

We are on the route of the Aberfoyle High School bus to Kangarilla. There is very limited access locally to public transport services.

## **9. School Operations**

- **Decision-making structures:**

The Personnel Advisory Committee is comprised of members of the teaching and ancillary staff. All staff are consulted on matters of day-to-day operations, policy development and so on. Staff meet together for administration staff meetings each Tuesday morning before school. Teaching staff meet weekly for professional development and management of pedagogical issues. The school Governing Council meets twice per term. Governing Council subcommittees, including curriculum, grounds, fundraising and finance meet as and when required outside of set GC meeting times.

- **Regular publications and other communication:**

The newsletter is published weekly in hard copy and electronically.  
A Family Contact List is updated and issued annually (or more often if required).  
Our school website was fully refurbished and upgraded in 2018.  
Acquaintance Night in Term 1.  
Parent / community noticeboard.  
Middle/Junior Primary noticeboards.  
Classroom newsletters and updates.  
Parent Forums in every class each semester.  
Parent education sessions as required.  
Skoolbag online / mobile app for parent and community contact and communication.  
SMS communication as required.  
Class online blogs in some classrooms.

- **School financial position:**

The school is in a sound financial position, which is overseen by the Governing Council Finance Subcommittee and accounts are audited annually. Please see Annual Report for profit and loss statement.

- **Special funding:**

Limited funding is made available through state and federal governments to support children with disabilities. Federal Better Schools Funding was minimal in 2015-9.

## **10. Local Community**

- **General characteristics:**

Clarendon is a small township on the edge of metropolitan Adelaide, characterised by its picturesque location and many historic buildings. Most working parents in the area commute to Adelaide for work.

- **Parent and community involvement:**

Parent and community involvement is strong on lots of levels across the school, including informing decision making, providing feedback to the school, supporting education programs, special events and functions. The kitchen garden program is reliant on volunteers to maintain a successful and engaging program. Parents are also involved in supporting sports teams and often participate during excursions. Parent and community volunteers are subject to DfE Volunteer and Relevant History Screening policies. They are also required to undergo site-based inductions before volunteering at school.

- **Feeder or destination schools:**

Most children transitioning from prior-to-school settings do so from Clarendon Kindergarten. The local secondary school is Aberfoyle Park High School, while some children choose to attend Brighton, Urrbrae, Blackwood and other secondary schools, of which there many in the surrounding area.

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

OSHC and VAC CARE accessed via Kangarilla PS.

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

The township of Clarendon has the local General Store/Post Office, bakery and hairdresser, while The Royal Oak Hotel is the local hospitality option. The nearest service station is at Kangarilla.

- **Other local facilities:**

Over 50s Club, Uniting and Anglican Churches, Riverbend Park and oval, Bowling Club, netball and tennis courts and Historic Hall Museum.

- **Availability of staff housing:**

Nil.

- **Local Government body:**

Onkaparinga City Council.