

SCHOOL CONTEXT STATEMENT

Updated: February 2022

School number: 0104

School name: Coromandel Valley Primary School

School Profile:

Coromandel Valley Primary School offers an engaging and rigorous International learning program in the picturesque Mitcham Hills region.

The school is noted for its excellent learning programmes and high levels of academic achievement as well as involvement in creative and sporting pursuits. The school has a strong sense of community involvement, working collaboratively to support student learning and achievement.

Coromandel Valley is an authorised International Baccalaureate World School the Primary (PYP) Programme as well as covering the Australian curriculum. The school is committed to developing global citizens with a strong sense of international mindedness and intercultural understanding, through inquiry learning.

Students are encouraged to become active, compassionate lifelong learners who understand difference, value diversity and make a difference in their world.

Specialist teaching programmes are provided in Performing Arts, Japanese, Science and Physical Education. Many students also participate in a range of extracurricular programs including; chess, choir, jump rope, leadership initiatives, instrumental music, sport and community initiatives.

1. General Information

Part A

Internal Courier	South		
Principal	Mike Shaw (acting – Term 1)		
Postal Address	339 Main Road, Coromandel Valley, SA, 5051		
Location Address	339 Main Road, Coromandel Valley, SA, 5051		
Partnership	Mitcham Hills		
Distance from GPO	14 km	Phone No.	08 8278 3693
CPC attached	No	Fax No.	08 8370 2436

February FTE	2016	2017	2018	2019	2020	2021	2022
Reception	55	53	73	59	71	69	61
Year 1	50	55	54	76	60	72	76
Year 2	48	51	57	54	76	63	76
Year 3	57	50	54	58	51	78	63
Year 4	68	57	49	58	57	53	80
Year 5	54	67	60	49	57	59	50
Year 6	60	53	64	59	48	57	62
Year 7	53	59	54	60	45	37	
Total	445	445	465	471	465	488	468
July Total FTE	445	445	465	471	467	488	
School Card %	8%	8%	7%	6%	6%	7%	6%
Aboriginal %	9	8	10	10	10	10	2%

Part B

Leadership

Mr. Mike Shaw – (Acting Principal – Term 1) Assistant Principal Innovative Teaching and Learning
Kathryn Morgan – Deputy Principal Inclusive Education
Ms. Kate O'Driscoll – Curriculum Coordinator
Mrs. Sue Matthews – Business Manager

School website address

<https://coromandps.schoolzineplus.com>

School e-mail address

dl.0104.info@schools.sa.edu.au

Staffing numbers

2.6 leadership, 24 teaching staff and this includes, (0.8 library), 1.2 LOTE (Japanese) and 0.8 Performing Arts
0.8 Physical Education, 0.8 Science, 18 classroom teachers and 10 support staff.

OSHC

The school offers before (7.15-8.30am) and after school care (3.15-6.15pm) as well as a vacation care program (7.15am-6.15pm).

Director: Dennis Shanahan

Enrolment trends

School has a local zone with right of entry. Despite year 7s moving on to high school, numbers remain around 460.

Special arrangements

The school is one of six primary schools within Mitcham Hills Partnership. The school is an authorized International Baccalaureate World school in both the primary and middle years programme.

The school is supported by the SAPYP coordinator network and involved in school professional learning, specialist hub groups and spotlight seminars for IB teachers.

Year of opening

1877 as one of the first government schools in SA and the oldest school in the Mitcham Hills partnership.

Prior to 1877 it was an Anglican private school operated by the church next door from 1873.

Public transport access

The 601B bus stops in front of the school.

2. Students (and their welfare)

General characteristics

Students come from similar cultural and economic background making the students a very homogenous group who work and learn well together. Students come from a large catchment area as the school sits between rural and urban development.

Support options

The school offers a Learning Assistance Program (LAP), Kids Hope Program and an Early Assistance Program for students in need. We also offer a minilit intervention program, interoception strategies and access to a pastoral care worker three days a week. Buddy classes operate between senior and junior classes.

Student behaviour management

We strongly believe that all students have the right to learn in a safe and supportive environment and that teachers have the right to teach in the same environment. It is our aim that students learn to take responsibility for their own behaviour, supported by restorative practices and the IB learner profile attributes. All class develop class essential agreements to establish and maintain positive learning environments.

Student Leadership and Agency

Student Leaders facilitate student action teams who meet on a weekly basis to develop ways to improve and add to our school community.

The school has an active Student Representative Council (SRC). Classes meet regularly and representatives meet three times a term. The SRC executive (4 student leaders) meets twice a term with the Mitcham Hills Partnership SRC to work on common ideas and initiatives. Leadership is also supported through House Captains and student action teams.

Special programmes

The Primary Years Programme of the International Baccalaureate is also well established with the school successfully reaccredited in Aug 2015.

3. Key School Policies

Site Improvement Plan

The 2019- 2021 Site Improvement Plan outlines the following priorities;

- Literacy
- Numeracy
- Critical and Creative thinking

School Vision

Developing global learners in a caring community.

Mission

As a school community we strive to deliver a positive difference in the lives of our children by challenging them to inquire and develop a deeper understanding about the world in which they live.

The IB Learner Profile is a list of attributes that IB learners strive to develop. The aim of the Learner Profile is to develop internationally minded people who, recognising our common humanity and shared guardianship of the planet, help create a better and more peaceful world.

As IB learners we strive to be:

Inquirers	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Thinkers	We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Risk-takers	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and the world around us.

Balanced	We understand the importance of balancing different aspects of our lives – intellectual, physical and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Recent key outcomes:

- BYOD initiative to support student learning years 3 to 7
- STEM initiatives, robotics, coding, 3D printing
- Back to Front Mathematics – Diagnostic approach to numeracy
- Culture of Thinking - whole school approach
- Successful IB evaluation in both IBPYP (2015) and IBMYP (2018)
- IBPYP exhibition and IBMYP student-initiated project
- Top 5 placing in Australian Pedal Prix series 2016, 2017, 2018, 2019
- Jump Rope Team
- Nature Play development
- Seven steps to Writing, Brightpath
- Kitchen and school garden development

4. Curriculum

Subject offerings

The Australian curriculum is taught through the International Baccalaureate framework in the Primary Years programme.

Within the Primary Years programme teachers develop a Programme of Inquiry, which is transdisciplinary in nature. Teachers work collaboratively to develop units of inquiry. Units of Inquiry are developed using content from the Australian Curriculum.

Performing Arts, Japanese, Sciences and Physical Education are offered as specialist subjects.

Special needs programme

The Deputy Principal is responsible for managing One Plans for students with special needs. Students with special needs are identified through a range of R-6 literacy and numeracy tests; running records, PAT mathematics, PAT reading, Jolly Phonics assessment, external assessments and teacher observations. Integrated Support Services administer further testing when required. An active Learning Assistance Program (LAP) and a Kids Hope program supports students who aren't allocated support time.

Special curriculum features

- Digital citizenship facilitated through successful BYOD initiative
- Make and Design (MAD) room for creative problem solving
- Environmental focus taking advantage of Frank Smith Dam, a wetland which borders the Sturt River
- Kitchen, vegetable garden and school orchard
- A strong Arts program incorporating choir, instrumental music and dance.

Teaching methodology

A culture of innovation and continued improvement is supported via Professional Development. Teachers use an inquiry approach to teaching and learning, which involves teacher and student questioning evolving from a conceptually based central idea/statement of inquiry. Constructivist approaches allow deep learning to occur through connection and engagement. Teachers use a range of approaches to support student learning; systematic synthetic phonics, jolly phonics, back to front mathematics, natural math strategies, jolly grammar, words their way, Maths Prodigy and thinking routines.

Assessment procedures and reporting

Assessment and reporting processes include an acquaintance night and three-way discussions in term 1, written reports at the end of term 2 and 4 and student led conferences in term 3. Optional interviews occur as required.

NAPLAN tests results are provided for students in years 3 and 5. PAT mathematics and PAT reading tests occur each year in September for student's year 1-7. Yr. 1 phonics screening occurs for all Yr. 1 students.

5. Sporting Activities

A wide range of sports are available to students with a large number of our students involved in the after-school sports teams. After school sport is supplemented by involvement in a wide range of SAPSASA programs for years 5-6 and sports clinics conducted by various sporting associations and clubs for students R-6.

- An annual swimming programme is conducted at nearby pools and swimming lessons occur for all year levels R-4 and an aquatics programme for year 5-6 students at Port Noarlunga Aquatics Centre.
- Year 5-6 students have the opportunity to be part of the school "Jump Rope" performance team.
- A Sports Day is conducted in term 1 and House Captains provide leadership to the student body.
- Daily physical activity for all classes.
- A Sports Committee supports the school sports program.
- Pedal Prix is offered to year 6 students and is well supported by the community.

6. Other Co-Curricular Activities

General

A wide range of activities are available: Annual dance production, festival of music choir, plays, national competitions (English, Maths, Science and Computing), grandparent's day, sports day, SAPSASA knockout sports competitions, cross country, lacrosse, PYP exhibition, celebration night, book week parade, Year 6 graduation, science week, Chess, Lunchtime clubs, Jump Rope, Pedal Prix, Oliphant Science programme, world environment day, Blackwood Christmas pageant.

7. Staff (and their welfare)

Staff profile

Principal, Deputy, Assistant Principal, PYP coordinator, 24 teachers, OSHC director (and 5 staff), school counselor, pastoral care worker (3 days), 10 SSO's and a grounds person, ICT Technician, dance instructors, Jump Rope coordinator, Instrumental music providers and canteen manager (3 days).

Leadership structure

The leadership team includes the Principal, Deputy, Assistant Principal, Coordinator and Business Manager.

Decision-making is consultative and reflects the school's decision making policy.

Staff support systems

- Collaborative teams (R-2, 3-5, 6-7/specialist) work and plan together. They make budget decisions about purchases to support their levels of schooling. These teams meet weekly.
- Site Improvement teams develop actions that support the Site Improvement Plan, facilitated with all staff.
- PAC meets three times a term.
- WHS team supports staff to achieve a safe and equitable worksite.
- An induction process is conducted at the beginning of each year.
- An ICT technician maintains the computing network.

Performance Management

A performance management process is in place per Department guidelines. Each staff member meets with leadership to review student information, site priorities and personal learning directions. A performance plan is developed at the beginning of the year that supports the site learning plan. Follow up meetings focus on the performance management goals, teacher progress and student achievement. A final meeting, accompanied by a written evaluation, occurs at the end of the year with written feedback provided by the line manager.

All staff are provided with information about professional development opportunities related to the Site Learning Plan. Evidence of professional development is recorded by individual staff on the TRB site.

8. School Facilities

Buildings and grounds

Buildings comprise the refurbished old school house (built 1873) that comprises the administration, staff room and meeting room, school hall and a larger gymnasium completed in 2010. The resource centre, ICT suite and 3 classrooms are in a new building of contemporary style. The rest of the classes are in three large transportable DEMAC pods and comprise 16 classrooms, make and design room and LAP room. Performing arts suite is in a detached house at the front of the school which includes uniform shop. The 2.8 hectare grounds are picturesque and are bordered on two sides by the Sturt River and Frank Smith dam and wetlands.

Student facilities

Canteen open three days a week.

Lunchtime sports shed.

Nature play and playgrounds

Wellbeing space

- Computer Room
- iPads and Chromebooks (allowing 1:1 Year 3-7)
- 26 iPads in each JP year level

Staff facilities

Staff room with refrigerator, dishwasher and microwave.
Additional planning spaces are located within the school.

Access for students and staff with disabilities

Ramp access is available to all classrooms. The school is built on a sloping site with many sets of steps around the school.

9. School Operations

Decision making structures

Decisions are made by consensus, voting or through consultation. The staff meeting is the forum for whole staff decision making although many decisions are made at a committee or team level. Committees include: WHS, PAC, leadership, Site Improvement committees, SRC.

Governing Council meets twice per term and has the following sub-committees; Finance, Grounds, Canteen, OSHC, Sport, Parents and Friends have a co-opted representative on Governing Council.

Student Representative Council make suggestions on school operations direct to Governing Council, staff meetings or the leadership team.

Regular publications

Newsletters are published in Wk. 1, 4, 7 and 10 of each term. Daily information is shared on Learnlink by staff and also available in the staff room. Week notes are put in Microsoft Teams' weekly.

Other communication

Class information is shared through class newsletters, on Seesaw as well as via regular emails.

School website includes a school calendar.

All staff have an iPad and an Apple MacBook Pro for their professional use.

School financial position

The school has a finance committee that develops and closely monitors the annual budget. The school financial situation is sound and is checked yearly by external contracted auditors.

Special funding

The majority of the budget is provided through the Resource Entitlement Statement and materials and services charge. Other funds are as a result of applications for grants and special programs.

10. Local Community

General characteristics

Coromandel Valley has a semi-rural aspect with beautiful views of the abundant vegetation. A main road runs the length of the valley next to the Sturt River. To the west is Blackwood, the north, Hawthorndene and to the east and south of the valley are small parcels of land, used for hobby farms or intensive agriculture.

Family and community involvement

Families are keenly interested in their child's education and are strongly committed to the school. Parents and staff frequently identify the strong sense of community as one of its main strengths.

The school is supportive of parent involvement who provide quality support for the extensive sports program, classroom, pedal pux, jump rope, grounds development and a variety of arts programs.

Feeder schools

Coromandel Valley and Blackwood Kindergartens are the main feeder points to the school however, the school draws new students from other local kindergartens and childcare centres. The majority of our year 7 students enrol at Blackwood High School and Urrbrae Agricultural High School. Others transition to Aberfoyle High School, Mitcham Girls, and other state schools offering specific specialist programmes.

Other local care and educational facilities

The school has morning and afterschool care and vacation care available on site. Blackwood High School is a 5-minute drive and Flinders University is a 7 minute drive from the school.

Commercial/industrial and shopping facilities

Many facilities and shopping services are offered in the nearby Blackwood shopping centre.

Other local facilities

Magarey Orchards are located at the rear of the school. Frank Smith Dam and wetland borders the school grounds. We have close links with the local church groups.

Local Government body

Coromandel Valley Primary School is located within the boundaries of Mitcham Council on the western and northern side and Onkaparinga Council on eastern and southern side of the Sturt River.