



## SCHOOL CONTEXT STATEMENT

Updated: 11/11/2024

**School number:** 1091 (Primary) 1620 (Pre-school)

**School Name:** St Agnes School P-6

### School Profile

St Agnes School is a category 6 Preschool to Year 6 school, located in St Agnes in the North Eastern suburbs of Adelaide. The Preschool is located under the main roof of the school, in the Junior Primary building. Under the universal access funding agreements, the Preschool runs a 15 hour per week programme. Full day sessions are run on Monday and Tuesday with a half-day session available Wednesday.

St Agnes School was established in 1975 and has had various upgrades to facilities including minor classroom upgrades, extensive playground upgrades and general grounds developments.

The school has a strong literacy and numeracy focus along with a commitment to teaching students about positive mental health and resilience.

Our vision is for our students to be powerful, actively engaged learners who demonstrate achievement in all subject areas through high level numeracy and literacy skills.

Our school motto is: " Learning today, leading tomorrow".

## 1. General Information

- School Principal: Nick Joyce
- Deputy Principal: Catherine Franks
- Assistant Principal: Jaimie Williams
- Year of opening: 1975
- Postal Address: 250 Smart Road, St Agnes 5097
- Location Address: 250 Smart Road, St Agnes 5097
- Partnership: Tea Tree Gully
- Geographical Location: 16 kms from GPO



- Telephone number: 08 82633541
- School website address: <https://sas.sa.edu.au>
- School e-mail address: [dl.1091.info@schools.sa.edu.au](mailto:dl.1091.info@schools.sa.edu.au)
- Out of School Hours Care (OSHC) service: operates Monday to Friday from 7:00am – 8:30 am and 3:00pm – 6:00pm. Vacation Care Programs operate during school holidays
- August FTE student enrolment:

Enrolments	2021	2022	2023	2024	2025	2026
Reception	37	37	40	34	45	27
Year 1	37	37	42	44	31	30
Year 2	36	36	39	43	44	24
Year 3	28	28	43	39	42	29
Year 4	27	27	33	43	36	44
Year 5	37	37	28	33	46	40
Year 6	37	37	27	29	30	32
Year 7	29	29	0	0	0	0
<b>Total</b>	268	268	252	265	274	226
<b>2025 Break down</b>						
Percentage of School Card Holders						12.7%
Percentage of English as an Additional Dialect (EALD) students						1.6%
Percentage of Aboriginal/Torres Strait Islander students						8.3%
Percentage of students with a disability						1.1%



### **Staffing**

18 part and full time teachers (including leadership)

7 support staff (providing library, kitchen/garden, intervention, grounds, speech programs, Preschool, student support and wellbeing, finance and office administration)

### **Public transport access**

Public transport is easily accessible on several bus routes interconnected with Modbury Interchange and Adelaide, via the O’Bahn transport network.

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

### **General Characteristics**

The school community positively support and enjoy:

- Positive interactions among students, staff and parents in a friendly atmosphere
- Regular communication between school-home-school in person and online, through website, notices, newsletters and via a school wide communication App called Seesaw
- The availability of spacious facilities and outdoor areas, with ease of access to all areas
- Increased opportunities for students to participate in a wide range of extra-curricular learning experiences

The school has well-maintained grounds, with the Tea Tree Gully Council currently owning and maintaining the oval.

### **Behaviour Education**

A behaviour education model is used and recognises that behaviour is linked with opportunities to learn by involving students in active and proactive ways to improve relationships and engagement. Classes have negotiated guidelines, along with rewards and consequences and a reset space for



appropriate and inappropriate behaviour. The school regularly reviews and updates its grievance and anti-bullying procedures.

### **Student Voice**

Authentic student voice happens through our everyday learning programs. Students have the opportunity to negotiate aspects of their learning with teachers by being involved in regular decision making. In some learning areas, students are able to choose when they access IT for their learning and also choose the furniture or learning style that best suits them to work successfully and comfortably. Students in year 6 take on the role of 'student leaders' and apply for different roles to support the school. These roles include – student voice, media, enviro, play, R.A.P and many others. All students in year 6 have the opportunity to lead their house at sports day

### **Additional Programmes**

The school offers an extensive specialist performing arts and private instrumental program. The Music program includes Festival Choir and private instrumental music lessons for voice, keyboard and drums and violin.

Students are encouraged to nominate for S.A.P.S.A.S.A. (Primary School Sport) events and teams compete against local schools. Our specialist sports teacher provides skill based learning for our students in a range of sports.

Students learn Spanish from Reception to Year 6 from 2025 as a new language introduced to the school. Spanish as a language transitions nicely with each of our feeder high schools. Students celebrate and showcase their learning at assemblies and other school events.

## **3. School Priorities**

### **Core Business**

The core business at St Agnes School is effective teaching and learning, with a strong focus on continual school improvement at the centre of everything we do. Staff work together to come to agreements on how, why and when we do things to optimise student learning and achievement. Teaching staff work in PLCs (Professional Learning Communities) to ensure they continually share, learn with, reflect with and challenge each other.



## Site Strategic Plan

### The 2026 Strategic Plan

- Aligns with DfE 4 areas of impact
- Has a clear focus on Effective Learners through curiosity and creativity

As a learning community, we believe:

- Learning is enhanced when teachers have the opportunity to share professional knowledge
- Students are more engaged in their learning when the curriculum is innovative, challenging, rigorous and relevant to their life experiences
- Learning is enhanced when students are provided with a variety of learning processes, that actively engage them in deep creative thinking, skills development and problem solving
- Expectations for learning and assessment are explicit with criteria communicated for success
- The learning environment is safe, caring and supportive

## 4. Curriculum

Subjects offered are in alignment with the eight Australian Curriculum learning areas incorporating the cross-curriculum priorities and general capabilities. Specialist teachers deliver Physical Education, Spanish and Performing Arts: Music, Dance, Drama.

Classroom teachers deliver curriculum through whole class explicit teaching, modelled instruction, and small group intervention where required. Teachers are working with the SA Curriculum model from 2025 onwards.

Whole school scope and sequences and assessments ensure consistent expectations and defined student assessments across the year. Teachers engage with data analysis to plan for differentiated teaching.

Reporting to our community takes place in the form of acquaintance night, teacher interviews, learning expos and written reports.

Structured intervention programs, are delivered to students identified as needing support.



## **5. Sporting Activities**

Students participate in fitness with their classroom teacher, specialist PE lessons with the PE teacher and regularly participate in SAPSASA sporting events, competing against our local partnership schools. SAPSASA sports include athletics, soccer, netball, football and year 4/5 Fun Day.

Opportunities for involvement in football, cricket and netball are available through local teams and clubs. Sporting clinics are a regular feature throughout the year, giving students the opportunity to experience a range of different sports. Our annual Sports Day is a highlight on the sporting calendar.

## **6. Other Extra Curricular Activities**

Other extra-curricular learning is incorporated through our garden and kitchen program which involves all students R-6 with their teachers, a specialist SSO and a variety of volunteers, who together learn about the elements of a successful garden and healthy eating program. Fresh produce from the garden is brought into the kitchen to be used in healthy recipes and our alfresco eating area and herb garden are an extra addition.

## **7. Staff (and their welfare)**

The school has a mix of experienced and early career teachers, providing a range of expertise and experience in different curriculum areas and pedagogical approaches. The majority of teaching staff are permanent, with some contract positions and the majority of our SSOs are also permanent. This brings stability for our students and school community.

### **Staff Support Systems**

School priorities are the main driver for professional learning, with weekly staff meetings held each Wednesday after school. Most staff meetings occur on site in our staff room and on occasion staff attend professional learning at other schools and join them for staff meetings. Teaching staff work in PLC teams in junior, middle and upper to promote sharing of professional learning and dialogue.

SSOs are encouraged to attend training to further their professional learning. Our Finance Officer supports all financial matters within the school and is located in the front office. Our Front Office Administrator provides administration support and our early childhood worker supports on the floor



in the Preschool. SSOs support in the junior primary, intervention programs, kitchen/garden and in the library.

### **Performance Development**

The staff use the Department Performance Development Policy. This involves performance development meetings, discussions regarding planning, teaching and assessment and feedback. Performance development is shared by the leadership team. All staff have a Performance Development Plan (PDP) which is updated throughout the year and focuses on our SIP priority areas and areas of personal interest for staff.

### **Staff Utilisation Policies**

The theme of 'we all have a collective responsibility' is strong at St Agnes and there is a culture of team work and mutual support. All staff receive their full allocation of non-instruction time each week. PAC provides support and advice to the Principal in matters relating to staff deployment.

### **Access to Support Services**

Felixstow District Office is accessed for regional support services. Our Student Review Team (SRT) meets once a term to review student progress, plan for needs, discuss new students for support etc.

## **8. School Facilities**

### **Buildings and Grounds**

The school is located in a natural bushland setting, which attracts an abundance of birdlife and wildlife. The setting promotes an atmosphere of peacefulness and tranquillity and there are many gum trees within and surrounding our school, which are homes to koalas who like to visit us occasionally.

The school consists of 3 main buildings and the admin building. Each main building houses a different level of schooling: West Unit is junior primary, East Unit is junior and middle primary and North Unit is middle and senior primary. The facilities are spacious with 2 of our teaching units being semi-open spaced units.

All classes have access to great facilities such as the gym, resource centre (library) and small hall/kitchen. The resource centre has an interactive screen, student discussion areas and flexible furniture, with inviting spaces for reading and learning. The school has high speed internet. All



rooms in the school are carpeted, have reverse cycle air-conditioning and heating and many classrooms also have wet areas.

The Preschool is housed within our junior primary building, which provides our Preschool children with an opportunity to get to know school routines before they begin in Reception. The children then transition into Reception smoothly. The Preschool has kitchen facilities, an interactive screen, an outside designated play area with nature play, sand pit, playground and veggie gardens.

The administration area houses our front office, leadership and finance officer's offices, along with our staff room.

Our OSHC is located in a stand-alone building on the school grounds with direct access from the OSHC carpark.

The gym, built in 2010, has a 'gerflor' sports surface, kitchen, storage facilities, toilets and two large sports storage areas. It also has staging and a wonderful visual and sound system ideal for our assemblies, celebrations and performances.

Our large kitchen/dining room houses 5 ovens, 5 cooktops, sink, 2 dishwashers and a washing machine, along with 5 self-contained kitchen units and dining tables and chairs. All students visit the kitchen for their cooking lessons twice a term and at other times for specific learning activities.

Our garden area has 12 raised garden beds, outdoor classroom space, shed and greenhouse.

Our grounds have a coloured synthetic turf covered netball court, asphalt basketball courts, 2 main playground areas, large oval with football and soccer goals, sandpit and cricket nets. Our amphitheatre and outside East wall/shed have large murals painted on them to reflect our native wildlife and an outdoor seating area.

### **Staff Facilities**

The staffroom has kitchen facilities which were renovated in 2013. The gym has a kitchen including an oven and counter server. The Performing Arts room also has kitchen facilities.

### **Access for Students with Disabilities**

Ramps provide access points to the school and buildings. Handrails with 2 heights are attached to many stairs and ramps to support students and staff with physical disabilities. Disabled parking is



available in the school car park. The gym has a disabled toilet, as well as a shower facility. There is a sick room in the front office for the management of student issues, as well as general illness.

## **9. School Operations**

### **Decision Making Structures**

Staff meetings are held every Wednesday afternoon and SSO meetings occur throughout the year, where staff are consulted for feedback, input and decision making. PAC are involved in decisions made regarding staffing and workload. Students are involved in decision making processes in their daily learning programs and for whole school events or plans, for example the establishment of a veggie garden, the uniform, fundraising and school facility upgrades. We have an active Governing Council who are consulted regarding decisions, engaged in giving feedback and ratifying school policies and budget. The Governing Council also has sub-committees for Finance, OSHC and fundraising. There are many parents and community members who volunteer at St Agnes.

### **Regular Publications**

Newsletters are published three times per term and are uploaded to our school website and Seesaw for families to view. Each class sends home a class newsletter at the beginning of each term which contains information about the learning program for the term, along with special dates and relevant information. All classes communicate electronically with families via the Seesaw platform.

### **School Finance**

Finances are managed using the EMS Finance module. The majority of our finances are expended on staffing, supporting curriculum and upgrading facilities.

## **10. Local Community**

### **Parent and Community Involvement**

Parents are actively involved in their children's learning. Playgroup is often the first contact with new families to our school and provides support and information to families about the school and programs that we offer. Parent volunteers manage our tuck shop and are involved in the many extra-curricular activities and school events.



### **Feeder Schools**

Many students who begin Reception at St Agnes School come from our on-site Preschool. Our Year 6 students mostly attend Banksia Park International High School or Modbury High School, with a few attending other local public or private schools.

### **Local Government Bodies**

The City of Tea Tree Gully has a good working relationship with the school and has been supportive of requests from the school for assistance. We have been lucky to receive grants for projects through the council. The school oval is leased through the council.

### **Commercial, Industrial and Shopping Facilities**

The St Agnes Shopping Centre is located nearby on the corner of Hancock and North East Roads. The school is approximately 3 kilometres from Tea Tree Plaza, Modbury Hospital and Tea Tree Gully TAFE.

### **Other Local Facilities**

The gym is available for hire to local sporting and other clubs.