



Government of South Australia

Department for Education

Respect, Responsibility and Teamwork

SCHOOL CONTEXT STATEMENT

Updated 18/12/2025

School number: 1019 & 7952

School name: Christie Downs Primary School

School Profile

General Information

Christie Downs Primary School seeks to provide a supportive and nurturing environment in which students are able to learn, play and grow together for a successful future. Our Vision of Dream, Believe and Achieve is our hope for every child attending our school. The school's values embody personal responsibility, respectful relationships and teamwork.

The school fosters effective partnerships with the local community and works closely with families to promote tolerance, resilience, critical thinking and positivity.

Postal address:	Elizabeth Rd Christie Downs 5164		
Location address:	Elizabeth Rd Christie Downs 5164		
District:	Southern Adelaide		
Phone no:	08 83823266		
Fax no:	08 83822205		
Distance from GPO:	30 kms	CPC attached:	NO
Courier:	Southern Adelaide		
Website:	www.cdownssch.sa.edu.au		
E-mail:	gail.evans374@schools.sa.edu.au		

Enrolments:

February FTE enrolment:

Year Level	2021	2022	2023	2024	2025
Reception	23	20	19	41	30
Year 1	33	30	26	21	25
Year 2	31	31	27	27	18
Year 3	24	29	32	25	24
Year 4	29	26	30	36	22
Year 5	32	29	23	29	31
Year 6	27	23	26	23	28
Year 7	40				
TOTAL	239	188	183	202	178

ATSI enrolment:

Year Level	2021	2022	2023	2024	2025
Reception	11	3	4	9	13
Year 1	12	11	5	5	7
Year 2	7	11	11	7	5
Year 3	8	8	12	10	6
Year 4	6	8	8	14	8
Year 5	5	5	8	10	10
Year 6	2	3	7	8	8
Year 7	7				
TOTAL	58	49	55	63	57

Summary:

	2021	2022	2023	2024	2025
Total students	239	188	183	202	178
ATSI enrolments	58	49	55	63	57
School Card	74%	74%	79%	72%	55%
EALD enrolment	46	67	41	58	58
Students with disabilities	92	33	82	76	67

Staff and Staff Welfare

Staff profile

Christie Downs Primary School has a total of 61 Teaching staff and Ancillary personnel.

Leadership Structure

Gail Evans	Principal
Jo Swift	Student Well Being Leader
Leanne Jacobs	Senior Leader 2 Inclusive Education across site
Todd McGrath	Senior Leader 2 Curriculum

Support systems

A wide range of support structures are in place for staff to access: These include the DfE Inter-agency Support Team: behaviour Coach, Speech Therapist and Special Educator. We also have close links with Guidance and Speech Services, Disability SA. Whilst specialists are not able to work with students on site. We at any time willingly engage in wrap around meetings to support our students to access the curriculum. Students within our Inclusive classes also have access to support from both Departments for Education support services and NDIS plans are implemented and supported on site where possible.

Special programs

This year we are introducing our Imaginarium as a loose parts play environment to support curiosity and creativity in our students play. We are also embedding our Odyssey program which is a holistic outdoor education program and is part of Health & PE. At the conclusion of our Odyssey program we want our students to demonstrate: A stronger sense of self, an understanding of importance of working with others and to develop a set of practical skills for life. We also provide The Kitchen Garden Program which is a fun, hands-on learning program delivering pleasurable food education. With strong curriculum integration and a focus on student wellbeing, collaboration and leadership, students learn to grow, harvest, prepare and share fresh, seasonal, *delicious* food – forming positive food habits for life. At the conclusion of our Kitchen Garden program, we want our students to demonstrate life and practical skills, student wellbeing and connectedness, alternate ways of learning for increased engagement and investigations into sustainability and food security.

Staff Management

The Noarlunga 3 portfolio meet termly to ensure we have consistent agreements in place at Principal level. We also have an arrangement with Human Resources to ensure any contract teacher about to be appointed will have the opportunity to discuss the expectations of the role with the Principal prior to actually accepting the position in order to facilitate success at the schools.

Staff meetings are on a weekly basis. The purpose of meetings is to support the Site Improvement Plan through a cycle of planning, professional learning, actions and reflection to ensure we are improving on goals & targets set.

Performance Development

A rigorous Inquiry process exists for all staff members based on the National Standards and Department for Education performance procedures. All staff complete the department's performance plan and have a 6 month & 12 month meetings and written feedback.

Students Welfare:

A School Behaviour Development Policy for class and playground is in effect with a systematic approach to student behavior development based upon the Berry Street Trauma Model and Interoception research and is inclusive of staff, student input.

In 2014, School Captains were appointed and incorporated into the governing body of the school. This provides significant opportunities for leadership development and shaping school priorities. In 2017 we add a student executive team to underpin the work of school captains and ensure student voice is an integral part of how our school is run. Each year the school plays an active part in Book Week, Science Week, Come Out, Reconciliation Week and:

- Enterprise & City School program in Year 6 mainstream
- Sports Day
- Aquatics program for Year 5/6 students across site
- Swimming classes at Noarlunga and Minda pools for Rec to Yr. 5 students in our small classes
- Community based concerts & activity days
- Learning Together program

Curriculum

The SA Australian Curriculum is being implemented this year and identifies 8 key areas of learning with Dispositions and general capabilities. The cross curriculum priorities are embedded in all learning areas. This year we continue our focus on Effective learners and Resilience in the Early Years we focus on explicitly teaching phonics through Read, Write Inc program. Café strategies support students in developing their reading skills in upper primary.

Key areas:

English Mathematics

Science

Humanities and

Social Sciences

The Arts

Spanish - LOTE

Health & P.E.

Digital Technology

Teachers are encouraged to work collaboratively in year level groups and within the principles and philosophy of Reggio Emilia. That is, children:

- Have some control over the direction of their learning
- Learn through sensory experiences
- Must be allowed to explore
- Have endless opportunities for self-expression

Assessment and Reporting:

At Christie Downs, formative assessment must be a part of all teaching strategies to help identify areas for development and chart progress. It helps us to strengthen learning across the curriculum and helps teachers enhance their skills and judgements. Assessment for Learning is important to our approach to teaching and learning at Christie Downs. Staff uses learning intentions, success criteria, Dylan Williams Strategies, peer marking and peer and self-assessment to involve pupils in their learning and to inform them of their next steps. Assessments for learning opportunities are identified in planning and marking is against the learning objective and should identify successes and areas for improvement.

At Christie Downs we have an Acquaintance night in term one and portfolios and student led conferences are in term 2 & 4. There is a strong emphasis on gathering data, moderation and using this to inform teaching and report writing.

Partnerships that support learning:

- Student Teachers from Flinders and UNISA
- Enterprise Education

School Facilities Buildings and grounds:

In 2021 with a \$70,000 grant from our Department we successfully completed our natural playground removing the last of the metal playground equipment and adding a natural pirate ship. In 2016 the school was allocated for a 4.5 million upgrade. In 2018 the new building and playground were opened. This allowed for 8 new classrooms, personal care areas, sensory rooms and natural sanctuary play spaces as well as a new taxi area. Existing use of space allows for flexible use of buildings and caters for all students' needs. There is an oval for outdoor play, as well as 2 basketball/netball courts, 3 sets of play equipment, with one being specifically designed for wheelchair access. In 2018 we were successful in winning Kid safe playground of the year. In 2023 an inclusive playground was established to celebrate 50 years. In 2024 we are upgrading our hall and class whiteboards. In 2025 we won a grant to start our Imaginarium – loose parts play this will open in 2026.

Cooling:

All buildings are air-conditioned.

Specialist facilities and equipment:

The school has a computer suite, which incorporates laptops and iPads available in every classroom to support 21st century learning such as robotics, VR & podcast room. The Kitchen and Garden program & Odyssey programs support learning in the areas of Life skills, Science, Math, Hass and STEM. We also have an aqua culture area to support and teach Science and sustainable practices to our students. We also through our wellbeing leader teach drumbeat & drums.

Access for students and staff with disabilities:

The whole school has wheelchair accessible, personal care facilities for students with Disabilities. Each student has their own One Plan with individual goals planned by teachers in collaboration with parents. Our students all work within the requirements of the Australian Curriculum with adjustments as required to enable them to meet their own individual goals whilst having a broad and varied range of curriculum experiences.

School Operations

Decision making structures:

Staff are expected to be involved in the various committees that operate throughout the school. The PAC is active in making recommendations for site management of Human Resources. The Governing Council meets regularly twice a term and oversees staff/parent committees such as Fundraising and Whole School Events.

Regular publications:

The school publishes a newsletter in weeks 3 and 6 each term, which is distributed to the school community. As of 2026 we will be just emailing it to our parent community

Other communication:

The schools' website and Facebook page are continually being developed to increase community access to information about the site and individual classes. We also use See Saw to communicate with parents. In 2026 we are a paperless school.

School financial position:

Financially sound

Special funding:

The school receives Index of Disadvantage Funding Category 2.

Local Community General

Characteristics:

The Christie Downs School Community is situated 30 kilometers south from the city center. It is in close proximity to the Noarlunga Centre, which has excellent facilities – sporting, shopping, health services, Police station, recreational and council services. The area also has many schooling options – Pre-schools, Primary Schools, and High Schools both private and public.

The Christie Downs community has a strong sense of local pride. The area is predominantly housing trust which caters for emergency housing and the Southern Women's Shelter. There is a great deal of transience within the community. Students are significantly affected by the degree of unemployment, which is impacting upon the third generation. Our students in the Disability unit come from outside Christie Down's area and are transported to school predominantly by taxi or bus.

Feeder schools:

The local kindergartens and pre-schools act as the primary feeders for the school. The Disability Unit accepts students from a wide range of educational facilities across southern metropolitan Adelaide. Christie Beach High School is where a significant amount of our year 6's attend for high school.

Local Government body:

The Onkaparinga Council is the local government body and the school has cooperative links with the council.