

Braeview School R-7 Site Context Statement

- Principal: David King
- Deputy Principal: Tracey Thomson
- School Website: <http://www.braeview.sa.edu.au>
School info: dl.1163_info@schools.sa.edu.au

Enrolment : Braeview School R-7

February FTE Enrolment			
	2015	2016	2017
JP Special Options	8	8	8
Primary Special Options	12	13	12
Reception	53	62	60
Year 1	51	53	62
Year 2	54	52	53
Year 3	57	59	52
Year 4	60	54	59
Year 5	49	61	54
Year 6	50	42	61
Year 7	45	48	42
Total	439	452	463

School Card 10%

NESB Enrolment : 12

ASTI Enrolment : 13

Braeview School R-7 is not zoned

- Staffing numbers:

Junior Primary

8.7 FTE Teachers – 8 full time female and 2 part time female,

Resource Centre: 0.3 female

SSO: 106 hours (female)

Primary

13.0 FTE Teachers – 9 full time, 4 part time,

SSO: 158 hours (female)

R-7

SSO: 37.5 Admin support, 37.5 Finance, 18 Library, 22 hours technical support for IT infrastructure, 17.5 Grounds

- Local management status

Braeview Governing Council meets twice per term to oversee the governance of the schools.

- OSHC:
Before and After School Care is provided from 7.00am-8.30am in the morning and from 3.10pm-6.30pm in the evening. Average attendance is 20-25 in the morning and 35-45 in the afternoon. Vacation Care is also provided during school holiday periods. The programs are strongly supported and valued by the community. Programs operate with a permanent full-time Director and two part time Assistant Directors, with additional part time staff.
- Enrolment trends:
Enrolment trends are increasing
- Year of opening:
1975 with the Junior Primary School established in 1977.
- Public transport access:
Braeview has limited public transport access. The closest from the city is a bus which regularly comes along Tripoli Road.

2. Students (and their welfare)

- General characteristics:
The students of the school cover a full range of abilities and interests. In general, the educational standard of the students is consistent with state and 'like' school averages. Regional Special classes operate in both Junior primary and Primary schools. Additional learning support is provided for approximately 20% of students.
- (Pastoral) Care programmes:
The total staff provides Pastoral Care to all students. A Christian Pastoral Support Worker is allocated to the schools for 15 hours per week and supports students with social and emotional issues as well as spiritual. There is no School Counsellor allocation as the school is Category 7. Collaborative arrangements operate across the school, with senior students providing support to a number of Junior Primary programs – dance, Big Activity, Buddy Reading, Better Buddies etc. A buddy class system operates to support the learning and social development of students as well as the culture of collaborative partnerships.
- Support offered:
A wide range of support programs operate in the school. LAP provides support for up to 15 students each year, across R - 7.
Literacy Intervention Programs include MiniLit, which is accessed by Year 1 and Year 2 students and Levelled Literacy Intervention for students from Year 2 – Year 7
'What's the Buzz' is a social skills program which is explicitly taught in Reception classes and then offered for small groups across the school.
Fun and Games (Coordination) programs are provided for Junior Primary students. Other programs includes a Sensory Motor Program in the Junior Primary and a 'Crash and Bash' Program for Primary students
An effective middle school culture has been developed with a team of Year 6/7 staff working collaboratively in a unit environment to provide a challenging and relevant curriculum addressing the needs of young adolescents.

- **Student management:**
A well-developed Behaviour Code is in place which has been approved by the School community. This code is regularly reviewed to ensure it is meeting student needs. Practices of the “SMART and SMARTER” training programs and Restorative Justice are implemented as part of the code.
- **Student government:**
An R-7 Student Leadership Group operates across the school under the guidance of the Principal. Student leaders assist in a number of school activities – charity days, special events, R-7 assemblies
House Captains and Vice House Captains also operate in Years R-7. These are mainly involved in Sports Day organisation.
Students are involved with fundraising through such events as annual physical activity events (Jump Rope for Heart and Adidas Fun Run) and Mini Fete, and charities on “casual” days.
- **Special programs:**
A wide range of programs operate to support students with learning needs. An extensive Early Literacy Learning Strategy operates in the Junior Primary School covering the areas of effective literacy pedagogy, using data for planning, monitoring and improvement and working with children and the community to improve learning outcomes. Numeracy is also a major focus across the school, with staff working in Professional Learning Teams to develop classroom practice and student achievement in mathematics.
Direct support is provided to all identified Students with Disabilities through the allocation of SSO time to work collaboratively with class teachers to achieve NEP goals. Additional support for students with learning difficulties is provided to individual students, groups and classrooms through additional SSO hours and negotiated intervention programs, eg Mini Lit, MultiLit, LLI, Sensory, Crash and Bash, What’s the Buzz? LAP, Fun and Games, Buddy Reading.
Regional Special Classes cater for 8 students in Junior Primary and 12 students in Years 3-7.
To cater more effectively for students with high intellectual potential, staff have undertaken significant training and development and provide classroom programs that cater for all students, through Higher Order Thinking Skills (HOTS).

3. Key School Policies

Vision

Braeview School community is committed to developing learners who have

- confidence in themselves and their ability to achieve their personal best
- knowledge and skills to enable them to become responsible citizens in their local and global communities
- a positive approach to life long learning through
- valuing and developing effective relationships

- developing the whole child (intellectual, social, emotional, physical, spiritual)
- engaging all learners in high quality, active, inclusive programs.

Values

Our school values are –

Integrity

Respect

Responsibility

Resilience

School Motto

Learning Striving Growing Together

Braeview School R-7 Strategic Plan 2014- 2016

Objectives	Strategies	Process
A Successful and Sustainable Organisation Effective Systems with Shared Understandings		
<p>Our work moves us toward a shared understanding of these four fundamental beliefs.</p> <p>a) All students can achieve high standards given the right time and support.</p> <p>b) All teachers can teach to a high standard given appropriate support.</p> <p>c) High expectations and early intervention are essential.</p> <p>d) Teachers need to be able to articulate what they do and why they teach the way they do.</p>	<p>Leaders “walk the talk”- and take action to demonstrate them.</p> <p>PLCs are implemented</p> <p>Focus committees formed with representation from each year level team</p> <p>Intervention programs introduced</p> <p>Whole school approach / agreement on data collection</p> <p>Regular performance conversations</p>	<p>Professional learning</p> <ul style="list-style-type: none"> • PLCs • Literacy/ Numeracy Whole School approach/ agreement • Pupil free days – reading • Observation visits <p>Whole school approach</p> <ul style="list-style-type: none"> • Implement literacy block/Daily 5 • Guided reading approach to teach explicit skills • Data collection/ analysis • Mapping across year levels – text types/ reading skills continuum
Connect with Community		
Early and on going Intervention		
<p>One of the core beliefs outlined in Parameter 1 – Shared Beliefs and Understandings Among All Staff - is that high expectations and early intervention are essential to student achievement. “Early and On-going Intervention” expands on this belief and refers to early, on-going and targeted intervention across year levels.</p> <p>-An Early Intervention Program (literacy and numeracy) will be introduced for students across the school</p>	<ul style="list-style-type: none"> •A range of student assessment data is examined to determine individual student need •Teachers are skilled in using a range of instructional strategy matched to student need •Key staff engage in professional learning of intervention programs 	<p>Identify student learning needs through analysis of data:</p> <ul style="list-style-type: none"> • High frequency words (Oxford) • Minilit (Year 1 and Year 2) • LLI – Year 2, 3, 4 <p>And group students into intervention groups (Wave 2)</p> <p>All teachers effectively use running reading records to identify skills strategies that need to be explicitly taught</p> <p>Monitor through data collection / regular running records/ observation</p>
Parent/ Carer Involvement in supporting literacy and numeracy		
<p>In our ongoing work in our school we work towards establishing positive and literacy/numeracy-focused community-home- school relationships. Initially , teams reach out to establish pre-school literacy programs, with teachers going out to kindergartens as part of a school readiness program. As we continue to work towards involving parents in the literacy lives of their children and</p>	<ul style="list-style-type: none"> • Establishment of strong community-home-school relationships • Braeview School understands and appreciates parents/caregivers/communities as a valuable resource in our students’ literacy lives 	<p>Kindergarten / School Transition program</p> <p>Information meetings for parents</p> <p>Governing Council Curriculum Committee formed</p>

other children in the community, we have come to appreciate what a valuable resource parents/caregivers/communities can be.		
Excellence in Education and Care		
Designated staff member/s for Literacy and Numeracy		
The Leadership Team are key resource people in our school. They will model strong literacy and numeracy practices and be literacy/numeracy mentors to all staff.	<ul style="list-style-type: none"> • Leadership will have strong assessment and instructional knowledge • Leadership will model / demonstrate successful literacy practices • Leadership will address challenges of literacy/numeracy work in our school • Leadership will be Team builders, Lead learners and Master teachers 	Facilitate committees – literacy and numeracy- each committee has a representation from each of the year level teams
Literacy/ Numeracy Professional Learning		
By reducing the amount of time spent on administration items staff meetings will become key venues for focussed interactions and part of the professional responsibility of the learning community. Teams use this time effectively to explore implications for teaching and learning of literacy and numeracy in the day-to-day life of our school	<p>Focus on weaving together formative assessment and instructionally authentic practice through literacy and numeracy</p> <ul style="list-style-type: none"> • Focus is informed by current school data • Focus on specific elements of Literacy/Numeracy Strategy 	Structured staff meetings – professional learning and PLCs Formation of 'management committee – PLCs report Regular feedback/ reviews/ surveys for continual improvement
In School Team Meetings		
Teams will meet regularly to have discussions focussed on the literacy and numeracy achievement. Teams consider student data generated from common assessment tasks and/or exemplars. The collaborative examination of data promotes a common understanding of the expected standards across year levels and provides a basis planning next steps for instruction.	<ul style="list-style-type: none"> • Focus on literacy/numeracy achievement of all students • Utilise common assessment tasks • Collaborative moderation of student work promotes consistency and further informs effective instruction 	Analyse data – NAPLAN – PAT R- PAT M - implication for teaching and learning programs Use Learning Design to plan and implement effective and targeted learning Collaboratively design assessment tasks using achievement standards Moderation for consistency
Commitment of school budget to acquiring literacy and numeracy resources		
As we develop a deeper understanding of what constitutes literacy /numeracy resources, through collaborative team and cross team conversations, purchasing will take place of literacy/numeracy materials across the curriculum.	Resources support student learning needs and teacher professional learning Resources are compiled and organised in support of differentiated instruction in classrooms Resources meet a range of abilities and needs and address a range of interests Consideration is given to material and human resources	Budget process begins Term 3 – review budget process PLCs define budget requests for action research Identify resources required for intervention Reading resources required for guided reading

Action research as an example of staff commitment to learning and professional development		
<p>As part of the DIAF model staff are required to participate in inquiry focussing upon school priorities. Action research is a powerful contributor to improved teacher knowledge and understanding which leads to improved student learning. Each year, an increasing number of schools elect to participate in Action Research by posing questions for inquiry concerning literacy/numeracy and improved student achievement across all subject areas. Questions directly related to school data allows teams to focus the inquiry together throughout the year and produce a report at year end that documents their journey, their findings and possible future directions.</p>	<p>Establish PLCs Identify questions for inquiry using relevant data and research</p>	<ul style="list-style-type: none"> • Time structured in staff meetings • Use of FIR time to release in teams • Action plans developed • Accountability – report to 'management committee' and share good practice
A case management approach to monitoring student progress		
<p>In order to use data to drive instruction and select resources, we use a case management approach.</p>	<p>Put individual faces on data so that teachers can make informed decision around differentiating instruction.</p> <p>Encourage all teachers in the school to take collective responsibility for <u>all</u> students</p> <p>Ensure consistent review of the data and updated information on students' progress</p> <p>Ensure diagnostic and formative assessment tools are in place that allow all staff to monitor student progress throughout the year.</p> <p>Data informs "next steps" for meeting the needs of each student and "next steps" for meeting the professional development needs of the site.</p>	<ul style="list-style-type: none"> • Data collection timetable • Data recorded / entered – reports available to class teachers at the beginning of the new school year so differentiated learning programs can be developed • Implement intervention programs to cater for learning needs of individual students

Every child achieves their potential		
Appropriate literacy and numeracy instruction in all learning areas		
<p>An understanding of the valuable connections that can be made through cross-curricula literacy and numeracy will be infused into our work and be a focus of the literacy and numeracy work done in all year levels, R to 7. A balanced literacy approach lends itself just as appropriately to the exploration of “texts” in the maths curriculum as in the science or language curriculum, and is just as appropriate in a Reception classroom as it is in a Year 7 classroom.</p>	<p>Cross-curricula connections are valued and utilised in support of literacy and numeracy instruction.</p> <p>The components of balanced literacy/numeracy are evident across year levels and subjects.</p>	<p>Learning Design – use Australian Curriculum – Student Diversity – General Capabilities to design balanced learning program</p> <p>Performance Conversation/ Teacher Observation</p>
Maximum participation in literacy/ numeracy learning tasks		
<p>Regular student participation in literacy/numeracy activities across the curriculum is necessary for student achievement. Students need to be equipped with suitable social skills to be productive members of classroom. Classrooms need to incorporate the school values and provide differentiated literacy/numeracy activities for individual students.</p>	<p>Classroom Student Behaviour Management practices across the school will be reviewed.</p> <p>Engagement / rigor/ TfEL/ professional learning/ The Art and Science of Teaching</p>	<p>Professional learning – pedagogies for engagement/ all student participation/ negotiation/ student centred</p> <p>Implement “The art and Science of teaching”</p> <p>Promote school values</p>

4. Curriculum

- Subject offerings:

Braeview School covers all required learning areas with an emphasis on delivering a broad and balanced curriculum through an integrated learning approach where possible.

Our R - 7 LOTE is German. Other specialist areas include History/ Geography R-3 and Physical Education R-7.

- Special curriculum features:

Professional Learning Teams are working collaboratively in levels of schooling groups, with a focus on literacy and numeracy across R-7 and various teams also working with Science, History and Geography.

A strong Middle School Focus exists with teachers in this area working as a close team to meet the needs of young adolescents.

All staff have participated in training in Higher Order Thinking Skills and methodologies are implemented in daily teaching practices.

All staff have participated in the Game Factory training focussing on positivity, being strong and confident and developing team work and coordination.

Year 3-5 students are participating in the Stephanie Alexander Kitchen Garden Program, which was established late in 2011. Other classes are also involved in both kitchen and garden activities in a less formal manner.

- Teaching methodology:

A strong focus on early years pedagogy includes a focus on the value and importance of play and strong play programs operate throughout the JP school. Middle schooling methodology is used with senior classes.

The School has an inclusive philosophy and aims to ensure all students develop to their full potential. This includes students with disabilities and learning difficulties and students with high intellectual potential.

Classroom teachers are supported through the allocation of targeted SSO support as well as special programs for some students.

The school implements many brain based approaches to learning as an aspect of its' work in the area of Effective Teaching and Learning and The art and Science of Teaching.

A wide range of digital technology supports learning programs across the school and across the curriculum. All classes have Interactive whiteboards and access to class sets of laptops and ipads. The curriculum network is Apple based.

- Assessment procedures and reporting:

The Assessment and Reporting policy complies with Federal and State Government requirements. Key components include Acquaintance Night, parent/teacher/student learning discussions, formative reports, summative reports mid year and end of year, phone contact, diary entries, student work books being sent home and semester overviews of work covered. Within the basic assessment and reporting structure, staff have the flexibility to implement the core components in ways which support their individual programs and meet the needs of students and families.

- Joint programmes:

Close contact exists between the local childcare, kindergarten and secondary school sites.

5. Sporting Activities

Braeview School is a high profile sports school. After hours sports offered include football, cricket, soccer, netball and basketball. The strength of these at any time is relative to the level of parent support which for most sports is very high. Braeview is also heavily involved in SAPSASA with many of our students being supported to reach District and State level.

6. Other Co-Curricular Activities

- General

Many Primary students are involved in outside competitions like ICAS and Tournament of Minds. Braeview is also involved in the Festival of Music and has a Jump Rope Demonstration Team.

- Special

Other special activities vary from year to year, but include eg; Come Out, Book Week, Brain Days, Science Week, Mini Fete, Sports Day, Christmas Carols,

visiting artists, Family Life and discos, etc. The “Junk Busters” Committee supports the implementation of the school’s nutrition policy, develops and demonstrates healthy eating lessons and assists with the provision of healthy snack recesses.

7. Staff (and their welfare)

- Staff profile:

Teachers and School Services Officers work both individually and as members of a variety of Professional Learning Groups and special purpose committees. School Services Officers support the finance and office operation, Resource Centre and classrooms, with a high level of emphasis towards classroom involvement. The School has a senior SSO staff member as line manager to the SSO staff. Some job rotation is used to support multi skilling for SSOs. SSO hours and technical support are also allocated to manage both the administration and curriculum computer networks.

All staff are provided with a budget for their printing, student books, art and craft materials etc.

The student profile and supportive parent community creates a collaborative climate in which to work.

- Leadership structure:

The leadership team work collaboratively to operate the school. The leadership team consists of Principal, one Deputy and a senior SSO. Expertise of individuals in the leadership team is considered when determining specific areas of responsibility.

The School also has a Coordinator, Effective Teaching and Learning – Digital technologies.. Another Coordinator works in the area of Maths, specifically with teachers in the area of pedagogy and developing proficiencies in problem solving and reasoning.

Administrative policies and procedures are well documented in a Staff handbook, available in hard copy and on the school’s intranet.

- Performance Management:

Performance Management policy and procedures, developed through consultation with staff and PAC, are consistent with revised department policies. Principal and Deputy meet each term with staff to discuss programs, student outcomes and staff professional growth through performance conversations.

- Staff utilisation policies:

Class based SSOs work collaboratively with class teachers to provide additional support for students at risk.

- Access to special staff:

Instrumental music tuition is available to students in school time through private providers.

Departmental support staff are accessed for particular purposes eg Guidance Officer, Speech Pathologist, disability services, behaviour support social worker. Community agencies are accessed as relevant eg Novita, Autism SA, Down Syndrome Association.

8. Incentives, support and award conditions for Staff

Braeview is a school in the southern suburbs of Adelaide. It is fully air conditioned and heated throughout.

9. School Facilities

- Buildings and grounds

School buildings consist of:

- Three main brick open space teaching units of 5, 3, and 7 class areas, recently refurbished through the Commonwealth BER project.
- Two activity rooms with high ceilings, carpet and curtains. Each is double classroom size. One of these Activity Rooms has been converted to a double teaching space for small group activities and German.
- Two new (BER) 4 class general learning areas with individual classrooms and shared service and work spaces
- A renovated Resource Centre and Admin area
- All classrooms and the Resource Centre have Interactive Whiteboards and internet access. Curriculum computers are Apple Mac.
- School grounds consist of a large oval, three playground equipment areas, and a range of hard play areas. Attractive garden areas are scattered through the school and many of these support the Stephamie Alexander Kitchen garden program
- A large multi-purpose activity hall/gym was completed in May 2007 and is used for school based physical activity sessions, whole school and sectional assemblies, performances and after school activities (OSHC, Calisthenics, Basketball)

- Cooling:

All teaching spaces are air conditioned, with effective and efficient reverse cycle air conditioners

- Specialist facilities:

A large well equipped Resource Centre using the Bookmark system, and 6 computers available for curriculum use and Resource Based Learning.

The school has an Information Technology Centre situated next to the Resource Centre. The Centre has 30 IMac computers linked to a printer and data projector. All classrooms have interactive whiteboards.

A special purpose Special Education building caters for the Primary Special class featuring a classroom, withdrawal room, kitchen and wet area, disabled toilet facility, teacher preparation area and quiet room for sensory program.

An OSHC area with its own office, kitchen and separate storage facilities. Apart from the office facilities, these spaces are available for class use during the day.

A community sports, furniture, and grounds sheds and plant propagation enclosure.

Two SSO work rooms.

- Student facilities:
The School is well equipped with reading materials, science and maths equipment, sports equipment, music equipment, etc. As well as the computer room and Resource Centre, there are class pods of laptops and ipads available in each learning area..
- Staff facilities:
Main staff facilities consist of teacher preparation areas in the main teaching buildings, renovated admin and staff room, access to administration networked computers in each of the teaching units and a teacher resource area in the Resource Centre. All buildings are air-conditioned. Access for students and staff with disabilities:
Two toilets for the disabled.
Ramps for wheelchair access.
- Access to bus transport:
Braeview has limited public transport access. The closest from the city is a bus that regularly comes along Tripoli Road.

10. School Operations

- Decision making structures:
Braeview has a clear decision-making process and staff meeting format where notices are given and proposals for change are presented. All notices and proposals must be in writing and issued through staff notes before the meeting. Specific committees also operate when required, to present recommendations, develop policies - particularly in relation to curriculum and the organisation of events.
R-7 Personnel Advisory Committee meet regularly each term
Leadership and coordinators meet each term as a Strategic Planning leadership management team.
Staff levels of Schooling Professional Learning teams have also nominated team leaders who meet with leadership teams members to discuss professional and organisational issues relating to PTs.
- Regular publications:
The School publishes a fortnightly Newsletter for school and community information.
Internally, staff notices appear on an electronic daily bulletin; staff agendas and notices are published weekly which includes minutes of meetings.
The school website provides information to families and the community about a school programs and policies.
- School financial position:
The school is in a sound financial situation,
Special funding:
Grants are received for a range of special projects.

11. Local Community

- General characteristics:

The Braeview housing estate in Happy Valley was proclaimed and opened in 1960. Braeview Primary School was established in 1975 and after an increase in student population a Junior Primary School was established in 1977 to service the rapidly expanding housing developments of that time. The schools amalgamated at the end of 2012 and now has a total student population near 410 students.

Braeview School is in Happy Valley approximately 20 kms south of the GPO.

The area is serviced by buses to the city and further south. The area is well serviced in regard to sporting, community and shopping facilities.

The area is solely a residential area with well-established houses and gardens and has a steady turnover of clientele due to property sales. Small property developments are taking place within the vicinity of the school.

The majority of the residents are semi-professional, professional or are involved in trades. Some run their own small businesses. The level of unemployment is relatively low (18% school card).

- Parent and community involvement:

Parent involvement in the school is high, operating in classrooms, the resource centre, on excursions and camps, sport, fundraising, supporting special programs eg LAP, Braeview Chat, the Governing Council and its sub committees.

- Feeder schools:

The closest secondary school to Braeview is Reynella East High School which receives approximately one third of the exiting Year 7 students. The remainder feed into Aberfoyle Park High School, Seaview High, Mitcham Girls High and non-government schools ie Woodcroft College.

Other local care and educational facilities:

The closest kindergarten to Braeview is O'Halloran Hill Kindergarten with Happy Valley Kindergarten being our other main feeder kindergartens to the School. Happy Valley Community Child Care Centre is co-located with Happy Valley Kindergarten and many children attend both childcare and kindergarten.

- Commercial/industrial and shopping facilities:

The closest shopping centres are at Happy Valley and O'Halloran Hill.

- Other local facilities:

There is a community sports centre on Candy Road about 10 minutes walking time from the school.

- Availability of staff housing:

The area is predominantly residential. Some private rental is available.

- Accessibility:

Braeview is approximately 30 minutes drive from the city (slightly less when using Expressway), and close to southern beachside suburbs. Major local shopping and access to services is available at both Colonnades (Noarlunga) and Marion. Public bus services operate along South Road from the city.

- Local Government body:
The School is situated in the City of Onkaparinga Council area.

12. Further Comments

Braeview is a stable, well established and cohesive school community.

LEARNING STRIVING GROWING TOGETHER