

## SCHOOL CONTEXT STATEMENT

School Name: MACCLESFIELD PRIMARY SCHOOL  
 School Number: 0239

### 1. General Information

#### Part A

Schoolname : MACCLESFIELD PRIMARY SCHOOL  
 School No. : 0239 Courier :Stirling  
 Principal : Mrs. Lynne Noll  
 Postal Address : Luck Street, Macclesfield 5153  
 Location Address : Luck Street, Macclesfield 5153  
 Partnership : Heysen  
 Road distance from GPO : 47 kms Phone No. : 08 83889338  
 CPC attached : NO Fax No. : 08 83889028

		2017	2018	2019	2020
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	6	15	6	10
	Year 1	13	6	18	3
	Year 2	18	10	6	16
	Year 3	6	20	8	4
	Year 4	18	5	15	8
	Year 5	3	17	7	14
	Year 6	2	3	18	7
	Year 7	4	1	3	13
TOTAL		70	77	81	75
July total FTE Enrolment					
Male FTE					
Female FTE					
July School Card (Persons)		0	0	12	10
NESB Total (Persons)					
Born O/S & in Aust less than 1 yr (Persons)					
Aboriginal FTE Enrolment		4	3	2	1

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document. 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

#### Part B

- Deputy Principal: Nil
- Staffing Numbers: TOTAL: 4 FTE  
4 female, 1 male

SSO hours / week: 103.5

5 female, 1 Male

- OSHC: After School Care run by Happy Haven Inc.
- Enrolment Trends: Stable between 70 and 80 for approx.. 5 years
- Special Arrangements:  
Macclesfield is a member of the Heysen Partnership and the Mt. Lofty 1 Portfolio. Staff from some of the smaller schools in the Heysen Partnership (Callington, Echunga, Meadows and Macclesfield) sometimes combine for T&D activities.
- Year of opening: 1957 on current site
- Public Transport Access:  
Public transport to and from Macclesfield is limited. There are regular bus services to Adelaide from Mt Barker via the South Eastern Freeway.

## 2. Students (and their welfare)

- General characteristics  
Students at Macclesfield take an active role in the educational programme and school management.  
The percentage of School Card students is approximately 43% in 2001.
- (Pastoral) Care programs  
A staff member acts as School Grievance Officer and coordinates the management of pastoral care needs and resolution of specific concerns.  
We have a Pastoral Care Worker who is employed through the School Ministry Group (SMG) who provides non-denominational pastoral care support to students, staff and families. Her work is also supported by local churches.
- Support offered  
There is close monitoring of all aspects of students' welfare and development. Student counselling is provided by teachers, supported by the principal, with external agencies drawn upon as required.
- Student management  
The school operates within the framework of a negotiated code of behaviour, developed and implemented by staff, parents and students. This programme

ensures access by all students to learning programmes largely free of behavioural disruption.

- Student government

Weekly class meetings provide agenda items for SRC discussion, and action. SRC accesses staff, Principal, School Council and Parent Club for strategies to resolve student concerns. SRC has its own budget, and works with the School Finance Committee in planning spending to improve student resources. Students voice structures exist in classrooms that support student learning

- Special programmes

SSO support for students with special learning needs.

### **3. Key School Policies**

Vision Statement :

We are working together to inspire independent life-long learners wh have strong skills and positive memories of their time here.

Values:

Respect – Responsibility – Safety – Caring – Success

The Siite Improvement Plan lists the following priorities:

- To increase student achievement in literacy with a focus on writing across the school and reading with the R-2 cohort
- To increase student achievement in Numeracy with a focus on problem-solving skills
- Students will demonstrate higher levels of Resilience in learning

Other Priorities

#### 4. Environmental Education

- continued implementation of the joint School/ Community Top Block development project.
- increased student and staff awareness of Bushcare principles through:
  - involvement with local BushCare groups
  - Nathural Resources Management Board (eg. Young Environmental Leaders programme)

#### 5. Continuing emphasis on Vocal Music through the Festival Choir

- Instrumental Music tuition including Keyboard, Guitar, Ukelele, Recorder, Flute, Clarinet offered at the school by school staff/DfE private providers.

## 4. Curriculum

- Subject offerings

National Statements provide curriculum framework for valued student learning in:

English	Health & Physical Education
Mathematics	The Arts
Technologies	Science
Humanities and Social Sciences	LOTE (Indonesian)

- Open Access: Indonesian

- Special needs

We create a supportive learning environment by:

- respecting the importance of the contribution of individuals, through participatory decision making practices
- establishing a safe and secure school environment through fair and consistent student behaviour management practises, and social skills programmes
- providing student voice opportunities in learning programmes, through a student representative council and class meeting structure
- monitoring individual student learning needs through timely assessment practices
- responding to individual student learning needs through One Plans, and appropriate use of student support services
- supporting student experiment and risk taking in learning programmes

- Special curriculum features

We enrich our core learning programme by:

- providing opportunities for student participation in camping and excursion programmes
- facilitating performances and displays in the school setting
- participating in community activities
- participating in State and National competition and performance programmes, Aust Maths Trust Mathhs Competition and Festival of Music
- Stephanie Alexander Kitchen Garden and Cooking Programme

- Teaching methodology

As teachers, we are committed to methodology in a school programme which:

- makes learning intentions and success criteria clear

- uses student learning data to assess progress and achievement and to inform teaching
  - provides equitable access to a relevant, challenging curriculum for all students
  - encourages individual and group effort to achieve excellence
  - fosters student initiative, independence and responsibility within their learning programme
  - encourages enjoyment of successful learning by all students
  - supports the growth of student self esteem
  - facilitates parent/ caregiver and community participation in the school's educational programme
- Assessment procedures and reporting
 

Student learning in all required areas is monitored by:

    - teacher use of valid assessment tools in all areas of study
    - annual NAPLaN testing for Year 3, 5 and 7 students and statewide PAT testing for all students
    - teacher professional judgement based on anecdotal and formal observations
    - school testing programmes for specific purposes eg., literacy and numeracy attainment (eg. SA Spelling test)

Student achievements in learning programmes are reported to parents through:

- weekly school newsletters
- fortnightly school assemblies
- teacher/ parent/ caregiver interviews in Terms 1 and 3
- written report in Term 2 and 4
- Use Class Dojo app
- NAPLaN test results in Term 2/3

## **5. Sporting Activities**

- School Gym used extensively by all classes
- Involvement in SAPSASA by interested students
- Wide involvement by students in community sporting clubs

## **6. Other Co-Curricular Activities**

- General
  - The school is involved in practical catchment area monitoring.

## 7. Staff (and their welfare)

- Staff profile  
We have a mix of full and part time permanent teachers and contract teachers.
- Leadership structure  
An organised system of shared responsibility for curriculum and other aspects of school management is the basis of delegated responsibility. All staff participate in this collaborative leadership structure. The Principal is the only current formal leadership position.
- Staff support systems  
Outcomes based Performance Management practices
- Access to special staff  
As required for staff and student needs – full range of Hills Support Service.
- Other Nil

## 8. Incentives, support and award conditions for Staff

- Complexity placement points 1.5 per year
- Isolation placement points Nil
- Shorter terms N/A
- Travelling time N/A
- Housing assistance N/A
- Cooling for school buildings All rooms have reverse cycle air conditioning
- Cash in lieu of removal allowance N/A
- Additional increment allowance N/A
- Designated schools benefits N/A
- Aboriginal/Anangu schools N/A
- Medical and dental treatment expenses N/A

- Locality allowances N/A
- Relocation assistance N/A

## 9. School Facilities

- Buildings and grounds  
Mixture of solid construction and transportable buildings  
Upgraded Resource Centre and Art Room at start of 2000
- Cooling  
All rooms have reverse cycle air conditioning
- Specialist facilities  
Specialist areas are available for Physical Education, Art, Computing
- Student facilities  
Gymnasium and playground areas, sporting equipment, large grounds, plenty of shaded areas and a “bush block” adjacent to the school grounds
- Staff facilities  
Sparse staff preparation areas
- Access for students and staff with disabilities  
The sloped site provides poor access to all but two (JP) classrooms
- Access to bus transport  
Very limited - one school bus route passes the school
- Other  
All staff have access to computers for personal use. Bulletins are posted electronically by staff to the School intranet Bulletin Board.

## 10. School Operations

- Decision making structures
  - Participatory decision making practices
  - Strong partnerships with parents via decision making bodies (Governing Council and Parent Club)
  - Frequent, effective consultation

- Regular publications  
Weekly Newsletter
- Other communication  
Diaries, Class communication books, Facebook, Class Dojo, Website,
- School financial position  
The school is in a good financial position
- Special funding

## 11. Local Community

- General characteristics  
Perceptions identified by the school community about Macclesfield are:
  - the relative isolation of the town from the city and major centres
  - high levels of individual involvement in community activities, particularly sport
  - diverse individual values and attitudes within the community - rural and urban views and some resistance to change
  - high levels of community interest in conservation and sustainable land use issues
- Parent and community involvement  
There is wide spread community support for the school. This is demonstrated through a very committed and active School Council and Parent Club.
- Feeder schools  
Meadows Kindergarten/Echungga Kindergarten
- Secondary School Options  
The local High School is Mount Barker High School. Buses transport students to Mt Barker from the local area. Other common options are Eastern Fleurieu SS, Heathfield High and private schooling in Mt Barker. A few students each year gain entry into Urrbrae and Glenunga International HS
- Other local care and educational facilities  
No other facilities in the town
- Commercial/industrial and shopping facilities  
Limited shopping, no banks
- Other local facilities  
Local campsites, Community Hall, two hotels, Post Office



- Availability of staff housing  
Nil
- Local Government body  
Mount Barker District Council

## **12. Further Comments**

- Nil