



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0479

School name: Memorial Oval Primary School

School Profile:

Memorial Oval Primary School (or MOPS as it is affectionately known) has as its core values; Respect, Responsibility & Resilience. The school's moral purpose is to prepare children to be inclusive, well-educated and active citizens who are socially, emotionally and physically healthy. We aim to develop self-motivated, resilient, life-long learners who can be successful in life. We strive to achieve this through developing high quality teachers to deliver effective learning programs with skills that are transferable across the curriculum, resulting in students who demonstrate the Department for Education's mandate and goal of; Growth for every child in every class in every school. The school has a strong culture and sense of family and community. We value relationships and partnership with all members of the school and wider community, regardless of culture, beliefs, demographic or ability. We recognise the importance of everyone and the role they play in supporting the school to achieve our moral purpose. The school actively seeks opportunity to engage curriculum, programs, activities and pedagogy that will strengthen teacher knowledge and skills that in turn, facilitate and impact student learning. We recognise and acknowledge areas for growth and actively and deliberately promote and celebrate our achievements and success.

1. General information

- School Principal name: Linda Weetra
- Deputy Principal's name: Jess Botchen
- Year of opening: 1945
- Postal Address: PO Box 408 Whyalla, South Australia, 5600
- Location Address: 60 Bradford Street, Whyalla South Australia, 5600
- DECD Region: Whyalla Partnership
- Geographical location – ie road distance from GPO (km): 380kms
- Telephone number: 8645 7991
- Fax Number: 8645 1812
- School website address: <http://www.mops.sa.edu.au/>
- School e-mail address: dl.0479.info@schools.sa.edu.au

- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: Yes including vacation Care
- **February FTE student enrolment:**

YEAR	2019	2020	2021	2022	2023
ENROLMENTS	345	334	339	307	263
% SCHOOL CARD	24	25	23	24	21
ABORIGINAL & TORRES STRAIT ISLANDER STUDENTS	25	25	24	37	32

- **Student enrolment trends:** As the population of Whyalla has decreased significantly over the last 5 years so have our enrolments. The prediction for the town is to gradually increase over the next few years.
- **Staffing numbers** (as at February census):

We currently have 12 classroom teachers' across 12 classrooms; 2 Non Instruction Teachers (NIT) who also cover New Grad Release; Curriculum Leader in Literacy and Numeracy, Student Wellbeing Leader, Deputy Principal and a Principal.

Our Aboriginal Education Teacher (AET) works 0.4 coupled with Autism Inclusion 0.2

There is a large support staff at the school. We have 10 School Support Officers (SSO) and a canteen manager. We have an allocation for an Aboriginal Community Engagement Officer (ACEO) (17.5 hours) currently not filled and Pastoral Care Worker (PCW) (9 hours).

Our Out of School Hours Care (OSHC) is managed by a director (25 hours per week) who also employs a range of staff and support workers.

- **Public transport access:**

There is a public bus route which passes the school. Several students use this service. There is also a bus service for students which runs from Iron Knob (50km west of Whyalla) and managed by Whyalla Town Primary School.

2. Students (and their welfare)

General characteristics:

Memorial Oval Primary School has an Index of Disadvantage Level 3. Its clientele is predominantly middle-working class however there is a cohort of poverty and students from trauma backgrounds. Whilst the majority of students are of Anglo-Saxon heritage, there is a significant number of other cultures represented including Aboriginal and Torres Strait Islander, Polynesian, Subcontinent and African.

Student well-being programs:

All classes are composite groups in the primary years to provide some flexibility in student placement. In 2023 the Junior Primary classes are straight year levels. We have students with verified disabilities mainstreamed across junior, middle and upper primary classes with SSO support. Our school has a full time Student Wellbeing leader who works in partnership with the school, external agencies and families to ensure the best outcomes and support for our students.

Student support offered:

We do not currently have an ACEO employed. Our AET teacher is 0.4 (two days a week) coupled with the role of Autism Inclusion Teacher 0.2 (one day a week).

Students with One Child One Plans (OCOP) are supported by SSOs either one to one, or in small groups in the classroom according to the Inclusive Education Support Program (IESP) level of support. The support is predominantly for Literacy and Numeracy with some students receiving support for social and emotional needs. Aboriginal learners receive support in the areas of Literacy and Numeracy through the Aboriginal Program Assistance Scheme (APAS). Other intervention and support programs employed include; MiniLit and the MultiLit suite of programs as well as Super Skills groups for wellbeing.

Student management:

Our school values are respect, responsibility and resilience. This underpins all expectations around behaviour, both in the classroom and in the yard. The school employs a restorative approach when working with students in developing their behaviour. Staff have reviewed the existing Behaviour Support Policy to ensure compliance and consistency in this area. The Zones of Regulation are employed in every learning space when students identify their emotional state and are supported to develop strategies for self regulation. This year we have been accepted into the Berry Street Education program - a 4 year staff training program in trauma aware strategies. The school participates in the annual Child Wellbeing and Engagement Collection which informs us about how we can better monitor and support student wellbeing.

Student government:

A Student Voice team exists in the school where interested Year 5/6 students can apply via an application process for the position of Student Voice Leaders and representatives from Year 2-5 are selected to represent their class. This team meets regularly to discuss issues to take back to classes and to develop a plan of action. The team takes on a range of leadership roles in the school, such as supporting Breakfast Club, running fundraising activities, mentoring younger students, leading Assemblies and representing on Governing Council.

- **Special programmes:**

The specialist Non Instruction Programs are Health & PE R-7 and The Arts R-2. Other specialist programs include; Instrumental Music, Combined Primary Schools Choir Festival, SAPSASA, transition programs (K-R, 7/8). Intervention programs, Zones of Regulation and Berry Street.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Memorial Oval Primary School, as part of the Whyalla portfolio of Schools has been working as a collective on the initial development, review and modification of our Site Improvement Plans (SIPs). The Aboriginal Education Strategy has also been a major focus with schools being challenged about structures and processes for implementation of the Strategy and improvement for Aboriginal learners. The Aboriginal Learner Achievement Leader's Resource is used to raise the prominence of and improve learning outcomes in Literacy and Numeracy for our Aboriginal Learners. To assist us in our journey of improvement, we have developed whole school agreements around programs and strategies to support student learning and teacher efficacy. This includes a data schedule with key data sets and timelines being identified. Literacy and Numeracy policies have been written to support best practice in these areas and as a support to meeting our SIP goals and targets.

- **Recent key outcomes (as noted in 2022 Annual Report):**

According to student data collected, there has been an improvement in student learning across the school.

To continually check in on student understanding, we have used Big Ideas in Number in Mathematics, then triangulated this data with PAT-M and NAPLAN assessments. By using these tools, we have been able to monitor student achievement and create targeted learning experiences based on students understanding.

When exploring our data, we found that BIIN was effective to continually monitor students as it was completed 5 weekly. To support this data, we were able to identify growth in PAT and NAPLAN testing as a result of our school initiatives. We were also able to identify an improvement in classroom assessments, allowing a breadth of student achievement which has been a result of improved task design.

According to student data collected, there has been an improvement in student learning across the school. To continually check in on student understanding, we have used Brightpath in Writing. By using this tool, we have been able to monitor student achievement and create targeted learning experiences based on students understanding. To do this, we have implemented Writing Conferences based on Brightpath Teaching Points, as this has provided the opportunity for our teachers to work closely with students, who are working on a common area of concern.

Running Records The Standard of Educational Achievement for Reception = Reading Level 5 or above Year 1 = 13 or above Year 2 = 21 or above

34% of Yr 1s are At or Above SEA, 37% of Yr 2s are At or Above SEA

Year 1 Phonics Screening Check - Standard of Educational Achievement = 28 or above

57% of Yr 1s are At or Above SEA compared to 59% in 2021

Progressive Achievement Tests (PAT-M) - Mathematics

Year 3 - 77% At or Above SEA

Year 4 - 70% At or Above SEA

Year 5 - 85% At or Above SEA

Year 6 - 69% At or Above SEA

Progressive Achievement Tests (PAT-R) - Reading

Year 3 At or Above SEA 56%

Year 4 At or Above SEA 58%

Year 5 At or Above SEA 68%

Year 6 At or Above SEA 74%

A-E Grades Years 1-6

English A – 6%, B – 19%, C – 56%, D – 19%, E – 0%

Maths A – 6%, B – 22%, C – 59%, D – 13%, E – 0%

4. Curriculum

- **Subject offerings:** 7 curriculum areas are taught R-6. No language is taught this year due to lack of teacher availability. Specialist music teachers from the Instrumental Music Service offer instrumental lessons for students from Year 5 and up in guitar, percussion, brass and woodwind.
- **Special needs:** Students with special needs are assigned a Category of support and receive IESP funding. This is through an application and panel process with supporting evidence collected. We work with DfE support services, as well as outside agencies such as Novita, to support these students. SSOs work collaboratively with teachers to provide 1:1 and small group programs for these students

Some students receive funding for complex and challenging behaviours through Country in Lieu funding.

Team Around the Site meetings are held each term with all Support Service team members in attendance to discuss all students receiving IESP funding and those awaiting approval.

- **Special Curriculum Features:** We strongly encourage collaboration between teachers and have structured the classrooms and NIT timetables to facilitate this. All classrooms are equipped with interactive display boards, which are used to enhance learning opportunities for students. The school has employed a range of programs and agreements across the school, or designated cohorts. These have been mentioned in other sections of this context statement.
- **Teaching methodology:** Teachers use a range of teaching methodologies to cover all curriculum areas to the highest standard possible. Teachers use explicit teaching to teach and model key Literacy and Numeracy skills. We use the principles of Visible Learning (John Hattie). This includes the use of teaching features such as learning intentions, success criteria, learning dispositions, feedback, etc. All teaching and learning is supported by a range of fixed and flexible ICT devices including laptops, iPads and Com Boxes. All classrooms are equipped with interactive Comboxes, which are used to enhance learning opportunities for students. In the primary classes (3-6) a set of 30 student laptops is assigned to each class. This ensures students have access to appropriate technology and can access computers at any time. Students in the Junior Primary classes have access to IPADs and have a computing lesson in the library once a week
- **Student assessment procedures and reporting:** We have a clear assessment and reporting schedule. This includes a Meet and Greet Family Night, informal interviews, formal reports, formal interviews. All classes have established a digital platform for families and school to communicate about student learning on a regular and informal basis, using Class Dojo.
- **Joint programmes:** Instrumental music tuition by specialist teachers is available and our school is part of the Combined Primary Schools Choir Festival.

5. Sporting Activities

The school takes part in all Inter-School Carnivals and Sporting Schools SA activities. (Formerly SAPSASA). We have coaching clinics and access some specialised coaching programs using the Sporting Schools grant. PE is one of our NIT subjects with a specialist PE teacher

6. Other Co-Curricular Activities

The school is represented annually in the Combined Primary Schools' Choir Festival. Each year we hold several events which are significant for the school. This includes our Presentation Night, which is held at the end of the school year and includes performances from every class and award presentations. This event showcases students who have met criteria in a range of areas and are eligible to win a school award for excellence. Other celebrations include but are not limited to; Book Week celebrations, Harmony Day,

Reconciliation/NAIDOC week, ANZAC day. Our student voice team organise various uniform free days where money is collected to support different charities or causes.

7. Staff (and their welfare)

Staff profile:

The staff profile has changed in recent years from being one of considerable experience to the majority of teaching staff now having taught five years or less (72%). The number of teachers in ongoing positions has increased also (61%) therefore allowing more stability. Of the 10 non-teaching staff, the majority are casually employed based on funding for students with disabilities. Only four SSO staff members are permanently employed.

Leadership structure:

Our leadership structure comprises of a Principal, Deputy Principal, Curriculum Leader in Literacy & Numeracy and Student Wellbeing Leader. A Personnel Advisory Committee (PAC) supports the Principal in People and Culture related issues.

Staff support systems:

Staff work closely together and are often involved in whole school activities. There is a weekly meeting focussing on professional development. Staff nominate to form teams with a specific curriculum and extra –curricula focus. Teachers have the opportunity to meet as teaching partners and year levels to discuss relevant issues, collaboratively plan, program and moderate. SSOs are welcome to attend all other meetings and training and development.

Performance Management:

The Performance Development Planning (PDP) processes for staff are varied and include a range of strategies to ensure that they are receiving benefit from these processes. P.D. includes leadership observations and coaching sessions, P.D. meetings with plans developed in line with the AITSL Professional Standards for Teachers, as well as peer observations and regular surveys throughout the year. The new DfE format and timeline has been adopted and is complimented by other “in-house “dominants and schedules.

Staff utilisation policies:

School support staff are involved in supporting students with special needs, classroom support for teachers, supporting the resource centre, IT technician, school reception, clerical and finance work.

Access to special staff:

There are Support Services Personnel (SSP) based locally as well as access to visiting support personnel from Adelaide. Some families access support via NDIS which enables them to specialised services through agencies such as Novita. There are agreed processes for referring students for support. This is managed by the Deputy Principal in conjunction with SSP. Students are prioritised for assessment and learning support. One Child One Plans are developed collaboratively with teachers, families and specialist support staff. The school’s music program is supported by three specialised instrumental music teachers who provide lessons once a week on site.

8. Incentives, support and award conditions for Staff

- **Housing assistance:**

Government employee housing is available to eligible employees in regional locations 100kms outside of the Adelaide CBD the Department of Planning, Transport and Infrastructure(DPTI)

- **Locality allowances:**

A locality allowance is available. A full-time employee will receive the full-time rate and part-time employees will receive payment on a pro-rata basis, according to the actual hours worked. The amount of locality allowance paid will vary depending on the role, location and whether an employee has a spouse or dependents. Upon commencing employment in a country school or preschool, eligible employees are automatically paid the minimum locality allowance on a fortnightly basis through the normal payroll process.

- **Relocation assistance:**

Teachers or leaders may be eligible to receive: •removalist arrangements (1 pick-up and 1 delivery) •overnight accommodation •packing allowance •furniture depreciation allowance •kilometre allowance

9. School Facilities

- **Buildings and grounds:**

Being an older school, MOPS is challenged by both the lack of and condition of existing facilities. It has one main building comprising a staffroom, admin area, Library/resource centre, and two corridors consisting of seven classrooms in total. The staffroom was refurbished in 2022 with an upgrade to the Admin area is scheduled for 2023. There is a newer block of four brick classrooms, and three transportable buildings consisting of two classrooms and a multipurpose room. Beautiful lawned areas, covered sand pit and dirt play area and a covered walkway were completed in 2022 which link the existing pathway in the school to the new gymnasium completed at the beginning of 2023.

- **Specialist facilities and equipment:**

There is a double court with an artificial surface which is fenced for Fitness/PE lessons and general playtime activities; a dedicated Science Room, a multipurpose room which hosts Performing Arts NIT lessons and is shared with OSHC / vacation care. We have a Library/ Resource Centre which was refurbished in 2022 with new furnishings to be added in 2023.

- **Student facilities:**

A canteen is open daily, five days per week for lunches and snacks. The canteen operates under a healthy food policy

A Wellbeing Centre is accessed by students at anytime to assist with self-regulation.

- **Staff facilities:**

There is a staffroom, teacher preparation areas, designated areas for SSOs to conduct intervention activities and a dedicated Intervention Room.

Teaching staff are supplied with a laptop connected to a Com Box for the display of learning tasks and resources and other classroom operation procedures. Upper primary teachers

have a dedicated office space/preparation area. All staff members are provided with a laptop.

- **Access for students and staff with disabilities:**

Every building has disability access with the exception of the administration area. Access to this area is via a ramp situated at the rear of our Library/Resource Centre requiring clients to travel into the school grounds. Construction of a disability ramp at the front of the school allowing direct access to the school administration area will be completed in 2023.

- **Access to bus transport:**

Buses stop adjacent to the school. Private companies are used for excursions and camps. Occasionally vehicles from neighbouring high schools and parent transport are used.

10. School Operations

- **Decision making structures:**

The school is committed to consultative and collaborative decision making processes via various processes such as: strategic committee teams and staff meetings. Decision making structures are documented in a Teams channel accessed by all staff.

The Governing Council is supported by a number of sub-committees including: OSHC, Finance and Canteen. The Personnel Advisory Committee (PAC) meet frequently. The Leadership team meets weekly. Class suggestions /issues are forwarded to the Student Voice team.

- **Regular publications:**

Day Notes on Teams are accessed by all staff daily. There is a term planner in the Staff Room for forward planning and information. The school newsletter is published fortnightly on Thursdays of even weeks on Class Dojo and our Facebook page. Class teachers provide class newsletters and general information via Class Dojo. The school has rebuilt its website this year and documents are gradually being updated and uploaded.

- **Other communication:**

An information brochure is available for parents new to the school and all relevant policy documents are aligned with DfE policy on the DfE website. Families often request informal interviews with opportunities for formal interviews to be held twice a year. Classroom teachers use Class Dojo as a more frequent, informal means of communicating with families.

- **School financial position:**

All school finances including associated Companies, are published and scrutinised by Governing Council twice a term. Financial Consultants with the DfE are engaged regularly for consultation and advice. Budgets are submitted to our Educational Director for review once a year. The school is currently in a very sound financial position.

- **Special funding:**

The school receives funding for support of student's with a disability (IESP) and behaviour (Country in Lieu). APAS funding supports our intervention work with aboriginal students.

11. Local Community

- **General characteristics:**

Families of students attending the school work in various professions and industries in the town; ranging from health, education, mining and associated heavy industry. Some own or manage local businesses. English is the predominate language spoken at home although many cultures are represented across the town and at our school. With the recent economic resurgence in the town, there are currently many local infrastructure projects in place in Whyalla and around the Spencer Gulf region. This climate is supporting families to stay in the town as well as attracting other families form other regions, interstate and even overseas.

- **Parent and community involvement:**

There is a strong, enthusiastic commitment from parents to the school community, supporting school activities such as; assisting teachers and students with reading, general class activities, excursions, sports, camps and the canteen. Families have an expectation to be consulted and are encouraged to express their opinions and concerns. Staff have an "open-door" policy welcoming healthy, respectful discussion with families when required. Concerns are acted upon promptly. An informed and active Governing Council contributes to school management and oversees OSHC and the canteen. Families are encouraged to and willingly attend primary, junior primary and end of term school assemblies and other whole school events

- **Feeder or destination schools:**

Whyalla, not being subject to zoning, allows families to attend our school from anywhere in the town. As a school of choice however, with most classes near or at capacity, preference is given (where possible) to families located in close proximity to the school or who are new arrivals to the town. Reception students come from a number of different kindergartens, in particular Neta Kranz and Win-Newby. The majority of the year 6 students' transition to Whyalla High School, however, some families opt to move to the private and Catholic systems.

- **Other local care and educational facilities:**
Pre-School Centres are available as well as Child Care Centres which cater for babies as well as children. The University of South Australia (UniSA) and TAFE have campuses approximately three kilometres away. UniSA in particular has developed positive working relationships with all DfE sites in the town, supporting a variety of programs and working with schools to support preservice students through hosting them for practicums.
- Whyalla is serviced well by department chains such as K-Mart, Harris Scarfe, and Harvey Norman. There is a selection of supermarket and take-away chains and many local businesses. There are two main shopping/business hubs located in the older part of Whyalla (historically the former CBD) and at the Westland's shopping precinct. The mainstay of Whyalla's industry is/has been the steelworks. SANTOS also has a facility approximately 20kms from the town. There are a variety of other small industries/businesses that complement and benefit from these major industries.
- **Commercial/industrial and shopping facilities:**
There are a number of local doctors and dentists with specialists visiting regularly from Adelaide. Whyalla is well serviced by the Whyalla and Districts Hospital. There are a wide variety of sport and recreational activities and facilities for the community including a major recreation centre managed by the YMCA. There is a twin cinema and theatre complex as part of the Middleback Arts Centre. There are numerous parks including an expansive and well developed foreshore area adjacent to a jetty and marina. There is a Civic Library and numerous hotels, restaurants and cafes.
- **Availability of staff housing:**
Housing is available through DPTI and local estate agents. Housing costs are reviewed and long and short-term rentals are available.
- **Accessibility:**
Whyalla is approximately a four-hour drive to Adelaide and reasonably close to other major regional centres such as Port Augusta and Port Pirie. The road is very good with many passing lanes. Stateliner Bus Company frequently runs buses to and from Adelaide and other regional centres at a reasonable cost. Qantas Link flies planes between Whyalla and Adelaide several times daily.
- **Local Government body:**
The local governing body is the Whyalla City Council (phone 8640 3444).

12. Further Comments

Memorial Oval Primary School is considered to be a "school of choice" in Whyalla. It enjoys extensive parental support and the school has a continuous improvement ethic around academic excellence, community involvement and student behaviour. As one of the older schools in the town, many residents have a long association with the school. Some families have had several generations attend the school over its seventy-four year history. Ms Carol Williams is the Education Director for Whyalla. There is a Department for Education office on Nicolson Avenue. Contact Number 08 8645 656