

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			
	2019	2020	2021
JP Special Options	7	7	7
Primary Special Options	11	11	10
Reception	72	53	48
Year 1	45	70	64
Year 2	64	48	65
Year 3	57	63	49
Year 4	60	54	56
Year 5	50	54	51
Year 6	54	49	53
Year 7	41	50	38
Total	461	458	441

School Card 27%

NESB Enrolment : 10

ASTI Enrolment : 13

Braeview School R-7 is not zoned

- Staffing numbers:

Junior Primary

8.9 FTE Teachers – 7 full time female and 4 part time female

SSO Classroom support : 73 hours

Primary

14.4 FTE Teachers – 12 full time, 2 part time

SSO: 107hours

Special Classes

SSO: 91.5hours

Curriculum Support

SSO: 63.5hours

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 school.
- 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 steady
- 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 a 0.2 FTE School Counsellor allocation as the school is Category 6 which is used to fund a SSO to run a Social Emotional Wellbeing Program. Collaborative arrangements operate across the school, with senior students providing support to a number of Junior Primary programs – dance, 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.
Literacy Intervention Programs include MiniLit, which is accessed by Year 1 and Year 2 students and Guided Reading Intervention for students from Year 2 – Year 7. The school is trialling MacqLit Year 4 / 5.
'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.
Other programs includes a Sensory Motor Program in the Junior Primary, a 'Crash and Bash' Program for Primary students and Interoception R-7.

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. Restorative Justice practices 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. SRC reps across all year levels 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. Literacy and Numeracy are also a major focus across the school, with staff working in Professional Learning Teams to develop effective teaching and learning programs including task and assessment design. Teachers work collaboratively to moderate student assessment work samples.

Direct support is provided to all identified Students with Disabilities through the allocation of SSO time to work collaboratively with class teachers to achieve One Plan goals. We currently have 74 students with One Plans.

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, Guided Reading Intervention, Sensory, Crash and Bash, What’s the Buzz? and Interoception .

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

Site Improvement Plan Summary

Goals	Targets	Challenge of practice	Success criteria
Increase percentage of students retained in higher bands for Literacy with a focus on writing.	100 % of Year 3 students achieving in HBs retained in HB in Year 5 in Writing (2019 37%) (17 students in 2019)	If we develop a coherent approach to writing R-7 using the Bright Path educational assessment tool and associated strategies to improve student writing then we should increase the number of students in higher bands	Students being able to write for the intended purpose using the structures and language features of Information reports texts. Students to consolidate understanding and implementation of structures and language features of narratives and persuasive texts. Students developing their writing skills such as extending vocabulary and using high modality language through feedback given. Students will verbalise and understand explicit learning intentions and success criteria. Students will verbalise, understand and achieve their individual writing goal. Students will show growth against term 1 and term 3 Brightpath data of Information Report Writing.
	100 % of Year 5 HB students retained to Year 7 in Writing (2% in 2018) (7 students in 2019)		
	30% of Year 3, 40 % of Year 5s (37% in Yr. 3 in 2019) and 30% of Year 7 students (11% in Yr. 5 in 2019) in HB in Writing.		
Increase percentage of students retained in higher bands for Reading.	Reception enrolments 2019 80% achieve RR level 5 or above, 100% of Year 3 students achieving in HBs retained in HB in Year 5 in Reading (2017 39.6%)	If we develop teacher knowledge and work in collaborative teams that explicitly design reading instruction that teaches the five reading comprehension strategies that effective readers use, we should increase the number of students in the higher bands.	Teachers working collaboratively to design units of work. Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their reading for meaning. Students reading from a variety of text types and able to explain their features, similarities and differences. Students using different comprehension strategies such as visualizing, questioning, predicting to make sense of what they are reading and explain meaning to others when asked.
	Reception enrolments 2020 100% achieve RR level 5 or above, 100 % of Year 3 students achieving in HBs retained in HB in Year 5, 100 % of Year 5 HB students retained to Year 7 in Reading		
	30% of Year 3 and 40% of Year 5 students (40% in Yr. 3 in 2019) and 40% of Year 7 students (32% in Yr. 5 in 2019) in HB in Reading		
Increase percentage of students retained in higher bands for Numeracy.	100 % of Year 3 students achieving in HBs retained in HB in Year 5 in Numeracy (2019 11 students)	If we develop common evidence based approaches to teaching Trust the Count and Place Value in the Early Years and extend to Multiplicative Thinking, Partitioning and Proportional Reasoning in the Primary Years embedding the proficiencies then we should increase the number of students in higher bands.	Students have increased their success in working with numbers including trusting the count, place value and multiplicative thinking. Students will confidently apply a range of strategies to solve Maths problems through collaborative opportunities in the classroom. Students will know and understand explicit teaching intentions and success criteria. Students will show growth against PAT data and NAPLAN. Teachers will design learning tasks that embed understanding, fluency, problem solving and reasoning. Leadership implement formal monitoring process, discuss with 2 students per class how success criteria support them to improve their number sense.
	100 % of Year 5 HB students retained to Year 7 in Numeracy (2019 7 students)		
	30% of Year 3 and 40% of Year 5 students (32% in Yr. 3 in 2019) and 25% of Year 7 students (19% in Yr. 5 in 2019) in HB in Numeracy		

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 Language is German. Other specialist areas include Digital Technologies, Physical Education R-7 and Expressive Arts.

- 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.

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.

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 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. Braeview is also involved in the Festival of Music and has a Jump Rope Team that competes at the State Championships in Term 4.

- Special

Other special activities vary from year to year, but include eg; Book Week, Science Week, Mini Fete, Sports Day, German Day, Grandparent's Day, Christmas @ Braeview, visiting artists, Family Life and discos, etc.

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, Senior Leader (STEM) and a Business Manager. Expertise of individuals in the leadership team is considered when determining specific areas of responsibility.

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

- Performance Management:

Performance Development policy and procedures, developed through consultation with staff and PAC, are consistent with revised department policies. Leadership 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 identified students.

- 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 Special Educator, Psychologist, Speech Pathologist, Behaviour coach, Social worker. Community agencies are accessed as relevant e.g. Novita, Autism SA, Down Syndrome Association.

8. Incentives, support and award conditions for Staff

Braeview is a school in the southern suburbs of Adelaide.

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 is used for Expressive Arts and School Choir, the other a Meeting Room and Crash and Bash Room.
 - Two 4 class general learning areas with individual classrooms and shared service and work spaces
 - A 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 Stephanie 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). The gym is air conditioned.
- 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. All Units have pods of computers for student use.
 - 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. A Management Committee, with reps from all units and SSOs, is used to disseminate communication to and from committee to units, with many decisions being made through this process. Some decisions are made at Staff Meetings. Specific committees also operate across literacy, numeracy, STEM and ICT to present recommendations, develop policies - particularly in relation to curriculum and the organisation of events.

R-7 Personnel Advisory Committee meet fortnightly each term

Leadership meet fortnightly as a Strategic Planning leadership management team.

- 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. A weekly staff bulletin, The Blurb, is emailed to staff to keep them informed of leadership whereabouts, responsibilities and reminders.

The school website provides information to families and the community about 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 470 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.

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 e.g. LAP, the Governing Council and its sub committees.

- Feeder schools:

The closest secondary school to Braeview is Reynella East College 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