SCHOOL CONTEXT STATEMENT

Updated: 09/11

School number: 0301
School name: Mylor Primary School

School Profile Text:

Preparing children for the enthusiastic embrace of life
At Mylor Primary we help our children develop in a wide range of complementary and highly stimulating ways. Each student’s particular needs and interests are identified and responded to through the development of their own tailored learning plan, which is reviewed and updated at regular intervals as the child matures.
For core topics and skills students are placed in multi-age groups according to their level of understanding, ensuring no-one struggles out of their depth or coasts unchallenged. In other areas students are grouped in more traditional year-level groups, supporting their sense of identity and peer-group belonging.
Young students are looked-out for by older ‘buddies’. Community service projects develop teamwork and leadership. Extra-curricular “Masterclasses” allow emerging passions to be fuelled. And at all times an open minded and enthusiastic love of learning is encouraged and actively role-modelled.

1. General information

- School Principal name: Mrs Ngari Boehm
- Year of opening: Mylor Primary School was officially opened on the 1st of October, 1894
- Postal Address: 220 Strathalbyn Road, Mylor, SA 5131
- Location Address: 220 Strathalbyn Road, Mylor, SA 5131
- DECS Region: Adelaide Hills
- Geographical location – ie road distance from GPO (km): 30kms
- Telephone number: +61 08 8388 5345
- Fax Number: +61 08 8388 5701
- School website address: www.mylorps.sa.edu.au
- School e-mail address: info@mylorps.sa.edu.au
- Out of School Hours Care (OSHC) service:

This is currently in the planning stage and is anticipated to start midway through 2012.
February full time equivalent (FTE) student enrolment:

<table>
<thead>
<tr>
<th>Year</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>4.0</td>
<td>5.0</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>4.0</td>
<td>5.0</td>
<td>6.0</td>
<td>3.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>5.0</td>
<td>4.0</td>
<td>5.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>2.0</td>
<td>4.0</td>
<td>3.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>8.0</td>
<td>2.0</td>
<td>3.0</td>
<td>6.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>2.0</td>
<td>7.0</td>
<td>2.0</td>
<td>5.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>5.0</td>
<td>2.0</td>
<td>8.0</td>
<td>2.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>2.0</td>
<td>4.0</td>
<td>2.0</td>
<td>8.0</td>
</tr>
<tr>
<td>Total</td>
<td>32.0</td>
<td>33</td>
<td>31</td>
<td>41</td>
</tr>
<tr>
<td>July Total FTE Enrolment</td>
<td>34.0</td>
<td>35</td>
<td>39</td>
<td>43</td>
</tr>
</tbody>
</table>

School Card Percentage: 9% 2% 12% 15%
Non-English Speaking Background: 0 0 0 0
Aboriginal FTE Enrolment: 0 1 1 0

**Student Enrolment Trends:**

Mylor Primary School has seen an increase in enrolments over the past 3 years. The introduction of new curriculum, community links and partnerships between the school, parents and community has enabled this to occur. It is anticipated that this growth will continue into the future with strong projected early years enrolments.

**Staffing Numbers (as at February census):**

2012 FTE = 3.3
This consists of a full time Principal and Early Years teacher, 0.8 and 0.6 Middle Years teachers, 0.1 Indonesian LOTE teacher, 0.2 Arts Specialist Teacher

SSO Hours – Base Allocation 44hrs
Finance / Administration Position – 26.5 hours (Permanent Position)
Student/Teacher Support Position – 14 hours (Temporary / Contract Position)

**Public Transport Access:**
A limited service is available to the public. A Heathfield High School bus operates daily to take older students to and from the High School.

**Special Site Arrangements:**
To support and foster a sense of belonging, students are involved in various community service projects throughout the school year. The children are encouraged to contribute their own ideas for these projects, which can centre around the school itself or the Mylor community more broadly.
In 2011 our students committed to assisting with an archeological dig of the old Mylor bootmakers shop, and some particularly interested students were then able to apply the skills...
they’d acquired to assist the Mylor history group with the cataloguing of our own school artefacts and archives.

2011 also saw Mylor celebrate its 150th anniversary. As part of this students worked in multi-age level groups to interview significant Mylor residents and celebrate their achievements by creating a multi media presentation and model showing important aspects of their life which were displayed at the town celebration.

2. Students (and their welfare)

General Characteristics
Mylor Primary School is a school that, despite being zoned ‘metropolitan’, remains a school with strong country values within the Adelaide Hills. Our student cohort is a relatively homogenous socio-cultural group. Approximately 10% are on school card and many come from dual income families. An increasing percentage of students travel from other local communities to access our unique and innovative curriculum offerings.

Student Well-Being Programs
All students are provided with a range of opportunities to be involved in school well-being programs. Examples of this include working in small groups with our CPSW worker on team building and confidence exercises; protective behaviours learning within the class setting; peer mediation and support in yard issues; and cross age learning groups. Student engagement and well being remains on our site improvement plan as a focus area for 2010 – 2012.

Student Support Offered
Students are provided with support from a range of adults within the site. Outside of a families mentor teacher, the students have access to a part-time CPSW worker that works across the school.

Given the nature and structure of the learning groups at Mylor, we find that all students are able to clearly articulate which adult they would gain support from if the need arose.

Student Management
The school has an excellent behaviour management policy and highly effective procedures that are strongly supported by staff, students and parents. A whole school behaviour recording system is in operation, and students are actively involved in setting the expectations for learning within our site. Students monitor their own behaviour, and when required are directed to record this information in the ‘behaviour book’.

Student’s, whom require further assistance for more serious behaviour, are involved in a formal restorative justice process, with information taken home and shared with families.
**Student Government**
The intimate nature of the school allows for active involvement of all students in discussing relevant school matters. The ‘Action Group’ chairs a ‘Monday morning’ meeting where the student body is presented with information for the week, and an opportunity for students to share relevant information pertaining to the whole school. This involves the detailing of masterclasses on offer for the week, and what community service and Personal Time activities will be taking place.
Numerous opportunities exist for students to be involved in the setting of fundraising activities, and ideas to strengthen their enjoyment whilst at Mylor.

3. **Key School Policies**

**Site Improvement Plan and other key statements or policies:**
Mylor Primary School utilises an emergent planning process in relation to whole school planning and improvement. Students, staff and parents collaboratively identified three key areas at the beginning of 2010, with each area underpinned by a ‘beacon on the hill’ that we are aiming towards.
Regular review, documentation and planning are undertaken, with expectation that all staff monitor and provide evidence of improvement within their own work environments.

**2010 – 2012 MPS Site Improvement Focus Areas**

<table>
<thead>
<tr>
<th>Beacons on the Hill</th>
<th>Big Picture Targets – What are we hoping to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising Achievement</td>
<td>At MPS all students are given the opportunity to reach their full potential through innovative teaching and learning programs. All students at MPS participate in the co-construction of iP plans to cater learning to the individual to raise achievement. Using Assessment for Learning as a key driver, teachers change their practice to raise the achievement of all students.</td>
</tr>
<tr>
<td>Learner Engagement</td>
<td>All students and staff at MPS have the right to feel safe. Students and staff at MPS want to be involved in setting the directions of the school, and actively participate in finding ways to make MPS an exciting and enjoyable place to learn and teach.</td>
</tr>
</tbody>
</table>
| Using ICT to support teaching & Learning | ICT – Anywhere, Anytime but not all the time  
MPS Students are actively using ICT anywhere anytime as a tool to enhance learning. 
MPS staff knowledge, expertise, teaching and learning programs and methodologies are at a level which supports this goal. 
ICT at MPS is not simply being used to support traditional classroom practice but it used to reshape teaching and learning processes thereby contributing significantly to enhanced student outcomes. |
Recent key outcomes taken from the 2011 Annual Report:
This information is available from the school website: www.mylorps.sa.edu.au

4. Curriculum

Subject Offerings:

Literacy and Numeracy
Our focus each morning is on the core skills of literacy and numeracy, with students not simply grouped according to their age or year level, but rather a combination of:
• Their current level of understanding of the topic, assessed through analysis of data drawn from a range of standardised tests that the students take at regular intervals; and
• Their preferred learning style, constantly assessed through teachers' observations and parental feedback.
This approach ensures each child is always receiving the level of instruction, assistance and challenge that he or she needs - in a style they connect with - to continue progressing and maximise their learning.

Discovery and Inquiry
A key element of our educational philosophy at Mylor Primary is the belief that we have an obligation to help students find joy in learning and embrace it as a life-long habit. Consequently, we’ve put a great deal of thought and effort into identifying the personal traits that most often characterise life-long learners, and our highly engaging afternoon discovery-and-inquiry sessions have been designed to help them bloom in our children.

Open Access/Distance Education provision: Negotiated as required

Special Needs:
Given the creative structures and innovative curriculum offered at Mylor, the negotiation around students with special needs is one that is taken very seriously. Where possible all attempts are made to tailor the curriculum to met the needs of the students using the Negotiated Education Plan process, or our in-house student iPlans. Parents, teachers, student and Principal jointly construct learning goals for the individual child in question, and these are monitored and reported on regularly.
In some instances, additional SSO time, and or teacher 1:1 time is provided.

Special Curriculum Features:

Music and Dance
In addition to regular classroom music programs, Mylor also offers:
• Individual tuition in the recorder, violin, guitar and piano
• Participation in the Festival of Music choir (jointly with Scott Creek Primary students)
• Regular Masterclasses
• Participation in the Mylor Music ensemble, which brings together students who are learning instruments privately
• various dance programs.
**Art**
- Private one-to-one fine art lessons available
- Frequent Masterclass opportunities
- Extra-curricular projects, such as the Mylor Sculpture Park.

**Indonesian**
The study of a second language has been proven to enhance students’ learning across all areas of the curriculum.

With this in mind we provide our children with the opportunity to learn the beautiful language of Indonesia, one of our closest, largest and most important international neighbours. Once a basic foundation of understanding has been attained, students are invited to choose the level to which they’d like to take their study - Beginner, Novice or Advanced - depending on their enjoyment of the subject. Classes are then divided according to these groupings, with lessons held weekly. Indonesian is currently taught at nearby Heathfield High School, which many of our students go on to attend.

**Teaching Methodology:**
At Mylor Primary we really are one big family, with children of all year-levels and ages regularly learning and interacting with each other. This brings with it some fantastic benefits.

**Our younger children:**
- Develop greater confidence to approach and mix with older children, which can assist in the later transition to High School.
- Acquire a range of older “allies” they can comfortably approach for advice or assistance.
- Develop an early understanding that people of all ages and backgrounds can work together happily and productively.

**Our older children:**
- Enhance emotional maturity through “mentoring” younger children.
- Develop increased personal responsibility and leadership qualities.
- Reinforce their own learning through the process of assisting younger

**Student Assessment Procedures and Reporting**
As part of our emergent plan and its link to the priority ‘Raising Achievement’, we have identified that a focus on ‘Assessment for Learning’ will give us the greatest leverage. This has been a major focus for all staff. Our work in this area has been guided by the findings of educational researchers including John Hattie, Douglas Reeves and Dylan William.

A wide variety of formative and summative assessment pieces are set for students. Formal written reports are sent home at end of terms two and four, with student iPlans reviewed at least twice during the year.

Due to the nature of relationships between teachers and parents, many informal conversations about learning occur throughout the year on an individual needs basis.
Joint Programmes:
Mylor Primary School & Scott Creek PS joint PLC
Initiated in 2010, Mylor and Scott Creek have made a commitment to meet twice per term to engage in professional development across the two sites. So far this relationship has been about the development of Assessment for Learning knowledge and understanding. Each session focuses on a particular core aspect of AFL, with staff presenting their work that they have trialed in their classrooms in the weeks leading up to the session.

Festival of Music Choir
In an attempt to provide our senior students additional ‘social experiences’ with students from outside the school, Mylor and Scott Creek jointly entered an arrangement to enter the Festival of Music as a joint choir. This involves joining together on a fortnightly basis to practice. In 2012 it is hoped that the Scott Creek students may also visit Mylor.

5. Sporting Activities

Sports
We’re highly aware of the importance of regular vigorous activity to our children’s health, so provide the opportunity to become involved in weekly Active After-School Sports. We’re also regular participants in:
• Upper-primary SAPSASA activities and events in the Adelaide Hills region across a variety of sports
• The Adelaide Hills Combined Schools Sports Day
• The Courier Cup Swimming Carnival for the Adelaide Hills
• The Uraidla Lightning Carnival (team sports).

6. Other Co-Curricular Activities

Masterclasses are optional extra-curricular courses that give students an opportunity to delve deeper into specific topics or activities that they have a particular love for, or interest in. We offer a wide variety of Masterclasses throughout the year, each delivered in groups of weekly sessions conducted within normal school hours. Students are also invited to suggest potential subjects for the classes, and parents with specialist skills or knowledge are encouraged to volunteer as instructors. Past Masterclasses have focused on such areas as geology, cooking, photography, jewellery making and the creation of totem poles.

7. Staff (and their welfare)

Staff Profile
The staff profile has remained stable in recent history, with the permanent appointment of our Finance / Administration officer in 2012. The teaching cohort has remained constant, with 2012 seeing the introduction of a fourth teacher. The commitment of all staff to do their best for all students, support each other and their overall level of professionalism is a positive feature of Mylor Primary School.

Leadership Structure
In a school of this size, multiple opportunities exist for all staff to take on leadership roles in particular areas of interest. In support of this, staff are provided with time to achieve these goals.
where possible. A collective responsibility for the school, its students and the programs we offer, exists amongst all staff.

Staff Support Systems
In 2010 we developed a Professional Learning Community with Scott Creek to deepen the level of Professional Development staff were exposed to and to support staff to engage in conversations with other teachers teaching similar age/year levels. Staff learning plans have been introduced with staff feedback on teaching performance set to increase significantly as peer observations and support across the two sites is fully implemented.

In 2011, staff jointly redesigned one of the meeting rooms within the learning areas as a staff office.

8. Incentives, support and award conditions for Staff

- Complexity placement points
- Isolation placement points
- Shorter terms
- Travelling time
- Housing assistance
- Cash in lieu of removal allowance
- Additional increment allowance
- Designated schools benefits
- Aboriginal/Anangu schools
- Medical and dental treatment expenses
- Locality allowances
- Relocation assistance
- Principal’s telephone costs

The following incentives, support and award conditions for staff are not applicable to employees at Mylor Primary School.

9. School Facilities

Buildings and Grounds
Mylor Primary School boasts fully renovated learning spaces that support our innovative and creative curriculum structure. The outdoor learning area provides multiple spaces for sitting and learning and with a wireless network system, students are able to access technology anywhere, anytime.

The main administration building has recently undergone major work aligned to our BER project, with the fit out of a new student library. A covered breezeway between the learning areas, offers multiple uses for individual, small group of class learning activities.

2011 saw a major upgrade of the Bushfire Ready building to align with recommendations from the Victorian Bushfire inquiry. Large water holding tanks and an associated booster system will be a part of this work.

Heating and Cooling
All classrooms and buildings are air-conditioned – with reverse cycle
Specialist Facilities and Equipment
Whilst the school site is modest in size, our community links provide unlimited access to both the town tennis/netball courts and town hall for use as the need arises. Both are in walking distance from the school, and are accessed regularly for after school sports programs and general PE activities.

Access for Students and Staff with Disabilities
Paths and ramps have been constructed to enable wheel chair access to all buildings.

10. School Operations

Decision Making Structures
Day-to-day administration and decisions are organised through regular meetings of the whole staff team. Depending on the level and complexity of the issue to be resolved, key decisions making groups are; Leadership; Staff; PAC (Whole Staff); Governing Council; Parent Network.

Regular Publications
The School Information Bulletin is published once per fortnight, with a full colour newsletter (Bandicoot Bugle) published at the end of term. Regular communication with parents is achieved through our whole school ‘Communication Book’ system. Consistency in this approach allows for limited loss of notes or lack of information being passed on to parents.
Staff information is shared regularly at staff meetings with the sharing of diary dates managed through Edsuite.

School Financial Position
The school is in a stable financial position. Applications and submissions are regularly written to attract additional external funding for special projects. Bad debts (school fees) are now actively pursued through Debt Collection Agencies in line with DECS policy.

11. Local Community

General Characteristics
Mylor continues to retain a small village feel with a population of 736 (2001 census data). There is a Mylor country market held on the first Sunday of every month, from 9 am till 1 pm, with local produce, plants, jams and sauces for sale.
Mylor is a popular camping area, with many camps, including the popular Mylor Baptist campsite, Warrawong Campsite and more. Mylor Main Street hosts a large Hardware/Rural store (called Coopers), General Store, Post Office, and Cafe. There is also a Fire Brigade, Uniting Church and Anglican Church. Mylor has a beautiful tree lined Oval that is used for Cricket and Soccer as well as Community Events and general use.

Parent and Community Involvement
Mylor parents and community are actively involved in our school. The school’s parent network takes responsibility for providing hot food days for the students, and is heavily involved with our annual ‘Bonfireworks Night’ fundraiser, which raises in excess of 10K to be put towards the development of additional student programs and facilities.
The MCFC (Mylor Citizen Friendship Club) is an active working group within the town. Working with this group to support the delivery of additional masterclasses and or learning opportunities for the students remains a school priority. In the past, our community links have seen programs
such as a learn to knit program with the Mylor Red Cross, Various projects with the Mylor History group in preparation for the towns 120\textsuperscript{th} birthday celebrations, CFS visits before the commencement of ‘bushfire season’ and many more.

**Playgroup**
Operating from our Primary School and coordinated by a qualified teacher, the weekly Mylor Playgroup provides a fantastic service to the families of our community. As well as affording parents of below-kindergarten-age children the opportunity to enjoy each other’s friendship and support, it offers:
- Access to all school facilities, including playground, courts and sandpit
- A dedicated, quiet playspace for babies
- A wide range of toys
- Activities to stimulate the imagination
- Art and craft
- Musical instruments
- Storytelling and singing
- Nature walks and a seasonal “nature table”
- Regular supervised exposure to, and interaction with, Mylor Primary students, easing the transition to kindergarten.

**Feeder or Destination Schools**
In preparation for Primary school, our transition program to Mylor is one that takes into consideration the individual child and the needs of the family. As such, a meeting / phone call is made to the parents inviting information about their child and a transition program is then developed. Our Junior Primary teacher also visits the new receptions at kindy to talk to the kindy teachers and visit the child in a familiar environment. From 2014 MPS will adhere to the ‘Same First Day’ policy as with all DECD schools.

In general, most of our year seven students transition to Heathfield High School for the next stage of education. Heathfield High School has a special interest Volleyball, music, international and innovation and future studies program. In some instances, where students demonstrate particular skills and/or passions students travel to more ‘specifically focussed’ high schools.

**Commercial/industrial and Shopping Facilities**
The Adelaide Hills is dotted with shopping facilities, from Stirling to Mount Barker. Speciality shops, boutique and fresh produce are all in plentiful supply.

**Availability of Staff Housing**
There is no government housing available in the town, however many private properties, both within the town and beyond are available for purchase or as rentals through local agents.

**Local Government Body**
The Mylor Township falls under the responsibility of the Adelaide Hills Council. Service centres are located within their council libraries in Gumeracha, Stirling and Woodside.