



# School Context Statement

Updated: March 2024

**School number:** 1068

**School name:** Noarlunga Downs Primary School

**School profile:**

Noarlunga Downs Primary School is located in the southern suburbs of Adelaide in the City of Onkaparinga, approximately 33km from the Adelaide GPO. Our school is well serviced by public transport with bus access in front of it and a train station only a 10 minute walk away. The school is set on large, expansive grounds on a hill overlooking the Onkaparinga River with views to the sea. The setting provides an engaging environment for teaching, learning and play.

The school is comprised of a mainstream reception to year 6 school, a preschool and a department special options class.

At our school, we believe it is the quality of the educator and the relationships we build with families and our community that ensure positive outcomes for all students. We are committed to providing high quality teaching, learning, and meeting the individual needs of students through quality differentiation within the classroom as well as a range of specialised interventions.

Noarlunga Downs Primary School is committed to aiming high and achieving together in everything we do through our value of:

Respect -ourselves  
-others  
-our environment

We look forward to working with our school community to continue to make our school the best possible environment for children to learn and grow.



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# 1. General information

- School Principal name: Rachael Courtney
- Year of opening: 1987
- Postal address: Canterbury Crescent, Noarlunga Downs 5168
- Location address: Canterbury Crescent, Noarlunga Downs 5168
- Department for Education Region: Southern
- Geographical location – distance from GPO: 33kms
- Telephone number: 8384 4395
- School website address: <https://ndownsp.ssa.edu.au/>
- School e-mail address: [dl.1068.info@schools.sa.edu.au](mailto:dl.1068.info@schools.sa.edu.au)
- Child parent centre (CPC) attached: Yes
- August 2023 FTE student enrolment:

<b>August FTE student enrolment</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>	<b>2023</b>
Regional special class	10	12	10	5	7
Reception	19	15	14	9	13
Year 1	19	15	17	16	7
Year 2	15	14	14	14	17
Year 3	13	15	14	13	15
Year 4	13	13	15	14	14
Year 5	15	13	11	16	13
Year 6	11	15	13	11	7
Year 7	12	9	12	No longer enrolled	No longer enrolled



<b>Total</b>	<b>127</b>	<b>121</b>	<b>120</b>	<b>98</b>	<b>93</b>
Preschool	15	15	10	12	15
Students with disabilities	26	54	45	31	32
EALD	27	28	23	17	12
Aboriginal FTE enrolments	24	21	26	24	25
School card approved as at August	81	67	72	56	46

- **Student enrolment trends**

We have a preschool with current session capacity being 20 students. Our school has 4 mainstream classes and 1 primary year 3-6 special options class.

- **Staffing numbers (as at 2024 February census)**

(FTE) 10.8 (including leadership and the preschool)  
 Regional special class Year 3-6: Teacher 1.0  
 SSO allocation: 308.25 hours/wk and GSE 15 hours  
 Preschool teacher 0.6  
 Physical health education, Japanese NIT 1.0

- **Public transport access**

This is hourly via bus. The Noarlunga Interchange is located approximately 2km from school. A bus stop is directly opposite the school.

## 2. Students (and their welfare)

- **General characteristics**

The wellbeing leader in conjunction with the Principal leads student wellbeing. Wellbeing improvement foci are Restorative Practice, interoception, effective classroom management, child protection curriculum implementation and using trauma informed practice in classes across the school. The deputy principal offers leadership and support in student voice, wellbeing, engagement, attendance, parent engagement and learning behaviour management through preventative and developmental counselling processes.



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- **Student well-being programs**

Breakfast club operates at the school every morning. Students participate in special yard and lunchtime activities under supervision from our Community Support Coordinator.

- **Student support offered**

Support for students is provided through a range of intervention programs, including EALD students, students who are verified as having a disability, children who are in care and our Aboriginal students. All have one plans that are reviewed by class teachers and have SMARTAR goals. There is a referral process, driven by student data analysis and case management that identifies students for support programs along with referrals to our support services if required.

- **Student management**

Our school value is 'respect – yourself, others and our environment'. We do this through our school motto of aiming high and achieving together. We expect all students to work together to create a safe learning environment for all students. A preventative and developmental approach is in place to support all students to interact in a respectful manner with other students and staff. Students are taught skills to manage conflicts and self regulate. All classes develop their own classroom expectations at the start of the year. Student behaviour is monitored and supported by the deputy principal.

- **Student Voice**

Student leadership is part of the schools decision-making process with all senior students taking part in various leadership opportunities. Senior leaders gather other student voices through surveys, vision boards and discussions. All classes are encouraged to include student voice in their classrooms through the learning and classroom management.



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## 4. Curriculum

- **Subject offerings**

We are committed to teaching and learning in 8 areas as defined in the Australian Curriculum. Our language other than English (LOTE) is Japanese.

- **Special needs**

All students identified as students with disabilities have a one plan and receive their entitlement for extra support. Additional support is offered to students with learning difficulties both individual and through small group support and through programs such as Quicksmart, MiniLit, MultiLit, Teaching Students with Dyslexia (TSD) and speech support programs.

- **Special curriculum features**

- Physical education and health
- Japanese

- **Teaching methodology**

All teachers use the standards described in the Australian professional standards for teachers.

The site uses an explicit direct instruction approach to learning for literacy.

- **Student assessment procedures and reporting**

Term 1: information evening.

Term 1: parent/teacher/student interviews.

Term 2: week 10, student profiles are uploaded to private Teams channels.

Term 3: optional interviews/meetings with parents as required.

Term 4: week 9, student profiles are uploaded to private Teams channels.

## 5. Sporting activities

The school promotes a culture of participation in School Sport SA events and competitions at district and state level. The school hosts the annual district cross-country event on site. The school does not host any weekly sporting teams currently however, would be open to this in the future.

## 6. Other co-curricular activities

The school has a garden where students participate in growing, planting, harvesting and cooking school grown produce.



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## 7. Staff (and their welfare)

- **Staff profile**

Teachers: 8 permanent, 3 contract.

Support staff: 6 permanent, 7 contract.

Community Support Coordinator: 0.2

- **Leadership structure**

Principal, deputy principal, business manager.

- **Staff support systems**

We have an induction policy for new staff, utilising the Safety, Task, Action, Reporting system and the Department for Education induction checklist as a guide. Our deputy principal supports staff with learning behaviour management. The leadership team meet regularly for professional discussions. They observe individual staff and give feedback in the teaching and learning, and assist teachers to reflect on their learning, challenges and successes.

- **Performance Management**

Performance development includes observations and feedback to staff members referenced to the AITSL standards and site priorities. All staff write and review their performance development plan twice yearly including regular feedback from leaders.

- **Access to special staff**

Students access regional staff eg educational psychologists, speech therapist, special educators, etc. Our special needs teacher accesses support for special needs students including managing one plans and their requirements.

## 9. School Facilities

- **Buildings and grounds**

The school enjoys a superb view of the Onkaparinga estuary and the sea. The buildings consist of an administration block that includes the offices and staff room, gymnasium, 2 teaching wings, including a stocked resource centre.

There is a preschool on campus currently operating 2½ days a week

- **Heating and cooling**

All buildings are reverse cycle air-conditioned.



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- **Student facilities**

The school has a full-sized football oval, soccer pitch, netball court and outdoor basketball court, sand pit, 2 shaded playgrounds, a gymnasium and a school garden.

- **Staff facilities**

All teaching staff have an iPad and a laptop.

All non-teaching staff have Ipads.

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

The school has ramp access to most areas of the school.

- **Access to bus transport**

A public bus stop is located at the front of the school.

## 10. School Operations

- **Decision making structures**

At Noarlunga Downs Primary School we are committed to a collaborative decision making approach that involves consultation, participation and collaboration within our school community as reflected in our policy.

- **Regular publications**

The school provide parents with regular updates via The Community Portal, Frog, facebook and Instagram.

- **Other communication**

The school has a website, facebook and Instagram page that reflects the school culture and operation.

The Community Portal and Frog are main form of communication with parents. With Edsmart being used for excursions and short notice communication.

- **School financial position**

The finance advisory committee oversees the school finances. Finances are targeted to school improvement plan foci areas each year.

- **Special funding**

Our school receives additional funding through our global budget due to being level 2 Index of Educational Disadvantage.



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# 11. Local Community

- **General characteristics**

The housing in the area is a mixture of public and private. The area is growing with 2 major new developments in the area.

- **Parent and community involvement**

Governing council encourages parents to be involved through the finance committee.

- **Feeder or destination schools**

Students transition to Christies Beach High School, Cardijn College, Seaford Secondary College and Wirreanda High School predominately.

- **Commercial/industrial and shopping facilities**

Colonnades shopping and community centre is approximately 2km away. Noarlunga Aquatic Centre, Noarlunga Library, the new Southern Sporting Complex and various recreational facilities are also the same distance from our school.

- **Other local facilities**

The school has links with Hackham West Community Centre who provide counselling, dad's groups, parent education etc to the school in conjunction with other schools.

The YMCA provide our OSHC service located at Flaxmil Primary School.

- **Accessibility**

Public bus transport is located in front of the school and Noarlunga train station is approximately 2km away.

- **Local Government body**

Onkaparinga City Council.



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