

SCHOOL CONTEXT STATEMENT

Updated: 06/06 Beck Truran

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|----------------------------|-------------------------|
| Updated 6/3/2007 Heather | Updated June 2014 Judy |
| Updated 28/10/2010 Heather | Updated March 2015 Judy |
| Updated 28/03/2012 Heather | Update June 2016 Judy |
| Updated Aug 2013 Judy | Update June 2017 Judy |

School number: 0135

School name: Flinders Park Primary

1. General information

Part A

School name : FLINDERS PARK PRIMARY SCHOOL
 School No. : 0135 Courier :
 Principal : Ms Judy Anderson
 Postal Address : 70 Holbrooks Road, Flinders Park 5025
 Location Address : 70 Holbrooks Road, Flinders Park 5025
 Partnership : West Torrens Partnership
 Distance from GPO : 7 kms Phone No. : 08 8443 9356
 CPC attached : NO Fax No. : 08 8234 2551

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------------------|------------|------------|------------|------------|------------|------------|
| June FTE Enrolment | | | | | | |
| Primary Special, N.A.P. Ungraded etc. | 11 | 11 | 12 | 12 | 12 | 12 |
| Reception | 43 | 44 | 34 | 45 | 33 | 41 |
| Year 1 | 34 | 43 | 30 | 34 | 36 | 30 |
| Year 2 | 28 | 46 | 39 | 38 | 42 | 40 |
| Year 3 | 24 | 33 | 42 | 44 | 40 | 38 |
| Year 4 | 35 | 28 | 33 | 45 | 40 | 40 |
| Year 5 | 19 | 37 | 29 | 37 | 47 | 39 |
| Year 6 | 23 | 29 | 35 | 36 | 36 | 40 |
| Year 7 | 29 | 24 | 29 | 37 | 36 | 37 |
| TOTAL | 246 | 284 | 283 | 317 | 322 | 317 |
| June total FTE Enrolment | 219 | 284 | 283 | 317 | 322 | 317 |
| Male FTE | 108 | 137 | 146 | 171 | 181 | 172 |
| Female FTE | 138 | 147 | 137 | 144 | 141 | 145 |
| School Card Approvals (Persons) | 105 | 106 | 86 | 93 | 96 | 102 |
| NESB Total (Persons) | 55 | 105 | 167 | 189 | 199 | 197 |
| Aboriginal FTE Enrolment | 14 | 13 | 12 | 13 | 18 | 21 |

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: Mrs Kellie Brown
- School e-mail address: dl.0135_info@schools.sa.edu.au

- Staffing numbers:

| | |
|---|-------|
| Principal | 1.0 |
| Deputy Principal (includes counsellor position) | 1.0 |
| Class Teachers | 13.0 |
| Non Class Teachers | 3.8 |
| Teacher Librarian | 0.6 |
| Ancillary Hours per week | 207.5 |
| Grounds person per week | 12.0. |

- Partnerships 21 status:

P21 from 2001

- OSHC: Director: Miffy Young

We have Before School programs, After School Care and Vacation Care programs.

- Enrolment trends:

Enrolment numbers are staying constant at present.

- Special arrangements/programmes:

We currently have 13 classes; two Foundation, three Year1/2, three Year 3/4, one Year 5, one Year 5/6, two Year 6/7 and one primary special class.

Teachers are trained in the use of Restorative Justice Practices for the basis of Behaviour Management and many teachers are "Smarter trained".

- Year of opening:

1914

- Public transport access:

The school is located 7 kms west of the city centre on the corner of Hartley Road and Holbrooks Road, Flinders Park. It is on a major city bus route and the Circle Line.

2. Students (and their welfare)

- **General characteristics:**

Students come mainly from middle to lower socio-economic backgrounds, School Cardholder's make up 33% of the student population, approximately 65% are EALD students and there are 21 Aboriginal students.

- **Special needs:**

We have a Primary Special needs class which caters for 12 students.

A full time teacher position is shared by 2 teachers (0.6 and 0.4) and there are 30 SSO hours in the special class

Students, where possible, participate in mainstream class activities.

- **Peer Support:**

Teacher's team together to teach a cross-age tutoring Buddy class program to all students R-7, this supports the school's focus on providing a supportive learning environment. The program aims to have older students interacting with younger students both in the classroom and in the yard.

- **Student management and support:**

The school has a well-structured Behaviour Management policy in line with the DECD school discipline policy focussing on acknowledging appropriate behaviours.

Our guiding principle is **Restorative Justice**, working with the students to see and understand what their actions have caused, to whom, and then how to set about repairing the relationship in a supportive way. Class meetings are on the "Circle time" principle.

- **Student Leaders**

Student Leaders are elected for a variety of action groups across the school. Sports Leaders organise games for the gym at lunch times as well as supporting staff on Sports Day. Other groups range from Garden & Chicken Coup, School Promotion, events, Lunchtime activities and a group who volunteer in the canteen.

3. Key School Policies

- **Values:**

Following an extensive consultative process in 2015, with staff, parents and students the following Values reflect the common beliefs of our school community.

Respect, Responsibility, Resilience

And a school motto of – '*Striving for Excellence Together*'

CONTEXTUAL INFLUENCES:

Flinders Park is a Foundation to Year 7 public school. The school is located in the Western suburbs and is in close proximity to the CBD.

EALD students account for over half the student population, representing about 30 different language/cultural backgrounds. BSSOs are employed to support students in their learning. We currently employ a Hindi/Tamil and a Dinka BSSO to support our students and Community.

We have 33% of Families accessing school card assistance.

We are a Category 5 on the Index of Disadvantage.

The Governing Council oversees our **Before, After School Care and Vacation Care Programs**

At Flinders Park we aim to support the learning needs of all students by developing appropriate learning programs. We acknowledge the need to differentiate the curriculum for students with specific learning needs.

The support structures currently in place for students with learning difficulties and learning disabilities are resulting in improved outcomes for these students.

A teacher manages both our Special Education and EALD programs.

CORE BUSINESS:

At Flinders Park Primary School we ensure that every student experiences success and has access to a broad, balanced, relevant and challenging curriculum.

Therefore we:

- Provide teaching and learning programs in all curriculum areas of study as outlined in the Australian National Curriculum.
- Our teaching programs support each child's learning and development of knowledge and life skills.
- We assess through a range of assessment and reporting strategies, which support student learning.
- Promote a safe, secure, happy and enjoyable learning environment that is success orientated and is consistent with the school's behavioural expectations.
- Identify students with specific learning needs, e.g. students with learning difficulties/disabilities, students with higher intellectual potential. We then differentiate the curriculum for students with specific learning needs.
- Explicitly teach and integrate thinking skills, Resource Based Learning skills, Literacy & Numeracy skills, learning technology skills and collaborative learning skills.
- Promote positive links with the feeder Kindergarten, Jean Horan Kindergarten.
- Promote positive links with all local high schools

- Involve students in decision making through class meeting structures and the SALT structure.
- Promote parent involvement in decision-making through the school's Governing Council, associated sub committees e.g. Fundraising, Sports, Finance, Canteen, OSHC and Grounds Committees, classroom programs and surveys.
- Value and acknowledge difference and diversity through the Languages other than English (LOTE), Japanese, and classroom programs that focus on the cultural diversity in their room.
- Provide diverse opportunities for students to participate in a wide range of "extra curricular activities". They include the festival theatre choir; SAPSASA sporting teams, Active After School sports, weekend sports team, and Wakakirri.

OUR KEY OBJECTIVES

- Our Site Learning Plan focuses on improving pedagogy in Maths and Literacy (focus on writing) to improve student learning outcomes, Well-being and Engagement and Developing Play
- Teaching and Learning- implementing the Australian National Curriculum
- Encouraging Healthy Life Style, Relationships and Valuing Cultural Diversity
- Anti-Bullying/Harassment program
- Daily Fitness
- Restorative Practices
- Healthy Foods focus in Early Years and the Canteen

4. Curriculum

• Subject offerings:

The Australian National Curriculum forms the basis of our curriculum but there are significant areas that we focus on.

- Staff continue to develop programs and activities to challenge thinking and develop powerful learners.
- Students with Negotiated Education Plans engage in a modified curriculum based on their learning needs and individual goals.
- **Japanese** is the LOTE area taught in the school and is a highly valued part of the curriculum. (Taught in the LOTE room)
- **Science** is taught to all year levels by a specialist teacher. Science programs follow the Australian Curriculum and Primary Connections
- **PE** is taught to all year levels by a specialist teacher.

Technologies – Staff have Ipads used to record student assessment data. All classes have access to computers, ipads and laptops.

- **ASSESSMENT PROCEDURES AND REPORTING:**

- Reporting to Parents**

- Monitoring student progress is continuous so teachers place a high priority in meeting with parents on a regular basis. Teachers formally report to parents through:

- Reporting to parents Term 2 and 4**

- The National Framework requires us to assess each child against Australian Curriculum National Curriculum framework. This document promotes consistency of curriculum within and across schools in SA. Therefore each child will receive a written report at the end of terms 2 and 4.

- Reporting to parents Term 1 and 3**

- In terms 1 and 3, all teachers hold parent/teacher interviews.

- A note will be sent home inviting you to attend an interview. Some class teachers may request a 3-way interview that would involve the student, parent and teacher.

5. Sporting Activities:

The school is involved in SAPSASA as well as other sporting activities. Year 6 & 7 students are involved in some SAPSASA activities including softball, soccer, volleyball and netball. Soccer is the main out of hours sport, but we also have T-ball and netball.

Out of School Sport is reliant on parent support and changes in focus with interest, availability and skills of parents.

Throughout the year there are sporting clinics run by a variety of sports people. All year levels are involved in swimming R-5 or aquatics programs years 6 and 7.

6. Other Co-Curricular Activities

- Our School participates in the Primary Schools Choir Festival each year and for the last 2 years we have entered the Wakakirri competition.

7. Staff (and their welfare)

- **Staff profile**

- We have a very low staff turnover with most staff looking for longer term placement at the school.

- **Leadership structure**

- Principal, Deputy Principal.

- Staff support systems**

- The staff work in teaching and learning teams.

- Primary
 - Junior Primary teams.

They meet on a regular basis to share practice linked to key priority areas, discuss joint learning programs, across school programs and support each other.

- **Performance Management**

All staff are part of a teaching and learning team and are expected to be involved in weekly team meetings. Performance Management processes and team meetings have a clear link to school improvement priorities. Staff are involved in regular meetings with their line manager.

- **Staff utilisation policies**

A high priority is given to providing student support by including SSOs in learning teams. This support time is coordinated by our Special Education Teacher Support manager.

- **Access to specialized support staff**

The school has access to support from the

- Psychologist
- Speech Therapist
- Special Education Resource Unit
- Behaviour Coach.

8. Incentives, Support and Award Conditions for Staff

- **Complexity placement points**

1.0.

9. School Facilities

- **Buildings and grounds**

The school consists of two main brick buildings, 3 large wooden building teaching areas and a new 2 class transportable.

One teaching area is an Open Space Unit which contains wet areas, withdrawal rooms and performance areas.

The Administration and Resource Centre areas are in the main brick building which will house our STEM facility and the Special Needs class.

Transportable buildings house most Primary classes

A purpose built gym/hall was built in 2010

An attached house operates the Vacation Care and OHSC facility.

The Library and STEM (Science, Maths, Engineering and Technology) areas are currently being refurbished

- **Cooling**

All areas are air conditioned.

- **Specialist facilities**

LOTE room.

- **Student facilities**

There is a canteen on site, currently open every day for recess and lunch. Students order their lunches at 8.30 am before school or use on-line ordering.

- **Staff facilities**

Staff have access to ICT in their teaching areas as well as in the staff room. All staff have internet and Email access.

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

Access ramps to all buildings and there is also an access toilet and shower area. There is also a disabled toilet and shower area in our new gym/hall area.

- **Access to bus transport**

School is on major bus routes.

10. School Operations

- **Decision making structures**

Governing Council is the major decision making body in the school meeting twice a term following the AGM in term 1. We have a consultative approach to decision making.

Sub committees include, Finance, Sport, OHSC, Canteen. Ad hoc committees are formed as needed.

Staff involvement is through PAC, staff meetings and learning teams.

- **Regular publications**

Fortnightly newsletters are sent home with the youngest child and they are on the Web, weekly/daily staff noticeboard and day book, annual staff and parent handbooks, the annual report and our web pages. Some staff operate Blog pages sharing their class work with their parent community. The seesaw app is also used for this.

11. Local Community

- **General characteristics**

The community is a very diverse one with parents/caregivers coming from all socio –economic backgrounds.

Ranges of cultural backgrounds are also present with Indian, Sudanese, Pakistani and Chinese groups being the larger ones.

School Council is actively involved in decision-making, and discussion of educational issues relating to the school.

The School Council employs a canteen manager to manage the school canteen and that person is supported by a group of volunteers.

They also employ an OSHC director and a group of casual staff to work in the Before and After School program

- **Parent and community involvement**

Parents are involved in the coaching and transporting of teams. They assist teachers on excursions, at performances and in classrooms. Parents are invited to attend fortnightly assemblies and any special activities within the school.

- **Feeder schools**

Students attend a range of high schools in the area, some students sit the special entry exams of several high schools and there are several private schools in the area

- **Other local care and educational facilities**

The Foundation children generally have attended Jean Horan Kindergarten. Childcare is accessible at the Lady Gowrie Child Care centre.

- **Local Government body**

City of Charles Sturt.

12. Further Comments

A strong values based school culture exists within the school and the team approach generates a positive and professional work environment.