

SCHOOL CONTEXT STATEMENT

Updated: 02/2023 Zoe Wecker

School number: 0135

School name: Flinders Park Primary

1. General Information

Part A

School name : FLINDERS PARK PRIMARY SCHOOL
School No. : 0135
Principal : Ms Zoe Wecker
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
CPC attached : NO

Phone No. : 08 8443 9356
Fax No. : 08 8234 2551

	2017	2018	2019	2020	2021	2022	2023
February FTE Enrolment							
Junior Special, N.A.P. Ungraded etc						6	8
Primary Special, N.A.P. Ungraded etc.	12	12	11	10	9	7	5
Reception	41	37	24	39	32	30	26
Year 1	30	41	42	25	36	34	25
Year 2	40	33	39	41	31	27	28
Year 3	38	46	35	34	44	23	25
Year 4	40	39	46	35	35	44	21
Year 5	39	43	39	50	34	32	38
Year 6	40	41	40	41	46	31	30
Year 7	37	42	35	33	31	NA	NA
TOTAL	317	333	311	308	298	234	206
February total FTE Enrolment	317	333	311	308	298	234	206
Male FTE	172	190	185	179	176	125	106
Female FTE	145	143	126	129	122	109	100
School Card Approvals (Persons)	102	129	131	96	109	62	39
NESB Total (Persons)	197	198	189	137	157	116	111
Aboriginal FTE Enrolment	21	23	19	16	21	14	12

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: Ms Cassie McCaffrey
- 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	10.0
Non Class Teachers	4.0
SSO	7.0
Grounds person per week	15.0 hours
- Partnerships 21 status:

P21 from 2001
- OSHC: Director: Tegan Edwards

We have Before School programs, After School Care and Vacation Care programs.
- Enrolment trends:

Enrolment numbers are declining as a result of year sevens moving to high school and dramatic increase in rental properties.
- Special arrangements/programmes:

We currently have 10 classes; two Foundation/1, one Year 1/2, one 2/3 , one Year 3/4, one Year 4/5, two Year 5/6, and two special option classes.

All teachers draw on the 'Zones of Regulation' and 'You Can Do It' program. In 2022, all staff continued their professional development in trauma informed practices with Berry Street training. New staff have been enrolled in 'catch up' training.
- 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 approximately 20% of the student population, approximately

35% are EALD students and over half of the school are NESB. There are 12 Aboriginal students. We currently have 7 students with targeted IESP support.

- **Special Needs:**

We have 2 special option classes. Both the junior and primary class are supported by a full time SSO.

- **Peer Support:**

Teacher's team together to teach a cross-age tutoring Buddy class program to all students R-6, 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 and yard behaviour policy in line with the DfE 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.

All students participate in a whole school social and emotional wellbeing program during the first two weeks of school. Based on the 'You Can Do It' program, it also draws upon Trauma Informed practices of the 'Berry Street' model. Students also are provided with the skills, knowledge and strategies used in the 'Zones of Regulation'.

- **Student Leaders**

Student Leaders are elected and lead a variety of activities and events. Sports Leaders organise games for the gym at lunch times as well as leading their teams on Sports Day. Other groups range from 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 6 public school. The school is located in the Western suburbs and is in close proximity to the CBD.

EALD students account for almost a third the student population, representing about 30 different language/cultural backgrounds. BSSOs are employed to support students in their learning.

We have approximately 20% of Families accessing school card assistance.

We are a Category 4 on the Index of Disadvantage.

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

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.

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, 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.
- Promote parent involvement in decision-making through the school's Governing Council, associated sub committees e.g. Finance, Canteen, and OSHC Committees, classroom programs and surveys.

- Value and acknowledge difference and diversity through 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; SAPSASA sporting teams, Active After School sports, weekend sports team, and Footsteps.

OUR KEY OBJECTIVES

- Our Site Learning Plan focuses on improving pedagogy in Maths and Literacy (focus on reading and writing) to improve student learning outcomes.
- Teaching and Learning- implementing the Australian National Curriculum
- Encouraging Healthy Life Style, Relationships and Valuing Cultural Diversity
- Daily Fitness

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 One Plans engage in a modified curriculum based on their learning needs and individual goals.
- **Japanese** is the language 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.
- **Music** is taught to all year levels by specialist teachers.

- **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 term 1 all teachers hold family/teacher discussions.

In term 3 optional family/teacher discussions are available to families.

Some class teachers may request a 3-way discussions that would involve the student, families and teacher.

5. Sporting Activities:

The school is involved in SAPSASA as well as other sporting activities. Year 6 students are involved in some SAPSASA activities including soccer, volleyball and netball. Soccer is the main out of hours sport. After school sports are provided through government funding for all R-6 students who choose to participate.

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 for R-5 or aquatics programs for years 6 students.

7. Staff (and their welfare)

• Staff Profile

We have a mixture of staff with varying degrees of experience. We value the diversity within our staffing cohort and the contributions of everyone.

• Leadership Structure

Principal, Deputy Principal, Wellbeing Leader and English & Literacy co-ordinator.

Staff support systems

The staff work in teaching and learning teams.

- Upper Primary, Middle Primary, Junior Primary and Specialist 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 team meetings. Performance Development processes and team meetings have a clear link to school improvement priorities. Staff are involved in regular meetings with their line manager.

• Access to Specialized Support Staff

The school has access to support from Support Services. They include specialists such as

- Psychologist

- Speech Therapist
- Behaviour Coach.
- Well-being Practitioner
- SERU (Special Education Resource Unit) also provides advices and professional development when needed

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 2 class transportable.

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

The Administration and Resource Centre areas are in the main brick building which also has our STEM facility.

Transportable buildings house most Primary classes and the primary special class

A purpose built gym/hall was built in 2010

An attached house operates the Vacation Care and OHSC facility.

- **Cooling**

All areas are air conditioned.

- **Specialist facilities**

Science and music rooms, STEM kitchen and a full size gymnasium.

- **Student facilities**

There is a canteen on site, currently open 3 days a week for recess and lunch. Students order their lunches 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 an access toilet and shower area in the main building.

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, OHSC, and 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 electronically via the SeeSaw app 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. All teaching staff operate the See-Saw app sharing their class work with their parent community.

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, 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 assemblies throughout the year 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.