

SCHOOL CONTEXT STATEMENT

Updated: 03/2026

School number: 0135

School name: Flinders Park Primary

1. General Information

Part A

School name : FLINDERS PARK PRIMARY SCHOOL
School No. : 0135
Acting Principal : Mrs Cassie McCaffrey
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

| | February FTE Enrolment | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 | 2025 |
|--------------------------------------|------------------------|------------|------------|------------|------------|------------|------------|------------|
| Junior Special class, Ungraded etc | | | | | 6 | 8 | 8 | 8 |
| Primary Special class, Ungraded etc. | | 11 | 10 | 9 | 7 | 5 | 7 | 11 |
| Reception | | 24 | 39 | 32 | 30 | 26 | 32 | 34 |
| Year 1 | | 42 | 25 | 36 | 34 | 25 | 22 | 25 |
| Year 2 | | 39 | 41 | 31 | 27 | 28 | 21 | 18 |
| Year 3 | | 35 | 34 | 44 | 23 | 25 | 31 | 22 |
| Year 4 | | 46 | 35 | 35 | 44 | 21 | 21 | 25 |
| Year 5 | | 39 | 50 | 34 | 32 | 38 | 23 | 19 |
| Year 6 | | 40 | 41 | 46 | 31 | 30 | 35 | 27 |
| Year 7 | | 35 | 33 | 31 | NA | NA | NA | NC |
| TOTAL | | 311 | 308 | 298 | 234 | 206 | 200 | 189 |
| February total FTE Enrolment | | 311 | 308 | 298 | 234 | 206 | 200 | 189 |
| Male FTE | | 185 | 179 | 176 | 125 | 106 | 110 | 100 |
| Female FTE | | 126 | 129 | 122 | 109 | 100 | 90 | 89 |
| School Card Approvals (Persons) | | 131 | 96 | 109 | 62 | 39 | 59 | 52 |
| NESB Total (Persons) | | 189 | 137 | 157 | 116 | 111 | 98 | 89 |
| Aboriginal FTE Enrolment | | 19 | 16 | 21 | 14 | 12 | 11 | 16 |

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

- Acting Deputy Principal: Ms Kathryn Dunlop
- School e-mail address: dl.0135_info@schools.sa.edu.au
- Staffing numbers:

| | |
|-------------------------|------------|
| Principal | 1.0 |
| Deputy Principal | 0.9 |
| Wellbeing Leader | 0.9 |
| Class Teachers | 11 |
| Non-Class Teachers | 4 |
| SSO | 7 |
| Grounds person per week | 15.0 hours |
- OSHC: Director: Rebecca Richardson
 - Before and After School Care and Vacation Care programs.
- Enrolment trends:
 - Enrolment trends indicate numbers are declining slightly, initially this was a result of year sevens moving to high school. The community can be transient, feedback indicates this is due to increases in rent costs & limited availability leading to families seeking rental properties outside the area.
- Educational programs:
 - 7 mainstream classes; two Foundation/1, one Year 1/2, one Year 2/3, one Year 3/4, one Year 4/5 and one Year 5/6.
 - 2 inclusive education classes (JP and Primary).
 - Specialist Subjects – Science, PE, Japanese, Music
 - First Language Maintenance Development program (Hindi/Punjabi 0.2)
- 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 25% of the student population.
 - 42% of students are EALD students and over half of the school are NESB with up to 49 recorded cultures across the site.
 - 13 (7%) Aboriginal students.
 - 4 mainstream students with targeted IESP funding support and approx. 37% of our students

requiring adjustments to learning as recorded in the NCCD.

- **Special Needs:**
 - 2 Inclusive Education classes. Both the junior and primary class are supported by a full time SSO.
- **Peer Support:**
 - Teachers work together to facilitate cross-age buddy class tutoring across R-6 classes. This initiative aligns with the school's commitment to fostering a supportive and inclusive learning environment, strengthening peer connections throughout the school by encouraging older students to engage with younger students in both classroom and outdoor settings.
- **Student management and support:**
 - The school has a well-structured Behaviour Management and yard behaviour policy in line with the DfE school discipline policy which focusses 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 repair 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 skills, knowledge and strategies used in the 'Zones of Regulation' to identify feelings, it also draws upon Trauma Informed practices of the 'Berry Street' model. Students build positive relationships, co-construct the classroom expectations and set routines to create their shared classroom community.
- **Student Leaders:**
 - Student Leaders are elected and lead a variety of activities and events.
 - Student ambassadors lead the school, support all school events and support students, teachers and families by role modelling our school values.
 - Sports Leaders run and lead their teams on Sports Day, organise games for the gym at lunch times as well as lend out sporting equipment.
 - Community Leaders support across the school with activities such as lunch activities in the library, gardening club and music club.

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*'
- **Whole school agreements** are documented in our **English, Mathematics and Wellbeing Profiles**.

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 half of the student population, representing about 49 different language/cultural backgrounds. BSSOs are employed to support students in their learning when required.

We are a Category 6 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.

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:

- o Provide teaching and learning programs in all curriculum areas of study as outlined in the Australian National Curriculum (aligned to the South Australian curriculum).
- o Our teaching programs support each child's learning and development of knowledge and life skills.
- o We assess through a range of assessment and reporting strategies, which support student learning.
- o Promote a safe, secure, happy and enjoyable learning environment that is success orientated and is consistent with the school's behavioural expectations.
- o 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.
- o Explicitly teach and integrate thinking skills, Literacy & Numeracy skills, learning technology skills and collaborative learning skills.
- o Promote positive links with the feeder Kindergarten, Jean Horan Kindergarten.
- o Promote positive links with all local high schools (approx. 4 in close proximity).
- o Involve students in decision making through class meeting and leadership structures.
- o Promote parent involvement in decision-making through the school's Governing Council, associated sub committees e.g. Finance and OSHC Committees, classroom programs and surveys.
- o Value and acknowledge difference and diversity through classroom programs that focus on the cultural diversity and belonging in all classrooms.
- o Foster sustainability and indigenous connections through our Aboriginal Kurna Gardens and Japanese Garden containing carefully selected plants for their specific properties.
- o Provide diverse opportunities for students to participate in a wide range of "extra curricular activities". They include; SAPSASA sporting teams, Active After School sports, Footsteps and a wide range of incursions and performances.

OUR KEY OBJECTIVES

- Our Site Learning Plan focuses on improving pedagogy in Mathematics and quality differentiated learning to improve student learning and wellbeing outcomes.
- Teaching and Learning- implementing the Australian and South Australian National Curriculum, guided by our instructional frameworks in our whole school profiles in English, Mathematics and Wellbeing.
- Inclusion of all students through building a sense of belonging, positive and respectful relationships.
- Encouraging a healthy and sustainable life style, valuing cultural diversity.

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 Japanese room).
- **Science** is taught to all year levels by a specialist teacher. Science programs follow the Australian Curriculum.
- **PE** is taught to all year levels by a specialist teacher.
- **The Arts / Music** is taught to all year levels by specialist teacher.

- **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 and 3 all teachers hold family/teacher discussions (learning conversations).

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. After school sports are provided through optional external programs, where families are able to access the student 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.

6. 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.

Staff support systems

The staff work in teaching and learning teams.

- Primary and Junior Primary (including Inclusive Education classes)

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 DfE Student Support Services. They include specialists such as:

- Psychologist
- Speech Therapist
- Behaviour Educator
- Inclusive Educator
- SERU (Special Education Resource Unit) also provides advices and professional development when needed
-

7. Incentives, Support and Award Conditions for Staff

- Complexity placement points

1.0.

8. School Facilities

- Buildings and grounds

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

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

FPPS accesses external providers for lunch orders, currently operating 2 days a week for lunch. Students order their lunches online by 9am use on-line ordering.

- Staff facilities

Staff have access to ICT in their teaching areas as well as in the teacher prep area. 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.

9. 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 and, OHSC. Ad hoc committees are formed as needed.

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

- **Regular publications**

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 Seesaw app sharing their class work with their parent community.

10. 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 and Arabic groups being the larger ones.

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

They 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/library. 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.

11. Further Comments

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