

SCHOOL CONTEXT STATEMENT

Updated: 28/2/2017

School number: 1154

School name: Thorndon Park Primary School

School Profile:

Our motto is 'Learning today for the future.' Thorndon Park Primary School is located in the eastern suburbs of Adelaide near Black Hill Conservation Park. The teaching and learning community embraces diversity and works collaboratively with students and their families to provide each individual with the skills and knowledge to become confident resilient life-long learners. We nurture the whole child and actively promote student voice, leadership and responsibility in a safe, challenging and supportive environment.

Our school vision:

Learners are inspired to become confident, creative and active global citizens of the future.

Our values:

- Respect
- Creativity
- Excellence
- Resilience

The school achieves its vision by:

- Encouraging and supporting Student Leaders and Student Voice
- Continual Staff Professional Development and PLC teamwork to extend educator expertise
- Collaborating as partners with our Governing Council and encouraging their involvement across all aspects of our school community
- Personalising and connecting students' learning with targeted teaching
- Planning for the future through analysis of data to inform a strategic Site Improvement Plan that is aligned with DECD and Campbell Partnership directions
- Working collaboratively with families and communities to build a culture of high expectations

1. General information

School Principal: Dora Iuliano

Deputy Principal: Anita Becker

Senior Leader: Lindy Kelvin

Year of opening: 1970

Postal Address: 71 Stradbroke Road, Athelstone, SA 5076

Location Address: 71 Stradbroke Road, Athelstone, SA 5076

DECD Region: Eastern Adelaide

Partnership: Campbell

Geographical location: 11kms from GPO

Telephone number: 08 83372050

Fax Number: 08 83375890

School website address: www.thornpkps.sa.edu.au

School e-mail address: admin@thornpkps.sa.edu.au

Out of School Hours Care (OSHC) service: Yes

Level of disadvantage: 6

February FTE student enrolment: 289

February FTE student enrolment	2012	2013	2014	2015	2016	2017
Reception	24.0	26.0	42.0	49.0	63.0	44.0
Year 1	10.0	30.0	42.0	39.0	49.0	62.0
Year 2	22.0	13.0	33.0	42.0	40.0	44.0
Year 3	20.0	25.0	18.0	30.0	42.0	34.0
Year 4	17.0	24.0	30.0	24.0	27.0	35.0
Year 5	26.0	20.0	24.0	31.0	23.0	25.0
Year 6	18.0	26.0	20.0	22.0	27.0	21.0
Year 7	23.0	23.0	31.0	19.0	16.0	24.0
TOTAL	160	187	240	252	287	289
School Card Approvals	56	66	70	70	68	73
NESB Totals	82	93	133	147	164	151
Aboriginal FTE Enrolment	2	3	10	5	4	4
Students with disabilities	16	18	21	26	27	24

- Student enrolment trends: Increasing

Staffing numbers:

Basic Teacher Allocation

- Principal: 1.0
- Deputy Principal: 0.4 Science teaching, 0.4 Special Needs, 0.2 Admin
- Senior Leader: 0.7 Science/STEM teaching and learning, 0.2 Counsellor, 0.1 Admin
- Class teachers: 11 (two Rec/1 classes with tandem part time teachers)
- EALD and Reading support: 0.8

Specialist Teachers and Programs:

- PE: 0.4

- Languages: Italian and FLMD 0.6
- Performing Arts - Music/Dance/Drama: 0.6
- Science 0.9

School Services Officers

- Finance/Admin officers
- Library
- Student curriculum support
- Grounds person
- Pastoral Care Worker
- IT technicians

Special site arrangements:

- The school is a member of the Campbell Partnership.
- Out of School Hours Care and Vacation Care program is operated by Governing Council.
- The school runs the Stephanie Alexander Kitchen Garden Program for two primary classes.

2. Students (and their welfare)

• General characteristics

Thorndon Park Primary School is a Reception to Year 7 school with an enrolment of 289 students (Feb 2017). Students, staff and families form positive relationships to achieve a supportive, caring and stimulating learning environment.

• Student well-being programs

Child Protection Curriculum
 Program Achieve
 What's The Buzz?
 Play Is the Way
 Pastoral Care Worker
 Circle Time
 Student Leaders

• Student support offered

EALD program, Early Years Reading Intervention, First Language Maintenance, Negotiated Education Plans, Individual Education Plans, Numicon (Mathematics program), and Coordination program. Bilingual SSOs are employed as required. Additional support through outside agencies as required.

• Student management

The school is responsible for managing student behaviour and creating safe, orderly, productive and successful learning communities. The school works with families and agencies to create safe conditions for rigorous learning.

We use the principles of Restorative Practice and our school values that underpin our Behaviour Education Policy and procedures. All classes have negotiated expectations and consequences for both appropriate and inappropriate behaviour.

Student of the Week Awards are presented to students at Assemblies to acknowledge positive student behaviours as demonstrated by our school values, keys to success and General Capabilities. Play is the Way supports our social skills learning behaviours and how to work together. Through the Child Protection Curriculum and Restorative Practice students are counselled about appropriate behaviour choices.

- **Student leadership**

- School Ambassadors

- Sports Day Captains

- Journalists

- Technicians

- Be Active Leaders

- Environmentalists

- **Special programs**

- Stephanie Alexander Kitchen Garden Program

- International Education

- Premier's Reading Challenge

- Premier's Be Active Challenge

- Choir

- Recorder Group

- Artist in Residence –friendship benches and mural

3. Key School Policies

Site Improvement Plan and other key statements or policies for review:

- Extreme weather procedures
- Camps and Excursions
- Decision-making
- Attendance
- Behaviour Education
- Mobile Devices

The Key focus areas for the 2017 Site Improvement Plan are:

Every learner engaged stretched and achieving using data and evidence for personalised and targeted teaching.

- Personalise and connect learning through developing powerful learners' dispositions
- Increase learners' Literacy and Numeracy achievement through consistent implementation of improvement cycle and whole school agreements and strengthening staff pedagogical practices.

Recent key outcomes from 2016 Site Improvement Plan:

1. Personalise and connect learning

School Data Collection and Assessment schedule developed and online

Scorelink system implemented to track and monitor students' progress.

Student Review Team supports teachers to utilise data to strategically support personalised student learning through Data walls in Reading and SMART learninggoals in English and Mathematics.

Staff attended Growth Mindset workshops to develop powerful learners.

2. English/Literacy

Staff reviewed the whole school Literacy Agreement, Running Records testing process and relevant teaching and learning resources to ensure consistency of practice.

Classroom observations of Literacy lessons by leadership provided constructive feedback in performance and development meetings based on the Australian Professional Standards, SATfEL and TPPS Literacy Agreement to support teachers' pedagogical development.

Staff engaged in moderation of students' writing samples to identify students at risk.

Staff attended Stephen Graham workshops to support teaching of text types and strategies for guided reading.

Staff analysed student data in Running Records and PAT R and used PAT Resources and Sheena Cameron Reading Comprehension strategies to target teaching and learning.

3. Mathematics/Numeracy

Staff reviewed the whole school Numeracy Agreement and relevant teaching and learning resources to ensure consistency of practice.

Staff worked collaboratively with the Australian Curriculum Coordinator to moderate student work and to transform assessment tasks to cater for intellectual challenge.

Staff attended Natural Maths, Numicon and Back to Front Maths professional learning sessions to utilise a range of teaching and learning strategies for personalised learning and targeted teaching.

Staff analysed student data in PAT Maths and used PAT Resources, I Maths Investigation, Natural Maths and Numicon Strategies to target teaching and learning.

4. Curriculum

The Australian Curriculum is designed to develop successful learners, confident and creative individuals, and active and informed citizens. The eight learning areas of the Australian Curriculum: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

The Australian Curriculum provides seven general capabilities: Literacy; Numeracy; Information and Communication Technology Capability; Critical and Creative Thinking; Personal and Social Capability; Ethical Understanding; and Intercultural Understanding. The General Capabilities comprise of a set of knowledge, skills, behaviours and dispositions that apply across subject-based content and equip students to be confident, lifelong learners in a complex, information-rich, globalised world.

The Australian Curriculum also includes three current cross-curriculum priorities that are to be developed, where relevant, through the learning areas. These are: Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability.

Subject offerings

- The eight areas of study as per the Australian Curriculum.

Special needs:

- Special Education salary (tier 2): the Deputy Principal coordinates programs with some salary converted to SSO hours to support children with disabilities and learning difficulties.
- EALD teacher employed 0.6 to support students with Non-English Speaking Backgrounds.

Special curriculum features:

- Whole school Literacy Agreement
- Italian First Language Maintenance Development
- Program Achieve
- Restorative Practice
- Play is the Way – whole school program
- Literacy Block in all classes with support as required inc. Guided Reading, explicit teaching of text types, comprehension strategies, Jolly Phonics etc
- Numeracy Block in all classes – teaching and learning strategies - I Maths, Natural Maths, Back to Front Maths and Numicon
- Stephanie Alexander Kitchen Garden program
- Circle time
- What's The Buzz?
- Co-ordination
- BSSO to support new arrivals to Australia (as required).

Teaching methodology:

- All staff concentrating on utilising the quality teaching pedagogies of SATfEL.
- Targeted intervention for students with disabilities and special needs.
- Analysis of data to identify students at risk and to track and monitor every learner's growth.
- Increased access to ICT to expand learning opportunities and content knowledge for all students.

Student assessment procedures and reporting

- Acquaintance Night, Three Way parent/teacher/student discussions, written reports in Terms 2 and 4. Optional Three Way Discussion in Terms 2, 3 and 4.
- Data collection through the use of standardised tests including PAT Maths, PAT R Reading Comprehension, PAT Spelling, PAT Vocabulary, and Running Records on a whole school basis. Evaluation of NAPLAN results. On-going use of Scorelink to support the collection, storage and interpretation of data.

Joint programs:

- OPAL (Obesity Prevention and Lifestyle) - Campbelltown City Council

5. Sporting Activities

- Specialist Physical Education teacher
- Premiers Be Active Challenge
- SAPSASA
- Swimming and Aquatic lessons
- Sports Day

- PE Week activities
- Extra-Curricular sports teams

6. Other Co-Curricular Activities

- Camps
- Excursions

7. Staff (and their welfare)

Staff profile

Half of the teaching staff are permanent employees. SSOs provide administration, special needs and library support.

Leadership structure

- Principal
- Deputy Principal 0.4 Science teaching, 0.4 Special Needs, 0.2 Admin
- Senior Leader: 0.7 Science/STEM teaching and learning, 0.2 Counsellor, 0.1 Admin
- 2 Step 9 teachers and 2 fall back AST2 teacher leaders

Staff support systems

- Early Years/Primary Years and Specialist staff meet at least 3 times a term for Professional Learning Community sessions
- Weekly staff meetings, regular SSO meetings
- PAC
- Health and Safety

Performance and Development

Involves all teaching and non-teaching staff and is managed by the Principal and the leadership team.

Regular performance review and development using both formal and informal procedures provides opportunities for teachers to seek constructive feedback and to demonstrate evidence of programs and improvement of student learning outcomes. Feedback is based on the *Australian Professional Standards for Teachers* and the South Australian *Teaching for Effective Learning* framework.

Access to special staff

Regional Service providers include Speech Pathologist, Psychologist, Special Educator, Behaviour Coach, Social Work and an Attendance Officer.

8. Incentives, support and award conditions for Staff

- Complexity placement points
:0
- Isolation placement points
:0
- Shorter terms
N/A
- Travelling time
N/A
- Housing assistance
N/A
- Cash in lieu of removal allowance
N/A
- Additional increment allowance
N/A
- Designated schools benefits
N/A
- Aboriginal/Anangu schools
N/A
- Medical and dental treatment expenses
N/A
- Locality allowances
N/A
- Relocation assistance
N/A
- Principal's telephone costs
N/A

9. School Facilities

Buildings and grounds

The school is situated on a well maintained site near the foothills of Athelstone. Off street parking is provided for staff only. The grounds include a Native Childrens' Forest, Stephanie Alexander Kitchen Garden, Mud Brick Hut ruin and chicken enclosure as well as the oval, playground and asphalt areas.

The buildings consist of:

- Administration area – including the Principal's, and Deputy Principal's offices, front office and finance work spaces, staff room, meeting room and ICT technicians' office.
- Gymnasium with canteen and handicapped toilet
- Five transportable buildings consisting of six junior primary classrooms, four primary classrooms library and Italian Room
- Brick Thiele building houses a primary class, Languages – Italian room; Performing Arts - a music/dance/drama room; Kitchen area for Stephanie Alexander Kitchen and Garden Program and OSHC; withdrawal room which is used for student support, EALD and Pastoral Care Worker – social skills programs.
- STEM Works will refurbish 3/4 of the Thiele Building in the second semester of the year followed by a site managed Nature Play project to complement the Site Improvement Plan priorities.

Heating and cooling

- All areas are fully heated and cooled by reverse cycle systems and through STEM works the Thiele Building airconditioners will be upgraded to accommodate STEM teaching and learning initiatives.

Specialist facilities and equipment

- All teaching areas fitted with Interactive White Boards, EPSON projectors
- Library, Literacy, Numeracy resources updated to complement Australian Curriculum
- Increased access to sets of laptops, trolleys, ipads, cameras and digital devices
- STEM works to include information technology, media, multipurpose, science lab, nutrition demonstrations, innovative hub/think tank, testing zone and public gallery

Student facilities

- School Canteen opens for purchase of snacks at lunchtime.
- Lunch orders outsourced to local bakery 3 times per week.
- Special lunch days each term.

Staff facilities

- There is a staff room in the Administration building with limited kitchen facilities and a staff car park on site. Due to enrolment growth, there are limited spaces available for confidential meetings or extra curricular music programs.

Access to public transport

- Public transport access: Bus routes H30, 179. Private buses are used for most excursions.

10. School Operations

Decision making structures

Staff, parents and students are all actively engaged in decision-making through their respective groups – there is a strong commitment to collaboration throughout the school.

Staff meetings are held weekly and all staff has access to the agenda and minutes. Decisions are made by whole staff through consensus.

School policies are formulated in consultation with parents through the Governing Council – e.g. Uniform, Homework, Transition, Attendance, Camps and Excursion, Behaviour Education and Decision-Making.

An active PAC meets regularly.

Regular publications

- School newsletter is published fortnightly
- Parent Information Book
- Class newsletters
- Year Book

Other communication

- School Website www.thornpkps.sa.edu.au/
- School Facebook page www.facebook.com/ThorndonParkPrimarySchool
- Students – applications like Dojo, Seesaw, Edmodo including diaries, communication books, and homework books are used.
- Staff – access SENTRAL, plus minutes of all meetings widely distributed and electronic copies stored centrally

School financial position

- The school is in a sound financial position.
- Finances are monitored by the Finance Committee.

Special funding

- N/A

11. Local Community

General characteristics

- The school is located in the Campbelltown City Council area and is located close to local facilities and transport links.

Parent and community involvement

- The school has an active parent community via Governing Council, sub committees – Finance, OSHC, After School Sports, Canteen, Parents and Friends, Asset and Landscape – working parties, parent volunteers helping in classrooms, Library, Stephanie Alexander Kitchen Garden program, Sports coaching, excursions etc.

Feeder or destination schools

- Children enrolling at the school come from a variety of Kindergartens with the majority from Thorndon Park Kindergarten. The majority of children attend high school at either Charles Campbell College or Norwood Morialta High School; a small percentage will attend alternative placements including other public and private schools.

Commercial/industrial and shopping facilities

- The school is situated near Newton Village Shopping Centre.

Other local facilities

- Campbelltown City Soccer Club is located opposite the school
- Black Hill Conservation Park, Morialta Conservation Park, Wadmore Park (for orienteering) and Thorndon Park for recreation uses are all near by.
- Rostrevor Baptist Church is available for whole school performances.

Availability of staff housing

- N/A

Local Government body

- Campbelltown City Council