

SCHOOL CONTEXT STATEMENT

Updated: 15/2/19

School number: 1154

School name: Thorndon Park Primary School

School Profile:

Our school's motto '**Learning Today for the Future**' supports our vision **to inspire our learners to become confident, creative and active global citizens of the future.**

The core values of the school are: **Respect, Creativity, Excellence and Resilience.**

Our diverse school community embraces inclusion and a sense of pride in our collaborative achievements. Our caring, committed, quality leaders, teachers and staff have developed mutually respectful relationships between students, parents and families to build a culture of high expectations with positive partnerships between school and home.

Thorndon Park Primary School promotes the development of our students' powerful learner dispositions, growth mindsets and utilises the strategies of restorative practices and mindfulness to develop effective academic, social, emotional skills and efficient work habits for each child's safety and well-being.

Students are encouraged to achieve their SMART goals in Literacy and Numeracy through the implementation of the Australian Curriculum and General Capabilities. Our students engage in STEM learning programs and benefit from the support of active parent volunteers in Sports, Canteen, Kitchen Garden Programs and other extra-curricular activities.

We aim to connect our learners' interests with relevant, innovative real-world teaching and learning experiences and to support our learners to problem-solve through questioning and teamwork. We encourage student voice, decision-making and leadership to promote active and informed learning in consultation with leaders, teachers, parents, carers and the wider community. Data analysis informs our quality teaching and learning practices and site improvement plans that are aligned with DE and Campbell Partnership priorities to build a stronger future for our children by developing a world class education system.

Thorndon Park Primary School is a member of the Campbell Partnership which includes: Athelstone Preschool, Athelstone School, Campbelltown Preschool, Charles Campbell College, il nido Children's Centre, East Marden Primary School, Paradise Kindergarten, East Torrens Primary School, The Briars Special Early Learning Centre, Felixstow Community School, Thorndon Park Kindergarten, Paradise Primary School and Adelaide East Education Centre.

1. General information

- School Principal name: Dora Iuliano
- Deputy Principal name: Anita Becker
- Year of opening: 1970
- Postal Address: 71 Stradbroke Road, Athelstone, SA, 5076
- Location Address: 71 Stradbroke Road, Athelstone, SA, 5076
- DECD Region: Eastern Adelaide, Felixstow 2 Education Office
- Geographical location – 11km from GPO
- Telephone number: 08 83372050
- Fax Number: 08 3375890
- School website address: <http://thornpkps.sa.edu.au/>
- School e-mail address: admin@thornpkps.sa.edu.au
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: Mobile: 0421 618856
- Level of Disadvantage: 6
- February FTE student enrolment: 318

February FTE student enrolment	2015	2016	2017	2018	2019
Reception	49	63	44	34	49
Year 1	39	49	62	42	37
Year 2	42	40	44	60	46
Year 3	30	42	34	43	60
Year 4	24	27	35	29	46
Year 5	31	23	25	32	32
Year 6	22	27	21	16	31

Year 7	19	16	24	17	17
Total	252	287	289	273	318
School Card Approvals	70	68	73	68	68
EALD Totals	147	164	151	120	120
Aboriginal FTE Enrolment	5	4	4	2	3
Students with disabilities	26	27	24	21	24

- **Student enrolment trends:** increasing due to neighbouring primary schools reaching capacity, zoning restrictions and increased housing
- **Staffing numbers** (as at February census):
Tier 1 -FTE teaching staff – R-7 classes -12
Specialist teachers - Health and PE 1.0; Performing Arts 0.5; Languages Italian 0.5; Technologies 0.5
Tier 2 - Counsellor 0.2; EALD 0.6; Reading Support
Non-teaching staff – SSO hours 200 hours per week – Finance, Admin, Library, Curriculum Support, IT technicians, Pastoral Care Worker, Grounds/Maintenance
- **Public transport access:** Bus Stop 31, Stradbroke Road in front of the school
Bus Routes H30, 179
- **Special site arrangements:** STEM Works and Nature Play project completed in 2017. Out of School Hours Care and Vacation Care service managed by Governing Council. Kitchen Garden Program implemented by staff and volunteer parent helpers. Our aim is to further develop outdoor play areas and landscape garden areas.
- Campbell Partnership shared Professional Development opportunities

2. Students (and their welfare)

- **General characteristics**

Thorndon Park Primary School has an enrolment of 318 Reception to year 7 students. Together with our collaborative learning community we build positive working relationships between school and home to co-deliver high quality teaching and learning programs to our powerful learners. Parents are actively engaged in the decision making processes through Governance and

subsequent committees and working parties. Parents support classroom learning programs, particularly in the Early Years as well as working in the Canteen, in the Library and Kitchen Garden Program.

- **Student well-being programs**

DE Wellbeing for Learning and Life framework, Thorndon Park Primary School Behaviour Education Policy and Guidelines and promoting powerful learner dispositions (collaboration, perseverance, listening and empathy, noticing, questioning, problem-solving...)

Educator toolkit and teaching resources, Child Protection Curriculum, TfEL , Play is the Way, Program Achieve, Strength Cards, 'What's the Buzz,' and Restorative Circle time

Child-centred approach encourages participation and decision making for learning success. Promoting wellbeing and high expectations empower successful learning. Respectful relationships are built through trust and care which enhances wellbeing and engages children and their families to learn, grow and achieve. Valuing inclusivity, diversity, individual capabilities and unique interests empower students to have equal rights and opportunities.

- **Student support offered**

Intervention programs: EALD, Reading Support, Negotiated Education Plans, Individual Education (One) Plans. Literacy and Numeracy First strategies – Jolly Phonics/Grammar, Back to Front Mathematics, Numicon, Quicksmart, Early Years' Co-ordination, Bilingual SSOs employed as required for International students. Student Support Services provide educational support to students with: developmental delay/disability, learning difficulties, behavioural issues (social/emotional), health or wellbeing issues, disengagement/non-attendance issues, and communication difficulties.

- **Student management**

Thorndon Park Primary School is responsible for creating a safe, orderly, collaborative and successful learning community. Staff work in partnership with the school community, services and agencies to create engaging and inclusive conditions for rigorous learning. Behaviour expectations are based on our school values of Respect, Creativity, Excellence and Resilience and underpin our Behaviour Education Policy and Guidelines, Community Code of Conduct, Anti-bullying and Harassment Policies and Procedures, ICT Agreements and Digital Devices and Mobile Phone Policy.

Teachers negotiate expectations and consequences with students and use a Restorative Practice approach to support students in reflecting on their choices. Circle Time strategies empower students to share and problem-solve with the support of a larger group. Students use grievance and resolution procedures to assist them in addressing harassment and bullying.

Parents support their children to learn to take responsibility for their behaviour choices. Pro-active social skills are explicitly taught and reinforced through the Child Protection Curriculum, Teaching for Effective Learning

(TfEL) strategies, Program Achieve – Keys to Success, Play is the Way, Kimochi Program, Bounce Back, House Team points and Strength Cards.

All students proudly wear the school uniform. Awards are presented to students and classes at Assemblies to showcase their learning, acknowledge their positive student behaviours, academic and sporting achievements.

- **Student government**

Students have a voice through the structures of class meetings, solution focussed discussions, house teams, buddy classes and year 7 student leadership. Issues that are pertinent to all students are raised with our School Ambassadors and House Captains who in turn address these issues in support of student well-being and improved processes. Classes buddy with each other for cross-age-tutoring across the curriculum and to offer support with organising and hosting assemblies, student behaviour education and special events.

- **Special programmes**

There are many opportunities for challenging and involving students in areas of interest beyond the classroom. These include programs such as Singing, Instrumental Music and a wide range of SAPSASA competitions and after school sports. Special events such as Expos showcase contemporary teaching and learning practices and students' efforts and achievements.

3. Key School Policies

2019 Site Improvement Plan

Goal: Increase the number of students meeting and exceeding SEA for Reading in years 1, 3, 5, 7.

Targets: 65% yr 1 students; 100% yr 3 students; 95% yr 5 students, 100% yr 7 students will meet or exceed the SEA NAPLAN Reading

Goal: Increase the number of students meeting and exceeding SEA achievement in Writing in years 3, 5 and 7.

Targets: 95% yr 3 students; 90% yr 5 students, 95% yr 7 students will meet or exceed the SEA NAPLAN Writing

Goal: Increase the number of students meeting and exceeding SEA achievement in Numeracy in years 3, 5 and 7.

Targets: 100% yr 3 students; 100% yr 5 students, 100% yr 7 students will meet or exceed the SEA NAPLAN Mathematics

- **Recent key outcomes:**

NAPLAN progression in Reading from years 3-5 shows 36% of students in the upper progress group, 50% middle and 14% in the lower progress group. NAPLAN progression in Numeracy in years 3-5 shows 33% of students in the upper progress group, 48% in the middle and 19% in the lower group.

NAPLAN progression in Reading from years 5-7 shows 38% of students in the upper progress group, 50% middle and 12% in the lower progress group. NAPLAN progression in Numeracy in years 5-7 shows, 62% of students in the upper progress group, 31% in the middle and 6% in the lower group.

Year 3 students were in the upper two proficiency bands in reading and numeracy for 2018. Students not achieving the Standard of Educational Achievement (SEA) are receiving targeted NEP and EALD support with School Service Officers (SSOs), as directed by classroom teachers.

Year 5 NAPLAN score in Numeracy shows a reduced number of students achieving in upper two bands requiring year 4 and year 6 teachers to analyse PAT M, Back to Front Maths and NAPLAN data sets, knowing students' misconceptions and targeting teaching strategies. From Term 2 interventions included Quicksmart program and Maths extension problem-solving sessions for improvement. Retention of students in the top 2 bands in Numeracy/ Mathematics will be a stronger focus in 2019 with more primary teachers participating in Back to Front Maths and Thinking Maths Professional Development to build teacher content knowledge, confidence and expertise in teaching Mathematics. Please refer to the 2018 Annual Report which is available on our school website.

Our foci in 2019 - whole school strategies to build on students' oral language skills, increasing vocabulary to develop writing and inferential comprehension skills. Improving Math/Numeracy skills through questioning, expectations that each student will be able to articulate their thinking and strategies used to solve multi-step problems. This is coupled with the explicit teaching of specific vocabulary, comprehension strategies and the use of appropriate questioning. Big Ideas - trusting the count and place value will be the initial focus for whole school improvement.

4. Curriculum

Subject offerings: The core business of school is to provide students with a broad and balanced curriculum within a supportive and challenging learning environment with the expectation that students will achieve their personal best.

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 – Italian. Staff engage with education

consultants and SLLIP to support the implementation of the Australian Curriculum, General Capabilities and Cross Curriculum Priorities through LDAM professional development in learning design, moderation and formative assessment.

- We value our specialist programs: Performing Arts, Health and Physical Education, Technologies and Languages – Italian.

Special needs:

- Intervention, EALD and Special Education salary (tier 2); the Deputy Principal coordinates programs with some salary converted to Reading Support, EALD and SSO hours to support students with disabilities, learning difficulties and non-English speaking backgrounds. Quicksmart Numeracy program. BSSO to support new arrivals and international students. DECD *Literacy and Numeracy First* high impact strategies to support three-wave differentiation and review of whole school Literacy and Numeracy practices and agreements.

Special curriculum features:

STEM initiatives
Nature Play and Garden Kitchen programs
Restorative Circle Time
Co-ordination Program
Singing
Instrumental Music

Teaching methodology:

- Focus on developing expert teachers by implementing quality teaching pedagogies from SA Teaching for Effective Learning Framework, in particular, creating safe conditions for rigorous learning, developing expert learners and personalising and connecting learning.

Targeted intervention for individuals and groups of students with disabilities, inclusion, extension needs and English as an additional language or dialect (EALD) with SSOs, teachers and outside agencies. ICT is integrated across the curriculum as a mindtool with explicit teaching of cybersafety and specialist lessons in design and digital technologies.

The importance of play to student learning is highly valued in the Early Years and staff have introduced investigations through Walker approach in Reception and Year 1.

- **Student assessment procedures and reporting**

TPPS Assessment, Intervention and Data Collection Schedule

Ongoing formative and summative assessment throughout the year and ongoing recording of students' results on Scorelink which is analysed and used for differentiation and personalised targeted teaching interventions.

Term 1 – R-2 Reading levels collected at end of the term - Running Records, Phonics testing, R-7 students' reading and comprehension levels assessed with PM Benchmark and Literacy Pro resources

Term 2 - NAPLAN testing for years 3, 5 and 7

Term 3 – PAT testing –Reading Comprehension, Mathematics, Spelling, Punctuation and Grammar and Vocabulary

Analysis of data sets to inform teaching practice and Site Improvement Plan priorities

Term 4 – NAPLAN and PAT test results are analysed along with other data to inform practice and future priorities in site improvement plans.

Reporting

Term 1 Acquaintance Night, 3-way parent/teacher/student interviews

Term 2 Written mid-year progress reports

Term 3 Interviews

Term 4 Written end of year achievement report

- **Joint programmes:**

Campbelltown City Council and Library

5. Sporting Activities

- Specialist Physical Education teacher
- Premier's Be Active Challenge
- SAPSASA events
- Swimming and Aquatic lessons
- Sports Day
- Clinics – Soccer, Football
- Little Athletics
- PE Week activities – Walkathon/ Colour Fun Run
- Extra – curricular sports teams
- After School skills lessons – netball, football, soccer

6. Other Co-Curricular Activities

Private music instructors provide lessons on a user pay basis during the course of the school day. TPPS has an extensive program of events such as Harmony Day, Sports' Day, Mothers', Fathers' and Grandparents' Day Breakfasts, Reconciliation Week, Book Week, Literacy and Numeracy Week, Science Week and Physical Activity Week through which students are encouraged to pursue individual areas of interest and demonstrate their skills and talents.

7. Staff (and their welfare)

- **Staff profile**

Staff is encouraged to work collaboratively as a cohesive unit, in effective teams and to engage in regular meetings. Staff meet with colleagues in professional learning communities (PLCs) to discuss student learning, share best practices to

improve student learning, design learning, organise resources and discuss other issues relevant to their roles. By using evidence of student learning, decisions and revisions are made to help even more student learn at higher levels.

School Services Officers (SSOs) provide administrative, financial, Library curriculum and intervention support. Contract positions are utilised for IT technicians and groundsperson/maintenance.

Specialist teachers, Reading Support and EALD teachers are contract positions.

- **Leadership structure**

Principal

Deputy Principal – Powerful Learners and Student Well-Being

Senior Leader – Quality teaching and learning – STEM

3 Step 9 teachers

The Principal, Deputy and Senior Leader work together to provide a cohesive leadership team. A teacher leader from each of the Early and Primary Years' teams is included in the broader leadership team designed to build leadership capacity.

- **Staff support systems**

Each member of the Leadership teams works closely with specific Professional Learning Communities (Deputy with Early years –R-2; Principal with years 3-4 and Senior Leader with years 5-7) to maintain the momentum of the Literacy and Numeracy quality improvement plans. The Site Improvement Plan focus for PLCs and professional development is based on identified school priorities of Literacy – Oral Language, Vocabulary, Reading Comprehension and Writing; Numeracy – number and multi-step problem-solving. Whole school training in Jolly Phonics/Grammar, Back to Front Maths, Numicon and Restorative Circle time are reviewed annually to include new staff members for ongoing sustainability of whole school Literacy, Numeracy and Well-Being agreements.

- **Performance and Development**

The Department for Education Performance and Development Policies and Guidelines support leaders to work with employees to create a culture of improvement within the workforce. It also outlines the responsibility employees share in driving their own performance and development. Leaders help staff to identify and achieve their performance goals in their Professional Development Plan that are aligned to the site's Improvement Plan priorities.

Formal and informal Professional Conversations, lesson observations with constructive feedback support teachers and SSOs to demonstrate evidence against practice and improvement of student learning.

Performance and Development Plans and Reviews involve: Outcomes, Behaviours, Development and Well-Being. Teachers are supported by DECD and AITSL resources, namely the self-reflection tool, illustrations of practice, the Professional Standards for Teachers and Leaders and SA Teaching for Effective Framework.

- Staff utilisation policies
- Tier 2 funding is used to target individual and groups of students for: improved behaviour and well-being – Counsellor 0.2; improved outcomes for students with an additional language or dialect – EALD teachers 0.6; improved outcomes for students with disabilities and ATSI students – SSO and Deputy Principal support with NEPs/One Plans and ILPs; Early years’ support – Reading Support Teacher 0.2; Australian Curriculum implementation funding for all students – SLLIP Campbell Partnership leader to drive LDAM strategies in Learning Design, Formative Assessment and Moderation.
- Access to special staff
The staff is supported by Student Support Services – Speech Pathologists, Psychologists, Special Educators, Behaviour Support Coaches, Social Work-Attendance and Engagement and Social Work – Family Focus. A Pastoral Care Worker is available on site for counselling and social skills programs. Private Instrumental Music providers are available for tuition in school time.

8. Incentives, support and award conditions for Staff

- Complexity placement points
N/A
- Isolation placement points
N/A
- 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. On site parking is available for staff only at the front and side of the school.

The grounds include:

An oval, playground, asphalt court playing areas, Native Children's Forest, Mud Brick Hut ruin, raised garden beds, Outdoor Nature Play and chicken enclosure/bee sanctuary and wormery.

The buildings include:

An Administration area consisting of Front Office and Finance working spaces, Principal and Deputy offices, Conference Room, Staff Room, First Aid Room, ICT/technicians' office, staff toilets.

Gymnasium for OSHC service with storage rooms, canteen and handicapped toilet.

Five transportable buildings consisting of six R-2 classrooms, four year 3 -7 classrooms and withdrawal room for teacher preparation area and student intervention.

Brick building – Thiele – recently refurbished STEM Works area. Library and Gallery, Science lab, Nutrition/Kitchen space, Multimedia room – photocopier and 3D printing area, Technologies room, Performing Arts and Languages Centre, two primary classroom, Intervention room, store rooms and toilets for Primary Years' students and adults.

Outdoor storage sheds near staff car park and at the back of the oval contain sports equipment and excess furniture.

To address the reactive soil in the Athelstone area, a trench was installed along the oval for improved drainage. Following the STEM Works and Nature Play project, the Thiele Building requires new surface pavements around the exterior of the building to be followed up by DE Asset Services.

- **Heating and cooling**

All indoor areas are fully heated and cooled by reverse cycle systems.

- **Specialist facilities and equipment**

Science lab, Multimedia, Library and Languages and Technologies rooms and all other classroom and teaching and learning areas are fitted with interactive SMART Boards or interactive Epson Projectors with White Boards, TV screens and trolleys of laptops, chromebooks, iPads, cameras and digital devices.

Library, Literacy, Numeracy, Digital devices, Science resources are purchased for the effective implementation of the Australian Curriculum and intervention programs.

• **Student facilities**

School canteen is open at lunch times by parent volunteers for purchase of snacks.

Lunch orders outsourced to a local bakery three times per week.

Special lunch days each term, discos, talent shows, expos and cake and enterprising fundraising events are co-organised by student leaders (Ambassadors and House Captains) in consultation with leadership, staff and classes.

• **Staff facilities**

There is a staff room and two withdrawal rooms for teacher preparation

Gym kitchen/ canteen and Thiele Building Kitchen/Nutrition room have ovens, hotplates and dishwashers.

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

Ramps enable access to all building and two disabled toilets are available in the Gym and adjacent the Early Years' toilet block.

• **Access to bus transport**

Public transport access: Metro bus routes H 30, 179. Private buses are used for most excursions and camps.

10. School Operations

• **Decision making structures**

Our school Decision Making Policy identifies processes for maximum participation. The Governing Council is jointly responsible with the Principal for governance of the school. Through the Governing Council, sub-Committees of Finance, OSHC and Canteen and working parties, namely Sports, Landscape and Community Engagement, parents are able to be actively involved in decision-making and to initiate and complete identified projects. The Role of the Governing Council is to:

- work with the Principal, GC members and school staff to help set and monitor the direction of a site.
- meet regularly to talk about the direction for the site (twice a term)

- Regular Publications
- Staff communication
- Year planners and term planners are collaboratively created to support staff with communication, events and meetings at our site. The term planner is emailed to staff at the beginning of each term. Emails and SENTRAL are used to share information of importance and reminders. All minutes of meetings are emailed to staff and uploaded to a common drive for access by all staff.
- Parent communication
- Staff are encouraged to communicate regularly with parents through various forms: phone calls, face to face meetings, SeeSaw app and emails.
- New and existing parents are encouraged to access information via the school website. Information on the website include school policies, forms and newsletters that are published once/fortnight.
- We publish a school newsletter every three weeks, provide SENTRAL attendance alerts, TPPS Facebook page and front road sign to remind families of important events.
- All new parents learn about the school via a Parent Handbook, school tours with the Principal, other members of the leadership team and Student Ambassadors.
- The Principal also meets with new parents to the school, particularly with the parents of new Reception students at transition visits to share information and to respond to questions.
- A Yearbook is created and published by students in each year level and by staff and student leaders.

Other communication

- Whole school Assemblies are hosted by rostered classes every 3 weeks to share information and showcase student learning.
- School website www.thornpkps.sa.edu.au
- School Facebook page www.facebook.com/ThorndonParkPrimarySchool
- Students – apps like Dojo, Seesaw, diaries, communication and homework books

School financial position

The school is in a sound financial position with parent fundraising and hire of school facilities providing valuable contributions to the school budget. School, OSHC and Canteen Finances are monitored by the Finance Committee

The majority of the parents support the school through the prompt payment of fees.

- **Special funding**
- N/A

11. Local Community

- **General characteristics**

- The school is located at the base of Black Hill Conservation Park and is situated in the Campbelltown City Council area. It is close to local facilities and transport links.

- **Parent and community involvement**

Parents are involved in all aspects of school life and are actively encouraged to support classroom activities, Canteen, Library, Kitchen Garden programs, sports coaching, excursions etc.

All volunteers are to complete the face-to-face or on-line Reporting Abuse and Neglect Training along with DCSI screening. Signing the volunteer guidelines and agreement ensures the safety and wellbeing of our students and all volunteers at our school. Parents have high expectations of the school and its staff. Parents are involved in all aspects of school life

- **Feeder or destination schools**

TPPS has established positive relationships with staff from Thorndon Park Kindergarten and promotes onsite visits along with Campbelltown Children's Centre and neighbouring Kindergartens which help to provide strong transition programs and continuity of teaching and learning.

The nearest government primary schools are Stradbroke Primary, Athelstone Primary, Paradise Primary and East Torrens Primary. Students leave at years 5-7 to go to a wide range of secondary government school settings including Charles Campbell, Norwood Morialta, and local independent schools.

- **Commercial/industrial and shopping facilities**

Newton Village Shopping Centre is situated near the school.

- **Other local facilities**

Campbelltown City Soccer Club is located opposite the school. Black Hill and Morialta Conservation Park Nature Playground, Wadmore Park (for orienteering) and Thorndon Park for recreation use are all nearby. Health at Newton Medical Centre and SA Ambulance Service. Greek Oorthodox Church, Rostrevor Baptist Church, St Francis of Assisi Catholic Church. Campbelltown City Council and Library.

- **Availability of staff housing**

N/A

- **Accessibility**

- Adelaide Metro bus service is available from the front of the school on Stradbroke Road Bus Stop no. 31 with access to major shopping centres and Route 178 to the Adelaide city centre.

- **Local Government body**

Campbelltown City Council

12. Further Comments

- Our STEM site promotes questioning and critical, creative thinking skills to problem-solve for life-long learning. By personalising and targeting teaching, we aim for each individual to successfully achieve their SMART goals in Literacy and Numeracy and to strive for their aspirations.