

SCHOOL CONTEXT STATEMENT

Updated: January 2023

School number: 1154

School name: Thorndon Park Primary School

School Profile:

Thorndon Park Primary School is located in the northeastern suburbs of Adelaide near Black Hill Conservation Park.

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.'**

School Values: ***Respect, Creativity, Excellence and Resilience.***

Our diverse school community embraces inclusion and a sense of pride in our collaborative learning achievements. We nurture the whole child and actively promote student voice and the collective responsibility to create a safe, supportive and challenging teaching and learning environment.

Our caring, committed, quality leaders, teachers and staff develop 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 to enhance our students' academic, social, emotional and physical wellbeing.

Students are supported to achieve their SMART goals in Literacy and Numeracy and to engage in learning. We aim to connect our learners' interests through inquiry with relevant, real-world learning experiences and to promote questioning, teamwork and problem-solving skills for life-long learning. Student influence, decision-making and leadership opportunities help our staff and parent community to co-lead and manage our site teaching and learning initiatives. Our active volunteers' involvement in Canteen, Sports, Library, Reading, and other extra-curricular activities add value to our students' education.

Planning for future improvements through data analysis inform our strategic Site Improvement Plan priorities aligned with DfE and Campbell Partnership strategic plans. Thorndon Park Primary School is a member of the Campbell Partnership that includes: Athelstone Preschool, Athelstone Primary 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: Greg Johnston
- Deputy Principal: Anella DiBiase
- Co-ordinator Student Wellbeing: Cassandra Giannone
- Year of opening: 1970
- Postal Address: 71 Stradbroke Road, Athelstone, SA 5076
- Location Address: 71 Stradbroke Road, Athelstone, SA 5076
- DfE Region: Eastern Adelaide – Felixstow 2 Education Office
- Partnership: Campbell
- Geographical location – 11 kms from GPO
- Telephone number: 08 83372050
- Fax Number: 08 3375890
- School website address: www.thornpkps.sa.edu.au
- School e-mail address: dl.1154.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Mobile: 0421 618 856
- Level of Disadvantage: 6
- February FTE student enrolment: 262

February FTE student enrolment	2019	2020	2021	2022	2023
Reception	49	43	53	35	36
Year 1	37	50	41	50	37
Year 2	46	39	47	37	49
Year 3	60	47	37	45	38
Year 4	46	60	42	35	40
Year 5	32	43	50	34	33
Year 6	31	34	37	49	29
Year 7	17	30	29	0	0
Total	318	346	336	285	262
School Card Approvals	68	76	50	48	50
EALD Totals	120	118	108	102	96
Aboriginal FTE Enrolment	3	2	2	1	1
Students with disabilities	24	27	25	18	20

- Student enrolment trends decreasing due to zoning restrictions, and no longer offering year 7.

- **Staffing numbers:**

Basic Teacher Allocation

Principal: 1.0

Deputy Principal: 1.0

Co-ordinator Student Wellbeing 0.4

Class teachers: 10 (FTE)

Reading Support: 0.2

Specialist teachers and programs:

Physical Education and SAPSASA: 0.4

Performing Arts: Music, Drama, Dance: 0.4

Languages - Italian: 0.4

Technologies: 0.4

Visual and Media Arts 0.4

EALD: 0.3

School Services Officers

Finance/Admin Officers

Library

Student Curriculum Support

Grounds/maintenance

Pastoral Care Worker

IT technicians

- **Public transport access:** Stradbroke Road Bus routes H30, 179.

- **Special site arrangements:**

STEM Works – Thiele Building; Library, teaching and learning of interdisciplinary units of Science, Technology, Engineering and Mathematics

Out of School Hours Care and Vacation Care service managed by Governing Council

Student leadership

Quicksmart, MiniLit, MacqLit; SAPSASA and sporting events

Nature/Forest Play – Outdoor classroom

Campbell Partnership shared Professional Development opportunities

2. Students (and their welfare)

- **General characteristics:**

Thorndon Park Primary School has an enrolment of 262 Reception to Year 6 students. Students, staff, parents and families develop positive working relationships to co-deliver high quality teaching and learning programs in caring and engaging learning environments. Parents engage in decision-making processes through governance, committees and working parties. Parents support classroom, excursions, library, sports, school events and teaching and learning programs.

- **Student well-being programs:**



Child Protection Curriculum; DfE Wellbeing Learning for Life – Educator Toolkit resources; TPPS Behaviour Education Policy and Guidelines and promoting powerful learner dispositions (collaboration, perseverance, listening, noticing, questioning, problem-solving, empathy...)

Berry Street Education Model

Strength Cards

Kimochis

Play is the Way

Restorative Circle Time

Pastoral Care Worker

Student leadership – Ambassadors, Student Wellbeing Leaders, House Captains

- **Student support offered:**

Intervention programs: EALD, Reading Support, Negotiated Education, ATSI; 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 and EALD students. Additional support through DfE Student Support Services and outside agencies for students with: developmental delay/disability; learning difficulties; behavioural issues (social/emotional); health or wellbeing issues; disengagement/non-attendance issues; and communication difficulties.

- **Student management:**

- The school is responsible for managing student behaviour to create a safe, orderly, productive and successful learning community. Staff work in partnership with the school community, services and agencies to create engaging and inclusive conditions for rigorous learning.
- Learning behaviour expectations are based on our school values and underpin our Behaviour Education, Anti-Harassment/Bullying Policies and Guidelines, Community Code of Conduct, 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 to reflect on their choices. Buddy Classes and Circle Time strategies empower students to share learning and problem-solve with the support of a larger group. Students use class meetings, buddy classes, grievance and resolution procedures to assist them to address issues.
- Parents support their children to learn to take responsibility for their behaviour choices. Proactive social skills are explicitly taught and reinforced through the Child Protection Curriculum, SA Teaching for Effective Learning Framework, and WellBeing for Learning and Life resources.
- Each teaching and learning space has negotiated expectations and consequences with rostered outdoor play areas (Forest and Play equipment – sandpit, cubby House) for Early and Primary years.



- All students proudly wear the school uniform. Values, Effort, Achievement Awards and House Points are presented to students and classes at Assemblies to showcase their learning, acknowledge their efforts and celebrate their academic and sporting achievements.
- **Student Leadership**
 Student voice and influence is promoted through co-construction of success criteria in teaching and learning, class meetings, circle time, and solution focused discussions. Classes buddy with each other for cross age tutoring across the curriculum and for support with organising and co-hosting school events and learning expos. Year 7 students apply for leadership positions and utilise Voice IT strategies to address school initiatives:
 Ambassadors
 Sports House Captains
 Student Wellbeing Leaders
- **Special programmes**
 We offer a range of educational and social support programs for students in Literacy, Numeracy, Wellbeing and Coordination. There are many opportunities for challenging and involving students in areas of interest beyond the classroom.
 Wakakirri
 Choir
 STEM initiatives and Digital Competitions
 Premier's Reading Challenge
 Premier's Be Active Program and SAPSASA
 International Education
 Primary Maths Association (PMA) Maths Challenges
 Campbelltown City Council Projects

3. Key School Policies

- *Personalised learning and targeted teaching -ensure that there is growth for every child, in every class.*
- 2022-2024 School Improvement Plan:
Literacy goal: Improve student achievement in reading.

Targets: 45% of students (17 out of 37) achieve HB in year 3 in NAPLAN Reading. (14/37 or 38% HB in 2021, 59% HB in 2022) (40% [16/40] achieved Y1 PAT high stanines (7-9) in 2021, 37% [13/35] Y2 2022)

100% of students (14 out of 37 students, 38%) who achieved HB in year 3 will remain in HB in year 5 in NAPLAN Reading.



Numeracy goal: Improve student achievement in numeracy

Targets: 45% of students (17 out of 37) achieve HB in year 3 in NAPLAN Numeracy. (6/37 or 16% HB in 2021) (32% [12/37] achieved Y1 PAT high stanines in 2021, 37% [13/35] Y2 2022)

100% of students (6 out of 37 students) who achieved HB in year 3 will remain in HB in year 5 in NAPLAN Numeracy.

- **Recent key outcomes:**

NAPLAN Reading data has shown an upward trend in high band achievement over the past 5 data sets since 2015 with a small decline (8%) in 2021. Standard of Educational Achievement was maintained in 2021 at 88% achieving SEA. Year 5 NAPLAN Reading achievement in the high bands was the highest ever (38%). Despite an increase in the number of students in Year 5 and 7 who maintained achievement from their previous NAPLAN Reading result, we experienced a lower number of students in Year 5 and 7 who increased.

NAPLAN Writing data has shown an upward trend in high band achievement over the past 4 data sets including the highest since 2010 (33%). The increased number of students in the high bands in Year 3 and Year 5 contributed to this. Standard of Educational Achievement will show a slight decrease (9%) in 2021. NAPLAN Numeracy data has shown an upward trend in high band achievement over the past 5 data sets since 2015 with a small decline (6%) in 2021. Standard of Educational Achievement will show a slight decrease (7%) in 2021. Year 5

NAPLAN Numeracy achievement in the high bands was the highest ever (26%). Despite an increase in the number of students in Year 5 and 7 who maintained achievement from their previous NAPLAN Numeracy result, we experienced a lower number of students in Year 5 and 7 who increased.

Phonics Screening Check data (Year 1) indicates that 67% demonstrated expected achievement. Running Record data (Year 1s) indicates that 63% have demonstrated expected achievement (SEA). This result is below the TPPS average over the past 5 years. Running Record data (Year 2s) indicates that 85% have demonstrated expected achievement (SEA). This result is above the TPPS average over the past 5 years and the highest ever result.

The school has worked assiduously to build and sustain a culture of continuous improvement with very strong support for the school, leadership, and staff from parents and Governing Council. Thorndon Park Primary school has become the school of choice for many families.

Staff reported that processes in relation to the implementation of the oral

language and vocab goals have been developed and shared through PLCs resulting in the implementation of a consistent language in oral language and vocab development across the site. The school has implemented a writing assessment tool to track and monitor writing progress of all students at regular intervals throughout the year.

Staff reported that Numeracy progressions, clarity of learning intentions, co-constructed success criteria, word walls and a common vocab were significant strategies in developing a common language for maths across the site.

The school provided extensive evidence of the analysis of assessment data to inform differentiated curriculum and instruction. Staff provided a diverse range of strategies used in formative and summative assessments to inform and refine planning. SMART goals are an embedded practice across the site. Staff reported that transparency in assessment processes including self-assessment had significantly supported student learning growth.

4. Australian Curriculum

- The Australian Curriculum incorporates eight learning areas: English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages – Italian.
- To become life-long learners, the skills and dispositions of the General Capabilities of Literacy, Numeracy, Information and Communication Technology, Critical and Creative Thinking, Personal and Social, Ethical Understanding, and Intercultural Understanding are taught across learning areas.
- The Australian Curriculum also includes the cross-curriculum priorities of Aboriginal and Torres Strait Islander Histories and Cultures; Asia and Australia's Engagement with Asia; and Sustainability.
- Literacy and Numeracy progressions complement the Australian Curriculum.
- LDAM professional development in learning design, moderation and formative assessment was accessed by teachers to improve planning and implementation of effective teaching and learning strategies.
- Our specialist programs include: Performing Arts – Dance, Music and Dance; Technologies; Health and Physical Education; and Languages – Italian.
- **Special needs:**

The Inclusion and Intervention Co-ordinator, Deputy Principal Implements EALD and Brightpath writing programs. The Reading Support teacher provides pedagogical support to staff, updates resources and works with students to monitor and track progress. SSOs support students with disabilities, learning difficulties and differentiated 3 wave programs in classes. ACEO provides support to our ATSI students, staff and school community. Quicksmart Numeracy program successfully targets wave 2 primary students to improve their fluency and mathematical abilities. BSSO supports new arrivals and international students as required.



- **Special curriculum features:**

 - Nature Play

 - Digital competitions

 - Restorative Circle Time

 - Whole school Wellbeing program incorporating strategies from Berry Street Education Model and Play is the Way

 - Co-ordination Program

 - SAPSASA competitions and sporting activities

- **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 and personalising and connecting learning.

 - Targeted intervention for students with disabilities, special needs and English as an additional language or dialect (EALD) with teachers, SSOs and outside support agencies.

- **Student assessment procedures and reporting**

 - TPPS whole school Agreements in Assessment, Intervention and Data Collection schedules

 - Ongoing formative and summative assessment throughout the year

 - Students' academic results and learning behaviour recorded on Scorelink

 - Term 1 – Back to Front Maths diagnostic pre and post tests; Rec- Yr 1 Number Checklist; R-2 Reading levels collected at end of the term - Running Records, R-7 students' reading and comprehension levels assessed with PM and Oxford Benchmark and Literacy Pro resources; Writing samples for levelling (Brightpath and EALD)

 - Term 2 – Back to Front Maths diagnostic pre and post tests; Rec -1 Number Checklist; NAPLAN testing for years 3, 5 and 7; Running Records and Literacy Pro

 - Term 3 – Back to Front Maths diagnostic pre and post tests; Number Checklist Rec -1; Year 1 Phonics testing; Writing samples for moderation; PAT testing –Reading Comprehension, Mathematics, Spelling, Punctuation and Grammar and Vocabulary; Running Records and Literacy Pro

 - Term 4 - Analysis of data sets to identify trends, inform targeted explicit teaching and Site Improvement Plan priorities

 - Reporting**

 - Term 1 Acquaintance Night, 3-way parent/teacher/student discussions, reviewing SMART goals

 - Term 2 Written mid-year progress reports

Term 3 Interviews and reviewing SMART goals

Term 4 Written end of year achievement report

- **Joint programmes:**

Campbelltown City Council and Library

5. Sporting Activities

Specialist Physical Education teacher organises sports clinics

Premier's Be Active Challenge

SAPSASA events

Swimming and Aquatic lessons

Sports Day

Clinics – Soccer, Football

Little Athletics

PE Week activities – Colour explosion fun run

Extra – curricular sports teams

6. Other Co-Curricular Activities

Camps, excursions and incursions

Private music instructors provide lessons in guitar, keyboard and drums on a user pay basis during the course a a school day.

School events are organised by staff, students and parents, for example:

Harmony Day, Sports' Day, Mothers and Fathers' Days' Breakfasts, Grandparents' Day, Book Week, Book Fair, Reconciliation Week, Science and Physical Education Weeks, Campbelltown Council and community projects.

Students are encouraged to pursue areas of interest, identify school based needs and projects and local community engagement activities, organise and promote school discos, talent shows, Voice IT and leadership initiatives.

Buddy classes interact with students in cross-age tutoring activities to promote a range of teaching and learning activities both on site, with TPPS kindergarten and Campbell Partnership sites.

7. Staff (and their welfare)

- **Staff profile**

General staff stability, a high number of permanent staff members approximately 80% female and 20% male. Staff are encouraged to work as a collaborative unit as evidenced in teachers and SSOs' active involvement in professional learning communities. Half of the teaching and SSO staff are permanent employees. SSOs provide administrative, financial, Library curriculum and special needs support. Contract positions are utilised for

curriculum intervention as funding provided for student support, IT technicians and groundsperson/maintenance.

- **Leadership structure**

Principal (AO4), Deputy Principal Teaching & Learning/Inclusive Education (BO2) and Student Wellbeing Leader (BO1) work together to provide a cohesive leadership team.

3 Step 9 teachers

- **Staff support systems**

Principal & Deputy Principal provides line management to teaching staff and SSOs.

Professional Learning Teams meeting times are provided during school hours via NIT timetable

SSO teams meet regularly and with teachers and leaders to discuss and report student progress

The school has a commitment to collegial learning, open communication, mutual support and high expectations of all. There are two Professional Learning Communities (PLC) aligned with our SIP goals of Literacy and Numeracy. PLC teams meet at least three times per term after school to focus on teacher pedagogy - plan, analyse data to inform practice, moderate student work, engage in professional learning activities and sharing of effective strategies for teaching and learning etc.

Classes buddy with each other to encourage cross-age tutoring and building respectful relationships.

The Personnel Advisory Committee (PAC) works in partnership with the Principal on HR matters such as: deploying appointed staff; developing leadership structures; staffing configurations; identifying vacancies and creating vacancy descriptions; and addressing any grievances.

Work, Health and Safety (WHS) committee initiates, develops and monitors strategies to enhance the health, safety and wellbeing of workers while at work. Review and monitor performance against the safety management system requirements.

Student Review Team work is informed by data to: co-ordinate intervention; proactively identifying and supporting students at risk; and monitoring and evaluating school behaviour management practices and systems.

ICT committee – supporting students and staff to utilise digital devices and software in teaching and learning in a safe responsible manner

Social committee – promoting positive working relationships and staff wellbeing through functions and social events.

- **Performance and Development**

All teaching and non-teaching staff work with the Principal and the Leadership team to establish their professional goals and annual performance plan aligned with DfE, Campbell Partnership and TPPS Improvement priorities.



Performance and Development process aligns SMART goals with Site Improvement Plan (SIP) priorities and professional development opportunities. Sharing effective practices and resources; lesson observations of differentiated lessons in English and Mathematics; explicit learning intentions; co-constructing success criteria with students; teachers providing timely, constructive feedback. Opportunities are provided for staff to further their career aspirations and learning in accordance with the SIP and their own Performance Goals.

Formal and informal Professional Conversations, lesson observations with constructive feedback support teachers and SSOs to demonstrate evidence against practice and improvement of student learning. Line Managers/ Mentors provide written PDP feedback to staff at 6 and 12 month intervals.

Performance and Development Plans and Reviews involve: Outcomes, Behaviours, Development and Well-Being. Teachers are supported by DfE and AITSL resources, namely the self-reflection tool, illustrations of practice, the Professional Standards for Teachers and Leaders and SA Teaching for Effective Learning Framework. Staff members are expected to take responsibility for their performance and professional growth through learning beyond the school.

- **Staff utilisation policies**

Tier 2 support for students with learning disabilities, Aboriginal and Torres Strait Islanders, English as an Additional Language or Dialect, Behaviour management and engagement, Pastoral Care Worker - counselling and social skills programs.

- **Access to special staff**

Staff are supported by specialist support staff from the DfE Felixstow 2 Office Support Services – Felixstow Office staff Speech Pathologist, Psychologist, Special Educator, Behaviour Coach, Social Worker and Attendance Officer to address student issues.

8. Incentives, support and award conditions for Staff

Early career teachers are supported to engage in processes to move from provisional to full registration teacher status. Experienced teachers are supported to achieve Step 9 teacher classification. Teachers are encouraged to engage in the Highly Accomplished and Lead Teacher Certification. School Services Officers are supported in reclassification processes.

- 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 Black Hill in the suburb of Athelstone. On site parking is available for staff only at the front and side of the school.

The grounds include:

An Outdoor Nature Play area; oval, long jump; football and soccer poles; playgrounds, asphalt court and artificial turf areas, Native Children's Forest, Mud Brick Hut foundation, raised garden beds and an unused, unenclosed chicken coop area.

The buildings include:

An Administration area consisting of Front Office Admin, Finance and OSHC Admin and photocopier, spaces, Principal, Deputy and Co-ordinator offices, Conference Room, Staff Room, First Aid Room, ICT/technicians' office, staff toilets.

Gymnasium- Bradman Gym for OSHC service with storage rooms, Canteen and an Access toilet.

Five transportable buildings consisting of six R-2 classrooms, four years 4 -6 classrooms and a withdrawal room for teacher preparation area, photocopier and student intervention spaces.

Brick building – Thiele – STEM Works area Library and teacher Resource areas, Gallery, Withdrawal room for intervention and instrumental music tuition, Science and Technologies rooms – 3D printers and

photocopier areas, Nutrition/Kitchen space, Performing Arts and Languages centre, two primary classrooms, Health/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 for extra Sporting equipment.

External pods for furniture storage – tables and chairs, gym high jump mat.

- **Heating and cooling**

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

- **Specialist facilities and equipment**

All teaching and learning areas are fitted with interactive SMART Boards, interactive Epson Projectors with White Boards, TV SMART screens and trolleys of laptops, chromebooks, iPads, cameras and digital devices.

Library, Literacy, Numeracy, Science resources purchased for the implementation of the Australian Curriculum, STEM and intervention programs.

Provision of extra curricular programs - external music providers to teach instrumental music.

- **Student facilities**

School canteen is open at lunch times by parent volunteers and student leaders for purchase of snacks

Lunch orders are outsourced to local bakery three times per week

Special lunch days each term

Fundraising events

- **Staff facilities**

There is a staff room with microwaves, fridges and withdrawal areas for teacher preparation

The Thiele Kitchen and Canteen have ovens, hotplates and dishwashers

The Teacher Resource Centre is located in the Thiele Library area.

Staff car parks are available on site in the front of the school and more parks available at the back southern side of the school.

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

Ramps enable access in yards and in buildings are available.

- **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

A 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 Committees, parents are able to be actively involved in decision-making.

The major Governing Council Committees are

Finance • OSHC • Canteen

Working parties to plan and complete particular events and projects – After School Sports, Assets and Landscape, Community engagement and Fundraising, working bees, Social events – e.g. Quiz night

• Regular publications

Staff communication

Year planners and term planners are 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, Sentral and Seesaw apps are used to share information of importance and reminders online daily. All staff members are encouraged to post information as the need arises. Minutes of meetings are emailed to staff and uploaded to a common drive for access by all staff.

A set of school policies, staff handbook and other curriculum statements are available on admin and curriculum servers. Information regarding student learning and behaviours are documented on SENTRAL and EDSAS. SSOs and staff record One Plan student progress on one note.

Staff decision-making is supported through the Student Leadership group, PAC and the Decision Making Procedure.

Parent communication

Staff are encouraged to communicate regularly with parents through various forms: phone calls, face to face meetings, SeeSaw and emails.

New and existing parents are encouraged to access information via the school website. Information on the website includes school policies, forms and newsletters that are published regularly.

We use SENTRAL 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.

- **Other communication**

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

School Facebook page: www.facebook.com/ThorndonParkPrimarySchool

School email: dl.1154.admin@schools.sa.edu.au

Students – Dojo, Seesaw apps, google drive, diaries, communication and homework books

- **School financial position**

The school is in a sound financial position

Finances are monitored by the Finance Committee

Parent fundraising and hire of School facilities provide valuable additions to the school budget.

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 in the Campbelltown City Council area and is located 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 on-line Reporting to Risk of Harm Abuse and Neglect (RRHAN) Training along with Working with Children Check (WWCC). Parents and volunteers demonstrate their commitment to the schools' volunteer policy and guidelines by signing and adhering to the volunteer agreement which covers the roles and responsibilities of a volunteer at TPPS as well as participating in training sessions to ensure the safety and wellbeing of our students and all volunteers at our school. Parents have high expectations of the school and its staff and our school community. Our school values – Respect, Creativity, Excellence and Resilience are enacted through our TPPS School Community Code of Conduct to promote ethical behaviours and positive partnerships between members of our school community.



- **Feeder or destination schools**

Good proactive relationships with staff from Thorndon Park Kindergarten, Campbelltown Children's Centre and neighbouring Kindergartens help to provide strong transition programmes.

The nearest government primary schools are Stradbroke Primary, Athelstone Primary, Paradise Primary and East Torrens Primary. Students leave at years 5-6 to go to a wide range of secondary government school settings including Charles Campbell, Norwood International and Morialta Secondary, 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 Parks, Wadmore Park and Thorndon Park for recreation use are all nearby.

- **Availability of staff housing**

N/A

- **Accessibility**

Adelaide Metro bus service is available from the front of the school on Stradbroke Road to access major shopping centres and a route to the Adelaide city centre.

- **Local Government body**

Campbelltown City Council

12. Further Comments

- Since the installation of a new building and STEM Works upgrades, Thorndon Park Primary School is no longer at capacity and therefore not zoned.