



# SCHOOL CONTEXT STATEMENT

Updated:

**School number:** 0169

**School name:** Rose Park Primary School

## School Profile

Rose Park is an International Baccalaureate Primary Years Program school with a clear vision for what we believe international education should be. We aim to develop inquiring, knowledgeable and caring young people who help create a better and more peaceful world, through open-mindedness and respect. Our students are encouraged to become active, compassionate, lifelong learners.

## Mission Statement

Our school community enriches life-long learning, embraces diversity, and nurtures creativity in a caring and safe environment.

## Vision Statement

Rose Park Primary School aspires to be an innovative learning community that empowers every child to be a responsible, global citizen.

Our vision and values were developed through a whole school consultation process. We endeavour to live our vision and values through our behaviours, relationships, practices and policies.

Rose Park Primary School is a community of committed students, parents and staff within a supportive, dynamic and responsible learning environment in which student learning potential and wellbeing is enhanced.

At Rose Park Primary School, children are at centre of everything we do.

## 1. General information

- School Principal: Di Burrell
- Deputy Principal: Rebecca Weber
- Year of opening: 1894
- Postal Address: 54 Alexandra Avenue, Rose Park SA 5067
- Location Address: 54 Alexandra Avenue, Rose Park SA 5067

- DECD Region: Central East
- Geographical location – road distance from GPO (km): 3.2km East
- Telephone number: 08 8331 7521
- Fax Number: 08 8332 0052
- School website address: roseparkps.sa.edu.au
- School e-mail address: dl.0169.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Before and after School Care programmes are available as well as a Vacation Care program.
- February FTE student enrolment: 600

	2016	2017	2018	2019	2020
Reception	79	61	80	75	66
Year 1	79	70	67	79	78
Year 2	72	77	76	72	78
Year 3	92	70	78	83	71
Year 4	66	85	74	77	88
Year 5	70	50	89	72	81
Year 6	56	70	55	90	67
Year 7	67	42	59	57	71
TOTAL	581	525	578	605	600
NESB	151	147	179	199	184
School Card Approvals					31
Aboriginal FTE enrolment	1	1	2	2	2

### Student enrolment trends

The school is currently under a Capacity Management Plan.

### Staffing numbers (as at February census)

Teaching Staff	33
Full-time equivalent teaching staff	30.5
Non-teaching staff	18
Full-time equivalent non-teaching staff	12.1

## **2. Students (and their welfare)**

### **General characteristics**

Home backgrounds are generally affluent, highly multicultural; about 38% of students are from non-English speaking backgrounds. There are 31 families on School card and one indigenous family.

### **Student well-being programs**

The Assistant Principal Support Services and Wellbeing, is available to support both students and staff, overseeing intervention programs and leading developments in whole-school wellbeing initiatives.

### **Student support offered**

In-School Psychology, What's the Buzz?, Interoception, DfE Student Support Services, chill-out space with sensory resources.

### **Student management**

Whole school behaviour response guidelines, and IB Internationally Minded structures exist for classroom and yard behaviour, using a restorative justice approach for resolution.

These structures outline the school's expectations of students and their behaviour, and are designed to provide a consistent approach to behaviour management across the school. Students are encouraged to be responsible for their own behaviour. Teachers explicitly teach appropriate negotiation and conflict resolution skills and grievance procedures. The International Baccalaureate Learner Profile Attributes are incorporated into classroom programs.

There is a strong partnership between staff, students and parents with the Leadership Team managing behaviour issues that require reflection time.

All classes develop Essential Agreements at the beginning of the year.

### **Student Voice**

Weekly class meetings and regular Student Action Teams (SAT) meetings are held across R-2 and 3-7. Six students are elected from year 7 to form the Student Executive (SRC).

Six Year 7 students are also appointed as 'House Leaders'.

### **Special programmes**

The specialist programs are Japanese R-7, Science R-7, Digital Technologies R- 7, Performing Arts, R-7 and Health and PE R-7.

### **3. Key School Policies**

The School's policies and agreements can be found on the school website. All policies align with DfE policies. Rose Park Primary School is part of the Central East Partnership.

#### **The Site Improvement Plan and other key statements or policies**

Rose Park Primary School Site Improvement Plan focuses on improving Writing and Reading, as well as the implementation of the essential elements of the International Baccalaureate.

#### **School priority areas include**

Increase in high band achievement in Reading and Writing across R-7.

### **4. Curriculum**

#### **Subject offerings**

All teachers plan, program, assess and report using the framework of the International Baccalaureate and the Australian Curriculum in all learning areas.

#### **Special needs:**

Targeted support is provided for students with disabilities and recorded within One Plans. Students receive small group, individual support or targeted intervention in consultation with the Assistant Principal (Support Services and Well-being), the classroom teacher, SSO and family, and implemented in a flexible way depending on the needs of the student.

An early intervention programme has been established for those students who are assessed as being at risk in terms of their literacy development at the end of their first year at school (MiniLit).

A middle/upper school intervention programme has been established for those students who are assessed as being at risk in terms of their literacy development in years 3 – 7 (MacqLit).

Social skills intervention is provided through the What's the Buzz? program, interoception activities (with SSOs and volunteers), and a chill-out room with sensory resources.

Bilingual SSOs support students when the need arises.

### **Special curriculum features:**

We offer a small number of places for international students on long and short stay visas.

### **Teaching methodology**

All students participate in the International Baccalaureate Primary Years Programme, which has inquiry as its pedagogical practice. Teachers are committed to incorporating Student Voice, Key Competencies and a strong focus on Literacy, Numeracy and the development of learner profile attributes.

Students in Years 4 – 7 participate in a bring-your-own-device program (Chromebook).

### **Student assessment procedures and reporting**

Rose Park has a range of assessment strategies:

- NAPLAN (collected annually in years 3, 5 and 7)
- Whole school testing (except Reception) for Literacy and Numeracy through the use of ACER (PAT) testing (collected annually)
- Phonics Screening in Year 1 (collected annually)
- Language & Literacy data (collected annually)
- InitialLit Early Years data (collected each term in Reception to Year 2 (from 2021))
- Running Records (collected twice per year)
- Brightpath Writing (collected twice per year)

This data is analysed by the Leadership Team to identify students requiring additional support and monitoring.

## **5. Sporting Activities**

Students participate in a wide range of physical activities. R-7 students have regular specialist PE lessons, regular class fitness activities and sports clinics. After-hours sports include netball, cricket, football, and soccer. Students have the opportunity to participate in SAPSASA sports – swimming, athletics, cross country, badminton, cricket, netball, soccer and football. Clinics are also organised within lesson times, with an emphasis on skills development. Swimming occurs each year for a one-week block. Each year we have a Sports Day with a focus on skills and a variety of activities.

## **6. Other Co-Curricular Activities**

Instrumental music is offered to students from year 4. Flute, drums, strings, singing, guitar and recorder lessons are offered to students on a private provider basis. Students have the opportunity to participate in the school band and music

ensembles. Students can take part in choir (Years 6/7 - Festival of Music), Oliphant Science Awards, Chess Club, and Debating (Years 6/7). Acquaintance Night, Harmony Day, participatory Sports Days, annual swimming lessons, Swimming Carnival (Years 3 – 7), Book Week, Open Classes, Science & PE week, various cultural celebrations and R-7 end of year concert are some of the regular major events. Camps occur in years 3-7.

## **7. Staff (and their welfare)**

### **Staff profile**

A balance between permanent and contract teachers.

### **Leadership structure**

Currently consists of Principal, Deputy Principal and two Assistant Principals. Personnel Advisory Committee (PAC) supports whole school decision making which is consultative.

### **Staff support systems**

Staff work in collaborative teams (PLTs) focussing on formative assessment strategies, student achievement and planning for accelerated learning. Staff plan IB Units of Inquiry together (transdisciplinary – includes multiple elements across the learning disciplines of the Australian Curriculum) and share knowledge, expertise and skills.

There are weekly staff meetings.

Our Literacy Coach provides additional literacy support for teachers, primarily in functional grammar.

PAC meets regularly each term (twice) and as needed.

Wellbeing and Social Committees.

Employee Assistance Program is offered to all DfE employees.

### **Performance development**

A range of processes are used to ensure that staff are able to monitor and improve their performance. These include Line Management meetings, peer planning and oral and written feedback. Ongoing training both on a whole school, group and individual basis supports the achievement of goals. A significant number of staff are at the Step 9 level and as such take on mentoring roles and lead pedagogical change.

### **Staff utilisation policies**

The particular skills and expertise of staff is acknowledged where possible through the allocation of responsibilities or involvement in particular focus groups or event planning teams. Teachers have a shared responsibility for the successful progress of all students.

SSOs are used for Early Intervention programs and classroom support and specific 1:1 support for students with special needs, supporting the resource centre, school reception, clerical and finance work.

### **Access to special staff**

EALD teachers work across the Site, negotiating with teachers a model of support for specific students.

Special Education is supported by departmental student support services and external agencies where appropriate.

Instrumental Music Services staff provide an Instrumental Tuition Program (Strings, Brass, and Woodwind) to our students.

We access guidance and DfE Support Services personnel through the referral process.

Specialist Physical Education Teachers  
Specialist Performing Arts Teacher  
Specialist Science Teacher  
Specialist Language Teachers  
Specialist Digital Technologies Teachers

We support private tutors attending onsite.

## **8. Incentives, support and award conditions for Staff**

### **Travelling time**

Ten minutes from CBD.

### **Designated schools benefits**

Working in a pleasant well-resourced environment.

## **9. School Facilities**

### **Buildings and grounds**

The school works hard to maintain and develop its grounds and buildings.

The new toilet block was completed in 2017.

Upper Primary playground upgraded in 2017.

Junior Primary playground upgraded in 2018.

Room 24 classroom upgrade 2018.

Staffroom upgrade, January 2018.

Our Green Thumbs area was upgraded in 2019.

OSHC kitchen (Music building) upgraded in 2019.

Upgrade to the staff kitchen in the Potts building in Potts kitchen 2017.

All these initiatives have improved the aesthetics of the grounds.

All learning spaces and Resource Centre have Interactive Whiteboards.

All learning spaces have access to Heating and cooling.

### **Specialist facilities and equipment**

Resource Centre, Information Technology, Science, Japanese room.

### **Student facilities**

Canteen, Resource Centre, Performing Arts room, Gymnasium.

### **Staff facilities**

There is a modern, well equipped staffroom in the main building, and in Potts Building, with coffee/tea making facilities. There are limited meeting rooms throughout the school.

All classes have access to computers with e-mail and internet access. All classrooms have interactive whiteboards and laptops connect for teaching purposes.

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

There are access ramps to the main buildings and 2 toilets for students/staff with disabilities.

### **Access to bus transport**

Private contractors or STA buses are used for excursions.

## **Other**

Uniform Shop.

# **10. School Operations**

## **Decision making structures**

All staff have endorsed the Decision Making Policy based on a democratic /participatory model. Management is collaborative. Staff structures include staff meetings and Personnel Advisory Committee (PAC). Staff consultation is a priority for decision making to occur successfully.

## **Development and sharing of publications**

A weekly 'Snapshot' is distributed in electronic form. Class teachers communicate regularly with families via SeeSaw, and structures are in place for parents to receive electronic mail for school communication.

There is also a parent brochure. Staff are issued with a comprehensive information folder at the beginning of the year. Staff access day-to-day information via an electronic day book (Sentral), and via a weekly bulletin.

## **Other communication**

Support documents including notices for excursions/incursions and permissions for school clubs, are regularly sent via EdSmart.

## **School financial position**

The school is supported by parents through school fees and tax deductible donations for building funds. Finances comply with checklists and are regularly audited.

Fund raising is an integral part of the school culture and monies raised supplement the school's resources.

## **Special funding**

Nil (Category 7 school)

# **11. Local Community**

## **General characteristics**

The school community is reflective of the diverse community found within Rose Park. This diversity is both cultural and socio-economical.

## **Parent and community involvement**

The Governing Council is the formal parent group within the school. A range of sub committees and working parties supports the work of the Governing Council. The Parents and Friends Committee meets regularly to organise various functions.

Parents are encouraged to become involved in class programs and school activities. Governing Council contributes to school management and oversees the OSHC service.

### **Feeder or destination schools**

The local Kindergarten is Rose Park Preschool, but enrolments come from a variety of early childhood settings.

Local high schools include Marryatville High School and Glenunga International High School. Many students also go onto private schools.

### **Other local care and educational facilities**

Victoria Park is regularly accessed by students.

### **Commercial/industrial and shopping facilities**

Dulwich Village is in the vicinity.

### **Accessibility**

Public transport is readily available.

### **Local Government body**

City of Burnside.

## **12. Further Comments**