



SCHOOL CONTEXT STATEMENT Updated: February 2021

School number: 0169

School name: Rose Park Primary School

School Profile

Rose Park Primary School is an international learning community that offers a world class education through the International Baccalaureate Primary Years Programme (PYP) and the Australian Curriculum from Reception to Year 7, underpinned by our values of Care, Respect, Honesty and Courage.

We aim to inspire and promote confident, active, inquiring, knowledgeable and compassionate global life-long learners who help create a better and more peaceful world, through open-mindedness, team work, problem-questioning and respect.

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. We endeavour to live our vision and values through our behaviours, relationships, practices and policies.

Rose Park Primary School community has high expectations in all areas of learning supported by evidence-based pedagogical teaching practices within a supportive collaborative and rigorous learning environment in which student learning potential, aspirations and wellbeing are enhanced.

1. General information

- School Principal: Dora Iuliano
- Deputy Principal: Rebecca Weber
- Assistant Principal Intervention and Student Wellbeing: Kim Copeland
- Assistant Principal Innovative Pedagogy & Digital Technology: Michael Porter
- Senior Leader Literacy and EALD: Sarah Cole
- Year of opening: 1894
- Postal Address: 54 Alexandra Avenue, Rose Park SA 5067

- Location Address: 54 Alexandra Avenue, Rose Park SA 5067
- DfE Region: Central East – Felixstow 1 Education Office
- Geographical location – 3.2 kms from GPO
- 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): Before/After School Care, Vacation Care program
- Level of Disadvantage: 7
- February FTE student enrolment: 593

February FTE student enrolment	2017	2018	2019	2020	2021
Reception	61	80	75	66	70
Year 1	70	67	79	78	77
Year 2	77	76	72	78	77
Year 3	70	78	83	71	76
Year 4	85	74	77	88	71
Year 5	50	89	72	81	85
Year 6	70	55	90	67	77
Year 7	42	59	57	71	60
Total	525	578	605	600	593
2021 Breakdown					
<i>Number of male students</i>					313
<i>Number of female students</i>					280
<i>Number of students approved for School Card</i>					41
<i>Number of students from non-English speaking background</i>					186
<i>Number of Aboriginal/Torres Strait Islander students</i>					2

School Enrolment trends

The school is currently under a Capacity Management Plan.

- **Staffing numbers (as at February census)**

33 FTE part time and full-time teachers (including leadership, EALD, FLMD, specialist subjects, and supporting 22 classes) 16 School Service Officers part and full time (providing library, classroom support, student intervention and office administration)

27 female teaching staff; 8 male teaching staff

14 female ancillary staff; 2 male ancillary staff

- **Special site arrangements**

Out of School Hours Care (OSHC) is provided to our school community and is based in the Theodore (Music) Building.

- Before School Care - Monday to Friday 6:45am until 8:45am
- After School Care – Monday to Friday 3:20pm until 6:00pm
- Vacation Care (including pupil-free days) 6.45am to 6.00pm

Instrumental Music program, and Festival of Music Choir

SAPSASA and sporting events

Central East Partnership Professional Development opportunities

2. Students (and their welfare)

- **General characteristics**

Rose Park Primary School is a diverse school community with 593 students from Reception to year 7. 38% of our students are EALD and 7% are school card holders. The diversity of the school population is celebrated and valued. 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. There is a high level of parent engagement through a range of committees, volunteer and interest groups, Old Scholars and Governing Council. Parents support teaching and learning programs particularly in the Early Years, Library and excursions.

- **Student well-being programs**

Student attendance and lateness is monitored and support is provided as required. The school has a number of proactive social skills programs taught and reinforced by the Child Protection Curriculum; SA Teaching for Effective Learning Framework, Wellbeing for Learning and Life resources, RPPS Behaviour Education Policy, promotion of IB Learner Profile dispositions and Restorative practices. Students participate in wellbeing and engagement surveys to identify students at risk to target individual and explicit small group skill intervention support. 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**

Support for students is provided through a range of intervention programs and differentiated quality instruction (Wave 1, 2, 3 and High Band): Literacy support - Initialit, Mini and Macqlit; Reading Support; EALD and First Language Maintenance and Development; and ATSI action plan. Bilingual SSOs are employed as required for International and EALD students.

Personal Learning Plans (one plans) identify strategies and SMARTAR goals for students eligible for Inclusive Education Support Program (IESP) funding. Additional support is

available 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.

HR and financial resources are allocated to support programs - In-School Psychology, What's the Buzz, Interoception with sensory resources, co-ordinated by the Assistant Principal – Intervention and Student Wellbeing. There is a referral process, driven by data analysis and case management that identifies students for support in liaison with parents.

- **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 linked to the IB Learner Profile.

At Rose Park Primary School, we value student participation and encourage student agency (voice, choice and ownership) and contributions at varying levels of school decision-making. 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, Attendance Policies and Guidelines, Parent Code of Conduct, ICT Agreements and Digital Devices and Mobile Phone Policy.

Teachers negotiate Essential Agreements, 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. All students proudly wear the school uniform. Learner Profile Awards are presented to students and classes at

Assemblies to showcase their learning, acknowledge their efforts and celebrate their academic and sporting achievements.

- **Student Leadership and Agency**

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 6 and 7 students are also appointed as 'House Leaders'.

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.

Student leadership – SRC Executive, Ambassadors, Sports House Captains, Educators, Environmentalists (Waste Warriors) and working groups to address local issues.

- **Special programmes**

At Rose Park Primary School, your child's learning program is based on the unique blending and strengthening of two curricula: The Australian Curriculum and the International Baccalaureate (IB) Primary Years Programme (framework for teaching and learning). There are many opportunities for challenges and to involve students in areas of interest beyond the classroom:

- Debating and Chess training and competitions
- First Language Maintenance Development (FMLD) Program in Mandarin & Vietnamese
- Instrumental Music, Concert Band, String Ensemble, Winter Concert, Festival of Music Choir
- STEM challenges and Digital Competitions
- Garden Program
- Premier's Reading Challenge
- Premier's Be Active Program and SAPSASA
- International Education
- Primary Maths Association (PMA) Challenges
- Burnside City Council Projects

3. Key School Policies

The School's policies and agreements, aligned with the policies of the Department for Education and the International Baccalaureate Organisation, can be found on the school website.

Rose Park Primary School is part of the Central East Partnership which includes 12 preschools, primary and secondary school sites in the Eastern suburbs of Adelaide.

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

School Priority areas include Site improving Writing and Reading, as well as the implementation of the essential elements of the International Baccalaureate.

Literacy Goal 1: Increase student achievement in Writing - R-7 including students within the High Bands Strategy.

Literacy Goal 2: Increase student achievement in Reading - R-7 including students within the High Bands Strategy.

Increase Learners' Literacy and Numeracy Achievement through consistent implementation of whole school agreements. Each teacher will embed formative and summative assessment and moderation practices and use data to inform differentiated teaching practices in Big 6 reading and writing (functional grammar).

Each teacher will track and monitor the progress of six identified students to accelerate their writing and reading achievement into the high bands utilising the PLT structure to strengthen pedagogical practices (Guide Books, Progressions), reflect on teacher impact, inform student SMARTAR goals and next steps in learning.

Whole school literacy is supported by a Literacy Coach and mentor program aligned with partnership priorities. Brightpath/EALD and reading intervention strategies are shared across the school.

Whole school focus on IB inquiry and PYP learning – Deputy Principal is responsible for aligning the AC and IB with Managebac planning tool and to monitor IB Actions and Strategic Plan.

IB PYP Strategic Plan Goals 2021

Goal 1: To engage all students in learning through the International Baccalaureate Primary Years Program

Goal 2: To undertake a whole school learning community inquiry into the Standards and Practices to evaluate our success of the implementation of the IB PYP and to inform future actions.

Recent key outcomes:

Literacy: Phonics 2020: year 1 - 78% met SEA (28 or higher);

Writing 2019 HB: year 3 - 75%; year 5 – 38%; year 7 – 51%

Reading 2019 HB: year 3 – 74%; year 5 – 51%; year 7 - 54%

4. Curriculum

- **Subject Offerings**

All teachers plan, program, assess and report using the framework of the International Baccalaureate and the Australian Curriculum in the learning areas of English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages.

Our specialist programs include: Performing Arts – Dance, Music and Drama; Technologies; Physical Education; Science and Languages – Japanese. We focus on a culture of inquiry and gaining an international perspective through the IB transdisciplinary themes to support IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

- **Special needs:**

In consultation with the Assistant Principal (Support Services and Wellbeing), the classroom teacher, SSO and family, One Plan goals are co-created to personalise learning and target teaching to engage individuals and small groups of students (with disabilities, learning difficulties, Aboriginal and Torres Strait Islanders - ATSI, Gifted and Talented, Students in Care – under the guardianship of the Chief Executive of the Dept for Child Protection).

An early years' intervention programme (Initialit) supports students with their literacy development and MacqLit provides support to students at risk in years 3-7.

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 as the need arises.

- **Special curriculum features**

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

DfE Instrumental Music Program provides tuition in strings, brass and woodwind, with band practice opportunities.

- **Teaching methodology**

All students participate in the International Baccalaureate Primary Years Programme, which incorporates the pedagogical practices of inquiry, higher order thinking skills, problem-solving, investigations, collaborative, active learning, play (Early Years) and project work. Teachers collaboratively plan IB units of inquiry in year level teams. We are committed to incorporating Student Agency, Key Competencies and General Capabilities, IB key programme elements and a strong focus on Literacy, Numeracy.

Year 4 – 7 students participate in a bring-your-own-device program (Chromebook) and access a range of online learning tools such as Google Drive, Classroom, blogging sites and

wikis to access and share learning activities. Cyber safety is an integral part of Health and Child Protection Curriculum with students and parents signing a digital devices user agreement annually prior to Chromebook access. Reception to year 3 students have access to laptops and ipads. The Assistant Principal – Innovative Pedagogy and Digital Technology works with IT technicians and ICT committee to ensure the continual management and updating of IT infrastructure, software and hardware.

- **Student Assessment Procedures and Reporting**

Rose Park has a range of ongoing formative and summative assessment strategies:

Phonics Screening in Year 1 (collected annually)

InitialLit Early Years data (collected each term in Reception to Year 2)

Running Records in Years 1 and 2 (collected at end of term 1 and 3)

NAPLAN Literacy and Numeracy (collected annually in years 3, 5 and 7)

R-7 ACER testing PAT R and PAT M (collected annually)

Language & Literacy data (collected annually)

Brightpath Writing (collected twice per year)

Students' academic results are recorded on Scorelink and this data is analysed by the Leadership and Professional Learning Teams to identify students requiring additional support and monitoring.

Term 1 – An Acquaintance Night for parents and teachers in Week 3 followed by parent/teacher interviews at the end of the term

Term 2 – Mid-year progress written Student Reports are available online via Sentral parent portal

Term 3 – A PYP Exhibition event is a forum for presenting student-led inquiry. Students in their final year share their learning through a 'Personal Interest Project' expo. Student-led conferences also take place as an opportunity for students to reflect with their families on learning as demonstrated in their portfolios.

Term 4 – In weeks 7 and 8 teachers prepare end of year records to support transition of information to the next year level and in the last week of the term

In the final week of the school term, end of Year written Reports and Portfolios are sent home.

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

RPPS Whole School Agreements in Literacy, Numeracy, Assessment, Intervention and Data Collection will be created for consistency.

- **Joint programmes**

Burnside City Council and Library

Liaison with University of South Australia, Flinders and Adelaide Universities for highly proficient teachers to mentor pre-service teachers.

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. We offer a large number of out of hours school sports teams, depending on parental and staff support. After-hours sports include netball, cricket, AFL football, and soccer. Students have the opportunity to participate in School Sport SA (formally 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. R- 5 students attend Swimming classes once a year for a one-week and Years 6-7 engage in Aquatics programs. Each year we have a Sports Day with a focus on skills and a variety of activities. PE Week is celebrated annually with school community be-active events.

6. Other Co-Curricular Activities

The extra-curricular activities are varied and an important way for students to try new skills and become involved in the wider school community. Instrumental music is offered to students from Year 4. Students have the opportunity to participate in the school concert band and string ensemble. Students can take part in choir (Years 5/6/7 - Festival of Music), Winter Concert, Oliphant Science Awards, Australian Mathematics Competitions and ICAS Competitions, Chess Club, and Debating (Years 6/7).

School events include: Acquaintance Night, Harmony Day, participatory Sports Days, annual swimming lessons, Swimming Carnival (Years 3 – 7), Open Classes, Science and PE week, Mothers, Fathers, Grandparents' Days, Book Week, Book Fair, Reconciliation Week, Science and Physical Education Weeks, Burnside Council and community projects, various cultural celebrations and R-7 end of year concert. Camps occur in years 3-7 with excursions and incursions aligned with curriculum topics.

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, 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, and with Rose Park Preschool kindergarten and Central East Partnership sites.

7. Staff (and their welfare)

- **Staff profile**

A balance between permanent and contract teachers with a range of early career and experienced Step 9 teachers. Half of the teaching and SSO staff are permanent employees. SSOs provide administrative, financial, Library and student intervention support, and groundsperson/maintenance. Contract positions are utilised for curriculum intervention as IESP funding provided for student support, and for IT technicians.

- **Leadership structure**

Currently consists of Principal, Deputy Principal 0.6 International Baccalaureate; two Assistant Principals – Intervention and Student Wellbeing 0.8; Innovative Pedagogy and Digital Technology 0.6; one Senior Leader Literacy and EALD 0.4. The leadership team is committed to providing leadership and mentoring opportunities to build teacher capacity and to address school priorities. Personnel Advisory Committee (PAC) supports whole school decision making which is consultative.

- **Staff support systems**

The school has a commitment to collegial learning, open communication, mutual support and high expectations of all. Staff work in collaborative teams (PLTs) aligned with our SIP and IB strategic goals focussing on learning design, formative assessment strategies, moderation, 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 in Managebac) and share knowledge, expertise and skills in PLTs and weekly staff meetings. A structured agenda enables staff to share administrative and professional learning information, make decisions, and to learn and share in small groups. Staff members have responsibility for curriculum budget areas.

SSO team members have allocated meeting times.

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. Employee Assistance Program and wellbeing literature are offered to all DfE employees.

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.

- **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. Teachers write individual personal learning plans (One Plans) for students with specific needs and interventions that are shared with parents/carers annually. One Plans are reviewed formally twice a year with class teacher, specialist teacher, Intervention leader, SSO and with parent involvement. SSOs are used for Early Intervention programs and classroom support and specific 1:1 and small group 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

- **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 (PDP) aligned with DfE, Central East Partnership and RPPS Improvement priorities and professional development opportunities. Opportunities are provided for staff to further their career aspirations and learning in accordance with the SIP and their own Performance Goals.

A range of informal and formal DfE Performance and Development processes and documentation are used to ensure that staff are able to reflect, monitor and improve their

performance. These include professional conversations, line management meetings, peer planning, lesson observations and evidence of student achievement. Line Managers/ Mentors provide written PDP feedback to staff at 6 and 12 month intervals. 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 keep a learning log of professional development.

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.

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.

- **Travelling time**

Ten minutes from CBD

- **Designated schools benefits**

Working in a pleasant well-resourced environment.

9. School Facilities

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

- 2017 - Toilet block, Upper Primary playground and staff kitchen in the Potts building upgraded.
- 2018 - Junior Primary playground, Room 24 classroom, Staffroom upgraded.
- 2019 - Green Thumbs area, OSHC kitchen (Theodore building) upgraded.
- All learning spaces and Resource Centre have Interactive TV/Whiteboards.
- All indoor learning spaces have heating and cooling.
- Our outdoor grounds are continually undergoing improvements to enhance the learning and play environments for children.

- **Specialist facilities and equipment**

R-7 Specialist facilities to support the curriculum include the Resource Centre, iCentre for Information Technology, Science, Music – Performing Arts Room, Japanese room, Hall/Gymnasium.

- **Student facilities**

The Canteen provides a healthy lunch menu five days a week, Resource Centre, Performing Arts, Gymnasium. Student Executive, SRC (student voice R-7) and Governing Council focus on improving school assets and facilities. Special lunch days and fundraising events.

- **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 in the school. All classes have access to interactive TV/whiteboards, digital devices with e-mail and internet access.

- **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 Adelaide Metro buses are used for excursions.

10. School Operations

- **Decision making structures**

A school Decision Making Policy based on a democratic model identifies processes for maximum participation. Leadership team and staff collaborative plan and monitor the implementation of SIP priorities based on analysis of data. Staff structures include staff meetings – include administration, professional development and Professional Learning teams. Personnel Advisory Committee (PAC) and staff consultation encourages active participation and engagement with site decisions. Student SRC processes complement school decision making.

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.

- **Development and sharing of publications**

A school newsletter is distributed electronically every three weeks via our school webpage. Staff communicate regularly with parents through various forms: phone calls, face to face meetings, google meet, Seesaw and emails. The RPPS Communication Policy outlines procedures and expectations. Admin staff communicate regularly with families via Edsmart, Schoolbag for excursions, notifications of events and Sentral for Attendance.

All new parents learn about the school via a Parent Handbook, school webpage, school tours with the Principal, 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.

Staff are issued with a handbook and Back to School pack. Communication within the school is through the announcement section on Sentral, emails and through staff and year level meetings. Our Sentral Calendar supports staff with communication, events and meetings at our site. All staff members are encouraged to post information as the need arises. Agendas and Minutes of meetings are stored on google drive for access by all staff.

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

- **Other communication**

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

School website: <https://www.roseparkps.sa.edu.au/>

School email: dl.0169.info@schools.sa.edu.au

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

- **School financial position**

Finances are monitored by the Finance Committee. Parent fundraising and hire of School facilities provide valuable additions to the school budget. The school is supported by parents through school fees and tax-deductible donations for building funds. Finances comply with checklists and are regularly audited.

- **Special funding**

Nil (Category 7 school)

11. Local Community

Rose Park Primary School is a zoned school. The school community is reflective of the diverse community with approximately 57 cultural backgrounds.

- **Parent and community involvement**

The parent community has high expectations and parents actively participate in school both formally and informally. We value and encourage parent and community participation. Parents are involved in all aspects of school life and are actively encouraged to support classroom activities, Library, Kitchen Garden programs, sports coaching, excursions etc.

All volunteers are to complete the on-line Reporting Abuse and Neglect (RAN) 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 RPPS 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 are enacted through our RPPS School Community Code of Conduct to promote ethical behaviours and positive partnerships between members of our school community. An informed and active Governing Council of parents and staff contribute to site improvement initiatives and support a successful OSHC program.

Parents and Friends Committee meets regularly to organise various functions. Parents and class representatives are encouraged to become involved in class programs and school activities.

- **Feeder or destination schools**

Rose Park Primary School intentionally plans for successful transitions with a range of site structures and processes to support all children and families to experience successful transitions.

Transition from prior-to-school settings to primary school: Transition experiences include school tours, orientation visits, open-to-play sessions, visits to local kindergartens, sharing child portfolios, library and buddy class experiences and a parent information session. Feedback is sought from families regarding transition process and is incorporated as part of an improvement process. Kindergarten and school staff meet to discuss curriculum, students, student learning and pedagogy. School teachers also read prior-to-school reports and recommendations for students requiring extra support as per One Plan considerations.

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

Transition between year levels and schools: The year 6 and 7 transition to High School is centrally co-ordinated by the Department for Education. Rose Park Primary School disseminates secondary school information such as school tours to parents via the school newsletter and email. Year 6 and 7 staff receive student information forms requesting relevant information to ensure a smooth transition process. 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**

Pakapakanthi (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