

# SCHOOL CONTEXT STATEMENT

Updated: 06/18

(This document is designed to support teachers interested in applying for positions at KPPS. Parent information is available on the school website and in our information packs.)

**School Name: Kidman Park Primary School & Disability Unit**

**School Number: 0996 / 7747**

## 1. GENERAL INFORMATION

Schoolname : KIDMAN PARK PRIMARY SCHOOL  
School No. : 0996 Courier : Western Adelaide  
Principal : Mr John Clarke  
Postal Address : Dean Avenue, Kidman Park 5025  
Location Address : Dean Avenue, Kidman Park 5025  
District : Western Adelaide  
Distance from GPO : 8 kms Phone No. : 08 8353 2444  
CPC attached : NO Fax No. : 08 8235 1357

	2015	2016	2017	2018 (Feb)
July FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.	14.2	18	16.8	17.8
Reception	51	50	65	67
Year 1	46	52	54	67
Year 2	52	45	53	57
Year 3	65	49	48	58
Year 4	57	68	54	48
Year 5	52	63	66	60
Year 6	56	49	58	70
Year 7	43	57	43	62
<b>TOTAL</b>	<b>436.4</b>	<b>451</b>	<b>457.8</b>	<b>506.8</b>
July total FTE Enrolment				
Male FTE	222	227	234	252
Female FTE	213	223	223	254
School Card Approvals (Persons)	70	66	23	87
NESB Total (Persons)	151	90	171	102
Aboriginal FTE Enrolment	8	11	16	16

## ENROLMENT TRENDS

Enrolments at the school continue to grow, with numbers predicted to remain stable for the next few years. The school community believes the current size of the school meets the needs of the local community. There are no plans for the school to expand in size.

The school has a Priority Enrolment Area and any student living in this area will have a place at the school. A large number of students also enrol from outside this area. Currently, places are based on when an expression of interest was lodged.

## **STUDENT PROFILE**

KPPS students come from rich and diverse cultural backgrounds that represent the broader community all adding depth to the school's learning community. The school still represents its strong Greek and Italian heritage when the surrounding area was market gardens.

- Over 30 different languages spoken at home
- 3.5% of students identify as ATSI
- School Card holders constitute approximately 17% of the school population
- 8% of students have been identified in having a disability across the school with a large number also identified with learning difficulties
- Students travel from 56 suburbs to attend the school

## **2. STAFF**

### **LEADERSHIP & FOCUS TEACHER POSITIONS**

- Principal: John Clarke
- Deputy Principal: Amanda Walker
- Coordinator B1: Learning Centre Students with Severe Multiple Disabilities
- Coordinator B1: STEM and Connected Curriculum Focus
- Focus Teacher: Numeracy
- Staff take on other responsibilities for key programs and priorities

### **CLASSES**

Learning Centre: 2 classes  
School: 18 classes

### **TEACHING ROLES**

- 22 Class room teachers
- 0.6 Special Education
- 0.8 Resource Centre
- 0.4 EALD
- 1.0 Japanese specialist teacher
- 0.6 Performing Arts specialist teacher
- 0.6 PE specialist teacher
- 0.8 Wellbeing teacher

## **SSO ROLES**

Admin	4 admin staff members
Student Support (school)	8 student support staff members
Student Support (unit)	9 student support staff members
Technician	1 ICT technician
Grounds	1 groundsperson
Health Support Officers	7 staff members (part time)

## **OTHER ROLES**

- 1 Conductor (disability unit) Principles of Conductive Education
- Pastoral Care Worker 2 days per week

## **STAFF TEAMS**

Staff teams drive the delivery of the curriculum, student learning and general organisational routines at KPPS. Staff work collaboratively to plan, improve our school, team teach, achieve goals, provide feedback and to reflect on success. Some teams also break into sub teams for planning and curriculum development. All teams meet at least weekly and for teachers common NIT lessons are provided.

Teacher teams –

- Early Years
- Primary Years
- Middle Years
- Specialist Team
- Learning Centre

SSO teams –

- Learning Centre
- Student Support
- Administration

# **3. SCHOOL OPERATIONS**

## **DECISION MAKING**

- The school has a decision-making policy and procedures.
- Management of the school is based upon a collaborative model with several groups participating in the decision-making processes. This includes:
  - Leadership Team
  - Learning Teams
  - PAC

- Development teams linked to minor school priorities and activities
- School Governing Council and Sub Committees

## **MEETINGS**

- Teams play a critical role in the development of the school
  - Staff meetings are usually held fortnightly after school Tuesdays. Training and Development is the key priority for meetings (3:30-4.30pm).
  - Teacher learning teams meet weekly after school on a Monday (3:30-5pm).
- Leadership Team consisting of school leaders and focus teachers along with a representative from key teams (if not represented by a focus teacher) meet twice times per term to look at whole school planning and key projects.
- PAC meets three times per term
- The Learning Centre team of both teaching staff and SSOs meet every Monday after school.
- Other SSO teams –
  - The Student Support team meets fortnightly on a Tuesday afternoon
  - The Administration team meets 3 times per term on a Wednesday after school.
- Other groups (like OH&S) or project specific teams meet as required

## **STAFF COMMUNICATION**

- Key staff communication occurs via –
  - Learnlink – email and daybook
  - Impromation – calendar/planner
- All staff members have a pigeon hole

## **PARENT COMMUNICATION**

- A weekly update is shared via Skoolbag to parents every Tuesday. The update promotes future events and activities. It is designed to be a simple and efficient update of school events to the wider community.
- Twice a term a newsletter is shared with the community. This newsletter celebrates school events and activities that have occurred. Where possible, information is student or class driven.
- Classes are currently trialling Seasaw to communicate student learning with parents.
- Detailed school information is sent home at the beginning of every term outlining school, team and class priorities, activities and expectations.
- All classes have learning intentions and other key information that is displayed next to classrooms for student and parent information.

Learning Intentions are updated fortnightly. Students generate their own Learning Intentions based on both testing and feedback.

- A parent pack is sent home at the beginning of the year.
- Staff email addresses are shared with parents to assist prompt and regular communication.

## **POLICIES**

- All policies are available for staff on the staff drive and are given to staff as a part of their induction.

## **4. PERFORMANCE DEVELOPMENT**

The school has a performance development program based on:

- Department for Education guidelines
- The school's Site Improvement Plan reflects both Department for Education & Partnership priorities
- Plans are developed collaboratively as a part of teams or sub teams. Teams then support each other to grow and develop as professionals.
- Meetings with teams occur during the year to reflect on progress. Team meetings are used to review success and update plans. Feedback is provided by leadership team members and peers.
- A variety of T&D opportunities are available for all staff members.
- Performance Development is seen as a collaborative and supportive process.

## **5. KEY PROGRAMS**

### **LEARNING CENTRE – for Students with Severe Multiple Disabilities**

The school has a Unit for students with severe multiple disabilities. Learning Centre students are all aligned with a peer class thus taking part in some lessons with their mainstream peers and are a part of all school events.

Enrolment in the Learning Centre is via the central Special Class Placement Process. Further information is available from the Learning Centre Coordinator.

### **CONDUCTIVE EDUCATION**

The Unit has a specialist program based on the Principles of Conductive Education, which is supported by a Hungarian trained Conductor. Conductive Education is the core pedagogy for the unit. Families move from interstate for their child to be enrolled in the unit.

Conductive Education programs are also provided for mainstream students. A small group of students enrol at the school to participate in Conductive Education one day per week. The Principles of Conductive Education are woven into all aspects of unit programs.

## **INFORMATION AND COMMUNICATION TECHNOLOGIES**

The school has a strong ICT focus. Previously the school was a part of the Microsoft Partners in Learning program and therefore has a strong focus on 21<sup>st</sup> Century Learning Design. 21CL has been mapped against the Australian Curriculum General Capabilities and used to report student attitudes and capabilities to learning in reports.

The school has an extensive range of hardware that includes PCs, laptops, iPads and other devices to ensure all students have access to key technologies.

All teaching areas either have an interactive whiteboard (currently being phased out) or a large touch screen television.

The school has a variety of agreements for software. This can vary from year to year depending on need.

## **THE SHED**

The school has a dynamic program to support both students with disabilities and learning difficulties in mainstream classes.

The focus teacher and support staff use a variety of different programs and strategies to improve learning outcomes for students. Support is provided in classrooms in collaboration with class teachers. Improved learning outcomes are the responsibility of all staff and so a team approach is used to support students.

Programs are negotiated with staff, students and parents and documented in the student's Negotiated Education Plan or Learning Plan. A large number of students have plans.

Staff have completed extensive training to support ASD students. Due to the skills of our staff the school has developed a reputation for successfully supporting ASD students.

Key programs focus on literacy and numeracy skills, money programs, coordination, social skills, keyboard skills and more.

## **STUDENT SUPPORT**

Coordination of support programs across the school occurs at regular Student Review Team meetings. Key school personnel and region support staff (including; psychologists, disability coordinators, attendance counsellors, social workers, speech pathologists and interagency staff) work together to review staff and parent concerns around both learning and social issues. Strategies are then discussed and (where possible) support put into place to improve student learning outcomes. Our SRT meetings are currently under review.

## **WALKER LEARNING APPROACH**

The Walker Learning Approach is an Australian designed teaching and learning approach (pedagogy) that authentically personalises learning and is developmentally and culturally appropriate. Learning is real, relevant and meaningful for all children regardless of their age, culture, family context, socioeconomic background or geographical position. The WLA has been developed over 20 years using an action research model. It places the child at the centre and utilises developmental psychology and biology alongside cultural and environmental influences as its

pedagogical platform and the basis for practical application across the Australian setting.

The key principles that guide WLA practice are that:

- All teaching is intentional.
- Not all children are ready to learn the same thing at the same time in the same way.
- Children's interests are used not for the interest alone, but as a catalyst for engagement.
- Children's interest, culture and context are respected and used as a springboard to facilitate further understandings and skill development in all areas of learning including literacy, numeracy, the sciences, the arts, language, cognition, social, psychological and emotional development.
- Child development is used as a basis for guiding practices as well as the principles of culture, community and family.
- Learning is personalised and uses the children's interests alongside additional exposure and concepts and experiences for children to explore their world, concepts, skills and environment.
- The process of learning and skill acquisition is valued - not just, or always the focus of the end product.
- Intrinsic (not extrinsic) motivation is valued and embedded in practice.
- The adult / child relationship is highly valued and the relationship itself is a scaffold in the learning alongside the child.
- Relationship with child, family and community are integral components of the approach.
- The WLA does not require topics or themes but does include opportunities for teachers to include specific concepts.
- Child development is used as a basis for guiding practice.
- Relationships are developed and deepened through a range of key practices including Focus Children
- Learning is real, relevant and meaningful and is contextual to the child, family and community

## **CONNECTED CURRICULUM**

Students and teachers have been involved in co-designing a connected curriculum approach across the whole school. By implementing this approach to our planning this year we are looking to provide connections for students so they are able to transfer their learning in an interdisciplinary format. For example concepts learned in Science can be applied to HASS, English can be used to communicate ideas which are directly related to technological ideas, coding can be used to solve a

geographical problem etc. By uniting areas of the Australian Curriculum under big questions and their subsequent big ideas we enable students to use critical and creative thinking to provide deeper, richer learning experiences across many areas of the curriculum. By linking these big ideas to dates/events that are important to the local and wider global community we can provide greater community engagement and purpose.

## **THINKING SKILLS CONTINUUM**

SHIP methodologies are an important part of our teaching at KPPS.

The school has developed a 'Thinking Skills Continuum' with explicit skills to be taught across all year levels (e.g. Debono's 6 Hats, Tony Ryan's Thinkers Keys etc).

The continuum has been built into our unit planner and should be used as a part of our Connected Curriculum. The planner also includes a number of templates to assist staff.

## **EXTENSION PROGRAMS**

A variety of extension programs are regularly offered. Programs are provided by staff, parents and external providers. A few are fee paying activities. Programs offered are dependent upon parent and staff expertise and time.

Programs can include: Maths Challenge, Debating, Robotics, Choir, Chess, Piano, and ICAS Exams

## **STUDENT WELL BEING**

The school provides a strong learning and support program for students in relation to their social and emotional well being.

This includes:

- The Joy Project – based on the work of Amanda Gore and her book 'Joy is an Inside Job'. All students participate in lessons in the PEARLS room. Classes engage in a number of themed activities each term. The Joy Action Team runs a number of activities in the yard and at times, there's whole school special events.
- PEARLS lessons
- Pastoral Care Worker
- Positive Education teacher
- Social skills programs
- Circle Time/class meetings – for classes to provide feedback, receive feedback about school issues and to discuss key topics in relation to well being. Circle Time creates an opportunity for classes to understand where a student's 'emotional thermometer' is at, at any given time.
- Restorative questions provide a key foundation for the resolution of all issues.
- To support emotional intelligence and thus grow confident and robust students, key optimism programs are taught across all teams.



## **AFTER SCHOOL SPORT**

KPPS has a strong after school sports program. This program is coordinated by a staff member in collaboration with our Governing Council. The school averages 16-18 sports teams per year.

Sports vary from year to year depending on the availability of volunteer coaches.

Current sports include:

- Soccer (played on Saturday mornings at West Lakes)
- Basketball (played at St Clair)
- Netball
- T-Ball
- Kanga Cricket

## **STUDENT VOICE**

The school provides a variety of opportunities for student leadership, engagement and opportunities to have a voice in the direction of their school.

### **Leaders**

The student body has 4 school leaders elected by all students during term one. The student leaders coordinate and organise a variety of activities and events during the year.

### **Team Captains**

Sport Team leaders are elected during term two from middle year's students. These leaders then coordinate a whole school encouragement competition during term three leading up to sports day at the end of the term.

### **Class Meetings/Circle Time**

Regular meetings focus on well being and class issues. Students are empowered to lead meetings and take responsibility for decisions.

### **Student Action Teams**

A variety of action teams are established each year. Around 60 students participate in teams with the assistance of staff members. Teams include –

- Multi Media Action Team
- Connected Curriculum Action Team
- STEM Action Team
- Joy Action Team
- Community Involvement Action Team
- Sports Action Team
- Grounds Action Team
- Sustainability Action Team

## **MAJOR EVENTS**

To provide a diverse, challenging and engaging curriculum (and learning environment) for students, the following key school events happen regularly at KPPS.

- KIDMAN'S GOT TALENT – A student organised talent contest over a period of weeks with the final held on the last day of term two.
- SPORTS DAY – Held on the last day of term three.
- KIDMAN CELEBRATES – End of year performance. Currently held at the Christian Family Centre on the last Wednesday evening of the year.
- CONNECTED CURRICULUM EXPOS – Showcase of student work to the community at the end of each term.
- CONNECTED CURRICULUM LAUNCH ASSEMBLY – student action team led, interactive introduction to each term.

## **6. CURRICULUM**

### **AUSTRALIAN CURRICULUM**

The school currently teaches, assesses and reports in all areas of the Australian Curriculum.

There is a strong focus on literacy and numeracy. Other subject areas are taught as a part of the Connected Curriculum or as a Specialist NIT subject.

### **SPECIALIST SUBJECTS**

#### **Japanese**

Japanese was introduced to the school in 1996. Foundation students participate in one 45 minute Japanese lesson whilst other classes are involved in the Japanese language course for 90 minutes per week.

#### **Physical Education**

Students are offered a wide choice of activities and sports, SAPSASA involvement in athletics and out of school sports such as basketball, soccer, cricket and softball. Specialist NIT PE lessons are run on Tuesdays and Wednesdays. The PE teacher is released an additional .1 to promote and organise out of school sports and general sports activities.

#### **Performing Arts**

All students participate in a 45-minute performing arts program that includes; dance, drama, music and performance skills.

## **PEARLS (Positive Education)**

F-5 students participate in a 45 minute Positive Education lesson each week in the PEARLS room. Years 6 and 7 students participate in a 90 minute session per week. Lessons are based around the work of Amanda Gore and her book 'Joy is an Inside Job'.

## **ASSESSMENT & REPORTING**

### **Assessment**

The school uses MARKiT and REPORTiT (online tools) to collect student achievement data and to then electronically collate the data and report to parents. Regular tracking of student achievement occurs during the year and collaborative data is reviewed in either teams or sub teams.

All staff are required to track the progress of a cohort of students that represents the diversity of the class. Learning Plans are developed for these students and their progress tracked. This includes tracking the needs of students who need to be stretched.

All students with learning difficulties also have clearly documented learning plans. Staff and/or students are supported to develop SMARTER goals by either our Special Education Teacher or our EALD teacher.

The school uses a continuing review process. Online tools like NAPTracker, PATTracker and MARKiT assist the collation and interpretation of data.

## **REPORTING TO PARENTS**

Monitoring student progress is continuous so teachers place a high priority in meeting with parents on a regular basis. Teachers formally meet with parents;

Term One – Acquaintance Night

Term Three- Formal student led interviews at the start of the term (not long after reports have been distributed)

Parents can also request interviews at the end of terms one and four.

Reports are sent home at the end of terms two and four. The school uses online tools to both collect student achievement data and to report to parents. A consistent approach is used across the school.

## **8. SCHOOL FACILITIES**

The school is divided into several key teaching areas based around learning teams.

### **MAIN BUILDING**

Double storey brick building (constructed 1967)

- Ground floor - Administration Area including Staffroom, Japanese Room, Meeting room, Special Education office and the Unit for Students with Severe Multiple Disabilities with a lift at the end of the building.
- Upstairs – Middle Years, 6 classrooms and a number of flexible learning areas refurbished during 2018 as a part of STEMWorks.
- Attached to the main building is a large work area and kitchen used by both the Learning Centre and OSHC, PEARLS room, covered verandas, canteen and sports store room.

## **SOUTHERN UNIT**

Large 1979 constructed red brick open plan unit.

- Early Years - The unit has been divided into a variety of team teaching learning areas. This includes 8 key teaching areas, making areas, offices, storage areas, a kitchen and music room. The unit was refurbished as a part of STEMWorks during 2017.

## **PORTABLES**

2 Transportable Buildings

- Primary Years – 5 large teaching areas

## **HALL**

- Multipurpose hall includes storage for sports equipment, stage, kitchen and disabled toilet.

## **RESOURCE CENTRE**

- Large learning space including a technology area, office and storage areas

## **GROUNDS**

- The school has outstanding grounds (generally recognised as the best in the area) that include a variety of play areas, relaxation areas, shade and learning areas. This includes a wheelchair accessible Liberty Swing.

## **9. GOVERNING COUNCIL**

The school has a well-informed and energetic Governing Council. Members are involved in the decision-making process regarding the management of the school.