

# SCHOOL CONTEXT STATEMENT

Updated: 07/24

School Name: Kidman Park Primary School & Disability Unit

School Number: 0996 / 7747

**Our Vision-** At Kidman Park Primary School, we aim to provide an inclusive, engaging, and challenging school that supports learners to aspire to take risks, embrace change, and achieve their full potential.

**Our Purpose-** Our purpose is to foster creativity, knowledge, and skills for the 21st century, enabling our learners to be empowered, resilient, and informed global citizens.

**Our Values-** To achieve this, we expect our community to follow our school values:

- Be Respectful -We respect and care for ourselves, others, our community, and our world.
- Be Responsible-We are responsible for what we say, what we mean and what we do
- Be Grateful-We show gratitude and create positive connections by understanding our needs and the needs of others.
- Be a Learner-We achieve our personal best for ourselves, for others, and for the future.

Our pedagogies and practices have evolved over time. We are well known for offering a variety of rich and diverse programs, focusing on the development of the whole child through our inquiry-based learning which in the Early Years is play-based, then moves to project-based work in the Primary and Middle Years.

# 1. GENERAL INFORMATION

Schoolname	: KIDMAN PARK PRIMARY SCHOOL	Courier	: Western Adelaide
School No.	: 0996 / 7747		
Principal	: Mrs Amanda Walker		
Postal Address	: 13 Dean Avenue, Kidman Park 5025		
Location Address	: 13 Dean Avenue, Kidman Park 5025		
District	: Western Adelaide		
Distance from GPO	: 9 kms	Phone No.	: 08 8353 2444
CPC attached	: NO	Fax No.	: 08 8235 1357
		Email	: dl.0996.admin@schools.sa.edu.au

		2021	2022	2023	2024
July FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.	16.6	13.6	16.8	14.8
	Reception	70	71	61	72
	Year 1	92	62	72	63
	Year 2	63	87	62	71
	Year 3	70	59	83	58
	Year 4	69	65	56	84
	Year 5	56	66	59	57
	Year 6	59	52	64	59
	Year 7	32			
TOTAL		527.6	475.6	473.8	478.8
July total FTE Enrolment					
	Male FTE	288	256	236	240
	Female FTE	239	218	237	238
School Card Approvals (Persons)		69	60	77	54
NESB Total (Persons)		110	192	190	187
Aboriginal FTE Enrolment		13	12	12	15

## ENROLMENT TRENDS

Enrolments at the school are consistent and are 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 and allows us to maintain specialist teaching spaces. There are no plans for the school to expand in size.

## 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. Over 33 different languages spoken at home by our students.

39% have a language background other than English

3.2% of students identify as ATSI

School Card holders constitute approximately 11% of the school population

9.5% of students have been identified in having a disability across the school with a large number identified with learning difficulties.

## 2. STAFF

### LEADERSHIP & FOCUS TEACHER POSITIONS

- Principal: Amanda Walker
- Deputy Principal: Michael Hewitt
- Coordinator B1: Wellbeing leader
- Coordinator B1: Learning Centre Students with Severe Multiple Disabilities
- Coordinator B1: Numeracy Achievement and STEM
- Coordinator B1: Literacy Achievement
- Staff take on other responsibilities for key programs and priorities

### CLASSES

Learning Centre: 2 classes  
School: 17 classes

### TEACHING ROLES

- 21 FTE Classroom teachers (Total 27 classroom teachers)
- 0.6 EALD/ATSI
- 0.6 Japanese specialist teacher
- 0.6 Performing Arts specialist teacher
- 0.6 Health teacher
- 1.0 PE specialist teacher

### SSO ROLES

Student Support (unit)	10 student support staff members
Admin	4 admin staff members
Student Support (school)	9 student support staff members
Technician	1 ICT technician
Grounds	1 groundsperson
Health Support Officers	2 staff members (part time)
ACEO	.4

### OTHER ROLES

- 1 Conductor (disability unit) Principles of Conductive Education
- Wellbeing Support Officer (part time)

## 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 F-2
- Primary Years 3-4
- Middle Years 5-6
- 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
  - Site Improvement Plan 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. Year level teams have some NIT release together for team planning.
- Staff meetings are from 3.30-5pm weekly, an often include a professional Development component.
- PAC meets regularly during the term. Key decisions go directly to staff.
- The Learning Centre team of both teaching staff and SSOs meet every Monday after school.

## STAFF COMMUNICATION

- Key staff communication occurs via
- Learnlink – email
- MS365 Teams – Key communication occurs through Teams to all staff

## PARENT COMMUNICATION

- A fortnightly newsletter is shared via Sentral Parent Portal to parents on alternate Thursdays. The newsletter promotes future events and activities.
- Seesaw is used to communicate student learning with parents by all staff. Primary Years classes also use Google Classroom.
- Term overviews or Statements of Intent are sent home at the beginning of every term outlining learning priorities.
- All classes have learning intentions and other key information displayed. In the Early Years classes Statements of Intent are updated fortnightly. Students generate their own Learning Goals based on both assessment and feedback.
- Parent information is available via Sentral.
- Staff email addresses are shared with parents to assist regular communication.

## 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
- Meetings with staff occur during throughout the year to reflect on progress. Feedback is provided by leadership team members.
- Classroom Walkthroughs and Observations form part of the Performance Development Process.
- 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 most 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.

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. 21<sup>st</sup> Century Learning are 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 Chrome Books, Desktop computers, iPads and other devices to ensure all students have access to key technologies. All students in Years 2-6 are provided with a school Chromebook. F-2 students have access to iPads.

Immersive Technologies encompasses tools including Augmented Reality (AR) and Virtual Reality (VR). These tools provide a dynamic, engaging and interactive learning experience across the curriculum. Incorporating these technologies enhances students' educational experiences and assists them to develop the skills needed for future careers. Our Lumination Learning Lab allows students to solve real-world problems in a hands-on, collaborative and engaging way.

The school has a variety of agreements for software usage as well as online protocols.

## **STUDENT SUPPORT**

The school has a dynamic program to support both students with disabilities and learning differences within mainstream classes and within our Disability Unit.

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 student learning and needs.

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

Key intervention programs include Macqlit, Minilit and Numicon Maths intervention.

Coordination of support programs across the school occurs at Student Review Team meetings. Key school personnel and region support staff (including; psychologists, disability coordinators, 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.

## **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, and 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 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. Our Connected Curriculum is currently focusing on the United Nations Sustainable Development Goals.

## **EXTENSION PROGRAMS**

A variety of extension programs are regularly offered including Stretch Maths and STEM mentors. Programs are provided by staff, and external providers. A few are fee paying activities eg Chess Mates. Programs offered are dependent upon staff expertise, student interest and time.

## **STUDENT WELL BEING**

At Kidman Park Primary School, our wellbeing approach is based on the Berry Street Education Model and Restorative Practices. Both frameworks aim to support mental and emotional health, helping students manage stress, develop resilience and maintain positive mental health. Our approach enhances academic success by creating a positive school climate where students can engage in learning, concentrate better and achieve their full potential. Both frameworks develop opportunities to learn new social skills, promote student agency and build relationships, teaching students effective communication, conflict resolution, empathy and fostering healthy connections with others. Implementing Berry Street and Restorative Practices helps to prevent negative behaviour by promoting kindness, respect and inclusivity, creating a safe and accepting school environment. It teaches emotional regulation and behaviour management, equipping students with strategies to identify and express emotions, make positive choices and reduce behavioural issues.

Additionally, it establishes a foundation for lifelong wellness, providing students with essential skills, coping strategies and self-care practices that contribute to their long-term mental health and resilience. We believe fostering a holistic sense of wellbeing is crucial for our students' success.

Our supports include:

- Full time Wellbeing Leader
- Weekly specialist Health lessons with Positive Education teacher
- Wellbeing Support Officer
- Access to In School Psychology
- Social skills programs such as 'What's the Buzz?'

## **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 18-20 sports teams per year.

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

Current sports include:

- Soccer
- Basketball (played at St Clair)
- Netball
- AFL
- Kanga Cricket



## **STUDENT AGENCY**

The school provides a variety of opportunities for student leadership, engagement and opportunities to have a voice in the direction of their school. This includes a variety of Student Led, Staff Supported 'Student Action Teams'.

### **Leaders**

The student body has 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 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**

Regular meetings focus on local, national and global issues as a part of our Walker Learning Approach. With a goal to support students to become aware of their world. Students are empowered to lead meetings and take responsibility for decisions.

### **Student Action Teams**

A variety of action teams are established each year. Around 70 students participate in teams with the assistance of staff members. Teams include –

- Multi Media Action Team
- Connected Curriculum Action Team
- STEM Mentor Team
- HUB Action Team
- Community Action Team
- Sports Action Team
- Green thumb 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.
- The Event – End of year festival/performance. Currently held on school grounds on the last Wednesday evening of the year.
- KIDMANATHON – Student initiated event.

## 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. All students participate in one 45 minute Japanese lesson 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 occur for all classes. Our Hub SSO facilitates out of school sports in collaboration with the Governing Council.

#### Performing Arts

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

#### Health

All classes participate in a 45 minute Health/Wellbeing lesson each week. Lessons connect elements of the Health curriculum, Berry Street Framework and Positive Education.

### ASSESSMENT & REPORTING

#### Assessment

The school uses a range of tools collect student achievement data and to collate the data and report to parents. This includes using: the Brightpath Platform, Amplify Dibels testing, PAT and NAPLAN Testing, and Online Lexile Levels. Regular tracking of student achievement occurs during the year and collaborative data is reviewed in either teams or sub teams.

Learning Plans are developed for students requiring extra scaffolding/support or stretch. One plan meetings occur yearly, with reviews as needed.

### 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 Two- Formal parent-teacher interviews at the start of the term.

Parents can also request interviews at the end of term two and four after reports.

Reports are sent home at the end of terms two and four. The school uses Sentral Parent Portal to report to parents. A consistent approach is used across the school.

Ongoing feedback is provided to parents via Seesaw and regular communication with parents occurs via email or Seesaw.

## 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, Learning Support office and the Unit for Students with Severe Multiple Disabilities with a lift at the end of the building. The Learning Centre was refurbished during 2021.
- Upstairs – Middle Years, 6 classrooms and a number of flexible learning areas refurbished during 2018 as a part of STEM works.
- Attached to the main building is a large work area and kitchen used by both the Learning Centre and OSHC, Wellbeing 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, flexible learning areas, offices, storage, a kitchen and music room. The unit was refurbished as a part of STEM works during 2018.
- Outside learning areas were constructed during 2021.

### PORTABLES

2 Transportable Buildings

- Primary Years – 5 large teaching areas. Both buildings were internally refurbished during 2021 and are due for more substantial works in 2024-25.

### HALL

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

### THE HUB

- Large learning space including a STEM area, Lumination Studio, Library area, office and storage areas.

### GROUNDS

- The school has outstanding grounds that include a variety of play, relaxation, 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.