

SCHOOL CONTEXT STATEMENT

Updated: 12 August 2019

School number: 1382

School name: Fraser Park Preschool – 7 School

1. General information

Part A

School name : FRASER PARK PRESCHOOL- 7 SCHOOL
School No. : 1382 Courier : Murray/Mallee
Principal : Ms Michelle Kamma
Postal Address : 25-27 Burdekin Avenue, Murray Bridge 5253
Location Address : 25-27 Burdekin Avenue, Murray Bridge 5253
District : Murraylands
Distance from GPO : 80 kms Phone No. : 08 85313090
Preschool attached : YES Fax No. : 08 85310001

March FTE Enrolment		2017	2018	2019
Primary	Special, N.A.P. Ungraded etc.			
	Reception	12.0	8.0	9.0
	Year 1	14.0	11.0	7.0
	Year 2	6.0	9.0	5.0
	Year 3	9.0	7.0	3.0
	Year 4	17.0	12.0	6.0
	Year 5	15.0	15.0	10.0
	Year 6	10.0	16.0	7.0
	Year 7	11.0	5.0	9.0
Secondary	Special, N.A.P. Ungraded etc.			
	Year 8			
	Year 9			
	Year 10			
	Year 11			
	Year 12			
Year 12 plus				
TOTAL		94.0	83.0	56.0
Male FTE		50.0	44.0	30.0
Female FTE		44.0	39.0	26.0
School Card Approvals (Persons)		34.0	20.0	43.0
NESB Total (Persons)		11.0	8.0	8.0
Aboriginal FTE Enrolment		46.0	48.0	33.0

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- **E-mail address:**
Michelle.kamma750@schools.sa.edu.au
- **Staffing numbers:**

Basic teacher allocation	8.00
Special Education	0.4
ACEO	0.5
School Card	0.9
E.S.L.	0.59
Teacher Librarian	0.2
School Counsellor	0.74
F.I.R.	0.13
Mother Tongue	0.20

Preschool 1 FTE and 11.25 SSO hours
SSO's – 120 HPW permanent hours (includes 14 hours grounds).
16 hours per week ACEO.
Literacy & Numeracy and Special Education support (SSO hours) are bought through Budget funds.
- **Enrolment trends**
: Numbers have fluctuated in recent years, in part due to the closure of the meatworks.
There are approx 95% School Card holders, 58% Aboriginal students.
- **Special arrangements**
: Multiple year level groupings have been successful in meeting the varied individual needs of our students and our high transient population.

- *Year of opening*
: Fraser Park Primary School opened in 1975 at the Murray Bridge South Primary School Campus and opened at the present site in 1977.
- *Public transport access*
: Not available.

2. Students (and their welfare)

- *General characteristics:*
Fraser Park Preschool- 7 School is committed to providing a safe, secure, supportive and caring learning environment. Emphasis is placed on student involvement in school decision making and on students taking responsibility for their choices. Examples of student centred programs include: Sharing Circle, Student Forums, formal classroom and yard values based policies, Restorative Justice, and Social Skills programs. Values Education.
- *Care programs:*
The Wellbeing coordinator provides ongoing in and out of class support as well as conducting family workshops. The Wellbeing coordinator facilitates the student referral processes and liaises with town support agencies. In addition the Wellbeing coordinator provides a valued leadership resource.
In 2000 we began a Wednesday morning Breakfast Program. The program averages 45 attendances every Wednesday. This is continuing with strong support from community business donations. There is also toast in class every morning.
- *Pastoral Support Worker:*
The school has 1 Non Denominational Pastoral Support Worker who is available 2 days per week to support students and their families.
- *Student management:*
The Schools Behaviour Code provides a framework for managing student behaviour and creating a safe, orderly, productive and successful learning community. The "School Behaviour Code" describes a range of specific strategies developed to meet the varying needs of students in the school setting and the different needs and expectations of the local community (families, students, staff, wider community and service providers).
APPROPRIATE BEHAVIOUR IS ENCOURAGED WITH THE FOLLOWING: Social skills lessons relating to: Conflict resolution, Harassment, antiracism, peer relationships. Using School behaviours.
Values the Restorative Justice Process is used Preschool-7 and regular Sharing Circles are held, often attended by the Wellbeing Coordinator or Administration staff.
Whole school forum meetings, discuss and decide on issues that affect the student welfare, and on matters where student voice is imperative.
- *Special programmes:*
Accelerated Literacy is a pedagogy Preschool-7. There has been a significant increase in learning outcomes for students since this initiative has been implemented. There is an Accelerated Literacy focus teacher Paula Fahey. The entire school community value and support the Accelerated Literacy process, through Family Partnerships and Governing Council endorsement.

3. Key School Policies

Site Improvement Plan

- Literacy
- Goal 1 : To explicitly teach Oral Language and Vocabulary through international play and play boxes/tables. Preschool-7, target group Receptions.
- Goal 2 : To explicitly teach sentence structure and punctuation using the Language and Literacy Levels as an assessment and feedback tool.
Reception-7, target group Year 4 students.

Community Partnerships for Learning

: Vision statement

Fraser Park Primary School and Preschool provides opportunities for students to achieve academic excellence through student centred learning programmes. We are a community that values learning for staff, students and families. Fraser Park Primary School and Preschool embraces cultural diversity recognises and accepts difference and caters for individual needs. We are committed to developing positive relationships between individuals, families, school staff and community support agencies within a safe, secure and supportive environment. We are proud of our significant number of Aboriginal enrolments and students from multi cultural backgrounds.

Values Education

Fun-Care- Enthusiasm-Respect

Contextual Influences

Fraser Park Primary School and Preschool is situated in the river community of Murray Bridge. The student population come from a wide range of cultures. We pride ourselves in working in partnership with families and the wider community to support personalised learning for all students. On site is located the Learning Together

program which is aimed at developing improved access to programs and literacy skills for families of children 0-3 in the Murray Bridge area. A Learning Together coordinator, Adele Greer has been appointed for the program, which operates independent of the school.

VISION: Learning for the Future

Core Business

Our purpose is to plan, teach and evaluate a balanced curriculum so that each child has the best chance to develop new skills and learnings. Within a happy, healthy and safe environment students will be, creative and able to grow physically, socially and emotionally. Students and their families having direct input into school based decisions.

The National Curriculum provides the framework for programming, assessment and reporting.

Core business is supported by:

- active participation by staff in decision-making
- OHSW structures to facilitate a safe working environment
- team structures that support individual student needs through referral and counselling services and provide intervention strategies where necessary
- collaborative Unit teaching structures and whole school support structures for class and behaviour management strategies
- Active Aboriginal community involvement and Aboriginal Education input and providing Personalised Learning Plans for all students, along with One plans.
- an awareness of the multicultural make up of the student population

Preschool (Pulyeri) Core Business

Developing student skills through a play based curriculum is an essential aspect of Early Childhood learning in the Preschool. Planning for play and providing facilities for play are the central components in developing a curriculum that integrates all levels of a child's development and reflects the guiding principles of the Early Years Learning Framework. This curriculum framework forms the focus for curriculum development.

4. Curriculum

- **Subject offerings**
: Teachers use The National Curriculum as a basis for programming and assessment. The school is focused on an inclusive and balanced curriculum.
- **Special needs**
: A student Review Team consisting of the Wellbeing Coordinator, SSO representative and a class teacher has been established to discuss and plan for student needs especially for students identified as at risk.
All students have One Plans..
- **Special curriculum features**
: Accelerated Literacy, Restorative Justice, Values Based Behavioural Codes of Conduct.
- **Teaching methodology**
: We provide an inclusive curriculum for all students, to address their individual learning needs and provide maximum learning outcomes and personal development opportunities.
Contextual based learning is a high priority. Teachers are encouraged to use critically reflective practices, take risks with methodology and to continually monitor and assess; what works, what doesn't and for which groups of students. Understandings of the practical application of social justice principles are key elements of teaching.
- **Assessment procedures and reporting**
: Individual portfolios are used by all teachers in the school and the preschool to regularly access and report on student progress. This is further supported by Family Evenings and individual interviews. Translators are supplied for NESB students if required.
Students are also involved in self-assessment and families are encouraged to add comments in portfolios.
Student data is collected and monitored regularly. Records of results and recommendations are included in Student folders. Identity Webs for all students.
- Data informs our practice.
- All Students have Personalised Learning Plans, with Teaching Targets.
- Our School Values:
Care Respect Fun Enthusiasm

5. Sporting Activities

: Students participate in regular PE lessons, Sports Days, Inter School exchanges and SAPSASA events.
Coaching clinics, swimming
Jump Rope for Heart
Premiers Be Active

6. Other Co-Curricular Activities

- **Special**
 - : Activities include computing, clubs, which are supported by staff. Other special activities include discos, end of year concert, displays at; Murray Bridge show, local businesses and the Council Chambers.
 - : After School Clubs 3-4 pm Monday, Tuesday, Thursday
- Wednesdays are for whole staff workshops 3.30-5pm.

7. Staff (and their welfare)

- **Staff profile**
 - : Permanent appointments have made our staff stable and skilled ensuring strong sustained community relationships.
- **Leadership structure**
 - : Principal, Wellbeing Coordinator 0.8.
- **Staff support systems**
 - : The Wellbeing Coordinator and Principal support and monitor Behaviour Management issues, Social Skills programs, Affirmative Action programs and contextual based learning. There is a Social committee that organises dinners, BBQ's, happy hours etc.
- **Performance Management**
 - : All staff has regular Performance Management meetings with 2-way agendas. The focus is on student learning outcomes, collection and critical analysis of data, training and development in line with school priorities and personal professional development. Staff uses Performance Management Policy Guidelines as the format for writing up Performance and Personal Plans.
- **Access to special staff**
 - : Speech Pathologist, Hearing Impaired personnel, Guidance Officer, ISBM, CAMHS, DCP, and DFE project officer support are available to support staff in their programs in negotiation with Principal and Wellbeing Coordinator.
- **Morning Meetings**
 - : Morning Meetings held daily from 8.30 – 8.45 to establish routines and improve communication between school adults, to better support learning.
- **Whole School Workshops**
 - : Whole School Workshops every Wednesday 3-30-5 pm to support the development of staff and whole school processes.
- **Other**
 - : Staff are currently working at Level 3 in Occupational Health & Safety.

9. School Facilities

- **Buildings and grounds**
 - : Fraser Park was opened in 1975. The site, of 3.96ha includes hard play areas, oval, tennis courts and car park. The site is attractively laid out and adjoins a Council reserve. The School is in an area of predominantly Housing Trust homes and semi-rural enterprises. The school is almost exclusively DEMAC construction and the teaching areas are open design. A brick Gymnasium/Hall is a valuable resource.
 - Carefully planned expenditure of Asset Management Plan Funding, is gradually refurbishing the school with new carpets, ceilings, lights, painting and additional student facilities, along with school murals
- **Cooling**
 - : All buildings are air-conditioned.
- **Specialist facilities**
 - : There is a well equipped Physical Education room. The Resource Centre is well resourced, with children's books, teacher resources and AV equipment. The library also has 4 computers with access to the Internet. The Resource Centre data is managed by the Bookmark management system and is continually upgraded.
 - There is a Family Centre (Yanun Pulgi). There is a recycling shed and a propagating shed for students to access for environmental education and a school garden.
- **Student facilities**
 - : Information Technology skills are supported by a Computer room with 30 DELL computers set up in a network and linked to the World Wide Web. Students have access to the Internet and have e-mail addresses. A canteen is located in the Administration section of the school and is open daily, managed by SSO's and supported by volunteers.
- **Staff facilities**
 - : Staff room and staff toilets are in the main Admin building. There is also a staff preparation room with computers in the Admin building. Staff have access to the Internet and have individual e-mail addresses. All rooms have easy access to a telephone.
- **Family Centre (Yanun Pulgi)**
 - : For meetings and family support.
- **Access for students and staff with disabilities**
 - : Wheelchair access is available to toilets and units.

- *Access to bus transport*
None: School has an 11 seater bus, to support children's attendance.

10. School Operations

- *Decision making structures*
: Fraser Park values whole school community participation in Decision Making. The Decision Making Policy is continually reviewed and redrafted to meet DFE and school requirements. Roles and responsibilities of formal groups and individuals are clearly defined and a strong emphasis is placed on inclusivity. The Governing Council play an active role in decision making eg Finance, Grounds, Canteen, PAC, Curriculum groups, Student Forum. Fraser Park values open communication between all members of the community. The Governing Council has been restructured to facilitate increased decision making by families.
- *School financial position*
: In 2015 approximately 98% of students were eligible for School Card benefits.
The School is located in a low socio-economic area, and is dependent on Commonwealth and State funds to resource the school. The Global Budget is managed by a Level 2 Finance SSO in collaboration with the Principal and Governing Council Finance Committee. The School Canteen contributes additional funding. School finances are monitored by the Finance sub-committee of School Council and operated through a consolidated account. Staff members take responsibility for Budget preparation and spending in Curriculum areas, using consultative processes to ensure Staff and students needs are met.
- *Special funding*
: Commonwealth and State funds are critical for providing our school with access and participation for all students.

11. Local Community

- *General characteristics*
: Fraser ParkPreschool-7 School's enrolment comes mainly from the urban area of Murray Bridge, with a small component from surrounding rural areas. The Murray Bridge community includes people from Aboriginal, Sudanese, Philippine and other non-English speaking backgrounds. There is a high level of mobility in the community, reflected in the school enrolment patterns.
- *Parent and community involvement*
: The Governing Council is formal structure for family participation.
Families support classes in program delivery, excursions and family members also voluntarily run the canteen along with school staff. The Family Partnership Group are active, meet regularly and contribute to the decisions of teaching and learning.