



SCHOOL CONTEXT STATEMENT Updated: 02/2021

School Name: Fulham Gardens Primary School

School Number: 0934

1. General Information

School Name : FULHAM GARDENS PRIMARY SCHOOL

School No. : 0934 Courier : Western Adelaide

Principal : Mr Tony Varbaro

Band B1 : Ms Kim Aworth Literacy Leaders

Postal Address : Mitton Avenue, Henley Beach 5022

Location Address : Mitton Avenue, Henley Beach 5022

Region : Western Adelaide

Distance from GPO : 8kms

Phone No.08 83563726 Fax 08 82351249 Website www.fulhmgdnps.sa.edu.au

	2017	2018	2019	2020	2021	2022
February FTE Enrolment						
Primary Special, N.A.P. Ungraded etc	8	8	6	8	8	8
Foundation	13	22	21	11	16	7
Year 1	13	16	24	19	14	14
Year 2	16	15	18	22	19	15
Year 3	12	18	18	18	23	18
Year 4	13	14	17	14	20	20
Year 5	13	15	15	15	16	23
Year 6	13	14	21	14	17	14
Year 7	6	15	10	20	14	
TOTAL	107	137	150	133	136	111
School Card Approvals (number)	40					
NESB Total (number)	45	50	50			
Aboriginal FTE Enrolment	2	3	9			

Staffing numbers

:6.92 staff entitlement:.

This includes:

0.27 EALD/ Special Education

0.2 Music

0.2 Japanese

0.2 Dance Drama

12 hours School Pastoral Care Worker

Class structures across the school consist of 5 mainstream composite classes (F/1 2/3 3/4 4/5 5/6). The school also hosts a R-2 Special Options class. Placement into the special class is managed through the Flinders Park Support Services.

OSHC

We have established a before and after school care program. The program is co-ordinated by Happy Haven. Students can be registered online. Information is available from the front desk.

Enrolment trends

Enrolment numbers have been stable with steady growth with young families moving into the area, siblings joining us and an overflow from other sites.

At the end of 2021 all year 6 and 7 students will be enrolled at their local Secondary School. From 2022 Primary Schools will cater for students in Foundation to year 6

Year of opening :1961. Celebrated 60 years of public education in 2021.

Public transport access :Trans Adelaide bus services run directly past the school.

2. Students (and their welfare)

General characteristics

The school serves a community from diverse cultural backgrounds. The student population consists of students with varying backgrounds (school card holders and students of non- English speaking backgrounds). As a school community, we celebrate the diversity as a strength and value the diverse cultural contributions and perspectives.

Care programs

A safe, secure and success orientated school environment offering diverse teaching and learning experiences for each student is strongly promoted. Children have access to a variety of support structures to develop self- esteem, self regulation and respect.

Support offered

:Acknowledgement and recognition of achievement occurs at school assemblies and through the school newsletter. Awards are aligned to the School Values. Students support each other through “buddy class and cross age tutoring” programs and senior students are buddied with younger children. The school also offers a number of programs such as Literacy and Numeracy Intervention and enrichment. The school has a Pastoral Support Worker on site, 2 days a week.

Student management (student expectations)

:Responsible behaviour in the yard and classrooms is promoted through a Student Management policy. We promote personal responsibility which includes reflection, personal planning and counselling as required. Each year classes participate in an induction Social Skills program to revisit key learning areas and focus on:

School values.	High expectations.
Countering harassment.	Countering bullying and cyber bullying.
Problem solving.	Decision making.
Grievance procedures.	Child protection.
Powerful high impact learning	Safe Play
Critical thinking	Creative thinking.

Strategies to promote and reward appropriate behaviours have been developed across the school. Inappropriate behaviour is managed consistently and parents contacted.

Counselling as required is used to support student well being and justice. When required behaviour plans are developed with student and parent involvement.

Student Governing Council/ Student Leadership.

Students are actively involved in decision making. The SGC meets fortnightly to discuss and respond to whole school issues raised during class meetings. This provides a forum for class feedback where matters are raised at a classroom level. Issues raised in SGC are taken to classes, principal, staff, governing council or subcommittees for decisions and action. The SGC executive meets with the Principal following each meeting and reports to the Governing Council each month. Class representatives are elected for the school year and enables students to develop leadership skills. SGC coordinates special days, fundraising events and assemblies.

At the beginning of each year senior students participate in leadership training.

Special programmes

- Stephanie Alexander Kitchen program.
- Student leadership training.
- Intervention and literacy support based on the Three Waves of Intervention.
- English as a second language support.
- Social skills induction program.
- Instrumental music (violin)
- All students in years 5 and 6 learn the Ukelele and are part of the Henley High School collaboration.
- Sporting clinics/ Interschool sport. SAPSASA sport/ Australian Schools sporting and Club connect programs.
- Aquatics and swimming. At West Lakes Aquatic Centre and Thebarton Aquatic Centre.
- All classes are actively engaged in STEM learning that focusses on Science, Technology, Engineering and Mathematics.

3. Key School Policies

Mission :The continuous improvement of learning ensuring all students experience a quality educational program that supports effort and excellence, fosters participation and responsibility and is responsive to changing societal needs.

Vision : Aiming for excellence – Powerful High Impact learning for life

Values: *Successful learning* Including others * Honesty* Respect* Responsibility

Developing a Student centred learning ethos across the school.

Development of Intervention Strategies for students in Literacy and Numeracy.

School development priorities 2022 - 2024

- Quality Teaching and Learning. (adopting High Impact Teaching Strategies)
- Differentiated programming and planning using the Australian Curriculum
- Literacy and Numeracy intervention and intellectual stretch
- Creative and Critical Thinking.
- STEM focus (Science,Technology, Engineering , Maths we include the Arts within this focus.
- National Curriculum
- **DIAF** The school has implemented the DIAF (DECS Improvement and Accountability Framework) as a framework for improvement.
- **TFEL** 'Teaching For Effective Learning"

4. Curriculum

Subject offerings

:Teachers offer curriculum learning experiences and follow the Australian Curriculum.

Special needs

- The school operates a Student Review Team (co-ordinated by our Special Education Teacher) to oversee all aspects of intervention and support for students with identified learning needs. School staff meet with Partnership Support Services to review and plan future action.
- Students identified as Students with Disabilities are supported with specialised programs developed by teachers and a team of highly skilled SSO staff.
- A significant commitment is made to ensure our special education support is cohesive and targeted. SSO hours, additional special education staffing and early intervention initiatives are coordinated and tracked by a student database to focus support and monitor outcomes.
- Teachers work with the Special Education Teacher and parents/ carers to develop One Plans and ILP's with SMART targets established to ensure students achieve intended outcomes.

□ **Special curriculum features**

The Arts is a valued area of learning with a tradition of frequent performances. Our Performing Arts and Media Centre is the hub of visual arts, dance, drama and music.

- Touch screen Interactive Whiteboards have been installed in all teaching spaces.
- A bank of computers is based in the resource centre and classes are equipped with computer pods, ipads, laptops, chromebooks to support student learning and research.
- Teachers have access to laptops for programming and planning and Ipads purchased to make learning more portable.
- We offer specialist Japanese, Music, Digital technology and Dance Drama to all students.
- The school also hosts a special small class for students in years F-2. Placement into the class is managed by the Western Adelaide Partnership support services.
- Students have access to instrumental music (Violin, Ukelele)
- Students participate in a student leadership training

Teaching methodology:

Teachers use a variety of teaching methodologies to support student learning. A major focus has been on differentiated programming and planning to ensure learning programs are targeted and tailored to the needs of students.

All staff are involved in training to familiarise themselves with the implementation of the Australian Curriculum and DfE priorities of Literacy and Numeracy, with an emphasis on High Impact

Sustainable schools

The school is involved in recycling and promotes sustainable practices related to energy and water saving. We recycle cans, bottles, newspapers and a recent project has seen the development of class gardens with links to KESAB and recycling organisations.

Assessment and Reporting

- At the beginning of the year all staff conduct 3 way interviews in which;
 - student goals are shared.
 - information about students from parents is collected and parent expectations documented on a goal sheet.
 - student learning styles discussed.
 - learning program discussed, especially for students with Gifts and talents, learning difficulties and disabilities
 - Student profiles are used by staff to collect and monitor student achievement. Testing at the beginning of the school year provides additional data to inform staff with regard to intervention and extension requirements.
 - Three way parent/student/teacher interviews are held in terms two and three .
 - Written reports are distributed at the end of term two and four.

Joint programmes

Students from Henley High School often run mentoring and coaching in various sports. Henley High is a specialist sports focus school and we have been able to avail ourselves to their expertise. Students from various High Schools in the area often seek work experience at our school.

Instrumental Music

- Students have access to instrumental music.
- Years 3-7 Violin.

Kitchen and Garden program

Each class is responsible for overseeing a garden bed and link student learning to Science and sustainable practices.

The school actively implements the Stephanie Alexander Kitchen Program.

5. Sporting Activities

All students participate in fitness and a variety of skills development activities.

Parents, teachers and other community members assist in coordination of skills sessions for students not yet eligible for competitive sport. Students in the upper primary classes are involved in an interschool Friday afternoon sport competition.

The school has a history of community commitment to sport. There is participation in SAPSASA competitions and in weekend and after school programs. Parents coach and support the teams. Students are able to join other school teams (and vice versa) if a team is not operating at the time.

6. Other Co-Curricular Activities

7. Staff (and their welfare)

Staff profile

:There has been significant staff turnover in recent years comprising of 6 female and 3 male teaching staff.

All SSO staff consists of 7 female staff and 1 male staff.

The school has appointed a Pastoral Care Worker.

Leadership structure

The Leadership structure of the school has 1 Principal, a Literacy Co-ordinator and a staff team that take on a variety of curriculum and organisational leadership roles within their fields of expertise and work collaboratively to support teaching and learning programs.

Pastoral Support Worker (PSW)

The school has appointed a Pastoral Support Worker.

8. Incentives, support and award conditions for Staff

9. School Facilities

□ Buildings and grounds

- The school is located on two and half hectares including expansive grassed playing fields (oval, cricket and soccer pitches) extensive paving and beautifully kept shaded garden areas. The oval has been upgraded to host club soccer. This has involved a complete irrigation system, light towers and soccer goals.
- Astro turf playground areas provide a colourful soft playing surface and comprises playground equipment and sports courts (tennis, basketball and netball).
- Solid single-storey buildings comprise an administration block, two six-room classroom blocks, an open space unit, a four classroom transportable hall and pre-school building. The resource centre is centrally located as a focus area within the school, integrating technology and physical access to resources. Within the classroom blocks, space is deployed to include space for, learning assistance, teacher preparation, media activities and withdrawal areas.
- One classroom in the Junior Primary building houses the F-2 Special class. Enrolment into the special class is managed by Support Services.
- Fences around the school provide a safe and secure environment for all students. Students have access to the oval during play periods.
- A large sand pit, and natural play space and seating area covered by shade ports provide a shaded dedicated play and eating area for students.
- Through a joint agreement with White City Soccer club and state Government funding, the oval has undergone a major redevelopment with (irrigation systems, water storage, 2 soccer pitches, lighting and netting)

Cooling

:All buildings are air-conditioned.

Specialist facilities

- A Dental Unit is located on-site and utilised by students from around the local area.
- The school has a canteen which is managed by volunteers. The canteen operates 3 days a week and provides recess and lunch options for students.
- The school has a large resource centre with a bank of computers which are used for research and IT programs.
- The school has a large Performing Arts Centre which is used for assemblies, concerts, Graduation ceremonies, music tuition, incursions and variety of visiting performances.
- Playgroup has been established on the site and operates 3 mornings a week.

Access for students and staff with disabilities

Ramps are installed in various access areas across the school. There are also a number of car parking spaces available for easier parking and access.

10. School Operations

Decision making structures

:Staff decision-making bodies include teams and whole staff. Staff meetings occur weekly. A whole staff professional development program is scheduled throughout this program of meetings.

The Personnel Advisory Committee, Governing Council and sub-committees and the SGC all support effective decision-making in the school.

Regular publications

:A fortnightly newsletter is distributed to all families as a major means of communication between the school and parents. A parent information handbook is updated each year and issued to all current and enrolling parents.

Other communication

Strong partnerships are encouraged between class teachers and parent/caregivers. These occur through class newsletters, parent/teacher interviews, communication books and diaries. Many caregivers visit the school on a daily basis and maintain informal links. Staff appointed to the school is expected to foster positive home/school liaison. Induction and staff handbooks are used to ensure employee health and safety.

School financial position

Fundraising by a small hard working team of parents supports our financial position. The school's financial position is sound although major expenditure and careful planning is required to meet learning technologies expectations. Significant expenditure has been invested into small class sizes and creating learning flexibility.

11. Local Community

General characteristics

:The local community consists of socially and culturally diverse families. Many are long term residents in the area. There is some transience of students in/out of the school during the year due to the availability of rental properties in the area. Evident by increasing enrolments from families outside the normal catchment area.

Parent and community involvement

There has been a steady increase in the number of parents involved in programs operated by the school.

Other local care and educational facilities

:A range of state and private primary and secondary schools are available close to the school. The school has sound working relationships with these schools. Many students move on to various secondary schools after completing the primary schooling.

Over the years Fulham gardens primary school has developed stronger links with Henley High School with particular focus on specialist sports coaching and clinics.

Local facilities

:To the East of the school is the Fulham Gardens Shopping Centre, with major retail outlets.

:To the West of the school and within walking distance are the local beaches which provide wonderful opportunities for class excursions and learning opportunities focussing on the environment, sea life, beaches and coastal ecology.

The context statement was updated Feb 2022