

# SCHOOL CONTEXT STATEMENT

Updated: February 2018

**School number:** 1018  
**School name:** Flagstaff Hill R-7 School  
**School profile:**

**Vision Statement:** 'Learning, with Integrity, Respect and Care'

**Mission:** Flagstaff Hill R-7 School will be highly regarded as a community bound by strong positive relationships and a sense of working together towards a common purpose. We will be renowned for our high state of individual and collective wellbeing and the extraordinary quality of our students' learning.

The school achieves its mission by ensuring all decisions are focussed upon the impact on student learning. The school has a strong learning and teaching improvement cycle embedded in the Art and Science of Teaching (ASOT). This is a whole school platform for improvement, which links learning from Reception to Year 7 with very explicit teaching, building high student ownership of achievement, using data effectively and by making learning visible and consistent for ALL.

**Values:** The core values of our school are: Integrity; Respect and Care

**Developing the whole learner:** Our student body is engaged in many extra curricular activities: we have a high percentage of students playing in Out of Hours School Sports teams as well as taking part in Pedal Prix; we offer significant opportunities in the Arts, through Instrumental Music, Wakakirri, Tournament of Minds and Choir; and we rank highly in the state for our achievements in Japanese. This is supported by our specialist lessons in the Arts, Physical Education, and Japanese.

## 1. General information

School name	: Flagstaff Hill R-7 School	
School No.	: 1018	
Principal	: Peter Scragg	
Deputy Principal	: Jane Waltham	
Postal Address	: Black Rd., Flagstaff Hill, S.Aust. 5159	
Location Address	: Black Rd., Flagstaff Hill, S. Aust. 5159	
School website address	: <a href="http://www.flagstaff.sa.edu.au">www.flagstaff.sa.edu.au</a>	
School e-mail address	: <a href="mailto:dl.1018_info@schools.sa.edu.au">dl.1018_info@schools.sa.edu.au</a>	
District	: Southern Adelaide	
Partnership	: South Valley	
Distance from GPO	: 16 km.	Phone No. : 08 82701744
CPC attached	: No	Fax No. : 08 83705748

### Student enrolment trends:

Flagstaff Hill R-7 School is a professional learning community that engages 586 students from Reception to year 7 with 23 single year level classes. The school has continued to attract enrolments from both local and surrounding suburbs, and has grown by more than 100 students in the last two years, encouraged by positive trends of achievement especially in the core areas of Literacy and Numeracy.

February FTE Enrolment		2015	2016	2017	2018
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	66	72	75	76
	Year 1	58	72	76	85
	Year 2	66	61	79	74
	Year 3	43	68	64	83
	Year 4	60	48	68	72
	Year 5	51	65	59	75
	Year 6	58	47	59	62
	Year 7	51	63	47	59
<b>TOTAL</b>		<b>453</b>	<b>496</b>	<b>527</b>	<b>586</b>
School Card percentage		15%	9%	8%	10%
NESB Enrolment		47	44	44	41
ATSI Enrolment		10	13	13	9

- **Staffing numbers**

- ✓ Principal – on leave
- ✓ Deputy Principal – now Acting Principal 1.0
- ✓ Assistant Principal – now Acting Deputy Principal 1.0
- ✓ Acting Assistant Principal 0.6
- ✓ Business Manager 1.0
- ✓ Teachers – 27.4 FTE
- ✓ SSO Allocation – 366 hours per week –this covers in class student support, office staff, grounds staff, IT staff and library staff

- **OSHC**

Flagstaff Hill R-7 School provides both before and after school care every day, with a licence for 90 places. OSHC also provides a service to parents during pupil free days. Vacation care programmes are offered in the school holidays, with a licence for 120 places. The service has received exceeding expectations in all areas of the National Quality Standards.

- **Year of opening**

1977

- **Public transport access**

The school has a bus service operating on Black Road, which has a pick up and drop off directly outside the school gate.

- **Special site arrangements**

The school is part of the South Valley Partnership of local schools and preschools. The partnership has 7 preschools, 6 primary schools and 1 high school. The leaders and staff in the Partnership work collaboratively to share best practice and participate in shared professional learning on areas of common interest.

## 2. Students (and their welfare)

- **General characteristics**

Flagstaff Hill R-7 School is a Category 7 school. The school enrolment is characterised by diverse cultural and socio-economic status.

Included in this are:

- Approximately 10% school card holders
- Double income professional families
- Single income families
- Small business owners and managers
- Corporate management
- Students from non-English speaking backgrounds
- Students with disabilities
- Parents studying at schools, TAFE and University.
- Migrant families from UK.

- **Student Wellbeing Programs**

The school has a strong focus on emotional and social intelligence. A range of programs contribute to this focus, including Programme Achieve, Values Education, Protective Behaviours, Peer Mediation, Anti Bullying and Harassment and Social Skills Programs. These programs support the school's behaviour policy which is based on the principles of restorative justice. Teachers are encouraged to explicitly teach and develop values, as well as social and work skills with students. Tolerant/caring attitudes towards all children are fostered throughout the school nurturing a strong sense of 'community'.

Flagstaff Hill R-7 School is fortunate to have the services of a School Pastoral Care Worker (PCW) who provides a service of pastoral care for students and their families. A wellbeing committee also operates to enable staff to carefully monitor and support identified students.

- **Student Support offered**

In addition to those students who are supported through DECD funding, Flagstaff Hill R-7 School funds additional support hours in all classes. We also fund a speech pathologist part time to work with staff and students. Support may be 1 to 1, small group or a part of a whole class. Life skills lessons are also offered to selected students. Through our PCW, students can access a range of programs including 'What's the Buzz' and 'Seasons for Growth'.

- **Student management**

A school-wide behaviour policy is adopted for classrooms and yard. The school's policy is based upon our values of integrity, respect and care, and identifies above and below the line behaviours. The school community is encouraged to follow Restorative Justice Principles in dealing with unacceptable behaviour, using this common language. Adoption of the school's values by staff, students and parents is of high priority. Classroom programmes provide support and develop our students' skills in taking personal responsibility and ownership of their behaviour and in making positive choices as a result. Staff

develop class codes of behaviour, incentive programmes and explicitly teach and develop social/emotional skills. Class cultures focus on positive aspects of student behaviour.

- **Student government**

A well developed Student Voice structure is offered across the R-7 classes. This has communication links through class meetings. Year 6 and Year 7 students meet weekly as a Student Voice Executive to progress agreed actions.

- **Special programmes**

Tournament of Minds, Wakakirri, Pedal Prix and Festival of Music are learning programmes offered to the students. The school also provides tuition in various musical instruments through private providers and a DECD Instrumental music teacher. Students also have the opportunity to participate in ICAS competitions in English, Mathematics, Digital Technologies and Science.

### **3. Key School Policies**

- **Site Learning Plan and other key statements or policies**

Our 2018 Site Improvement Plan has 3 priorities:

- To raise reading achievement for all students, particularly in the higher bands
- To improve engagement of all students, through teaching about growth mindsets
- To raise student achievement across all curriculum areas through inclusive practices

We will continue to support this development through the principles of the Art and Science of Teaching, and the High Reliability Schools framework

#### **Recent key outcomes**

Our Site Improvement Plan 2017 had 3 key priority areas:

Priority 1 - Effective Teaching (ASOT embeddedness)

- We focused on planned and organised inductions for Pre-Service teachers, SSOs, Early Career Teachers and New teachers to the school. This enabled us to develop staff across common whole school agreements. 4 members of staff were trained in classroom profiling, to observe teacher classroom organisation. This was offered to teachers voluntarily, with the majority of staff taking it on. Teachers identified ASOT goals to work towards, and shared practice across mixed year level groups. The Performance Development structure was formalised to ensure all staff met termly with their line manager, to identify successes and areas for development.

Priority 2 - Guaranteed Viable Curriculum (GVC):

- We released staff to work on year level agreements of priority learning outcomes for English and Maths, and for all Specialist areas. Year level groups then developed tuft sheets (proficiency scales) to match each outcome. Learners have been tracked against year level expectations and supported through the intervention process as required.

### Priority 3 - Organisation

- We focused on redefining the SSO/Intervention program structure, to ensure that all students identified as needing support, received the appropriate amount. Added to this, we put in extra SSO support, to help those students who do not meet the identified guidelines, but still need support. This worked very well this year with a large number of students receiving support. Intervention was reviewed termly.

## 4. Curriculum

### • Subject offerings

Our school offers instruction for all students in the eight areas of study.

- ✓ English has been a major focus and will continue to be so. We use a range of programs to support our teaching: Jolly Phonics and Jolly Grammar; Words Their Way; Daily Café and Daily 5; and Sheena Cameron.
- ✓ Mathematics has been and continues to be a major school and DECD priority. In 2017 we worked closely with PMA to support staff professional development in teaching maths.
- ✓ To assist in meeting our improvement goals an Assistant Principal has been appointed to support teacher pedagogical improvement through the use of the Art and Science of Teaching, and to continue our work developing and implementing a Guaranteed and Viable Curriculum.
- ✓ E-Learning is identified as an ongoing area for consolidation. An SSO Technician and e-Learning Committee work together to manage improvements and organise T&D opportunities across the site.
- ✓ Specialist lessons take place in PE, The Arts (all except visual) and LOTE – Japanese.

### • Teaching methodology

Staffs are supported in using a broad range of teaching methodologies to cater for student needs. The staff continue to work towards teaching programmes that are student-centred and include high levels of student participation and negotiation of learning goals, underpinned by the principles of the Art and Science of Teaching. Staff work in year level teams with team teaching and joint curriculum sharing and planning encouraged. Learning teams in focus/interest areas provide opportunities for teachers to identify common learning goals and support each other. SSO's support staff with classroom programmes, including special education support and Intervention.

An SSO trained as Classroom Technical Support offers ICT assistance to both staff and students in the classroom and during professional development activities.

### • Assessment procedures and reporting

Throughout the year, parents receive information about their children's achievement via:

- ✓ Acquaintance Night
- ✓ Parent/Teacher Interviews
- ✓ Student Learning Profiles
- ✓ Peer Assessment/Evaluation
- ✓ Self Assessment/Evaluation

- ✓ Assessed Work Samples/Take Home of Curriculum Area Work Books
- ✓ Descriptive Reports

The assessment and reporting procedures are under constant review

- **Joint programmes**

Transition programmes exist with the two major feeder kindergartens of Flagstaff Oval and Flagstaff Hill. Staff share in training and development opportunities through the Southern Adelaide District and at other organised professional development sessions.

Transition programmes are also in place with several of the feeder secondary schools, including Aberfoyle Park High, Blackwood High, Mitcham Girls High, Pasadena High and Seaview High School.

The school works very closely with Flinders University to run an Internship Program for Pre Service Teachers. This involves an extended practicum to enable student teachers to become better equipped to successfully integrate into the teaching profession. We have a high success rate of our internship students achieving contracts.

## **5. Sporting Activities**

There are a wide range of sporting activities available to the students of Flagstaff Hill R-7 School. Out of school hours sports are offered in both the “Summer and Winter Semesters.”

These include:

- ✓ Athletics
- ✓ Cross Country
- ✓ Netball
- ✓ Football
- ✓ Soccer
- ✓ Basketball
- ✓ Softball
- ✓ Cricket
- ✓ Kanga Cricket
- ✓ Milo Have a Go Cricket

The number of teams nominated is dependent upon registrations received and the availability of volunteer convenors and coaches. In order to continue to increase the number of students participating in sports, we have employed a sports convenor to help promote sporting opportunities.

The school has 2 specialist teachers working with all classes R-7. Integral to this programme is the provision of specialist clinics, in varied sports, offered to students throughout the year to encourage greater participation and offer wider choice to individuals and families.

## 6. Other Co-Curricular Activities

- **General**

There are numerous excursions and school camps based around teaching and learning programmes, environmental sustainability, community service and civics and citizenship foci. We run camps every second year, for Y2-Y7 students.

- **Special**

- ✓ Tournament of Minds
- ✓ Aquatics Camp and Swimming lessons
- ✓ Pedal Prix
- ✓ SAPSASA
- ✓ Festival of Music Choir and Troupe
- ✓ Orchestra/String Ensemble
- ✓ Wakakirri
- ✓ ICAS competitions in English, Maths, Science and Digital Technologies

## 7. Staff (and their welfare)

- **Leadership structure**

- ✓ Principal
- ✓ Deputy Principal
- ✓ Business Manager
- ✓ Assistant Principal

- **Staff profile**

There has been staff stability over the past few years with new staff coming in to replace retirees or to take new classes caused by the increase in enrolments. We balance our new staff intake between new graduates to the profession (through our internship program) and more experienced teachers.

- **Staff support systems**

New teachers and new to school staff are supported with an induction program.

SSO's provide support in e-Learning management, learning assistance programmes, classroom support, camps and excursions, management, administration and finance. SSO's are supervised by a Level 3 Business Manager.

All staff are part of a Professional Learning Team. Teachers work collaboratively through year level teams, ASOT groups to support professional development. All staff members are encouraged to access a wide range of professional opportunities, which support our site improvement plan.

PAC committee meets twice a term to discuss any staffing issues, and staff are supported through Grievance reps, WHS rep and Equal Opportunities rep.

- **Performance Development**

Performance development strategies are implemented termly. These are regularly reviewed. The school operates on a structure of R-2, Primary Years 3-5, Middle School 6-7, Specialist Teachers and SSO's.

Meetings are held twice a year, with written feedback given. An agenda and focus is arranged around current DECD and school priorities. Staff are encouraged to reflect on their practice and set goals aligned to the site improvement plan.

- **Access to special staff**

Staff have access to Guidance Officers, Behaviour Support Personnel, Speech pathologists, DECD Social Workers and other Interagency Support Personnel, to assist with any student concerns.

Staff also have access to our PCW for both student or personal issues.

## **8. School Facilities**

- **Buildings and grounds**

The school comprises:

- ✓ A brick administration area, shared staff facilities and courtyard area
- ✓ Resource Centre which includes a teacher space for Japanese
- ✓ Gymnasium
- ✓ Multi Purpose Hall
- ✓ 3 x 6 classroom units, 1 x 5 classroom unit which also include, computing suite, Japanese and science facilities
- ✓ 2 x Covered Outdoor Learning Areas (COLAs)
- ✓ Large school oval with cricket pitch and nets
- ✓ Netball Courts
- ✓ Extensive well maintained grounds with a large 'natural bush setting' called the "gully". This area is home to three sets of playground equipment and some man-made water ways. A rain garden learning area was established in 2017. It is also an environmental focus area with extensive areas of student initiated revegetation. This area is adjacent to the Sturt Gorge, which provides ready access for environmental and outdoor education teaching and learning opportunities.

- **Heating and Cooling**

All teaching areas are provided with reverse cycle heating and cooling.

- **Specialist facilities and equipment**

The multi-purpose hall provides limited access for small group activities, indoor P.E. in wet or hot weather and other indoor activities. It is used for the Arts specialist lessons.

The Gymnasium is utilised for specialist PE programs, whole school assemblies, sports team practices, wet or hot weather activities and student tournaments.

There are also designated facilities for Before School Care, After School Care and Vacation Care.

- **Student facilities**

- ✓ Out of School Hours Care and Vacation Care Programmes
- ✓ School Canteen
- ✓ 1 x Computer Network Room
- ✓ Computer pods in all areas
- ✓ Multi Purpose Hall
- ✓ Gymnasium
- ✓ Computerised Resource Centre
- ✓ Netball/Basketball Courts
- ✓ Hard Play areas

- **Staff facilities**

- ✓ Offices
- ✓ Work and preparation spaces
- ✓ Access to E-Learning including e-mail and Internet
- ✓ Access to EDSAS
- ✓ Staff email addresses
- ✓ Staffroom

- **Access for students and staff with disabilities**

- ✓ There is some ramp access available
- ✓ Disabled toilets are available in two of the buildings.
- ✓ Extensive stair access makes for limited access to many of the buildings. Assisted access is available in most of the ground floor buildings.

- **Access to bus transport**

- ✓ Public transport directly outside the school grounds.
- ✓ Private contractor bus companies for excursions and camps

## **9. School Operations**

- **Decision making structures**

The school has clearly articulated decision-making structures. Participatory decision-making is encouraged through R-7 staff meetings, team meetings, committee structures, PAC, SSO, Leadership Team, Governing Council, Parents and Friends and Student Voice. Staff, parent and student opinions are valued and acted upon. Regular feedback is sought from the community through surveys, newsletter and interview.

- **Regular publications**

An electronic newsletter (blog) is updated daily. Principal's news goes out in weeks 1,4,7 and 9 of each term. A parent booklet is available for new and prospective parents. A staff handbook is available for all new staff, TRT's and Student Teachers and provides the basis for all induction programmes, as well as a staff blog.

- **Other communication**

School Diaries/Communication Books and class blogs are used for communication between school and home. Staff meetings and emails are used for communication, information and planning. School information can now be accessed through the school's webpage and through the school's facebook page.

- **School financial position**

School fees are set in October each year. In addition to the Material and Services fee, an E-Learning Levy is also charged to families, however this payment is voluntary. For excursions and incursions, an invoice is sent out termly identifying individual class costs.

The school's financial situation is sound.

## **10. Local Community**

- **General characteristics**

The school is set in a large tree filled grounds and playing areas which border the Flagstaff Hill community and Sturt Gorge.

There is a strong parent commitment and support in the school, which is evidenced through the number of volunteers we have supporting in classrooms, with excursions, in the Resource centre and in the Canteen.

- **Parent and community involvement**

Governing Council forms the basis for parents and community involvement in the school. It meets twice per term. The Council also comprises of the following sub-committees:

- ✓ Finance/Executive
- ✓ Out of School Hours Care/Vacation Care
- ✓ Canteen
- ✓ Sport
- ✓ Parents & Friends

We have an active group of parent volunteers, many of whom are on the Parent's and Friend's Committee, who assist with the major fundraising for the school.

- **Commercial/industrial and shopping facilities**

The school is located close to a shopping centre and the Flagstaff Hill Sporting Complex. It is only 15 minutes away from the Westfield Marion Complex.

- **Feeder Centres and Pre-Schools**

- ✓ Flagstaff Hill Kindergarten
- ✓ Flagstaff Oval Kindergarten

We also receive enrolments from numerous other pre-schools and private child care centres in the neighbouring suburbs.

- **Secondary Options**

- ✓ Aberfoyle Park High School
- ✓ Blackwood High School

- ✓ Mitcham Girls High School
- ✓ Seaview High School
- ✓ Pasadena High School

There are also numerous private secondary schools available in neighbouring suburbs.

- **Local Government body**

- ✓ Onkaparinga Council