



SCHOOL CONTEXT STATEMENT

Updated:

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 Principal name: Mrs Jane Waltham
- Deputy Principal's name, if applicable: Mrs Tammy Riley
- Year of opening: 1977
- Postal Address: 145 Black Road, Flagstaff Hill SA 5159
- Location Address: 145 Black Road, Flagstaff Hill SA 5159
- DECD Region: Southern Adelaide
- Geographical location – ie road distance from GPO (km): 16

- Telephone number: (08) 8270 1744
- Fax Number: (08) 83705748
- School website address: www.flagstaff.sa.edu.au
- School e-mail address: dl.1018_info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: <https://flagstaff.sa.edu.au/parent-information/oshc-holiday-care>
- February FTE student enrolment:

	2016	2017	2018	2019	2020
Reception	72	75	76	88	76
Year 1	72	76	85	76	90
Year 2	61	79	74	79	77
Year 3	68	64	83	74	81
Year 4	48	68	72	87	76
Year 5	65	59	75	81	88
Year 6	47	59	62	77	78
Year 7	63	47	59	64	78
Total	496	527	586	626	644

School Card %	9%	8%	10%	13.9%	10.4%
NESB Enrolment	44	44	41	33	24
ATSI Enrolment	13	13	9	11	5

- Student enrolment trends: Flagstaff Hill R–7 School is a professional learning community that engages 644 students from Reception to year 7 with 25 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 four years, encouraged by positive trends of achievement especially in the core areas of Literacy and Numeracy
- Staffing numbers (as at February census):
 - ✓ Acting Principal
 - ✓ Deputy Principal – 1.0
 - ✓ Assistant Principal – 1.0
 - ✓ Literacy Coordinator – 0.6
 - ✓ Business Manager 1.0
 - ✓ Teachers – 29.9 FTE
 - ✓ SSO Allocation – 760 hours per week –this covers in class student support, office staff, grounds staff, IT staff and library staff

- 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 (41)
 - Parents studying at schools, TAFE and University.
 - Migrant families from UK.
- Student well-being 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 and staff.
- Student support offered

In addition to those students who are supported through IESP funding, Flagstaff Hill R-7 School funds additional support hours in all classes. 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

- **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 DfE Instrumental music teacher.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Our 2020, Site Improvement Plan has two goals:

- To increase the number of students achieving in NAPLAN higher bands in Numeracy
- To increase the number of students achievement in NAPLAN higher bands in Writing

- Recent key outcomes:

Our Site Improvement Plan in 2019 had 3 key goals:

Goal 1: To increase the percentage of students achieving in Naplan higher bands in Maths in years 5 to 7.

Target: For 40% of Y5 students (2019) to achieve in the high bands for Naplan numeracy.

Results: Whilst our Y7 cohort met the target, only 21% of our Y5 cohort achieved in the higher bands in numeracy.

Areas to improve: To continue to build capability in numeracy from Y3 to Y5, and provide extension for high achieving students.

Goal 2: To increase the percentage of students achieving in Naplan higher bands in Writing in years 5 to 7.

Target: For 20% of students enrolled in Years 5 and 7 in 2019 to achieve in the higher bands for Naplan writing.

Results: This was met with the Y7 cohort, with 25% achieving. Only 11% of the Y5 cohort achieved the higher bands.

Areas to improve: To continue to build capability in writing, with a focus on lifting achievement in the Y3 - Y5 cohort for writing.

Goal 3: To increase the percentage of students achieving the Standard Educational Achievement level in Running Records in Years R-2.

Target: For 85% of the Reception cohort 2019 to achieve level 5 or above in Running Records.

Results: This was achieved with 100% of students achieving at the target level

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; Phonological Awareness programs, Daily Café and Daily 5; Sheena Cameron and Seven Steps to Writing.
- ✓ Mathematics has been and continues to be a major school and DfE priority. To assist in meeting our site improvement goals an Assistant Principal has been appointed to support teacher pedagogical improvement in relation to Numeracy.
- ✓ E-Learning is identified as an ongoing area for consolidation. An SSO Technician and IT 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.

- Special needs:

Twenty SSOs work at Flagstaff Hill R-7 School providing in class and intervention support for students with disabilities, learning difficulties and complex behaviours. Students from non-English speaking backgrounds receive additional support from their classroom teacher.

- Teaching methodology:

Wherever possible, classrooms have been organised into single year level configurations. As of 2021, Years 4-7 students will have the option to bring their own iPad to school with teachers participating in extensive professional development in 2020 to support this digital technology initiative. Staff 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.

- Student assessment procedures and reporting

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

- ✓ Acquaintance Night
- ✓ Detailed Learning Conversations (Term 1 and 3) providing descriptive reporting in all learning areas
- ✓ Written reports (Term 2) – no written comments
- ✓ Written reports (Term 4) – general written comment

The assessment and reporting procedures are under constant review

- Joint programmes:

Transition programmes exist with Flagstaff Oval and Flagstaff Hill Kindys. Staff share in training and development opportunities through the South Valley Partnerships 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 receiving teaching 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 Water Safety lessons
 - Pedal Prix
 - SAPSASA
 - Festival of Music Choir and Troupe
 - Orchestra/String Ensemble
 - Wakakirri

7. Staff (and their welfare)

- 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.
- Leadership structure
 - ✓ Principal
 - ✓ Deputy Principal
 - ✓ Assistant Principal
 - ✓ Business Manager
 - ✓ Literacy Coordinator

- **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 and PLC 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 Management**
Performance development strategies are implemented on an ongoing basis. 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. Staff are encouraged to reflect on their practice and set goals aligned to the site improvement plan. Classroom observations are undertaken 1-2 times per year for each teacher.
- **Access to special staff**
Staff have access to Student Support Services (Attendance Officers, Behaviour Support Personnel, Speech pathologists, Psychologists 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 computer room
 - ✓ Gymnasium
 - ✓ Multi Purpose Hall
 - ✓ 3 x 6 classroom units, 1 x 7 classroom unit
 - ✓ Japanese and kitchen 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 four 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 Performing 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 Area
 - ✓ Laptops/Computers 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

Skoolbag is used to communicate whole school messages on a regular basis. Principal's news goes out in weeks 1, 5 and 9 of each term. A parent booklet is available for new and prospective parents. A staff blog is available for all new staff, TRT's and Student Teachers and provides the basis for all induction programmes.
- 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, the school's facebook page, Skoolbag and class and staff blogs.
- School financial position

School fees are set in October each year. For excursions and incursions, an invoice is sent out termly identifying individual class costs.

The school's financial situation is sound.

11. 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.
- Feeder or destination schools

The majority of our new Reception students enrol with us from Flagstaff Oval and Flagstaff Hill Kindergartens depending on their residential address. Our Year 7 students typically enrol in Aberfoyle Park High, Blackwood High, Mitcham Girls High, Pasadena High and Seaview High School or a range of independent schools.

- 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.
- Local Government body
Onkaparinga Council