1. General Information

2015 Class Structure

<table>
<thead>
<tr>
<th>Class</th>
<th>R</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>Tot</th>
</tr>
</thead>
<tbody>
<tr>
<td>RSH, P1</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>RG, P2</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>RW, P3</td>
<td></td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>1 V, M11</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>1P, M10</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>1 D, M12</td>
<td></td>
<td>25</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25</td>
</tr>
<tr>
<td>2 R, LC1</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>2 Mc, LC2</td>
<td></td>
<td>26</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td>2/3 J, LC4</td>
<td></td>
<td>11</td>
<td>17</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>27</td>
</tr>
<tr>
<td>2/3 LA, LC3</td>
<td></td>
<td>9</td>
<td>19</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>3 B, J3</td>
<td></td>
<td>29</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>3/4 H, J1</td>
<td></td>
<td>16</td>
<td>13</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>4W, J2</td>
<td></td>
<td>30</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>4/5 C, M7</td>
<td></td>
<td>18</td>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>4/5 M, M4</td>
<td></td>
<td>16</td>
<td>14</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>5 B, M6</td>
<td></td>
<td>28</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td>5/6 M, UC1</td>
<td></td>
<td>14</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>5/6 U, UC2</td>
<td></td>
<td>11</td>
<td>18</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>29</td>
</tr>
<tr>
<td>6/7 T, UC4</td>
<td></td>
<td>7</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>6/7 BS, UC3</td>
<td></td>
<td>7</td>
<td>23</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>30</td>
</tr>
</tbody>
</table>

2015: 74 76 72 81 75 78 48 46 550

222Jp / 326P = 8r14 + 10R26 = 18R40 = 20 classes

School Card Approvals (Persons) 40
Part B

Brief History Of The School:

- Westbourne Park Primary School, opened in 1914, has a proud tradition of providing quality education to the children in its community.
- The school site is limited with tennis/netball courts/ Gym and oval on the other side of Goodwood Road.
- Numbers have increased over recent years with a Zone of Right established in 1994. Recent demographics have seen a significant increase in our school population. This year 552 students are enrolled.
- In 1997, a major upgrade of the school was undertaken, resulting in the excellent facilities you see today. 2007 saw the building of the new Jacaranda teaching block and the conversion of the pool change rooms into a “specialist learning area”. As a result of the 2010 BER project we have a new, high tech, double storey Carlisle building. We also have an upgraded Resource Centre and Admin building.
- Special arrangements: WPPS works cooperatively with other schools within the Mitcham Plains. School is a member of the Southern Region – Richard Costi is the Educational Director.
- WPPS is recognised as a leading Australian School in the infusion of Habits of Mind into the curriculum. We received official accreditation in 2011 as an International School Community of Excellence in the Habits of Mind.
- Every class closely follows Quality Learning and Quality Management principles.
- Year of opening: 1914 (centenary in 2014)
- Public transport access: easily accessible by Trans Adelaide buses via Goodwood Road; also accessible by train.

2. Students (and their welfare)

- General characteristics: Mainly English speaking families, with approximately 15% EALD students. A significant body of students, who identify with their parents’ / grandparents’ countries of birth. The number of School Card families has decreased over the past ten years, and is now approximately 8%.
- Pastoral Care programs/Student Voice: Student Voice is strong through a model of Student Executive and there is a leadership group (Student Executive Presidents) who run the executive meetings. There is a Christian Pastoral Support Worker, who works for 9 hours/week supporting students and parents / carers in a range of different ways.
- Support offered: Counselling is provided by teachers and the Leadership Team who use restorative practices to counsel and also the CPSW if students choose this option.
  A Class buddy program exists and Early Intervention programs are provided in Literacy and Numeracy and Phonological Awareness. A MiniLit and Multilit Intervention program operates for just over 25 students.
- Student behaviour management: The school’s Behaviour Code is negotiated with and well known to students. The school has an explicit Bullying and Harassment - No Way! policy. Students are supported in the development of positive behaviours through a focus on Whole School Values (FRESH), being self-managers and through the language used in Habits of Mind.
- Specialist programs: Italian, Geography, Drama, Physical Education and Music specialist teachers provide Non/Instruction Time release. There is a Greek mother tongue program (0.15 FTE), There is a Senior and Junior Choir, and Instrumental Music [woodwind, brass, percussion from DECS teachers] and guitar, piano, violin, ukulele and school band from private tutors. Students are also able to learn the recorder. In 2015 WPPS hosts the Musical Instrumental Hub.
- The school has a strong commitment to Pedal Prix, now owning four cars of racing standard. This involves 60 – 70 Year 6/7 students training and competing in the International Pedal Prix at
Murray Bridge each year.

- **Deputy Principal:** Tara Hendry 0.7 Admin
- **Senior Leaders:** David Baker 0.5 Admin, Sue Morrison 0.6 Admin
- **OSHC:** Provides care from 7.00 - 8.30am, 3.10 - 6.00pm. An outsourced Vacation Care Program is run by Camp Australia.
- **Enrolment trends:** Enrolments have been increasing annually (almost 200 students in 10 years), but are currently steady. School has a Zone of Right, which is closely enforced, as the school has reached its accommodation capacity.

3. **Key School Policies**

- **Vision and Core Values:**

  **OUR MISSION**
  Westbourne Park Primary School is a place where children and adults are learning together to meet the challenge of extending their knowledge, skills, attitudes and abilities to **Build A Positive Future Through a Mindful Approach to Learning.**

  **OUR VISION**
  WPPS is a positive and inclusive learning community where:

  We live our FRESH values and Habits of Mind are embedded in everything we do

  We equip students to be successful, confident and creative **Global Citizens.**

  **OUR PURPOSE:**
  Our purpose is to create a learning environment, which reflects the core values of:

  **Friendship** - Working well with others; Being kind; Including others in games and conversations; Supporting others.; Solving problems in a peaceful manner; Being welcoming to new people.

  **Respect** - Accepting people for who they are and respecting differences; Being polite and using good manners; Respecting others’ property; Treating others as they, themselves, would like to be treated; Openly not supporting harassment;

  **Endeavour** - Trying new things/taking responsible risks; Setting personal goals; Putting in effort; Using persistence; Bouncing back from problems; Learning from mistakes.

  **Success** - Being ready and organized for tasks; Celebrating success in others; Setting realistic goals; Believing they can achieve; Being proud of their achievements; Organizing their time wisely.

  **Honesty** - Being truthful, owing up to mistakes; Accepting consequences of their action; Being fair; Following rules; Accepting other people’s point of view.

  We believe that these values form the basis for enabling children and adults to identify and effect a positive future for all. Integrated into every classroom are the 16 Habits of Mind. More information can be found on our website.

  The WPPS community feels a strong sense of pride in its school.

  Mindful Matters - Some class undertake a community service project or activity to support the running of the school or to support the wider community
Site Learning Plan – See website for full document

1. Embedding HOMs (Habits of Mind) and FRESH Values

2. A whole school approach to Literacy and Numeracy

3. Developing confident, successful and creative global citizens
4. Curriculum

- **Subject offerings:** Teachers are required to teach seven of the eight required areas of study. A specialist teacher provides a learning program in the Music component of The Arts. Students in Upper Carlisle participate in Drama lessons. The eighth area, LOTE, is addressed through the provision of Italian for Reception to Year 7 students. Students in the younger grades learn Geography. All students participate in PE.

- **Special Needs:** Support for academic, physical, social and emotional needs is provided for children wherever possible. The school makes maximum use of DECD services provided through Student Learning Support Services, such as Guidance Officers, Speech Pathologists, Disabilities Consultants, Behaviour Support Services and Social Workers. Specific programs are identified in Section 3, Specific Learning Needs.

- **Special Curriculum Features:** The School focuses on Habits of Mind as the major pedagogical vehicle. Westbourne Park Primary School also offers many programs, which add richness to the learning curriculum, R to 7, and some which broaden options particularly for older students, viz
  - **Student Voice,** through Student Portfolios. See Section 2, Pastoral Care/Student Voice for details.
  - **Cross-Age Tutoring / Buddy Programs,** which are regarded as a valuable methodology for teaching and supporting the development of both Primary and Junior Primary children. Many classes have a buddy partner class, with whom they work regularly on shared projects.
  - **Wahlqvist Award,** which is an award instigated and funded by a past student of WPPS, now a Professor at Monash University. Each year, a different learning focus is identified, which gives recognition to creativity and innovation.
  - **Instrumental Music,** open to students in woodwind, brass and percussion. Private tutors for violin, piano, guitar and ukulele. WPPS hosts the DECD Instrumental Music group
  - **Pedal Prix,** which was initiated in 1995. Pedal Prix 2015 has four cars of racing standard; 45 to 50 upper primary students spend two terms preparing for this event, annually. The program has a strong curriculum base in Technology, Literacy, Media, PE, Health and The Arts. Out of hours workshops are run to increase fitness/stamina, also to design, modify and maintain vehicles.

- **Teaching methodology:** Classes are located in individual classrooms with teachers being encouraged to explore collaborative spaces to teach (this includes two classroom units or using flexible spaces within and outside the classroom); however, a strong year level team structure facilitates cooperative planning and shared teaching, so that it is common place. ICT is strongly integrated into all areas of learning and the school is embarking on dismantling computer hubs and replacing these with portable technologies - iPads. Our senior classes have a BYO iPad program. The Teacher Librarian collaboratively plans with classroom teachers, with a strong focus on Literature and HASS through Inquiry. A Literacy Coach works with teachers to develop Daily 5.

- **Assessment procedures and reporting:** Teachers assess in line with the Australian Curriculum. Different aspects of student achievement are reported to parents/carers each term.
  - In Term 1, through Acquaintance Night and informal interviews.
  - Mid Term 1 Three-Way Conferences, where students set learning goals and make their individual learning plan.
  - In Term 2 a written report on their Australian Curriculum achievement to parent/carers.
  - In Term 3 teachers will report to parents in a format yet to be decided.
  - In Term 4 a final written report is completed.

Aspects of Literacy and Numeracy skills are reported for students at Years 3, 5 and 7 through NAPLAN.
5. **Sporting Activities**

High priority is given to regular fitness and Physical Education programs, with outside agencies providing a range of clinics throughout the year to broaden students’ experience and to encourage participation in recreational activity. The school also accesses many of the sporting opportunities provided by SAPSASA.

The following after hours sports are coordinated and managed by parents for Years 3 to 7 players: basketball, cricket, netball, softball, volleyball, football and soccer.

6. **Staff (and their welfare)**

- **Staff profile:** While relatively stable, each year brings some minor staff changes.

- **Leadership structure:** Principal, Deputy Principal and 2 Senior Leaders. There is a Management Committee (TC’s) that oversee the school programs, with particular emphasis on achievement of school priorities, training and development, structure of staff meetings.

  There is an internal co-ordinator position in Habits of Mind and there is a Literacy Coach.

- **Staff support systems:** Staff work in Teams to develop, implement and / or address administrative issues.

- **Performance Management Policy** is based on support from both peers and the leadership team. School priorities are clearly known and all staff have responsibility in the development of Action Plans and implementation to achieve improved learning outcomes for students through changes in practices.

  There is a staff charter of agreed behaviours to strengthen team practices.

7. **School Facilities**

- **Buildings and grounds:** The school has brick core accommodation for 20 classes and a transportable general classrooms block. It also has a specialist room for Italian and a double transportable classroom for Music.

  In 1997, the school was extensively redeveloped, which has created an aesthetically pleasing and safe environment, with flexible learning areas for Science, Technology, Information Technology, Art and Creative Activity. There is an Activity Hall and dedicated teacher preparation areas.

- **Cooling:** All classrooms, the Library/Resource Centre, hall, the Music area, staff facilities and the Administration area are reverse cycle air-conditioned.

- **Specialist facilities:**
  - Primary sized Activity Hall with floor lining and equipment for volleyball, basketball, netball, badminton.
  - Specialist Gym that is full sized down at the Oval complex. Year 2-7 students attend specialist lessons for a 2-hour block at this facility.
  - Music Room for lessons (and small instrumental room)
  - School library is automated with Access It being introduced in 2015.
  - School is fully data cabled and fully wirelessed for Information Technology, with two dedicated spaces for IT hubs and PC’s connected to the network in each classroom. Also features over 100 iPads and a BYO iPad program in the senior school.
  - Open space wet areas for Technology, Science, general creative and artistic activities.
  - Italian classroom
  - JP wet area and Activity/Home Corner
  - Swimming pool
- **Student facilities:** The new canteen operates at recess and lunch times and parent volunteers work under the guidance of our canteen manager.

8. **Further Comments**

Since its redevelopment, Westbourne Park Primary School provides an aesthetically attractive and flexible environment for teaching and learning. The students are highly motivated, with strongly committed parents, who place high expectations on their children, the students collectively and on the staff, who work with them.

The staff work professionally to provide stimulating and challenging learning programs, which foster the development of independent learners, equipped with the skills to build a positive future for both themselves and for others.