

SCHOOL CONTEXT STATEMENT

(Updated: February 2017)

SCHOOL NAME: WESTBOURNE PARK PRIMARY SCHOOL

SCHOOL NUMBER: 0475

1. GENERAL INFORMATION

PART A

School Name : WESTBOURNE PARK PRIMARY SCHOOL
School No. : 0475 Courier : Southern Region
Principal : Ms Julie Gallaher
Postal Address : 2 Marlborough Road, Westbourne Park 5041
Location Address : 2 Marlborough Road, Westbourne Park 5041
District : Southern
Distance from GPO : 5 kms Phone No. : 08 82717430
CPC attached : NO Fax No. : 08 83733057

FEBRUARY ENROLMENTS

February FTE	2016	2017
Junior Primary R	82	80
Junior Primary 1	78	83
Junior Primary 2	80	80
JP Sub Total	240	243
Primary Year 3	73	78
Primary Year 4	77	75
Primary Year 5	77	75
Primary Year 6	62	59
Primary Year 7	42	48
Primary Sub Total	331	335
Total	571	578

School Card Approvals (Persons) 29
NESB Total (Persons) 61
Aboriginal FTE Enrolment 1
Students with Disabilities 10

PART B

2. BRIEF HISTORY OF THE SCHOOL

- Westbourne Park Primary School, opened in 1914, and 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 with student numbers over 570.
- 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 additional learning spaces. As a result of the 2010 BER project we have a new, high tech, double storey Carlisle building which provides a range of flexible teaching/learning areas. We also have an upgraded Resource Centre and Admin building.
- Special arrangements: WPPS works cooperatively with other schools/preschools within the Mitcham Plains Partnership.
- 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 Adelaide Metro buses via Cross Road; also accessible by train.

3. STUDENTS (AND THEIR WELFARE)

- General characteristics: Mainly English speaking families, with approximately 10.5% ESL 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 5%.
- Pastoral Care programs: Student Voice is strong through a newly implemented model of Student Executive and School Executive Presidents who run the executive meetings. There is a Pastoral Care Worker (PCW), who works for 9 hours/week supporting students and parents/caregivers in a range of different ways. Kid's Hope Mentors work with students where applicable.
- Support offered: Counselling is provided by teachers and the Leadership Team who use restorative practices to counsel students and also the PCW 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, MacquLit and QuickSmart Numeracy Intervention program also operates.
- 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) and through the language used in Habits of Mind.
- Specialist programs: Italian, Health, Physical Education and Performing Arts specialist teachers provide Non-Instruction Time release. There is a Greek mother tongue program (0.1 FTE). There is Instrumental Music [woodwind, brass, percussion from DECD teachers] and guitar, piano, ukelele and school band from private tutors.
- 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 0.8 Admin
- **Senior Leaders:** Rachel Bishop 0.4 Admin, Sue Morrison 0.6 Admin
- **Business Manager:** Janette Nicholls 1.0
- **Camp Australia:** Provides care from 7.00 - 8.30am, 3.10 - 6.00pm.
- **Vacation Care:** A programme is provided by Camp Australia during vacation periods.
- **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.

4. 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. We live our FRESH VALUES. 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 affect 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.

5. SITE IMPROVEMENT PLAN – see website for further details

COGNITIVE BEHAVIOURS

MAJOR PRIORITY - Habits of Mind (Mindful Inquiry)

- includes Thinking Skills / Brain based Learning/ 21st Century Learning Principles

CURRICULUM

MAJOR PRIORITY - Implementation of the Australian Curriculum.

Continued implementation of TfEL into the Pedagogy of Staff and exploring 21st Century Learning Principles such as embedding portable technology devices in the learning program and providing Flexible Learning Spaces for the students.

6. CURRICULUM

Australian Curriculum

Teachers are required to teach using the Australian Curriculum. Specialist teachers provide a learning program in Performing Arts, PE and Health. LOTE, is addressed through the provision of Italian for Reception to Year 7 students.

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.

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.
- **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 from Year 4 to 7 students in woodwind, brass and percussion. Private tutors for piano, guitar and ukulele.
- **Pedal Prix**, which was initiated in 1995. Pedal Prix 2017 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 some computer hubs and replacing these with portable technologies - iPads. The Teacher Librarian collaboratively plans with classroom teachers, with a strong focus on Literature and HASS through Inquiry.

7. 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, Year 2 – 7 classes hold either an Acquaintance Night or informal interviews/ “getting to know you” chats.
- Mid Term 1 Reception classes hold interviews. Late Term 1 Year 1 - 7 classes hold 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 Interviews as requested.
- In Term 4 a final written report is completed.
- An Open Day or Open Night may be offered to showcase learning (time to be negotiated).
- Aspects of Literacy and Numeracy skills are reported for students at Years 3, 5 and 7 through NAPLAN.

8. 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 afterhours sports are coordinated and managed by parents/caregivers for Years 3 to 7 players: basketball, cricket, netball, softball, volleyball, football and soccer.

9. STAFF (AND THEIR WELFARE)

Staff profile

While relatively stable, each year brings some minor staff changes.

Leadership structure

Principal, Deputy Principal, 2 Senior Leaders and 1 Business Manager. There is a Management Committee (TCs) 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.

Staff support systems

Staff work in Teams to develop, implement and / or address administrative issues.

Staff meeting structures includes administration and professional development.

Performance Development Policy

Performance Development for staff 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 Performance Development Plans to achieve improved learning outcomes for students through changes in practices.

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

10. SCHOOL FACILITIES

Buildings and grounds

The school has brick core accommodation for 18 classes and transportable general classrooms block accommodating 4 classes. It also has a specialist room for health, languages and Performing Arts.

In 1997, the school was extensively redeveloped, which has created an aesthetically pleasing and safe environment including flexible learning areas. There is an Activity Hall and dedicated teacher preparation areas.

Cooling

All classrooms, the Library/Resource Centre, hall, 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 (full sized) at the Oval complex. Year 2-7 students attend specialist lessons for a 2-hour block at this facility which includes the Italian room.
- Performing Arts for lessons (and small instrumental room)
- School library is automated with Access.
- School is fully data cabled and fully wireless for Information Technology, with two dedicated spaces for IT hubs and PCs connected to the network in each classroom. Also features over 100 iPads and a BYO iPad program in parts of the school.
- Open space wet areas for Technology, Science, general creative and artistic activities.
- JP wet area and Activity/Home Corner

Student facilities

The new canteen operates at recess and lunch times and parent/carer volunteers work under the guidance of our Canteen Manager.

11. SCHOOL OPERATIONS

Decision making structures

- PAC is actively involved in all Human Resource decisions.
- Decision making is shared between the staff, School Council and Student Executive.
- Staff and Governing Council have documented decision making processes with the emphasis on consensus.
- Major staff decisions are made at Staff Meetings.
- Levels of Schooling Teams make decisions on matters that directly affect their members.
- SSOs meet with the SSO3 and Principal to make decisions on matters that relate to their work.

Regular publications

- Newsletter published fortnightly including sports news.
- Parents/Caregivers Information Handbook/Folder for new families.
- Class newsletters.
- Electronic Bulletin for staff.
- Community and Sports noticeboards.
- Skoolbag app.

12. LOCAL COMMUNITY

General characteristics

- A strong community involvement exists in all aspects of the school's program including policy development and review.
- The School Council forms the basis for parents/caregivers and community involvement in the school. Sub-committees include Finance/Facilities, OSHC, Canteen, Sports, Education and Fundraising.
- Teachers encourage parental/caregiver involvement by having a Parent/Carer Rep, as well as supporting in classes, Electives, Sports, assisting in the Resource Centre, working bees, fundraising and Canteen.

Local High & Pre schools

- Our district Secondary Schools are Pasadena High School, Mitcham Girls, Unley High School and Urrbrae Agricultural High School.
- Our feeder pre-school and local care centres are Clarence Park, Clarence Gardens Mitcham and Cumberland Park.

Commercial/industrial and shopping facilities

- The Big W and Woolworths Centre are nearby.

Other local facilities

- AMF Bowling complex.
- Westbourne Park Community Gym.
- Mitcham Community Library.

Local Government body

- Mitcham Council

13. 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/caregivers, 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.

Julie Gallaher
Principal
2/2017