



SCHOOL CONTEXT STATEMENT

Updated: 14/9/16

School number: 0340

School name: Ascot Park Primary School

School Profile Text: We have many exciting programs and strive to live by the values that we have been working with: respect, responsibility and excellence. The learning environment is enhanced by spacious classrooms, and aesthetically appealing grounds. We are a DECD funded and endorsed SPESS school (specialist sport and PE) with specialist gymnastics, soccer and netball programmes. We have a focus on physical education with summer and winter after-school sports, supported by parents as umpires and coaches. The school offers a sound program in Performing Arts, culminating in our Celebration at the end of the year. Chinese is delivered as a LOTE subject to all students. Our choir is highly successful and we include students from the co-campus schools. Local links with the kindergarten are well established and they visit the gym each week for expert instruction. We have a strong ethos of connection with the community, with a weekly play gym for under 4-year-olds, a 4-year-old programme is offered each Monday morning for students enrolled to start with us the following year. Volunteers from the Council of the Aged teach students traditional crafts every Wednesday. Other services that families access are a Pastoral Support Worker, Out of School Hours and Vacation Care, and a canteen.

1. General information

- School Principal name: Greg Cox
- Senior Leader's name: Sam Kennedy
- Year of opening: 1926 – the current school was built in 1974.
- Postal Address: 1-37 Pildappa Avenue, Park Holme 5043
- Location Address: As above
- DECS Region: Southern Adelaide
- Geographical location: 11 kilometres south-west from the GPO
- Telephone number: 8276 3055
- Fax Number: 8277 9007
- School website address: <http://www.ascotpkps.sa.edu.au>
- School e-mail address: dl.0340.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No

- February FTE student enrolment:

| | 2013 | 2014 | 2015 | 2016 |
|------------------------|------|------|------|------|
| Reception | 19 | 14 | 13 | 16 |
| Year 1 | 17 | 13 | 13 | 11 |
| Year 2 | 11 | 20 | 13 | 19 |
| Year 3 | 22 | 12 | 22 | 14 |
| Year 4 | 17 | 13 | 10 | 22 |
| Year 5 | 14 | 13 | 17 | 10 |
| Year 6 | 36 | 13 | 11 | 18 |
| Year 7 | 23 | 29 | 15 | 13 |
| Year 8 | | | | |
| Year 9 | | | | |
| Year 10 | | | | |
| Year 11 | | | | |
| Year 12 | | | | |
| Year 12 plus | | | | |
| TOTAL | 159 | 127 | 114 | 123 |
| Aboriginal enrolment | 1 | 5 | 1 | 3 |
| ESL | 64 | 46 | 25 | 53 |
| School Card Percentage | 39 | 48 | 49 | 41 |

- Student enrolment trends:

Enrolment trends are steady at the moment, in fact increasing. The past few years' numbers have been significantly impacted on by local Housing Trust redevelopment and overseas students retention.

- Staffing numbers:

| | |
|---------------------------|--------------------------|
| Formula staff | 9.0 |
| School Counsellor | 0.4 |
| Special Education | 0.4 |
| Sports Specialist Program | 2.1 |
| EALD | 0.4 |
| Teacher/Librarian | 0.2 |
| SSO Permanent Hours | 77 hours |
| GSE | 17.5 hours across campus |

- Public transport access:

Busses travelling north and south stop outside of the school on Marion Road. The railway station is about 0.5 km away from the school.

- Specialist Sporting School

Ascot Park Primary School is the only Primary School funded and endorsed by DECD. We currently have a partnership with Gymnastics SA, Netball SA and FFSA (soccer) where students with a passion are provided with quality coaching as part of their curriculum. Ascot Park PS is therefore not zoned! For example, APPS and Gymnastics SA have had an agreement for 28 years that students participating in the Gym-JETS program are encouraged to enrol at the school. The agreement aims to produce gymnasts of national ranking who will represent the state and country while providing a high quality primary academic and social learning program. In the program, students train for a minimum of 19 hours per week and have before and after school training at the South Australian Gymnastics Association (SAGA) gym on Oaklands Road. The school has a bus which we use to

pick up students after their before school training and we drop them off to their after school training. The gymnastics students have a shortened school day so that specific and particular care needs to be taken with their educational provision

There are increasing ties with the other schools on the campus: The South Australian School for Vision Impaired (SASVI) and Kilparrin Assessment Centre. Currently, we share the canteen and students from each of the campus schools participate in the Festival Choir through Ascot Park Primary School.

2. Students (and their welfare)

- General characteristics

In 2016 there are 5 mainstream, generally composite, classes and the 1 specialist sport class. The school's index of disadvantage is 4. Students come from 23 different countries.

- Student well-being programs

The Senior Leader's role comprises 0.4 counsellor and 0.4 to monitor general student well being which includes providing a referral service to community and government agencies. There are cross-age tutoring programs established collaboratively across classes. There is a whole school focus on the 'Play is the Way' program with all classes participating. This programme focuses on the 'Golden Rule': TREAT OTHERS AS YOU WOULD LIKE THEM TO TREAT YOU! This compliments the school values of RESPECT, RESPONSIBILITY and EXCELLENCE.

- Student support offered

There is a strong SSO support provided to children with needs, and a literacy focus each day concentrating on reading and spelling. EALD support is provided by the Senior Leader to individuals and small groups of students. Flinders University 'Inspire' students are used as community mentors and are matched to students. We also have a number of other 'community mentors' working with our students.

- Student management

The school's behaviour management policy provides a framework for managing student behaviour and creating safe, orderly and productive classes. The school's Behaviour Code describes a range of specific behaviours that we expect and strategies for supporting students to manage their own behaviour appropriately. The Play is the Way programme supports students to self manage their behaviour. Poor student behaviour is now really and exception not the norm!

- Student government

Voice of Kids (VOK) has representatives from each class and meets regularly to discuss school issues and fundraising activities that they may undertake. Two school captains are elected each year by the student body and they represent the school and a number of events. They also report to the Principal and Governing Council. The Middle School holds regular

student meetings where decisions are made by students about issues that relate to them.

- **Special programmes**

The First Term 'Life Raft' program (Play is the Way) was introduced in 2015 to reinforce the key concepts of 'The Golden Rule'; 'Be Brave'; Pursue your personal best'; Have reasons for the things you say and do'; and 'It takes great strength to be sensible'. One concept is delivered and reinforced each week. It compliments the shared understandings and meanings of respect, responsibility and excellence, as well as established school protocols and procedures. The performing arts program is provided as NIT and culminates in the annual celebration at the end of the year. Physical Education and Chinese are also a NIT focus across the school. The school has a Pastoral Care Worker who runs programs throughout the year, along with a highly successful 'Breakfast Club' each Wednesday. Council of the Aged volunteers run a highly valued program of teaching students craft activities on a weekly basis. Instrumental music and private piano tuition are offered to students on demand.

3. Key School Policies

- **Site Improvement Plan**

The priorities on the Site Improvement Plan are Literacy, Numeracy and Play is the Way.

- **Recent key outcomes**

The school has most recently been consolidating its literacy and numeracy programmes to further develop shared understandings, methodologies and pedagogies. Agreements have been developed to include establishing a workable data timeline and self review processes and strategies to interigate it.

4. Curriculum

- **Subject offerings**

The school follows the Australian Curriculum (AC)

- **Special needs**

The Special Education manager oversees the provision of quality support for students who qualify for negotiated education plans by school services officers, based on AC . The Senior Leader provides support for students from non-English speaking backgrounds, based on the ESL Scales. Quicksmart, Toosmart and Mini-lit programmes are provided to identified

students and delivered by trained SSO staff. A teacher has been given 0.2 to oversee literacy improvement in the school and also delivers mini-lit.

All students have short term academic goals set in collaboration with their teacher.

- Teaching methodology

There is a strong tradition of communication and collaboration at the school. Levels of school teams meet and discuss teaching and learning issues. The introduction of interactive whiteboards has provided an opportunity for further conversations about the authentic use of ICT in learning programmes. APPS was a phase 1 school in 'Teaching for Effective Learning' and all teachers are planning using the TfEL framework.

- Student assessment procedures and reporting

Teachers use both summative and formative assessment procedures and the school reports using the Australian Curriculum achievement standards. There are three-way interviews in late term 1, a written report in term 2, open invitations to parent interviews in term 3 and a written report in term 4.

- Joint programmes

The school is part of the Marion Inland partnership and staff from each school meet where possible and on combined student free days and staff meetings each term. This includes planning, listening to speakers and sharing practice.

- Other Successful Programmes

Students in years 6 and 7 are involved in the 'Graduate Qualities' programme where extra-curricular activities are recognised. Year 6 and 7 students are also involved in 'Panel Presentations' where students present their learning to a panel of community people that include peers, teachers, parents, volunteers, members of parliament.

5. Sporting Activities

The school hold an annual sports day with a focus on participation and fun, and celebrates PE Week each year. There are many sporting and allied sports provided at the school. The PE teacher, other staff and parents organise and coach basketball, soccer, cricket, badminton, football, netball, beach volleyball and SAPSASA athletics, basketball, badminton, cross country, and indoor volleyball. Free and low-cost clinics are held at the school through the year. Chess competitions within school and at district level also occur.

6. Other Co-Curricular Activities

Ascot Park Kindergarten visits the school every week for a play session in the gym which is part of our gymnastics for all focus. All students in years 5, 6 and 7 have the opportunity to be part of the school's Festival Choir. The choir has been highly successful and popular and we have had a number of soloists chosen for the performance over the last few years. Year 6 and year 7

students participate in annual competitions with the local Active Elders Group and the winning shield is always hotly contested. The most significant public event of the school year is the annual Gymnastics Assembly, which is held at the SAGA gym. Mainstream students from the school display their skills and elite athletes from all of the SAGA training squads present a demonstration of their training and expertise. There is a large audience including staff from regional office and other schools, as well as the board of GymSA and local members of parliament.

7. Staff (and their welfare)

- Staff profile

Currently there are 9 teachers working from 0.6 to full time, including the librarian. There are 5 SSOs who support students in class. There is a finance officer, a front office staff member, an IT SSO, a GSE and a Pastoral Care Worker. The Council employs a canteen amanager. There are regular volunteers and mentors who visit the school.
- Leadership structure

There is a principal and a Senior Leader who has responsibility for school counselling, special education and EALD
- Staff support systems

Staff meet in levels of school teams as they need but as a whole staff once per week. The induction handbook is presently being revised to include updated policies and procedures. OHSW is on every staff meeting agenda and all staff are invited to contribute to staff meeting and SSO meeting agendas. Professional development needs are met by negotiation and consultation.
- Performance Management

Performance management has recently followed the “manage up” protocols of DECS. Staff are invited to meet with their line manager in both formal and informal meetings.
- Staff utilisation policies

Each year, PAC consults staff members about their preferred roles for the following year. The PAC then advises the principal about the deployment of staff. Decision making through this process includes consideration of the school’s needs and priorities, staff skills and interests, DECS guidelines and available resources.
- Access to special staff

Staff can access a range of support services to assist with students with disabilities including guidance officers, speech pathologists, hearing and visual support teachers and occupational therapists. The leadership team can be consulted about student behaviour management and can refer to the interagency services behaviour management, social workers and CAMHS.

Attendance officers are also able to provide support to the school and teachers.

8. School Facilities

- Buildings and grounds

The school was built in 1926 and rebuilt in 1974. The school is two large single-story, solid brick buildings. Within each are single classrooms that exist as units. Most classrooms have access to shared wet areas and there is an art room. There is also a library, computer room, performing arts room, staff work rooms, activity hall and the new gym. All rooms have been re-carpeted and painted in 2010. The buildings are centred around three courtyards that provide quiet sitting areas. There is a large oval and three playgrounds and netball and basketball courts.
- Heating and cooling

There have been improvements in the airconditioning systems in classes and offices have individual air conditioning units.
- Specialist facilities and equipment

There are computers and an interactive whiteboard in each class.
- Student facilities

As well as the extensive grounds mentioned above, there is also a canteen and a locked bike shed.
- Staff facilities

There is a staff room with adjacent toilets, as well as a disabled toilet with a shower. There are also preparation rooms by many of the classes, as well as other preparation areas that staff can use.
- Access for students and staff with disabilities

There is a disabled toilet. The car park and buildings are accessible.
- Access to bus transport

The school owns a small bus and, as above, there is public transport available along Marion Road.

9. School Operations

- Decision making structures

There is a Council that meets twice a term and has the following sub-committees: Finance; Education; Facilities and OSHC. Staff have opportunities to contribute to decision making through SSO meetings, PLC's, staff meetings. PAC advises the principal. VOK is also consulted on matters pertaining to students.
- Regular publications

There is a day book and newsletters that go home to families and other stakeholders. Some classes publish their own newsletter. The principal

prepares the “Weekly Bulletin” to all staff and all staff are actively encouraged to include informational items.

- Other communication

There is a whiteboard in the staffroom that covers the whole year. Minutes of committees and groups are displayed in the staff room.
- School financial position

The school is in a good financial position.
- Special funding

As above, the school receives Resource Allocation Panel funding of 2.1. 1.0 of that covers a ‘Specialist Sport’ class teacher and the mainstream Physical Education teacher.

10. Local Community

- General characteristics

The local community is varied and has a wide mix of nationalities. There is also a mix of rental and private home ownership in the school community. There is transience and also families who have been associated with Ascot Park for two or three generations. Unemployment and education levels vary and the level of school card reflects the needs of the community. The hall and the oval are used by community groups and some of the classes are used by the local Nepalese school every Saturday.
- Feeder or destination schools

Feeder kindergartens include Ascot Park and Oaklands Estate Kindergarten. Students also enrol after completing new arrivals programs. The predominant destination school is Hamilton Secondary College and also includes Passedena High School, Brighton High School, Seaview High School, Mitcham Girl’s High School and Adelaide High School. The specialist Sport Henley High School is also becoming popular for our specialist sport students.
- Other local care and educational facilities

Warradale childcare is next to the school. Marion Library is across the road from the school.
- Commercial and shopping facilities

Park Holme Shopping Centre is a five-minute walk away and Westfield Marion is a five-minute drive away. The Castle Plaza at Edwardstown is a ten-minute drive as is the main commercial area of Glenelg.
- Other local facilities

The Marion swimming pool, New Adelaide Aquatic Centre and the Marion recreation centre are close.
- Local Government body

The Marion City Council is the local body and has supported the school in various ways. This year they have supported our successful multi-cultural grant application.