SCHOOL CONTEXT STATEMENT 2016

School Name: ROSE PARK PRIMARY SCHOOL

School Number: 0169

1. General Information

Part A

<table>
<thead>
<tr>
<th>Field</th>
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<tr>
<td>School Name</td>
<td>ROSE PARK PRIMARY SCHOOL</td>
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<tr>
<td>School No.</td>
<td>0169</td>
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<tr>
<td>Principal</td>
<td>Mr Brett Darcy</td>
</tr>
<tr>
<td>Postal Address</td>
<td>54 Alexandra Avenue, Rose Park 5067</td>
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<tr>
<td>Location Address</td>
<td>54 Alexandra Avenue, Rose Park 5067</td>
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<tr>
<td>Region</td>
<td>East Adelaide</td>
</tr>
<tr>
<td>Distance from GPO</td>
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</tr>
<tr>
<td>CPC attached</td>
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</tr>
<tr>
<td>Telephone</td>
<td>08 83317521</td>
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<tr>
<td>Fax No.</td>
<td>08 83320052</td>
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February FTE Enrolment

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TOTAL  572

School Card Approvals (Persons)  16
NESB Total (Persons)  132
Aboriginal FTE Enrolment  0

Part B

Deputy Principal
: Rebecca Paterson

School's email
dl.0169_info@schools.sa.edu.au

Staffing numbers

29.6 FTE teachers (3.0) male
265 hours SSO time (12 female, 1 male), including 17.5 hours Grounds person (male)
0.2 Tier 2 staffing Special Ed, 1.0 Tier 2 staffing ESL
Teacher Librarian position 1.0 Inquiry methodologies

OSHC
Outsourced to Camp Australia
Operates between 7:00 to 8:40 am (Before School Care), and 3:20 To 6:00 pm (After School Care).
Vacation Care 7 am to 6 pm

Enrolment trends
There has been a steady increase in enrolments resulting in a capacity management plan enacted from February 2016, capping enrolments at 585, with a goal to reduce to 560. An emerging trend is the enrolment of children from business and professional immigrants from a wide range of countries and the enrolment of International Educational students.

Year of opening
1893

Public transport access
Bus from city (Bus Number 143 from the city via Grant Avenue)

2. Students (and their welfare)

General characteristics
Rose Park Primary School is a zoned school of 550+ students in 22 classes from Reception to Year 7. <10% are School Card Holders. Classes are arranged generally in composite year groupings.

Support offered
The school provides an early intervention programme for students identified through diagnostic testing in their first 10 weeks of school. A gross motor skills programme operates similarly. Both programmes are intensive short term and operated by a trained SSO under the guidance of the school leadership

Student management
The school community has contributed to the development of an Anti Harassment Policy and a Behaviour Code, which has resulted in minimising disruptive behaviour and providing a safe play environment.

Student Government
Class meetings are held in all classes with students taking a significant role in managing the agenda. Student Action Teams meet 3 times per term Student Action Teams are: Events, Wellbeing, Environment, Resource Centre/IT and the Executive.

Special programmes
Special programs which operate within Rose Park Primary School include Junior and Senior Choir, School Band, Instrumental Music, Pedal Prix, Out of School and SAPSASA Sport

3. Key School Policies
Please see the 10 year Strategic plan added as an addendum to this statement.

4. Curriculum

International Baccalaureate Primary Years Programme (PYP)
Rose Park Primary is an authorised IBPYP World School. The PYP is an inquiry based methodology that enables students to go deeper with more meaningful learning. It is implemented in tranidisciplinary approach through units of work developed collaboratively by the staff.
Please refer to the school website for further information.
The National curriculum is used as the base for the development of the units of inquiry.
Japanese is taught at all year levels for up 100 minutes per week. 
Specialist Music is taught R-7 and is closely linked to classroom program celebrations. 
Science is taught R-7 with a specialist science teacher co-teaching with class teachers 
PE is a specialist subject for R-3 classes 

Special needs

The school has developed a comprehensive approach to students with special needs that includes:
- early intervention process
- early identification of students with particular needs
- a managed timetable to ensure all NEP’s and IEP’s are maintained to the minute
- programmes developed collaboratively with staff and parents and supervised through the school leadership
- significant conversion of salary to SSO support
- conversion of salary to boost ESL support
- use of bilingual SSO support

Special curriculum features

The PYP transcends much of how we operate, and we add to this the use of ICT’s to enhance the learning. An interactive whiteboard is in every room.

Teaching methodology

Teachers use a broad range of approaches to develop and deliver the curriculum. The explicit teaching of both social skills and thinking skills is actively encouraged. The school has a commitment to student wellbeing.

Staff work collaboratively in learning teams around the year level cohorts, and all planning days occur in team structures.

Assessment procedures and reporting

Students are regularly assessed by class teachers in a number of ways, including formal testing, analysis of anecdotal evidence and skill achievement, and the use of individual and class records. 

Our reporting system values the ongoing collection and analysis of data to inform our programming and planning. Written reports are sent home at the end of Terms 2 and 4 each school year.

In addition we have:
- Acquaintance Night held early in first term providing information regarding curriculum, parent involvement and support to class activities
- 3-Way Interviews are held at the end of Term 1 to discuss social and academic development and establish future learning and behavioural goals
- In Term 3 interviews with teachers are optional

5. Sporting Activities

Physical education, fitness, health and games skills are taught by all teachers. A strong Out of School Hours Sport Program exists within the school and is coordinated by parents and a committee who oversees all out of hour sports. A number of sports such as cricket, kanga cricket, tennis, football, softcross, hockey, minkey hockey, netball, basketball, dance and soccer are offered each year. Availability of parent coaches and managers determines which sports can be offered. Most teams are open to boys and girls. Many of our students are involved in SAPSASA competitions. We conduct a yearly Sports Day, and some students participate in District and State sporting events. R-5 students are involved in a swimming programme at Thebarton Indoor Pool, with Year 6 students attending a Surf Education Camp, and Year 7 students attending an Aquatics Camp. The school has a strong programme of visiting sporting clinics.

6. Other Co-Curricular Activities

General
Students conduct a Charity Day each year in which they plan stalls and entertainment to raise funds for a student determined charity. We also hold a VIP Day. Grandparents and special friends are invited to the school, given guided tours by the children, and entertained by our choir and school band.

7. Music

Rose Park values Music and to support this belief offers a specialist music programme which has four specific elements;
- Specialist music instruction
- Instrumental tuition
- Ensembles
- Performances

Specialist Music Instruction

Specialist music instruction is provided weekly for 50 minutes to all students R-7.
The classroom music programme covers development in the Arts based on the Australian Curriculum

Instrumental Tuition:
Rose Park currently facilitates over 30 lessons per week through the Instrumental Music Service (IMS) and private tuition IMS. IMS offers tuition in Woodwind, Brass and Strings to students in a small group instruction format. The current allocation is woodwind and brass from Year 5 and strings from Year 3. Private Tutors offer tuition in saxophone, flute, clarinet recorder, drums and guitar. These lessons are provided to students as a direct fee to parents. Over 85% of Rose Park students from year 3 to 7 play an instrument.

The school owns a limited number of instruments and supplementary instrumental hire may be arranged through the school.

Ensembles
- “Rose Park Strings” is a weekly ensemble under the direction of the school’s IMS string tutor
- Concert Band caters for post basic wind and percussion students. Specialist music staff conducts and support this ensemble
- Choir: Rose Park’s Senior Choir is conducted by Chris Narroway
- Guitar Ensemble and Senior School Rock Ensembles conducted and managed by private tutors
- Community Ensembles: Many students from Rose Park participate in DECS ensembles held outside the school including Primary School Wind Ensemble (PSWE), Primary Schools Recorder Ensemble, Primary School String Ensemble (PSSO), Marryatville High Junior Orchestra and Primary Schools Music Festival Orchestra.

Performances
Students regularly perform in school based assemblies, mid-year Winter Concert, mini-concert instrumental series, special events like VIP day and ‘end of-year’ presentations. Ensembles perform as part of the Public Primary Schools Music Festival, Come Out activities and at local preschools and aged care facilities.

8. Staff (and their welfare)

Staff profile
There is a minimal staff turn over annually.

Leadership Structure
The leadership team (prin and dep. prin) meet regularly and staff take leadership roles in a range of projects and programs. Most staff are project managers, responsible for needs assessment, development and management of a budget related to a particular curriculum area. They are very involved in a wide range of training and development initiatives, regularly working in Learning Teams, in ad hoc committees, or as a whole staff.
Staff support systems

Staff members are very supportive of their colleagues. Buddy systems across the learning teams are encouraged and a staff induction process is in place for new appointees.

Performance Management

Staff are encouraged and supported to evaluate their performance on an on-going basis through an action research agenda, utilising colleagues, the leadership team, and accessing opinions of parents and students. There is an expectation that individuals and teams establish goals and devise measures to assess progress in achieving them. Staff meet formally with their line managers, at least once each term. Staff report information on their action research throughout the year.

Staff Utilisation Policies

Specialist subject provision includes Japanese, Science, PE and Music. Some of the Leadership/ Administration component is utilised to release the Deputy Principal. Teaching staff have 3 team planning days per term.

Access to Specialist Staff

DECD instrumental music teachers provide limited programs. Instrumental Music Teachers are supplied through the Music Branch and are allocated schools on an annual basis. Guidance Officers, Speech Pathology services and Behaviour Support Team are accessed as needs arise from the Regional Office.

9. Incentives, support and award conditions for Staff

No incentives offered

10. School Facilities

Buildings and grounds

The school was established in 1893 and some buildings are heritage listed. The original building facing Alexandra Avenue was remodelled in 2010 as part of the Building the Education revolution. It now houses a double storey section with 4 classes and a learning common upstairs, and a very large resource centre on the ground floor. The building has wireless capacity for over 200 laptops. The remainder of the original admin building is remodelled to house new staff toilets and a staff withdrawl / meeting room. All classes in this building and the Potts building have recently been painted and recarpeted and every class has an interactive whiteboard.

The Renfrey Potts building accommodates 8 classrooms. The school has a science room and a performing arts room. The school has 2 artificial grass playing fields and an oval, but generally very small play space for this many students. The Centenary Hall complex built in 1993 comprises an all-purpose hall, Before & After School Care Centre, and the science room. The church building (Theodore building) houses our performing arts suite. Our grounds are compact and attractive.

Little Sparrow is a public delicatessen on the school grounds. The shop is leased from the school and provides school lunches and catering. The back section of the shop houses the uniform shop and another instrumental music specialist room.

Cooling

All classrooms and other buildings are air-conditioned.

Specialist facilities

The school has the performing arts suite, an instrumental music suite, a dedicated art/science room and a Japanese Room. There are over 250 computers in the school, mainly wireless laptops, ipad and some macs. Our Centenary Hall is used for Physical Education lessons, community events, OSHC and community activities.
Staff facilities
An attractive staff room provides an area for staff to meet, and a team planning room is equipped with an IWB

Access for students and staff with disabilities
Ramp access is provided for all buildings and an elevator services the second floor classes. All parts of the school are accessible.

11. School Operations

Decision making structures
There are many committees, both Governing Council and staff through which staff can participate in the operations of the school

Regular publications
A newsletter is published fortnightly electronically, and the school provides parents and staff with information booklets.

Other Communication
Staff are kept informed through daily bulletin notices and a staff meeting each Tuesday.

12. Local Community

General characteristics
Parents are informed, interested and involved in the school and very supportive. Families are ambitious for their children, have high expectations of teachers and the school and are articulate in expressing opinions about all aspects of children’s learning programmes and school operations.

Parent and community involvement
Parents are very visible in the school in a range of roles.
Governing Council contributes to school management with sub-committees responsible for Out of School Sports, Finance, Fundraising and OSHC.
Parents and Friends assist Governing Council with fund raising, the induction of new families and in supporting students and teachers.

Feeder schools
Most students enrol from Rose Park Kindergarten. Some students enrol from nearby Pre-schools and Child Care Centres.

Commercial/Industrial and shopping facilities
Norwood Parade and Burnside shopping village are both close by.

Local Government Body
Burnside City Council

13. Further Comments

Brief History
The school is named after the Right Hon. Sir John Rose, who was the chairman of the SA Company at the time it subdivided the district. In 1892 the land was purchased for £800. The original building was planned to accommodate 500 children. The school was opened on 30th January, 1893 with Mr. C A Wittber Headmaster, 4 assistants and 294 pupils. By the end of the year, 591 children had enrolled. The eastern wing was built in 1899.

The Grant Avenue building was completed in 1923 and extensive alterations were carried out during 1977 to make it suitable for contemporary teaching methods.

The old St. Theodore's Church was purchased in 1924 for £925 and was opened as a woodwork centre in 1925. The building has served a number of roles such as a drama area, creative dance area and even as a lunch-time recreational area supervised by a roster of parents.

The school’s Centenary Year was 1993 and celebrations were held throughout the year. Our Centenary Hall, designed by a parent, was completed in 1993.

**Old Scholars Association**

An Old Scholars’ Association is affiliated with the Governing Council and meets periodically. They hold a reunion each year in October. Old Scholars maintain one of the largest archival collections of public schools in the State. The archives provide an outstanding history of the school since its inception with a comprehensive display of archival material and memorabilia.