

SCHOOL CONTEXT STATEMENT

Updated: May 2018

School number: 0152

School name: Glen Osmond Primary School

1. General information

Part A

School Name: GLEN OSMOND PRIMARY SCHOOL
 School No: 0152 Courier: East
 Principal: Ms Julie Mattiske
 Postal Address: 5 Fisher Street, Myrtle Bank 5064
 Location Address: 5 Fisher Street, Myrtle Bank 5064
 Partnership: Greenhill South
 Distance from GPO: 5 kms Phone No.: 08 83790500
 CPC attached: NO Fax No.: 08 83790502

| February FTE Enrolment | 2015 | 2016 | 2017 | 2018 |
|---------------------------------|------------|------------|------------|------------|
| Primary | 333 | 341 | 364 | 388 |
| Special, N.A.P. Ungraded etc. | | | | |
| Reception | 47 | 32 | 42 | 56 |
| Year 1 | 36 | 50 | 34 | 47 |
| Year 2 | 51 | 36 | 52 | 39 |
| Year 3 | 41 | 50 | 39 | 55 |
| Year 4 | 49 | 50 | 51 | 43 |
| Year 5 | 39 | 47 | 45 | 53 |
| Year 6 | 39 | 47 | 50 | 48 |
| Year 7 | 31 | 29 | 52 | 47 |
| Secondary | | | | |
| Special, N.A.P. Ungraded etc. | | | | |
| Year 8 | | | | |
| Year 9 | | | | |
| Year 10 | | | | |
| Year 11 | | | | |
| Year 12 | | | | |
| TOTAL | | | | |
| July total FTE Enrolment | 333 | 341 | 364 | 388 |
| Male FTE | 172 | 172 | 180 | 195 |
| Female FTE | 161 | 169 | 184 | 193 |
| School Card Approvals (Persons) | | | | |
| NESB Total (Persons) | | | | |
| Aboriginal FTE Enrolment | 0 | 0 | 3 | 3 |

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

Principal

Ms Julie Mattiske

Deputy Principal

Ms Tanya Scobie (Student Support)

Coordinators

Ms Vanessa Secomb (Student Wellbeing Leader)

Ms Maria Colarusso (STEM)

School email address: dl.0152.info@schools.sa.edu.au

OSHC

Before school care from 7:00-8:30am and after school care from 3.10- 6:00pm.

Acting OSHC Director – Ms Samantha Smith

Year of Opening: 1878.

Public transport access: 100 metres from Glen Osmond Road Trans-Adelaide bus service. One km from bus on Fullarton Road.

2. School Context

Glen Osmond Primary School (GOPS) is a Category 7 school with a current enrolment of 388 students from Reception through to Year 7 level. There are 14 classes with a mixture of composite and straight year levels.

Specialist NIT subjects include The Arts, Science and French. Extra time is given for a teacher to manage and coordinate sports clinics and interschool sports teams.

Extra curricular activities include debating, instrumental music, chess and a diverse range of team sports utilising the school's gymnasium, playing field, courts and the local community sporting facilities.

Students are members of families who value high levels of Literacy and generally have a wide range of rich inter-cultural experiences that enable them to readily connect with the school's values and curriculum. The school sees its role as 'value-adding' to the linguistic and social capabilities of children who by and large enjoy the social and educational advantages of coming from highly literate households.

Many parents in the community have professional and managerial backgrounds. There is relatively low mobility of families and a high proportion is supported by two incomes. The percentage of students with languages and cultural backgrounds other than English is increasing. Approximately 10% of students are School Card holders who gain Government Assistance with fees payment.

Parents and caregivers actively participate in the school through their involvement in Governing Council and subcommittees; classroom programs; working bees, sports coaching and annual school events. Parents coach and manage a variety of sports including netball, football, softball, soccer, basketball and cricket.

The Governing Council includes 14 members and committees in Finance, Grounds and Facilities, Sport, Fundraising, Communication and Well Being, Canteen and OSHC are very active. OSHC facilities provide before and after school care 5 days a week with numbers averaging 25–40 students each day.

Support offered

Includes Early Assistance and learning support programmes R-7 coordinated by the Deputy Principal with SSO support.

Student Behaviour Development

Students develop class agreements at the start of the year about the way that they will behave and treat each other. The values of Persistence, Respect, Integrity, Care and Excellence (PRICE) form the basis of the behavior agreements. A Respectful Behaviour Code and Anti Bullying Policy provide guidance and direction for student behavior development.

Student Representative Council

The school has an active Student Representative Council (SRC) and class representatives are elected via a formal voting procedure. The SRC provides an opportunity for students to contribute towards the development of school policies and decisions about the day to day operation of the school. Additionally the SRC raises funds to support a child in Ethiopia through World Vision and organises whole school social events e.g. Discos.

Specialist Programmes

A specialist arts program is conducted for all classes in addition to the regular classroom art lessons. Students have the opportunity to join the senior choir and learn a musical instrument. The Year 6/7 Musical is presented annually and provides an opportunity for Year 6/7 students to demonstrate the musical and drama expertise that they have acquired.

Science, the Stephanie Alexander Kitchen Garden Program and a French Language program are also presented by specialist teachers.

Digital technologies are an integral part of the program offered to students. All students have access to laptops, iPads and computers. All school devices are networked and have Internet access. Students have access to high quality multimedia software, digital cameras and scanners all of which are integrated into their learning programs.

3. Strategic Directions

| GLEN OSMOND PRIMARY SCHOOL STRATEGIC DIRECTIONS 2016-2018 | | | | | | |
|-----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <i>Learning for Life, Aiming for Excellence</i> | | | | | | |
| VALUES | <p><i>Persistence Respect Integrity Care Excellence</i></p> | | | | | |
| VISION | <p><i>Students develop as lifelong learners with the capabilities to be successful participants in local and global communities, to interact positively, responsibly and effectively with others and to approach the future with optimism, integrity and wisdom.</i></p> | | | | | |
| GOALS | <p>Connection with Communities We will help develop positive relationships with families and communities, and work together to meet individual care and educational needs.</p> | | <p>Wellbeing for Learning and Life We will help develop wellbeing and resilience of students in a way that provides a basis for lifelong learning.</p> | | <p>High Quality Teaching and Learning We will provide a balanced and integrated learning program that is rigorous and has intellectual challenge.</p> | |
| STRATEGIC DIRECTIONS | <p>Access: Improved student access to student support programs and services</p> | <p>Connections: Parents and caregivers will be well informed and feel connected to the school's vision, values, purpose, planning, directions and outcomes</p> | <p>Early Foundation: Families will have clear pathways from Kindergarten to school to support the early development of children</p> | <p>Maximising Potential: Students will have access to a safe and supportive learning environment and an education that provides an opportunity for them to reach their potential</p> | <p>Focus on Learning: Students will be effective learners and will be supported to achieve their best</p> | <p>Future Opportunity: Students will be explicitly taught adaptive capabilities that equip them for productive citizenship and preferred futures</p> |
| PRIORITIES | <p>Early identification, referral and intervention processes are continuously improved Timely communication with families as partners in children's learning Clear guidelines for families to notify concerns</p> | <p>Clear communication processes established Increasing the engagement of families as partners in their children's learning</p> | <p>Improvement of transition from Kindergarten to school Improving the flow of assessment information Improving the knowledge and capacity of new families</p> | <p>Building enthusiasm, optimism and resilience Supporting the needs of every learner Promoting teamwork</p> | <p>Implementing the Australian Curriculum and General Capabilities Building teacher capacity in quality pedagogy Ensuring a seamless curriculum and ongoing feedback to students Accelerated learning outcomes for identified students</p> | <p>Ensure high level literacy, numeracy and ICT outcomes across the curriculum Engage students in challenging learning and problem solving with high expectations for quality achievement</p> |
| SITE IMPROVEMENT | <p>Priority One: Literacy – improvement of student progress and achievement in reading and writing across the curriculum Priority Two: Numeracy – improvement of student progress and achievement in Mathematics across the curriculum Priority Three: Wellbeing – development of a positive school community promoting mental health and wellbeing for all students</p> | | | | | |
| CONTEXT | <p>Critical and Creative Thinking Digital Technologies Partnership Priorities STEM (Science Technology Engineering & Mathematics) KidsMatter framework Learning Teams Excellence in Teaching Collaborative Culture The Arts Physical Education</p> | | | | | |

4. Curriculum

Quality teaching and learning at Glen Osmond is about ensuring a robust curriculum that reflects an understanding of the changing nature of young people as learners and the challenges and demands that will continue to shape learning in the future. The school's broad educational goals include supporting students to become successful learners, confident individuals and active and informed citizens. The Australian Curriculum guides teaching and learning programs.

Each term, parents are provided with a Term Overview outlining the class teaching and learning program. It will:

- document an overview of the class teaching and learning program for the term
- link the teaching and learning program to the 8 Learning Areas of the Australian Curriculum
- identify the theme or focus for the term's work for each class
- include an ethical guiding question/statement/essence for the theme
- provide an indication of how the overview is connected to the students' interest and/or students' contributions
- include information about the specialist teaching areas - Science, French & The Arts
- be distributed to the parents by the end of Wk 3
- be available for discussion at the Acquaintance Night in first term

Special Curriculum Features

The Stephanie Alexander Kitchen Garden is a term focus as part of the Science Program incorporating food production and preparation, horticulture, the science of living things and kitchen technology.

Physical Education is organised by a focus teacher in collaboration with classroom teachers, and includes daily fitness, regular coaching clinics to support excellence in skill building through the use of local community sporting groups, participation in South Australian Primary Schools Sports Association, out of school sporting teams, Aquatics and Swimming programs.

A senior musical is produced each year as part of the specialist Arts program.

Values based social skills programs, behavioural agreements and student voice are essential elements of the KidsMatter framework focus.

Assessment Procedures and Reporting

The reporting and assessment process is an important link between the school and home. The school is committed to tracking and monitoring every child in Literacy and support and extension is provided where required. An ongoing assessment program encourages, assists and enhances the learning of all students.

Specialist teachers (French, The Arts and Science) also provide input on children's progress through the class teachers during parent/teacher discussions and in the written reports.

Students' learning achievements are reported to parents in a combination of meaningful ways as listed below.

Reporting

- | | |
|---------------------------------------|---------------------|
| ▪ Acquaintance Night | Term 1 |
| ▪ Parent/Teacher Learning Discussions | Term 1 |
| ▪ Written Reports | Terms 2 and 4 |
| ▪ Open Night (Learning Journey) | Term 3 |
| ▪ Student work samples | Throughout the year |

Assessment

Standardised tests for Yrs 3-7, the results of which are analysed by teachers include:

- National Assessment Program Literacy and Numeracy (NAPLAN)
- Progressive Achievement Test (PAT) - Reading
- PAT-Mathematics
- PAT-Spelling
- PAT- Punctuation and Grammar

Literacy Assessments include:

- Running Records
- PASM (Phonological Awareness Skill Mapping)
- Oxford wordlist progress
- Levelled Writing samples for EALD students in various text types
- Narrative Writing samples for all students using Brightpath exemplars
- Words their Way Spelling assessment

Class based tests and assignments are reported on throughout the year.

Optional Assessments

- ICAS tests in Maths, English, Science and Computing are offered to students who wish to sit them.

5. Sporting Activities

Glen Osmond School supports an extensive range of out of school hours sports including softball, Australian Rules football, soccer, cricket, netball and basketball. SAPSASA knockout competitions are entered in softball, netball, football, cricket and

sofcrosse, and individuals are encouraged to try out for SAPSASA interzone teams. The Governing Council Sports Committee in collaboration with the school administration coordinates the out of hours sports program. The sports teams rely heavily on the support of parent volunteers to coach and manage the day-to-day operations of the teams.

A School Sports Day is held annually in Term 1. Houses compete for two awards – The Sports Trophy (Performance) and The Spirit Cup (Participation)

6. Staff

Staff Makeup

- 20 teachers including a mix of fulltime and part-time staff in R-7 teaching programs.
- School Support Officers include: a Finance Officer, 2 Administrative officers, 1 Library officer, 3 classroom support officers, a maintenance officer and one part time ICT Technician.

Leadership structure

- Principal and Deputy Principal share line management, school management and curriculum leadership
- Coordinator in STEM
- Student Wellbeing Leader (0.2 FTE)

Meetings

- Collaborative learning teams meet fortnightly to plan, share and inform whole school decisions.
- Full staff meetings are held fortnightly.
- Professional Development may occur in both forums depending on focus and need.

Performance Development

- Staff meet twice per year with the line manager where feedback is exchanged, achievement is acknowledged and joint planning for support and learning is documented

Staff utilisation policies

- Personnel Advisory Committee monitors equity issues and gives advice to Principal re personnel matters.
- Workplace Health and Safety Representative (HSR) monitors and improves workplace safety.

Access to special staff

- Access to Support Services e.g. Disability, Behaviour, Attendance and Speech Pathology
- Literacy Coach 0.2 FTE

Placement points

- Glen Osmond PS attracts one point for each year of teaching service.
- Isolation placement points - N/A

Cooling

- Cooling and heating for school buildings are provided by split system airconditioners in all classrooms.

7. School Facilities

Buildings and Grounds

- The school is on a restricted site. It contains 4 solid construction buildings, which are all heated and air-conditioned. The main building, constructed primarily of bluestone, houses administration, resource centre, staffroom and 2 classrooms.
- The Upper Primary building was opened in June 2010 and houses 3 classrooms, teacher preparation room and a central Technology area.
- The red brick Middle Primary building houses 4 classrooms, a fully equipped Kitchen, teacher preparation room and a central Technology area.
- The southern building houses the six R-2 classes, a large activity area and a fully equipped kitchen.
- There are 2 transportable buildings – a single unit, used for OSHC, and a double-classroom used for the Arts.
- A historic solid stone 'coach house' is also in use for Out of School Hours Care.
- An Activity Hall, with facilities for physical education and sport, is used for whole school assemblies, drama and movement.
- The grounds consist of a grassed oval, 2 tennis/netball courts, basketball court, 2 hard play areas, waterwise gardens and a rubberized running track
- One fixed equipment playground, a 6m climbing web and large sand pit
- Biodiversity corridor with frog pond and butterfly garden at rear of Junior Primary
- All classrooms also have access to outside covered learning areas
- Stephanie Alexander Kitchen Garden
- Rainwater Harvesting

Specialist facilities

- The school maintains a network of Apple/Windows desktop computers, ipads, Windows Laptops, IWBs and printing facilities
- Each classroom has an interactive whiteboard (SMARTBoard)
- The Resource Centre runs Windows based administration and loan/ return.
- The Arts Centre has been upgraded to include facilities for black light theatre and stage lighting

Student facilities

- Tuck Shop operates 1day per week with voluntary parent help and sells snack items in line with the Right Bite Healthy Eating Policy
- Lunches are ordered online and provided by theLinden Park Grocer.

Staff facilities

- Staffroom, with refrigerator, freestanding stove and oven, coffee machine, toaster, microwave, hot water facilities and computer access.

Access for students and staff with disabilities

- "Disabled" toilet facilities, ramps where necessary for current student/staff population.

Access to bus transport

- Trans Adelaide buses 100 metres away, otherwise chartered transport is necessary.

8. School Operations

Decision making structures

- Collaborative, democratic processes, based on consensus. Committees established as required.

Regular publications

- School newsletter, sent home Thursday fortnight (odd weeks of term) via email and Schoolstream.
- Schoolstream app
- Governing Council, staff and parent handbooks, produced annually, all available online. School has a regularly updated website with calendar, policies, annual report, parent information booklet, enrolment forms available online.

Other communication

Weekly staff newsletter (Gazette), daybook entries and staff email list to appropriate personnel or groups, when necessary.

Phone communication within the school: Phones in each building and mobile phones used during emergency drills and taken by staff on yard duty, excursions and camps.

School financial position

RES: 2.9M

9. Local Community

General characteristics

- Generally classified as middle to upper-middle income residential area. There is relatively low mobility of families.

Parent and community involvement

- Governing Council and its committees are very supportive of the school. Substantial numbers of parents actively participate in classroom support, sporting, social and fundraising activities.

Other local care and educational facilities

- Several child day-care centres are in operation in the vicinity. Bertram Hawker Kindergarten, our major feeder pre-school centre is located a couple of streets from the school. Children also enter the school from Netherby and Lady George Kindergartens. Glenunga International High School and Unley High School are our two nearest government secondary schools.

Commercial/industrial and shopping facilities

- Local shopping centres are located at Glenunga, Highgate and Frewville, with the nearest major regional centre being the Burnside Village Shopping Centre.

Local Government body

- Unley City Council. Phone 8372 5111. Publications regarding local area available from council office at no charge.