

SCHOOL CONTEXT STATEMENT



Government of South Australia
Department for Education

School number: 0152

School name: Glen Osmond Primary School

School Profile:

Glen Osmond Primary School is a welcoming, positive and inclusive school community. Our buildings and grounds are in a picturesque setting close to the city and we are proud of our heritage. With our focus on connection with communities, wellbeing for learning and high quality teaching and learning, we foster in our students a love of learning, respectful relationships and a sense of responsibility.

We have an exciting future as we continue to strive to provide the highest standards of education as well as a variety of innovative and exceptional programs that help our students to approach the future with optimism, integrity and wisdom.

1. General information

- School Principal name: Garry North
- Deputy Principal's name: Theresda Andeucci
- Year of opening: 1878
- Postal Address: 5 Fisher Street Myrtle Bank 5064
- Location Address: 5 Fisher Street, Myrtle Bank 5064
- DECD Region: Greenhill South Partnership
- Geographical location – ie road distance from GPO (km): 5
- Telephone number: 83790500
- Fax Number:83790502
- School website address: [Glen Osmond Primary School - Department for Education \(glenosps.sa.edu.au\)](http://Glen Osmond Primary School - Department for Education (glenosps.sa.edu.au))
- School e-mail address: dl.0152.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: no
- Out of School Hours Care (OSHC) service: Yes
- Student enrolment trends:

Student enrolments remain relatively consistent at approximately 350 Reception to Year 6.

- Staffing numbers (as at February census):

2025

16.8 FTE teachers (including 2 B1 leaders)

9 curriculum SSOs

4 Admin SSOs

1 Groundsperson (private provider)

- Public transport access: Glen Osmond Road

2. Students (and their welfare)

- General characteristics

Glen Osmond Primary School (GOPS) is a Category 7 school with a current enrolment of 350 students from Reception through to Year 6 level. There are 13 classes with a mixture of composite and straight year levels.

Specialist NIT subjects include The Arts, Health and Physical Education, Science and French. Extra curricular activities include debating, instrumental music and a diverse range of team sports utilising the school's gymnasium, playing field, courts and the local community sporting facilities.

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, soccer, basketball and cricket.

The Governing Council includes 10 members and committees in Grounds and Facilities, Finance Advisory, Sport 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

- Student well-being programs

Student Wellbeing Leader works with staff R to 6 in implementing student wellbeing and engagement programs. The Wellbeing Engagement Census (WEC) is analysed by staff and responses are supported by the wellbeing leader. The Zones of Regulation support student self-regulation R to 6.

- Student support offered

Student learning support is managed via SSO 3 and Deputy Principal. IESP grant is allocated to prioritised students. Applications for IESP funding are developed in consultation with parents and class teachers. All students receiving GOPS or IESP support have a One Plan in place.

- Student management

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. Behaviour Support and Bullying prevention plans and policies provide guidance and direction for student behavior development.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

: Site Improvement Plan summary is available on the school website.

- Recent key outcomes:

2024 Annual report is available on the school website

4. Curriculum

- Subject offerings:

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 information about the specialist teaching areas – French, The Arts, Health and Physical Education, Science be distributed to the parents by the end of Wk 3
- be available for discussion at the Acquaintance Night in first term

- Open Access/Distance Education provision: No

- Special needs:

Students with additional learning or health needs are supported through negotiated education plans (One Plans). Support programs are planned in consultation between service providers, SSO 3 IESP, Deputy Principal and families and delivered by curriculum support staff.

- Special curriculum features:

Special Curriculum Features

A Kitchen Garden provides a focus in food production and preparation, horticulture, the science of living things and kitchen technology. All classes spend time incorporating the Kitchen Garden in their studies.

A Physical Education program with a specialist teacher includes skills lessons, daily fitness, use of local community sporting groups, participation in South Australian Primary Schools Sports Association, out of school sporting teams, Aquatics and Swimming programs.

Values based social skills programs, behavioural agreements and student voice are essential elements of the wellbeing program. A systematic, synthetic phonics program is incorporated across the school R-6.

- Teaching methodology:

All teachers base their learning programs on the Australian Curriculum version 9. Professional Learning Communities, supported by targeted professional learning ensure that classroom practices are contemporary and inclusive.

- Student assessment procedures and reporting

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 and support and extension is provided where required. An ongoing assessment program encourages, assists and enhances the learning of all students.

Specialist teachers also provide input on children's progress through the class teachers during parent/teacher/student 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/Student Learning Discussions | Term 1 |
| ▪ Written Reports | Terms 2 and 4 |
| ▪ Student work samples | Throughout the year |

Assessment

Standardised tests, 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
- Phonics Screening Check Year 1

Literacy and Numeracy agreements guide in class periodic assessments.

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

- Joint programmes:

GOPS has a strong relationship with Bertram Hawker Kindergarten. Two classes are connected as Buddy classes for transition and learning exchanges.

5. Sporting Activities

Glen Osmond School supports an extensive range of out of school hours sports including softball, soccer, cricket, netball and basketball. School Sport SA knockout competitions are entered for a range of sports and individuals are encouraged to try out for School Sport SA interzone teams. The Governing Council Sports Sub 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

6. Other Co-Curricular Activities

- Each year our Year 3 to 6 Choir participates in the Adelaide Festival of Music.

7. Staff (and their welfare)

- Staff profile
 - : GOPS staff are a rich mix of early career and well established teachers. There is minimal chngover of teching or support staff.
- Leadership structure
 - Principal
 - Deputy Principal
 - B1: Wellbeing Leader
 - B1: Curriculum Coordinator (Maths)
 - SSO 3 Daily Operations / IESP
 - SSO3 Business Manager
- Staff support systems
 - Staff work in year level or project teams though structured meeting rourines with shared roles and responsibilities across the site.
- Performance Management
 - Staff meet with their line manager each 6 months to complete and review a professional development plan
- 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 specialist staff eg Disabilities, Behaviour, Attendance is through negotiation with the local Support Services team.
- Other
 - :

8. Incentives, support and award conditions for Staff

- Complexity placement points
 - :1 point per year
- Isolation placement points
 - :
- Shorter terms
 - :
- Travelling time
 - :
- Housing assistance
 - :

- Cash in lieu of removal allowance
:
- Additional increment allowance
:
- Designated schools benefits
:
- Aboriginal/Anangu schools
:
- Medical and dental treatment expenses
:
- Locality allowances
:
- Relocation assistance
:
- Principal's telephone costs
:

9. 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 houses 3 classrooms, teacher preparation room and a central STEM area.
 - The red brick Middle Primary building houses 4 classrooms, a fully equipped Kitchen, teacher preparation rooms and a central STEM 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/Gymnasium with facilities for physical education and sport, is used for whole school assemblies, drama and movement and OSHC activities.
 - The grounds consist of a grassed oval, 2 tennis/netball courts, basketball court, 2 hard play areas, a Nature playground waterwise gardens and a rubberized running track
 - One fixed equipment playground, a double climbing climbing cube 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
 - Kitchen Garden
 - Rainwater Harvesting
- Heating and cooling
:All buildings are air conditioned

- Specialist facilities and equipment
 - The school maintains a network of desktop computers, ipads, Laptops, IWBs, 3D printers and other printing facilities
 - Each classroom has an interactive whiteboard (SMARTBoard) or Smart TV
 - 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

Lunches can be ordered online and provided by the Linden 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
 - Local bus company’s are sourced for camps and excursions
- Other
 - :

10. School Operations

Decision making structures

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

Regular publications

- School newsletter, sent home Friday (weeks 3, 6 and 9 of term) via Seesaw.
- Weekly Bulletin sent out on Seesaw each Wednesday
- Seesaw app for all class communications
- School has a regularly updated website with policies, annual report, parent information booklet, and Register of Interest forms.

Other communication

Weekly staff newsletter (Gazette) daybook entries and staff email list to appropriate personnel or groups, when necessary. Office 365 Teams is the portal for all meeting agendas, minutes, other files and posts.

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: 3.6M

11. 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.
- **Feeder or destination schools**

Many of the graduating Year 6 students enrol at Glenunga International high School.
- **Other local care and educational facilities**

Several child day-care centres are in operation in the vicinity. Bertram Hawker Kindergarten is located a couple of streets from the school. Children also enter the school from Netherby and Lady George Kindergartens. Glenunga International High School, Unley High School and Urrbrae Agricultural College are our three 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.