



REDWOOD PARK SCHOOL

CONTEXT STATEMENT

As at 24/2/16

School Number:	1090
School Name:	Redwood Park Primary School
Address:	2-10 Lokan Street, Redwood Park SA 5097
Phone Number:	(08) 8263 8333
Fax Number:	(08) 8396 1713
Website:	www.redwoodparkprimary.com.au
E-mail address:	dl.1090_info@schools.sa.edu.au
Principal Designation	Mrs Winsome (Wink) Dowdy Preschool to Year 7
District:	North East
Index of Disadvantage	7
Local Government Area	Tea Tree Gully
Distance from GPO	17 kms
Opened	6 th February 1978

1. GENERAL INFORMATION

a) Location

Redwood Park is a preschool to Year 7 site located in the north-eastern suburbs of Adelaide in the Tea Tree Gully Council area. In the mid seventies the area surrounding the school experienced a period of accelerated development as a consequence of urban expansion. The school was built in 1978 to accommodate the many families moving into the district. The area is now well established and provides a range of health, leisure, utilities and community services for families. The school is located three kilometres from Tea Tree Plaza shopping centre and the amenities of the Golden Grove area. It is 17km from the GPO and is well serviced by public transport. The school is a member of the Ridgehaven School Cluster and the Northern Adelaide Region, which provide strong communication and professional development support networks.

b) Local Community

Parents and carers are highly supportive of the school and have high expectations regarding the educational service provided for students and families. Their level of interest and involvement in a range of school activities and decision-making groups from preschool to Year 7 is at a high level. The Governing Council is structured to include a number of affiliated committees including Fundraising, Grounds, OSHC, and Finance etc. who report to the wider council. In addition to general council business, an education topic is selected as a discussion focus at each council meeting.

A GP Super Clinic located at Modbury, is accessible with dental facilities for children.

c) School Facilities

The open space, brick construction of the school reflects the era during which the school was built. There are two open space, air conditioned teaching units, a school hall and a resource centre. The latter has a network of computers and banks of computers are also located in each of the teaching areas.

Specialist programs and an Out of School Hours & Vacation Care Program are housed in each of three transportable buildings. An onsite purpose built preschool is attached to the school. A multipurpose gymnasium is also onsite.

Considerable upgrading of the grounds and facilities has occurred over the years as part of a comprehensive site improvement program which was developed through extensive student and community participation.

A large number of stairs and inclines, both inside and outside of the teaching units limit access to some areas of the school. Facilities are shared by arrangement with a number of community organisations including ballet, karate and Neighbourhood Watch.

d) Enrolment Profile

The impact of changes in the economy and the demographics of the local area are reflected in the changing family structures, socio economic circumstances and resources evident in the local community since the school was first established in 1978. The majority of students attending the school are from English speaking backgrounds. There has been a slight increase in the number of students from non - English speaking backgrounds during the last decade. There has also been a steady increase in the number of students eligible for school card. Enrolments have been steadily increasing over the past few years and enrolment for the end of 2015 was 423. Progression and attendance ratios are at, or above, the state average and indicate no particular areas for concern.

Year Level	2016 (Feb Census)
Preschool	60
Rec	55
1	46
2	62
3	62
4	59
5	52
6	55
7	47
Total	498

e) School Leadership Structure

Redwood Park School currently operates with a leadership team including a Principal (2011-2017), a Deputy Principal (2015 – Jan 2020) and an Assistant Principal (2015- Jan 2019)

f) Staffing Profile

All Leadership are in tenured positions. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. Collaborative work practices are established as an important component of the school's philosophy and are reflected in all aspects of the school's operation.

Our staff consists of 16 classes in the main section of the school, 2 Preschool teachers, 1 Resource Centre teacher and 3 Specialist subject teachers – PE, LOTE (Japanese) and Music/Drama.

Our School Services Officers are employed as required within the classroom and administration areas.

2. STUDENTS AND THEIR WELFARE

a) Support Programs

A comprehensive whole school assessment program (including NAPLAN, PAT M & PAT R and Running Records) is used to identify student needs and track student achievement. Markit is the tool used to collect data which is then analysed and used as a basis for reporting, planning and evaluation. Students who receive additional support have documented individual learning plans. An intervention policy has been reviewed and updated.

b) Behaviour Management

The culture of the school reflects the commitment that has been made by staff, students and parents to the school's core values. There has been an intensive focus on anti-bullying and harassment across the school for several years and these issues are incorporated into curriculum programs. The language that is used when discussing student behaviour is framed around the school values and consequences are referenced back through them. Central to this commitment to our core values is a belief that classroom and whole school structures must be primarily focussed on encouraging and celebrating positive behaviour and achievements. Student involvement in making decisions with teachers about the structures and processes that govern their daily classroom life is considered essential. A class manager system operating in classrooms provides leadership opportunities for every student.

Parents are kept well informed about student behaviour issues and work collaboratively with the school to support positive behaviour change. There is a whole school system for monitoring yard behaviour and ensuring student safety. This includes a Behaviour Support Room for students involved in more serious incidents with a detailed process for informing parents.

c) Student Governance

There is an active student council structure which focusses on issues associated with the Environment and Well Being. This council assists in running whole school events including assemblies.

d) Dress Code

The school has a dress code policy which all students are expected to follow to promote a sense of belonging and pride in the school.

e) SAPSASA

Older students are also involved in SAPSASA sporting activities and events.

3.

a) CURRICULUM

There is a strong emphasis on the integration of literacy, numeracy and information technology across the curriculum. Resource based learning is an integral part of the team planning and teaching structures within the school. Specialist programs are provided in Japanese and Drama/Music and PE. Planning and implementation of the Australian Curriculum reflects the school's commitment to the values of collaboration and quality. Teachers work together in year level teams to plan, deliver and assess student learning outcomes.

b) Assessment and Reporting

The school has a structured assessment and reporting policy, which is part of a whole school approach and includes an Acquaintance Night held early in Term 1, Three Way Conferences held in term 1, a mid year report, a Term 3 interview (as required) and an end of year report.

c) Special Programs

The school has a focus on the performing arts. There is a high quality choir and ballroom dancing program and whole school participation in performances throughout the year. Community events such as a Curriculum Fair, Music/Drama performances and Enterprise Hour are an established part of the school's yearly calendar.

d) Information and Communication Technologies (ICT)

Installation of the IT infrastructure has been a priority for the past few years in conjunction with a complete review and upgrade of computer and technology resources. The Resource Centre has undergone a physical rearrangement to better suit the school's teaching and learning philosophy of teamwork and collaborative planning. To facilitate the integration of Learning Technologies across the curriculum, staff has undertaken a range of professional learning activities in IT to further develop their knowledge and skills. An ICT Committee manages the infrastructure and budget. A scope and sequence for students from R-7 has been developed. Smart Board technology is currently available throughout the school.

4. KEY SCHOOL POLICIES

a) Mission

Our school is committed to providing a quality education that prepares students to be successful, confident learners within a rapidly changing world. We achieve this by:

- Providing a safe and secure environment
- Nurturing respect and trust
- Working collaboratively
- Having high expectations
- Developing partnerships

b) Values

The following core values underpin the management and teaching practices at the school:

- Collaboration: being friends, caring for each other and working together
- Quality: having high standards and always doing our best
- Respect: valuing ourselves and other people
- Confidence: trusting in ourselves and giving new things a try
- Security: keeping ourselves safe and secure

c) Staff Decision Making

The school has a documented, democratic approach to decision making. It is supported by year level teaching teams, committees and collaborative planning and review structures. A management group plans the staff professional development program in collaboration with a range of committees.

d) Performance Development

The Performance Management program will be based on the National Professional Standards for Teachers. Processes include classroom observation, term reviews and discussions with respective line managers as well as collaborative planning and review in year level teams. During the last two years there has been a focus on collegial accountability through data inquiry, structured dialogue, peer observation, reflection and feedback processes as a strategy to review student performance and improve professional practice. A variety of data (student work samples, case studies, test information) is used to analyse student performance, establish standards, develop effective practice and plan staff professional development activities.

e) Publications

There is a fortnightly newsheet and a termly news booklet along with a range of parent information brochures. A weekly staff bulletin and daily communication are online.

5. IMPROVEMENT PRIORITIES

The site learning plan has been revised in 2016. Literacy and Numeracy continue to be identified as the improvement priorities. The DECD Child Protection Curriculum Strategy is a high priority. The plan describes our intentions, actions and the targets we intended to achieve in each priority area. It will change and evolve as we monitor and review our progress. It reflects the learning focus of the school's district and the mission of the public schooling system to which we belong. The plan is based on our intention to build on the school's strong capacity for change and development. It demonstrates how we are refining our priorities, focusing our professional learning and placing an emphasis on developing critical inquiry as integral to the way that staff work together.

Our overall Aims

- To maintain a clear focus on improving student achievement and well being through effective, evidence based pedagogy and strong social support systems for students and adults.
- To strengthen pedagogical knowledge and practice through innovative ways which create time, support and opportunity for staff learning.
- To further develop processes for the sharing of professional practice and continuous inquiry as part of our collaborative team culture.
- To use data as the basis of improving the teaching and management systems in the school.
- To target student achievement through focused interventions and evidence based practice.

Site Plan

Teaching for Effective Learning & Intervention

- Develop site shared understanding of effective teaching in Numeracy and Literacy
- Engage in professional learning in Numeracy & Literacy to meet identified needs
- Identify, share effective practice and develop mentoring support
- Implement Growth Mind Set framework
- All staff transform tasks to enhance learning growth

Evidence Based Improvement

- Track & monitor growth, identify strengths & weaknesses
 - Early Years indicators
 - PAT R, PAT Maths
 - NAPLAN
 - Numeracy Plus data
 - Partnership standards
- Performance Management process linked to student achievement and growth
- multiple data sets are used to inform student progress and intentional teaching
- Feedback tools – Growth Mind set survey data is used to inform and develop teachers pedagogy