



SCHOOL CONTEXT STATEMENT

School number: 1228

Updated: August 2023

School name: Felixstow Primary School

School Profile:

Felixstow Primary School (FPS) is a small Department for Education (DfE) public school located in the inner north-east suburb of Felixstow.

FPS is an inclusive community where there is a collaborative responsibility to inspire, challenge and support learners to ensure positive growth and life-long learning.

VISION:

Felixstow Primary School students are self-directed, socially aware learners who strive to achieve their full potential. They are creative, critical thinkers who contribute as collaborative and engaged global citizens.

MISSION:

To create a positive, flexible, and collaborative learning environment that encourages academic, social and emotional growth.

Our school values of *Respect, Responsibility* and *Compassion* underpin all teaching and learning and expectations and are the values we expect everyone in the community to live by and demonstrate.

We have a strong focus on the development of Literacy, Numeracy, Social Emotional Learning (SEL) and developing general capabilities and positive learner dispositions.

Our **Site Improvement Plan (SIP)** goals are derived through the analysis of our data sets including formal data sets, observational data and assessments.

Our two goals in the current SIP are:

1. To increase R-6 student achievement in writing
2. To increase R-6 student achievement in Mathematics

We also have two self directed goals based on our New Pedagogy for Deep Learning (NPDL) work and our Berry St Education Model (BSEM) practices.

1. To increase engagement of students in deep learning
2. To improve wellbeing and stamina for learning

Our SIP is reviewed regularly and goals and actions modified accordingly.

1. General information

- School Principal name: Skye van Heusden
- Deputy Principal's name, if applicable: N/A
- Year of opening: Term 2, 2012
- Postal Address: 5-11 Briar Rd, Felixstow 5070
- Location Address: 5-11 Briar Rd, Felixstow 5070
- DfE Partnership: Campbell
- Geographical location – ie road distance from GPO (km): 10km
- Telephone number: 08 8365 7183
- Fax Number: 08 8365 7192
- School website address: www.felixps.sa.edu.au
- School e-mail address: dl.1228.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes, Before School Care (7.30 – 8.30am) and After School Care (3:10 to 6pm). Vacation care program (3 days per vacation week)
- February FTE student enrolment:

	2019	2020	2021	2022	2023
Reception	13	13	17	8	15
Year 1	12	12	13	19	7
Year 2	8	14	10	10	19
Year 3	7	8	13	12	9
Year 4	11	7	8	13	12
Year 5	14	12	8	7	12
Year 6	12	13	10	6	6
Year7	4	9	10		
Total (Enrolment Trends)	81	88	89	75	80
NEP	18.8%	18.8%	16.1%	13%	12%
ATSI	0%	0%	2%	5%	5%
EALD	18.52%	31.1%	26.8%	32%	36%
School Card	25.8%	30%	42.6%	26.6%	25%

- Staffing numbers (as at February census):

Position	Staffing Numbers	FTE / Hours
Principal	1	1.0 FTE
Co-ordinator	.5	0.5FTE
Teachers	4.8	1.0 FTE
SSO	3	Avg 15 -25 hrs each
SSO - Groundsperson	1	5 hrs/week
Business Manager - Finance /Administration	1	37.5

- Public transport access:

There is good public transport access via bus, which is a short walk away, or the O’bahn is a 20 minute walk away. It takes approximately 20 minutes by bus to the Adelaide city centre.

- Special site arrangements:

FPS is co-located with The Briars and DfE Regional Office. We have priority access to the local council owned oval (Patterson Reserve) during the school day.

2. Students (and their welfare)

- General characteristics

Our enrolments are predominantly from the local metro area. While our students are mostly from English speaking families, we have an increasing number of local families from non-english speaking backgrounds (approx. 30%). From 2020 FPS has been identified as a Category 5 school.

- Student well-being programs

We use restorative practices and have a strong focus on our school values of **Respect, Responsibility and Compassion**.

Our whole school approach to the development of positive learning dispositions includes developing growth mindset practices, building learning power and positive psychology frameworks.

A focus of staff training and development has been with the Berry St Education Model of practice – a trauma informed and positive psychology approach to teaching and learning.

- Student management

We follow the DfE guidelines. FPS has a whole school behaviour development policy. We have a focus on using Restorative Practice to support the development of positive and responsible behaviours in students. We have a strong focus on our school values of **Respect, Responsibility and Compassion**.

- Student agency in learning

We have a current focus on improving student skills in reflection and feedback on an ongoing basis and ensuring students are consulted on an ongoing basis about their learning and environment.

We encourage all our students to contribute to feedback and suggestions in learning and developing leadership skills in all students.

- Student support offered

Currently we employ an additional teacher/coordinator in a 0.5 position with a focus on student support and wellbeing. This teacher works with staff, students and families to assist in identifying learning needs, writing learning plans, applying for additional support and assessments and general classroom support strategies.

SSO support is offered to children who are identified as requiring additional support due to an identified disability. Specialised support for those not identified with a disability is limited, however SSO's support small groupings wherever possible using additional funds within the budget.

We connect with 'Kickstart for Kids' to apply for and access mentors for students at risk and to support our breakfast program.

3. Key school policies and priorities

- Site Improvement Plan and other key statements or policies:

Our Site Improvement Plan is in line with our new Department procedures for improvement. We have a strong focus on improved teacher pedagogies. Our goals are derived through the analysis of our data sets including formal data sets, observational data and assessments. Our current goals in the SIP are:

1. To increase R-6 student achievement in writing
2. To increase R-6 student achievement in Mathematics

We also have two self directed goals based on our New Pedagogy for Deep Learning (NPDL) work and our Berry St Education Model (BSEM) practices.

3. To increase engagement of students in deep learning
4. To improve wellbeing and stamina for learning

Our SIP is reviewed regularly and goals and actions modified accordingly.

- Community focused school:

We believe student learning can be greatly enhanced by the positive participation and support of its community members. Many of our families are directly or indirectly involved in a variety of activities that support students and the school. The school has a focus on building links with community groups and our local community (eg local nursing home and child care centres, public library and sporting facilities). The aim is to improve, extend and consolidate these links to make Felixstow Primary School a strong central focus of community life in our local area.

4. Curriculum

- The school offers programs designed to deliver the mandated areas of study in the Australian Curriculum: English, Maths, Humanities and Social Science, The Arts, Technologies and Geography.

We have highly structured Literacy and Numeracy programs to ensure all students are accessing appropriate learning with high expectations of all.

Specialist teachers deliver Health and Physical Education and Visual Arts twice per week.

We run a 'Creative Arts' program for all students, giving them access to quality learning in all areas of the arts (Dance, Music, Drama, Kitchen Garden) weekly.

Information and Communication Technologies are integrated throughout the curriculum and all staff use technology to support teaching and learning. Junior classes have access to Ipads and Primary classes have access to Ipads and Laptops.

We are a lead school in the 'New Pedagogies for Deep Learning' global network with a focus on the 6 C's of global competencies – Collaboration, Communication, Creativity, Critical Thinking, Character and Citizenship. Staff design learning opportunities across the curriculum that focus on improving students' global competencies and skills.

- Open Access/Distance Education provision: N/A

- Special needs:

We have additional funding support as per DfE Inclusive Education program for students who are verified as students with a disability with the department.

We run intervention programs for identified students in Literacy and Numeracy including: MiniLit, MultiLit, Too Smart and QuickSmart.

One Plan's are developed for students with verified disabilities, in consultation with parents, to support student learning.

- Special curriculum features: N/A

- Teaching methodology:

Our classes are structured in combined year levels.

2023 Class structure:

Class 1 - Reception /Year 1

Class 2 – Year 2

Class 3 – Year 3/4

Class 4 – Year 5/6

At various times during the school week students work in 'Creative Arts Home Groups' which are Reception to Year 6 mixed groups. These groups work together with different teachers and staff in kitchen garden/cooking, dance, music, and drama. This program also provides the opportunities to provide 'buddy' support for our younger students, leadership opportunities for primary students and develop a sense of community and connectedness across the cohort.

- Student assessment procedures and reporting

Assessment:

As per DfE requirements we undertake Running Records, Phonics checklist for year 1, PAT (Progressive Achievement testing) in Mathematics and Reading Comprehension and NAPLAN.

We also use ongoing formative assessment practices to assess learning growth and progress to track and monitor every student.

Reporting:

Term 1	Acquaintance/open night
	Learning Expo
Term 2	Written learning summary reports
	Parent-teacher conferences
	Learning Expo
Term 3	Learning Expo
Term 4	Written learning summary reports
	Parent-teacher conferences (optional)

Optional 3 way and/or parent - teacher conferences can be requested at any time by teacher or parent.

We use SeeSaw to communicate learning progress on an ongoing basis providing an 'online learning journal' for each student.

We encourage ongoing communication between staff, students and families regarding student progress and goals.

- Joint programmes: N/A

5. Sporting Activities

- We run a PE specialist program, which includes a whole school Sports Day each year.
- Other sporting activities are provided through SAPSASA opportunities such as cross-country and athletics, as well as parent – led opportunities.

6. Other Co-Curricular Activities

The students at Felixstow Primary School can participate in the following co-curricular activities:

- Instrumental music service – strings (violin, viola, cello & Double bass)
- Private Music instructors from 'Learning through music' provide tuition in guitar and piano at a cost to parents/caregivers.
- Sports teams are decided upon each year dependent on student interest and parent volunteers. In 2023 we have had a school soccer, basketball and cricket team.

7. Staff (and their welfare)

- Staff profile
We have 4 full time class teachers and .8 NIT allocation. We also self-fund a 0.5 Inclusion and Wellbeing coordinator.
- Leadership structure
The current leadership structure is one Principal.
There is no additional leadership allocation.
- Staff support systems
As a small team, all staff work together in planning and management of the site.
Staff are encouraged to network with other schools in our Partnership to extend their support base and ensure upkeep of skills, knowledge and understandings. Committees and planning groups are formed as necessary.

- Performance Management and development

All staff engage in a Performance Development process. There are both formal and informal structures. The Principal undertakes classroom observations on a regular basis, providing feedback to staff. All staff complete a performance plan which is reviewed twice per year.

- Access to special staff

We have Instrumental Music staff who offer a Strings program and private music instructors that offer guitar and piano.

We regularly access our Regional Support Staff (Educational Psychologist, Special Educator, Social Work, Speech pathology, Behaviour coach, and truancy officer)

8. Incentives, support and award conditions for Staff

N/A

9. School Facilities

- Buildings and grounds

The school consists of one main building and a small additional building referred to as 'The Kitchen'. The main building has had the majority of space divided up into 6 spaces. Three are more traditional 'closed' spaces. Two spaces are more open plan with flexible furniture used to give a sense of space and to restrict noise carrying to other classrooms. Within the building there is also a large sunken area referred to as 'The Hub' which is an open space with a resource/library area and seating for students to sit and read. This space is often used for drama and dance as well as an area that the whole school can come together for assemblies and performances or presentations. The building also contains the music room, staff room, principal's office, administration areas, staff preparation/meeting areas and staff, disabled and student toilets. There are two smaller spaces which are used to run support programs and meetings.

The Kitchen is used by OSHC before and after school and during the day is often used for meetings, class cooking, science and Playgroup.

The grounds include a basketball court, large sandpit area with a water feature, swings, monkeybars, artificial lawn area, and a newly developed area which includes a fort, slides and a creek bed and wetlands area, and a nature play area referred to as 'The Forest'. We have kitchen gardens which are used by classes or gardening groups. Recent building works have included the addition of a large pergola which provides extra shade for the students.

- Heating and cooling: At the beginning of 2021 the school air conditioning and heating system was replaced and upgraded providing all rooms within the school with reverse cycle air conditioning.
- Staff facilities: All staff are provided with laptop computers for classroom use. Teachers share the teaching spaces. There is one staff room which is used as a lunchroom, and a meeting room and staff preparation area. Limited staff car parking is available on the school grounds.
- Access for students and staff with disabilities: FPS has wheelchair facilities to both buildings and a disabled toilet is available. There is an accessible parking bay in the staff car park area.
- Access to bus transport: Public bus access is available within a 5 minute walk of the school and is used for excursions. DfE or contractor buses are able to park outside the school grounds to collect students for excursions.

10. School Operations

- Decision making structures

FPS has a governing council and 2 sub-committees – OSHC and Finance that support decision making in the school.

Parents are encouraged to contribute to these on an ongoing basis

There is a staff PAC to support the Principal in making decisions regarding staffing and school structures. Many decisions are also made by the whole staff team.

- Regular publications:
A school newsletter is published 3 times per term and is available online and forwarded to parents via a School App called 'Audiri' (previously known as 'Skoolbag') Whole school notes and information are communicated to parents via the Audiri App as needed.
All class based and learning information is communicated to families via SeeSaw, an online learning journal and information sharing app.
- Other communication
FPS uses the Audiri App for communication with parents. Class teachers use SeeSaw and Email as regular communication tools between parents and teachers. School policies, newsletters and updates are posted to the school website <http://www.felixps.sa.edu.au>
Staff use email and TEAMS to communicate weekly schedules, meeting notes and timetables.
- School financial position
The school is in a healthy financial position
- Special funding: N/A

11. Local Community

- General characteristics
FPS is located approximately 7kms from the city centre, it is close to facilities such as Payneham Swimming Centre, Marden Shopping Centre and Payneham Oval. The River Torrens is a 1km walk away from the school with large open green space, walking and bike tracks and playgrounds. The Felixstow Neighbourhood Urban Renewal Project, includes a 9.3 hectare site located opposite FPS. Local development will increase the total number of homes in the area significantly over the next few years.
- Parent and community involvement
Parent and community involvement is encouraged. Parents are encouraged to put proposals to the school or Governing Council for approval, support in learning programs, mentoring programs, fundraising, events, excursions and other activities in negotiation with class teachers or the principal.
- We run a playgroup, Felixstow Community Playgroup, which is held on site every Tuesday morning and is managed and organised by our OSHC director.
- Feeder or destination schools
We do not have any specific feeder schools or kindergartens and students tend to move to a range of high school settings depending on their interests and strengths.

Other local care and educational facilities

- Commercial/industrial and shopping facilities
We are within walking distance of Marden Shopping Centre
- Other local facilities
We access the council owned oval at the back of the school and have easy access to Payneham Pool and Payneham Public Library.
- Availability of staff housing: N/A
- Accessibility
There is easy access to the school by public transport on Payneham Rd and O.G. Road

- Local Government body
We are located in the Norwood, Payneham and St Peter's Council area.

12. Further Comments

FPS has an enthusiastic school community who are keen to take on new challenges and support each other. We encourage all community members to be positive, active participants who take a collaborative approach to providing a community of learning that supports our students to develop life-long learning skills and dispositions to strive towards their individual potential.