



SCHOOL CONTEXT STATEMENT

Updated: February 2024

School number: 0169

School name: Rose Park Primary School

School Profile

Rose Park Primary School is an international learning community that offers a quality International Baccalaureate Primary Years Programme (PYP) and Australian Curriculum from Reception to Year 6 underpinned by the Learner Profile attributes of: Inquirers; Knowledgeable; Thinkers; Communicators; Principled; Open-minded; Caring; Courageous, Balanced; Reflective.

Mission Statement

At Rose Park Primary School, we develop creative, courageous, confident, global learners and leaders.

Vision Statement

Our school community enriches life-long learning, embraces diversity and nurtures inclusivity in a caring and safe environment.

1. General information

School Principal name: Dora Iuliano

Deputy Principal's name: Lindy Kelvin

Senior Leader Student Support Services & Student Wellbeing: Kim Copeland

Autism Lead Teacher: Cathy Nguyen

Year of opening: 1894

Postal Address: 54 Alexandra Avenue, Rose Park SA 5067

Location Address: 54 Alexandra Avenue, Rose Park SA 5067

Department for Education Region: Central East – Felixstow 1 Education Office

Geographical location – ie road distance from GPO (km): 3.2

Telephone number: 08 8331 7521

School website address: roseparkps.sa.edu.au

School e-mail address: dl.0169.info@schools.sa.edu.au

Child Parent Centre (CPC) attached: No

Out of School Hours Care (OSHC) service: Before/After School Care, Vacation Care

February FTE student enrolment	2020	2021	2022	2023	2024
Reception	66	70	50	60	63
Year 1	78	77	73	49	64
Year 2	78	77	76	74	48
Year 3	71	76	70	74	78
Year 4	88	71	73	68	74
Year 5	81	85	66	72	60
Year 6	67	77	86	64	70
Year 7	71	60	N/A	N/A	N/A
Total	600	593	494	461	457
2024 Breakdown Numbers:	457				
Male students	230				
Female students	227				
School Card Approvals	5				
EALD students	132				
Aboriginal/Torres Strait Islander students	5				
Disability and Special Needs students	19				
International students	1				

Student Enrolment Trends

The school is currently under a Capacity Management Plan and student numbers have reduced due to transition of year 7 students into High Schools, lower birth rates and increased house prices in the eastern suburbs.

Staffing Numbers (as at February census)

26.5 FTE part time and full-time teachers (including leadership and supporting 18 classes) 297.6 hours/week
School Service Officers, part and full time (providing Library, curriculum support, student intervention, extra-curricular programs and office/finance administration).

Special Site Arrangements

Out of School Hours Care (OSHC) Monday to Friday – Before School Care: 6:45am - 8:45am; After School care: 3:10pm - 6:00pm; and Vacation Care (including Pupil-free days) 6.45am - 6.00pm is provided to our school community situated in the Theodore Building.

Instrumental Music programs, Musicals, Choir, Chess, Debating, SAPSASA and Sporting events

Central East Partnership Professional Development opportunities. Combined staff meetings with Partnership and International Baccalaureate schools. Professional networking opportunities for Specialist teachers, Literacy and Numeracy focus groups.

Working collaboratively with the Burnside Council and wider community – Church, Pastoral Care Services and outside agencies.

2. Students (and their welfare)

General Characteristics

Rose Park Primary School is a diverse school community with 457 students from Reception to year 6. 29% of our students are EALD, 1% ATSI, 4% Learning Disabilities, 1% are school card holders and 0.2% International Students. The diversity of the school population is celebrated and valued.

Together with our collaborative learning community, we build positive working relationships between school and home to co-deliver high quality teaching and learning programs to our global life-long learners. There is a high level of parent engagement through a range of committees, volunteer and interest groups, Old Scholars and Governing Council. Parents support teaching and learning programs, particularly in the Early Years, Library, on camps and excursions, and by engaging in school events.

Student Wellbeing Program

The school has a number of proactive social skills and wellbeing programs taught and reinforced by the Child Protection Curriculum; SA Teaching for Effective Learning Framework, Educator Wellbeing Toolkit, RPPS Behaviour Education Policy, and promotion of IB Learner Profile and Restorative Practices. In 2024, the school is implementing a comprehensive wellbeing initiative called 'Zones of Regulation' across the entire school. This program aims to enhance students' self-regulation skills and establish a common language throughout the school community.

Students in years 4 to 6 actively engage in the Wellbeing and Engagement Collection (WEC), contributing valuable insights to help the school pinpoint areas for wellbeing improvement. The Senior Leader of Support Services and Wellbeing, in collaboration with the Staff Wellbeing Committee, takes a lead role in supporting both students and staff to formulate and implement the site's Wellbeing Improvement Plan (WIP). The WIP is crafted to elevate students' wellbeing outcomes and foster a sense of belonging and student agency. Additionally, a variety of student-centred initiatives such as Lunchtime Clubs, Buddy Classes, House Points, and school-wide celebrations and activities are employed to address and fulfil students' wellbeing requirements.

Student Support Offered

Support for students is provided through a range of intervention programs, individual funding and quality differentiated teaching practices (Wave 1, 2, 3). Students receive literacy support through our school programs including Initialit, Minilit and PLD. Students also receive language support through EALD, First Language Maintenance and Development; and the ATSI action plan. Bilingual SSOs are employed as required for International and EALD students.

Personal Learning Plans (One Plans) identify strategies and SMARTAR goals for students eligible for Inclusive Education Support Program (IESP) funding. Additional support is available through Department for Education (DfE) Student Support Services and outside agencies for students with: developmental delay/disability; learning difficulties; behavioural issues (social/emotional); health or wellbeing issues; disengagement/non-attendance issues; and communication difficulties.

Human and financial resources are assigned to back programs like Interoception and Zones of Regulations, overseen by the Senior Leader of Support Services and Student Wellbeing. A referral process, guided by data analysis and case management, identifies students for support in collaboration with parents. Following a successful funding application in 2023, a Pastoral Care Worker will be recruited in term 2, 2024, further enhancing wellbeing services at Rose Park Primary School. The Autism Inclusion teacher aids teachers and staff in addressing the inclusion needs of students, with support accessible for students, staff, and families.

Student Management

At Rose Park Primary School, we value student participation and encourage student agency and contributions at varying levels of school decision-making. The school is responsible for managing student behaviour to create a safe, orderly, productive and successful learning community. Staff work in partnership with the school community, services and agencies to create engaging and inclusive conditions for rigorous learning. Learning behaviour expectations are based on our school values and underpin our Behaviour Education, Anti-Harassment / Bullying, Attendance Policies and Guidelines, Parent Code of Conduct, ICT Agreements and Digital Devices and Mobile Phone Policy.

Teachers negotiate essential agreements, expectations and consequences with students and use a Restorative Practice approach to support students to reflect on their choices. Buddy Classes and Circle Time strategies empower students to share learning and problem-solve with the support of their teacher and peers. Students use class meetings, buddy classes, grievance and resolution procedures to assist them to address issues. Parents support their children to learn to take responsibility for their behaviour choices. IB Learner Profile and Achievement Awards are presented to students and classes at assemblies to showcase their learning, acknowledge their efforts and celebrate their academic, social and sporting achievements.

Student Government

Weekly class meetings and regular Student Representative Council meetings are held, involving students from Reception to Year 6. Leadership roles, including Ambassadors, Journalists, Environmentalists, Educators, Technicians, and House Captains, are open for application to all Year 6 students. The promotion of student voice, choice, and agency is emphasised through collaborative efforts in setting learning goals and success criteria. This involvement is evident in teaching and learning processes, class meetings, circle time, problem-solving discussions, and the implementation of solutions. Additionally, classes partner with each other for cross-age tutoring, providing support across the curriculum and aiding in the organisation and co-hosting of school events and learning expos.

Special Programmes

At Rose Park Primary School, our teaching and learning program is based on the unique blending and strengthening of two curricula: The Australian Curriculum and the International Baccalaureate (IB PYP). There are many opportunities for challenging and involving students in areas of interest beyond the classroom:

- Debating, Chess, Maths Olympiad etc.
- First Language Maintenance Development (FMLD) Program in Mandarin, Vietnamese, Hindi
- Instrumental Music, Band, Musical, Winter Concert, Festival of Music Choir
- BEBRAS, STEM challenges and Digital Competitions
- Garden Program
- Premier's Reading Challenge
- Premier's Be Active Program and SAPSASA
- International Education
- Burnside City Council Projects:

3. Key School Policies

The school's policies and agreements, aligned with Department for Education policies, can be found on the school website.

Rose Park Primary School is part of the Central East Partnership, which includes 12 preschool, primary, and secondary school sites in the Eastern suburbs of Adelaide.

RPPS Strategic Plan 2022 – 2026 is based on our vision, mission, and values with 3 pillars:

Our School Experience; Our School Community; and Our School Environment, aligned with student leadership and parent/carer volunteer committee initiatives.

Site Improvement Plan and IB Strategic Plan

School Priority areas include improving Literacy and Numeracy student outcomes as well as the implementation of the IB PYP Action Plan and Student Wellbeing Improvement Plan.

- Literacy Goal 1: Increase the number of students achieving in the strong and exceeding proficiencies in Writing.
- Numeracy Goal 2: Increase the number of students achieving in the strong and exceeding proficiencies in Mathematics.

IB PYP Action Plan Goals

- Each teacher will use the inquiry cycle to deepen students' thinking and questioning skills.
- Each student is provided with the opportunity to take meaningful student action in response to learning.

Student Wellbeing Goals

- 86% of students demonstrate a medium to high understanding of emotional Literacy.
- 84% of students demonstrate a medium to high ability to regulate their emotions.

Recent Key Outcomes

- Literacy/Phonics 2023: year 1 - 98% met Standard of Educational Achievement (SEA) (28 or higher);
- NAPLAN Writing 2023 Exceeding Proficiencies: year 3 - 11%; year 5 – 36%;
- NAPLAN Reading 2023 Exceeding Proficiencies: year 3 – 44%; year 5 – 51%;
- NAPLAN Numeracy 2023 Exceeding Proficiencies: year 3 - 31%; year 5 - 38%;

4. Curriculum

Subject Offerings

All teachers plan, program, assess and report using the framework of the International Baccalaureate Primary Years Programme and the Australian Curriculum version 9 in the learning areas of English, Mathematics, Science, Health and Physical Education, Humanities and Social Sciences, The Arts, Technologies and Languages – Japanese.

Our specialist programs include: Science, Performing Arts – Drama, Music and Dance; Technologies; Physical Education; and Languages – Japanese. We focus on a culture of inquiry and gaining an international perspective to support IB learners to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

In consultation with the Senior Leader of Support Services and Wellbeing, the classroom teachers, Autism Inclusion Teacher, SSOs and families co-construct One Plans and SMARTAR Goals to personalise learning and target teaching to engage individuals and small groups of students (identified with disabilities, learning difficulties, Aboriginal and Torres Strait Islanders -ATSI, Gifted and Talented, Students in Care – under the guardianship of the Chief Executive of the Dept for Child Protection).

An early years (Rec-Year 2), intervention programme, MiniLit supports students with their literacy and phonics development. Promoting Literacy Development (PLD) Intervention groups provides support to students at risk in Literacy in Years 3 to 6.

Bilingual SSO support for students is sourced as required.

Special Curriculum Features

We offer a small number of places for international students on eligible visas.

DfE Instrumental Music Program provides tuition in strings, brass, percussion and woodwind, with band and ensemble practice opportunities. Private music lessons are available after school.

Teaching Methodology

All students participate in the International Baccalaureate Primary Years Programme, which incorporates the pedagogical practices of inquiry, higher order thinking skills, problem-solving, investigations, collaborative, active learning and project work. Teachers collaboratively plan IB units of inquiry in year level and Professional Learning teams. We are committed to promoting Student Agency, Key Competencies with a strong focus on proficiencies in Literacy, Numeracy and the development of learner profile attributes for life-long learning.

Years 4 – 6 students participate in a bring-your-own-device program (BYOD - Chromebook). Year 3 students have the option to have their own device or access shared devices. School laptops and ipads are available to Reception to year 2 students in classrooms and via a suite of desktop computers in the Library's iCentre. A range of online learning tools such as Google Drive, Google Classroom, blogging sites and wikis support teaching and learning activities. Cyber safety is an integral part of Health and Child Protection Curriculum with students and parents signing a digital devices user agreement. The Deputy Principal works with IT technicians and ICT committee to ensure the continual management and updating of IT infrastructure, software and hardware. Year 6 student leadership group (Technicians) help to support students and staff to resolve technical issues, co-develop presentations and assist with the organisation of assemblies, events etc.

Student Assessment Procedures and Reporting

Rose Park has a range of ongoing formative and summative assessment strategies:

- Phonics Screening in Year 1 (collected annually)
- InitialLit Early Years data (collected each term in Reception to Year 2)
- Running Records in Years 1 and 2 (collected at end of terms 1 and 3)
- Literacy Pro tests for students at level 26 and above
- Spelling Test at end of Term 3 (annually)
- NAPLAN Literacy and Numeracy (collected annually in years 3 and 5)
- R-6 ACER testing PAT R and PAT M Yrs 1-6 and Science Yrs 3-6 (collected annually)
- Maths Essential Assessment years 1-6
- 1 minute fluency tests in addition, subtraction, multiplication, division
- Language & Literacy data – LEAP levels (collected annually)
- Brightpath Writing (collected and moderated twice per year)

Students' academic results are recorded on Scorelink and data is analysed by the Leadership and Professional Learning Teams to identify students requiring additional support and monitoring.

- **Term 1** – An Acquaintance Night for parents and teachers in Week 2 followed by parent/teacher/student led interviews or conferences at the end of the term.
- **Term 2** – Mid-year Progress Student Reports and Student Reflections are sent home.
- **Term 3** – An IB PYP Exhibition event is a forum for presenting student-led inquiry. Students in their final year share their learning through a 'Personal Interest Project' expo.
- **Term 4** – In weeks 6 and 8 teachers prepare end of year records to support transition of information to the next year level and in the last week of the term. In the final week of the school term, End of Year Student Reports, Student Reflections and Student Learning Portfolios are sent home.

Analysis of data sets to identify trends, inform targeted explicit teaching and Site Improvement Plan priorities.

RPPS Whole School Agreements in Literacy, Numeracy, IB PYP, Wellbeing, Assessment, Intervention and Data Collection promote consistency and transparency.

Joint programmes: Burnside City Council and Library

Liaison with University of South Australia, Flinders and Adelaide Universities for highly proficient teachers to mentor pre-service teachers.

5. Sporting Activities

Students participate in a wide range of physical activities. R-6 students have regular specialist Physical Education lessons, regular class fitness activities and sports clinics. We offer a large number of out of hours school sports teams, depending on parental and staff support. After-hours sports include netball, cricket, AFL football, and soccer. Students have the opportunity to participate in School Sport SA (formally SAPSASA) sports – swimming, athletics, cross country, badminton, cricket, netball, soccer and football. Clinics are also organised within lesson times, with an emphasis on skills development. Reception to year 5 students attend Swimming classes once a year (daily for one week). Year 3 - 6 students participate in RPPS Swimming Carnival at Burnside Swimming Centre, and Year 6 students engage in Aquatics programs. Each year we have a Sports Day with a focus on skills and a variety of activities.

6. Other Co-Curricular Activities

Extra-curricular activities are a varied and important way for students to explore their interests, try new skills and become involved in the wider school community. These activities demonstrate students' personalities and ability to manage their time and priorities. Instrumental Music is offered to students from Year 3 (strings only) and Year 4; Strings, Woodwind, Brass, and Percussion. Singing, guitar, keyboard, and recorder lessons are offered to students on a private provider basis after school. Students have the opportunity to participate in the school band and string ensemble. Students can take part in the school disco, Choir (Festival of Music years 5 & 6); Winter Concert to showcase musical talents; Oliphant Science Awards, Australian Mathematics Competitions – Maths Olympiad; BEBRAS and ICAS Competitions; Chess Club (R -6) and Debating (Years 5 & 6).

School events include: Acquaintance Night, Harmony Day, Sports Day, Annual Water Safety and Swimming lessons, Swimming Carnival (Years 3 – 6), Students share their Learning Portfolios, Science and PE week, Mothers and Fathers Days, Book Week, Book Fair, NAIDOC Week, Science and Physical Education Weeks, Burnside Council and community projects, various cultural celebrations and R-6 End of year concert. Camps, excursions and incursions are aligned with curriculum topics. Students are encouraged to identify school-based, local and global projects and to engage in local community activities with student leadership initiatives. Buddy classes interact with students in cross-age tutoring activities to promote a range of teaching and learning activities both on site and with Rose Park Kindergarten and Central East Partnership sites.

7. Staff (and their welfare)

Staff Profile

A balance between permanent and contract teachers with a range of early career and experienced Step 9 teachers. Half of the teaching and SSO staff are permanent employees. SSOs provide administrative, financial, Library and student intervention support. Contract positions are utilised for curriculum intervention as IESP funding provided for student support, IT technicians and groundsperson/maintenance.

Leadership Structure

Currently consists of Principal, Deputy Principal – Curriculum Leader and Senior Leader – Student Support and Wellbeing. The leadership team is committed to providing leadership and mentoring opportunities to build teacher and leadership capacity and to implement site improvement plans, and Department for Education initiatives. Personnel Advisory Committee (PAC) works in consultation with the Principal to address decisions in relation to staff issues and human resource management. The Principal works with the Governing Council to monitor the vision and direction of the school.

Staff Support Systems

The school has a commitment to collegial learning, open communication, mutual support and high expectations. Staff work in collaborative teams (Professional Learning Communities - PLCs) aligned with our Site Improvement Plans and International Baccalaureate (IB) goals focussing on learning design, formative assessment strategies, moderation, data analysis, student achievement and planning for accelerated learning. Staff plan IB Units of Inquiry together (transdisciplinary – across Australian Curriculum subjects in Toddle), and use the Department for Education Units of work resources (e.g. Maths, English) and share knowledge, expertise, skills and achievements in PLCs and weekly staff meetings. A structured agenda enables staff to share administrative and professional learning information, make decisions, and to learn and share in small groups. Staff members have responsibility for classroom curriculum budgets.

SSO team members have allocated meeting times.

Classes buddy with each other to encourage cross-age tutoring and building respectful relationships.

Social committee promotes positive working relationships and staff wellbeing through functions and social events.

The Personnel Advisory Committee (PAC) works in partnership with the Principal on Human Resource matters such as: deploying appointed staff; developing leadership structures; staffing configurations; identifying vacancies and creating vacancy descriptions; and addressing any grievances. Employee Assistance Program and wellbeing literature are offered to all DfE employees.

Work, Health and Safety (WHS) committee initiates, develops and monitors strategies to enhance the health, safety and wellbeing of workers while at work. Completes DfE Safety Task and Action Reporting System (STAR) tasks for the site. Reviews and monitor performance against the safety management system requirements.

Student Review Team work is informed by data to coordinate intervention; proactively identifying and supporting students at risk; and monitoring and evaluating school behaviour management practices and systems.

Literacy and Numeracy Committees support teachers to implement Site Improvement Plan priorities and R-6 Agreements aligned with appropriate resources.

IB PYP Committee oversees the implementation of the IB Action Plan.

ICT committee supports students and staff to utilise digital devices and software in teaching and learning in a safe, responsible manner.

The Wellbeing Committee assesses the Wellbeing and Engagement Collection to pinpoint priority areas, develop the Wellbeing Improvement Plan, and introduce initiatives aimed at ensuring our students experience a sense of health, safety, support, and positive identity. Recognising that students with positive wellbeing are

more engaged and successful learners, the committee understands that a high-quality education plays a pivotal role in enhancing overall wellbeing.

The Autism Inclusion Teacher works in collaboration with the Senior Lead of Support Services and Wellbeing to provide support to teachers and SSOs on how to best support and educate Neuro-diverse Learners and to drive improvement practices for inclusion.

Step 9 teachers mentor colleagues with professional development and collegial support.

Leaders promote leadership and professional development career opportunities through nomination to Orbis Courses, for example, Future Leaders, PLINK courses etc.

Principal is a Leader Advisor for new principals, External School Review Principal, Early Career Mentor, Assessor for Accreditation for Highly Accomplished, Lead and Advanced Skills Teachers.

Performance Management

All teaching and non-teaching staff work with the Principal and the Leadership team to establish their professional and career goals with an annual performance plan (PDP) aligned with DfE, Central East Partnership and RPPS Improvement priorities and professional development opportunities.

A range of informal and formal DfE Performance and Development processes and documentation are used to ensure that staff are able to reflect, monitor and improve their performance. These include professional conversations, line management meetings, peer planning, lesson observations and evidence of student achievement.

Line Managers/ Mentors provide oral and written PDP feedback to staff at 6 and 12 month intervals. Teachers are supported by DfE and AITSL resources, namely the self-reflection tool, illustrations of practice, the Professional Standards for Teachers and Leaders and SA Teaching for Effective Learning Framework. Staff members are expected to take responsibility for their performance and professional growth through learning beyond the school. Staff keep a learning log of professional development for registration.

Ongoing training, both on a whole school, group, and individual basis supports the achievement of goals. A significant number of staff are at Step 9 level, take on mentoring roles and help to lead pedagogical initiatives.

Staff Utilisation Policies

The particular skills and expertise of staff is acknowledged and recorded on Staff Roles and Responsibilities for Leaders, Teachers and School Service Officers (SSOs). Staff are appointed to a range of Committees and Working Parties with convenors to drive site improvement plan priorities and support with planning and management of school programs and events.

Access to Special Staff

Class Teachers and Specialist Teachers share the responsibility for the advancement of every student. Teachers draft individualised personal learning plans, also known as One Plans for students with particular needs, including interventions, and share them with parents/carers on an annual basis. One Plans undergo formal reviews twice a year, involving the class teacher, specialist teacher, Intervention leader, SSO, and parental input. SSOs play a crucial role in Early Intervention programs, offering classroom support, and providing targeted 1:1 and small group assistance for students with special needs. Additionally, they contribute to supporting the resource centre, school reception, and undertaking clerical and finance tasks.

DfE Instrumental Music Services staff provide an Instrumental Tuition Program (Strings, Brass, Woodwind, Percussion and Band) to our students. Learning through Music provides private music lessons after school.

First Language Maintenance Program –Chinese, Vietnamese, Hindi.

Japanese School is available on Saturdays at our school.

Greek language lessons available on Thursdays after school.

8. Incentives, Support and Award Conditions for Staff

Early career teachers are supported to engage in processes to move from provisional to full registration teacher status. Experienced teachers are supported to achieve Step 9 teacher classification. Teachers are encouraged to engage in the Highly Accomplished and Lead Teacher Certification.

School Services Officers are supported in reclassification processes.

Aspiring leaders are mentored and provided with leadership opportunities through Orbis professional learning programs – Future Leaders course, strategic leadership coaching, development placement and career services.

Travelling Time

Ten minutes from Adelaide Central Business District (CBD).

Designated School Benefits

A high performing IB PYP school with committed, caring and highly professional staff working collaboratively to promote life-long inquiry skills, The Arts, Languages and Sports for continuation of learning in High Schools and beyond.

9. School Facilities

Buildings and Grounds

The school works hard to maintain and develop its buildings and grounds

- 2022/23 - Potts Building (Junior Primary) timberwork repairs/painting and furniture upgrade.
- 2023 - Primary Years classrooms fitted with new student furniture and pin up boards.
- 2023 - Gurney Reserve Garden upgrade, Community planting event - Green Adelaide Grant.
- 2023 - Covered Outdoor Learning Area (COLA) installed and netball turf replaced.
- 2024 - R-2 Soccer pitch turf installed with wooden seating benches around trees.
- 2024 - Playground equipment bordered with nature play seating logs.
- 2024 - Upgrade to outdoor verandahs – Hall, Science Room and Potts Building entrance.

Our outdoor grounds are continually undergoing improvements to enhance outdoor learning and play environments for children and families with support from the Governing Council Environment and Facilities Committee, Leadership, Business Manager and Grounds and Maintenance Services Officer.

Abundance Café facility and services available to the school community for meals, snacks and beverages.

Heating and Cooling

All indoor learning spaces have heating and cooling.

Specialist Facilities and Equipment

R-6 Specialist facilities support the implementation of the Australian and IB PYP curriculum and extracurricular activities include the Library, Resource Centre, iCentre for Information Technology, Technologies, Science Room, Performing Arts Room, Languages – Japanese, FLMD and Greek lessons, Hall/Gymnasium and COLA.

All learning spaces and Resource Centre have Interactive TV screens, digital devices are updated and replaced.

Student Facilities

The Canteen – Rory's School Lunches provides a healthy lunch menu five days a week.

Resource Centre/Library and iCentre, Performing Arts and Music area, Gymnasium/Hall, COLA, Early Years and Primary Years Playground Equipment, Soccer Pitches and Netball/Basketball Courts.

Year 6 Student Leadership Teams, Executive, Student Representatives from Reception to Year 6.

Governing Council committees focus on improving school assets and facilities, and organising special lunch days and fundraising events.

Staff Facilities

There is a modern, well-equipped staffroom in the main building, and kitchen facilities in the Potts Building, with coffee/tea making facilities. Conference Room and Withdrawal rooms are available for meetings.

Access for Students and Staff with Disabilities

There are access ramps to the main buildings, indoor ramps in the main building and 2 toilets for students/staff with disabilities.

Public Transport Access

Metro bus service available on Grant Avenue, bus stop no 3. Private contractors or public bus services are used for excursions and camps.

10. School Operations

Decision Making Structures

Rose Park PS Decision Making Policy is based on a democratic consultative decision-making process where the beliefs, experiences and opinions of staff, parents/carers and students are valued. Leadership team and staff collaboratively plan and monitor the implementation of SIP priorities based on the analysis of a range of data.

Committees, working parties and staff meetings provide forums for staff to address topics and issues in administration, Professional Learning Teams and parent groups. Personnel Advisory Committee (PAC) and staff consultation encourages active participation and engagement with site decisions.

Student SRC processes complement school decision making. When children and young people are supported to make responsible choices at school, it enables them to manage their own behaviour, problem-solve and relate more effectively to others.

The Governing Council is jointly responsible with the Principal to help drive the vision and directions of the school. Through the Governing Council Committees, parents are able to be actively involved in decision-making.

Regular Publications

A school newsletter is distributed electronically three times a term via our edsmart email prompts and school webpage. Staff communicate regularly with parents through various modes: phone calls, face to face meetings – Acquaintance Night, Parent-teacher interviews, Learning Journeys, google meet, Toddle app to share student learning, class newsletters, diary dates, expectations and emails. The RPPS Communication Policy outlines procedures and expectations. Admin staff communicate regularly with families via Edsmart notifications of events and Sentral for Attendance.

All new parents learn about the school via a Parent Handbook, school webpage, School tours with the Principal, members of the leadership team and Student Ambassadors. The Principal also meets with new parents to the school, particularly with the parents of new Reception students at transition visits to share information and to respond to questions.

Staff are issued with a handbook and have access to information via google drive and Back to School Pack. Communication within the school is through the announcement section on Sentral, emails and through staff and year level meetings. Our Sentral Calendar supports staff with communication, events and meetings at our site. All staff members are encouraged to post information as the need arises. Agendas and Minutes of meetings are stored on Sentral and/or google drive staff for access by all staff.

A set of school policies, staff handbook and other curriculum statements are available on RPPS School Webpage, admin and curriculum servers and google drive. Information regarding student learning and behaviours are documented on Sentral and EDSAS.

SSOs and staff record One Plan student progress in Learnlink.

Other Communication

Support documents including notices for excursions/incursions and permissions regularly sent via EdSmart and payments on Qkr!

Students – Toddle apps, google classroom, surveys, diaries, communication and homework correspondence.

School website: <https://www.roseparkps.sa.edu.au>

School email: dl.0169.info@schools.sa.edu.au

School Financial Position

School and OSHC Finances are monitored by the Business Manager, Principal and Governing Council Finance Advisory Committee. Parent fundraising and hire of School facilities provide valuable additions to the school budget. The school is supported by parents through school fees and tax-deductible donations for building funds.

The annual internal control questionnaire (ICQ) enables self-assessment of compliance with finance requirements and the school finances are audited annually.

11. Local Community

General Characteristics

Rose Park Primary School was built in 1993 and is character rich with a proud heritage that is important to the social and cultural fabric of our community.

The school community is reflective of the diverse community with approximately 56 cultural backgrounds.

Parent and Community Involvement

Educators and families work together to define their shared challenges and improve the educational experience for children. Our parent community has high expectations of the school, its staff and our school community. We value parent and community engagement and volunteers are encouraged to support classroom activities, Library, Kitchen Garden programs, Sports coaching, excursions etc.

Volunteers are to complete the on-line training - Responding to Risks of Harm, Abuse and Neglect – Education and Care (RRHAN-EC) Training along with Working with Children Check (WWCC). Parents and volunteers demonstrate their commitment to the schools' volunteer policy and guidelines by signing and adhering to the volunteer agreement which covers the roles and responsibilities of a volunteer at RPPS.

The enactment of our school values and Parent Code of Conduct promotes ethical behaviours and positive partnerships between members of our school community. An informed and active Governing Council of parents and staff contribute to site improvement initiatives and support a successful OSHC program.

Parents and Friends Advisory Committee meets regularly to organise various school functions.

Old Scholars Advisory Committee meets weekly to collate school records, create historic displays, publish books and conduct lessons with students to share past events and school experiences.

Parents and class representatives are encouraged to become involved in class and school programs and to help network with families to build community connections.

Feeder or Destination Schools

Rose Park Primary School intentionally plans for effective transitions with a range of site structures and processes to support all children and families to experience successful transitions.

- Transition from prior-to-school settings to primary school:
Transition experiences include school tours, orientation visits, open-to-play sessions, visits to local kindergartens, sharing child assessments, portfolios and reports; visiting our school library and buddy class experiences and a parent information session. Feedback is sought from families regarding the transition process and is incorporated as part of an improvement process. Kindergarten and school staff meet to discuss curriculum, students, student learning needs and interests and pedagogy. School teachers also read prior-to-school reports and recommendations for students requiring extra support as per One Plan considerations. The local Kindergarten is Rose Park Preschool, with enrolments from a variety of early childhood settings.
- Transition between year levels and schools:
Information from students, parents and school reports are requested along with friendships and student learning considerations. Students are provided with a buddy and new students have an orientation visit in Week 9 of Term 4 enabling them to visit their new classroom, meet new classmates and where possible, their teacher for the following year.

- **Transition to High School:**
The year 6 transition to High School is centrally coordinated by the Department for Education. Rose Park Primary School disseminates secondary school information such as school tours to parents via the school newsletter. Year 6 staff receive student information forms requesting relevant information to ensure a smooth transition process. Local high schools include Marryatville High School and Glenunga International High. Many students also go to private schools.

Other local care and educational facilities

Victoria Park and Alexandra Ave median strip are regularly accessed by students.

Commercial/industrial and shopping facilities

Dulwich and Burnside Villages are in the vicinity and the Adelaide city centre is a 30 minute walk from the school.

Other local facilities

Medical Centres are available along the Parade Norwood and Burnside War Memorial Hospital and associated services on Kensington Road, Toorak Gardens.

Accessibility

Public transport is readily available.

Local Government body

Rose Park is in the state electorate of Bragg and the City of Burnside.

12. Further Comments