



SCHOOL CONTEXT STATEMENT

Updated: April 2018

School number: 1537

School name: Sheidow Park School

School Profile:

Sheidow Park School is an R-7 school situated 20 km south of Adelaide. Our students are committed to learning and we are strongly supported by parental and community involvement. The school's priority areas are:

- Excellence in Education and Care
- Every Child Achieves their Potential
- A Successful and Sustainable Organisation, and
- Connect with Communities.

The Reggio Emilio philosophy and 'Play is the Way', both of which were introduced in 2014, now underpin all programs. A Steiner stream began in 2015 with a Reception/Year 1 class and it is anticipated that a full Steiner stream R-7 will be offered alongside mainstream by 2022. As an Asian Focus school, Japanese is taught at all year levels. Sport is valued, and students can access a range of organised after-school activities; students are also encouraged to participate in choir and extracurricular programs. We are big enough to offer a range of programs, but small enough to care.

Sheidow Park School – A Village of Learning, A World of Opportunity.

1. General information

- School Principal: Jennie-Marie Gorman
- Deputy Principal: Wendy Westgate
- Year of opening: 1980
- Postal Address: 21-43 Adams Road, Sheidow Park, SA 5158
- Location Address: 21-43 Adams Road, Sheidow Park, SA 5158
- DECD Region: Southern Adelaide
- Geographical location: 22kms from GPO
- Telephone number: 08 8381 8911
- Fax Number: 08 8381 8509
- School website address: <http://www.sheidowps.sa.edu.au>

- School e-mail address: dl.1537.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- **Out of School Hours Care (OSHC) service**

This service operates before and after school and on Student Free days, as well as running a Vacation Care program.

- **February FTE student enrolment**

Primary	Year Level:	2015	2016	2017	2018
	Reception	53	62	58	64
	Year 1	48	54	64	55
	Year 2	38	50	50	62
	Year 3	27	39	47	46
	Year 4	28	25	38	40
	Year 5	21	29	22	38
	Year 6	17	19	21	20
	Year 7	15	15	18	21
	Total	247	293	318	346
	ATSI	2			10
	NESB				
	EALD	3			8
	Disabilities	15			23
	School Card				43

- **Student enrolment trends**

School numbers are currently in the low 300s, with enrolments projected to increase slightly in the coming years.

- **Staffing numbers**

2018: 28 full- and 8 part-time staff; of these, 27 are female and 9 are male.

Leadership: Principal, Deputy Principal

SSOs: 149 hours per week

- **Public transport access**

Sheidow Park is well serviced by Adelaide Metro bus services using the bus services 734 covering areas from Flinders University to Noarlunga Colonnades and 682 covering Sheidow Park to Hallett Cove. The latter links with the Seaford to City rail service.

- **Special site arrangements**

Sheidow Park School works collaboratively within the Marion Coast Partnership, consisting of Woodend PS, Hallett Cove R-12 School, Hallett Cove East PS, Hallett Cove South PS, Seacliff PS, Seaview Heights PS and Darlington PS.

2. Students (and their welfare)

- **General characteristics**

Most students live in the surrounding suburbs, including Sheidow Park, Trott Park and Hallett Cove, but a number of students travel from further afield. Much emphasis is placed on providing a supportive learning environment for all involved in our school, with the school working in collaboration with parents and students to maximise student learning. School values underpin all school operations.

- **Student well-being programs**

Our school values are:

Together we

C	Caring
H	Honesty
A	Achievement
R	Respect/Responsibility
T	Trust/Tolerance

These school values form the basis of our wellbeing program, along with 'Play is the Way' methodology.

A Christian Pastoral Support (CPS) Worker is employed for 8 ½ hours a week, and is available to offer pastoral support to students, staff and the school community.

Transition and induction programs are in place for Preschool to Reception and for Year 7 to Year 8.

The school is a Crunch 'n' Sip School and the Canteen and OSHC fully implement the Right Bite Strategy.

- **Student support offered**

Special Education Support is provided for identified students through Negotiated Education Plans. Students with learning difficulties are also supported through in-class and withdrawal support. SSOs are employed to support Junior Primary and Primary students. Early Intervention involves many

students in extensive programs including gross and motor skills, Speech and Phonological Awareness programs and Quicksmart and Toosmart Maths.

- **Student management**

The school values and the 'Play is the Way' program underpin class and yard rules and consequences. Bullying and grievance procedures are in place, and a bullying audit is conducted biannually and the data acted upon. Staff and parents are supportive of the structures in place, and students take responsibility for their behaviour choices.

- **Special programmes**

Students are encouraged to participate in a range of programs including Festival of Music Choir, SAPSASA sport, organised after-school sport and instrumental music lessons.

3. Key School Policies

In 2018, the three priority areas for the Site Improvement Plan are:

- Improving Numeracy Outcomes for Learners
- Improving Literacy outcomes for Learners
- Teaching and Learning Environment

Recent key outcomes are outlined in the 2017 Annual Report, which is available on the school website.

4. Curriculum

- **Subject offerings**

The required areas of study as described in the Australian Curriculum and the Steiner Curriculum as approved by ACARA form the basis of the teaching and learning programs in classes. Specialist subject areas are Japanese, P.E., STEM/Cooking and Performing Arts.

- **Special needs**

Students with special needs, as identified through a Guidance Assessment, have an NEP and are supported by SSO's. Students with learning difficulties also benefit from additional support.

The Student Review Team meets regularly to track the progress of identified students, including those with social emotional issues.

- **Special curriculum features**

Sheidow Park is an Asian Focus School, with Asian studies complementing the Japanese language.

ICT has a strong focus; a computer suite of 30 computers is well accessed, and each classroom, including the Resource Centre and Japanese Room,

has a networked laptop connected to an Interactive Whiteboard. Students in Years 5 to 7 have access to individual tablets at all times. ICT issues and technical support are managed by an SSO.

STEM/Cooking and Performing Arts are offered as NIT subjects; with students attending each for a semester.

- **Teaching methodology**

In the mainstream classes, a Reggio Emilia focus, with its notion of the 'strong and competent child', underpins the school's approach to teaching and learning; teachers use a student-centred, integrated pedagogy that encompasses a range of teaching strategies. Teachers plan using Learning Design and TfEL to develop teaching and learning programs that encourage student engagement and intellectual stretch.

All classes are vertically grouped, and collaboration between classes is encouraged.

In the Steiner classes, the methodology is based upon an understanding of stages of child development originally outlined by Rudolf Steiner. The nurturing of these stages underpins the Steiner curriculum. The Steiner classes are organised by year level; again, collaboration between classes is encouraged.

- **Student assessment procedures and reporting**

Written reports, which indicate achievement and effort aligned with the Australian Curriculum and SACSA, are sent home to parents at the end of Terms 2 and 4. Acquaintance meetings are held early in Term 1, and parent/teacher interviews are held at the end of Term 3. However, parents and teachers are encouraged to maintain open communication, and as a result, interviews may take place at any time during the year.

In Years 3, 5 and 7, students undertake the National NAPLAN Tests, and the results of these are sent home upon their receipt to school; a covering letter invites parents to make an appointment to discuss the results if they wish.

5. Sporting Activities

All classes work with a specialist P.E. teacher, and also participate in fitness activities and other aspects of the P.E. curriculum – games, dance, gymnastics and aquatics. They also participate in Gymnastics each year, run by a qualified Gymnastics instructor. In addition, a wide range of sporting coaching clinics are held throughout the year within school hours. The Premier's Be Active Challenge is completed by R-7 students each year.

The school supports a significant involvement in a range of SAPSASA and after-school sports activities, with teachers and parents actively involved in managing and coaching teams. Students in Years 4-7 are also involved in Beach Volleyball, run by VolleyballSA.

All R-5 students participate in swimming programs with qualified instructors, and the Year 6/7 students participate in an Aquatics program. A whole-school Swimming Carnival is held each year at Marion Outdoor Swimming Centre, to which parents are invited.

An Active After Schools Program is run, where trained coaches provide programs for children two nights a week to encourage activity and involvement in healthy lifestyle pursuits. The focus of this program changes each term.

6. Other Co-Curricular Activities

The school has its own veggie patch, where an SSO works with classes to plant, maintain and harvest veggies of their choice. There are also garden beds where classes can raise plants that are indicative of a particular type, e.g. succulents, herbs, drought-tolerant.

Whole-school Assemblies are held on Tuesday afternoons every 3 weeks. Students run the assemblies and have opportunities to present items and information about their learning. There is also a Values Assembly held every Friday morning, during which students who have displayed the school values are acknowledged.

The school supports a senior Choir. Participation in the Festival Choir has been a feature for many years; the choir also performs within the community from time to time.

Selected Instrumental Music programs are offered on site, provided within school time by private music providers.

Over the past few years, Sheidow Park has held a Moon Lantern Festival in September; this involves the whole school, students and staff from the nearby Trott Park Kindy and members of the local community.

7. Staff (and their welfare)

- **Staff profile**

The movement of teaching staff has been stable for a number of years, and with increased enrolments, there are a number of contract teachers at the school.

- **Leadership structure**

In 2018, the Leadership structure is:

- Principal 1.0
- Deputy Principal 1.0

- **Staff support systems**

Staff meetings are held weekly and are planned around the school priorities; part of the meetings is also used for Levels of Schooling meetings. The school provides training in school priorities based on the Site improvement Plan. Collaboration and teamwork are emphasised and highly valued.

- **Performance Management**

All teaching and non-teaching staff have a Personal Professional Development Plan (PPDP). Formal performance management meetings are held three times a year, with formal written feedback. Informal professional dialogue is encouraged.

- **Staff utilisation policies**

Japanese, P.E., STEM/Cooking and Performing Arts are taught across R-7 as specialist areas to provide non-instructional time for teachers.

An SSO is based in the Resource Centre for 4 hours per day all week, providing high-end support. A SSO, runs the TooSmart and Quicksmart Maths programs; the latter provide support for students with an NEP. Further SSO support is provided to assist with speech programs, fine and gross motor skills programs.

- **Access to special staff**

Instrumental music lessons are out-sourced to private providers.

Educational Psychologists, Speech Pathologists and Disability Coordinators provide support, and other interagency resources are accessed as appropriate.

- **Other**

Staff are encouraged to participate in range of committees including Personnel Advisory Committee, ICT, Governing Council and its sub committees.

8. Incentives, support and award conditions for Staff

- This school does not attract DECD incentives.

9. School Facilities

- **Buildings and grounds**

The original buildings are of solid construction; they house the Primary classes, Resource Centre, a modern Kitchen, IT Suite and Japanese Room. A 6-teacher transportable unit provides accommodation for five of the Junior Primary classrooms.

Additional spaces include the Hall, used by OSHC, and Gymnasium, and there are smaller withdrawal rooms across the school. Most classes share a wet area and teacher preparation area.

A covered courtyard area within the main building area provides shelter, and is used as a part of the STEM/Cooking lessons, as well as being a quiet area for work and playtime.

Students have access to a beautiful school oval, playgrounds, a hard play area and a Nature Trail.

The oval, gymnasium and grounds are hired out for a number of community activities.

- **Heating and cooling**

All buildings have reverse cycle air conditioning.

- **Specialist facilities and equipment**

The Resource Centre is large and well-stocked, and includes an Interactive Whiteboard.

The Japanese Room is located in a double classroom and has a TV.

A withdrawal room in the main building is used for Special Education, TooSmart and Quicksmart lessons for students in the Primary Years, and a classroom in the transportable unit is used for Junior Primary support lessons.

To support the use of tablets by students in Years 5-7 and teachers, a wireless network is in place.

- **Student facilities**

The school canteen is open from Wednesday to Friday; it is a healthy eating canteen.

- **Staff facilities**

The Staff Room is spacious and comfortable, with phone access. Shared teacher preparation areas are available for all teachers, who each have a laptop for use in their classrooms.

- **Access for students and staff with disabilities**

The school is able to fully cater for access for students with disabilities.

- **Access to bus transport**

Public transport, both buses and trains, are available in near proximity to the school. For school excursions, buses are hired through local companies, and parents also provide transport from time to time.

10. School Operations

- **Decision making structures**

Sheidow Park School has a clear decision-making policy, with roles and responsibilities outlined for all individuals, groups and committees. Processes are consultative, and authorities are devolved to groups where appropriate.

Governing Council meets twice each term, on the Tuesdays of Weeks 3 and 8. A number of sub committees support the work of the Governing Council.

- **Regular publications**

Sheidow Park School no longer sends out paper newsletters; however, there are three ways for parents to stay informed of what is happening in the school:

- Parents can download the Team App onto their smartphone, ipad or tablet;
- Parents can subscribe to the Weekly Newsletter blog on the school website <http://www.sheidowps.sa.edu.au>
- Parents can like the Sheidow Park Primary School Facebook page to get regular updates of events and news.

Classes also provide regular newsletters.

A staff handbook is available for all staff. A weekly bulletin is distributed to all staff via Sentral, and updates are placed on Sentral when necessary.

A parent handbook is updated regularly, and is provided to all new families and those visiting the school.

- **Other communication**

School communications and information is also available on the school website.

A student community noticeboard is located at the entrance to the Front Office.

Information for staff is also placed on notice boards in the Staff Room and photocopy room.

- **School financial position**

The school is in a sound financial position, running a conservative budget that meets the learning needs of the school population.

11. Local Community

- **General characteristics**

Sheidow Park School is situated about 20kms from the GPO in the Southern Area, a short distance from the coastline. It is a relatively modern suburb of medium-priced range privately-owned houses and rental properties. A large number of families have both parents working.

Public transport is available, with buses operating approximately every 45 minutes.

Physically, Sheidow Park is relatively secluded, as it is bound by highways, open paddocks and recent subdivisions, and has relatively few local shopping and community resources.

- **Parent and community involvement**

The School's Governing Council consists of 10 elected parents, the Principal and 2 staff members.

Parents have a high involvement in the life of the school, either through classroom or Kitchen programs, the Resource Centre, sports groups or school committees.

A Steiner Bush playgroup regularly utilises school facilities for playground sessions and Steiner workshops.

The annual Moon Lantern Festival attracts large numbers of families and community members. Children from Trott Park Kindergarten and the Steiner Bush playgroup are also included in the festival.

- **Feeder or destination schools**

New Reception students are admitted at the beginning of each year, and come primarily from Trott Park Children's Centre and Woodend Preschool.

Secondary students are currently zoned to Seaview High School, which is attended by the majority of our students in year 8. A few students attend Hallett Cove R-12 School and specialist High Schools, such as Urrbrae and Mitcham Girls.

- **Other local care and educational facilities**

Trott Park Neighbourhood Centre has developed strong community programs and has a regular newsletter distributed locally.

- **Commercial/industrial and shopping facilities**

Shopping, cultural and social facilities are limited.

Hallett Cove Shopping Centre is 2kms away, and the Westfield and Colonnades Shopping Centres are approximately 8kms north and south respectively.

- **Local Government body**

Sheidow Park School is within the Marion Council area, phone 8375 6600.