

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 vision is:

*At Sheidow Park school, teachers facilitate engaging teaching and learning experiences with appropriate challenge and ongoing assessment. This is done within a safe classroom environment, where students can voice their opinion and take risks with their learning. Teachers and students have joint ownership of their learning. Teachers and students have ownership of the learning environment, incorporating prior knowledge and interests with the understanding that mistakes are part of effective learning.*

Sheidow Park School is a dual stream school incorporating a Steiner stream that began in 2015 with a Reception/Year 1 class. It is anticipated that a full Steiner stream R-7 will be offered alongside mainstream by 2022. 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: Jo Miller
- 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

- School website address: <http://www.sheidowps.sa.edu.au>
- School e-mail address: [dl.1537.info@schools.sa.edu.au](mailto: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:	2017	2018	2019	2020
	<b>Reception</b>	58	64	61	50
	<b>Year 1</b>	64	55	65	60
	<b>Year 2</b>	50	62	55	63
	<b>Year 3</b>	47	46	62	51
	<b>Year 4</b>	38	40	51	62
	<b>Year 5</b>	22	38	39	47
	<b>Year 6</b>	21	20	37	37
	<b>Year 7</b>	18	21	20	35
	<b>Total</b>	318	346	390	404
	<b>ATSI</b>				10
	<b>EALD</b>				8
	<b>Disabilities</b>				23
	<b>School Card</b>				86

- **Student enrolment trends**

School numbers are currently in the low 400s, with enrolments projected to increase slightly in the coming years.

From 2022, year 7 students will attend high school.

- **Staffing numbers**

2020: 27 full- and 19 part-time staff; of these, 40 are female and 6 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.

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

An Aboriginal Education Teacher (AET) and Aboriginal Community Education Officer (ACEO) work one day a week to support Aboriginal students and their families.

A Pastoral Care Worker Support (PCW) is employed for 10 hours a week, and is available to offer pastoral support to students, staff and the school community.

The school Canteen and OSHC fully implement the Right Bite Strategy.

- **School values:**

**RESPECT**

**RESPONSIBILITY**

**PERSISTENCE**

- **Student support offered**

Special Education Support is provided for students identified with a disability, specific learning difficulty or with complex social and emotional needs. (Students who receive IESP funding, have a diagnosed disability, ATSI or under the Guardianship of the Minister have OnePlans).

Students with learning difficulties are also supported through differentiated programs and wave 2 and 3 intervention programs. SSOs are employed to support students in a variety of ways. This could be 1:1, small group or in class support. Early Intervention programs see students withdrawn from class

to participate in programs that support the development of including gross and fine motor skills, Speech and Phonological Awareness, literacy and numeracy.

- **Student management**

Bullying and grievance procedures are in place, and a bullying audit is conducted annually 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 2020, the three priority areas for the Site Improvement Plan are:

- Increasing the number of students meeting reading level 30 by the end of year 3
- Increase the number of high band students in NAPLAN reading in year 3, 5, 7.
- Increase the number of high band students in NAPLAN Numeracy in year 3, 5, 7.

Recent key outcomes are outlined in the 2019 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., and Performing Arts for mainstream students and Japanese, P.E, Craft and Movement for Steiner students.

- **Special curriculum features**

ICT has a strong focus for mainstream classes and students have access to laptops in classrooms. Each mainstream classroom has a networked laptop connected to an Interactive Whiteboard.

ICT issues and technical support are managed by an SSO.

- **Teaching methodology**

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 and streams 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 and streams 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.

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.

Each year students in year 1-7 (Steiner begin in class 3) participate in PAT (Progressive Achievement Test) Reading and Numeracy.

## 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, swimming or 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 Volleyball SA.

All R-5 students participate in swimming programs with qualified instructors, and the Year 6/7 students participate in an Aquatics program.

## 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. Parents are invited and encouraged to attend.

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.

Sheidow Park holds a Moon Lantern Festival biennially in September. This involves the whole school, students and staff from the nearby Trott Park Kindy and members of the local community.

Steiner classes also participate in festivals each season, which also include members of the community where appropriate.

## 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 0.9

- **Staff support systems**

Staff meetings are held weekly and are planned around the school priorities; part of the meetings is also used for teacher professional development. 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 has a Personal Professional Development Plan (PPDP). Formal performance management meetings are held twice a year, with formal written feedback. Informal professional dialogue is encouraged.

- **Staff utilisation policies**

Japanese, P.E., 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. SSOs facilitate intervention programs such as MultiLit, TooSmart and Quicksmart and also provide support for students with a OnePlan. Further SSO support is provided to assist with speech and language and fine and gross motor skills.

- **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.

In School Psychology is an outsourced provider that supports our families on site once a fortnight.

- **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 and Japanese Room. A 6-teacher transportable unit provides accommodation for five of the early years 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 also a quiet area for work and playtime.

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

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.

An interoception room and sensory room are available for students to use with the support of a teacher or SSO.

To support the use of ICT by students 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 4 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.

- **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, the Resource Centre, sports groups or school committees.

- **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.