



# SCHOOL CONTEXT STATEMENT

**Updated: October 2017**

**School number: 1396 School name: Flinders View Primary School**

**School Profile Text:** Flinders View Primary School (FVPS) opened in 1983 and caters for students from Preschool to Year 7. It is situated in Port Augusta, amidst picturesque views of the Flinders Ranges. Since participation as a Stronger Smarter Learning Community Hub School in **2012**, the site has continued to work towards improved community engagement, student achievement outcomes and increased attendance rates as key areas of focus.

We continue to focus on high expectations, with an understanding that all students can learn, school makes a difference and what happens in the classroom matters. We aim to provide a rigorous and inclusive curriculum with an emphasis on students being focused on learning. Our school values of team work, honesty, responsibility and respect reflect our ethos towards creating a positive and supportive learning environment. These values are embedded within all aspects of teaching practice. They are taught explicitly through an intensive social skills programme, Child Protection Curriculum and the school's implementation of The Games Factory 'Play is the Way' methodology.

We regularly celebrate student achievement and positive school behaviours through fortnightly assemblies, implementation of 'Focus on Learning' awards, our All Stars programme and whole-school term celebrations. The Aboriginal Education team work closely with the Leadership Team and other community service providers to assist staff in supporting student well-being.

Our key curriculum priorities are Literacy, Numeracy and Wellbeing. A commitment to implementing Accelerated Literacy, Jolly Phonics, Phonological Awareness, Concepts of Print and Guided Reading are key literacy foci across the school. We offer PreLit, Minilit and Multilit and intervention as well as an 'OK Reading' to support student learning needs. Specialist teaching is provided in Science/Geography (R-3) and Health & PE.

The school-based Preschool is actively involved within the school community, and the children participate in many whole-school events. Transition from pre-school to school occurs across Terms 3-4 of each school year, and we are committed to ensuring this process it is as seamless as possible. The school-based Preschool is guided by the Early Years 'Being, Becoming and Belonging' Framework and also the Literacy & Numeracy Framework. We offer a play-based learning program to enhance children's communication and language skills as well as their social and emotional development.

# 1. General information

- **School Principal name:** Anna Nayda
- **Deputy Principal's name:** Virginia Chambers
- **Wellbeing Coordinator's (School Counsellor) name:** Angela McAuliffe
- **Year of opening:** 1983
- **Postal Address:** Chinnery St, Port Augusta West SA, 5700
- **Location Address:** Chinnery St, Port Augusta West SA, 5700
- **DECS Region:** Far North & Aboriginal Lands
- **Geographical location:** Port Augusta is located approx 300km North of Adelaide
- **Telephone number:** (08) 86425866
- **Fax Number:** (08) 86423406
- **School website address:** www.flindersview.sa.edu.au
- **School e-mail address:** info@flindersview.sa.edu.au
- **School Based Preschool attached:** Yes
- **Out of School Hours Care (OSHC) service:** No

<b>TOTAL STUDENT ENROLMENTS</b>					
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
<i>Female</i>	81	91	81	72	81
<i>Male</i>	78	97	88	86	90
<b>Total</b>	<b>159</b>	<b>188</b>	<b>169</b>	<b>158</b>	<b>171</b>

<b>ATSI STUDENT ENROLMENTS</b>										
	<b>2012</b>		<b>2013</b>		<b>2014</b>		<b>2015</b>		<b>2016</b>	
	<i>Number</i>	<i>% of total enrolment</i>	<i>Number</i>	<i>% of total enrolment</i>	<i>Number</i>	<i>% of total enrolment</i>	<i>Number</i>	<i>% of total enrolment</i>	<i>Number</i>	<i>% of total enrolment</i>
<b>Total</b>	<b>121</b>	<b>76</b>	<b>139</b>	<b>74</b>	<b>132</b>	<b>78</b>	<b>122</b>	<b>77</b>	<b>130</b>	<b>76</b>

## STUDENTS ON SCHOOL CARD

	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
	<i>% of total enrolment</i>	<i>% of total enrolment</i>	<i>% of total enrolment</i>	<i>% of total enrolment</i>
<i>Total</i>	<i>77</i>	<i>83</i>	<i>81</i>	<i>84</i>

- **Student enrolment trends:**

With a current enrolment of 158 students, Flinders View enjoys a rich blend of cultural diversity, with 77% of students being of an ATSI background.

- **Staffing numbers: SEMESTER 1 2016**

Teachers – 15.0 (includes 8 classes, 1 Preschool Teacher 1.0, Aboriginal Education Teacher 0.6, AFL Teacher (Preschool), Early Years Coach - 0.4, Numeracy Coordinator 0.4, HPE & Science NIT teachers (2)

Leadership Positions: Principal 1.0, Deputy Principal 0.9, Wellbeing Coordinator 0.9, Student Services Coordinator 0.5, Numeracy Coordinator/Coach 0.4 and Early Years Coach 0.4

SSO Classroom & Intervention Support =251 hours

SSO Preschool Support= 50.5 hours

SSO Admin support(including library)= 108 hours

ACEO time = 85 hours

GSE time = 15 hours

There are 6 male staff and 32 female staff at the site

**Public transport access:** A public bus services the Stirling North / Port Augusta area

**Special site arrangements:** The school-based Preschool on site offers a service for 3 year-old Aboriginal children and 4 year-old children. The enrolments in this area are continuing to grow. We offer a play-based learning programme to enhance children's communication and language skills as well as social and emotional development.

## 2. Students (and their welfare)

- **General characteristics**

The school comprises 8 classes (4 Junior Primary and 4 Primary) and a school-based Preschool.

- **Student well-being programs**

The Game Factory is a school-wide social skills program.

At the beginning of the year, all classes implement a four-week social skills unit of work aimed at developing relationships, routines, responsibilities and cohesion amongst the class.

The Wellbeing Coordinator works across the school, providing counselling to students and facilitating proactive strategies to improve student wellbeing at an individual, small group or class level. Anti-bullying processes and procedures are also implemented.

- **Student support offered**

The Students at Risk (STAR) committee oversee referrals from staff about student learning and wellbeing.

SSO support is provided for all students with a disability.

Early Years students are provided with support through intensive literacy intervention (Ok Reading, Pre-lit, concepts of print, phonological awareness, sight words).

Primary Years students are provided with support through intensive literacy intervention (Ok Reading, Minilit, Multilit).

- **Student management**

The FVPS Student Behaviour Management (SBM) was reviewed in 2012. The SBM policy is based on the school values, restorative practices and Game Factory philosophies. Procedures for class/yard exits are managed by the Wellbeing Coordinator, Deputy Principal and Principal. Emphasis is on providing support to students and classroom teachers so that, together, issues can be resolved and students are able to participate successfully in class. All exit, take home and suspension records are recorded on the EDSAS Behaviour Management database. Ongoing communication between staff and parents is a priority.

- **Student Government**

The Deputy Principal manages "SRC" (Student Representative Council) in the school. The Student Voice is comprised of a Junior Primary & Primary group. SRC meet fortnightly each term and representatives communicate meeting minutes to their individual classes. Lines of communication and decision making processes are established between SRC members, School Governing Council and Staff

Committees. SRC plan various school events and fundraise for identified bodies, (Cancer Council, Port Augusta hospital, Uniting Care Wesley) throughout the year.

- **Special programmes**

We implement a number of initiatives to reinforce positive school behaviours including our All Stars programme and attendance initiatives.

At Flinders View we understand the importance of students attending school regularly to get the best out of their education and improve their learning. Recognising and rewarding positive school attendance is therefore an ongoing priority, with a number of initiatives implemented in this area.

Brekky Club and emergency recess/lunches are offered to all students to support their learning.

### **3. Key School Policies**

#### **Site Improvement Plan and other key statements or policies:**

##### **Literacy**

Literacy is a key focus area at Flinders View, with whole-school agreements regarding implementation of Reading, spelling and writing warm-ups, Accelerated Literacy and Guided Reading during the Literacy Block. SSO's provide support during Guided Reading sessions so that teachers can focus upon their instructional reading groups.

Implementation of Explicit Instruction in Literacy (writing, reading etc) is a particular focus. Early Years staff focus on the development of students' skills in Jolly Phonics, Phonological Awareness, Concepts of Print and sight word knowledge.

Pre Lit, Mini Lit, Multi Lit and the Ok Reading Intervention programs specifically target students from the analysis of data.

##### **Numeracy**

A Whole-School Mathematics Agreement has been developed and is currently being implemented to ensure consistency across the school in this priority area. The Agreement ensures the structure of mathematics lessons are consistent and explicit, incorporating warm-ups, lesson goals, the Explicit Teaching Model and pedagogical practices that encourage intellectual stretch and the development of the Executive Functions and assessment.

Intervention is currently being focused around Trust the Count with the Numeracy Coach working closely with teachers and the Intervention SSO to plan for and implement successful strategies to develop students' skills in this area.

The school is involved in Visible Learning and is beginning to implement actions based on collated school based evidence. Actions and strategies are aligned to the Site Improvement Plan Priorities.

## 4. Curriculum

**Subject offerings:** All learning areas are consistent with implementation of the Australian Curriculum framework.

### **LOTE (Adynamathanha)**

Early Years students have opportunities to participate in two Language lessons per week (Adnyamathanha) with Primary students participating in one lesson per week.

**Open Access/Distance Education provision:** N/A

**Special needs:** Negotiated Education Plans (NEPs) are updated annually for any student with a disability and strategies implemented as part of their learning programmes.

Individual Learning Plan's (ILP's) are developed and reviewed by teachers each term in consultation with parents, students and the Aboriginal Education Team (where appropriate).

SSO support is provided to Students with Disabilities within the classroom environment.

Interactive whiteboards and sound field systems have been installed in all classes and are used as tools to engage students in their learning. IT is incorporated across the curriculum and classes have the opportunity to access library computers and iPad banks on a regular basis.

- **Student assessment procedures and reporting:**

The school provides written reports to parents/caregivers twice a year (Term 2 & 4). In Term 1 an 'Open Night' is held, followed by Parent Teacher Interviews. In Term 3 a Family Night is held, showcasing student learning through The Arts in the school gymnasium.

A variety of testing and assessment tools are used to monitor student progress and inform teaching practices and student learning. This includes: Assessment For Learning- use of rubrics, work samples, NAPLAN, EALD scales. School- based literacy and numeracy assessments are also undertaken; (Concepts of Print, Running Records, Phonological Awareness, sight words, Jolly Phonics, PATR/M, Trust the Count data).

Assessment data is collected and analysed in Weeks 5 and 10 of each term to track and monitor student process, inform planning and programming for teachers and intervention programs.

## 5. Sporting Activities

All students participate in regular sports lessons each week as part of HPE.

Students in Yrs 5-7 have the opportunity to participate in numerous SAPSASA sporting events.

Students in Year 6 & 7 have the opportunity to participate in aquatics each year.

Students in Rec- Year 5 and any student in Year 6/7 who does not participate in the Aquatics programme, has the opportunity to participate in the swimming programme each year.

FVPS holds an annual Sports Day in Term 3 each year.

## 6. Other Co-Curricular Activities

Students in Yrs 3 – 7 have the opportunity to participate in the Port Augusta Combined Schools Choir.

In odd years the school participates in the Annual Port Augusta Xmas Pageant.

Lessons in various musical instruments are offered to students in Yrs 5, 6 & 7.

Student Representative Council (SRC) is involved in various Port Augusta initiatives such as community forums and leadership training (PALS, Impact Leadership).

The annual Family Night showcases student learning in the The Arts for families.

The Young Environmental Leaders Program is in its second year and is facilitated by the Principal. This group have implemented whole-school environmental initiatives such as whole-school composting and are currently in the process of designing a bush tucker garde. This process is in consultation with the whole-school community and support of wider community eg Port Augusta Arid Land Botanical Gardens volunteers and Adnyamathanha Elders.

## 7. Staff (and their welfare)

- **Staff profile**

There is a mix of part-time and full-time staff at the site, ranging from graduates to teachers with a number of years of experience. The majority of classroom teachers have 1- 6 years of teaching experience. There is currently a Lead Teacher and Highly Accomplished teacher at the site.

- **Leadership Structure**

Principal 1.0, Deputy Principal 0.9, Wellbeing Coordinator (school counsellor) 0.9, Early Years BLC Teacher 0.2, Aboriginal Education Teacher 0.8 and Teaching & Learning Coordinator 0.2.

Site Priority Committees: Student Learning, Well Being & School Events

- **Staff support systems**

Staff meetings occur weekly for admin and Professional Learning

Teams (Early Years, Primary, Specialists: HPE/Science/Special Needs and Preschool) meet 3 times per term

Like Year-level teachers are released together during one double block of NIT per week to work together as needed

Ancillary Meetings are held once per fortnight

Aboriginal Education Team meet fortnightly to work on implementation of the Aboriginal Education Action Plan.

PAC meets every fortnight or as needed

An extra NIT session is provided weekly to support teachers with the writing and review of ILPS, NEPS, EALDS as well as assessment and moderation of students.

- **Performance Development**

A performance development process is in place to monitor and develop staff expertise and practice in line with the Site Improvement Plan (SIP) and to celebrate successes.. Staff meet with their line managers each term. Performance development strategies include: formal and informal meetings, class observations, peer observations, Instructional Rounds and or walkthroughs and mentoring/coaching.

- **Access to special staff**

Instrumental Music staff are available through the high school.

Support Services (hearing, speech, guidance, behaviour etc) are available through Regional Office.

A Social Worker, Inclusion and Attendance Officers are available through Regional Office.

Pika Wiya Health Service is available to support with Aboriginal students fealth and well being. They provide annual health checks for students.

A Pastoral Care Worker for 9 hours per week

Wellbeing Practioner has an office on-site.



## 8. Incentives, support and award conditions for Staff

- **Complexity placement points**

1 point

- **Isolation placement points**

4 points

- **Shorter terms**

N/A

- **Travelling time**

N/A

- **Housing assistance**

The Department of Education and Children's Services (DECD) and Building Management Accommodation and Property Services (BMAPS), who are part of the Department for Transport, Energy and Infrastructure (DTEI), are two separate authorities. DECD is providing a copy of the Application for Accommodation for convenience. Section 10 of this application is to be completed by the Removals Officer, DECD. For new employees, appointment with DECD will be verified by the Removals Officer and the application will be faxed directly to BMAPS. Further enquiries regarding housing should be directed to BMAPS. Telephone/fax numbers for BMAPS are listed on the last page of the Application for Accommodation.

[http://www.infrastructure.sa.gov.au/BuildingManagement/government\\_employee\\_housing](http://www.infrastructure.sa.gov.au/BuildingManagement/government_employee_housing)

- **Cash in lieu of removal allowance**

This is available to staff in their 7,8,9, and 10th Years for teachers in earlier country incentives groups

- **Additional increment allowance**

N/A

- **Designated school's benefits**

New Teachers in their first 5 years are eligible for Country Incentive allowance paid fortnightly

Some teachers may be eligible for 1 term, 2 terms or 4 terms of Country Incentive Leave after 7, 8 or 10 years service in designated country areas.

Permanent teachers in Index of Educational Disadvantage category 1 schools who are seeking an appointment in a nominated metropolitan school are eligible for inclusion in the Permanent Teacher Register (PTR) if they are:

- in at least their 4th year of continuous service
- in a category 1 school in at least their 5th year of continuous service
- in a category 2 school "country service" is defined as temporary (contract) employment or permanent employment, though teachers also need to be eligible to apply for an alternative position (ie not in their first year of permanency).

If teachers in this category are not successful in gaining an alternative position, they will remain in their current teaching position.

- **Aboriginal/Anangu school**

No

- **Medical and dental treatment expenses**

Within the Teachers (DECS) Award, Clause 5.9 Travel And Accommodation Expenses – Medical and Dental Treatment, teachers, their spouses and children are entitled to claim mileage and accommodation relating to medical consultations that are not available in their appointed location.

<http://www.decs.sa.gov.au/docs/documents/1/TeachersNonMetropolitanAw.doc>

- **Locality allowances**

Country incentive zone 4 increases each year for 5 years from \$3989 - \$5146

- **Relocation assistance**

Eligible DECS employees are notified of their removals expenses on their appointment letters. Both permanent and contracts teachers are entitled to removals at the commencement and conclusion of their appointments.

Further information call: 8226 1065

<http://www.decs.sa.gov.au/hrstaff/pages/employmentconditions/>

- **Principal's telephone costs**

**Government Residences**

A school principal who is appointed to a school outside the Metropolitan Planning Area and who occupies a Government residence, may have a standard telephone installed at departmental cost. The department will also bear the rental cost of a standard telephone and the cost of official calls. Principals must make direct payment to Telstra and then forward a completed ED161 form to Central Office (R11/10) for reimbursement of basic rental and the cost of official calls.

**Private Residences**

A principal appointed to a school situated outside the Metropolitan Planning Area who purchases or rents his/her own home in that city or town may be reimbursed the cost of rental of one standard telephone connection and the cost of all official calls. Any costs associated with installation, or any rental charge associated with extra equipment (eg bell and extra sockets), are the personal responsibility of the principal. Principals must make direct payment to Telstra and then forward a completed ED161 claim form to Central Office (R11/10) for reimbursement of basic rental and the cost of official calls.

## 9. School Facilities

- **Buildings and grounds**

Grounds are vast and well established.

Full sized football oval + soccer pitch.

Refurbished Gymnasium (BER) with shower area, teacher office, sports equipment storage and upstairs viewing and seating area

Asphalt playing fields (netball / basketball court).

Some Demac and some transportable buildings.

School-based Preschool Building (BER) with own play area

Playground situated by the oval - this area can be accessed by the community.

Transportable steel classrooms and teaching areas

Shade structures outside all classrooms and over all playground equipment

Shade structures outside class areas provide opportunity for outdoor learning

Administration Block incorporates teacher preparation area.

Resource Centre housing library area, teachers resources and equipment, AV and computer suite

Canteen operates every day – two paid staff that share 1 fulltime position

Aboriginal Education kitchen restructured and upgraded.

Additional rain water tank installed and solar panels.

Security fencing installed in 2016/2017

- **Heating and cooling**

Reverse cycle air conditioning to all areas. Cooling for school buildings. All buildings able to be cooled to 19°C.

- **Specialist facilities and equipment**

Site has a library, computer room, gymnasium, double classroom for The Arts and all classrooms have shared wet areas. All classes also have Interactive Whiteboards and Sound Field Systems installed.

- **Student facilities**

Canteen is run under the 'Right Bite' strategy.

- **Staff facilities**

Staff prep area with computers, photocopier and space for planning. Teacher Resource area in library, all classes have a teacher work space. Staff photocopying and work area is located in the Admin building with computers.

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

Disabled toilet and shower.

Ramps and handrails to all areas and there is one disabled toilet area in the pre-school building

- **Access to bus transport**

Port Augusta Town bus services all areas of Port Augusta on a regular basis.  
PASS & Town buses available for hire.

## 10. School Operations

- **Decision making structures**

Leadership Team oversees general school based decision making.

Site Improvement Team oversees and monitor the implementation of the SIP team  
Literacy & Numeracy Priorities

PAC (Personnel Advisory Committee) meets as required.

Governing Council consulted, informed and involved in school issues and decision making.

WH&S is a regular staff meeting agenda item.

Class meetings are held on a regular basis and information is fed back via SRC.

SRC meet weekly and these meetings are facilitated by the Deputy Principal.

- **Regular publications – for parents / caregivers**

Fortnightly newsletter- “ Flinders News”

Governing Council Reports, twice per term

Class Newsletters and curriculum overviews provided each term to parents

- **Other communication**

Annual Report

Parent information packs (for new families, when enrolling)

Parent / Caregiver meetings during Kindy to School transition process

Class Diaries / Communication books

Home Reader books

Behaviour Documentation

Home visits, telephone, meetings as required,

Parent, student, teacher interviews

Parent Information Nights, Open Nights, Education Fair

Parent Club

Information Display Board facing Chinnery Street

Staff handbook and day book

Facebook Page

A number of teachers use SEESAW app to communicate with families

Teaching and Learning Handbook

## School financial position

We have a sound budget that allows for creativity and the incorporation of a number of innovative programmes.

- **Special funding**
  - APAS – Aboriginal Program Assistance Scheme
  - Early Years Literacy/Mentor program funding
  - First Language Maintenance & Development
  - ALPI- Aboriginal Languages Program Initiative Funding
  - ISBM funding including RAAP and Country in Lieu
  - Disadvantaged Schools & Rural Index
  - English as an Additional Dialect (EALD)
  - Australian Curriculum Funding

## 11. Local Community

- **General characteristics**

The Community has experienced significant change in its economic, cultural, social and socioeconomic composition due to changing employment conditions within the town and surrounding areas. There is quite a deal of transience in the community.

Port Augusta is known as the "*Crossroads of Australia*" and the Gateway to the Flinders Ranges, the Outback and Spencer Gulf.

Port Augusta is situated on the quiet waterways at the head of the Spencer Gulf, in close proximity to the spectacular Flinders Ranges.

Population of approximately 17000.

Port Augusta provides reasonable opportunities for employment in a range of industries, government agencies and commercial enterprises. Some residents commute further afield to work on mining sites regionally and interstate.

- **Commercial/industrial and shopping facilities**

Pt Augusta is serviced by a wide range of commercial and shopping businesses including Woolworths, Coles, Big W, Foodland, Country Target, specialty shops, garages and a range of accommodation and dining facilities.

- **Other local facilities**

A range of medical facilities are available in Port Augusta. Visiting health specialists supplement local services. Port Augusta is also the base for the Royal Flying Doctor Service. Regular buses to and from Adelaide, West Coast and Alice Springs. Local bus service to all areas of Port Augusta.

The town is well serviced by medical, hospital, airport and other facilities. The gulf, Flinders Ranges, Eyre Peninsula and Far North are within easy reach of the

town. There are various sporting and recreational facilities available in Port Augusta and a range of tourist attractions (Wadlata and Arid Lands).

- **Parent and community involvement**

FVPS has a Governing Council which meet twice per term.

The Parent Club has reconvened to support with fundraising activities. Monies raised are used to reduce the costs of excursions and camps.

Parent volunteers help support the Canteen.

Community Volunteers assist by implementing specific programs or strategies for targeted students (eg Early Years reading)

- **Feeder or destination schools**

See “Other local care and educational facilities”, below. Students come from and move to many different preschools / schools.

- **Other local care and educational facilities**

Preschool Students transition mainly from our school-based preschool and Flinders Tce Preschool (Tiji Wiltja).

Port Augusta Secondary School (8 – 12 campus)

Caritas College (R – 12 campus)

5 other Primary Schools: Willsden, Port Augusta West, Augusta Park, Flinders View and Carlton (R-9).

Port Augusta Special School and School of the Air (Port Augusta Campus)

Bond Street Early Learning Centre, Stirling Rd Child Care Centre and Early Learning Centre provide a childcare and educational program for children from Birth - 5

Port Augusta West Primary School offers an Out of School Hours Care (OSHC) Program that very few of our students use.

A number of our students are transient and move from our site to one of the Anangu Schools on the APY Lands eg Oodnadatta, Indulkana as well as Maree, Leigh Creek and Coober Pedy.

- **Availability of staff housing**

A range of teacher housing flats, units and houses are available as well as private rental.

\*Also, see Section 8: “Housing Assistance”

- **Accessibility**

Adelaide is approx a 3 hour drive, flights are also available (Rex Airlines) and Stateline Buses. Whyalla and Port Pirie are both approximately a 1 hour drive away. Stirling North is approximately 9 kms from Port Augusta. m A town bus services the Stirling North and Port Augusta area.

- **Local Government body**

The Corporation of Port Augusta provides Tourist Information about the town and local area on request. This is also available on the Internet at the 'Crossroads'.

The Port Augusta City Council (ph 86419100).

[admin@portaugusta.sa.gov.au](mailto:admin@portaugusta.sa.gov.au)

[www.portaugusta.sa.gov.au](http://www.portaugusta.sa.gov.au)

## 12. Further Comments

Flinders View Primary School provides excellent support and professional opportunities for prospective staff. It has a highly skilled and dedicated staff and a proud tradition of ongoing professional learning as well as co-operative and collaborative team effort to meet the needs of students.