



SCHOOL CONTEXT STATEMENT

Updated: MAY 2021

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. 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 embed our school mantra, “Learning together for a better future”, across the whole school and are committed to acknowledging and celebrating the culture, contributions and identities of all Aboriginal Australians.

The Play is the Way Games Factory methodology and the 5 key concepts are embedded as part of our whole school social emotional program alongside the Child Protection Curriculum. The inclusion of a Wellbeing Room, supports students to learn self regulation, emotional awareness and effective calming strategies in readiness to learn.

We regularly celebrate student achievement and positive school behaviours through assemblies, All Stars programme and whole-school celebrations. The Aboriginal Education team work closely with the Leadership Team and other community service providers to assist staff in supporting student wellbeing.

Our key curriculum priorities are Reading, Writing and Maths. A commitment to implementing High Impact Teaching strategies and the explicit instruction model are core pedagogical practices across the school. We offer PreLit, MiniLit, MultiLit and MacqLit, phonological awareness, ireading intervention program and a year 3-7 literacy intervention class to support student learning needs. Specialist teaching is provided in Science, Technology 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 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: Anna Nayda

Deputy Principal's: Stacey Waterman

Wellbeing Coordinator's (School Counsellor): Angela McAuliffe

Year of opening: 1983

Postal Address: PO Box 2277, Port Augusta 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

February FTE student enrolment: 170

TOTAL STUDENT ENROLMENTS					
	2017	2018	2019	2020	2021
<i>Female</i>	81	83	83	77	81
<i>Male</i>	89	89	89	84	90
Total	170	172	172	161	171

Year	Index of Community Socio Economic Advantage (ICSEA)	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB	Percentage School Card
2021	NA	170	71.18%	12.35%	NA	73%
2020	756	161	68.32%	17.39%	3%	82%
2019	762	172	70.35%	20.35%	4%	80%
2018	741	172	76.16%	22.09%	8%	83%
2017	749	170	72.35%	21.76%	4%	78%

Student enrolment trends:

With a current enrolment of 172 students, Flinders View enjoys a rich blend of cultural diversity, with 77% of students being of an ATSI background.

Staffing numbers (as at February census):

Teachers – 15.0 (includes 8 classes, , Aboriginal Education Teacher 1.0 , AFL Teacher (Preschool), 1 Preschool Teacher 1.0, Intervention Teacher 0.6, 1 H &PE, Science/ Language and 1 Technology teacher 0.6)

Leadership Positions: Principal 1.0, Deputy Principal 1.0, Wellbeing Coordinator 0.9, Student Services Coordinator 0.6, Lead Teacher/Coach- 0.4

SSO Classroom & Intervention Ancillary Support =279 hours

SSO Preschool Ancillary Support= 59 hours

SSO Admin support (including library, front office, ICT & finance) = 108 hours

ACEO time = 85 hours

GSE time = 30 hours

There are 7 male staff and 38 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. Enrolments in the preschool 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, Play is the Way, is our school-wide social skills program. All classes teach PITW 3 times a week, two lessons play based and the other through explicit teaching of SEL.

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

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

School based mentoring is offered to identify individual students to support their social and emotional learning.

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 (Pre-lit, phonological awareness, MiniLit).

Primary Years students are provided with support through intensive literacy intervention (Literacy Intervention classes, MultiLit, MacqLit and Comprehension Strategies).

Student management

FVPS Student Behaviour Management (SBM) was reviewed in 2020. 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. Student Voice comprises of both Junior Primary & Primary students. 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 student learning.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

Reading, Writing and Mathematics are the core focus areas of our Site Improvement Plan; whilst the school also maintains a strong focus on Wellbeing and Aboriginal Perspectives and Pedagogies.

Reading, Writing and Mathematics

Our goals in Reading, Writing and Mathematics, at Flinders View Primary School are to increase number of students meeting the Standards for Educational Achievement from Reception to Year 6. To do this, we have numerous whole-school agreements in place to ensure site-wide consistency and the implementation of quality pedagogical and curriculum-based practices, including an English/Literacy Agreement; Mathematics/Numeracy Agreement and common agreements for Assessment and Reporting of learning.

Evidence-based practices using High Impact Teaching Strategies (HITS), are a core pedagogical focus across the site. Explicit Instruction is a significant part of this and all teaching and learning experiences are planned for using the gradual release of the Explicit Instruction Model (I do, We do, You do). Learning Warm-ups, Learning Intentions, Success Criteria and feedback are also crucial components of our pedagogical repertoire.

In **Reading**, teaching and learning centres on the explicit teaching of the *'Big 6' of Reading (Oral Language, Phonological Awareness, Phonics, Comprehension, Vocabulary and Fluency)* through both Wave 1 (whole-class) and Wave 2 (Guided Reading) instruction. Across the school there is also a critical focus on providing students with opportunities to experience modelled reading to foster reading engagement, through the use of age appropriate, high-interest children's literature- and the school has invested funds into resourcing the ideal of placing a book for this purpose in the hands of all students. As a result, we have a large library of resources and texts aligned to each grade level to support reading enjoyment and development.

The Early Years (Reception-Year 2) focus primarily on the development of students' early phonological and phonemic awareness skills, as a precursor to phonics instruction. Phonics is explicitly taught using an explicit systematic, synthetic

approach which follows the school sequence of phoneme/grapheme skill development.

Whilst also consolidating these early literacy skills, the Primary Years (Years 3-6) additionally focuses on students development of comprehension using understandings of the *levels of comprehension* (literal, inferential, response); the *strategies of comprehension* (i.e. Visualisation, prediction, Inference, Summarising, Questioning); and *Reading connections* (Text to Text; Text to self; text to world).

In **Writing**, teaching and learning centres on the importance of daily writing experiences and explicit writing instruction of imaginative, persuasive and informative texts. Teachers use impact cycles (including pre and post assessments) to determine the impact of writing instruction, across the site.

The Early Years (Reception-Year 2) focuses primarily on the development of early writing skills (including fine-motor skills, letter formation/ handwriting) and introducing students to writing conventions (sentence structure and VCOP- Vocabulary, Connectives, Openers and Punctuation), and Text-Types.

The Primary Years (Year 3-6), focuses intensively on the explicit teaching of two-extended text-types per term based on a school Text-Type Map and developing students as Assessment capable Learners who are able to use predetermined Assessment Success Criteria to improve upon the quality of their own written work. Teachers use the Explicit Teaching Model and Worked Examples to deconstruct and reconstruct written texts at whole-text, paragraph, sentence and word levels.

Literacy Intervention is offered for students whom need additional support across the school. Students are selected for programs based on a rigorous collection of analysed student achievement data (every 5 weeks). Programs offered at the school are evidence-based, best practice programs which are systematic, skills-based and taught in a hierarchical sequence. These include: Pre-Lit; Initial-Lit; Mini-lit; MacqLit and an Intervention Literacy Class (facilitated by an Intervention Specialist).

In **Mathematics**, our focus has centred on developing consistent whole-school approaches to mathematics instruction and improved teacher capacity to plan for developmentally sequential and intellectually challenging learning experiences.

A Whole-School *Mathematics Agreement* has been developed and is currently being established 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.

Improvement in 'Number' is a critical focus across all year levels (Reception-Year 6). As such, the *'Big Ideas of Number'* (in particular Trust the Count, Place Value, and Multiplicative Thinking) has been a significant part of staff professional development and learning and will continue to significantly influence change in the teaching and learning of mathematics across the site.

Mathematics Intervention is offered to targeted students and focuses around Early Number skills (in the Early Years) and mathematical fluency/ automaticity (in the Primary Years).

Aboriginal Perspectives and Pedagogies

Embedding Aboriginal Perspectives across all learning areas and learning spaces of the school is central to the commitment we have to acknowledging and celebrating the culture, contributions and identities of all Aboriginal Australians. As a school, we recognise the importance this plays to developing happy and healthy individuals who are able to learn about and share culture, develop strong cultural identities, and feel a sense of pride and belonging within the school community. As a school we:

- Celebrate Aboriginal and Torres Strait Islander Days of Significance;
- Plan for intensive two-week cultural units across all year levels;
- Ensure resources incorporate cultural diversity and representation
- Provide learning spaces across the site are inclusive of Aboriginal Perspectives
- Provide equal opportunity employment
- Invite families and community in to share experiences, journeys and skills.
- Include Aboriginal Voice in strategic and school planning
- Provide Mother Tongue language specialists (Adnyamathanha)
- Offer Acknowledgements of Country at all school-based or facilitated events
- Developed an Aboriginal Learner Achievement Plan (in alignment with DfE standards)
- Monitor and Track all Aboriginal Learner Achievement and One Child, One Plans.

Aboriginal Learning Pedagogies are embedded across the pedagogical practices outlined in all whole-school agreements. These are centralised on the ideas researched by the 8 Ways Framework.



This Aboriginal pedagogy framework is expressed as eight interconnected pedagogies involving narrative-driven learning, visualised learning processes, hands-on/reflective techniques, use of symbols/metaphors, land-based learning, indirect/synergistic logic, modelled/scaffolded genre mastery, and connectedness to community.

4. Curriculum

Subject offerings:

Teachers at Flinders View Primary School deliver a rigorous and relevant curriculum that focusses on the Australian Curriculum Foundation – Year 6 (including the General Capabilities and Cross-Curriculum Priorities).

Three Cross-curriculum Priorities



Seven General Capabilities

Eight Learning Areas

Curriculum Priorities

1. Sustainability
2. Asia and Australia's engagement with Asia
3. Aboriginal and Torres Strait Islander histories and cultures

General Capabilities

1. Literacy
2. Numeracy
3. ICT Capability
4. Critical and Creative Thinking
5. Personal and Social Capability
6. Intercultural Understanding
7. Ethical Understanding

Learning Areas

1. English
2. Mathematics
3. Science
4. Humanities and Social Sciences
 - History
 - Geography
 - Economics, Business
 - Civics and Citizenship
5. The Arts
6. Health and Physical Education
7. Languages (Adnyamathanha)
8. Technologies
 - Design and Technologies
 - Digital Technologies

Please visit the [Australia Curriculum website](#) for more information

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:

One Child One Plans (OCOP's) are updated and reviewed annually for any student with a disability, Aboriginal students and Guardian of Minister Children. Strategies are implemented as part of their learning programmes. 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:

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.

Assessment:

A variety of agreed school assessments **see below* are used to monitor student progress and inform teaching practices and student learning. Data from these

Assessments are collected periodically in accordance with the School Assessment Collection Timelines. Assessment data is collected and analysed in Weeks 5 and 10 of each term to track and monitor student progress to inform planning, teaching and learning and intervention programs.

*Agreed School Assessments

Area	Component	Sub-Component	Assessment	
English	Oral Language	Spoken Language	<ul style="list-style-type: none"> Oral Language Assessment (Crevola & Vineis) 	
	Reading	Concepts of Print	Concepts of Print	<ul style="list-style-type: none"> Concepts of Print (Anne Bayetto)
		Phonological Awareness	Phonological Awareness	<ul style="list-style-type: none"> PASM (Sue McCandlish)
		Phonemic Awareness	Phonemic Awareness	<ul style="list-style-type: none"> PASM-PLUS (Sue McCandlish)
		Alphabet Awareness	Alphabet Awareness	<ul style="list-style-type: none"> Alphabet Awareness Assessment (Anne Bayetto)
		Phonics	Phonics	<ul style="list-style-type: none"> Phonics Assessment (LGU)
		Phoneme/ Grapheme Correspondence	Phoneme/ Grapheme Correspondence	<ul style="list-style-type: none"> Grapheme Awareness
		Decoding Fluency	Decoding Fluency	<ul style="list-style-type: none"> Fluency Reading Assessment
		Comprehension	Comprehension	<ul style="list-style-type: none"> PAT-R PM Benchmark NAPLaN
		Reading	Reading	<ul style="list-style-type: none"> Decodable Readers (Dandelion Launchers) PM Benchmarks
	Writing	Language Conventions	Language Conventions	<ul style="list-style-type: none"> NAPLaN
		Spelling	Spelling	<ul style="list-style-type: none"> Spelling Mastery Placement Testing
		Text-Type Writing	Text-Type Writing	<ul style="list-style-type: none"> Australian Criterion Scale (Cold Writes) Text-Type Writing Learning English Achievement Progressions (EAL/D) NAPLaN
English	Assessment Portfolios	Assessment Portfolios	<ul style="list-style-type: none"> Individual Student Assessment Portfolios 	
Mathematics	All components	All sub-strands	<ul style="list-style-type: none"> NAPLaN PAT-M School-Based Mathematics Assessment 	
	Big Ideas in Number	Trust the Count Place Value Multiplicative Thinking Proportional Reasoning	<ul style="list-style-type: none"> Big Ideas in Number (BIIN) Diagnostic Assessments Tierney Kennedy BIIN Assessments 	
	Mathematics	Assessment Portfolios	<ul style="list-style-type: none"> Individual Student Assessment Portfolios 	

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. This can lead to students being selected for the Northern Country Districts team in a variety of sports.

Students in Year 6 & 7 are able 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 have the opportunity to participate in the swimming lessons each year.

FVPS holds an annual Sports Day each year.

Sporting Schools funding allows us to bring in skilled sports experts into the school to run clinics during school time.

Year 6/7 participate in Port Augusta Secondary School's sports day.

6. Other Co-Curricular Activities

Students in Yrs. 3 – 7 are able to participate in the Port Augusta Combined Schools Choir.

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

We run an after school sports programme for students who do not have the opportunity to participate in community sports.

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 (Impact Leadership).

7. Staff (and their welfare)

Staff profile

There is a combination of part-time and full-time staff at the site; ranging from early career teachers and those 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 1.0, Wellbeing Leader (School Counsellor) 0.9, Early Special Education Coordinator, Literacy/Numeracy Lead Teacher/Coach /Aboriginal Education Teacher 1.0 and Preschool Leader 1.0.

Staff support systems

Staff meetings occur every Monday afternoon from 2.30pm commencing with Admin, followed by Professional Learning or Teams and Committee meetings.

PLC Teams (Early Years, Primary and Specialists (HPE/Science/Tech)) meet at least 3 times per term to implement their action plan, aligned with the Site Improvement Plan. Implement professional learning targeting action plan, utilising data, professional discussions, collaborative planning and sharing of practice.

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

An extra NIT is provided weekly to support classroom teachers with the writing and review of OCOPs, EALD Levelling & moderation, case management meetings, data analysis and whole school teaching and learning expectations.

Ancillary Meetings are held twice per term.

Student at Risk (STAR) focus, on student needs (EALD, SWD, SHIP, SBM, Students in Care), attendance and behaviour by implementing, monitoring and reviewing school process for referrals.

Aboriginal Education Team meetings are held fortnightly to implement the strategies on the ALAR that are aligned to the Site Improvement Plan and access services to support positive learning outcomes for Aboriginal students and their families. Support the implementation of the Adnyamathanha language program across the school.

Data team meet every 5 weeks to discuss student achievement and monitor reading and numeracy intervention programs including the intervention class, using the data collected. When required, they identify IESP referrals to student services and identify training and support for staff implementing intervention.

PAC meets every fortnight or as required.

Leadership Team meet weekly to discuss and share actions, updates and directions from various teams regarding site priorities and school directions. Implement self-review processes. Manage issues that need resolving. Ensure organisational and professional development processes are effective and meet the needs of staff.

Performance Development

A performance development process is in place to monitor and develop staff expertise and practice aligned to DfE requirements and the Site Improvement Plan (SIP) and to celebrate successes. Staff meet with line managers each term or as required to develop and review performance development goals and aspirations.

Performance development strategies include: coaching, formal and informal meetings, classroom observations with documented feedback, peer observations, Instructional Rounds and/or walkthroughs and mentoring/coaching, all supporting and strengthening staff capacity.

Access to special staff

The school accesses staff from the Department for Educations' support services Team, who provide specialised Support Services such as hearing, speech, guidance and behaviour.

Pika Wiya Health Services are available to support Aboriginal student health and wellbeing. They provide health and hearing checks for students on site annually.

A Pastoral Care Worker supports students, staff and families for 9 hours per week.

Instrumental Music staff are available via the Department.

Hourly Paid Instructors are employed to teach the Adnyamathanha language to every class once a week.

Mission Australia, Uniting Country SA and other Government Agencies provide mentoring and mental health services to students and families.

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

Government employee housing is available in Port Augusta. For enquiries regarding housing contact Building Management Accommodation and Property Services (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

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.

Relocation assistance

Eligible DfE employees are notified of their removals expenses on their appointment letters. Both permanent and contract 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

School principal's appointed to a school outside of 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 extensive and well established; the area by the gymnasium is under redeveloped to include a bush tucker garden.

There is full sized football oval + cricket pitch.

The playground is located adjacent to the oval and is situated within the school's security fence. Sections of the playground have recently been updated. A nature play sandpit is also located between two teaching blocks facing the playground.

The gymnasium was refurbished with BER funding and contains shower area, teacher office, sports equipment storage, upstairs viewing area and a sound system with large display board.

The Resource library has been refurbished with brightly coloured walls and furniture. It has two extensive teacher resource areas.

The Early Years building, erected through BER funding, incorporates the School-based Preschool and two Early Years classrooms. The School based preschool has its own outdoor environment, which has recently been extended to include a playground, swings, undercover work area, lawned area, nature play sandpit and cubby area. Entry to the preschool has been recently renovated with families now able to access the CPC via the front garden walkway.

There are some Demac and some transportable buildings blocks. Three main teaching blocks containing two classrooms a shared wet and office/resource area.

Each classroom contains an interactive whiteboard which are updated as required.

There are also 2 small classroom which are used for specialist subjects and have their own wet area.

There are undercover shade structures outside all classrooms and over all playground equipment. The shaded areas provide opportunity for outdoor learning.

The Administration Block incorporates a teacher preparation area and a meeting room.

The canteen operates every day and is managed by a canteen manager employed through Governing Council.

Additional rain water tanks have been installed and solar panels are located on the gymnasiums rooftop.

Security fencing was installed in 2017

Future plans include landscaping and the redevelopment of the netball courts to include a shade cover is planned for the future.

Heating and cooling

All buildings have reverse cycle air conditioning for heating and cooling

Specialist facilities and equipment

The school has a large hall used for PE lessons, whole school events and assemblies. There is Resource Centre on site which incorporates a Wellbeing Room and Speech Program Area. In addition, there is a stand-alone Adnyamathanha Language and science room. The intervention programs are delivered from the Intervention block.

The technology block contains an office, wet area, computer suite with a bank of 30 desktops, a digital TV and an Interactive whiteboard. A small room adjoins this building which houses the ICT technician and technology equipment.

The intervention block is arranged to facilitate small group work and the intervention class.

The Aboriginal Education Block contains an office, kitchen area and class area which is used for a variety of purposes.

All classrooms have shared wet and resource areas, Interactive Whiteboards and Sound Field Systems installed. A shared fridge for students' food is located in the wet area of each of the blocks.

Student facilities

The school has a canteen which operates daily for lunch and recess. The canteen adheres to the Department of Education's Right Bite Healthy Eating policy.

The year 6/7 classes have individual chrome books, Year 3-5 students have a set of 30 lap tops which are shared between two classes. Early Years classes have access to a pod of 30 IPADS which are located in the Technology Room.

Staff facilities

The school has a standalone staff room with a small kitchen located next to the Admin building.

There is a staff preparation area with desk top computers, photocopier and space for planning in the Admin building. Additional desktop computers are located in the staff room to accommodate staff.

The Teacher Resource area in the library has an extensive collection of staff resources and equipment and a photocopier. Each teaching block also has a separate resource and teacher work space.

All teachers are provided with a laptop and IPad. All ancillary staff are provided with an IPad.

Access for students and staff with disabilities

All blocks can be accessed by wheel chairs with specifically designed ramps and handrails. The Early Years building has a disabled toilet and shower, which is accessed from the outdoors.

Sound field systems have been installed in all classrooms to support students with hearing impairments.

Access to bus transport

Port Augusta Town bus services all areas of Port Augusta on a regular basis. The school has access to the Port Augusta Special School bus during school hours and Port Augusta Secondary School (PASS) buses are available for hire

10. School Operations

Decision making structures

At Flinders View we are committed to decision making that is consultative, participatory and that enhances collaboration and relationship building within our school community. The school's organisational structures provides opportunities for people to make decisions on matters related to their roles and in accordance with established policies and procedures.

The **Personnel Advisory Committee** meets fortnightly, or when necessary, and seeks input from staff on decisions regarding finances, budgets, class configuration, workload, human resources, performance development and work times.

All staff members are part of a **Year Level team**; Early Years, Primary Years and Specialist. Teams analyse data, identify areas of focus and professional learning opportunities aligned to the Site Improvement Plan. They provide input into the strategic direction of the school and act as professional learning communities to enhance teacher knowledge and capacity

Leadership Team has oversight of general school based decision making and manage issues as required. They ensure organisational and professional development processes are effective and meet the needs of staff. They monitor the implementation of the Site Improvement, Aboriginal Learner Achievement Resource, Wellbeing and External Review Plans to ensure all stakeholders are involved in self review processes.

There are 3 major Teams:

- **Site Improvement Team:** has oversight of curriculum priorities with a major focus on Literacy and Numeracy objectives as per site improvement plan.
- **Well Being Team:** has oversight of wellbeing initiatives including attendance and engagement, with a focus on whole school initiatives.
- **School Events Team:** facilitate school events throughout the year to include at least one school performance per term and.

The **Governing Council** meets twice per term, usually in the early evening, with times negotiated based on the needs of the group. Governing Council works in partnership with the principal and staff to make decisions concerning vision, and strategic directions regarding educational programs, facilities, finance and staffing. Sub committees consist of finance, fundraising and canteen.

Governing Councillors are elected for a period of two years at the Annual General Meeting.

WH&S meet twice per term and WH&S is a regular staff meeting agenda item.

Class meetings are run as determined by the class teacher and information is fed back via SRC.

SRC meet at least every fortnight

Regular publications – for parents / caregivers

The school communicates fortnightly on a Thursday via the school newsletter, which is available in both hard copy and electronic copy on the Website. News and information is also shared through the School Facebook page.

Parents and caregivers are provided with a Parent and Caregivers' Information Pack upon student enrollment.

The online platform See Saw is used as a communication tool by a number of teachers and parents.

Governing Council Reports are written twice per term.

Class Newsletters and curriculum overviews are sent home at the beginning of each term to parents and caregivers.

Other communication

School Assemblies are held three times per term in the gymnasium. Assemblies are scheduled with each class taking a turn to share student learning. Our assemblies are a valuable part of our school communication with the wider community.

The use of a large projector and screen enables students to not only share their learning but also provide our community with community service information. Student success is also acknowledged at these assemblies through awards and certificates.

Other forms of communication include:

- The Annual Report
- Parent information packs
- Parent / Caregiver meetings during Kindy to School transition process
- Class Diaries / Communication books
- Home Reader books
- Behaviour Documentation
- Home visits, phone calls, meetings
- Parent, student, teacher interviews
- Parent Information Nights, Open Nights, Education Fair
- Parent Club
- Display Boards: facing Chinnery Street and in the walkway by Room 1
- Staff handbook and day book
- 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

The school receives the following funding:

- ALPI- Aboriginal Languages Program Initiative Funding
- APAS – Aboriginal Program Assistance Scheme
- Better Schools
- Complexity Funding
- Country in Lieu funding
- Disadvantaged Schools Program
- Early Years assistance Grant
- English as an Additional language and/or Dialect (EALD)
- First Language Maintenance & Development
- Inclusive Education Support Program Funding
- Literacy and Numeracy First
- Primary Learners Improvement
- Rural & Isolated Index
- Students with Learning Difficulties

11. Local Community

General characteristics

Port Augusta is located 310 km north of Adelaide. It 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 14000

Port Augusta provides reasonable opportunities for employment in a range of industries, government agencies, tourism, renewable energy companies, the Port Augusta Prison, Tomato Farm and agriculture and other commercial enterprises. Some residents commute further afield to work on mining sites regionally and interstate.

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.

Feeder or destination schools

Flinders View's main feeder preschool is our school based preschool and Flinders Tce Preschool (Tiji Wiltja). On completion of Year 6 and 7 most students transition to Port Augusta Secondary School.

Other local care and educational facilities

There are a number of schools in Port Augusta which include:

- Port Augusta Secondary School (8 – 12 campus, 7 – 12 from 2022)
- 5 Primary Schools: Willsden, Port Augusta West, Augusta Park, Flinders View and Carlton (R-9).
- 6 Preschools: Flinders View School Based Preschool, Augusta Park Childhood Services Centre, Flinders Children's Centre, Willsden Childhood Services, Port Augusta West Childhood Services Centre and Stirling North Childhood Services.
- Port Augusta Special School (Located opposite Flinders View Primary School)
- School of the Air (OAC Port Augusta Campus- Located at Augusta Park)
- Port Augusta West Primary School and Stirling North Primary School offer an Out of School Hours Care (OSHC) Program that very few of our students use.
- 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
- Caritas College (R – 12 campus)
- Seaview Christian School (R-7)
- The Spencer Institute of TAFE, Uni Hub and the University of Adelaide (Port Augusta Campus) provide educational opportunities as well as the UNI SA-Whyalla Campus 85km south.

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.

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 in the Canteen and with reading in the classes.

Community Volunteers assist by implementing specific programs or strategies for targeted students.

Whole school events are well attended by immediate and extended families.

Commercial/industrial and shopping facilities

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

The three large supermarkets provide 7 days per week, extended trading.

Most Government departments are represented in the city centre, along extensive banking facilities.

Other local facilities

A range of medical facilities are available in Port Augusta with visiting health specialists supplementing 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 are available. Local bus service to all areas of Port Augusta. The town is also well serviced with a 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 including Wadlata, Curdnata Art Gallery, Lea Memorial Theatre, Arid Lands Botanical Gardens and the Augusta Cinema.. Service clubs in Port Augusta are Apex, Lions and Rotary. Art and craft organisations include Art and Craft Guild, pottery and Ceramics. There are extensive fishing and boat facilities and a number of home owned or holiday shacks located in Blanche Harbour. There are several hotels, cafes and restaurants in the area as well as a wide variety of take away outlets. The Public Library has internet facilities as well as an extensive resource collection.

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

Port Augusta is accessible from Adelaide by bus, road and air. Adelaide is approximately a 3 hour drive, and Stateliner Buses service the area. Whyalla and Port Pirie are both approximately a 1 hour drive away. Stirling North is 9 kms from Port Augusta; the town bus services the Stirling North and Port Augusta area

Local Government body

Port Augusta City Council is located at the head of Spencer Gulf in South Australia and includes Stirling North and the seaside homes located at Commissariat Point, Blanche Harbour and Miranda and has a population of almost 14000 people. (ph 86419100).

admin@portaugusta.sa.gov.au

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 with a proud tradition of ongoing professional learning as well as co-operative and collaborative teamwork to meet the needs of students.