



SCHOOL CONTEXT STATEMENT

Updated: March 2022

School number: 0368

School name: PROSPECT PRIMARY SCHOOL

School Profile: Prospect Primary has a focus on personalised learning in a digital learning environment. Through inquiry based experiences including play, our powerful learners develop dispositions to equip them to be confident and successful global citizens.

1. Vision Statement

At Prospect Primary School we are committed to being a 'Community of Learners' working collaboratively in a supportive, success-oriented and challenging environment.

The following core values underpin that commitment:

Respect

- This means: understanding and celebrating diversity; understanding uniqueness; being inclusive; getting along; working together; being thoughtful and caring about yourself and others; showing consideration for our school environment; being responsible; making good choices; being tolerant; fair; kind; generous; honest and loyal.

Creativity

- This means: understanding and celebrating diversity; understanding uniqueness; being inclusive; getting along; working together; being thoughtful and caring about yourself and others; showing consideration for our school environment; being responsible; making good choices; being tolerant; fair; kind; generous; honest and loyal

Success

- This means: achieving excellence; commitment; showing persistence; giving your best effort; aiming for personal best; aiming high; taking risks; showing courage in learning and behaviour; learning how to learn; being organised; setting new goals; recognising light bulb moments; hard work; accomplishing goals.



2. General information

Leadership team

- School Principal : **KAREN DUVAL**
- Deputy Principal: **ANITA HALL**
- Assistant Principal: **KYLIE KELLY**
- Wellbeing Leader: **KERRYIN GIURASTANTE**

About our school

- Year of opening: The Primary School was opened in 1921, the Junior Primary School in 1926 with the amalgamation of the Primary and Junior Primary in 1984
- Postal/Location Address: 27 Gladstone Road, Prospect SA, 5082
- DfE Partnership: ADELAIDE PROSPECT
- Distance from GPO: 6km
- Telephone number: (08) 8344 5696
- School website address: www.prospectps.sa.edu.au
- School e-mail address: dl.0368.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Privately managed community based child care centre located on site
- Out of School Hours Care (OSHC) service: Managed by the Governing Council OSHC is available for before and afterschool care.
- Telephone number: 0456 966 460
- OSHC e-mail address oshc.PPS87@schools.sa.edu.au

Enrolment trend at Prospect Primary School

2014	2015	2016	2017	2018	2019	2020	2021	2022
411	440	476	492	511	566	615	630	553

- The school has experienced a growth over 200 students in the last seven years. Significantly has been our enrolments from overseas with many Indian families settling in the Prospect area.

- Approximately 12% of the student population are on School Card. The school population has representation from 48 different cultures with 53% of student where English is the second language or dialect. We have a 1% Aboriginal or Torres Strait Islander student enrolment.
- The school is zoned and has a significant waiting list. Students are only taken outside zone under exceptional circumstances approved by our Education Director. Many enrolment requests are from families newly arrived to Australia. Where appropriate we encourage families to enrol in Intensive English Language Programs prior to returning to Prospect Primary School.

Staffing numbers:	
Leadership	4
Full time equivalent Teaching Staff	27
Non teaching staff	4
Full time equivalent Student Support Officers	8.4

- *The Leadership includes the Principal, a Deputy Principal, an Assistant Principal*
- *EALD Teacher 1.4 and Wellbeing 0.4*
- *21 hours ICT technician and 6.0 hours per week Aboriginal Community Education Officer.*

Public transport access:

There is access to public transport that is often used for student excursions. There is regular bus transport on Prospect and Churchill Road and there is a train station at Dudley Park.

Students (and their welfare)

General characteristics

The school's history, student population and ethos reflect the wide socio-economic and cultural diversity of the Prospect Council area. The school highly values this diversity and seeks to ensure effective community involvement and participation.

Student well-being programs

Student well being is monitored closely by class teachers in partnership with the school leadership team and support staff.

Student support offered

The student review team is responsible for overseeing and coordinating the needs of students with disabilities, specific learning difficulties and those with English as Additional Language or Dialect (EALD). The team is led by the Deputy Principal and Assistant Principal through a whole school process of identification. Support for

students is provided in a variety of ways through the classroom teacher, school service officers and Aboriginal Community Education Officer.

Student management

The school has high expectations of students. These expectations include regular attendance, active participation and success in learning programmes and respect for other people, their background and culture.

The Behaviour Management Policy is based on the rights of teachers to teach and students to learn and taking personal responsibility for behaviour choices in the class and the yard. The school values are used as a basis for student management.

Special programmes:

- Visual Arts
- Personalised Learning in a digital learning environment
- All year round sporting activities
- Gardens and sustainability programs

3. Key School Policies

Site Improvement Plan (can be viewed on this website)

Priorities for 2022 - 2024:

- Effective teaching and learning in Literacy
- Effective teaching and learning in Numeracy



Site Improvement Plan 2022-2024

Goals	Targets	Challenge of practice
Goal 1: Increase the number of students in the high bands in Literacy.	2022 Writing Year 3: 77% of students in the High Bands (54/70 students) Year 5: 37% of students in the High Bands (26/70 students) Reading Year 3: 80% of students in the High Bands (56/70 students) Year 5: 58% of students in the High Bands (41/70 students) Phonics Year 1: 85% of students to reach expected achievement (72 students)	If we further build teachers' collective accountability to apply student agency in formative assessment and moderation processes of writing, reading and oral language we will improve student growth within the higher bands. If we further build teachers' collective accountability to research best practices across all elements of literacy, reviewing the impact through formative assessment and documenting findings in our Literacy Agreement we will improve student growth within the higher bands.
	2023 Writing Year 3: 80% of students in the High Bands (56/70 students) Year 5: 40% of students in the High Bands (28/70 students) Reading Year 3: 80% of students in the High Bands (56/70 students) Year 5: 61% of students in the High Bands (43/70 students) Phonics Year 1: 87% of students to reach expected achievement (56 students)	
	2024 Writing Year 3: 83% of students in the High Bands (58/70 students) Year 5: 44% of students in the High Bands (31/70 students) Reading Year 3: 80% of students in the High Bands (56/70 students) Year 5: 64% of students in the High Bands (45/70 students) Phonics Year 1: 90% of students to reach expected achievement	
Goal 2: Increase and maintain the number of students in the high bands in Numeracy.	2022 Year 3: (60% of students in the High Bands (42/70 students) Year 5: (35% of students in the High Bands (28/70 students)	If we further build teachers' capacity to target their teaching using the National Learning Progressions, formative assessment, consistent expectations of evidence based, high impact pedagogical approaches documented in our Numeracy Agreement, we will increase student achievement in Numeracy.
	2023 Year 3: 65% of students in the High Bands (47/75 students) Year 5: 45% of students in the High Bands (44/97 students)	
	2024 Year 3: 65% of students in the High Bands (47/75 students) Year 5: 45% of students in the High Bands (44/97 students)	

4. Curriculum

Subject offerings:

The core business of the school is to provide students with a broad and balanced curriculum within a safe, supportive and challenging learning environment with the expectation that students will aim for their personal best. As powerful learners all students are now engaged in personalised programmes that allow for rich enquiry based, self-directed learning, supported by digital technologies.

Special needs:

Support for students with special learning needs is provided in classes through high quality differentiated teaching program. The Leadership Team oversees learning programs for students with special learning needs including the development and monitoring of One Plans in consultation with families, classroom teachers & outside agencies.

Special curriculum features:

A First Language Maintenance programme is provided for Greek students and rooms made available for after hours Greek and French School. Students have the opportunity to enter state and national competitions. Year 5/6 students have the opportunity to join the choir and perform at the Festival of Music each year. Camps and excursions are held in the primary years and are valued as an opportunity for out of school learning experiences. Student run school assemblies are held fortnightly. Year 6 students have the opportunity to be involved in a visual arts project in term 4 each year where they work creatively on a project as a way of leaving their legacy at Prospect Primary School.

Teaching methodology:

We provide a balance of explicit teaching and open ended investigation in all learning areas where appropriate. Students are taught skills to work collaboratively. There is a commitment to methodology that supports the TfEL framework, development of higher order thinking skills and to cater for a wide range of learning needs and styles. Digital tools are used to enhance learning in all areas of study. Students are explicitly taught strategies to maximize their learning and to a build positive mindset towards new experiences, may they be on a local or global level.

Joint programmes:

We work closely with our local preschools to ensure a smooth transition to school and support transition to a variety of high schools for all year 6 students.

5. Sporting Activities

The school is highly committed to improving student health through participation in physical activity including physical skills base lessons for



each class. A range of sporting specialists are engaged to provide skilled instruction through clinics to the students each term. Students are encouraged to participate in extensive after-school and weekend sporting activities managed by the parent community. We participate in interschool and SAPSASA activities.

6. Other Co-Curricular Activities

Music lessons for a range of musical instruments are available through the Department for Education Instrumental Music programme and Learning Through Music.

Special days and events include, Music Evening and Dream Big Children's Festival. We also celebrate other events such as Harmony Day, NAIDOC Week, Reconciliation Week and Book Week.

7. Staff (and their welfare)

Staff profile

The staff primarily consists of experienced permanent and contract teaching and support staff.

Leadership structure

The leadership team consists of the Principal, Deputy, Assistant Principal, Wellbeing Leader and Business Manager.

Staff support systems

The school has a commitment to collegial learning, open communication, mutual support and high expectations for teaching and learning. Many classrooms have been designed to encourage team teaching. Classes buddy with each other for cross age tutoring and for support with behaviour management issues. Teachers are allocated to year level sub teams that meet weekly to achieve team and school priorities.

Leadership are committed to the development of all staff and value their work by providing formal feedback during performance development meetings each semester. The staff performance development meetings are based on continuous improvement through professional learning and follows the regular DfE review and development process. Staff are encouraged to value their own and others' skills and abilities and support those planning for Step 9 status and career promotion.

Student Support Services are accessed regularly and provide excellent support for our students at risk. Leadership meet regularly to discuss student needs. This has been significant in terms of shared understandings of all students with special needs. Services include:

- Aboriginal Community Education Officer
- Behaviour support coaches
- Psychologists
- Social workers (attendance and engagement)
- Social workers with a family focus

- Special educators
- Speech pathologists

8. Incentives for staff

- Complexity placement points N/A
- Isolation placement points N/A
- Shorter terms N/A
- Travelling time N/A
- Housing assistance N/A
- Cash in lieu of removal allowance N/A
- Additional increment allowance N/A
- Designated schools benefits N/A
- Aboriginal/Anangu schools N/A
- Medical and dental treatment expenses N/A
- Locality allowances N/A
- Relocation assistance N/A
- Principal's telephone costs N/A

9. School Facilities

Buildings and grounds

Prospect Primary School was established in 1921. Initially two separate schools, Boyle Street separated them, this was closed in 1977. The school is set in a beautiful parkland environment. Grounds development has occurred with the support of Government grants, fundraising and through active school and community groups and well attended working bees. Prospect Council provides support with grounds maintenance. The buildings consist of two brick buildings (both part of the original schools) that contain nineteen teaching spaces, a large corridor for activity based learning a room designated to LOTE, a library and additional spaces for small group work. A modern galvanised building houses the upper primary and PE storage. Another brick building provides space for administration, staffroom, teacher preparation room and and multi-purpose and meeting room. In 2010 the Austalian Government BER programme has enabled the building of a Visual/ Performing Arts Centre. With enrolment numbers steadily increasing to almost 500 in 2017 two new portable classrooms were erected to house two Early Years classes. A new security fence was also established in 2017. With further growing numbers above 600 two new potable classrooms were erected in 2019 for two Year 6/7 classes. The school has two nature play areas, the primary play area opened Term 3, 2019. A new primary playground opened at the beginning of term 1 2022.

Heating and cooling

All buildings have heating and cooling.

Specialist facilities and equipment

The school has a gymnasium and a wide range of digital devices including ipads, netbooks, fliming, robotics and 3D printers.

Student facilities

A dental clinic was established onsite in 1977.

Access for students and staff with disabilities

All buildings meet access requirements for disability. There are two access toilets: one in the administration building and one in the Primary building.

Access to bus transport

Buses run frequently on Prospect Road and Churchill Road.

10. School Operations

Decision making structures

The school has a Governing Council and a very active parent Fundraising Committee. A Decision making policy outlines the expectations of ongoing communication and democratic decision making

Communication

The school has an e-newsletter that is emailed out three times a term. Conitinous information and updates are sent out to staff and the community through Seesaw and the SKOOLBAG app. All classes have electronic means of communicating to parents, through the Seesaw app.

School financial position

The school has invested considerable amounts in technology in recent years.

11. Local Community

General characteristics

Prospect is an inner urban community, located a few kilometres north of the Adelaide CBD. The area served by the City of Prospect has a population of about 19,000 people representing a wide range of socio-economic levels and a large number of cultural groups. The area is home to a few industries and a range of private businesses. Prospect enjoys a strong community base, with strong support from the Prospect Council. As a community there is a high level of interest in the Arts and the environment.

Parent and community involvement

Parent participation is a high priority at PPS. We have an informed and proactive Governing Council with committees and working parties feeding into Governing Council and staff re priorities and school policy. The school has good support from the local community.

Feeder or destination schools

The main feeder preschools are St. Helens, Prospect Kindy and Prospect Child Care Centre. However students also come from St. Phillips, Barker, Lucy Morice and other Child Care Centres. Year 6's can access a place in a DfE secondary school based on their home address with the majority zoned to Adelaide High School and Adelaide Botanic High School.

Other local care and educational facilities

Prospect Primary School is in close proximity to and has a good working relationship with the Prospect Community Child Care Centre and Rosary School.

Commercial/industrial and shopping facilities

The school is situated near the Prospect Road shopping precinct which has a variety of cafes, supermarkets and shops. Commercial and industrial areas are located further north at Kilburn.

Other local facilities

There are a number of medical practitioners within close proximity to the school. The school is within close proximity of the Adelaide Aquatic Centre and Prospect Oval.

Accessibility

There is no parent parking on site. Students can be dropped off and picked up from Gladstone Road, Olive Street and Braund Road. School crossings on Braund Road and Gladstone Road provide the opportunity for parents to park in nearby Boyle Street and use the crossing to safely enter the school. This helps to alleviate the traffic problems and the safety of our students.

Local Government body

The City of Prospect. The school enjoys a close relationship with the Council. There is an agreement that the school oval can be used by the Prospect Community after 5pm.

12. Further Comments

Prospect Primary School is committed to creating 'A Community of Learners'. Our aim is to ensure that our students develop the understanding, attitudes and skills that result in personal growth, social and physical development, intellectual competence and a desire for life-long learning. We want them to be independent, confident, resilient, collaborative and powerful learners.

Innovision – Student voice

Innovision is a F-6 peer-elected, student voice group that was developed in 2019.

It is led by senior student executives, who endeavour to seek, discuss and respond to opportunities to improve the school community. Through communication with the Innovision team, student cohort, teachers, leadership and the wider school

community, Innovision aim to make changes that enhance the well-being, learning, and environment of Prospect Primary School.

