School Name: Kidman Park Primary School & Disability Unit

School Number: 0996 / 7747

1. GENERAL INFORMATION

<table>
<thead>
<tr>
<th>School Name</th>
<th>KIDMAN PARK PRIMARY SCHOOL</th>
</tr>
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<tbody>
<tr>
<td>School No.</td>
<td>0996</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr John Clarke</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Dean Avenue, Kidman Park 5025</td>
</tr>
<tr>
<td>Location Address</td>
<td>Dean Avenue, Kidman Park 5025</td>
</tr>
<tr>
<td>District</td>
<td>South West</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>8 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 8353 2444</td>
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<tr>
<td>Fax No.</td>
<td>08 8235 1357</td>
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<table>
<thead>
<tr>
<th>July FTE Enrolment</th>
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<tbody>
<tr>
<td>Primary Special, N.A.P. Ungraded etc.</td>
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<tr>
<td>2010 2011 2012 2013</td>
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<tr>
<td>14.2 16.4 15.3 14.4</td>
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<tr>
<td>Reception</td>
</tr>
<tr>
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</tr>
<tr>
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</tr>
<tr>
<td>56 52 54 65</td>
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<td>Year 5</td>
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<td>Year 7</td>
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<tr>
<td>TOTAL</td>
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<table>
<thead>
<tr>
<th>July total FTE Enrolment</th>
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<tbody>
<tr>
<td>Male FTE</td>
</tr>
<tr>
<td>212 206 210 220</td>
</tr>
<tr>
<td>Female FTE</td>
</tr>
<tr>
<td>200 190 199 202</td>
</tr>
<tr>
<td>School Card Approvals (Persons)</td>
</tr>
<tr>
<td>96 103 120 90</td>
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<tr>
<td>NESB Total (Persons)</td>
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<tr>
<td>137 136 138 78</td>
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<tr>
<td>Aboriginal FTE Enrolment</td>
</tr>
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<td>10 10 9 10</td>
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ENROLMENT TRENDS

Due to high enrolments the school has a Priority Enrolment Area (located within the boundaries of Grange Rd, Findon Rd, the River Torrens and Tapleys Hill Rd).

Enrolments are now stable due to a ceiling being placed on the size of the school. The school community believes the current size of the school meets the needs of the local community. There are no plans for the school to expand in size.

STUDENT PROFILE

Kidman Park Primary School student population draws from a diverse cultural background with a large Greek and Italian component (second and third generation), Asian and European.
• Over 25 different languages spoken at home
• 2.4% of students identify as ATSI
• School Card holders constitutes approximately 22% of the school population
• 9% of students have been identified in having a disability across the school with a large number also identified with learning difficulties
• Students travel from 55 suburbs to attend the school (with some students travelling over 20 km each way to attend school)

2. STAFF

LEADERSHIP & FOCUS TEACHER POSITIONS
• Principal:  John Clarke
• Deputy Principal:  Karen Duval

• Coordinator 2, Learning Centre Students with Severe Multiple Disabilities
• Coordinator 3, Information & Communication Technologies
• Focus Teacher, Australian Curriculum
• Staff take on other responsibilities for key programs and priorities

CLASSES
Learning Centre:  2 classes
School:  15 classes

TEACHING ROLES
• 19 Class room teachers
• 0.8 Special Education
• 0.8 Resource Centre
• 0.5 ESL
• 1.0 Japanese specialist teacher
• 0.6 ICT specialist teacher
• 0.5 Art specialist teacher
• 0.5 PE specialist teacher
SSO ROLES
Admin 4 admin staff members
Student Support (school) 7 student support staff members
Student Support (unit) 9 student support staff members
Technician 1 ICT technician
Grounds 1 groundsperson
Health Support Officers (unit) 2 staff members (part time)

OTHER ROLES
- 3 Conductors (disability unit) work at the school over the week
- Christian Pastoral Support Worker 2 days per week

- Total Staff: 56 staff members

STAFF TEAMS
All staff meet regularly in key teams for planning, programming and training and development.

Teacher teams –
- Early Years
- Primary Years
- Middle Years
- Specialist Team
- Learning Centre

SSO teams –
- Learning Centre
- Student Support
- Administration

3. SCHOOL OPERATIONS
DECISION MAKING
- The school has a decision making policy and procedures.
- Management of the school is based upon a collaborative model with several groups participating in the decision-making processes. This includes -
  - Leadership Team
  - Learning Teams
  - PAC
  - Strategic teams linked to key aspects of the site learning plan
  - Development teams linked to minor school priorities and activities
  - School management list that includes all teaching staff
  - School Governing Council and Sub Committees
MEETINGS

- Teams play a critical role in the development of the school
  - Staff meetings are usually held fortnightly after school Tuesdays. Training and Development is the key priority for meetings.
  - Teacher learning teams meet weekly after school either on a Monday or Tuesday evening (depending on the meeting cycle).
  - Strategic Team meetings are held twice a term Monday evenings after school. All teaching staff are members of a team.
- Leadership Team consisting of school leaders and focus teachers along with a representative from key teams (if not represented by a focus teacher) meet three times per term to look at whole school planning and key projects.
- PAC meets three times per term
- Teacher Learning Teams meet for a minimum of a ½ day per term for planning and curriculum development
- The Learning Centre team of both teaching staff and SSOs meet every Monday after school.
- Other SSO teams –
  - The Student Support team meets fortnightly on a Tuesday afternoon
  - The Administration team meets 3 times per term on a Wednesday after school.
- Other groups (like OH&S) or project specific teams meet as required

COMMUNICATION

- Staff communicate via Learnlink – we have a number of calendars, diaries and groups established
- All staff members have a pigeon hole
- A term planner is distributed at the beginning of each term and included in Learnlink
- Key information is distributed via email
- Staff have a Moodle for storage and sharing of information
- OneNote and other online strategies are currently being developed to improve communication and planning for all staff.

PARENT COMMUNICATION

- A detailed newsletter is distributed to the community fortnightly. The newsletter will be moved online during term two 2013 with a new format and distribution method.
- Detailed school information is sent home at the beginning of every term outlining school, team and class priorities, activities and expectations. This information is gradually being moved to class blogs.
- A parent pack is sent home at the beginning of the year.
- The school is currently developing its own web based data management system with an interstate developer. From term two 2013 we will regularly communicate with parents via group emails and SMS.
POLICIES

- Policies and procedures are regularly updated. All policies are available for staff on the school moodle and administration hard drive.
- New staff are given a USB containing a school induction pack.

4. PERFORMANCE DEVELOPMENT

The school has a performance development program based on:

- Step 9 criteria
- DECD guidelines
- The schools Site Learning Plan
- A variety of T&D opportunities are available for all staff members
- Staff are encouraged to work in small teams as a part of their performance development.

5. KEY PROGRAMS

LEARNING CENTRE – for Students with Severe Multiple Disabilities

The school has a specially designed Unit for students with severe multiple disabilities. The students who attend the Learning Centre for their special programs are all aligned with a peer class, take part in some lessons with their mainstream peers and are a part of all school events. They have a number of permanent staff to assist in their learning and welfare and a number of visiting support staff from NOVITA. The Unit has a specialist program called the Principles of Conductive Education, which is supported by three Hungarian trained Conductors.

Enrolment in the Learning Centre is via the region Special Class Placement Process. Further information is available from the Learning Centre Coordinator.

CONDUCTIVE EDUCATION

The school has a Conductive Education program for students with physical disabilities. The program operates within both Learning Centre classrooms along with pre school programs and a mobility group held once a week for students also enrolled at other schools (but attend KPPS one day per week). The Principles of Conductive Education are woven into all aspects of unit programs.

KPPS is the only primary school in South Australia offering these programs.

INFORMATION AND COMMUNICATION TECHNOLOGIES

The school has a strong ICT focus. As a part of the Site Learning Plan the school aims to be a 21st century learning environment. Significant investments have occurred in infrastructure and hardware to enable success.

The school has chosen Windows 8 as its primary operating system. All computers and tablets now operate on this operating system.

The school is a part of the Microsoft Partners in Learning program. This has required significant training and development for the leadership team and now staff. To ensure success relationships have been developed with Microsoft, Dell, Extreme software and other suppliers. These partnerships have provided invaluable support and direction for the school.
The Governing Council set the expectation of skilling students with high quality ICT skills. The school has an ICT Coordinator.

The Australian Curriculum Focus Teacher is working with a strategic team to develop an online planning tool for units of work. In collaboration with Extreme Software the goal of the school is to be able to record all student achievement data into our Student Management Tool that will then create student reports.

THE SHED
The school has a dynamic program to support both students with disabilities and learning difficulties in mainstream classes.

The focus teacher and support staff use a variety of different programs and strategies to improve learning outcomes for students. Support can be provided in classrooms or, withdrawn for specific programs. All programs are negotiated with classroom teachers and through the Negotiated Education Plan with parents.

All staff have completed extensive training to support ASD students. Due to the skills of our staff the school has developed a reputation for successfully supporting ASD students.

A focus now is to develop staff skills to support dyslexic students.

Key programs focus on literacy and numeracy skills, money programs, coordination, social skills, keyboard skills and more.

CO-ORDINATION PROGRAM
A gross motor coordination program is conducted at Kidman Park under the title of “Skillastics”. Reception children are tested on a range of coordination skills, by our SSOs to determine placement in the group.

STUDENT REVIEW TEAM
Coordination of support programs across the school occurs at regular Student Review Team meetings. Key school personnel and region support staff (including; psychologists, disability coordinators, attendance counsellors, social workers, speech pathologists and interagency staff) work together to review staff and parent concerns around both learning and social issues. Strategies are then discussed and (where possible) support put into place to improve student learning outcomes.

The school is currently developing a paperless system for the referral and then management of all students referred to the team.

THINKING SKILLS CONTINUUM
SHIP methodologies are an important part of our teaching at KPPS.

The school has developed a ‘Thinking Skills Continuum’ with explicit skills to be taught across all year levels (e.g. Debono’s 6 Hats, Tony Ryan’s Thinkers Keys etc). Creative and Critical Thinking is also taught across the school as a part of regular lessons and as key foci areas during the year.

GIFTED STUDENTS
We have a number of identified Students with High Intellectual Potential enrolled at the school including early entry students. An Individual Learning Plan is developed after consultation with our school’s psychologist. Programs and support are managed by our focus teacher.
EXTENSION PROGRAMS
A variety of extension programs are regularly offered. Some programs are provided by staff, others parents and a few are fee paying activities. Programs offered are dependent upon parent and staff expertise and time.
Programs include: Maths Challenge, Debating, Robotics, Choir, Chess, Piano, and ICAS Exams
The school provides two unique pathways programs for talented basketball and soccer players.
A large number of students participate in these programs during the day.

STUDENT WELL BEING
The school provides a strong learning and support for students in relation to their social and emotional well being.
This includes:
- Christian Pastoral Support Worker
- Well Being focus teacher
- Regularly updated behaviour management procedures
- Circle Time – for teachers to provide feedback, receive feedback about school issues and to discuss key topics in relation to well being. Circle Time creates an opportunity for staff to understand where a student’s ‘emotional thermometer’ is at, at any given time.
- Restorative questions provide a key foundation for the resolution of all issues
- To support emotional intelligence and thus grow confident and robust students, key optimism programs are taught across all teams

AFTER SCHOOL SPORT
KPPS has a strong after school sports program. This program is coordinated by our PE teacher in collaboration with our Governing Council Sports Sub committee. We average 18 sports teams per year.
Sports vary from year to year depending on the availability of volunteer coaches.
Current sports include:
- Soccer (played on Saturday mornings at West Lakes)
- Basketball (played at St Clair)
- Netball
- T-Ball
- Kanga Cricket

STUDENT LEADERSHIP
The school provides a variety of opportunities for student leadership. The student body has 6 school leaders elected by all students during term one. The student leaders coordinate and organise a variety of activities and events during the year.
Sport Team leaders are elected during term two from middle year’s students. These leaders then coordinate a whole school encouragement competition during term three leading up to sports day at the end of the term.
Middle Years classes participate in a weekly student led ‘focus meeting’ to discuss topics relevant to our senior students.
Other committees are organised on an adhoc basis during the year.
MAJOR EVENTS
To provide a diverse, challenging and engaging curriculum (and learning environment) for students, the following key school events happen regularly at KPPS.

- **KIDMANATHON** – A student organised walkathon designed to provide a fun physical activity and raise money for the school (usually term one)
- **KIDMAN’S GOT TALENT** – A student organised talent contest over a period of weeks with the final held on the last day of term two.
- **STUDENT ART EXHIBITION** – Our key focus activity based around Come Out. (Biannual)
- **SPORTS DAY** – Held on the last day of term three
- **OPEN AFTERNOON/GRANDPARENTS DAY** – A theme is chosen for this annual event to allow parents and extended family members to see their children working in classrooms and to learn about key school programs (Early term four)
- **KIDMAN CELEBRATES** – End of year performance. Currently held at the Christian Family Centre on the last Wednesday evening of the year.

6. CURRICULUM

NATIONAL CURRICULUM
The school currently teaches, assesses and reports using the Australian Curriculum in Mathematics and Science. Reporting in English will occur at the end of 2013.

CURRENT PRIORITIES
In line with DECDS requirements the school has priorities in relation to the National Curriculum in the following areas;

- English
- Maths
- History

Staff is currently developing new online planning templates and the use of OneNote to develop enquiry units.

SPECIALIST SUBJECTS
Japanese
Japanese was introduced to the school in 1996. All students are involved in the Japanese language course for 90 minutes per week. A group of staff members visited Japan in 2012.

Physical Education
Children are offered a wide choice of activities and sports, SAPSASA involvement in athletics and out of school sports such as basketball, soccer, cricket and softball. Specialist NIT PE lessons are run on Tuesdays and Wednesdays. The PE teacher is released an additional .1 to promote and organise out of school sports and general sports activities.
Art
All students participate in broad visual arts program that includes; skills development, developing an appreciation of art, art in context and the history of art.

Resource Based Learning
The Resource Centre is the focus for Resource Based Learning which is used across the curriculum and at all year levels. Learning technologies forms a major part of RBL.

ICT
All students participate in lessons with our ICT Coordinator. Lessons focus on developing skills to support classroom learning and programs.

ASSESSMENT & REPORTING
Assessment
The school uses a variety of assessment tools (some team specific). All data is entered into our Student Management Tool. This information is also used to support class teachers at the beginning of the year have a detailed understanding of each child’s development.

REPORTING TO PARENTS
Monitoring student progress is continuous so teachers place a high priority in meeting with parents on a regular basis. Teachers formally meet with parents;
Term One – Student Information Meetings – An opportunity for parents to provide information about his/her child at the beginning of the school year.
Term Three- Formal student led interviews at the start of the term (not long after reports have been distributed)
Parents can also request interviews at the end of terms one and four.
Reports are sent home at the end of terms two and four.

7. SCHOOL PRIORITIES
The school has a detailed strategic plan (2009 – 2013). This plan is the foundation of the annual site learning plan.

Vision
Our vision is to provide a safe and meaningful learning environment where we embrace new initiatives and methodologies that enable everyone to achieve their full potential.

Values
At Kidman Park Primary School…

- We respect and care for ourselves, others, our community and our world
- We are responsible for what we say, what we mean and what we do
- We achieve our personal best for ourselves, for others and for the future.
Mission
At Kidman Park Primary School our purpose is to engage every student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

Motto
Aspire and Soar

Core Business
Our school will provide appropriate care and teaching so that quality-learning outcomes will occur for all students.

We will do this by providing:
- quality teaching practices and interactions which support each child’s learning and development of knowledge, life skills and attitudes across the 8 curriculum areas
- a culture which promotes the embedding of learning technologies across the curriculum
- a stimulating, safe and attractive physical environment
- extension programs for the identified needs of all students
- a range of assessment and reporting strategies which support student learning
- student participation in decision making
- identification of students at risk and provision of Early Intervention and support programs
- Behaviour Management strategies which promote appropriate behaviours and attitudes using Circles and Restorative Practices
- programs in Social Education which develop student independence, collaboration and interpersonal skills.

Our Key Objectives

1. All KPPS students are confident risk takers who enjoy being at school, feel safe and can trust the adults with whom they work.
   - Develop a dynamic social learning program that crosses all curriculum areas
   - Provide a counselling service for students and parents
   - Develop a whole school approach to Intercultural Awareness
   - Maintain a strong school sports program

2. Staff work collaboratively to implement exemplary teaching and learning programs and methodologies, from B – 7, that improve student outcomes.
   - All staff become competent E-Learning teachers
   - Achieve above the national benchmarks in all national tests
   - All staff use Quality Teaching methodologies that foster intellectual quality, significance and create a quality learning environment
   - SHIP methodologies are integrated in all teaching across the curriculum

3. KPPS is an environmentally sustainable and aware school.
   - Develop a B-7 Environmental Education learning continuum
   - Create an environmentally aware community
   - Adapt facilities to meet energy targets
4. KPPS has state of the art facilities that support outstanding teaching, learning and recreation activities for all groups in the school community; positively market the school; and leave a minimal environmental footprint.

- Construct an inclusive kindergarten
- Create new play areas that engage all students during all weather
- Provide fresh, modern, up-to-date learning facilities
- Equip the school with ICT resources that support 21st century teaching

5. Student enrolments (R-7) are maintained at 450 students.

- Build links with local kindergartens and child care centres
- Commence vacation care
- Implement a dynamic marketing plan

8. SCHOOL FACILITIES

- One double storey brick building (constructed 1967)
  Located on the ground floor there is an Administration Area including Staffroom, Japanese Room, Computer Room and the Unit for Students with Severe Multiple Disabilities, with a lift at the end of the building. Upstairs are 6 classrooms (Primary Years), general work area, meeting room and The Shed (mainstream student support).
  Attached to the main building is a large work area and kitchen used by both the Learning Centre and OSHC, an art room, covered verandas, canteen and sports store.
  - Southern Unit, large 1979 constructed red brick open plan unit.
    The unit has now been divided into a variety of individual work areas. This includes 6 classrooms (Early Years), computer room, 2 wet areas, offices, storage areas, a kitchen and small work areas. The buildings have a number of verandahs.
  - 2 Transportable Buildings (refurbished through BER funding)
    These large teaching areas house the Middle Years classes and a room for our Conductive Education pre school program
- Multipurpose hall includes storage for sports equipment, stage, kitchen and disabled toilet.
- Library with technology room
- The school has outstanding grounds (generally recognised as the best in the area) that include a variety of play areas, relaxation areas, shade and learning areas. This includes a wheelchair accessible Liberty Swing
- All classrooms have Promethean Interactive Whiteboard
- We have two computer rooms each with 30 computers. The Resource Centre includes 16 computers for student use and every classroom contains at least one curriculum computer. A number of computer work spaces are also located around the school
- All teaching areas are air-conditioned.
- The school has a large and diverse supply of resources to support all teaching areas. This includes access to Clickview for multimedia resources. Current priorities focus around resourcing Maths, Science and English curriculum areas.
9. GOVERNING COUNCIL

The school has a well-informed and energetic Governing Council. Members are involved in the decision making process regarding the management of the school.

Subcommittees include:

**Uniform** – The school has a detailed dress code with all uniforms provided to parents at cost by the school. The uniform shop is managed by the canteen manager (reporting to Governing Council).

**Canteen** – The school has a financially viable canteen operating every day with a manager responsible for key decisions. The manager reports directly to Governing Council.

**Fundraising** – A dynamic team of parent volunteers meet regularly and usually raise between $10,000 to $15,000 per year.

**Finance** – The finance committee oversee the school budget and funding of key priorities

**Sport** – Coordinate after school sports with the PE teacher

**Advocacy** – This group discuss key issues relating to our community and thus provide a collective voice

**OSHC** – The school has a strong Before, After and Vacation Care program. The director reports to the management committee and Governing Council. The program operates from the main building, meets government guidelines and is available to all students in the school.