SCHOOL CONTEXT STATEMENT

School number: 0139

School name: Freeling Primary School

School Profile Text:

Freeling Primary School is a Reception to Year 7 public school with an on-site Preschool. The core values of the school are Respect, Responsibility, Honesty and Trust. Our mission is to inspire and support the learning and development of all students to become confident, resilient and responsible individuals. At Freeling School we are committed to providing a comprehensive and relevant curriculum in the key learning areas, with literacy and numeracy as our major priorities. The core learning programs are further complemented with specialist Music/Performing Arts and Japanese programs. This is achieved in a safe, caring environment where individuals strive for success. High standards are set and support is provided to ensure that all students achieve their full potential. Partnerships between parents, teachers and students are highly valued and nurtured. The school also has a significant focus on extra curricula programs for all students including sport, instrumental music, choir and performance opportunities. Information technology is another important component of learning programs. Every classroom has an interactive whiteboard and computers are used as an integral learning tool.

At Freeling School we believe it’s important for students to develop strong bonds with the community and to make positive contributions such as tree planting at the wetlands and entertaining the residents at the Wheatfields nursing home.

1. General information

- School Principal’s name: Cindy McGarry
- Deputy Principal’s name: Irene Simpfendorfer
- Year of opening: 1910
- Postal Address: Coulls Street, Freeling. SA 5372
- Location Address: Coulls Street, Freeling. SA 5372
- DECD Partnership: Goyder and Light
- Geographical location – ie road distance from GPO (km): 61 km
- Telephone number: 85252045
• Fax Number: 85252319
• School website address: www.freelingps.edu.au
• School e-mail address: dl.0139_info@schools.sa.edu.au
• Child Parent Centre (CPC) attached: Yes
• Out of School Hours Care (OSHC) service: An Out of School Hours Care service operates before school 7.00 – 8.45am, after school care from 3.15 – 6.15 pm and a vacation care program during school holidays. The OSHC service is managed by Camp Australia.
• February FTE student enrolment:

<table>
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<tr>
<th>Year</th>
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School card % 16% 19.5% 19.9% 21.5% 20%
NESB 1 0 0 1 1
ATSI 8 6 9 7 8

• Student enrolment trends:

Enrolments have increased significantly over recent years due to new housing developments in the town of Freeling. Further house allotments are to be released.

• Staffing numbers (as at February census):

1 x ECP03 Principal;
1 x ECP01 Deputy Principal including 0.4 Primary Counsellor;
10.8 Tier 1 teachers in the primary school; 1.0 Tier 1 teacher in the Preschool
1.5 x Tier 2 teachers
15.5 hrs/wk SSO library
12 hrs/wk SSO ICT
12 hrs/wk GSE
120 hrs/wk SSO classroom support and administration
25 hrs/wk SSO Preschool

- Public transport access:
  There is no public transport within the town of Freeling. A public bus operates daily to Gawler. A school bus contract services outlying areas.

- Special site arrangements:
  Freeling is in the Barossa Region and part of the Plains Cluster which consists of Kapunda, Mallala, Roseworthy, Two Wells and Wasleys Primary Schools.

2. Students (and their welfare)

- General characteristics:
  R – Year 7 comprising 9 composite classes.
  Freeling has a broad range of socio-economic backgrounds. There are currently 20% of students that are school card holders.
  There are currently 8 students who identify as Aboriginal. There is 1 ESL student.

- Student well-being programs:
  Student wellbeing is of a high priority and included in the Site Improvement Plan.
  The school has a Christian Pastoral Support Worker (18 hrs per week) and a 0.4 school counsellor position which is included in the Deputy Principal’s role.

- Student support offered
  The school accommodates individual student needs through our special education and intervention programs.
  For students with a verified special need teachers develop individual learning programs that reflect the targets on Negotiated Education Plans (NEP).
  School Support Officers provide additional learning support.

  Students identified at risk of not achieving appropriate levels will be included in literacy and/or numeracy intervention sessions.

- Student management
  Our Wellbeing policy is based on our school values: Respect, Responsibility, Honesty and Trust. The Student Behaviour Management and wellbeing policy incorporates a code of behaviour, expectations and consequences for
negative and positive yard and class behaviours. The school also has an Anti-bullying policy. Parents are involved promptly when problems arise. Counselling students is considered essential in supporting students in changing behaviour and making positive choices. Individual behaviour plans are developed for students when required. Restorative Justice principles are used to support students in taking responsibility for their behaviour and to build positive relationships.

- **Student government**
  Student Voice provides students with meaningful opportunities to express their views and to take an active responsibility within the school community such as organising lunch time activities. Each class is represented on Student Voice.

- **Special programmes**
  Literacy and Numeracy intervention sessions for students identified at risk of not achieving appropriate levels.

3. **Key School Policies**

Site Improvement Plan and other key statements or policies:
- To improve student achievement in Literacy
- To improve student achievement in Numeracy
- To improve engagement in learning for all students.
- To improve student well-being.

4. **Curriculum**

- **Subject offerings:**
  Teachers are implementing the Australian Curriculum in English, Maths, History, Geography and Science. SACSA is used as the basis for all other curriculum learning areas.
  Japanese and Music/Performing Arts are provided by specialist teachers.

- **Special needs:**
  NAPLAN results, diagnostic tests and teacher assessments are used to identify students for support and/or referral to other agencies.
  The student support program is coordinated by the Deputy Principal. NEPs are developed for verified students, with appropriate adjustments. School Support Officers support students.
• Special curriculum features:
Students have the opportunity to participate in the middle and upper primary choirs. Students in Years 5 – 7 participate in the Primary Schools festival of Music.

• Teaching methodology:
Teachers are innovative and collaborative in their teaching methodologies and work to high expectations. There is an emphasis on fostering thinking skills and for students to be actively engaged in their learning.

All classes have access to computers and there is an expectation that ICT is used extensively across all learning areas. All classes have an interactive whiteboard.

Teachers and staff participate in extensive professional learning opportunities to support the development of skills and competencies to deliver high quality teaching and learning programs.

• Student assessment procedures and reporting
Assessment is an integral part of the teaching and learning program and a wide range of assessment formats are used. Reporting is compliant with the national requirements and written reports are produced at the end of Term 2 and Term 4.

The Freeling Primary School Assessment, Analysis and Reporting Framework informs assessment, analysis and reporting practices.

5. Sporting Activities
• High level of student participation in SAPSASA sports.
• Reception to Year 4 instructional swimming
• Year 6-7 Aquatics camp at Port Vincent
• Annual Sports Day.
• Students are involved in numerous specialist sporting clinic throughout the year ie tennis, softball, football, athletics.

6. Other Co-Curricular Activities
• Fortnightly whole school assemblies which are organised by classes on a rotation basis.
• Annual whole school concert
• Biannual school fete
• Book Week celebrations
• Biannual Year 6-7 Aquatics camp
• Year 6-7 Canberra excursion
• Year 7 Graduation

7. Staff (and their welfare)

• Staff profile
  Following a significant change in staff at the commencement of 2011 the staff is now very stable.

• Leadership structure: Principal, Deputy Principal, Literacy Coordinator, Numeracy Coordinator

• Staff support systems
  Teachers work within teaching teams.
  IT technician employed
  All teachers are part of a Site Improvement Plan committee ie Literacy, Numeracy and Student wellbeing
  All class teachers have access to SSO time for student support.
  Staff are all very supportive of each other, with staff morale at a high level.
  A social event is organised for each term.

• Performance Management
  Meetings are held at least twice a year on an individual basis as well as in teaching teams.

  Professional learning conversations are informed by student achievement data and the school’s improvement priorities.

  The school has a strong focus on deprivatisation of practice and the development of performance through collegial support, mentoring and collaboration.

• Staff utilisation policies
  All staffing matters are determined in consultation with the school’s Personnel Advisory Committee.
• Access to special staff
  Individual instrumental music for Year 5 – 7 students is provided through the Instrumental Music Service.

The school accesses assistance from the Gawler Regional Office support services eg guidance officer, speech pathologist, behaviour management support.

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

• Complexity placement points
  :NIL
• Isolation placement points
  :NIL
• Shorter terms
  :NIL
• Travelling time
  :NA
• Housing assistance
  :NIL
• Cash in lieu of removal allowance
  :NIL
• Additional increment allowance
  :NIL
• Designated schools benefits
  :NIL
• Aboriginal/Anangu schools
  :NO
• Medical and dental treatment expenses
  :NIL
• Locality allowances
  :NIL
• Relocation assistance
  :
• Principal’s telephone costs
  :NO
9. **School Facilities**

- **Buildings and grounds**
  The main building includes an open library, offices, activity room, 3 classrooms and staffroom/kitchen. 4 portable buildings accommodate 5 classes as well as a Music room and OSHC room.

- **Heating and cooling**
  All buildings are air conditioned as well as gas heaters.

- **Specialist facilities and equipment**
  Japanese lessons are held in the activity room and music lessons in the Music room.

- **Student facilities**
  There is a large oval, a hard court area, two separate playgrounds, large sandpit and a Covered Outdoor Learning Area (COLA) which is used extensively by staff and students throughout the school day.

- **Staff facilities**
  The school is well resourced with curriculum support materials and ICT.

- **Access for students and staff with disabilities**
  Ramp access is to the main building and Music room. There are two disabled toilets.

- **Access to bus transport**
  A school bus service is available to students from outlining areas.

- **Other**
  After school Care facilities on site.

10. **School Operations**

- **Decision making structures:**
  All school staff involved in consultation and decision making in relation to curriculum and student welfare.
  Personnel Advisory Committee considers all staffing and HR issues.
  Governing Council meet twice a term to consider aspects of the school’s management and educational needs including financial and to provide advice to the Principal.
Finance committee oversees and makes recommendations to Governing Council re budget and expenditure.

- Regular publications:
  - Parent enrolment information pack
  - Weekly school newsletter
  - Staff Handbook
  - Annual Report

Other communication:
- Teachers communicate with parents using a range of strategies ie telephone, in person, communication books, email, class newsletters.
- Staff Day Book
- Weekly staff bulletin

- School financial position
  The school is in a very sound financial position.

- Special funding
  Various grants depending on availability.

11. Local Community

- General characteristics
  As there are limited employment opportunities within the town of Freeling, many people commute to Adelaide or nearby Barossa Valley towns. Housing is a mixture of new and old, with significant new housing developments.

- Parent and community involvement
  Parental involvement is of a high level with a range of avenues made available for parents.

  Parents and Friends committee organise school lunches every Tuesday as well as fundraising events such as catering at Sports Day, Mothers and Fathers Day stalls.

- Feeder or destination schools
  The majority of students attend Kapunda High School.
• Other local care and educational facilities
Freeling town library; Wheatfields Aged Care Home.

• Commercial/industrial and shopping facilities
IGA general store; Butcher; Coffee shop; Take away; Post office; Police station; Hairdresser; Chemist, and garage.
There is a wide range of facilities located in Gawler which is within 20 minutes of Freeling.

• Other local facilities
There is one police officer based in Freeling.
Good sporting and recreational facilities are available in the town of Freeling.
The community is served by the Lutheran and Catholic churches.

• Availability of staff housing
There is a limited range of rental accommodation available in Freeling.

• Accessibility
Adelaide is 45 minutes from Freeling. There is a regular train and bus service operating from Gawler.

• Local Government body
District Council of Light

12. Further Comments