



## SCHOOL CONTEXT STATEMENT

**School number:** 0139  
**School name:** FREELING PRIMARY SCHOOL  
**School number:** 1784  
**School name:** FREELING PRESCHOOL

### SCHOOL PROFILE:

Freeling Primary School is a Reception to Year 6 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 complimented 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-curricular programs for all students including sport, choir and performance opportunities. Information technology is another important component of learning programs. Every classroom has an interactive whiteboard or TV and computers and iPads are used as integral learning tools.

## 1. General information

**School Principal:** Angela Jenkins (Acting)  
**Deputy Principal:** Luke Shepley  
**Postal Address:** Coulls Street, FREELING SA 5372  
**Location Address:** 20-22 Coulls Street, FREELING SA 5372  
**DECD Partnership:** Goyder and Light  
**Geographical location:** 61 km from GPO

Telephone number : 08 85 252 045

Fax Number : 08 85 252 319

School website address: [www.freelingps.sa.edu.au](http://www.freelingps.sa.edu.au)

School e-mail address: [dl.0139.info@schools.sa.edu.au](mailto:dl.0139.info@schools.sa.edu.au)

Child Parent Centre: Yes

**OHSC Service:** Out of School Hours Care operates before school 6:45-8:30 and after school 3:15 - 6:15. The OSHC service is managed by Happy Haven

**February FTE student enrolment:**

	2015	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025	2026
Preschool	40	32	46	42	32	38	36	32	38			
Reception	43	30	38	48	40	39	35	35	34			
Year 1	46	43	33	35	49	42	35	32	34			
Year 2	27	47	39	35	31	46	40	37	32			
Year 3	48	32	50	37	37	37	45	38	37			
Year 4	33	52	30	49	33	40	37	43	37			
Year 5	30	33	52	32	51	37	38	37	42			
Year 6	33	37	35	56	32	50	38	36	38			
Year 7	24	36	33	33	53	32	44	-	-			
<b>TOTAL (School)</b>	<b>284</b>	<b>310</b>	<b>310</b>	<b>325</b>	<b>326</b>	<b>323</b>	<b>312</b>	<b>258</b>	<b>254</b>			
TOTAL SCHOOL AND PRESCHOOL	324	342	356	367	358	361	348	290	292			
School Card Approvals	50	52	58	50	50	91	90	70				
NESB Total	1	1	1	2	2	-	-	-	-			
Aboriginal FTE Enrolment	8	8	6	4	9	9	10	10	9			

Student enrolment trends: Enrolments have increased significantly in recent years due to new housing developments in the town of Freeling. Further house allotments are still being released

- Staffing numbers (as at February census):
- Principal (Band A4) 1.0
- Deputy Principal (Band B2) 1.0
- Student Wellbeing Co-ordinator (Band B1) 1.0
- Literacy Co-ordinator (Band B1) 1.0
- 11.8 FTE teachers in the School; 1.4 FTE teachers in the Preschool
- 12 hours GSE, 238 hours SSO support
- Public transport access: There is no public transport within the town of Freeling. A public bus operates daily to Gawler. There is no school bus.
- Special site arrangements: Freeling is a part of the Goyder and Light Partnership, which includes sites in Kapunda, Wasleys, Roseworthy, Robertstown and Eudunda.

## 2. Students (and their welfare)

### General characteristics

As a school that has experienced rapid growth, we currently have 10 classes R-6 and 2 preschool groups. Freeling has a broad range of social-economic backgrounds. There are currently 28% of students that are school card holders.

There are currently 9 students who identify as Aboriginal R-6 and 4 in the Pre-school.

### Student well-being programs

Student wellbeing is of a high priority. The school has a 0.8FTE student wellbeing position. The school accommodated individual student needs through our Interoception, wellbeing, student support and intervention programs. For students with a verified special need teachers develop individual learning programs that reflect the targets in students' One Plans. Students identified at risk of not achieving benchmarks will be considered for literacy and/or numeracy interventions. Intervention programs include pre-lit, mini-lit, macq-lit and Quicksmart.

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 behaviour in class and in the yard. The school also has an anti-bullying policy. Families are involved promptly when problems arise.

### Student support offered

Working with students is considered essential in supporting them 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.

## **3. Key School Policies**

Site Improvement Plan and other key statements or policies:

- To improve student achievement in Reading
- To improve student achievement in Maths

Recent key outcomes:

These are detailed in our school's Annual Report, which is available on our School Website.

## **4. Curriculum**

### **Subject offerings**

Specialist instruction is offered as Non Instruction Time (NIT) for teachers in three Curriculum Areas across the school – LOTE (Japanese), PE and Performing Arts (Dance, Drama, Media Arts and Music).

These form part of our teaching of the areas of study as described in the mandated Department Curriculum Framework – the Australian Curriculum.

### **Special needs**

Students who are verified as eligible, under the Students with Disabilities Policy, have a One Plan and receive support from either SSO staff or from a teacher who works with small groups of students.

### **Special curriculum features**

We have a junior and a senior choir, and members of the senior choir perform at the annual Festival of Music in Adelaide.

### **Teaching methodology**

The school has 2 Site Improvement Committees. The Literacy and Numeracy Committees support our Site Improvement Plan priorities. All teachers are a part of a Site Improvement Committee.

The Student Engagement Wellbeing Committee is focused on developing a community of engaged, resilient, happy learners across the school. All teachers are a part of a Site Improvement Committee.

There has been significant investment in ICT resources, equipment, infrastructure and professional development to support staff to integrate ICT across all curriculum areas.

Interactive whiteboards have been installed in all classrooms and the WiFi system has been upgraded throughout the school.

### **Student assessment procedures and reporting**

A parent-teacher 'Meet and Greet' evening is held early in Term 1 and parent-teacher interviews are held in the second to last week of Term 1.

Written reports are sent home at the end of Terms 2 & 4.

Parents/caregivers and teachers are encouraged to arrange appointments as the need arises, to discuss student progress or issues throughout the year.

Teachers at Freeling P-6 School currently plan, assess and report against the Australian Curriculum and the Early Years Learning Framework. For students on One Plans, reports are written in relation to their individual learning goals, which are aligned with the Australian Curriculum.

## **5. Sporting Activities**

Children are encouraged and supported to participate in school and district SAPSASA team and individual events. The latter includes activities such as swimming and crosscountry running.

Our Sports Day includes all students from Preschool to Year 6. All students are allocated to one of our school's 4 Houses – Mudla Wirra, Light, Belvidere & Moorooroo.

Lunchtime activities are organised by our Student Voice.

Children's sport is catered for by town clubs e.g. football, netball, basketball, tennis and cricket.

The F.A.R.M. centre was built in 2019 at the town recreation park and provides a venue for a variety of sports, 24hr gym and hire of venue facilities for locals and surrounding areas.

## 6. Other Co-Curricular Activities

'Feeling Fortnight' is the first two weeks of each year. Classes work with another "Buddy Class" to promote cross-age opportunities for learning, wellbeing and friendship.

## 7. Staff (and their welfare)

### Staff profile

Most staff reside in the Gawler/Barossa area. Some staff commute from the Adelaide metropolitan area.

The Gawler/Barossa is a desirable area in which to live and teach and most staff choose to remain at our school for extended periods of time.

### Leadership structure

The school has a Principal and a Deputy Principal. There is currently a Student Wellbeing Co-ordinator (0.8 release), and a Literacy Co-ordinator (0.9 release)

The major committees operating in the school are WHS, Student Engagement and Wellbeing, Literacy and Numeracy.

### Staff support systems

Staff are encouraged to work collaboratively in their Year Level Teams.

Site Improvement Plan Committees facilitate 'out-of-hours' professional learning opportunities for staff as well as contributing to our Pupil Free Days.

### Performance Management

The Principal, Deputy Principal, Counsellor and Co-ordinator share line management responsibility for staff; meeting with staff each term to discuss learning programs; Performance Development Plans (for all teachers) and staff-initiated agenda items. Staff are encouraged to take responsibility for managing their performance and teachers use the Australian Professional Standards for Teachers and TfEL when setting their performance goals.

### Staff utilisation policies

Many highly skilled and dedicated SSO staff are employed in both the school and the preschool throughout each year.

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

- Complexity placement points  
: Nil.
- Isolation placement points

- : Nil.
- Shorter terms  
: Not Applicable.
- Travelling time  
: Not Applicable.
- Housing assistance  
: Not Applicable.
- Cash in lieu of removal allowance: Not Applicable.
- Additional increment allowance  
: Not Applicable.
- Designated schools benefits  
: Not Applicable.
- Aboriginal/Anangu schools  
: No.
- Medical and dental treatment expenses  
: Not Applicable.
- Locality allowances  
: Not Applicable.
- Relocation assistance  
: Not Applicable.
- Principal's telephone costs  
: Not Applicable.

It is recommended that staff contact their Site Human Resource Consultant to clarify if any of the above *'Incentives, support and award conditions for Staff'* are applicable to their specific circumstance or condition of employment.

## 9. School Facilities

### **Buildings and grounds:**

The main building, has recently undergone significant renovations in 2020/21 and a new STEM facility within the building was completed late in 2017. In addition to the STEM facilities, the main building houses the administration area, the resource centre, staff room, teacher preparation space and staff toilets. This building was built in the 1980s and is adjacent to the heritage building, which houses two classrooms.

There are 7 transportable buildings on site – four double transportables, two single transportables and a triple building. The triple building has a teacher preparation space. The most recent double transportable was added in 2017.

In 2017 our new preschool officially opened. This is adjacent to the main building.

### **Heating and cooling**

All rooms have refrigerated air conditioning and heating.

### **Specialist facilities and equipment**

There is a large Covered Outdoor Learning Area (COLA), which was built in 2007 through BER funding.

### **Student facilities**

The school has its own grassed playing field, playground equipment, COLA, quiet eating areas and shaded play areas.

### **Staff facilities**

Staff have access to a workspace in the triple block and teacher preparation area in the main building (on the mezzanine). There is a photocopier for general use in the STEM area and two computers and a staff only photocopier in the teacher preparation area. In 2017 as part of the STEM works, the staff room was re-located and is now adjacent to the resource centre.

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

The school is generally accessible for people with disabilities. Four of the transportable buildings are not currently accessible for people in wheelchairs.

## **10. School Operations**

Governing Council is the parent representative body and sub-committees operate as part of the Governing Council structure.

Staff, students and parents are consulted through their respective meetings and forums and through surveys and questionnaires. Students, staff and parents are also invited to respond to the Annual DfE Opinion Surveys.

### **Regular publications**

The school newsletter is used to communicate regularly with our school community. This fortnightly publication is available on our school's website: [www.freelingps.sa.edu.au](http://www.freelingps.sa.edu.au) and on the Freeling Primary School app, which is available for download at no cost from the iTunes app store and Google PlayStore. The Freeling P-6 Facebook page is updated regularly with information about school event and important reminders.

### **Other communication**

Staff and Parent Handbooks are updated annually and are available on our Website. Communication with and between staff occurs through email and via FPS Staff TEAMS page, which includes a day book.

### **School financial position**

The school is well resourced and is in a sound financial position.

### **Special funding**

Major Federal Government and DfE grants have enabled us to improve our school's equipment and facilities.



# 11. Local Community

## **General characteristics**

Freeling is a farming community. In the past few years the town and school have seen significant expansion due to new housing developments.

## **Parent and community involvement**

Parents are actively involved in all aspects of school life, including Governing Council and affiliated committees, fund raising, classroom support, school lunches (on Tuesdays), assisting in sporting events and excursions,.

## **Feeder or destination schools**

Freeling Preschool is our major feeder pre-school. A smaller number of new Receptions coming to our school are from neighbouring pre-schools and childcare centres.

The majority of our Year 6 students attend Kapunda High School for their secondary education.

## **Other local care and educational facilities**

OSHC is provided by Happy Haven.

## **Commercial/industrial/shopping and other local facilities**

Freeling has a supermarket and two hotels and is less than 10 minutes from Gawler; where there is a hospital, tafe, numerous restaurants, hotels, caravan parks, shopping facilities, a library, gyms, swimming pools and buisnesses.

## **Availability of staff housing**

Government Employee Housing is generally unavailable. Rental properties are available in Freeling and surrounding towns. Several local Real Estate Agents manage rental properties and a number of rental properties are advertised in the local weekly newspapers.

## **Accessibility**

The Adelaide CBD is approximately one hour drive from Freeling. Access to Adelaide and the greater metropolitan area has improved significantly with the Northern Expressway.

## **Local Government body**

Our school is in the Light Regional Council area.