



REDWOOD PARK SCHOOL CONTEXT STATEMENT
January 2024

School Number	1090
School Name:	Redwood Park Primary School
Address:	2-10 Lokan Street, Redwood Park SA 5097
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Principal	Mr Ian Dickie
Designation	Preschool to Year 6
District:	North East
Index of Disadvantage	6
Local Government Area	Tea Tree Gully
Distance from GPO	17 kms
Opened	6 th February 1978

1. GENERAL INFORMATION

a) Location

Redwood Park is a preschool to Year 6 site located in the north-eastern suburbs of Adelaide in the Tea Tree Gully Council area. In the mid-seventies the area surrounding the school experienced a period of accelerated development as a consequence of urban expansion. The school was built in 1978 to accommodate the many families moving into the district. The area is now well established and provides a range of health, leisure, utilities and community services for families. The school is located three kilometres from Tea Tree Plaza shopping centre and the amenities of the Golden Grove area. It is 17km from the GPO and is well serviced by public transport. The school is a member of the Tea Tree Gully Partnership & the Para Hills region which provide strong communication and professional development support networks.

b) Local Community

Parents and carers are highly supportive of the school and have high expectations regarding the educational service provided for students and families. Their level of interest and involvement in a range of school activities and decision-making groups from preschool to Year 6 is at a high level. The Governing Council is structured to include a number of affiliated committees including Finance, Grounds, OSHC, and Fundraising etc. who report to the wider council. In addition to general council business, Professional Learning Teams share learning programs at each council meeting.

c) School Facilities

The open space, brick construction of the school reflects the era during which the school was built. There are two open space, air conditioned teaching units that have been extensively renovated, a school hall, Gymnasium and a Resource Centre. Specialist programs and an Out of School Hours & Vacation Care Program are housed in each of three transportable buildings. An onsite purpose built preschool is attached to the school. Considerable upgrading of the grounds and facilities has occurred recently to include two Nature Play areas (Junior and



Primary year levels) and upgrading of hard play areas as part of a comprehensive site improvement program, which was developed with extensive student and community participation.

Facilities are shared by arrangement with a number of community organisations including karate, fitness groups, local football clubs and Neighborhood Watch.

d) Enrolment Profile

The impact of changes in the transition of year 7 students to high school and the demographics of the local area are reflected in the changing family structures, socio economic circumstances and resources evident in the local community since the school was first established in 1978.

The majority of students attending the school are from English speaking backgrounds. There has been an increase in the number of students from non - English speaking backgrounds during the last decade. There has also been a steady increase in the number of students eligible for school card. Enrolments have fluctuated over the past 2 years and enrolment for the end of 2022 was 366, which includes our Preschool students. We have an increase of ATSI students who add value and cultural diversity to our school community. Progression and attendance ratios are at the state average and indicate no particular areas for concern.

Year Level	2024 (Feb Census)
Preschool	44
Rec	53
1	57
2	50
3	45
4	51
5	42
6	42
Total	384

e) School Leadership Structure

Redwood Park School currently operates with a leadership team including a Principal (2022- 2027), a Deputy Principal (appointed for 2023-2028) and an Assistant Principal (2024- Jan 2025).

f) Staffing Profile

All Leadership are in tenured positions. A high level of expertise, commitment and energy is evident in the way that teachers and support staff work with students and families. Collaborative work practices are established as an important component of the school's philosophy and are reflected in all aspects of the school's operation.

Our staffs consists of 13 classes in the main section of the school, 2 Preschool teachers and 4 Specialist subject teachers – PE, LOTE (Japanese), Arts (Music/Drama) and Science (STEM).

Our School Services Officers are employed as required within the classroom and administration areas to enhance students learning programs.

In 2020 we appointed a Pastoral care worker to support with staff students and families wellbeing.

2. STUDENTS AND THEIR WELFARE

a) Support Programs

A comprehensive whole school assessment program (including NAPLAN, PAT M & PAT R, Running Records and Phonics screening) is used to identify student needs and track student achievement. MarkIt is the tool used to collect data which is then analysed and used for planning and as a basis for reporting, planning and evaluation. Students who receive additional support have documented One Plans. An intervention policy has been reviewed and updated.

**b) Behaviour Management**

The culture of the school reflects the commitment that has been made by staff, students and parents to the school's core values. There has been an intensive focus on anti-bullying and harassment across the school for several years and these learnings are incorporated into curriculum programs. The language that is used when discussing student behaviour is framed around the school values and our restorative practices framework to ensure students are active and reflective participants. Central to this commitment to our core values is a belief that classroom and whole school structures must be primarily focused on encouraging and celebrating positive behaviour and achievements. Student involvement in making decisions with teachers about the structures and processes that govern their daily classroom life is considered essential. A class manager system operating in classrooms provides leadership opportunities for every student.

Parents are kept informed using our Seesaw apps to ensure parents are informed of students' academic and behavior progress throughout the year. This whole school approach ensures students social and emotional wellbeing is being considered at all times

c) Student Governance

There is an active student council structure which focusses on issues associated with the Environment and Well Being. Each year, four school leaders are appointed to support leadership in implementing initiatives and leading the school. Through student voice and Enterprise groups, students run whole school and civic enterprise groups that support learning programs and the running of the school.

d) Dress Code

The school has a dress code policy which all students are expected to follow to promote a sense of belonging and pride in the school.

e) School Sport SA (Previously SAPSASA)

Year 3 – 6 students are involved in School Sport SA sporting activities and events throughout the year.

3. CURRICULUM AND LEARNING PROGRAMS**a) Curriculum**

There is a strong emphasis on the integration of literacy, numeracy and information technology across the curriculum. Inquiry based learning is an integral part of the team planning and teaching structures within the school. Specialist programs are provided in Japanese and Arts (Drama/Music), PE and Science (STEM). Planning and implementation of the Australian Curriculum reflects the school's commitment to the values of collaboration and quality. Teachers work together in Professional Learning Teams (PLT) to plan, deliver and assess student learning outcomes.

b) Assessment and Reporting

The school has a structured assessment and reporting policy, which is part of a whole school approach and includes an Acquaintance Night, Three Way Conferences all held in term 1 and Term 3 (as required). Written reports are emailed to parents in Term 2 and 4 of each year. Ongoing student progress is proved to parents via class SeeSaw on a regular basis.

c) Special Programs

The school has a focus on Science and the performing arts. There is a high-quality STEAM (HOTS), choir and a dancing program (Pre-6) and whole school participation in performances throughout the year. Community events such as Sports Day, Arts (Music/Drama) performances and Enterprise Hour are an established part of the school's yearly calendar.

Our Playgroup has been operating for 5 years and enables our birth to 5-year-olds to have the opportunity to explore and investigate within our preschool grounds. Each Wednesday our playgroup enables our parents and community to get together to participate in the many wonderful social learning and collaborative activities in our preschool.



d) Information and Communication Technologies (ICT)

Installation of the IT infrastructure has been a priority for the past few years in conjunction with a complete review and upgrade of computer and technology resources. Interactive TVs are currently installed throughout the school. The Resource Centre has undergone a physical rearrangement to better suit the school's teaching and learning philosophy of teamwork and collaborative planning. To facilitate the integration of Learning Technologies across the curriculum, staff have undertaken a range of professional learning activities in IT to further develop their knowledge and skills. An ICT Committee manages the infrastructure and budget. A scope and sequence for students from R-6 has been developed to support the integration and development of students' skills.

4. KEY SCHOOL POLICIES

a) Mission

Our school is committed to providing a quality education that prepares students to be successful, confident learners within a rapidly changing world.

We achieve this by:

- Providing a safe and secure environment
- Nurturing respect and trust
- Working collaboratively
- Having high expectations
- Developing relationships and partnerships with our community

b) Values

The following core values underpin the management and teaching practices at the school:

- Pride- taking pride in ourselves and our actions and our school
- Persistence - continuing to do something even though it may be difficult
- Respect- valuing ourselves and other people
- Team Work - together everyone achieves more

c) Staff Decision Making

The school has a documented, democratic approach to decision making. It is supported by year level teaching teams, committees and collaborative planning and review structures. A management group plans the staff professional development program in collaboration with a range of committees.

d) Performance Development

The Performance Management program is based on the National Professional Standards for Teachers. Processes include classroom observation, term reviews and discussions with respective line managers as well as collaborative planning and review in year level teams. During the last two years there has been a focus on collegial accountability through data inquiry, structured dialogue, peer observation, reflection and feedback processes as a strategy to review student performance and improve professional practice. Students are active participants in their learning and are empowered to negotiate and actively participate in their learning. Formative and Summative assessment techniques are used to analyse student performance, establish standards, develop effective practice and plan staff professional development activities.



e) Publications

An online Newsheet (Microsoft Sway) goes out twice a term along with a range of parent information brochures via SeeSaw and Facebook. Class teachers communicate with parents using the Seesaw app to share students learning and academic progress.

5. IMPROVEMENT PRIORITIES

The School Improvement Plan was developed in 2022 and is a three-year plan. Literacy and Numeracy have been identified as the improvement priorities for the next three years. The Department for Education Child Protection Curriculum Strategy is a high priority. The plan describes our intentions, actions and the targets we intended to achieve in each priority area. Our Aboriginal Learner achievement plan is an integral part of our school achievement priorities in alignment with the Department for Education Aboriginal education 10-year strategy. It will change and evolve as we monitor and review our progress. It reflects the learning focus of the school's district and the mission of the public schooling system to which we belong. The plan is based on our intention to build on the school's strong capacity for change and development. It demonstrates how we are refining our priorities, focusing our professional learning and placing an emphasis on improving students Literacy and Numeracy skills.

Our overall Aims

- To maintain a clear focus on improving student achievement and well-being through effective, evidence based pedagogy and strong social support systems for students and adults.
- To strengthen pedagogical knowledge and practice through innovative ways which create time, support and opportunity for staff learning.
- To further develop processes for the sharing of professional practice and continuous inquiry as part of our collaborative team culture.
- To use data as the basis of improving the teaching and management systems in the school.
- To target student achievement through focused interventions and evidence based practice.

Redwood Park Primary school is a school that provides all students the opportunity to grow and develop by applying a Growth Mind set to all aspects of their learning. Teachers are committed to providing a challenging and engaging curriculum that enables all students the opportunity to learn. The community is an active participant in developing and shaping our school culture by collectively working together to nurture and support all students to achieve their learning goals. Redwood Park Preschool – Year 6 is a collaborative and supportive school that embraces new learning as an opportunity to grow our personal and educational experiences to achieve our learning goals.