



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 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 the key learning areas, with literacy and numeracy as our major priorities, The core learning programs are futher 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.

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

1. General information

School Principal: Nicole Cawley

Deputy Principal: Irene Simpfendorfer

Postal Address: Coulls Street, FREELING SA 5372

Location Address: Coulls Street, FREELING SA 5372

DECD Partnership: Goyder and Light

Geographical location: 61 km from GPO

Telephone number: 85 252 045

Fax Number : 85 252 319

School website address: www.freelingps.sa.edu.au

School e-mail address: dl.0427_info@schools.sa.edu.au

Child Parent Centre: Yes

OHSC Service: Out of School Hours Care operates before school 7:00-8:45 and after school 3:15-6:15. The OSHC service is managed by Camp Australia

Student Enrolment - FEBRUARY FTE (Primary):

	2010	2011	2012	2013	2014	2015	2016	2017	
Prechool						40	32	46	
Reception	19	41	34	34	41	43	30	39	
Year 1	21	27	29	34	27	46	43	33	
Year 2	18	25	28	30	43	27	47	34	
Year 3	18	22	25	24	31	48	32	49	
Year 4	16	24	22	25	29	33	52	31	
Year 5	21	17	26	21	30	30	33	54	
Year 6	13	24	17	24	23	33	37	34	
Year 7	18	15	24	13	22	24	36	33	
TOTAL	144	195	206	205	246	284	310	307	
TOTAL SCHOOL AND PRESCHOOL						324	342	353	
School Card Approvals	21	38	40	41	50	50	52	58	
NESB Total	1	0	0	1	1	1	1	1	
Aboriginal FTE Enrolment	8	6	9	7	8	8	8	6	

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 Allocation (2017):

Principal (Band A3) 1.0

Deputy Principal (Band B2) 1.0

Student Wellbeing Co-ordinator (Band B1) 1.0

Literacy Co-ordinator (Band B1) 1.0

STEM Co-ordinator (Band B1) 1.0

13.5 FTE teachers in the School; 1.2 FTE teacher in the Preschool

12 hours GSE

200 hours SSO support

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 a part of the Goyder and Light Partnership, which includes sites in Kapunda, Wasleys, Roseworthy and Eudunda.

2. Students (and their welfare)

General characteristics:

As a rapidly growing school we currently have 13 classes R-7 and 2 preschool groups. Freeling has a broad range of social-economic backgrounds. There are currently 20% of student that are school card holders.

There are currently 5 students who identify as Aboriginal.

Student well-being programs:

Student management:

Student wellbeing is of a high priority and included in the Site Improvement Plan. The school has a 0.6FTE student wellbeing position.

The school accommodated individual student needs through our special education and intervention programs. For student with a verified special need teachers develop individual learning programs that reflect the targets in students Negotiated Education 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.

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 Literacy

To improve student achievement in Numeracy

To improve student wellbeing and engagement

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 two Curriculum Areas across the school – LOTE (Japanese) and Performing Arts (Dance, Drama and Music).

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

Special needs:

Students who are verified as eligible, under the Students with Disabilities Policy, have a Negotiated Education Plan (NEP) and receive support from either SSO staff or from a teacher who works with small groups of students. NEPs and IEPs are reviewed in Term 3 of each year.

Special curriculum features:

All children take part in a Walkathon each year as a fitness-based fundraiser. 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 3 Site Improvement Committees. The Literacy and Numeracy Committees support our Site Improvement Plan priorities and 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-7 School currently plan, assess and report against the Australian Curriculum and the Early Years Learning Framework. For students on NEPs, 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 cross-country running.

Our Sports Day includes all students from Preschool to Year 7. All students are allocated to one of our school's 4 Houses.

Lunchtime activities are organised by our Student Voice.

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

6. Other Co-Curricular Activities

A school fete has traditionally been held bi-annually, with the last fete in October 2017. This was an extremely successful evening, and was attended by members of the school and wider community.

'Freeling Fortnight' is the first two weeks of each year. This now concludes with a 'Meet and Greet' and family fun night, Friday week 2, term 1.

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 (0.6 release), a STEM Co-ordinator (0.2 release) and a Literacy Co-ordinator (0.6 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.

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

Staff capacity has been built through the active engagement of teachers in the Step 9 process.

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. In 2018 there are 8 SSO staff employed in these positions.

Access to special staff:

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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 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.

Access to bus transport:

Private buses transport students to and from school. We access these buses for excursions on a user-pays basis. There is no DECD bus route.

10. School Operations

Decision making structures:

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 DECD 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 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-7 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, the day book and weekly staff bulletin.

School financial position:

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

Special funding:

Major Federal Government and DECD 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 7 students attend Kapunda High School for their secondary education.

Other local care and educational facilities:

OSHC is provided by Happy Haven. There is currently no vacation care available.

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.