



SCHOOL CONTEXT STATEMENT

Vale Park Primary School | 2026–2027

Growing for the Future

Vale Park Primary School is a Reception to Year 6 public school located on Kurna Country, approximately eight kilometres north-east of the Adelaide CBD. We are a connected, inclusive and ambitious learning community where students are known, supported and challenged to grow.

School details	Information
School number	0967
Address	40–56 Ascot Avenue, Vale Park SA 5081
Telephone	08 8261 3733
Email	dl.0967.info@schools.sa.edu.au
Website	www.valeparkps.sa.edu.au
Year levels	Reception to Year 6
Principal	Anna Copping
Deputy Principal	Sheri Hurn
Assistant Principal	Paula Binder
Year opened	1964
Local government area	Town of Walkerville
Partnership	Morialta Partnership
Out of School Hours Care	Happy Haven OSHC

1. School profile

Vale Park Primary School is situated in the leafy suburb of Vale Park and shares a site with Vale Park Preschool. The school has experienced sustained enrolment demand and serves both local families and, where allows, families from outside the school zone. The community is culturally and linguistically diverse and includes families with a wide range of experiences, strengths and needs.

Our location, close to the city and major transport routes, provides ready access to community, cultural, sporting and educational opportunities. The school values its strong relationships with families, the preschool, the Town of Walkerville, neighbouring education sites and local organisations.

Identity and values

Our motto, Growing for the Future, reflects our commitment to helping every student build the knowledge, capabilities, confidence and dispositions needed to thrive. Our values of Respect, Achievement and Participation guide the way students, staff and families learn, work and interact.

Enrolment profile

Year level	2025	2026
Reception	59	97
Year 1	57	57
Year 2	59	62
Year 3	62	63
Year 4	40	41
Year 5	50	51
Year 6	41	41
Total	368	412

Enrolment trends and implications

- Vale Park continues to experience strong enrolment demand, including interest from families living outside the school zone.
- Mid-year Reception intake requires responsive class structures, careful transition planning and close collaboration with preschool and families.
- Class formation and staffing are reviewed annually to balance enrolment growth, student complexity, available learning spaces and sustainable resourcing.
- The school applies a clear enrolment process so available places are allocated fairly and transparently, while in-zone enrolment entitlements are protected.

2. Students, wellbeing and inclusion

Vale Park places students at the centre of its work. Every child is viewed as capable, and every educator shares responsibility for the learning, wellbeing and behaviour of all students. Strong, respectful relationships and predictable learning environments are central to student success.

Whole-school wellbeing approach

Our approach is informed by the Berry Street Education Model and Circle of Security. Staff use consistent, relational and trauma-aware practices that support connection, co-regulation, readiness to learn and high expectations. Welcome circles, predictable routines, regulation strategies, brain breaks and explicit teaching of social and emotional skills are embedded across the school.

Student support and inclusion

- Students requiring adjustments are supported through collaborative planning, One Plans and Team Around the Child processes involving families, educators, support staff and relevant services.
- Targeted supports may include classroom adjustments, regulation stations, movement and sensory supports, ready-to-learn plans, yard plans, extended transitions and small-group intervention.
- The Wellbeing Room provides supported, purposeful assistance outside the classroom and is being developed as an adult-supported regulation space.
- The Pastoral Care Worker contributes to student connection and wellbeing across classroom and yard settings.
- Student needs are identified through multiple sources, including educator judgement, family input, assessment information, observations and student voice.

Behaviour and shared responsibility

Behaviour is understood as communication and is addressed through clear expectations, calm and consistent adult responses, explicit teaching, repair and restoration. Classroom educators manage low-level behaviour, with leadership supporting more significant or persistent concerns. The adult with the strongest relationship will often play an important role because trust and connection can reduce escalation and help the child re-engage successfully.

Student voice and leadership

Year 6 students may apply for Student Ambassador and other leadership roles. Student leaders work with staff to analyse wellbeing information, represent student perspectives and lead initiatives. Action teams and clubs provide further opportunities for students to contribute through the arts, sustainability, sport, service, creativity and special interests.

3. Learning and teaching

Vale Park provides the full Australian Curriculum through a balanced, evidence-informed approach. Explicit instruction is combined with purposeful inquiry, collaboration, creativity and opportunities for students to apply learning in authentic contexts. Teachers build coherent learning sequences, make learning intentions and success criteria clear, check for understanding and adapt teaching in response to evidence.

2026–2027 improvement priorities

Priority	Current direction
Reading	Sustain a consistent Reception–Year 6 approach to decoding, fluency, vocabulary, comprehension and intervention.
Writing	Strengthen oral language, sentence-level instruction, text construction and common assessment practice.
Mathematics	Build fluency, reasoning and problem solving through explicit teaching and responsive grouping.
Wellbeing	Embed relational practices that strengthen safety, connection, regulation, expectations and voice.
Learner agency	Help students explain their learning, use feedback, reflect on progress and act as meaning makers.

Literacy

Early reading instruction is aligned with the science of reading and includes systematic phonemic awareness and phonics through the Literacy Guarantee Unit (LGU) program, alongside development of oral language, fluency, vocabulary and comprehension. Across the school, teaching draws on Scarborough’s Reading Rope, cognitive load principles and explicit instruction. Literacy approaches support students to build knowledge, comprehend complex texts and create increasingly sophisticated written responses.

Mathematics

Mathematics teaching develops conceptual understanding, fluency, reasoning and problem solving. Teachers use evidence-informed units, checks for understanding and flexible grouping to reteach, consolidate or extend learning. Students engage with explicit modelling, worked examples, multiple representations and opportunities to explain and compare strategies.

Specialist curriculum

Specialist learning is provided in Japanese, Science, Health and Physical Education, and The Arts. These programs complement classroom learning and create additional pathways for students to develop creativity, cultural understanding, physical capability, curiosity and confidence.

4. Assessment, intervention and reporting

Assessment is used to understand learning, guide teaching and evaluate impact. Teachers draw on observations, work samples, formative checks, student self-assessment and agreed standardised measures. No single data source is used in isolation, educator judgement and knowledge of the student remain essential.

Key assessment practices

- Phonemic awareness, phonics, decoding and oral reading measures in the early years, including the Year 1 Phonics Screening Check.
- DIBELS-aligned oral reading fluency and comprehension measures, including MAZE and ORF.
- PAT Reading and PAT Mathematics for Years 1–6, alongside curriculum-based assessment and classroom evidence.
- Brightpath and common writing samples to support consistent judgement and monitor writing growth.
- NAPLAN in Years 3 and 5, used as one source of information within the broader school assessment picture.
- Ongoing formative assessment strategies such as mini whiteboards, cold calling, turn and talk, exit tickets, success criteria and feedback.

Intervention

Intervention is additional to, not a replacement for, high-quality classroom teaching. Initial decisions are informed by data and confirmed through consultation with classroom teachers and SSOs. Families are notified when a child enters or exits an intervention program. Programs are targeted, time-limited and reviewed regularly, and students are not withdrawn from essential whole-class core instruction.

Reporting to families

Families receive formal written reports and are offered opportunities to discuss student learning and wellbeing with teachers. Ongoing communication, learning evidence and timely contact are used to ensure families understand their child's progress, strengths and next steps.

5. Early years and transition

The co-location of Vale Park Preschool and the primary school supports strong continuity of learning and belonging. Preschool children use school facilities and participate in shared experiences, while school and preschool staff work together to support transition. The school also develops relationships with other local kindergartens attended by future students.

- A planned transition program includes school visits, family information, opportunities to meet educators and familiarisation with routines and spaces.
- Reception practice is informed by early years pedagogical approaches, including involvement in the Music Education Strategy (MES).
- Small Reception class structures are used where resourcing and enrolment patterns allow, particularly during the first months of each intake.
- Transition is extended and individualised for students who require additional time, adjustments or coordinated support.

6. Co-curricular learning and community life

Stephanie Alexander Kitchen Garden Program

The Stephanie Alexander Kitchen Garden Program is a distinctive feature of Vale Park. Students learn through growing, harvesting, preparing and sharing food, with links to science, health, sustainability, literacy, numeracy, collaboration and leadership. The kitchen and garden are supported by specialist staff and community volunteers.

The Arts and music

Students participate in a rich Arts program that includes visual arts, performance and opportunities to exhibit and celebrate their work. Choir, Festival of Music participation, guitar and student-led arts initiatives extend classroom learning and build confidence, discipline and connection.

Sport and physical activity

Students access Health and Physical Education, School Sport SA opportunities, lunchtime competitions, community-based school sports and SAPSASA. After-school and weekend programs depend on the valued contribution of family and community coaches and volunteers.

Clubs, action teams and authentic learning

Clubs and student action teams vary according to student interest, staff expertise and available resources. Opportunities may include sustainability, art, gardening, coding, chess, origami, music, sport and lunch time wellbeing activities. These experiences allow students to transfer classroom learning into real contexts, develop leadership and contribute to school life.

Family and community partnerships

Families are important partners in student learning and the life of the school. Parents and carers contribute through Governing Council, volunteering, fundraising, sporting teams, the Kitchen Garden Program, events and informal participation. Communication occurs through direct teacher contact, email, EdSmart, the school newsletter, website and social media.

7. Staff and professional culture

Vale Park is staffed by a leadership team, classroom and specialist teachers, school services officers, administration staff, Kitchen Garden specialists, a Pastoral Care Worker and other employees who contribute to the operation and culture of the school. Staffing is adjusted in response to enrolment, student need, departmental allocation and school priorities.

The Vale Park educator

At Vale Park Primary School, every educator contributes to the success of our students, our colleagues and our community. Being a great educator is about more than individual responsibilities, it is about how we lead, learn, collaborate and contribute every day.

- We put students at the centre and build relationships in which they feel safe, valued, heard and connected.
- We are prepared, organised and committed to high-quality, evidence-informed practice and continuous improvement.
- We hold high expectations, act with integrity and respond with fairness, consistency, respect and kindness.
- We reflect, seek feedback and adapt our practice to improve outcomes for students.
- We communicate openly, share expertise and work collaboratively across year levels, roles and teams.
- We understand that our own classroom or role matters, and so does the success of the whole school. Every child is everyone's responsibility.

Professional learning and collaboration

Professional learning communities, coaching, peer observation, collaborative planning, moderation and whole-school professional learning support consistent practice. All staff participate in performance development, with goals connected to their role, professional standards and school priorities.

Staff wellbeing

The school is committed to a positive professional culture characterised by trust, clear expectations, healthy boundaries, shared responsibility and respectful communication. Staff wellbeing is strengthened when people feel supported to contribute, learn, ask for help and raise concerns.

8. Facilities, operations and governance

Facilities

- General learning areas, specialist teaching spaces and shared flexible learning areas.
- Library/resource centre and digital learning resources.
- Stephanie Alexander Kitchen Garden kitchen and productive garden areas.
- Outdoor play, nature-play, sporting and running-track facilities.
- Gym
- Large oval and undercover court area
- Outside classroom
- Supported wellbeing and regulation spaces.
- Canteen operating Tuesday to Friday and Happy Haven OSHC operating before and after school.

Space remains an important planning consideration because of sustained enrolment demand. The school continually reviews the use of learning, meeting, intervention and administration spaces to ensure facilities are used effectively.

Governance and decision making

The Governing Council works with the Principal and school community to oversee local governance responsibilities and contribute to strategic direction. Committees support areas such as finance, facilities, OSHC, canteen, sport and fundraising, with structures reviewed according to need. Staff decision making is supported through leadership, professional learning communities, action teams and consultation processes.

Financial position and resource allocation

The school maintains responsible financial management through annual budgeting, regular monitoring and Governing Council oversight. Resources are directed towards improvement priorities, effective teaching, student support, staffing, facilities and programs that provide strong educational value.

Work health, safety and accessibility

Site operations are guided by Department for Education requirements for child safety, work health and safety, emergency management, risk assessment, accessibility and records management. Excursions, events, volunteers and contractors are managed through relevant departmental and school processes.

9. Local community and pathways

Vale Park is a well-connected metropolitan community with access to local shopping, health, sporting, recreation and public transport services. The surrounding area continues to experience housing redevelopment and increasing residential density, which contributes to consistent enrolments and changing community demographics.

Education partnerships

Vale Park Primary School is part of the Morialta Partnership and works collaboratively with neighbouring preschools, primary schools and secondary schools. The on-site Vale Park Preschool is a significant transition partner. Students completing Year 6 move to a range of government and non-government secondary schools.

Access and transport

The school is located on Ascot Avenue and is accessible by nearby bus services, including routes connecting with the Klemzig Interchange and Adelaide CBD.

Context for planning in 2026–2027

- Sustain consistent, evidence-informed literacy and mathematics practice across Reception to Year 6.
- Continue strengthening student wellbeing, inclusion, voice and connection through whole-school relational practices.
- Respond strategically to enrolment growth.
- Build staff capability and collective responsibility through collaboration, coaching, shared expectations and professional learning.
- Maintain strong family, preschool, partnership and community relationships.
- Use assessment, student voice and community feedback to evaluate impact and guide continuous improvement.

Vale Park Primary School: a community where every child is known, supported and challenged to grow.