

SCHOOL CONTEXT STATEMENT

Updated: 04/15

School number: 0911

School name: LOCKLEYS NORTH PRIMARY SCHOOL

1. General information

Part A

School name : LOCKLEYS NORTH PRIMARY SCHOOL
School No. : 0911 Courier : Flinders Park
Principal : Mr Tyson Grinham
Postal Address : 55 Malurus Avenue, Lockleys 5032
Location Address : 55 Malurus Avenue, Lockleys 5032
District : 04 Western Adelaide Region
Distance from GPO : 8 kms Phone No. : 08 8443 5544
CPC attached : NO Fax No. : 08 8234 2576

	2012	2013	2014	2015
May FTE Enrolment				
Reception	71	63	70	58
Year 1	60	63	56	69
Year 2	48	59	68	52
Year 3	51	50	58	68
Year 4	54	54	48	59
Year 5	38	38	53	47
Year 6	68	37	47	49
Year 7	66	66	35	45
TOTAL	456	442	435	447
<i>Male FTE</i>				
<i>Female FTE</i>				
July total FTE Enrolment	454	444	435	453
Oct Total FTE Enrolment	472	446	479	455
School Card Approvals (Persons)	9%	8%	9%	5%
NESB Total (Persons)	28%	30%	32%	34%
Aboriginal FTE Enrolment	2	3	4	4

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- **Leadership Positions**

Deputy Principal, Mirjana Grubour (Jan 2016 – Jan 2021)

Assistant Principal Primary – Quality Teaching and Learning, Kim Martin (Jan 2016 - Jan 2019)

Assistant Principal Early Years – Quality Teaching and Learning, Rosemary Saxon (Jan 2016 - Jan 2019)

- **School e-mail address**

dl.0911_info@schools.sa.edu.au

- **Staffing numbers**

There are 17 classes in the school. The staff consists of 24.36 FTE including 0.5 EALD, .6 Special Education, .4 Learning Support, 0.6 Physical Education, 1.4 Science and 0.6 German. The current CPSW was appointed in 2014 and works 10 hours per week. There are 6 SSOs working across the school as part of the Front Office/Admin team, the resource management team and the learning support team. The groundsman works three days per week.

- **OSHC**
Before and After School Care is available. A Vacation Care Program operates throughout all vacations excluding public holidays.
- **Enrolment trends**
The enrolments are steady and the school is in high demand. A zone of right to enrolment is enforced. Out of Zone Transfers are taken at the beginning of each year for Reception - Yr 7 students. Current enrolments are capped at around 470 - 480 students.
- **Year of opening**
1960. The school celebrated its 50th Birthday in 2010.
- **Naming of Buildings** In 2008 as part of our vision of being community minded, all classroom buildings were named for ease of identification. The names reflect local pioneers. Mellor, Rowell, Fisher and Morphet. In 2009 the canteen and uniform services were combined and the canteen renamed "The Topshop". In 2010 the completion of our new library and classrooms through Building the Education Revolution bought with it two new names of Torrens for the classrooms and Tirkandi – a Kaurana word meaning "to know, understand and learn" for the library.
- **Public transport access**
Route 130,131,132,133 passes the street at the northern end of the school. There is a bus stop on Henley Beach Road near to Malurus Ave. All buses that pass stop 14 on Henley Beach Road provide access to the school.

2. Students (and their welfare)

The students come from a wide variety of socio-economic and cultural backgrounds. Those that come from a non-English speaking background include Greek-Australians (27%) and Italian (16%) plus a broad range of other ethnic groups represented in small numbers throughout the school. Approximately 8% of the students receive school card assistance.

We have a comprehensive **Behaviour Education Policy** which is firmly based on the DECS policy. Expectations of student adherence to our codes of conduct are very high and parent support for this is expected. Classroom Agreements and Behaviour Recovery Plans form the basis of our approach to school discipline. Staff are supported in working with students who are experiencing difficulties in adhering to class codes of conduct through the use of logical consequences, personalised behaviour improvement plans and the involvement of parents in the process.

Student Government: There are currently 3 Student Council Yrs 3 -7 and a junior SRC in the school R-2. These groups have input into a range of topics of interest across the school. Regular class meetings are held and include information sharing, problem solving and governance.

Assemblies are held weekly on a roster of Whole School Assembly, Early Years and Primary Years. Awards are given to the students for demonstration of the school values in action.

Learning Support: A Learning Support Team of part time teachers and SSOs support EALD programs, children on NEPs and children with specific learning difficulties. An emphasis on early assistance and early intervention is a feature of the support models used across the Early Years. A Student Review Team meets twice per term to ensure careful monitoring of student needs.

The **CPSW** works closely with the classroom teachers and leadership and offers a range of programs and services to students and parents.

3. Key School Policies

All stakeholders engaged in leading a strategic planning review process in 2014/2015, including the development of a school vision and site priorities

'Lockleys North Primary School, a community of empowered learners who strive for success'

The school priorities The Sip Improvement Plan priorities are, Quality Pedagogy, Community Engagement and Wellbeing. The values the school community believe will support the achievement of the Vision and Priorities are: Pursuit of Excellence, Honesty, Care and concern for others, Respect.

The work done by the whole school community in identifying and defining our Vision priorities has been instrumental in developing a sense of direction and achievement amongst students, staff and parents. The characteristics of the Lockleys North Student are integrated across learning programs R-7 and embed into inquiry learning units. To receive Year 7 High Flyer Awards students are required to gather a portfolio of evidence as per the term requirements.

SITE LEARNING PLAN 2016 - 2018

(See a copy of the full plan on the school website) The main areas are:

Quality Pedagogy:

Improve teacher pedagogy and student learning R-7.

The school has developed a planning proforma based on Jay McTighe's 3 stage model. Kath Murdoch's inquiry stages have also been embedded in the model for integrated units. Involvement in a QTP project has supported this development and ongoing implementation across the school is a very high priority. Teachers work in co-planning teams as an integral part of our whole school strategy. A scope and sequence of units of work is followed to be all teachers. The school is currently undertaking professional development to implement assessment for learning strategies and the use of the ASSESS PLAN TEACH Cycle is embedded in practice. Teachers, students and parents are supportive and responsive to daily use of Learning Intentions and known Success Criteria. The Governing Council has endorsed an Inquiry Learning Policy for the school. The implementation of Primary Connections (Science) commenced in 2010.

Literacy and Learning Support:

Use explicit teaching and 'assessment for learning' strategies to achieve R-7 English and literacy outcomes. A whole school approach to assessment, planning, teaching and reporting is embedded and sustainable. Educators have made a commitment to improve English and literacy teaching practice and have significant knowledge around the 'Literacy Big 6' in reading. Educators understand the relationship between reading, spelling and writing while pedagogy/ teaching practice is research based and evidence driven. Whole school consistent practice includes Stephen Graham pedagogy (e.g. text types, here, hidden and head questioning, spelling in context), Words Their Way as a whole school spelling, grammar and word study program, targeted small group work such as Guided Reading, and EALD scaling/ moderation in Professional Learning Teams. Jolly Phonics is implemented as a core program by all classes R-2. The development of the LNPS English and Literacy agreement in 2013 (working document) summarises the literacy programs and approaches used across the school. English (reading and spelling) targets and a pyramid response to intervention model (using wave theory) are clearly identified and explained in both our agreement and policy statement.

Learning Technologies:

Ensure that teachers have the professional capacity and up to date technology to use everyday with their students.

The school operates on a fully wireless environment with laptops, netbooks and iPads available for use in all learning spaces. The SSO3 ICT systems manager works two days a week at LNPS. There are 16 Promethean interactive whiteboards (IWBs) and 4 interactive projectors in the school. The Library and one classroom have LCD TVs to use as digital displays. All teachers have access to a laptop computer to support the use of technology in their teaching and learning programs.

The school is currently exploring a BYOD program and have developed a Bring Your Own Device Policy - students are encouraged to bring their own technology.

Mathematics:

Use explicit teaching and assessment strategies to improve R-7 mathematics outcomes.

An audit of practice was undertaken in 2009 by two internal coordinators. The recommendation that teachers participate in professional development around the Big Ideas in Maths started in 2010 and has continued into this year with all staff participating in a Pupil Free Day with George Booker and 'Maths For All' training. This is led by the Maths Steering Committee and our Maths Focus teacher.

4. Curriculum

The school implements the Australian Curriculum in English, Mathematics, Science and HASS (Humanities and Social Sciences - History and Geography) and the SACSA curriculum in Health & Physical Education, The Arts, and Languages other than English. Much work has been done to ensure that planning and timetabling addresses the outcomes expected to be achieved at each year level. The school report format uses the required A-E grades along with comprehensive information regarding approaches to learning and summative comments. Teachers work in R-2, 3/4/5 and 6/7 teams within the ethos of a professional learning community.

The 'You Can Do IT' program is implemented consistently across the school R-7 and information to support the 'Keys to Success' is regularly sent home with the school newsletter. Getting Along Surveys are conducted in all classes twice per year. The results are collated and feedback is given to the class and to individuals. This approach supports our school to be harassment free.

Students are offered a broad curriculum with specialist teachers covering Physical Education, Science, German, Music and First Language Maintenance and Development in Greek.

We have four teachers of German on the staff. German is part of the NIT program as well as these teachers taking German for their own class and at least one other class. The German Teacher Team meets twice per term to plan curriculum, moderate outcomes and arrange special activities.

There is a full commitment to co-planning and to implementing Inquiry Based Learning using a 'Backward by Design' approach. This work is supported by the Teacher Librarian, and other teachers, who have completed intermediate level training. These teachers work with the classroom teacher supporting students as they investigate essential questions.

Assessment procedures and reporting: We have a policy of regular reporting to parents that covers all areas of the curriculum and is both formal and informal. All teachers have interviews with parents in the first three weeks of the school year; written Progress Reports are prepared against the Australian Curriculum and SACSA outcomes in June followed immediately by Three Way Conferences; and a second written report in December. Equivalent statements (A-E) are used in both written reports.

5. Sporting Activities

The school has a history of strong community commitment to sport. There is participation in SAPSASA competitions and in weekend and after school competitions. Children are offered the Active After School Program throughout the year. Parents coach and support the teams. Many of our students take part in organised club sport within the area. The school facilities include full sized gymnasium and a sub-surface irrigated oval.

6. Other Co-Curricular Activities

Music is a valued area of learning. A private teacher provides tuition in guitar and Learning Through Music conducts keyboard, guitar and singing lessons at parent expense within school hours.

There is a Festival Of Music choir which has been a consistent high performing choir in the annual Music Festival and each year has soloists or MCs in the festival.

Community and religious groups run sessions such as *Christian Options* which are held at Easter and Christmas. Parents who do not want their children to participate notify the school by letter.

The *Sportabzeichen* is a long-standing, high quality German fitness program and is a part of the German culture. Its aim is to promote a healthy and active lifestyle and to promote an interest in physical activities. At the school level, the program offers an opportunity to combine learning a Language Other Than English (LOTE) and physical education that will be of life-long benefit to all children. The program is currently conducted in thirty two countries around the world. Lockleys North Primary School was the first school to implement the program in Australia. Individuals are required to reach a set standard in five disciplines depending on their age and gender. The disciplines include: schwimmen, langlaufen, sprinten, hochspringen or weitspringen and werfen. (swimming, long distance run, sprint, long jump or high jump and throwing).

7. Staff (and their welfare)

- Staff profile

The staff are stable since 2013 after a change in the ten year tenure. We are fortunate to have a range of age groups represented in the staff, including two graduate teachers. The staff are to be commended for the way they work collaboratively as a team and for being committed to supporting whole school directions.

- Leadership structure

The leadership team comprises a Principal appointed in 2006 for seven years, a Deputy Principal appointed in 2010 for five years, one Coordinator appointed in 2011 for five years and another appointed in 2012 for three years. Currently there are nine Step 9 teachers on site.

Staff support systems

Teachers new to the school are deployed across each of the PLTs with teachers in these teams providing collegial support. A comprehensive induction policy exists.

- Performance Management

A Professional Learning Community exists to support shared responsibility and mutual accountability. Performance management processes are linked to the school's priorities and to areas of personal improvement. Professional development is generously resourced against the school's priorities. Release time is provided for Co-planning as professional learning. A PLC survey and the OHSW Staff Psychological Health survey are conducted each year to monitor the effectiveness of our workplace.

- Staff utilisation policies

Teachers work very effectively in collaborative teams in junior, middle and upper primary to plan and develop programs and to provide peer support. All staff self select to be members of a SLP committee. These productive committees are lead by leadership and are currently: Effective Teaching and Learning; Learning Technologies; Literacy and Learning Support; Mathematics.

9. School Facilities

The school has excellent grounds that are well maintained. Buildings comprise four main brick blocks and one wooden building. All buildings have been upgraded within the last 10 years and are of a very high standard. The BER program saw the building of a new library (Linden Pk) and a new 4 teacher classroom building (Pt Elliot). Building works were completed in Term 3, 2010. All new and existing learning spaces are totally wireless environments providing flexibility for learning in the 21st Century. Additional landscaping is a welcome aspect of the new buildings. Spaces now freed up in the older classrooms have the ability to deliver additional support programs and provide staff work areas. The administration and staffroom areas were upgraded over 2007 - 2009.

Cooling

: All buildings are air-conditioned

Specialist facilities

: Resource Centre, Gymnasium/Performing Arts Hall and high ratio ICT access

Access for students and staff with disabilities

: There is access to most buildings. All buildings are single story.

10. School Operations

At least three whole staff meetings are held each term to support whole school planning and policy development. The teaching staff is arranged into Learning Teams and manage their agendas and meeting schedules. The Leadership Team meets weekly. The SSOs meet once per term as a team. Staff decision-making committees/working party exist as required: ICT C'tee; Come Out Working Party; Behaviour Management C'tee, Open Day C'tee etc. Staff meetings are held on Wednesdays. A Staff Bulletin is published fortnightly. Email is used extensively as the communication method, as are the daily EdPort announcements and calendar.

A detailed weekly newsletter is distributed to all families and posted in the school website. It is the major means of communication between the school and parents. All class teachers send home at least one class newsletter per term.

Strong links exist between class teachers and parents. These occur through class newsletters, parent/teacher interviews and communication books and diaries. A Class Parent Group has been set up in 2010 to enable parents to become more informed about the class and school educational programs. Many parents/caregivers visit the school on a daily basis and maintain informal links. Any staff member appointed to the school is expected to foster and develop home/school liaison.

Parents are very supportive of their children's education and use the school payment envelope system and Bizgate effectively to honour fees and services. The Governing Council is currently developing an annual fundraising program to support the acquisition of additional resources. The school's finances are managed well and overseen regularly by the Governing Council Finance Advisory Committee.

11. School Governance

The Governing Council and its Committees are actively involved in school decision making and committed to building the vision for our school to be community minded and high achieving. The Governing Council committees are: Finance; Education/Parent Network; Grounds and Buildings; Fundraising; Topshop(Canteen & uniforms); OSHC and Sports.

12. Local Community

The school community consists, in the main, of families who are long term residents in the area. There is high regard for the school outside the normal catchment area – many students are from out of the zone.

A choice of high schools and preschools is available close to this school. Several Kindergartens operate within the area. EDS Child Care Centre is across the road from the school.

The school enjoys a good relationship with Lockleys Senior Citizens Club and the Serene Nursing Home.

The city, Findon and West Lakes Shopping Centres are both approximately 10 minutes away. Kooyong Golf Links and many other sports grounds are within easy access.

The school is in the City of West Torrens Council district (Telephone 8443 6555).