

SCHOOL CONTEXT STATEMENT

Updated: 03/18

School number: 0231

School name: Lockleys Primary School

1. General information

Part A

School name; Lockleys Primary School
School No. 0231
Principal: Maureen Davidson
Postal Address: 29 Elston Street BROOKLYN PARK 5023
Location Address: 29 Elston Street BROOKLYN PARK 5023
District: West Torrens Partnership
Distance from GPO: 7 kms
Phone No.: 08 8443 6103
Fax No. 08 8234 2448

	2014	2015	2016	2017	2018
Special, NAP					
Reception	14	17	10	13	14
Year 1	18	15	15	11	12
Year 2	20	22	14	12	15
Year 3	13	22	22	12	11
Year 4	21	14	17	21	19
Year 5	21	24	13	12	19
Year 6	12	19	20	15	11
Year 7	20	13	21	17	13
Total in Feb	139	146	132	113	113
School Card percentage	35%	30%	28%	20%	TBA
NESB Enrolment	69	70	72	59	54
Aboriginal Enrolment	3	1	1	2	6

Part B

- School website address:
www.lockleysps.sa.edu.au
- School e-mail address:
dl.0231.info@schools.sa.edu.au
- Teaching Staff numbers:
8.8 FTE

- OSHC:
Happy Haven has been selected as a third party provider for OSHC and Vacation Care at Lockleys Primary School.
- Year of opening:
1916
- Public transport access:
Bus on Henley Beach Road and Sir Donald Bradman Drive

2. Students (and their welfare)

- General characteristics:
Students in 5 classes: R/1, 1/2, 3/4, 5/6 and 6/7
7 students verified under the *Students with Disability Policy*
- Student Voice:
We have an active Student Leadership Team which meets regularly each term. The SLT is headed by an SLT executive comprising the members of the senior classes.
Class meetings held each fortnight
Student run assemblies held in weeks 1, 5 and 9 in each term.
- Special programmes:
Enterprise Education: Students are involved in learning about the world of work as well as developing skills needed in this area – those of cooperation, team work, persistence and flexibility. Classes and groups of students are involved in a range of enterprising projects throughout the year and include an Enterprise Day held in term annually.

Pastoral Care Support (PCS): The school has the service of a Pastoral Care Worker, who is available for 3 days per week. Students, staff and parents can access this service for support with their wellbeing and learning programs. Our PCS also works in community engagement.

3. Key School Policies

The governing council has developed the following statement that defines our school and its values:

Our school caters for students from wide and diverse backgrounds, and we value these differences.

Our school community is friendly and welcoming and we encourage active family involvement.

Our strong and cohesive staff is approachable and committed, and work in partnership with the community to create an enjoyable and creative learning environment that focuses on high levels of achievement.

Site Improvement Plan Priorities:

Student Well-Being:

Key priority areas are: - Healthy Lifestyles, Social Skill & Child Protection, and Special Education through Play is the Way methodologies

Quality Teaching and Learning:

Key priority areas are: - Numeracy
 - Literacy

Numeracy / Mathematics

- Australian Curriculum Maths Implementation.
- NAPLAN and PAT Maths data used to inform teaching and learning.
- Online learning through Mathletics.
- Natural Maths strategies based on Ann Baker methodologies.

Literacy

- The school has developed whole school Literacy Plan.
- All staff have undertaken T&D in Guided Reading.
- New resources that support Guided Reading in the primary and middle years have been purchased.
- Lexile Reading is used for students past level 30 readers.
- Staff use NAPLAN, PAT R data and other diagnostic testing data to monitor student achievement and improvement in Literacy.
- Intensive MultiLit/MacqLit programs are offered to students at risk in Literacy.
- All staff use EALD training to support Literacy programs.
- All students undertake annual Literacy diagnostic assessments.

Healthy Lifestyles

- Sports Clinics: various sports clinics are offered to students throughout the year.
- The school is involved in the 'Crunch and Sip' healthy eating program.
- Special Events: Special events such as Sports days, End of Year Celebrations and other school activities all adopt healthy eating procedures.

4. Curriculum

Subject Offerings

- Are based on the Australian Curriculum and covers students learning about themselves and their world, as well as the skills of numeracy, literacy, and information and communication technologies.
- The Australian Curriculum describes the range of knowledge, skills and values associated with learning for primary school students. It is organised into a number of specific Learning Areas. These are: Mathematics, English, Humanities and Social Sciences, Languages- German, Science, Technologies, Health and Physical Education, The Arts.
- The general capabilities play a significant role in the Australian Curriculum in equipping young Australians to live and work successfully in the twenty-first century. The General Capabilities encompasses knowledge, skills, behaviours and dispositions. Students develop these when they apply knowledge and skills confidently, effectively and appropriately in complex and changing circumstances, in their learning at school and in their lives outside school. They are also identified where they offer opportunities to add depth and richness to student learning.

Special Needs Support

- Support is provided for students who have been referred for Special Education support by Guidance (Educational Psychologist) or the Speech Pathology Service.
- Programmes are provided and monitored for the individuals who have been identified as having physical, intellectual or sensory impairment. School Service Officers provide individual or small group support, both as withdrawal and alongside in the classroom.
- 'Students with Learning Difficulties': Students who do not meet DECD Learning needs criteria through interagency support are supported through classroom programs. The school has identified funds in the budget to employ SSOs to provide this support.

Special Curriculum Features:

- *Annual Concert:* The school is involved in an annual drama performance per year as part of the Arts program. This involves all students from Reception to Year 7 and takes place in Term 3.
- *End Of Year Activities:* The students and staff are involved in an End of Year Graduation concert and class excursions which are held in the last week of Term 4
- *Swimming & Aquatics:* All students from Reception to year 5 participate in the DECD Term swimming program in Term 1. The Year 6 & 7 students participate in the DECD Aquatics program in Term 1

Assessment Procedures and Reporting:

- Students in years 3, 5 & 7 participate in National Literacy and Numeracy (NAPLAN) tests.
- An acquaintance night is held in term 1, parent teacher interviews are held at the end of Term 1, and in term 3. Graded and written reports are provided to parents in terms 2 & 4.
- All students undertake an annual Literacy and Numeracy diagnostic assessment throughout the year.

5. Sporting Activities

- Daily Fitness lessons are conducted by all class teachers
- Various sports clinics are held through the year.
- Students are involved in SAPSASA events such as athletics, knockout Softball and Soccer competitions (boys and girls).
- Individual students are encouraged to try out for SAPSASA cricket, tennis, football and netball.

6. Other Co-Curricular Activities

Student Voice

- All students are involved in one or more student groups through the year where they work in collaborative cross –age groups on projects such as;
 - Tree planting
 - Recycling bottles and cans
 - Fund raising
 - Supporting Charities
 - Organising Book Week celebrations
 - Harmony Day
 - Classroom Buddies
 - Traffic Monitor
 - Chook Monitors

7. Staff (and their welfare)

Staff Profile:

Principal Band A-3
3 Classroom teachers 1.0
2 Classroom teacher 0.9
1 Teacher 0.5 P.E/Arts and 0.2 Classroom
1 Teacher 0.4 German
1 EALD Teacher 0.2

138.5 SSO and Grounds support hours shared between 3 permanent and 4 part time employees

Staff support systems:

Teachers work in a cooperative year level teams (R-2, 3-5, 6-7)
Weekly T&D after administration meeting.

Performance Management:

All staff participates in performance management processes throughout the year

Access to special staff:

Guidance, Disability Coordinator and Speech Pathology services are provided through the Regional office.

9. School Facilities

Buildings and Grounds

The school is located on a split campus. Buildings and playground on Elston Street, and the oval and netball court on May Terrace.

Buildings consist of:

- Heritage Block: 1918 brick building (5 classrooms, a school kitchen and toilets)
- Open Space Unit 1970's brick (library, assembly room, CPSW office and 2 class spaces)
- Administration Building relocated and refurbished 2000 DEMAC (Reception, Offices, Staffroom, Uniform Shop and storage)
- Gymnasium. This building is has a full size court with options for volleyball, basketball, netball and badminton. It also has the capacity to act as a major Performing Arts centre with permanent staging and a quality audio visual system.
- A chook house, vegetable garden and butterfly garden are maintained by the students.

Community Water Grant funds have been used for several water-saving projects for toilets and grounds irrigation

Cooling and Heating:

- All spaces have reverse cycle air conditioning.

Specialist Facilities:

- Well-resourced library and teaching resources.
- Through the BER School Pride program all classrooms (including Library and Languages room) have Interactive White Boards.
- 90 Laptops and 30 iPads are used throughout the classrooms. All computers are internet and intranet connected on a wireless network.

- All staff has access to a laptop computer.
- OSHC is only available for after school sessions and during the school holidays.

NIT Specialist Staff

- Language (German) 0.4
- The Arts and Physical Education 0.6

Disability Access:

- Wheel chair access to Administration Building, Gymnasium, Open Space Building and disability toilet in Heritage Building.
- Portable ramps are available for access into Heritage classrooms.

Public Transport:

- Bus stops on Henley Beach Road and Sir Donald Bradman Drive.

10. School Operations

Decision Making Structures:

- Staff make decisions by consensus where possible
- Student participate in regular class meetings and twice a term for special interest R-7 action groups
- School Council meets in week 3&8 each term. Subcommittees inform council on different fields of school matters. Councillors, parents, caregivers and school staff work on each of the subcommittees.

Regular Publications:

- Newsletter is published in week 3, 6 and 9 and sent home to each family. Copies are mailed by request and emailed and available on the school website
- Brochures and promotional material is given to all prospective parents.
- The school conducts Open Mornings and Principal Tours once a term.
- The school website is updated regularly
- The school uses Skoolbag as a communication platform

School Financial Position

- Recent auditors report indicates that the school finances are sound.

11. Local Community

General Characteristics

- A supportive community who value and appreciate and actively participate in the work of the school.
- 40% of families live outside the Lockleys/ Brooklyn Park area and selectively choose the school for a range of reasons.

A considerable number of families have enjoyed a long association with the school: parents, grandparents and other family members have attended the school in the past.

- Parent and Community Involvement
 - The school oval is used regularly by various sporting clubs and other community groups.
 - Playgroup is held on site every Thursday morning at 9am.
 - A canteen is operated Monday and Wednesday on a volunteer basis.
 - EALD Women's Group is operated Wednesday 9.30am -11am.

- Local Government Body
 - The City of West Torrens.
 - The State Government electorate of West Torrens
 - The Federal Government electorate of Hindmarsh