

SCHOOL CONTEXT STATEMENT

Updated: 02/17

School Name: Lonsdale Heights Primary School

School Number: 1098

1. General Information

Part A

School name : LONSDALE HEIGHTS PRIMARY SCHOOL
 School No. : 1098 Courier : Southern Adelaide
 Principal : Mr. Keith Beal
 Postal Address : 25 Sunningdale Drive, Christie Downs 5164
 Location Address : 25 Sunningdale Drive, Christie Downs 5164
 District : Southern Ranges
 Distance from GPO : 25 kms Phone No. : 08 83828206
 Pre-School attached : YES Fax No. : 08 83848394

	2014	2015	2016	2017
February FTE Enrolment				
Preschool	16.0	13.0	13.0	12.0
Primary				
Special, N.A.P. Ungraded etc.				
Reception	20.0	15.0	15.0	12.0
Year 1	10.0	18.0	12.0	14.0
Year 2	14.0	13.0	22.0	13.0
Year 3	9.0	16.0	11.0	18.0
Year 4	6.0	12.0	20.0	11.0
Year 5	13.0	7.0	20.0	17.0
Year 6	13.0	12.0	10.0	18.0
Year 7	7.0	13.0	14.0	11.0
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
TOTAL	108.0	119.0	137.0	126.0
July total Primary FTE Enrolment	92.0	106.0	124.0	114.0
Male FTE	54.0	58.0	70.0	64.0
Female FTE	38.0	48.0	54.0	50.0
School Card Approvals (Persons)	58.0	56.0	60.0	58.0
NESB Total (Persons)	6.0	6.0	5.0	4.0
Aboriginal FTE Enrolment	8.0	12.0	22.0	24.0

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

- Staffing numbers:
 - Tier 1 – 10.50 (FTE),
 - Tier 2 – 2.10 (FTE).
- School Counsellor time 0.52:
- Special Education 0.5
- Current Total Staff:
 - Teachers – 4 males, 9 females.
 - Ancillary – 1 male, 9 females.
- OSHC : No.
- Enrolment trends:
 - Enrolments have increased and steadied well over the hundred mark enabling 5 primary classes and a pre-school and in the last 2 years 6 primary classes and a Pre-school.
- Participation in:
 - KIDS HOPE world vision mentoring program
 - COMMUNITY MENTORING
- Year of opening:
 - Lonsdale Heights School opened in 1976 and is currently part of the Beach Road Partnership.
- Public transport access:
 - Bus and train within easy walking distance.

2. Students (and Their Welfare)

- General characteristics:
 - 126 children on site Pre-School to Yr 7 – catering for ages 3.5 to 13 years. Currently 64% boys, 50% girls, 21.1% Aboriginal students, 23.2% of students have Negotiated Curriculum Plans, and 58% School Card students.
 - Student Support is monitored and managed by the Student Support Team. This team is represented by the Principal, Special Education teacher, Deputy Principal and teacher directly responsible for the identified student.
- (Pastoral) Care programs:
 - Provided by class teachers in first instance – all staff involved.
- Student Management:
 - Lonsdale Heights has developed a Student Wellbeing Policy including the Behaviour Management Policy and Code of Practice that is reviewed regularly. Our Behaviour Development practices are based on the following beliefs.
 - Our school aims to provide a safe, caring and supportive learning environment in which the fundamental needs of the members of the school community are fulfilled. We believe students have a right to learn and teachers have a right to teach without undue interruption.

Students, staff and parents work together as a co-operative team to develop and promote firm and fair behaviour expectations and restorative outcomes.

Appropriate behaviour is achieved through a success oriented learning environment catering for the needs of all students regardless of race, ethnicity, gender, ability, physical or mental impairment, social or economic status.

Students are responsible for their own decisions and behaviour. They learn that their behaviour choices have an effect on others. With harmful behaviour comes an obligation to take responsibility for harm caused and to make efforts to restore rights and relationships. (for detailed information on consequences see *behaviour code*)

Conflicts are inevitable in all human relationships. We implement restorative practices so that conflict and relationships are resolved appropriately and peacefully.

- Student Leadership:
Senior students at Lonsdale Heights are provided with opportunities through whole school house programs and curriculum activities such as music and production to develop leadership skills. Student voice and collaborative decision making is highly valued throughout the school and is fostered through class circle time.
- Special programmes:
Special Ed, Early Intervention, Student Leadership.
The Deputy Principal offers leadership and support across the school through preventative and developmental programs such as Restorative Practices. What's the buzz? explicit anti bullying lessons, problem solving and child protection curriculum.

3. Key School Policies

- School Improvement Plan 2017:
"THINKING, LEARNING AND WORKING TOGETHER"
Respect Responsibility Resilience Honesty Care.
These are the **shared values that underpin all that happens** at Lonsdale Heights School CPC-7.

SCHOOL MISSION STATEMENT

At Lonsdale Heights School CPC – 7 we believe that education is a partnership between parents/caregivers, staff and students. In a changing society our overriding aim is to work collaboratively and cooperatively in developing independent/interdependent thinkers who will be able to confidently participate and contribute positively to a global community.

CONTEXTUAL INFLUENCES

Lonsdale Heights School CPC-7 currently caters for over 100 children through the Pre-School and Reception to Year 7. We serve an area of private, rental and housing trust properties in the suburb of Christie Downs in the Onkaparinga Council area. Our student population come from backgrounds which include social and financial disadvantage and with a high transient student population.

CORE BUSINESS STATEMENT

We aim to provide a high quality, relevant, inclusive, balanced curriculum that is accessible to all students from ages 4-13 via the Pre-School and R-7 programs, in a safe, supportive environment. We support all students to become increasingly responsible for their own behaviour and learning, encouraging them to achieve their personal best. We provide learning programs within the Australian National Curriculum.

The school day begins at 8:50am and concludes at 3:15pm (2:30pm on Wednesdays). Reception to Year 7 students have 7 lessons of 45 minutes each day. Our Pre-School provides a morning and afternoon session 3 days a week.

We create a supportive, challenging learning environment by:

- promoting an ethos of students, parents/caregivers and staff working together to improve learning outcomes for all children
- focusing on the development of essential learnings & understandings and key competencies for all students
- involving students in decision making & leadership through working collaboratively in our school/community, taking on various roles/responsibilities, negotiating learning goals, class meetings, and the house/team structure
- providing consistent behaviour development practices including restorative practices strategies with a focus on student responsibility
- implementing grievance procedures for management of student, staff and parents'/ caregivers' concerns
- responding to individual student needs through such processes as negotiated curriculum plans and appropriate use of support services for those students with specific needs
- involving students in enrichment programs such as excursions, performances, school assemblies, cross age tutoring, SAPSASA , music (guitar, keyboard, drums, tuned percussion and singing), School Rock Musical and after school sports and community activities.

Student achievements in the learning programs are monitored and reported to parents/caregivers. All staff members are available throughout the year to discuss students' strengths and/or areas for further development. The quality of learning is supported through staff and management structures. Staff work together through democratic, participatory decision making procedures. School management structures exist for administration, finance, facilities, resources, personnel and communication. There are staff performance and leadership group performance management programs. A Personnel Advisory Committee is managed in accordance with DECS policy.

Staff and students are supported through an active Governing/School Council and Staff decision making group. They coordinate and monitor planning and curriculum issues, budget and fundraising, grounds and facilities development, canteen, dress code and school watch programs. There is a good level of parents'/caregivers' participation across many areas of our school community.

CODES OF PRACTICE

Governing Council Code of Practice

- A governing councillor acts honestly, in good faith and in the best interest of the school as a whole.
- A governing councillor uses due care and diligence in fulfilling the functions of office and exercising the powers attached to that office.
- A governing councillor recognises that the primary responsibility is to ensure that everyone is involved in the school environment – staff, parent/caregivers and students.
- A governing councillor respects the privacy and information received in their position of governing councillor.
- A governing councillor who has an invested interest in a procedure defers their voting privileges.
- A governing councillor is independent in judgement and actions and takes all reasonable steps to be satisfied about the soundness of all decisions taken by the governing council.
- Confidential information received by a governing councillor in the course of the exercise of councillor duties remains the property of the person or group from which it was obtained.
- A governing councillor should keep the best interest of the school community at all times and complies with the spirit, as well as the letter, of the law and with the principles of this code.
- A governing councillor is committed to serve their voted term of office including the requirement by the School Constitution 10.1.

Staff Code of Practice

- All members of the school community are treated with respect.
- The learning needs of children are paramount.
- All members of staff contribute to the implementation of the school's Improvement Plan.
- Teaching programs are consistent with the Curriculum Standards and Accountability Framework.
- A positive contribution is made to developing and sustaining a productive teaching and learning development, and whole school activities.
- Conduct and attire reflect appropriate professional standards.
- All school and departmental policies are enacted.
- Skills & knowledge are continually expanded through self reflection, seeking constructive feedback & participating in training & development.

Principal Code of Practice

The Principal is responsible for the leadership, management and development of the school and its programs. The principal operates within the relevant Act, regulations, departmental policies and the roles and responsibilities statement for principals.

In providing effective leadership, the principal will:

- Lead and manage the implementation of the Partnership Plan.

- Provide leadership & accurate advice to the governing council and ensure that the policies and program developed in partnership with the community are implemented.
- Assist all staff to adhere consistently to department and school policies.
- Support the development and maintenance of a purposeful learning environment that recognises and rewards student achievement.
- Facilitate the use of quality learning and teaching strategies to maximise student learning outcomes.
- Ensure a safe, effective and harassment free environment for students and staff.
- Ensure principles of equity and merit are applied.
- Manage the development and operation of the site's financial and administrative systems.
- Promote the school and further enhance links with all sectors of the educational community.

Student Code of Practice

Students are bound by the act, rules, regulations and policies of the Department of Education and Children's Services.

To achieve maximum learning students will:

- Participate actively in the life of the school in a way that supports their own and others teaching and learning by:
 - ❖ respect the rights of people to learn and to teach
 - ❖ respect the relationships that exist between themselves and others.
 - ❖ come to school prepared for the learning activities
 - ❖ play and learn in a way that supports their physical, emotional and social well being
 - ❖ endeavour to attend daily, punctually and actively participate in the school program
 - ❖ show consideration and concern for other people's well being
 - ❖ show tolerance and respect of each person's differences
 - ❖ interact in a positive way with all members of the school community and visitors
 - ❖ be aware that our school is an harassment free environment where students communicate positively & take responsibility for their actions & how they impact on rights and relationships
 - ❖ use grievance procedures to sort out problems and resolve conflicts
 - ❖ share the responsibility for ensuring there is effective communication between home and school.
- Care for and protect our environment by keeping the environment clean and free from litter.
- Care for the school and use equipment safely and responsibly and help keep our environment free from graffiti, vandalism and theft.

- Move in a safe way in classrooms, corridors and around the building and stay within the school boundaries.
- Wear the appropriate clothing and wear the school hat when outside.

SCHOOL PRIORITIES

1. Well being for students, staff, parents / caregivers and the wider community.
 - Raise the profile of our school and Increase involvement of parents/caregivers in school decision-making processes.
 - Fostering positive behaviours.
 - Increased involvement of students in leadership roles through House Leadership demonstrating school values
 - Increase attendance from 92.4% to 93%
2. Improve Learning outcomes for all students
 - Improve literacy outcomes for all students.
 - Improve numeracy outcomes for all students.
 - Preschool to engage with new Early Childhood curriculum.
 - Develop a plan to engage deeply in the Kitchen / Garden Program.
3. Ensure that resources in the school are well managed and reflect programs being delivered.
 - Evaluate current resources in line with literacy, numeracy, Jolly Phonics, Australian Curriculum and Preschool.

4. Curriculum

- Subject offerings:
 - 7 areas of curriculum.
 - Performing arts is a focus delivered by the Principal (Instrumental instruction in drums, tuned percussion, keyboard, guitar, bass and vocals. These students make up the 40 strong school band “The Kings and Queens of Lonsdale”. An annual Rock Musical is performed by students year 2 to 7 at the Hopgood theatre also).
- Open Access: N/A
- **Special Needs:**
 - 0.6 Special Education Tier 2 support working with staff/students/parents/caregivers. SSO hours to support individual, small group and classroom programs.
- **Special curriculum features:**
 - Special Education/ Learning difficulties
 - Teaching methodology:
 - All classes composite, in open-space environment to allow for flexible teaching arrangements. All classes have a computers and access to Information Communication Technology Centre. All classrooms have Interactive Whiteboards.
- **Assessment procedures and reporting:**
 - Assessment, Recording, Reporting procedures have been developed in line with South Australian Curriculum, Standards & Accountability Framework and currently in line with the Australian Curriculum standards.

- Joint programmes:
 - Creating Connections/ICAN for identified Year 7 students

5. Sporting Activities

- PE/Sports programs are accessed at neighbouring schools. Annual Sports Day and swimming/aquatics program at Port Noarlunga Beach/SAPSASA.
- Active After-School Community Program operates Monday & Tuesday 3:30 – 5:00pm and Wednesday afternoons 2:30 – 4:00pm

6. Other Co-Curricular Activities

- General:
 - PE/Sports: Annual Sports Day, SAPSASA involvement, School Watch involvement.

7. Staff (and their welfare)

- Staff profile: 12 teachers 8 Permanent; 4 contract
- Leadership structure: Principal, Deputy Principal
- Staff support systems: We have an Induction Policy for new staff based on a buddy system, our School Counsellor supports staff with behaviour management, Student Support Team supports staff with students with learning difficulties, and with disabilities. JP & Primary learning teams.
- Performance Management: All staff involved in Performance Management programs designed to maximise support for staff learning, critical reflection and change.
- Staff utilisation policies: SSOs available for classroom/EDSAS/resource support, Buddy systems.
- Specialist teaching support for music delivered by the Principal.
- Access to special staff: Behaviour Support, Guidance, Speech, Hearing, Sight specialists accessed when necessary, Special Education teacher.

8. Incentives, support and award conditions for Staff

- Complexity placement points: Extra 1.0.

9. School Facilities

- Buildings and grounds:
 - Large grounds with 2 courts, soccer pitch and football oval and 3 play equipment areas – one large brick main building housing all classrooms, administration, kindy/CPC, resource centre, computing centre and small gym. Small soccer/cricket shed.
- Cooling:
 - Air conditioning and heating to all areas of the school.

- Specialist facilities:
 - Small gymnasium, Information Communication Technology Centre, music room (6 drum kits, multiple tuned percussion instruments, 5 keyboards, 15 guitars, 10 microphones, 2 large PA systems and 2 multi-channel mixing desks).
- Student facilities:
 - Canteen (open 2 days per week), Thursday and Friday
- Staff facilities:
 - Staffroom, preparation rooms, computer access in all teaching areas, resource centre and staff room.
- Access for students and staff with disabilities:
 - School is well equipped with ramps.
- Access to bus & train transport:
 - Available for some limited excursions to Adelaide and surrounds; otherwise bus hire is necessary.
- Other:
 - Pre-school is an integral part of the site, centrally located.

10. School Operations

- Decision making structures
 - : At Lonsdale Heights School we are committed to a decision making approach that involves consultation, participation and collaboration within our school community.
 - : Weekly Staff meetings.
 - : Governing Council meets twice a term
- Regular publications
 - : Electronic Day book, fortnightly newsletter, Governing Council Report and school information booklet for parents.
- Other communication
 - : School brochures.
- School financial position
 - : The Finance Committee oversee the school finances.
- ICT technician support school networks and hardware.
- Special funding
 - : The school has an Index of Disadvantage of 2.

11. Local Community

- General characteristics:
 - Mixture of housing trust and private dwellings situated on edge of Lonsdale Industrial Estate with easy access to Noarlunga Centre.
- Parent and community involvement:
 - High parent, community involvement.

- Feeder schools:
We feed 2 local high schools – Christies Beach and Wirreanda High Schools.
- Other local care and educational facilities:
Pre-School.
- Commercial/industrial and shopping facilities:
Local shopping nearby, major centre – Colonnades 2-3 kms away.
- Other local facilities:
Noarlunga Centre/Colonnades offers a variety of recreational facilities including theatre, library, swimming, gym etc. Beach also nearby.
- Availability of staff housing:
Rental or purchase housing.
- Local Government body:
Onkaparinga City Council, phone 8384 0666.