

# SCHOOL CONTEXT STATEMENT

**School number:** 1098

**School name:** Lonsdale Heights primary School

**School Profile:**

**“THINKING, LEARNING AND WORKING TOGETHER”**

**Respect Responsibility Resilience**

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 140 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

## **FOCUS**

Lonsdale Heights School CPC-7 Foci are Literacy, Numeracy, Attendance, Behaviour and Engagement. This is a Performing Arts school with a focus on Music, Dance and Drama

## **1. General information**

- School Principal name: **Keith Beal**
- Deputy Principal's name: **Lance Nesbit**
- Year of opening: **Lonsdale Heights School opened in 1976 and is currently part of the Beach Road Partnership.**
- Postal Address: **25 Sunningdale Drive, Christie Downs 5164**
- Location Address: **25 Sunningdale Drive, Christie Downs 5164**
- DECD Region: **Noarlunga 3, Beach Road Partnership**
- Geographical location – i.e. road distance from GPO (km): **25 kms**

- Telephone number: **83828206**
- Fax Number: **83848394**
- School website address: **https://lonsdalec7.sa.edu.au**
- School e-mail address: **dl.1098.info@schools.sa.edu.au**
- Child Parent Centre (CPC) attached: **Yes**
- Out of School Hours Care (OSHC) service: **No**
- February FTE student enrolment:

	2016	2017	2018	2019	2020
<b>February FTE Enrolment</b>					
<b>Preschool</b>	13.0	12.0	13.0	13.0	14.0
<b>Primary Special, N.A.P. Ungraded etc.</b>		8.0	11.0	10.0	12.0
<b>Reception</b>	15.0	12.0	16.0	18.0	15.0
<b>Year 1</b>	12.0	14.0	18.0	13.0	15.0
<b>Year 2</b>	22.0	13.0	11.0	18.0	16.0
<b>Year 3</b>	11.0	18.0	13.0	10.0	15.0
<b>Year 4</b>	20.0	11.0	12.0	14.0	7.0
<b>Year 5</b>	20.0	17.0	13.0	12.0	13.0
<b>Year 6</b>	10.0	18.0	14.0	13.0	9.0
<b>Year 7</b>	14.0	11.0	19.0	11.0	13.0
<b>TOTAL</b>	137.0	134.0	140.0	132.0	129.0
<b>July total Primary FTE Enrolment</b>	124.0	122.0	127.0	136.0	
<b>Male FTE</b>	70.0	69.0	73.0	79.0	
<b>Female FTE</b>	54.0	53.0	54.0	57.0	
<b>School Card Approvals (Persons)</b>	60.0	58.0	68.0	69.0	
<b>NESB Total (Persons)</b>	5.0	4.0	2.0	2.0	
<b>Aboriginal FTE Enrolment</b>	22.0	24.0	33.0		

- Student enrolment trends:

**Enrolments have increased and steadied well over the hundred mark since 2013 enabling 6 primary classes, a Special Primary class and a Pre-school.**

- Staffing numbers (as at February census):

**Tier 1 – 10.0 (FTE),**

**Tier 2 – 2.20 (FTE).**

- **School Counsellor time 0.42:**

- **Special Education 0.2**
- **Special Primary Class 1.0**
- **Current Total Staff:**

**Teachers – 4 males, 9 females.**

**Ancillary – 4 males (1 GSE), 9 females.**

- **Public transport access:**  
**Bus and train within easy walking distance. 1946**
- **Special site arrangements:**  
**Not Applicable**

## **2. Students (and their welfare)**

**All school community members have a right to feel safe and a responsibility to behave safely. All children have a right to learn and a responsibility to let other learn.**

- **General characteristics**
  - **129 children on site Pre-School to Yr 7 – catering for ages 3.5 to 13 years. Currently 52% boys, 48% girls, 24.7% Aboriginal students, 28.2% of students have One Plans, and 54% 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.**
- **Student support offered**  
**Provided by class teachers in first instance – all staff involved.**

- Student management & well-being programs
  - **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 government

**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.**

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:
  - **(Goal 1): Increase student achievement in mathematics, particularly in the number strand, in years Reception to year 7.**  
**(Target 1): Cohorts of identified students (just under SEA and just under HB) achieve SEA or 80th percentile (whichever is applicable) in PATM.**  
**(Challenge of Practice 1): If we provide authentic teaching and learning experiences which develop the knowledge and skills of problem-solving, including an understanding of associated mathematical vocabulary, then we will increase student achievement in mathematics, particularly in the number strand.**  
**If we maintain our focus on formative assessment then we will have an increase in the number of students achieving at or above the 80th percentile.**
  - **(Goal 2): Improve student achievement in writing in years 3 to 5.**  
**(Target 2): For students who did not achieve the year on year average growth for Brightpath in 2019, they will achieve this in 2020.**  
**For students who did achieve the year on year average growth for Brightpath in 2019, they will maintain or improve on their average growth in 2020.**

**(Challenge of Practice 2): If we incorporate daily writing activities to enable learners to practise and build automaticity, particularly in grammar, then we will improve student achievement in writing, in Years 3 to 5.**

- **(Goal 3): Increase student achievement in reading in years R to 7.**

**(Target 3): All JP students will achieve the RR SEA benchmark.**

**All Primary students achievement target to be determined pending PATR SEA modification.**

**(Challenge of Practice 3): If we provide explicit and systematic instruction of receptive (comprehension) and expressive (oral) language skills, enabling students to improve their ability to comprehend and communicate, then we will increase student achievement in reading, in Reception to Year 7.**

- **Recent key outcomes:**
  - **We achieved a rise in year 5 Naplan results for year 5's which was our targeted group. We also saw 50% of year 3's to 5's achieve in the upper progress group. Unfortunately we had backwards movement with year 3's and 7's. Our targets for 2020 will shift to include all students achieve SEA.**
  - **What we found was an increased accuracy in moderating students writing through Brightpath as aligned with the Brightpath team's moderators. In turn this enabled staff to be more strategic in targeted intervention and progression.**
  - **For the cohort enrolled in reception in 2019, we aimed for 70% of students will achieve 5 or above on the Running Records broadband scale and achieved 60%.**

## **4. Curriculum**

**The teaching staff has an expanding knowledge and application of the importance of explicit learning intentions, success criteria and formative assessment.**

- **Subject offerings:**

**All curriculum areas are provided except for a Language other than English**
- **Open Access/Distance Education provision:**

**Not applicable.**
- **Special needs:**

**All students who have a learning disability, are Aboriginal and/or are in care have an OCOP. The OCOP identifies if intervention programs, support and/or differentiated curriculum is required.**

**All students identified to be below the education department standard of educational achievement (SEA) are provided with targeted intervention, through a dedicated teacher monitored SSO program.**

**The purpose of this support is twofold. In the first instance the intention is to develop student skill, understanding and learning in a particular area of need to progress the student. In the second instance it allows the school to monitor**

student learning and address support needs to identify learning difficulties and or disabilities.

### Literacy

The school has a dedicated phonics program which is delivered as a whole of school program. In one 45 minute lesson per day all teachers and SSO's within the school support vertically differentiated groupings in phonic and grammar instruction. Programming in literacy is further supported by the use of *Brightpath* to plan teach and assess student writing with a high level of collegiate moderation.

### Numeracy

The school has a dedicated numeracy program primarily focused on the curriculum strand of number. In a dedicated 35 minute lesson each day students in small groups focus on a particular learning in number, based loosely around the following concepts; trusting the count; place value; multiplicative thinking; partitioning.

- Special curriculum features:  
**We have a specialist Performing Arts program. This focus is 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 3 to 7 at the Hopgood theatre also).**
- Student assessment procedures and reporting  
**Assessment, Recording, Reporting procedures have been developed in line with the Australian Curriculum standards.**

## 5. Sporting Activities

- PE/Sports programs are accessed at neighbouring schools.
- Annual Sports Day and swimming/aquatics program at Port Noarlunga Beach/SAPSASA.

## 6. Other Co-Curricular Activities

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

## 7. Staff (and their welfare)

- Staff profile
  - **13 teachers: 9 Permanent; 4 contract**
  - **Access to special staff: Behaviour Support, Guidance, Speech, Hearing, Sight specialists accessed when necessary, Special Education teacher.**
- Leadership structure
  - **Principal, Deputy Principal**
- Staff support systems
  - **We have an Induction Policy for new staff. Our Deputy 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, ensuring improved student outcomes, pedagogical change and critical reflection.**
- Access to special staff
  - **Specialist teaching support for music delivered by the Principal.**
  - **Access to special staff: Behaviour Support, Special Education, Speech, Hearing, Sight specialists accessed when necessary, Special Education teacher.**

## 8. Incentives, support and award conditions for Staff

- Not applicable

## 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, Music / assembly room and small gym. Small soccer/cricket shed.**
- Heating and cooling
  - **Air conditioning and heating to all areas of the school.**
- Specialist facilities and equipment
  - **Small gymnasium, Information Communication Technology Centre, music room (6 drum kits, multiple tuned percussion instruments, 10 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 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.**
  - **: Weekly Junior Primary and Primary scrums**
  - **: Governing Council meets twice a term**
  - **: School student Captains**
- Regular publications
  - **: Electronic Day book, fortnightly newsletter, Governing Council Report and school information booklet for parents.**
- Other communication
  - **: School brochures.**
- School financial position
  - **: The school is in a financially sound position.**
- 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
  - **Low parent, community involvement.**
- Feeder or destination 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.**
- Accessibility  
**Road distance from GPO (km): 25 kms**
- Local Government body:  
**Onkaparinga City Council, phone 8384 0666.**

## 12. Further Comments