

Context Statement

Updated 07/03/2017

School Name: Long Street Primary School

School Number: 1133

1. General Information

Part A

School Name	Long Street Primary School
School No	1133
Principal:	Bryan Rotherham
Postal Address	Eyre Avenue, Whyalla Norrie 5608
Location Address	Eyre Avenue, Whyalla Norrie 5608
District:	Eyre and Western
Phone No	08 86458303
Fax No:	08 86451787
Email	bryan.rotherham895@schools.saedu.au
Web Address	http://www.longstps.sa.edu
au Distance from GPO	380 kms
CPC attached	NO
Year of Opening	1971

February FTE Enrolment

Year	2011	2012	2013	2014	2015	2016
Reception	56	57	50	46	39	41
Year 1	47	35	59	43	46	49
Year 2	44	48	38	56	29	32
Year 3	44	45	49	37	54	54
Year 4	42	39	47	45	30	30
Year 5	33	48	44	49	37	39
Year 6	38	36	43	46	43	43
Year 7	35	39	31	44	47	48
ATSI Enrolments	32	36	44	48	41	46
Students With Disabilities	23	24	26	26	24	21
Total	339	347	361	366	325	336
School Card %	41%	41%	47.5%	48.5%	46%	48%

Part B

Principal

Mr Bryan Rotherham

Senior Leader 1 Early years

Miss
Samantha
Cassar

Senior Leader 1 Primary years

Mrs Kelly Frisby

School Counsellor

Mrs Sue Kiely

Staffing numbers

Teaching: 17 (15 females/ 2 males)

1.0 Counsellor
0.60 Aboriginal Education Teacher/

Specialist positions

Science 1.0
Physical Education 1.0
Indonesian 1.0

SSO entitlement –

11 SSOs (10 females/ 1 male)
1 Grounds person – 8 hours,
1 ACEO – 29 hrs

Enrolment Trends

School numbers have steadily increased over the past three years, following consistent number from 2008 to 2010. There has been a significant shift in the negative due to uncertainty around Arrium/ One Steel. Increasingly, enrolments are characterized by transience due to high levels of mobility for families seeking employment in the mining/ heavy industries sectors. The decrease in number is due in the main to families leaving the city to find work.

2. Students (and their welfare)

The children who attend the school are mainly of Anglo-Saxon background, with an increasing cohort of Aboriginal students. Students are encouraged to actively participate in the life of the school through class meetings, circle time, Play is the Way and Student Voice. Students take responsibility for running assemblies on 3 occasions every term and are involved in coordinating discos and other fundraising activities. Child protection curriculum is delivered to all students through Health sessions provided by teaching staff. Play is the way is offered at lunch playtimes, kids matter, rational emotive behavior education, circle time, social skills lessons and what's the buzz are programs supporting student well-being.

3. Key School Priorities

Our School Vision: "We will strive together as a cohesive community to realise each child's potential in the DECD learning areas to develop global citizens of the future.

Our School Values: Respect, Honesty, Responsibility, Excellence

2017 – Site Improvement Plan

Literacy – Reading Comprehension: *Improve students' ability to comprehend and make meaning of a wide range of texts.*

Mathematics - *Improve students' ability to work with and understand number, increase problem solving ability and increase accuracy when recalling number facts.*

Attendance – To meet or exceed the Departments goal of 93% by the end of 2016.

Wellbeing - To improve student well-being through the use of specific programs including Kids Matter, Play is the Way and Play at Lunch times.

2017 – Literacy Plan

Sight Word Recognition

Improve student Running Record Levels

Improve Probe data – Reading comprehension data

Mathematics Plan

Test all students in PAT Maths and develop curriculum opportunities for all children based on stanine results and current median levels.

4. Curriculum

Subject offerings - We cover all the required areas of the Australian curriculum.

Special Needs – Students with disabilities and learning difficulties are supported by SSO hours, Quicksmart mathematics and volunteers.

ICT - All students have access to Interactive White Boards, the Internet and a networked computing system.

Assessment procedures and reporting – Written reports are provided to Parents/ Caregivers three times a year, in terms 1 (informal), term 2 (formal) and term 4 (formal) on student achievement in all areas of the curriculum and social development. Parent/ Teacher interviews are held in terms 1 and 3.

5. Sporting Activities

A wide range of sporting activities are available through specialized P.E., interschool sport and SAPSASA carnivals. Sports Day is held annually, with a mixture of tabloid and competitive events, and a 'Fun Run' takes place every year.

6. Other Co-Curricular Activities

General - School Choir, Instrumental Music, school camps and excursions, and significant cultural days i.e. Reconciliation Week, Book Week, Harmony Day, end-of-year concert etc.

7. Staff (and their Welfare)

Staff Profile – A mixture of experienced and inexperienced teachers with a high number in their first 5 years of teaching. Currently, over 25% of our teachers are on contracts.

Staff Support Systems – Staff are expected to work collaboratively within various school structures: Learning Band Teams (Junior Primary, Primary, NIT Staff) and Curriculum Groups (Reading, Numeracy, Grammar, Genre).

Teachers in the Junior Primary are supported in their development by the Early Years Mentor whilst their Primary colleagues are supported by the Primary Years Mentor. SSO's are line managed by a Level 3 SSO and receive performance development regularly. NIT staff receives observations, coaching and mentoring weekly and written and verbal feedback on their teaching performance. NIT staff are supported by the School Counsellor and the Principal.

Leadership Structure – Principal 1.0, Senior Leader 1 Early Years 1.0, Senior Leader 1 Primary Years 1.0, Primary School Counsellor 1.0, SSO Administration Manager 1.0.

Performance Management – Regular performance management meetings are held between the leadership team and staff members. All staff are coached and mentored by leadership in the areas of Reading and writing lessons, Mathematics warm ups and Mathematics lessons. Staff completes a review process of their performance using the National Standards for Teachers document to plot their performance. Leadership staff works through a performance development process

based on observations and analysis of staff performance.

Staff utilisation policies – staffing is allocated according to need and priorities in the Site Improvement Plan.

8. Incentives, support and award conditions for staff

Isolation Placement Points - 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.

Housing Assistance – Access to subsidized government housing is available to permanent and contract teachers.

Cooling for School Buildings – Air-conditioned

Locality Allowances - \$26 per annum

Relocation Assistance – Normal removal expenses for contract and permanent teachers.

9. School Facilities

Buildings and grounds

The school is 45 years old and consists of three SACON buildings: Administration/ Resource Centre and classrooms. Other buildings include two transportable buildings which contain classrooms, one of which was relocated from the retired Special School at the beginning of 2016. The Science Room and SSO Room are also fully in use. The grounds are beautifully maintained – large oval/ grassed areas – shade area – 2 adventure playgrounds. An upgrade of the asphalt area from bitumen to synthetic grass has been a major improvement to the grounds. The asphalt area has recently been completed and is now covered in a multi-purpose, synthetic playing surface. There has also been a substantial upgrade of electrical cabling and data infrastructure that has enabled the installation of Interactive White Boards and Internet access in all classrooms. A multi-purpose hall was completed in late 2010. A major office upgrade was completed mid-way through 2014.

Specialist facilities – Computer/ ICT room, multi-purpose hall/ gymnasium.

Student facilities - Two adventure playgrounds, computer room, canteen, large well maintained oval and grassed areas, cricket nets, netball, basketball, soccer goals, football goals, outdoor learning and teaching space, student vegetable garden and Aboriginal edible garden.

Staff facilities –

Staffroom and teacher preparation area have recently been upgraded.

Access for students and staff with disabilities – Access has been provided to the main office area which supports access to the computer room and school resource centre. The installation of a ramp into our triple portable has been installed to cater for wheelchair access. All classrooms are ground floor although

most areas have steps. The Hall has provision for entry by wheelchairs and also has a disabled toilet fitted.

Access to bus transport – Local Des's bus company for school excursions. Bus stop outside school grounds – fairly comprehensive service running on a regular basis.

10. School Operations

Decision making structures

Staff, parents and students are involved in decision making based on a consultative model. All Staff are involved in decision making through various forums relevant to them– PAC, staff meetings, teams etc., while various committees oversee responsibility in a range of areas and report to Governing Council. e.g. Finance, Leadership, SRC, Grounds, and Canteen. AEU is available to members and we have a staff representative.

Regular publications – newsletters are handed to families every 3 weeks and bulletins are every other week. A school magazine for Year Seven students and for families to purchase is available at the end of the year and celebrates the events and successes of the year. Students are provided with a daily bulletin which identifies events and provides reminders about being positive to each other.

Other communication – New staff receive a staff handbook and TRTs receive an abbreviated version. New families are presented with a Parent handbook. Parent evenings, Communication books and diaries, assemblies, regular contact by telephone, emails, letters, Student Reports, and interviews all take place throughout the year. The school website provide other avenues of communication as well as the introduction of a school facebook page which informs families of events and reminders.

School financial position – The school is in a healthy financial position. A Finance Committee manages the school's finances and meets on a regular basis. Budget Managers exist for all key areas.

11. Local Community

General characteristic

Diverse community – multicultural population, mostly European. One Steel is a major employer within the city. We have a large retail industry and teaching provides employment for many. Many sports are offered locally to both children and adults with Football, Basketball, Netball, Cricket, Hockey and Soccer having high numbers of participants.

Parent and community involvement

We have a moderate group of supportive and dedicated parents who help via the library, classrooms, and transport, Council and on other committees. Grounds Committee/ Facilities, Fundraising, Canteen, Finance are all active committees responsible to the Governing Council.

Other local care and educational facilities

Hospital, Good medical and dental facilities, Child Care facilities are excellent. TAFE College, University of SA Campus. Whyalla Secondary College, Catholic Primary and Secondary schools.

Whyalla is serviced by many government primary schools. The Secondary College is comprised of two campuses 8-10 and one senior campus 11-12. There is also a small Christian School within the city.

Commercial/industrial and shopping facilities

Several shopping centres, light and heavy industrial areas. Westlands is our Premier shopping Centre and features Coles, Target and Woolworths. Harris Scarfe is nearby. Harvey Norman and several other major food and retail outlets are located in the city.

Other local facilities

City library, indoor pool, wide range of sports, multicultural activities. Recreation Centre, Theatre, Art/Craft groups.

Availability of staff housing

Government and private rental accommodation available.

Local Government body

Whyalla City Council: 8645 7422, various publications are available from the libraries, tourist bureau or from the Civic Centre.

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