

# Context Statement

Updated 13/03/2019

**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	<a href="mailto:bryan.rotherham895@schools.sa.edu.au">bryan.rotherham895@schools.sa.edu.au</a>
Web Address	<a href="http://www.longstps.sa.edu.au">www.longstps.sa.edu.au</a>
Distance from GPO	380 kms
CPC attached	NO
Year of Opening	1971

### February FTE Enrolment

Year	2014	2015	2016	2017	2018	2019
Reception	46	39	41	38	25	32
Year 1	43	46	49	37	43	23
Year 2	56	29	32	46	37	42
Year 3	37	54	54	30	41	35
Year 4	45	30	30	49	29	37
Year 5	49	37	39	25	47	30
Year 6	46	43	43	39	24	45
Year 7	44	47	48	41	42	25
ATSI Enrolments	48	41	46	33	55	51
Students With Disabilities	26	24	21	28	37	
Total	366	325	336	305	291	269
School Card %	48.5%	46%	48%	46%	55%	55%

## **Part B**

### **Principal**

Mr Bryan Rotherham

### **Senior Leader 1 Primary years**

Mrs Jodie Turpin  
(Acting)

### **Student Wellbeing Leader**

Miss Rhiannon Day

### **Staffing numbers**

#### **Teaching: 16 (10 females/ 3 males)**

1.0 Counsellor  
0.60 Aboriginal Education Teacher

### **Specialist Positions**

Hass/ 1.0  
Physical Education 1.0  
STEM 1.0

### **SSO entitlement –**

11 SSOs (10 females/1 male)  
1 Grounds person – 8 hours,  
1 ACEO – 30.5 hours

## **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. The vibe in the city is positive and numbers are steadily improving in all Partnership sites.

## 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 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 at lunch times (PALLS) is offered at lunch playtimes, circle time, social skills lessons and Kimochi's are programs supporting student well-being.

## 3. Key School Priorities

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

**Our School Values:** Respect, Honesty, Responsibility, Excellence

### 2019 – School Improvement Plan

**To improve student achievement in Reading** - If we develop a rigorous systematic, synthetic approach to teaching and assessing students' knowledge of The Big 6, we will increase student achievement in reading.

**To improve student achievement in writing.** - If we develop a whole school approach to explicitly teach the construction of complex sentences, use of rich vocabulary (tier 2 & 3), and the ability to develop text structure and cohesion with a focus on 'the Big 6' and use of Brightpath moderation resources/tool, then we will increase student achievement in writing and spelling, grammar and punctuation.

**To increase the level of achievement in Numeracy** - If we develop a common evidence based approach (using the guide book resource) to teaching number sense sequentially, automaticity, strengthening trust the count and place value, and focus on multiplicative thinking and partitioning, then we will increase student achievement in mathematics, particularly in the number strand.

### 2019 – 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 two times a year, 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 30% 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 Student Wellbeing Officer and the Principal.

**Leadership Structure** – Principal 1.0, Senior Leader 1.0, School Wellbeing Officer 1.0, SSO Administration Manager 1.0.

**Performance Management** – Regular performance development (PDP) meetings are held between the Principal and all staff members. All staff are coached and mentored by the Principal 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 utilization 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 46 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. Recent completion of an upgraded STEM space value adds to the learning opportunities staff offer our students.

**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, New STEM space delivering Science/ technology, Engineering and Mathematics.

### **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.

**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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