



SCHOOL CONTEXT STATEMENT

School number: 1133

School name: Long Street Primary School

School Profile:

School Vision Statement

We will strive together as a cohesive community to realise each child's potential in all learning areas to develop successful global citizens of the future.

We adhere to the school values of **Respect, Honesty, Responsibility and Excellence.**

Long Street Primary School caters for children from Reception to Year Six. We have a proud and distinguished reputation within the education community. Since our foundation in 1971, we have aimed for excellence – in both education and social development. We pride ourselves on commitment and dedication and believe that every child matters. Through community partnerships, we create a high-quality learning environment where we work together to realise the maximum potential of each of our learners.

1. General information

School Principal name:	Dianna Pickert
Deputy Principal's name:	Madeleine McArthur
Year of opening:	1971
Postal & Location Address:	40 Eyre Avenue, Whyalla, SA, 5600
Partnership:	Whyalla
Geographical location:	5.8kms from GPO Whyalla
Telephone number:	08) 8645 8303
School website address:	https://longstps.sa.edu.au/
School e-mail address:	dl.1133.info@schools.sa.edu.au

February FTE student enrolment

CALENDAR YEAR	Enrolments	Percentage Aboriginal	Percentage SWD	Percentage School Card
2023	146	12.33%	13.70%	
2022	155	9.68%	18.06%	66%
2021	223	16.14%	16.59%	55%
2020	274	15.33%	17.15%	55%
2019	269	16.73%	13.75%	46%



- **Student enrolment trends**

Enrolment numbers have declined over the last few years. A significant drop occurred when both year 6 and 7 cohorts transitioned to high school at the end of 2021. Reception enrolments haven't been as high as they have historically been.

- **Staffing numbers (as at February census)**

Leadership

Principal
Deputy Principal
Wellbeing Leader
Intervention Leader

Teaching

8 (5 females/ 3 males)

Specialist positions

0.2 Arts
0.2 Health
0.3 HASS
0.3 Indonesian
0.2 Physical Education
0.2 Aboriginal Education Teacher
0.2 Autism Inclusion

SSO's

11 SSOs (10 females/1 male)
1 ACEO – 10.5 hours

- **Public transport access**

Des's bus company provides drop off and pick up services on a daily basis.

- **Special site arrangements**

Whyalla schools have an active partnership working collaboratively to deliver quality education to all children in Whyalla.

2. Students (and their welfare)

Students are encouraged to actively participate in the life of the school through class meetings, Morning Circles and Student Voice. Students take responsibility for running assemblies on 3 occasions every term. Child protection curriculum is delivered to all students through Health sessions provided by teaching staff. Play activities are offered at lunch playtimes, circle time, social skills lessons, zones of regulation and Kimochi's are programs supporting student well-being. We have a wellbeing room which is open throughout the day for any student to utilise as required and a regulation room in the junior primary area.



- **Student well-being programs**
 - Child Protection Curriculum
 - Berry Street
 - Emergency lunches
 - Breakfast program

3. Key School Policies

- **Site Improvement Plan targets**

For those enrolled in year 4 in 2022 (current year 5's):

75% (12/16) will maintain or achieve SEA in PAT reading assigned year level test (with an SEA).

50% (9/18) will maintain or achieve SEA in NAPLAN reading.

- **External Review Directions (from 2019)**

1. Work with staff to strengthen and embed agreed pedagogical practices in the teacher and assessing of reading and writing that are evident and observable in every classroom.
2. Strengthen teacher capacity through the implementation of planned peer observations that are focused on SIP priorities and aligned to performance and development processes.
3. Develop and embed whole site processes in 'feedback for learning' by collaboratively identifying and analysing assessment data to inform differentiated instruction.

Further detail is available through the school or our school website.

- **Recent key outcomes:**

<https://longstps.sa.edu.au/wp-content/uploads/2023/05/Annual-Report.pdf>

4. Curriculum

- **Subject offerings**

We cover all required subjects within the Australian Curriculum.

- **Special needs**

Students with disabilities and learning difficulties are supported by SSO hours and have adjustments to their learning programs. Intervention programs such as RWI tutor, RWI Freshstart, Heggerty phonemic awareness, interoception.

- **Special curriculum features**

RWI is used in the junior primary classes as their phonics program. Berry Street content is covered throughout all classes and trauma informed practice used.

- **Teaching methodology**

All classes have an interactive display board and access to either laptops or iPads. Classes have some support time with class SSO's depending on the individual class needs.

- **Student assessment procedures and reporting**

Goal setting meetings occur in term 1. There are written reports in term 2 and term 4. Parent teacher interviews occur in term 3 after an Open Night.



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. Sports clinics are arranged for students throughout the year.

6. Other Co-Curricular Activities

School Choir, Instrumental Music (year 5 and 6), school camps, 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**
Consistent teaching and SSO staff at the school. There is a new leadership team this year. Most staff are permanent.
- **Leadership structure**
Principal, Deputy Principal, Wellbeing Leader and Intervention Leader.
- **Staff support systems**
Staff work together with foyer buddies.
- **Performance Management**
A performance development process is in place with staff. Outcomes are linked directly to the Site Improvement Plan.
- **Staff utilisation policies**
Staffing is allocated according to the need and priorities of the school and in the Site Improvement Plan.
- **Access to special staff**
Instrumental music teachers.

8. Incentives, support and award conditions for Staff

Please use this link to see the county incentives available:

[Country incentives and support for teachers and leaders \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/country-incentives-and-support-for-teachers-and-leaders)

9. School Facilities

- **Buildings and grounds**
The school facilities are well kept. There are three SACON buildings: the main administration/Library/STEM building and two classroom blocks. Other buildings include two transportable buildings which contain classrooms and the resource room. Grounds are beautifully maintained – large oval/grassed areas – shade areas – 2 adventure playgrounds. An upgrade of the asphalt area is due to occur in 2023. 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 gymnasium was completed in late 2010.



- **Heating and cooling**
All spaces are airconditioned.
- **Specialist facilities and equipment**
Gymnasium and STEM room.
- **Student facilities**
Two playgrounds, a well-maintained oval, vegetable garden, two outdoor courts.
- **Staff facilities**
Staff room, outdoor staff wellbeing retreat, resource room including photocopiers.
- **Access for students and staff with disabilities**
Ramp access to most buildings including main office, STEM, gym, foyer B, foyer C, rooms 14 and 15 and the triple block. There is a disabled toilet located outside of the gym.
- **Access to bus transport**
Local company provides daily drop off and pick up outside of the school grounds. Bus companies are hired for excursions and camps.

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, fundraising. AEU is available to members and we have a staff representative.
- **Regular publications**
Staff are kept well informed through the Microsoft Teams platform for families, newsletters are printed, emailed and sent via SeeSaw every three weeks to families. Facebook is regularly used to celebrate the learning and activities occurring on site. SMS messages are sent to follow up absences. The school website has just undergone a re-design and is regularly updated.
- **Other communication**
New staff receive a staff handbook and TRTs receive an abbreviated version. New families are presented with a Parent handbook.
- **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 characteristics**
Diverse community – multicultural population, mostly European. The steel industry is a major employer within the city. A wide range of trade and engineering related employment opportunities exist, along with the ever growing mining industry. 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**
Parental involvement is encouraged, supported and valued within the school community. We have a small group of supportive and dedicated parents who help via volunteering to listen to students read, on the fundraising committee and on Governing Council.
- **Feeder or destination schools**
Our main feeder kindergarten is Norrie Stuart. However, children enrol at school from all different sites. Whyalla Secondary College is the public school that the primary schools feed into. There are two other private and independent options available in town.
- **Other local care and educational facilities**
Whyalla has a hospital, medical and dental facilities, child care, occasional care and family day care options for child care. There are two other schools outside of the public system in the town, Samaritan College and Sunrise Christian School. Post high school options include Whyalla TAFE and University of SA Campus.
- **Commercial/industrial and shopping facilities**
Whyalla has two large shopping precincts, Westland Shopping Centre and the main street. There are many other large businesses spread across town including Harris Scarfe, Harvey Norman, BCF. Several other major food and retail outlets are located in the city.
- **Other local facilities**
City library, Recreation Centre including swimming pools, Middleback Arts Centre, Snap Fitness and Anytime Fitness, many sporting facilities.
- **Availability of staff housing**
Government and private rental accommodation available.
- **Local Government body**
Whyalla City Council: 8645 7422.