

# SCHOOL CONTEXT STATEMENT 2016

**School number: 0723**

**School name: Colonel Light Gardens Primary School**

## 1. General information

- **Principal:** Sue Woollard
- **Deputy Principal:** Wayne Hunt
- **School e-mail address:** [dl.0723.info@schools.sa.edu.au](mailto:dl.0723.info@schools.sa.edu.au)

- **Staffing numbers**

In 2016 the school has funded a teacher allocation of 27.5 FTE teaching staff plus 1.0 teacher – librarian with generous library aide, 1 Principal, 1 Deputy Principal and 2 Assistant Principals, EALD salary of 0.6 time, and disabilities support funding for 0.8 teachers as well as SSO staffing.

In 2016 there are 24 classes.

One of the Assistant Principal position focuses on Information and Communication Technologies and the other Assistant Principal focuses on the implementation of Science and Maths and the Differentiation of curriculum across the school.

SSO hours funded in 2016 are 224 per week.

The staff ratio is 44 females and 6 males.

- **OSHC –**

This programme is provided daily from 7.30am until 6.00pm. The programme places are limited with a waiting list in operation for some afternoons. The centre has funded places for 45 children in the morning and 90 children in the afternoon. A Vacation Care program also operates during school holiday periods.

- **Enrolment trends**

The school is zoned and in recent years has experienced strong enrolment pressure. Numbers are being very carefully managed to ensure that there is room within the school capacity for those students within zone who have a right of entry.

A waiting list is currently in operation for students outside of the zone, and some students have been taken from the waiting list in 2015 and 2016. No students were taken from the waiting list in 2013 and 2014.

- **Special arrangements**

The school is part of the Mitcham Plains Partnership of local schools and preschools. The partnership has 8 preschools, 5 primary schools and 4 high schools, two of whom accept enrolments from across the state. The partnership

works collaboratively to challenge the thinking and learning of staff across the sites and provide shared professional learning on areas of common interest.

- **Year of opening** - 1926

- **Public transport access** - Buses pass close to the school along Goodwood Road and also East Parkway from the city and from southern suburbs. There is a train service to the city within a 20 minute walk.

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

- **General characteristics**

The school has 10% of its population as School Card students. Students come from more than 19 cultural backgrounds although the majority of students come from English speaking backgrounds. There are over 38 students supported through the EALD programs and over 21% of students have a non-English speaking background. We have 10 Aboriginal students.

The school has an International Education program, currently with 3 full fee paying international students (most from Japan) who are in Australia with a family member to study in an Australian school. We host Japanese high school students and their teachers who are on study tours to Australia and also welcome occasional Study Tours.

Colonel Light Gardens Primary School is a large city school. Common perceptions identified by the school community which influence school programs include:

- ◆ a strong sense of community with a high level of parent support
- ◆ high academic expectations and aspirations for children. This has influenced the development of the assessment and reporting procedures to ensure parents have relevant information with regard to their child's achievements. Programs that encourage individual excellence by students in all endeavours are implemented.
- ◆ diverse cultural and religious backgrounds in the school community which allows us to develop global perspectives in our students, developing programs which explore our need to respect and understand each other and ourselves within the diversity of cultures.
- ◆ staff valuing and catering for the diverse needs of students and the community. Student needs and abilities challenge staff to develop programs that respond to individual learning needs in a rapidly changing world, ensuring that a balanced range of skills relevant to student's current and future lives are addressed.
- ◆ a strong focus on ICT, Physical Education and Performing Arts

- **(Pastoral) Care programs –**

Cross age tutoring and buddy programmes are an integral part of the schooling experience at CLG. Student voice is very strong through the Student

Representative Council. As well, the school is implementing the Play is the Way social development program from Reception to Year 7, augmented by lessons from *Program Achieve* in the junior primary, *Mind Your Mind* in the middle primary and *Bounce Back* in the upper primary. A Pastoral Care Worker (PCW) works with teachers, parents and students on a range of projects. The Assistant Principals support extra social skills training for identified students, either through supporting the class Play is The Way lessons or through the mentoring program. This is run with adult volunteers and supports approximately 25 students.

#### • **Support offered**

Counselling is provided to students by teachers, the Deputy Principal, Assistant Principals, Pastoral Care Worker and the Principal. On occasion we also seek the support of the DECD Social Worker or recommend private specialists to parents for additional support. In 2015 the funding allocation for a Student Counsellor was used to contract trained psychologists for ongoing therapy for identified students.

For staff support we recommend the DECD Employee Assist service as well as specific units within DECD.

#### • **Student management**

The behaviour management structure is reviewed regularly and most recently in 2015. It is based upon the principles of Restorative Justice and the themes of 'Play is the Way'. Each class has negotiated practices that are followed before intervention is implemented. A programme of intervention is also applied in the yard and parents are notified of breaches of the code of behaviour. Grievance procedures are in place throughout the school, together with student training in managing harassment and bullying, including a focus on cyber bullying in the upper year levels. Student surveys and behaviour management records support our planning for harassment and bullying training and behaviour management change. Each classroom uses a social skills program to support student wellbeing.

#### • **Student government**

There is a very active SRC in the school. Each class has four reps that are elected and inducted at the beginning of the year and two attend for each semester. The SRC is managed by an executive of eight Year 7 students elected by their peers. Functions and activities are organised by the SRC and all classes have input into structures through class meetings and the involvement of students at the meetings. Student involvement in school committees is encouraged and the students also liaise with Mitcham Council on matters of local significance. The SRC undertakes fund raising in the form of discos, casual days and Enterprise Day. Much of this money is donated to charities elected by students and the remainder is allocated to school goals selected by students.

#### • **Special programmes –**

Programmes offered to students include:

- ◆ Early Intervention and Learning Support

- ◆ Support for students with disabilities (NEP)
- ◆ After hours sports (basketball, cricket, netball, football, soccer, softball)
- ◆ English as an Additional language (EALD)
- ◆ Performing Arts
- ◆ PE
- ◆ Japanese
- ◆ Choirs, Rock band
- ◆ Extra curricula programmes such as Tournament of the Minds, Debating etc

### 3. Key School Policies

#### VISION:

We are an involved school community, working in partnership to develop expert learners and maximise the learning outcomes for all students in their social, intellectual and physical development, for a productive and fulfilling future.

#### MISSION:

*‘Colonel Light Gardens Primary School: Caring, Learning, Growing in Partnership to Succeed – Creating our Future’.* Our core business is to plan and facilitate teaching and learning in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds. With this in mind, the school provides an accessible, quality education through the integrated teaching of a variety of skills and understandings in the 8 required areas of study of the Australian Curriculum and the Child Protection Curriculum:-

English	Maths
Humanities and Social Sciences	Design and Technology
Health and Physical Education	Arts
Science	Languages - Japanese

#### VALUES:

Our school values are **Respect, Care and Safety.**

At Colonel Light Gardens Primary School we work in partnership to develop a community of Expert Learners who are:

- |                      |   |
|----------------------|---|
| <b>Reflective</b>    | We understand and articulate the purpose of our learning and how it applies to our lives.   |
| <b>Communicators</b> | We use effective communication skills to support and articulate learning and to build positive relationships.   |
| <b>Organised</b>     | We manage time effectively, efficiently access appropriate resources and plan for our own learning.   |
| <b>Risk Takers</b>   | We have the courage to participate in all learning activities. We are prepared to make mistakes and understand that mistakes are part of a successful learning journey. |
| <b>Independent</b>   | We are actively responsible for our learning and our learning environment. We demonstrate initiative and make appropriate decisions.                                    |
| <b>Resilient</b>     | We accept challenges, aiming to do our best. We use   |

	strategies and resources to persist when things do not go as planned.
<b>Team Workers</b>	We include others and are respectful of their contributions. We cooperate and contribute ideas and effort to work towards a common goal.
<b>Open Minded</b>	Through an understanding and appreciation of our own culture, we are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering a range of points of view.
<b>Active Thinkers</b>	We show initiative in applying thinking and questioning skills critically and creatively to approach complex problems. We are innovative and make reasoned decisions.

## **PEDAGOGY**

We provide a learning environment that builds the desire, skills and capacities for everyone to be a successful lifelong learner. We actively engage learners in processes to reflect on and recognise how they learn. This allows them to connect their learning to real life contexts and apply it complex and unfamiliar situations.

We know that students need basic skills in literacy and numeracy to allow them to solve problems and think at higher levels. We provide opportunities for students to practise these skills and achieve fluency and automaticity.

Learners have the opportunity and training to work effectively in groups or independently. They are taught to be conscious learners, who know how to inquire and have the research skills to do so. They use technology efficiently and ethically to research, communicate and create. They express themselves using a variety of modes of communication.

Our learners engage with “big ideas” through their inquiries and then act on their learning. Along with teachers, they generate questions to guide their inquiry. They experience personalised learning, based on their questions, abilities and on a continual cycle of assessment and feedback between students and teachers.

Teaching methods facilitate the gradual release of responsibility for learning and provide flexibility for learners to extend their own capacities for learning in a changing world.

The DECD Teaching for Effective Learning (TfEL) Framework describes in detail the agreed teaching and learning practices of our school.

## **4. Curriculum**

### **• Subject offerings**

Teachers are required to teach 6 of the 8 required areas of study, including the General Capabilities, as outlined in the Australian Curriculum, and the Child Protection Curriculum. Teaching specialisation occurs in LOTE – Japanese,

Performing Arts, Visual Arts and PE. There is a major focus in the school in the Arts. Students are involved in two concerts per year.

### • **Special needs**

Support is provided for children with special needs wherever possible. This occurs through classroom differentiation by the teacher as well as the following additional programmes offered usually as withdrawal programs:

- ◆ Early Intervention
- ◆ Learning Support for students with learning difficulties Years 3 to 7, taken in small groups by the Assistant Principal
- ◆ Provision of iPads and apps to 15 students currently, usually at the year 4 and 5 levels.
- ◆ Student Support for verified students (NEP)
- ◆ EALD
- ◆ Gillon phonemic program for Receptions and a Reading Intervention program for Year One and Two students supervised by the Reading Support Teacher
- ◆ QuickSmart Maths Intervention program is being introduced in 2016

### • **Assessment procedures and reporting**

Reporting of student learning to families includes the following formal practices as well as the ongoing informal and digital reporting of class programs, events and work samples. Our aim is to give students and their parents / caregivers honest, constructive and useful information about learning progress so that students can set realistic goals for future learning.

#### **Term 1**

- Acquaintance night
- Interview (three-way or parent/teacher) to share information and set goals

#### **Term 2**

- Term 2 Report: comprehensive written report on learning outcomes, providing a grade for academic achievement, an effort rating and comments on strengths and areas for development.

#### **Term 3**

- Student-led learning conversations, where students present examples of their learning and progress towards achieving their goals.

#### **Term 4**

- Term 4 Report: a summative report of the year's achievements providing a grade for academic achievement, an effort rating and comments on learning achievements.

## **5. Sporting Activities**

Daily fitness and sport are part of the curriculum. The school has a specialist PE teacher and all students have a weekly PE skills- based lesson with the specialist teacher as well as daily fitness and games with the class teacher. Outside agencies are invited to attend the school, encouraging students to participate in sporting clinics to improve their skills. There are a range of workshops such as

gymnastics and dance that are purchased by the school for students and are included in the Materials and Services Charges.

The school participates in SAPSASA events and many students have represented the school at district and state level.

After school sport is well supported by parents and cricket, softball, netball, football, soccer and basketball are offered. These sports are managed by a Governing Council sub-committee and participation has increased by over 20% since 2011.

## **6. Other Co-Curricular Activities**

All students are involved in music with choir options for children from Years 2 – 7.

Private musical tuition is available during school hours for guitar, wind instruments and piano.

Students in Years 6-7 have the opportunity to be involved in an inter-school debating competition and to try out for a Tournament of the Minds team.

Students are involved in an Enterprise Day once a year when they raise money for charity and support school programmes with fun activities designed and organised by the students.

Camps are held each year by classes from Year 3 to Year 7, with a 'sleep-over' at Year 2 and regular excursions for all classes.

## **7. Staff (and their welfare)**

### **• Staff profile**

The staff of the school has a good mix of experience and youth in its teaching ranks. The staff are extremely professional in the execution of their roles, fully understanding the importance of collaboration and teamwork in promoting individual success as well as supporting staff morale and wellbeing.

### **• Leadership structure**

The leadership of the school is shared between Principal, Deputy Principal and Assistant Principals. The school operates with a School Improvement Team as an important decision making group. Staff are encouraged to take on leadership roles and this is supported with release time whenever possible. Each 1.0 FTE teacher receives 195 minutes non-instruction time per week as well as 6.5 days per year to support personal PD, report writing, team meetings and performance development.

### **• Staff support systems**

Staff work in teams to discuss and implement administration and professional matters. The agenda items for these meetings are generated by either the School Improvement Team or the year level teams. Performance Development and Management is an integral part of personnel processes, with a clear focus on continued learning. Staff are involved in regular meetings with a member of the leadership team. Professional Learning Goals are developed each year

(often in relation to the Step 9 process) and the staff develop a professional learning plan in relation to school priorities.

- **Staff learning**

Staff have been fortunate to work with Ann Baker and Mike Chartres on Natural Maths strategies and this work will be further extended and embedded in practice with a whole school focus on Maths and Numeracy in 2016.

Another strong theme to staff learning in recent years has been improving the use of Inquiry pedagogy and concept-driven learning (engaging with big ideas). The staff has worked with Kath Murdoch and have been supported in collaboratively planning inquiry based learning across year levels by the Australian Curriculum Coordinator for our Partnership.

Other areas of focus have been evidence-based differentiation of student learning including the use of SMARTA goals as well as familiarisation with TFEL and the Australian Curriculum.

- **Staff utilisation policies**

The school has a teacher provision of 0.8 staffing for disabilities support and 0.6 for EALD. Specialist programmes exist in Performing Arts, Visual Arts, PE and Japanese.

- **Access to special staff**

The school is well supported by DECD personnel. A multi-disciplinary review panel including the educational psychologist, speech pathologist, disabilities consultant and behaviour support manager meet with school staff to respond to the needs of the school for information and in-school support for staff. Specialists from the Autism Association support individual children.

## **8. School Facilities**

- **Buildings and grounds**

The school was built in 1926. It has been extensively renovated and is well maintained. Federal funding has enabled the school to build another 6 classroom block in 2010. The school adjoins the Mitcham Council Reserve, Mortlock Park and therefore has access to excellent facilities for sport and recreation.

- **Cooling**

All areas of the school have ducted reverse cycle air conditioning.

- **Specialist facilities**

The school has a Performing Arts area that is used by the specialist teacher. The Resource Centre has a good supply of resources to assist the teaching and learning programme. The Resource Centre is used in association with Resource Based Learning methodologies. ICT provision is increasingly becoming mobile. While it includes a Computer Studio of 30 networked computers, pods of computers for each group of classrooms to share we are gradually adding to the trolleys of laptops and ipads for classes to borrow. A teacher laptop for each

class area is used to drive the interactive whiteboard. Students in Years 6 and 7 are invited to be part of the BYOD iPad programme.

Many classes have Sound Field amplification systems and these are being gradually added throughout the school.

- **Student facilities**

The canteen provides a recess and lunch service for students each day.

There is a lift to enable easy access to the first floor of the main building and all areas are wheelchair accessible.

In recent years there has been a significant upgrade in the play spaces available to students both in Mortlock Park and within the school grounds. Nature Play areas are incorporated in this design.

- **Staff facilities**

A computer with access for staff in EDSAS is available in the office area. The school is networked and has robust wireless internet access. Every teacher is provided with a laptop and ipad. The staff room provides a pleasant social setting for staff.

- **Access for students and staff with disabilities**

Access for staff and students with disabilities is provided. There are provisions of specialist toilet/shower facilities. A lift is provided for disabled access to the second floor and there are ramps throughout the school.

- **Access to bus transport**

There is a bus and train service nearby that can be utilised for school excursions, although in most circumstances students travel with a bus company on excursion.

## **10. School Operations**

- **Decision making structures**

The main staff decision-making structures are the PAC (Personnel Advisory Committee) as well as SIT (Site Improvement Team) and the year level team structure.

For parents the Governing Council and its subcommittees are the recognised decision making structure.

- **Regular publications**

The school newsletter is published fortnightly to keep parents and the community informed of school and educational issues. A parent handbook is available to prospective parents.

Digital technology plays a major part in school to home communication, with the newsletter and regular updates posted to a blog. We have a Facebook page and use SMS messaging for urgent communication. Parents find the school website and the information shared there to be useful.

Teachers also use to blogs to regularly update parents on the class program and provide an overview of the planned learning and many students communicate their learning to parents through apps such as SeeSaw.

A staff handbook is used as part of staff induction processes. Staff members are also encouraged to use the Day Book for daily messages and ICT plays a major role in communication within the school. Staff are encouraged to use email to communicate whenever possible. Staff Notices are published on the school intranet each Monday and emailed to staff over the weekend to describe upcoming events, staff issues, items for discussion/decision at staff meeting and training and development that has been advertised. Induction booklets and notes about the school are also provided to TRT staff in the school and to student teachers.

- **School financial position**

The school is in a sound financial position.

## **11. Local Community**

- **General characteristics**

Families at Colonel Light Gardens Primary School come from a diverse range of cultures. Most speak English at home, although some also speak a second language. The community has a mix of people with a variety of occupations.

- **Parent and community involvement**

Parent support in the school is very active. The school has many after hours sport teams that are coached and managed by parents, and many programmes that are strongly supported by parents and community members. Staff appreciate parents' active involvement in classroom activities either on a daily, weekly or adhoc basis. School events and activities are very well attended by parents and extended family. Parents feel welcome and supported as a result of the clear communication channels.

The Governing Council has a number of sub-committees including Sports, Education, Finance, Fundraising, Canteen, Out of School Hours Care and Grounds. There is a Class Parent Representative system used in the reception to year 4 levels to assist in developing a sense of community by encouraging contact and communication between parents.

- **Feeder schools**

The school has four main feeder kindergartens from around the local area. Students from CLGPS tend to enrol for secondary education at Unley High School, Pasadena High School, Mitcham Girls High School, Urrbrae Agricultural High School or a private school.

- **Other local care and educational facilities**

All care and educational facilities – from childcare to university - are available within the local district and can be easily accessed from the school.

- **Other local facilities**

Colonel Light Gardens is a suburb close to all amenities and within 20 minutes drive of Adelaide. There are many facilities and groups available to people in this area, including churches and community groups.

- **Local Government body**

The school is in the Mitcham Council area. The school has a good working relationship with the Council and has been involved in Council initiatives. Our main playground is Council owned and Council have been very supportive of moves to create a safer school environment.

## **12. Further Comments**

Colonel Light Gardens Primary School has a community committed to continued learning. The staff, students and parents work together to provide a stimulating and challenging learning environment that fosters the development of independent learners. We are always exploring ways to further enhance the quality of partnerships in our school.