



SCHOOL CONTEXT STATEMENT

Updated: 09/16

School number: 0237

School name: Lyndoch Primary School

School Profile:

The Lyndoch Primary School motto, 'Achieving Together', reflects the importance the school places on the collaboration and support of all members of our school community: students, staff, parents and friends and the wider Lyndoch community in ensuring the success of its students. Our Vision for Lyndoch Primary School is that our students are active and informed citizens who strive to reach their individual potential through self responsibility. Our values of Respect, Resilience, Collaboration and Self Responsibility define how we expect those in our school community to relate to each other.

The staff's commitment is to continually improve the quality of teaching and to provide a positive and a safe learning environment. A strong focus is placed on collaboration with an emphasis on developing respectful relationships and the acceptance of responsibility. Specialist teaching areas include Indonesian and Health and Physical Education.

The school has a strong focus on 21st century skills with the inclusion of an interactive whiteboard, digital camera and a pod of computers in each classroom. Pods of laptops and ipads are also available for classes to use. A school environment management plan underpins a culture of environmental sustainability.

We have a supportive and energetic parent body, authentic student leadership opportunities, a committed group of non-teaching staff, a Pastoral Care Worker, and an O.S.H.C. (Out of School Hours Care) program.

1. General information

- School Principal name: Ken Randall
- Deputy Principal's name, if applicable: N/A
- Year of opening: 1879 with a redevelopment in 1993
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- Postal Address: Margaret Street, Lyndoch, SA 5351

- Location Address: Margaret Street, Lyndoch, SA 5351
- DECD Region: Greater Gawler Partnership / Gawler Portfolio
- Geographical location: 59 Km from GPO
- Telephone number: 85244172
- Fax Number: 85244763
- School website address: <http://www.lyndochps.sa.edu.au>
- School e-mail address: dl.0237_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached:NO
- Out of School Hours Care (OSHC) service:Yes
- February FTE student enrolment: 134
- Student enrolment trends:

February FTE Enrolment	2013	2014	2015	2016	2017
Reception	23	17	11	17	22
Year 1	15	15	15	14	17
Year 2	21	15	15	16	13
Year 3	16	20	18	19	18
Year 4	13	17	16	17	24
Year 5	13	18	17	16	22
Year 6	17	14	18	18	20
Year 7	16	19	16	17	14
TOTAL	134	135	126	134	140
School Card percentage	13%	14%	20%	17%	17%
NESB Enrolment					
Aboriginal Enrolment	1%	2%	1%	2 %	0%

- Staffing numbers (as at February census): Staffing consists of a Principal, Coordinator / Counsellor, eight teachers, Finance Officer, six classroom support staff (188.5 hours) an I.T. support person and a grounds person. The school has a Pastoral Care Worker funded by the Federal Government.
- Public transport access: daily bus service
- Special site arrangements: The school is part of the Gawler Portfolio and within that the Greater Gawler Partnership. The Partnership meets three

times a term at different locations. All Partnership sites collaboratively plan and implement the Partnership Improvement Plan.

2. Students (and their welfare)

- General characteristics: Approximately 20% of our families are government assisted. Ten percent of our student population are students with verified disabilities. We have a school canteen which provides healthy lunches, drinks and snacks (once a week).
- Student well-being programs: We have a whole school plan for the implementation of Positive Education, which includes student learning about growth mindsets and character strengths, opportunities for students to use their character strengths in daily life and articulating strategies to use when in the learning pit. The Junior Primary classes have a Kimochi focus. We also have a Pastoral Care Worker (Chaplain) who provides a great support to the students, staff and community.
- Student support offered: The Student Review Team meet twice a term to plan data driven and targeted interventions. Student, teacher and parent referrals can be made for the 'Chaplain'. Grievance / harassment procedures are also available.
- Student management: Behaviour Management Programs are based on establishing a positive learning environment. Classes negotiate class rules and outcomes for appropriate and inappropriate behaviour. Class and yard management is based on an agreed set of outcomes. A 'Restorative Justice' approach, which includes open and transparent relationships between home and school continually focus on improved behavioural outcomes for the students. We have an up to date Anti-Bullying policy and explicit procedures to identify and respond promptly and thoroughly to any incidents of bullying.
- Student government: Leadership opportunities are provided for students eg. Explicit learning about Leadership, peer tutoring programs, before school fitness programs, House Captains for Sports Day, host for Friday Meetings and the end of year celebration.
- Special programmes: Private Music, Indonesian (LOTE), SAPSASA opportunities, Environmental Education

3. Key School Policies

Site Improvement Plan and other key statements or policies: The priorities for our Site Learning Plan for 2017 are about:

PEDAGOGY: Providing increased opportunities for intellectual challenge for students.

Recent key outcomes include:

- Building the capacity of all at L.P.S. to interrogate and monitor student data including student numeracy perception data
- Reviewing and monitoring our Whole School Numeracy Agreement including the identification of quality Numeracy teaching and improvement
- Positive Ed embedded in L.P.S. practices and policies.
- Growth Mindsets and Character Strengths are implicit and intentional in the development of site culture.
- High quality performance development processes connect the Whole School Numeracy Agreement with quality teaching and learning Numeracy programs.
- Site Transition and Attendance Policies and Practices are consistently implemented and identify special needs and interventions.
- Building capacity of all at L.P.S. to identify processes to enable a differentiated approach to the teaching of Numeracy.
- Developing teachers' capacity to challenge and provide multiple entry and exit points in Numeracy programs.

4. Curriculum

- Subject offerings: Australian Curriculum
 - Open Access/Distance Education provision: N/A
- Special needs: SMARTA and Wave models are used to differentiate the teaching program.

- Special curriculum features: SSO's work with individual / small groups of children in developing literacy / numeracy skills. Each student who receives support has a personal "SMARTA" goal/s. We have an Australian Curriculum Coordinator who provides support and guidance with the implementation of the Australian Curriculum.
- Teaching methodology: The two Junior Primary classes work as a team and there is a collaborative culture amongst all staff in the school. Students are supported to use personal laptops to assist them successfully participate in differentiated teaching and learning classroom programs.
- Student assessment procedures and reporting: Acquaintance night/information evening, parent/teacher/student discussions, students' work samples and written summary reports in Terms 2 and 4.
- Joint programmes: Opportunities exist during the year for the school and pre-school to work together.

• **Sporting Activities**

Most sports are organised by the local sporting clubs and played at venues throughout the Barossa and the Gawler area. These sports include tennis, cricket, soccer, football, netball, basketball, hockey, softball.

Little Athletics is available at the town oval.

A number of students are selected in SAPSASA and Cross Country teams every year.

6. Other Co-Curricular Activities

The school participates in Book Week activities, Premier's Be Active Challenge, Premier's Reading Challenge, Book week and a number of other special days determined by staff each year.

7. Staff (and their welfare)

Staff profile: The Principal classification is A3. The school is Level 6 Category of Disadvantage. Staff are motivated and committed to providing quality learning opportunities for the students. We have seven SSOs who provide support for students and including our full time Finance Officer and Front Office person.

Leadership structure : We have an Australian Curriculum Coordinator who provides support and guidance with the implementation of the Australian Curriculum. The coordinator works closely with the principal and the Greater Gawler Partnership to implement the Site Improvement Plan.

- Staff support systems: Whole staff meetings are scheduled each week. There are also Professional Learning staff meetings and Professional Learning Communities in Term 2 and 3. All staff manage at least one budget

area of responsibility and oversee the purchasing and progress of this budget line.

Performance and Development: Performance Planning is aligned with site priorities and career aspirations. Professional learning is targeted to build individual knowledge, skills, and understandings. Classroom observations, written feedback and professional conversations all form part of our Performance and Development structure.

- Staff utilisation policies: NIT (non instructional time) is in the areas of L.O.T.E. (Indonesian), Physical Education and Health. Our SSOs provide specific support for students with a disability and for students who need additional help to be able to successfully access the curriculum.
- Access to special staff: The school is able to access special staff (eg Educational Psychologists, Speech Pathologists) through DECD – Gawler Office

8. Incentives, support and award conditions for Staff

- Complexity placement points
:N/A
- Isolation placement points
:N/A
- Shorter terms
:N/A
- Travelling time
:N/A
- Housing assistance
:N/A
- Cash in lieu of removal allowance
:N/A
- Additional increment allowance
:N/A
- Designated schools benefits
:N/A
- Aboriginal/Anangu schools
:N/A
- Medical and dental treatment expenses
:N/A

- Locality allowances
:N/A
- Relocation assistance
:N/A
- Principal's telephone costs
:N/A

9. School Facilities

- Buildings and grounds: The redevelopment in 1993 has provided the school with air conditioning for all buildings. All classes, including the Resource Centre, have an interactive white board and training has been provided for staff to embed the use of the technology into their classroom teaching and learning program. The grounds have bitumen, paving and a turfed oval with automatic watering, a soft fall area and a playground. We have also had a small gymnasium facility built as a result of BER funding.
- Heating and cooling: All teaching areas have heating and cooling.
- Specialist facilities and equipment: Art room, Activity room, Library with Resource Centre teaching area attached, and an Outdoor/ Environmental Education area are available. The Environmental Ed area includes a hot house and facilities for the propagation of plants and a vegetable garden.
- Student facilities: The canteen operates once a week.
- Staff facilities: IT access in all classrooms and work spaces. Office/workspace/phone available for NIT.
- Access for students and staff with disabilities: Ramp access to all buildings.
- Access to bus transport. No school buses, but local companies are available for excursions.

10. School Operations

- Decision making structures: Participatory decision making structures are used at all levels within the school. Student decision making is supported through class meetings. Staff decision making is based on consensus within a clear time line and supported by democratic voting procedures and an up to date Decision Making Policy. Governing Council and Parents and Friends are both active participants in the decision making structures of the school.
- Regular publications: School newsletter (fortnightly), a staff bulletin published weekly, staff meeting minutes. The school newsletter and other information is sent home electronically (email or Skool Bag App) to those families who have nominated this form of communication.
- Other communication: A large notice board at the front of the school advertises upcoming school events. The school website has a range of documents including the Annual Report, Site Improvement Plan and school policies.
- School financial position: Fund raising is very successful and money is set aside for major purchases. The budgetary process is documented and available for perusal.
- Special funding: N/A
:N/A

11. Local Community

- General characteristics: Parents are engaged in a wide range of employment with some travelling to Adelaide each day. The community has a number of energetic groups promoting the district. These include a Christmas Street Party committee.
- Parent and community involvement: The community is very enthusiastic and keen to assist the school. The Parents and Friends is a very active body with considerable support in the community.
- Feeder or destination schools: Most of our Reception students come from the Kindy situated next to the school and most of our Year 7 students attend Nuriootpa High and Faith Lutheran College.
- Other local care and educational facilities: An OSHC facility operates at our site. A preschool centre is adjacent to the school; secondary schooling is available at Nuriootpa High School (school bus service is available), and a dental clinic is also at Nuriootpa.
- Commercial/industrial and shopping facilities: The main facilities are at Gawler, Munno Para and Elizabeth. Lyndoch has all of the day to day shopping facilities as well as a doctor by appointment and a chemist.
- Other local facilities: Most medical facilities are at Gawler, Tanunda or Nuriootpa. Swimming pools are at Williamstown, Tanunda, Nuriootpa and Gawler. The Lyndoch town has an oval, tennis courts and bowling green with the Tanunda Recreation Centre and the Starplex Centre (Gawler) the venue for most indoor sports. Lyndoch has a community library.
- Availability of staff housing: None but other rental properties are usually available.
- Accessibility: There is a bus service to Adelaide via Gawler two times a day.
- Local Government body: The school is situated in the District Council of Barossa (ph 85638444)

12. Further Comments

- The strong support from the school community, the excellent facilities and the unity that comes from working in a small school make Lyndoch an excellent place to work.