

Context Statement 2018

Loxton Primary School is a category 4, R-7 school, which is situated on the southern side of the River Murray, in South Australia's Riverland district, approx. 250 km from Adelaide and within easy travelling distance of Mildura and Victoria's Sunraysia district. Currently there are 370 students attending. The school consists of 15 classes. Our school has 40% school card holders, 9% students with disabilities, 8% aboriginal students, 2% EALD

1. Part A

School name	:	LOXTON PRIMARY SCHOOL
School No.	:	0760 Courier: LOXTON
Principal	:	Ms Jan SLAPE
Postal Address	:	PO Box 496, Loxton 5333
Location Address	:	15 Pyap Street, Loxton 5333
District	:	Riverland
Road distance from GPO	:	250kms
Phone No	:	08 85847408
Fax No	:	08 85846493
CPC attached	:	NO
Partnership	:	Renmark/Loxton

February FTE Enrolment History	2014	2015	2016	2017	2018
Reception	36	46	53	41	44
Year 1	37	39	47	49	44
Year 2	37	39	36	47	48
Year 3	50	46	40	33	52
Year 4	39	49	48	39	40
Year 5	48	48	49	47	40
Year 6	48	51	48	51	53
Year 7	67	48	52	49	49
Total	362	366	373	356	370

1. Part B

- Principal: Jan Slape
- Deputy Principal: Sally Wright
- Leader of Wellbeing: Liza Gibbs
- School e-mail address dl.0760.admin@schools.sa.edu.au
- School Website: www.loxtonps.sa.edu.au
- Staffing

Title	FTE/Hrs	Title	FTE/Hrs
Principal	1	Aboriginal Community Educational Officer	1
Deputy Principal	1	ICT	0.4
Leader of Wellbeing	0.8	Library SSO	0.6
Impact Coach	0.4	Stephanie Alexander Kitchen Garden Specialist	0.6
Intervention Teacher Yr3-5	0.4		
Classroom Teachers	15 Classes	SSO administration	3.4
Nit Teachers - Health & P.E, Science, German & HASS	3	SSO student learning	8
Aboriginal Education Teacher	1	Groundsperson	25hrs
Pastoral Care Worker	9hrs		

- OSHC/Vacation Care (on campus)
The OSHC is outsourced to the Loxton District Children's Centre Inc.
There are before and after school care programmes and vacation care which runs throughout the school holidays.
- Enrolment trends
Enrolments numbers have been very stable over the last 5 years and the trend appears to be very similar for 2019.
- Year of opening
1914

2. Students (and their welfare)

General Characteristics

Students, staff and families form relationships to achieve a supporting and caring learning environment. The student counsellor and the PCW oversee the wellbeing of students. Class teachers are the focus person for student wellbeing at school. There is a great sense of pride within the whole school community.

Student Wellbeing Programmes

Kidsmatter- This year we have funded a .4 teacher to initiate the Kidsmatter programme to become a Kidsmatter school.

Child Protection curriculum

Well-being meetings

Pastoral Care Worker

The Buddy Programme (younger students working with older students)

Lunchtime activities

Support Offered

The Early Years Assistance programme supports students in literacy in years 1-3. Students can be referred for support by speech pathologists and educational psychologists. Guidance, speech and learning support are all available. We are currently looking at more efficient ways of using SSO's during literacy learning time.

Behaviour Education

The Behaviour Education Policy is the method by which we cater for the safety and wellbeing of everyone involved with the school - students, staff, parents/ caregivers, and visitors.

This policy is based on the Education Department School Discipline Policy.

We believe that

- Appropriate student behaviour results from a partnership between staff, students and their families/caregivers.
- All individuals and groups need to be valued and treated with respect.
- All behaviour is chosen for a purpose.
- Individuals must accept responsibility for their own behaviour.
- Consequences for inappropriate behaviour are non-violent, logical, related to student's behaviour and negotiated as part of our Student Behaviour Education policy.
- Behaviour expectations are made explicit to students.

While aiming to establish a clear and concise series of steps for dealing with inappropriate behaviours, we also acknowledge the vital importance of creating an atmosphere of genuine care and concern such that inappropriate behaviours are less likely to occur.

Student Representative Council

Loxton Primary School acknowledges the importance of leadership within the student body. The establishment of a Student Representative Council provides an avenue for students to express views and become part of the decision making process with regard to issues that affect the student body. It also provides an opportunity for students to take on leadership roles.

Elections are held at the beginning of each school semester.

Each class will hold a *Secret Ballot* and the eligible male and female student per class with the most votes is appointed to the council.

Students can only be elected once from Reception to Year 2 and once from Year 3 to Year 6.

New students must have attended Loxton Primary for at least 2 terms before being eligible.

All year 7's are eligible for election.

A male and female SRC Leader and Deputy Leader will be appointed in accordance with the process outlined in the SRC role statement.

Roles include but are not limited to organising:

Term 1- School Fundraiser (eg- Cupcake Day)	Term 2- Community Service (eg Hospital Visit)
Term 2- Community Service (eg Hospital Visit)	Term 4- Community Service (eg Can Drive)

Stephanie Alexander Garden / Kitchen

Stephanie Alexander Kitchen Garden Program is a 'Flagship' of our school and is offered to students from Year 4 – 7. This is an exciting program which is run by one of our SSO's, Sheridan Heinz. There is a committee who also help to design and run the program.

Students love kitchen and garden classes because they're fun. Pleasurable food education is about children experiencing the joy of digging in the garden, picking fresh veggies, smelling and tasting the food they prepare, and sharing the experience with their classmates and helpers.

Research shows that fun has a powerful and positive impact on learning. When students are relaxed, happy and engaged, their senses are on full alert and their brains are perfectly primed to absorb the learning opportunities that surround them.

Pleasurable food education teaches students to grow fresh, seasonal produce and use it to prepare nutritious, delicious food. Students are given all the skills, experiences and role modelling they need to learn to love their veggies and make healthier choices about what to cook and eat, for life.

Pleasurable food education is ripe with learning possibilities. In the kitchen and in the garden, students discover ideas and concepts first-hand, through real-life experience.

Food education can be integrated into any curriculum, from preschool to secondary school, to provide a hands-on understanding of literacy, numeracy, science and much more. Students also learn life skills they can take beyond the classroom that will help them to make healthier choices into the future.

We have also incorporated a number of chickens and bantams into our program as well.

3. Site Improvement Plan Priority Areas

- Visible Learning
- Literacy
- Numeracy
- Wellbeing

Values

Our values are:

- Belonging
- Caring
- Learning
- Persisting
- Respecting

The values are very strongly embedded in all that we do. They underpin both learning and behaviour.

4. Visible Learning

Our school is part of Renmark and Loxton Partnership.

We are a recently formed partnership and last year we became part of John Hattie's Visible Learning through Corwin. This is a three year project and the partnership is in its second year.

John Hattie's extensive Visible Learning research is a meta-analysis of over 1,400 research reviews comprising more than 90,000 studies involving more than 250 million students around the world. The research identifies over 250 influences on student achievement and highlights the instructional practices within educators' control that can yield a substantial impact on student learning in any setting.

All our staff are being trained in Visible Learning and the school has supported all teachers to be part of this initiative. We have an Impact Coach, Mrs Colleen Heaney who works two days a week to support all teachers in regards to visible learning with the goal of making a shift in pedagogy so that students can become assessment capable learners and be fully engaged in their learning. This is achieved through goal setting, expanding Mindframes, clear outcomes and next steps for learning.

5. Curriculum

The Australian Curriculum was introduced in 2011 and is now implemented and reported on in English, Mathematics, Science, 'The Arts', Health and PE, Digital Technologies and Design, Humanities and Social Science (HASS) and languages (German).

Science as an R-7 Specialist subject was introduced in 2017 the Australian Curriculum and supported by Primary Connection

Health and PE is taught by a specialist teacher.

Hass is taught by a specialist teacher in Junior Primary

The arts are taught within each classroom

Reporting procedures include parent/teacher interviews in Term 1 and during Term 3 (optional) and written reports occur twice a year

ICT is integrated across the curriculum at all year levels with Interactive White Boards and TVs in classrooms. Students have access to classroom computers and ipads as well as a computer suite. Year 7s have their own suite of i-pads.

The school's web page can be found on www.loxtonps.sa.edu.au

Assessment Procedures and Reporting The school endeavours to provide parents/caregivers, staff and students with an ongoing record of what students know and can do. Students who wish to, are encouraged to enter the International Assessment for Schools Mathematics, English, Spelling, Writing, Computing and Science competitions.

As a school staff we are committed to:

- Reporting to parents/caregivers on their child's progress and achievements every term.
- Providing accurate assessments with relevant feedback.
- Encouraging open communication between teacher/parent, and parent/teacher.
- Providing evidence of assessed students' work.

Reporting includes written reports (Term 2 and Term 4), student work and interviews.

6. Sporting Activities

- Loxton Primary offers a highly regarded specialist P.E. programme. SAPSASA participation is encouraged. Many children are involved in both school and out of school sports. Years R-5 students attend swimming lessons at the Loxton Pool. In addition, Upper Primary classes take a course in Aquatics and water safety.
- Annual Sports Day and Swimming Carnival are held, each year.

7. Other Co-Curricular Activities

- Assemblies are held every fortnight on a Thursday morning. They are well attended by our families and community members. Assemblies involve classes sharing their work, drama, dance and music and are an acknowledgement by the school of significant student achievement. Each classroom present awards to students throughout the year which are in-line with our values.
- The Annual School Concert is held each year in Term 4. This is a large presentation and is greatly enjoyed and appreciated by the whole school community.
- Each year the year 7's are invited to participate in an annual excursion to Canberra for a whole week in Term 4. This is a wonderful transition experience for our students, as they have the opportunity to mix with other year 7 students from surrounding schools before starting high school. The teachers plan many exciting experiences throughout the week for this excursion.
- The Year 7's celebrate the end of their primary school years at a Graduation Evening which is held at the school.
- Loxton Primary offers a highly regarded specialist P.E. programme. SAPSASA participation is encouraged. Many children are involved in both school and out of school sports. Years R-5 students attend swimming lessons at the Loxton Pool. In addition, Upper Primary classes take a course in Aquatics and water safety.
- An annual Sports Day and Swimming Carnival is held.

8. Staff (and their welfare)

Staff Profile

The movement of teaching staff has been minimal over many years, with many staff having served over ten years at the school. In recent years several new teachers have joined the work force.

Staff Support Systems

The Principal, Deputy Principal and Wellbeing Leader facilitate and support the professional development of staff.

Staff Communication

Staff communication is mostly via email, weekly/yearly bulletin board, Monday Matters (important information from Leadership) and pigeon holes.

Performance Development

Performance Development for staff within the school is shared between the Principal and the Deputy Principal. The process is a collaborative one with teachers and SSO's negotiating the focus and direction of the professional learning and class interaction with leadership. Peer feedback is part of the site process and PLC discussion also supports attainment of individual goals for student learning.

There is a strong culture of collaboration and support. Emphasis and energy is committed to developing close relationships and working together toward shared goals for improved student learning outcomes.

Award conditions for Staff

- *Country Incentives*
Loxton Primary School attracts financial benefits for teachers under the new Country Incentives Allowance.

9. School Facilities

Buildings and Grounds

The school is located on very attractive grounds which includes a large oval and covered play area. It consists of an administration block, Junior / Middle / Upper Primary classrooms, the old school house (OSHC), new library and Hall, Stephanie Alexander Kitchen Garden, a computer room, and music room. All rooms are air-conditioned. A new playground has been completed for use by our middle primary years students.

Student facilities

A canteen is outsourced.

Staff Facilities.

A staff workroom area with computers is available for use.

Access for Students and Staff with Disabilities

A toilet and shower facility is available. Ramps allow access to the whole school.

Access to Bus Transport

Students living more than 5 kms from a government school have access to a school bus.

10. School Operations

Decision Making Structures

Loxton Primary School has a clear decision making framework, with roles and responsibilities outlined for each group and committee.

Committees:

- ♦ Finance Advisory
- ♦ PAC
- ♦ Governing Council
- ♦ Wellbeing
- ♦ OSHC Advisory
- ♦ Families Friends and Staff (Fundraising)
- ♦ Stephanie Alexander Kitchen Garden
- ♦ Grounds, Facilities and Management
- ♦ ICT
- ♦ WHS

Regular Publications

A fortnightly newsletter is circulated to all families via email, Facebook and website. Individual teachers use a variety of electronic mediums and class newsletters are regularly sent out. Staff use an electronic day book for communicating at school. We have a Facebook page which is regularly updated to keep the school community informed.

11. Local Community

Parent and Community Involvement

Parents are actively encouraged to be involved with the school. The school has an active parent community via Governing Council, sub committees parent volunteers helping in classrooms, library, kitchen/garden programme and sports activities.

12. Further Comments

We welcome you visiting our website (www.loxtonps.sa.edu.au). Please make an appointment to visit our school. Our school community finds our Friday morning assemblies entertaining and provide a good snapshot of our positive school culture.