



SCHOOL CONTEXT STATEMENT

Updated: 02/2016

School number: 1246

School name: West Lakes Shore School R-7

School Profile:

Our Purpose is: Building Strong Foundations for lifelong learning.

Our Values are: Respect, Responsibility, Honesty, Excellence and Resilience.

The Community developed in 2013 a set of Guiding Principles to direct our work as a school.

- We are committed to responding to the current and future needs of individual learners and will work together in striving for excellence and the highest levels of achievement for all students, through personalised student learning and improving student engagement.
- We support our staff through effective performance development to deliver the quality teaching that is critical to powerful learning.
- We value the rights of students and teachers to work in an environment that ensures safety, engagement and wellbeing for learning and endorses the values of respect, responsibility, honesty, excellence and resilience.
- We believe that parents and carers are integral to the learning process and develop strong and personalised communication that supports successful family-school partnerships.
- We build a school culture based on our values and will embrace the history, traditions, cultural diversity, community interests, goals and strengths that are brought to the learning environment by all students and families.
- We foster leadership capacity at all levels; staff, students and community, and develop lifelong learners.

We offer a broad inclusive curriculum encouraging students to be engaged, self-disciplined risk-takers and learners who demonstrate higher-order thinking skills. Added to our core curriculum we offer programs to support students with special learning needs and extension. Our specialist teaching foci are music, drama, media studies, visual arts, Japanese and PE. Students are encouraged to take on leadership roles through our student voice programs fostering citizenship development. Our accreditation as a 'Save the Children Global Peace School' has enabled our students to appreciate their position as global citizens. We also are a member of the Association for fostering learning in the Philippines and are a sister school with Jose Bastida Elementary School. We offer a range of extra-curricular activities including choir, Festival of Music and a wide variety of sports. The school has a proud history in public education.

1. General information

- **School Principal's name**
- : Sue Toone
- **Deputy Principal's name,**
- : Helen Grant (Acting Term 1)
- **Assistant Principal -**
- : Paul Marshall
- **Year of opening**
- : The school opened as a primary school in 1979, with the junior primary school established in 1985. The two schools became amalgamated again in 2013.
- **Postal Address**
- : Edwin Street, West Lakes Shore SA 5020
- **Location Address**
- : Edwin Street, West Lakes Shore SA 5020
- **DECD Region**
- : Western Adelaide Shores Partnership.
- **Geographical location – i.e. road distance from GPO (km)**
- : 13 kms from GPO
- **Telephone number**
- : 08 8449 7255
-
- **Fax Number**
- : 08 8449 1559
- **School website address**
- : www.westlakes.sa.edu.au
- **School e-mail address**
- : dl.1246.info@schools.sa.edu.au
- **Out of School Hours Care (OSHC) service**
- : Before and After School Hours Care and Vacation Care programs are available and are well utilised by the community. Operates from the school owned OSHC building. Phone: 8242 3141

West Lakes Shore School R-7 – 1246

February FTE Enrolment		2013	2014	2015	2016
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	64	71	94	88
	Year 1	81	92	72	97
	Year 2	69	80	87	65
	Year 3	75	77	76	90

Year 4	97	74	79	79
Year 5	64	98	72	82
Year 6	81	62	97	79
Year 7	78	81	62	91
TOTAL	609	635	639	671
School Card Percentage	18%	17%	17%	17%
NESB Enrolment	103	127	120	145
Aboriginal Enrolment	13	10	11	10

- **Student enrolment trends:**

- : The school is zoned but may accept enrolments at any year level from outside the zone providing a vacancy exists at the year level being sought. While enrolments fluctuate slightly they are generally between 630 and 670.

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

- The staff comprises 33.8 R-7 teachers and 6 admin SSOs, 6 Curriculum SSOs and 1 GSE.
- There are:
 - 25 classes
 - 1.0 teacher librarian time
 - 1.5 special education / ESL time
- An ACEO (Aboriginal Community Education Officer) works with our families to support successful student learning.
- Pastoral care worker (Federal Government Pastoral Support Worker) 18 hours per week.
- NITT programs during 2016 will focus on Japanese, Physical Education and Music/Drama/Visual Arts

- **Deputy Principal**

- Helen Grant is acting Deputy Principal for term 1 2016 and is full time in administration with a focus on parent support and community partnerships.
- **Assistant Principal** - Paul Marshall fills this position full time. His focus is on supporting students to be engaged and fully participating in the curriculum and extracurricular activities such as the many sports teams the school sponsors. He supports students to be successful participants in their classes through working with class teachers to skill students in the capabilities of personal and social competence, ethical behaviour and intercultural understanding.

- **SHIP Co-ordinator**

Through the reconfiguration of our staffing allocations and our budget we are part of the Tangara SHIP cluster of local schools (Seaton High, Hendon, Grange and West Lakes Shore R-7) and we have a staff member from Seaton High who works with us to further develop staff understanding of the following:-

- Identification and characteristics of gifted students.
- Planning and programming for gifted students.
- Explicit development of higher order thinking skills for all our students.

- **Public transport access**

- : Public bus transport is available along Military Road and Bartley Terrace, within walking distance of the school.

- **Special site arrangements**

- The West Lakes Shore School works in collaboration with other sites in the Western Adelaide Shores Partnership to plan ongoing programs for transition from primary to high school, to plan training and development and to maximise the sharing of resources and personnel across the partnership..
- West Lakes Shore is part of the Western Adelaide Shores Partnership and is developing Partnerships with these 17 local sites to build high quality public education in our area.
- West Lakes Shore School is a Local Partnerships Teaching for Effective Learning Pilot School 2014-2016. The Local Partnerships TfEI pilot aims to:
 - Progress the DECD aspiration of placing young people's voices at the heart of all we do and developing collaborative partnerships with the wider community for improving student engagement and achievement.
 - Address the founding from the SA Communities Making a Difference National Partnerships Pedagogy Research project 2010-2013 and the state SILA reviews patterned findings that identify the need to develop intellectually engaging and stretching learning experiences for all students.
 - Harvest the learning and professional practices from participating sites for future systemic strategic action.

West Lakes Shore School is an AITSL Learning frontiers 2014-17 developer site, working with other schools across Australia to develop professional practices to increase student engagement in learning.

2. Students (and their welfare)

- **General characteristics**

- : Approximately 17% of the students receive school card benefits with 22% from non-English speaking backgrounds, representing a number of cultures.
- The profile of the student cohort is changing with 45% of students coming from the immediate West Lakes Shore area with 55% residing in neighbouring suburbs.
- The school has 6 main units that allow for team teaching. A seventh unit houses the NIT providers.

- **Student well-being programs –**

West Lakes Shore is a Kids Matter school, using this as a framework to build high levels of engagement in learning and positive mental health in our students.

- **Student management**

- : A strong student management program, which focuses on positive reinforcement of student behaviour, is implemented. Positive behaviour at a school level is acknowledged through assemblies and awards.
- A lunchtime reflection room operates. Parents are supportive of school expectations about behaviour. Students' yard behaviour is documented.
- Office Time Out is used to support the management of students in classes and is the last option in any class's behaviour management strategy. The leadership team manages students in office-time out. The assistant principal student wellbeing, participation and engagement, Paul Marshall supports students and families for whom behaviour is an ongoing issue.
- Through a consultative and collaborative process involving staff, parents and students we have developed our behaviour management policy to encompass classroom and yard behaviour management strategies. These include:-
 - The development of a set of core values which reflect the priorities of the school community and are used to underpin everything that happens in the school. These core values are RESPECT, RESPONSIBILITY, HONESTY, EXCELLENCE and RESILIENCE.
 - Consistent R-7 procedures have been developed for class and yard procedures.
 - Links to Kids Matter, National Safe Schools Framework, the Drug Strategy and other key areas of Health and Physical education.
 - The adoption of a range of strategies e.g. STOP, THINK, DO; POOCH and Restorative Justice to counsel and support students in problem solving and decision-making.
 - Staff regularly reviews student behaviour management issues and collects and analyses data to monitor trends and issues.

- **Student government**

- : The Student Voice operates as one

- **Student Voice operates as follows:**

Eight year sevens will form a Senior Leaders group. From these eight students, two will become Governing Council representatives.

Every class from Reception to year 7 will choose 2 students, who would become their class representatives.

There will be groups made up of the representatives from classes in each cluster of year levels (i.e. R/1, 2/3, 4/5 and 6/7). Two students from the Senior Leaders group of 8 will be responsible for one of these groups between them.

Student voice meetings will take place every week in different forms. This model would run on a cyclic process as shown below:

Week 1	Week 2	Week 3	Week 4
Senior Leaders meeting	Class meetings	Senior Leaders meet with the 2 reps from each class (only responsible for one cluster of year level groups)	Action Groups: Learning, Community and Partnership, Activity and Events, Environment and Kids matter/well-being

Action groups would be focused on **Learning, Community and Partnership, Activity and Events, Environment and Kids matter/well-being.**

- **Special programmes**

- : SHIP Class
- In 2007 the school established a class for students that have been identified as exceptionally gifted. The class may consist of students from years 4-7 (dependent upon eligible students), with a teacher who has been trained and has visited equivalent classes in NSW and made links with co-ordinators from the Northern Territory. Recognition of the need to establish an alternate class structure for these students was strongly supported by the school community and school council. Entry into the class has strict criteria, starting with students being enrolled at West Lakes Shore School and from the existing student cohort.
- : **Cross-Age Tutoring (CATs Buddies)** operates informally R-7 with classes and teachers choosing their buddies for specific projects.
- **Other programs**
- Senior and junior choir, a range of competitions, aquatics and a variety of sports and sporting clinics. Music tuition in brass, woodwind and percussion is offered to Year 5 - 7 students through DECD.
- OSHC
- : Before and After School Hours Care and Vacation Care programs are available and are well utilised by the community. Ph.: 8242 3141.
- Aboriginal studies / support staff
- : The school engages in Aboriginal studies with an emphasis on cultural awareness and understanding and celebrates reconciliation week. At times we engage the services of visiting performers who work with classes to develop deeper understanding and appreciation of the Aboriginal culture.
- Peace school focus
- : As a school community we are working with the Save the Children Organisation and have developed strategies to integrate the key principles of the United Nations and Children's Rights we have been accredited with 'Peace School Status'.
- Global School connections

- We are working with our sister school in the Philippines and with two schools in Japan to develop global connections and build intercultural understanding amongst our students.
- Travel safe to school
- : In collaboration with the Transport Department, Charles Sturt Council and DECD, all students and the community have access to programs and information that promotes Road Safety and Awareness.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**

- : School development priorities
-

We developed a Strategic Plan for 2015-18 with the following goals.

Our overarching goal is for every student at West Lakes Shore to become a powerful and engaged learner through

- Striving for the highest levels of student achievement and the development of critical and creative thinking for all students.
- Improving students' active participation and engagement in learning.
- Improving student health and wellbeing for active engagement with learning and school.
- Building positive partnerships with parents, families, other education institutions, local businesses and community

Our Site Improvement Plan for 2016 can be seen in full on the school Website.

Our priorities for 2016 are;

Literacy.

Improving student abilities in understanding and applying comprehension skills. Increase student achievement in transferring learning in grammar, spelling, formalities and punctuation into all writing across every learning area

Numeracy

Improving student automaticity in understanding and applying basic number facts.

Improving the ability of all teachers, to design learning which will create powerful and engaged learners of mathematics and numeracy

Engagement

ICT

Improving the quality and engagement in learning of all students through access, understanding and application of ICTs across all learning areas.

Personal and Social capability

To improve the development of personal and social skills to develop powerful and engaged learners.

- Recent key outcomes: -More comprehensive details can be seen in the school Annual report on the website,

4. Curriculum

• **Subject offerings:**

- NIT (Japanese, Music/Drama/ Visual Arts/ Media Studies, Physical Education)
- Literacy
 - To promote and support literacy development there is dedicated time in the mornings to provide targeted support and resourcing for staff and students. The school is committed to guided reading as a strategy to support the development of reading skills. The junior primary classes are using Jolly Phonics as an approach to support literacy development.
- Maths
 - To promote and support numeracy development the Primary section has a timetabled Maths block to provide targeted support and resourcing for staff and students.
- Health and PE
 - Explicit strategies have been established to increase and improve student participation in sport and healthier lifestyles, more lunchtime activities and better use of community facilities e.g. the community tennis courts and the bowling club.
- Special needs:
 - Each year all students are assessed in term 4 to collect data to monitor achievement and to identify students at risk who require intervention the following year. The manager of the students with disabilities program works closely with the school psychologist and speech pathologist to facilitate effective program development for students with specific learning needs.
 - We access the Behaviour Support Unit and social workers as required. Each term our Student Review Team meets with all the members of the Regional support team including Guidance, Speech, Social Worker, Behaviour and Disability Co-ordinator.
 - A range of systems and processes to support students with special needs are implemented.
 - Analysis of the Running Records levels, NAPLAN results, PAT Tests and Australian Curriculum grades are used to identify students requiring support.

• **Special curriculum features:**

- We offer Japanese to all students in years R-7. A specialised Japanese Immersion program is also offered to students in years 2 to 7 who demonstrate an aptitude for languages. This involves students accessing Japanese language and culture for an additional hour a week with emphasis on communication and speech.
- **Sustainable schools**
 - The school has a history of promoting and developing ecologically sound practices across the school and within the community. These include recycling, sand dune revegetation programmes, solar power trial with solar panels attached to one of the teaching units, mulching, clean up Australia day, Trees for Life planting, water conservation and effective watering systems. Our rain water collection is stored in tanks and used to flush toilets and water gardens.

• **Teaching methodology:**

- Staff are encouraged to use a constructivist approach to teaching and learning and to utilise Teaching for Effective Learning as the basis.
- Staff operate in sectional groups to collaboratively plan and implement learning programs. Specialist programs include Japanese, Health and Physical Education, Science and the Arts R-7. Information Communication Technology is supported through

the establishment of computer suites, interactive whiteboards, iPad, flip cameras, networks, stand alone and computer pods. Classrooms are networked to the curriculum file server in the Resource Centre. There is an ongoing commitment to the use of ICT to enhance learning through the use of the internet, email facilities and appropriate software and hardware e.g. digital cameras and scanners. We use the services of a commercial company "Ipau" to manage our technology needs.

- **Student assessment procedures and reporting**

- : Staff are undergoing professional development related to the new Australian Curriculum and are implementing and reporting in line with the DECD guidelines. Programming, methodologies and assessment and reporting have been aligned with the Teaching for Effective Learning Framework. Staff currently use the Australian curriculum for their programming, planning, assessment and reporting. Continuous assessment and reporting processes are essential to ensure that parents and students are involved in ongoing review and evaluation. Throughout the year there are a number of opportunities for staff to report student progress. This includes an acquaintance evening, interviews and written reports. There is a detailed written student report sent home mid-year with a summary report to follow at the end of the year.
- R-3 teachers use running records to monitor reading development. New reception children are also assessed for their readiness using site developed resources.

- **Joint programmes:**

- : The school is part of a cluster with Grange Schools, Hendon Primary, Westport Primary and Seaton High school addressing continuity and quality of programs in LOTE, Literacy, SHIP, Science, and Maths. The cluster offers coordination of joint programs and aims for optimum learning for students and best use of resources across the schools.

5. Sporting Activities

- : The primary school is actively involved in a wide variety of sports. There is strong emphasis in increasing student activity levels through lunch time activities, sporting clinics - SAPSASA knockout and district competitions. Several teams compete in Friday afternoon sports competitions. There are also high levels of student involvement in netball, football, soccer, basketball and cricket, played outside of school hours. Parents support sporting teams by volunteering as coaches and team managers. Swimming and aquatics are part of the yearly program. Clinics such as football, soccer, golf, rugby, basketball and tennis are ongoing parts of the program.
- Gymnasium
- Access to the school gymnasium which includes a permanent stage, thus making it a multipurpose area, complements the focus in Health and PE and provides additional space for activity, whole school assemblies, performances and school functions. We currently have a full time PE teacher who takes most classes for 1 lesson per week.

6. Other Co-Curricular Activities

- : We have a Senior, Middle and Junior Choir. All choirs perform at school and local community events. At the end of the school year each section of the school plans and participates in an end of year concert. The students in the Japanese Immersion program often present at local events and perform well in the Japanese language national tests. Students also participate in a variety of state and national competitions.

7. Staff (and their welfare)

• Staff profile

- : We have had a stable staff group who have been at West Lakes for various lengths of time, which enhances continuity without too many changes at the end of a school year. This staff is gradually being renewed as some long term staff approach retirement and new teachers are coming in. This is balanced with a small number of contract staff members.
- We have a number of para-professionals who provide quality support to teaching staff and students through various programs.

• Leadership structure

- : The principal, deputy principal, assistant principal and key staff form a Leadership team, who are committed to working collaboratively across R-7 to support staff, students and parents.

• Staff support systems

- : A professional learning program based on our site and DECD priorities is offered R-7. The Personnel Advisory Committee meets regularly with the principal. Unit teams meet as required to discuss organisational issues and to share practices. Sectional meetings occur as required. The structure of the school (i.e. units) supports teachers to team plan activities. The SSO staff meets fortnightly, as a group, with the principal to discuss issues, workload, roles etc.
- Performance Development
- : A performance management policy provides opportunities for staff to engage in professional dialogue. Staff meet with their line manager each term to discuss school and class priorities. Staff receive written feedback as means of supporting staff to improve their practice. Line management responsibilities are shared across R-7.

• Staff utilisation policies

- : We have an extensive intervention program for students at risk. Staffing allocations across R-7 have been combined and are managed by our special needs coordinating teacher. Classroom programs for students with disabilities and learning needs are supported by SSO staff. The resource centre teacher works to implement collaborative planning and teaching based on the Connected Curriculum Modules. All administrative SSO staff work R-7. We have employed the services of Programme Maintenance to maintain the grounds.

• Access to special staff

- : Brass, woodwind and percussion programs are presented by DECD instrumental music teachers to small groups of students at West Lakes Shore from year 5- 7.
- Pastoral Support Worker (PSW)
- The PSW will:
 - Support the school in its aim to be a safe and caring environment.
 - Respond to requests for assistance and discuss personal concerns with individual students, families and staff. (This could involve a home visit program.)
 - Offer support with regard to critical situations, grief, family breakdown and other crisis situations.
 - Provide support to staff in their relationships with students and families.
 - Provide opportunities for families to support each other.

- Parent permission must be given before the CPSW works 1-1 with a student in an ongoing support capacity.
- **Other**
 - : The Social Committee – organises regular staff functions (happy hours, morning teas and celebrations).

8. Incentives, support and award conditions for Staff N/A

9. School Facilities

• Buildings and grounds

- : The school is located in the western coastal area and is adjacent to the West Lakes Shore Kindergarten, Club West Community Centre and Tennyson Beach. This enables our students to easily access the community tennis court courts, lawn bowls and oval as well as being able to make regular visits to the beach as part of our environmental education program.
- : The school comprises seven flexible plan, air-conditioned, brick units capable of accommodating 25 classes. Other facilities include the administration area, gymnasium, wet areas, resource centre, canteen and a separate out of school hours care building, which is also used by the community. Extensive grounds include an oval, two adventure playgrounds, a new netball court and two new basketball courts. We are undertaking a gradual transformation of the grounds to include more natural play spaces.

• Heating and cooling

- : All buildings are air conditioned by either evaporative cooling systems or reverse cycle split systems.

• Student facilities

- : We have a fully functioning canteen that operates 5 days of the week. The canteen manager is assisted by parent volunteers.
- : The resource centre has computers for student use and uses the Book Mark circulation system. Pods of computers have been set up in each unit/area. The school has one dedicated computer suite housing 30 computers with a printer and data projector. Interactive whiteboards have been installed in all teaching spaces. iPads and Tablet Laptops are being rolled out across the school.
- : Our gym provides space for PE, assemblies and performances.

• Staff facilities

- : The staffroom is air-conditioned. Each unit has a teacher preparation area, withdrawal room, wet areas and storage.

• Access for students and staff with disabilities

- : There is wheel chair access. The buildings are single storey with flat playing areas. The main car parks have been fitted with parking bays and ramp access for the disabled. There are three special access toilet facilities.

• Access to bus transport

- : Public transport available. Parent support is advisable to transport students to the station to travel by train.

10. School Operations

• Decision making structures

- : Participatory decision-making is facilitated, with staff involvement. Information is shared at weekly morning staff briefing meetings. Ad-hoc committees meet as required and present proposals for discussion and consideration. The leadership team meets regularly to discuss issues of school-wide relevance. School council and sub-committees, i.e. Education, Finance, Canteen, Out of School Hours Care, Parent Community Network group meet regularly to manage school services and recommend procedures. Class meetings are held by all classes. The student participation processes are trying to ensure all students can contribute to school decision-making processes.

• Regular publications

- Communication
 - A fortnightly school newsletter is available for parents/caregivers. Also available on the school's website.
 - The Skoolbag app is available for all parents and provides a quick communication tool.
 - Diaries and communication books are used by all classes R-7. Class teachers send regular class newsletters to parents.
 - The principal reports to School Council.
 - School information packages are provided on enrolment.
 - Our website is regularly updated. (www.westlakes.sa.edu.au)
 - Weekly notices to staff are published on Learn link.

School financial position

- : The school has a building fund dedicated to funding the repayments of the loan taken out for the building of the gymnasium.

11. Local Community

• General characteristics

- : Students come from a range of socio-economic backgrounds. The school was zoned in July 1991. The profile of student population consists of 45% from West Lakes, 55% from other outlying areas and neighbouring suburbs. Children come from a variety of non-English speaking backgrounds and add diversity to the West Lakes Shore profile. The school is located in close proximity to the West Lakes Rowing Club and Aquatic centre, beaches, local sporting facilities and Community Club, West Lakes Mall and AAMI Stadium. There is a reserve adjacent to the school which caters for sport and is used for PE day and some school events.

• Parent and community involvement

- : Uniforms are available from Lowes in the Westfield West Lakes Shopping centre. The canteen has a paid manager with volunteer help. Parents also support the resource centre. Parents support classroom programs with direct assistance to individual children and with expertise in specific areas. Parents coach a variety of sports teams and operate the Book Club. Parents throughout the school help on excursions and camps. Governing Council and sub-committees plan school wide activities and services. The Community Network Group has been established and is responsible for supporting wider school community consultation, minor fundraising, social events and whole school needs.

- **Feeder or destination schools**

- : West Lakes Shore Kindergarten is the predominant feeder kindergarten and is located adjacent to the school site. The school is committed to developing practices which promote positive transition opportunities. Year 7 Students mainly attend Seaton and LeFevre High Schools with smaller numbers also attending Henley and a variety of private schools.

- **Other local care and educational facilities**

- : Playgroup and the West Lakes Shore School OSHC operates from the school owned OSHC building.

- **Commercial/industrial and shopping facilities**

- : West Lakes Mall, a large regional shopping centre and local shopping centres are located nearby.

- **Other local facilities**

- : Tennis courts, beach, Aquatic Centre, Jubilee Oval, bowling club, medical and dental services are within walking distance. The local public library is located at West Lakes Mall.

- **Accessibility**

- : Local bus service.

- **Local Government body**

- : The City of Charles Sturt Council.

Sue Toone, Principal

12. Further Comments

- : The DECD West Lakes Aquatic Centre is managed by Ross Ogilvie but the school provides SSO (financial) and IT technician support. The principal meet with the manager at least once per term to review financial and organisational matters. The Aquatic Centre store some of their large equipment in a shed built on the school's land.
- OSHC is managed by Judy Bungey on behalf of the School Council. The principal and Finance Officer and Council Representative meet at least once a term to oversee the operations of OSHC.