



# SCHOOL CONTEXT STATEMENT

Updated: June 2023

**School Number:** 0227

**School Name:** Lobethal Primary School

## School Profile:

Lobethal Primary School (LPS) is a medium sized R-6 school that has a welcoming and student focused atmosphere with strong community connections. LPS embraces change and diversity and prides itself on its progressive teaching and personalised approaches to learning. We embed our Code of Conduct, **Responsible, Respectful, Learners**, through role modelling, utilising a consistent language across the school and setting proactive and positive approaches. Our Code of Conduct ensures that together as staff, students and community, we entrench an environment that is kind, considerate, collaborative, nurturing, and safe.

Our core values, developed by students, staff and community are:

**Excellence** –by aiming high and striving for excellence in a variety of fields, students will develop confidence, pride and satisfaction in their achievements, as well as fulfilling their intellectual curiosity.

**Respect** – through developing respect for self, others, property and the environment, our students will develop the skills and understandings required for healthy relationships and productive lives.

**Resilience** - through building resilience, students will develop optimism, emotional confidence and the ability to persist and take risks which will prepare them for the future in an ever- changing world.

**Independence** – through developing independence, students will be naturally inquisitive and have the confidence to manage their own learning and to develop strong skills for life.

**Responsibility** – through developing responsibility, our students learn to make appropriate and effective choices and decisions that result in positive outcomes for themselves and others.

Our specialist teaching program is extensive and includes Visual Arts, Music, Japanese and PE. The Music program offers primary students opportunities to join a choir, a school rock band or the Instrumental Music Hub.

We hold regular outdoor classroom lessons, with a thriving vegetable patch that provides produce for our cooking program. Students from R-6 participate in gardening lessons to experience first-hand how to grow plants, make compost, harvest produce, propagate seedlings and taste what they have grown.

# 1. General information

- Principal : Mr Mark Tucker
- Year of opening: 1857
- Postal Address: 1 School Rd, Lobethal, SA, 5241
- Location Address: 1 School Rd, Lobethal, SA, 5241
- DECD Partnership: Torrens Valley
- Distance from GPO : 33km
- Telephone number: 8389 6419
- Fax Number: 8389 6448
- School website address: [www.lobethalps.sa.edu.au](http://www.lobethalps.sa.edu.au)
- School e-mail address: dl.0227.info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: Before & After School Care and Vacation Care available on-site.
  - Ph.: 0403 605 975
  - Email : lpsoshc.director629@schools.sa.edu.au
- OSHC Director: Ms Nicole Christian

- **February FTE Enrolment**

		2016	2017	2018	2019	2020	2021	2022	2023
<b>Primary</b>	Special, NAP,ESL	14	7	10	17			2	2
	Reception	26	19	30	22	16	21	14	27
	Year 1	20	29	21	31	20	15	22	19
	Year 2	21	14	29	22	33	19	15	24
	Year 3	21	22	17	30	21	30	13	13
	Year 4	20	19	19	20	28	18	26	14
	Year 5	17	22	19	20	22	28	16	26
	Year 6	25	12	20	20	20	23	26	12
	Year 7	14	23	12	20	19	19		
<b>Total</b>		<b>164</b>	<b>160</b>	<b>167</b>	<b>185</b>	<b>177</b>	<b>173</b>	<b>132</b>	<b>135</b>
<b>School Card</b>		25	20	31	33			23	16
<b>Aboriginal</b>		1	1	2	3			1	1

- **Student enrolment trends:**

The school is finding its new equilibrium after the move of year 7 students to high school. With consistent numbers in Reception intake forecast over the next few years, students numbers are projected to reach 140-50.

Lobethal Community Kindergarten is the primary feeder centre. The enrolment trends over recent years show strong growth with a large proportion of kindergarten graduates coming to Lobethal Primary School. Families are supportive of the Kindergarten's Nature Connect Program and value regular connections to Bushland Park. The school continues the focus on nature play by offering Bush School full day visits to the park for R-3 students during Terms 2 and 3.

We have also seen a recent trend of families from city areas moving to Lobethal while parents continue to commute to the city for work.

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

- 1 Full-time Principal
- 6 x 1.0 Classroom Teachers
- 3 x Specialist teachers
  - Health / PE – 0.4
  - STEM / Music – 0.6
  - Visual Arts – 0.2
- 0.4 Student Wellbeing Leader/ Interoception program
- 1 Finance/ Front Office Support SSO 37.5 hours
- 1 Admin/ IT SSO 24 hours.
- 5 x Curriculum Support SSO
- Significant additional support hours allocated from school budget to support intervention programmes, targeted support for Students with Disabilities and specialist programs including rock ensembles and kitchen/ garden program.

- **Public transport access:**

Hills Transit services Lobethal with timetables structured to support commuters to and from Adelaide.

- **Special site arrangements:**

Lobethal Primary School is a member of the Torrens Valley Partnership. Teachers participate in Professional Learning days and networks with colleagues from the other seven primary schools and four preschools. This offers a rich opportunity for networking and collaborative learning.

## 2. Students (and their welfare)

As a Category 6 school, our students come from a range of family backgrounds, most substantially professional, horticultural or retail. Our families strongly tend to value life in a small community and the opportunities it brings.

There is some cultural diversity among the student group and a distinct financial diversity with approximately 41% school card approvals.

Students are generally positively engaged in school and community life. They enjoy the varied sporting opportunities and can join a range of local clubs including karate, gymnastics, Little Athletics, soccer, football, tennis and netball.

- **Student well-being programs**

Student voice and wellbeing data play an important role in ensuring our students thrive in their school environment. We acknowledge that to optimise on learning retention and engagement that student wellbeing is a priority. In our commitment towards this, we closely decipher a range of data, which incorporates the DfE wellbeing, and engagement collection data, and a whole school happiness and

behaviour survey. Students flagged for concern by staff can access a number of intervention programs such as 'What's the Buzz' and targeted social and emotional upskilling sessions.

Our school seniors have the opportunity to apply for a wellbeing ambassador role in which they work alongside the SWL to run whole school campaigns, share student voice, advocate for student needs/concerns and sustain the buddy system implemented for our younger students. This ambassador role provides our seniors the opportunity to further develop their leadership capacity, empathy and confidence skills. Students can also access a range of lunchtime programs, which vary from term to term but can include, read to relax in the library, origami club and Pokemon club.

- **Student support offered**

Student Intervention programmes are scaled from adjustments made in class of tasks to withdrawal, depending on specific need. Significant school budget is allocated to support intervention.

Identified students are supported depending on their individual SMART goals. Other students with DfE-allocated support time, work individually or in small groups with an SSO.

The learning needs of English as Second Language students are identified through an English as a Language Dialect levelling process. Support is scaled appropriately, and teachers are involved in contributing to gathering sample materials, levelling discussions and developing targets.

Regular 'snapshots' of student learning are taken through a range of agreed standardized testing structures. This R-6 data, along with teacher observations and deeper knowledge of student performance and understandings guides the identification of students for other intervention measures. Markit is used as an electronic tracking tool to provide staff with ongoing reports about student achievement and progress over time.

- **Student management**

Student choices are counselled in a positive and restorative manner. The Student Code of Conduct outlines a series of steps to be followed in giving students opportunities to reflect and adapt or cease inappropriate behaviours while in the classroom or yard.

The Code of Conduct is implemented in all classes.

All classes spend time at the beginning of Term 1 to establish class agreements and positive relationships. A Student Wellbeing Leader had been appointed 0.4 in 2023. This position is funded 0.2 through the Department for Education and the remainder self funded by the school. The increase in time is to provide support for the increased complexity of student needs and to establish Interception strategies across the school. The role is to develop and lead school wide wellbeing initiatives and support home-school partnerships.

- **Student influence**

Student Forums have replaced the traditional Student Representative Council. Student Forum topics can be generated by students via class meetings. Staff can also suggest topics for Student Forums.

All students are invited to join forums on the advertised topic. They are held in the library or gym depending on demand. Student forums occur on a needs basis and Year 6 students also take a leadership role in Well-Being Communities.

As students move into middle and upper primary they are encouraged to take up roles in a range of committees including Gardening, Year Book, newsletter, Art, School Service and Gym. Committee time is also allocated once a week to complete tasks and roles related to the whole school.

- **Special programmes**

***Outdoor Classroom***

The Outdoor classroom features a productive vegetable garden, frog pond, small amphitheatre, native bush garden, mud cob oven, potting and seed raising areas. All classes are involved in the development and upkeep of the area.

During the warmer months in particular, the Outdoor Classroom is ideal for Art, Drama and Science lessons.

***Kindy Connect***

Lobethal Community Kindergarten is our primary feeder centre. It is located in the main town centre, approximately 15 minutes' walk from school. There are strong professional connections between the sites that support transition of families and the development of our early years programme.

***Music***

Music is an important part of our school curriculum and culture. Apart from within class, students are able to access a range of musical opportunities.

School Choir operates for the first two terms of year and perform at local events as opportunities arise.

Instrumental musicians can access lessons through the DfE Instrumental Music Service Hub once per week or a private tutor on site one day per week for a range of instruments including guitar, drums, piano, keyboard and voice.

From Year 4 students can become involved in school bands. An SSO supports bands one day per week. Students will use a mix of class and break times in rehearsing their bands. Bands are on stage in our annual concert in Term 3 and during Term 4 play with other local primary school bands in a concert performance in the gym.

Students also have the opportunity to perform at community events such as the Lobethal Lights.

### **3. Key School Policies**

- Site Improvement Plan and other key statements / policies can be found on the website :

<https://lobethalps.sa.edu.au/about-us/key-documents/>

- Recent key outcomes can be found in the 2022 Annual Report, which is found on the website :

<https://lobethalps.sa.edu.au/about-us/key-documents/>

### **4. Curriculum**

- **Subject offerings:** Australian Curriculum R-6, Visual Art, Music, PE, Japanese
- **Open Access College provision:** face-to-face Japanese lessons are held once or twice a term, with online lessons inbetween.
- **Teaching methodology:**

Staff at Lobethal PS are committed to working together to improve student learning outcomes. Teachers and SSOs plan SMART goals for individual students and adapt the curriculum with the use of technology, text to print apps and small group instruction.

Class teachers R-6 are adopting the Daily 5 structure to teach Literacy sessions. All teachers include mini-lessons or master classes for identified students or for students to self-identify areas they want

to improve. Majority of staff have been trained through the Berry Street Education Model, which embeds, and actions trauma informed practises throughout the school. Each morning students begin their day with a teacher-guided morning circle, this allows opportunities to connect, be aware of, and actively acknowledge all students (and peers) prior to lessons beginning. All staff use the Australian Curriculum to plan, program and assess student learning.

- **Student assessment procedures and reporting**

We host an Open Night early in Term 1. Students design and lead their families on tours of the classroom and school, based on classroom discussions and agreements.

Learning conversations between teachers, students and their parents are held twice a year in Term 1 and 3 (on request). In Terms 2 and 4 written reports are sent home to families. We use the One Child, One Plan to document decisions for students with Disabilities and record individual plans for students with learning difficulties.

- **Joint programmes:**

Lobethal Primary School is part of, and hosts, the Torrens Valley Music Hub, which offers brass, woodwind and percussion instrumental lessons to students from Paracombe, Lenswood and Gumeracha as well as Lobethal.

## 5. Sporting Activities

Students are able to access a range of sporting opportunities within school and the local community. The local Recreation Centre plays a pivotal role in local sports for children and adults with traditional Australian weekend sports such as tennis, football, cricket and netball.

In school each class has access to a significant array of sporting equipment and facilities. Our gym is in full operation with a large covered hard play area adjacent.

As well as class Physical Education lessons, sports clinics are bought into school on a regular basis. Since 2015, the school has applied for and used grants from the Sporting Schools Program. Clinics have included basketball, athletics, lawn bowls and gymnastics.

## 6. Other Co-Curricular Activities

Whole school activities regularly include Book Week, NAIDOC week, National Reconciliation week, choir and band performances, Adelaide Hills Music Festival, Kid stock.

All classes are regularly involved in camps and excursions. Day excursions can range from local walks to parks to trips to Adelaide. These are often to access performances or facilities such as Art Gallery or Museum.

Overnight camps occur in the Adelaide Hills primarily with occasional adventures further abroad. Middle Primary Camps tend to use centres such as Monarto Zoo, Arbury Park and Bushland Park (Lobethal).

The Year 6 class have traditionally held an annual Aquatics Camp at Murraylands Aquatic Centre (Murray Bridge).

For the past 10 years, the school has been holding a bi-annual camp to a small Aboriginal community in the Flinders Ranges. This opportunity is offered to year 5-6 students. Parents and volunteers attend the camp as it offers a unique insight into rural life and Aboriginal perspectives.

## 7. Staff (and their welfare)

Staff participate in whole school decision making and planning around resource management, workplace health and safety and curriculum directions.

Support through service providers and leadership is based at Para Hills.

A Student Wellbeing Leader is available to staff and students on site (0.4).

Collegial planning arrangements are encouraged between teachers, leadership and SSO's.

- **Staff support systems**

Lobethal Primary School is a member of the Torrens Valley Partnership. Teachers participate in professional networks with colleagues from the other 7 primary schools and 4 preschools. This offers a rich opportunity for networking and collaborative learning. Teachers meet in Professional Learning Communities 3 times per term on priorities linked to the Site Improvement Plan.

- **Performance Management**

Performance management is an important aspect of our work and learning. All staff are involved in at least 2 meetings during the year. Teachers are involved in writing their own Performance Plans, in consultation with the Principal. The plans are linked to school priorities as well as personal professional goals based on Professional Standards for teachers.

- **Staff utilisation policies**

All classes are composite year levels. The Resource Centre is administrated by an SSO2. This year the regional support team of the Department of Education is looking after our IT management.

- **Access to special staff**

Students have weekly access to specialist teachers for Visual Arts, Music and Japanese. We currently have private Music instructors that offers lessons in bass and acoustic guitar, piano & keyboard, drums and voice. Face to face Japanese lessons are provided through our enrolment in the Language Partnership Program from Open Access College.

## 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  
A school mobile is provided for use.

## 9. School Facilities

- **Buildings and grounds**

The school has been on its current site since 1903. Prior to that it was located in the main street of Lobethal.

The administration section of the school was upgraded in 2017. The majority of class spaces are housed within a double brick building built during the 1970's. Two middle primary classes operate out of two transportable buildings and the Activity Room doubles as OSHC room in a third transportable.

Since 2017 we have sought approval for building renovations and we are excited that over the course of 2020 and 2021 these were completed. 2020 saw the renovations to student and staff amenities completed. These new facilities better cater for our current numbers and are functional, clean and modern. Stage 2, which included the addition of an extra classroom to the gym, a foyer, disabled access toilet and kitchenette was completed in 2021.

The school grounds are attractive and functional with students able to access two playgrounds, small oval, sports shed and synthetic grass playing court. To complement our focus on nature and learning in the environment Our outdoor classroom comprises 'The Pines' nature play space, frog pond, vegetable patch, mud cob oven, chickens, worm farm, fruit trees and a small amphitheatre

- **Heating and Cooling**

All classrooms, administration areas and communal spaces have heating and cooling.

- **Specialist facilities and equipment**

A wireless network supports the use of 120 Chromebook laptops for student use. All teaching staff have access to full-size Windows laptops on the wireless network or various standalone computers around the school.

There is a communal bank of 30 iPad minis available to all classes.

All classes have Smart board interactive whiteboards installed.

For further information through photographs and newsletters, please see our website at [www.lobethalps.sa.edu.au](http://www.lobethalps.sa.edu.au)

- **Student facilities**

Flexible learning spaces are offered in all classrooms.

- **Staff facilities**

Standard

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

All school areas are now accessible for disabled staff and students.

- **Access to bus transport**

The school generally uses a local bus contractor to provide transport to and from excursions and camps, supplemented by use of private cars and DECD buses where necessary or more cost-effective.

## 10. School Operations

- **Decision making structures**

School decisions are based on a range of processes. Students can influence their learning and school through regular class meetings and Forums. We have an Events Committee and Personal Advisory Committee to guide decision making for staff. PAC meets at least twice a term to discuss staffing issues. The Finance Committee meet approximately twice a term a week before Governing Council meetings. Governing Council meetings are held the first Tuesday of each month and include an active and committed group of volunteers.

A WHS Committee meets regularly to oversee the wellbeing of staff and safety of our site.

Parents can contribute formally as a member of the Fundraising team or informally as a school helper or volunteer at key events. An OSHC Advisory Committee, consisting of both staff and parent representatives meets at least once a term.

- **Regular publications**

Whole school newsletters are published 3 times a term in weeks 3, 6 and 9. Regular class newsletters are sent electronically and in hard copy if requested.

- **Other communication**

Seesaw is used to communicate instant messages, newsletters, class notices and calendar events. Parents can also send notice of their child's absence and consents via this platform.

- **School financial position**

The school is in a sound financial position. Regular fundraising events support small school projects and purchase of equipment.

- **Special funding**

Not applicable.

## 11. Local Community

- **General characteristics**

Lobethal has a population of just fewer than 3,000, of which over 90% are Australian citizens. There is a variety of work available locally in agriculture, wineries, retail and community services, but many residents commute to other Hills towns or metropolitan Adelaide for work.

- **Parent and community involvement**

Families are generally supportive of the school and there are a number of willing parents who support the school through Governing Council, OSHC Advisory Committee, student reading and working in the garden. We host 2 sessions of our school concert in Term 3, which is extremely well attended by parents and grandparents. Many past students reconnect with the school and some students are even the third generation to attend.

- **Feeder or destination schools**

Lobethal Community Kindergarten is the primary feeder centre for our school, with small enrolments coming from other local kindergartens.

- **Other local care and educational facilities**

There is one kindergarten in Lobethal, a Lutheran R-6 school, and a limited number of Family Day Care centres locally.

- **Commercial/industrial and shopping facilities**

Lobethal is well resourced with a very good Foodland supermarket, a butcher, hairdresser, pharmacy, service station, cafes.

- **Other local facilities**

Lobethal also has a GP centre, dentist, physiotherapist, chiropractor, aged-care facility, community hall and recreational grounds comprising football oval and netball/tennis courts.

- **Availability of staff housing**

None

- **Accessibility**

Metropolitan Adelaide is easily accessible via good quality roads and is approx. a 45-minute trip into the city by car. Public transport (buses) service Lobethal with services between other hills town and into the city. Bus schedules are generally suited to weekday commuters and school students with early morning and late afternoon services.

- **Local Government body**

Adelaide Hills Council

## 12. Further Comments

Performing Arts is a feature of our school. Students have regular opportunities to present their learning and perform for others in the school and out in the local community. Expos of student learning are provided to showcase learning and to offer students authentic audiences and feedback.

Surrounded as we are by the beautiful Adelaide Hills countryside, Lobethal Primary School places great importance on developing in our students a sense of respect for and connection with the natural world. Staff link closely with the Lobethal Kindergarten through the Kindy Connect program to develop playful and creative learning.