

SCHOOL CONTEXT STATEMENT

Updated: 10/10

School Name: Lyrup Primary School

School Number: 0238

1. General Information

Part A

School Name	: LYRUP PRIMARY SCHOOL	Courier	: R27/2 (Berri)
School No.	: 0238		
Principal	: John Trobbiani		
Postal Address	: PO Box 33, Lyrup 5343		
Location Address	: Lyrup 5343		
E-mail Address	: admin@lyrupps.sa.edu.au		
District	: Riverland		
Distance from GPO	: 250 kms	Phone No.	: 08 85838271
CPC attached	: NO	Fax No.	: 08 85838210

	2007	2008	2009	2010
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception	3.0	1.0	3.0	0.0
Year 1	5.0	3.0	0.0	1.0
Year 2	5.0	4.0	4.0	0.0
Year 3	1.0	4.0	5.0	1.0
Year 4	1.0	0.0	2.0	1.0
Year 5	3.0	1.0	1.0	1.0
Year 6	2.0	1.0	1.0	1.0
Year 7	6.0	2.0	1.0	0.0
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
TOTAL	26.0	16.0	17.0	5.0
July total FTE Enrolment	25.0	14.0	11.0	5.0
Male FTE	13.0	10.0	8.0	4.0
Female FTE	12.0	4.0	3.0	1.0
School Card Approvals (Persons)	14.0	5.0	6.0	3.0
NESB Total (Persons)	1.0	0.0	0.0	0.0
Aboriginal FTE Enrolment	1.0	1.0	1.0	1.0

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

Deputy Principal

:No

Staffing numbers

2.2

Principal 1.0 (male)

Teachers 1.2 (2 females 0.6 each)

SSO 36.5 hours/week (1 female 30 hours / week, 1 male 6.5 hours / week)

Groundsman 7 hours/week (male)

Leadership position – entitled to 1 key teacher currently converted to teacher time.

OSHC

:Available at Berri Primary School and Renmark Primary.

Enrolment trends

:2007 – 26 2008 – 16 2009 - 17; Enrolments are on the decline over the past 3 years.

Year of opening

:1895. 1981 New school buildings.

2. Students and their welfare

General characteristics

:Mainly R-7 European descent.

(Pastoral) Care programmes

:School promotes a family atmosphere where older children are encouraged to care for and guide younger community members.

Support offered

: Special Education support provided for identified students. Principal currently teaches Numeracy to the senior students and supports Literacy across the school and provides NIT to classroom teachers. Access is readily available to District support in Disability Services, CAMHS, CAFHS etc.

Student management

:School Rules in place with students involved in consequences and decision making. Supportive parental involvement for student management procedures.

Student government

:All students involved in regular discussion and decision making on relevant issues.

Special programmes

:Teaching and learning is planned and delivered to meet the individual student needs in a variety of ways and groupings that suit best. The students have their individual school garden plot which they maintain. School grown produce is incorporated into school cooking and the school's Crunch "N" Sip program. Students also care for 12 hens. Eggs are sold as an enterprise education project and the student group have shared management and responsibility over a variety of aspects involving the chooks.

3. Key School Policies

Mission statement

:To provide a broad balanced education for R-7 students that caters for their special needs and enables them to maximise their learning outcomes.

Long-term objectives

:Keep abreast of Technology Practices and incorporate, where possible, into all learning areas.

School development priorities

:Literacy and Numeracy.

Health and PE.

Environmental Ed.

Enterprise Ed.

IT.

OHS&W

Primary Connections

Key outcomes

:To continue to improve standards of achievement for all students in Literacy/Numeracy.

To develop a whole school H&PE curriculum that incorporates Life Skills.

Continue to develop IT across all curriculum areas.

Improve OHS&W practices.

4. Curriculum

Subject offerings

:7 areas of learning from SACSA Framework.

Open Access

:No

Special needs

:Programs are established to support Students with Disabilities and in Early Intervention.

Teaching methodology

:Co-operative teaching/child/teacher/parents.

Assessment procedures and reporting

:Implementing DECS Assessment and Reporting Policy. Reporting formally to Parents three times a year – oral parent / teacher interview Term 1, comprehensive written report Term 2, end of year written statement Term 4, regular reporting through “Take home Portfolios” once each term and Diaries.

5. Sporting Activities

:Broad sporting activities within curriculum framework.

Regular fitness programmes, swimming and water confidence lessons, Sports Days with other small schools, Be Active Days with other small schools.

6. Other Co-Curricular Activities

Special

:Children attend Expressive Arts performances by visiting artists, sports coaching clinics and varied activities centred around special days and community events.

7. Staff (and their Welfare)

Staff profile

:Principal Class 1 (1.0) – Upper Primary teacher (0.6) – Junior Primary teacher (0.6) – SSO2 (30.0 hours/week) — SSO1 (6.5 hours/week) — grounds person (7 hrs/week).

Leadership structure

:Principal Class 1.

Staff support systems

:SSO for classroom support and Early Intervention, SSO involved in running of Library. All staff willingly take on extra responsibilities. All staff work co-operatively. T & D encouraged and opportunities offered for all staff involvement. Regular Performance Management meetings negotiated and arranged.

Staff utilisation policies

:1 main classroom divided into 2 learning areas. Junior and senior students are separated during literacy and numeracy teaching time and combined each afternoon for other lessons.

Staff members' skills are well utilised in IT, Arts and Design, Science and Technology where students are combined into one group.

SSO provides in-class individual and small group support.

Access to special staff

:Special Education Unit, Behaviour Management Team, Aboriginal Unit, Speech Pathology, ESL, CAFHS, CAMHS, KIFS, DECS Counsellor. Hearing Impairment Services located in Berri less than 10 minutes away.

8. School Facilities

Buildings and grounds

:A large modern brick building comprising of 3 classroom areas with wet areas, withdrawal room, Art/Science/Cooking room, large Resource/Library area, staffroom, inside staff toilet, sick room, Principal's office and utility room. Large grounds – lawned playing areas, oval, hard play area for courts, etc. sandpit, student's garden, bike/shelter shed, sports-storage shed, grounds shed and

outside student toilets. 3 outdoor learning areas established in grounds. Children have responsibility for developing and maintaining a Sensory Garden. New split system reverse cycle air conditioning. Chicken shed with chicken run constructed in 2010 currently housing 12 chickens.

Specialist facilities

:Art/Science/Cooking area and appropriate resources. Library area contains 6 curriculum computers networked to the internet. Classrooms each have 3 computers also networked to the internet and library computers.

Student facilities

:Adventure playground, modular playground, shaded sandpit, oval, cricket pitch, football goals, bike shed, equipped sports shed, amphitheatre, hard play court, equipped Art/Science/Technology Area, musical instruments, 12 curriculum PCs with CD and DVD ROM and Internet access, Digital Camera, Video Camera, CD Burner, resourced Library.

Staff facilities

:Staff Resource Library, staff room, SSO work area, front office, Principal's office, colour photocopying area, access to computers including an access point for the laptop in the staff room, attractive teaching areas.

Access for students and staff with disabilities

:All areas accessible.

Access to bus transport:

School bus run (DECS), for entitled students.

9. School Operations

Decision making structures

:Staff meetings, School Council.

Regular publications

:School Newsletter sent home to all families fortnightly also displayed at the local shop and emailed to other school's and community members in the district.

Other communication

:Student Take Home books, Reporting and Assessing (Interviews and written), Learning Portfolios, Parent Information Book.

School financial position

:Financially sound and has benefited through involvement in local management.

10. Local Community

General characteristics

:Rural fruit/vegetable growing area on the River Murray, small village of mainly European extraction, access to all forms of employment in nearby larger towns, eg Berri, Renmark, Barmera and Loxton.

Parent and community involvement

:School Governing Council, support from Lyrup Community Club, Renmark Paringa District Council, Community Sports Trust. Excellent support provided to school by local community.

Feeder schools

:Berri Pre-school, Monash Kindergarten, Baramera Kindergarten.

Other local care and educational facilities

:Kindergartens in all large towns and CPC's attached to a number of primary schools, Loxton High, Renmark High, Glossop High, Renmark and Berri TAFE Colleges, Primary schools in neighbouring towns, Child Care Centres (Berri, Renmark, Loxton), Family Day Care Providers, Mission Australia, Riverland Accommodation Outreach Forum, Chaffey House, Comserve, Loxcare, Orana sheltered workshop, Riverland Special School, Riverland Community Health Services and hospitals.

Commercial/industrial and shopping facilities

:Industries associated with fruit/vegetable growing, wineries, local building industries, tradespersons and Government Offices. Most towns have either a local hotel or community club or both. Large shopping centres in Berri and Renmark (Coles, Woolworths, Target, Big W), Mc Donald's, KFC, general shopping facilities in all towns.

Other local facilities

:Lyrup has the Lyrup Community Club, Lyrup Bowling Club, Lyrup Sports Trust, (football, netball, tennis, cricket, softball, baseball) CFS, riverfront picnic area and fenced playground, boat ramp, private houseboat marina, Christian Life Centre, General Store and Post Office.

Nearby towns have community libraries, various sporting clubs and facilities, (eg Lake Bonney Yacht Club, Speedway, Ten Pin Bowling), local swimming pools, Berri Farmers Marketw social groups, (eg garden clubs, wine clubs, travel clubs) 499 seat Chaffey Theatre and other smaller theatres in various towns, Dance Clubs, Theatre Groups, Riverland Bands and Orchestras.

Availability of staff housing

:Teacher housing in most Riverland Towns and private rental available.

Local Government body

:Renmark Paringa Council.

11. Further Comments

A special feature of the school is the high level of community interest, involvement and support. The school community is actively involved in all aspects of the school and appreciates being kept well informed.