

SCHOOL CONTEXT STATEMENT

Updated: June 2020

School Number: 0983

School Name: Brahma Lodge Primary School

General Information:

Part A

School Name	Brahma Lodge Primary School
School Number	0983
Courier	Northern Adelaide
Principal	Leah Stamato
Address	20 Mortess Street, Brahma Lodge
Phone Number	8258 2929
Facsimile Number	82815849
Region	5109 Northern Adelaide
Distance from GPO	16 km
CPC attached	No

FTE Enrolment	2016	2017	2018	2019	2020
Reception	26	31	22	34	32
Year 1	30	26	32	20	33
Year 2	23	29	26	31	21
Year 3	22	23	29	26	32
Year 4	28	26	23	30	29
Year 5	33	33	26	22	29
Year 6	25	28	33	28	24
Year 7	28	27	28	34	23
Year 3-7 Special Class	9	9	9	12	12
TOTAL	216	229	228	237	235
School Card %	58	60	63	72	74
NESB Enrolment %	30	33	33	38	38
Aboriginal Enrolment %	13	13	13	14	11
SWD %	30	33	33	38	36

- Assistant Principal's name: Olga Vidoni
- School Website Address: www.brahmar7.sa.edu.au
- School Email Address: dl.0983.info@schools.sa.edu.au
- Staffing Numbers: 15.2 FTE
- Enrolment Trends: increased from 195 in 2015 to 235 in 2020
- Year of Opening: 1964
- Public transport access: Regular service to nearby bus stop

Students

Brahma Lodge Primary School is located in the northern suburbs of Adelaide in the Salisbury local government precinct. Enrolments are mainly drawn from the suburb of Brahma Lodge bounded by Main North Road, Frost Road, Cross Keys Road and Park Terrace. In 2020 we are operating ten mainstream classrooms and a Primary Special Class. The Beafield R-2 Learning Unit is onsite.

Our belief is that students respond better to efforts to improve their academic performance when they feel connected to school. Our goals are to connect students to their school and to improve their academic performance.

The enrolment from Reception to year 7 in June 2020 was 235. We have classes in the Open Space Unit and in the main building. Enrolments have been steady over the last 3 years and we are confident that we can sustain our enrolment numbers.

The students in our school come from a wide range of socio-economic backgrounds. Over 70% access the school card entitlement. There are 90 students from non-English-speaking backgrounds and in 2020 the number of Aboriginal / Torres Strait Islander students was 28.

At Brahma Lodge Primary School we seek Unity by focussing on Respect, Responsibility and Relationships. Unity enables the members of our school community to enjoy learning, to accept themselves and others, and to work together to achieve our goals.

We value:

Respect: We model and teach respect for ourselves and others

Responsibility: We model and teach responsibility for ourselves and others

Relationships: We model and teach relationships that promote Wellbeing

Our Learning Program

Our priority for 2020 is improving student learning in maths, reading and writing. We currently operate 10 classes from R-7 and a Year 3-7 Special Options Class.

Our learning program includes:

- a focus on running whole school programs to develop relationships between all members of our learning community
- an emphasis on the early detection and support of learning difficulties
- daily Literacy / Numeracy Block in all classrooms
- individual and small group literacy and numeracy intervention programs for students who require additional support
- specialist teachers in the areas of Science, the Visual Arts, and Physical Education

- learning support for students with learning difficulties
- learning support for Aboriginal students through Literacy/Numeracy support, AET, ACEO, Nunga Club and learning support plans
- learning support for EALD students
- opportunities for students to participate in leadership programs

The school operates a leadership team including the Assistant Principal: Coordinators in Student Wellbeing, Literacy and Numeracy. The leadership team oversee all programs including Literacy and Numeracy interventions for all identified students, student welfare and professional development. The Student Inclusion and Review Team (SIRT) meet regularly to consider referrals for students at risk, to track support programs and monitor student achievement.

Specialist Programs in Science, Visual Arts, Physical Education

As a school we have a long term commitment to providing specialist teachers in these curriculum areas. All students in the school have lessons in the Art Studio that we have created. In Visual Arts the children use and experiment with different materials, technologies and processes to make art. Our aim is for our students to have experiences that enable them to develop creative and powerful ways of visually representing their ideas, experiences, observations and imaginations.

Our Science program is based in the Science Room that all students in the school use for their Science lessons each week.

Our Physical Education program is designed to develop the fitness level of our students, to teach them the role of rules in playing games, to develop their fine and gross motor skills and to develop a disposition that enables them to value health and fitness as a lifelong pursuit.

Reporting to Parents

Term 1:

Parents receive a newsletter from the classroom teacher and specialist teachers about the learning program for the term, teacher expectations, class routines and expected values.

Parent Teacher interviews occur in the latter part of the term.

Term 2:

Parents receive a newsletter from the classroom teacher and specialist teachers about the learning program for the term, teacher expectations, class routines and expected values.

Parents receive a written report on the last day of term that informs them about the achievements of their child in all the curriculum areas that we teach.

Term 3:

Parents receive a newsletter from the classroom teacher and specialist teachers about the learning program for the term, teacher expectations, class routines and expected values.

Parents have the opportunity to attend a Parent Teacher Interview in week 4 of the term.

Term 4:

Parents receive a newsletter from the classroom teacher and specialist teachers about the learning program for the term, teacher expectations, class routines and expected values.

Parents receive a written report on the last day of term that informs them about the achievements of their child in all the curriculum areas that we teach.

Student Behaviour Development

Both class and yard expectations at Brahma Lodge Primary School are based upon our school values of Respect, Responsibility and Relationships. We practise a restorative justice system which focuses on relationships, respect and responsibility, allowing students to acknowledge their mistakes and work towards fixing the harm they have caused.

We support our students in learning that our choices have an impact on other people in our school community.

At the beginning of the school year the class teacher and students develop behaviour expectations and consequences. Class Behaviour Development is based on a step system, using logical consequences and the ownership of behaviour. A Reflection Plan can be used to help students understand and accept responsibility for their behaviour.

Students in the Early Years begin each day anew whereas the step system for Primary students runs across a whole week.

Our Yard Behaviour system expects students to take responsibility for their behaviour. Inappropriate choices will lead to time being spent in the Reflecting Room with a member of the Leadership Team and, where appropriate, followed by a restorative justice meeting. Students have to think about their choices, our school values and then plan how to improve their behavioural choices.

A restorative justice meeting gives all people involved the opportunity to be listened to in a safe and supportive environment where those involved can talk about what happened, how they feel, and what needs to happen in the future to restore relationships. Parents are informed when their child has been sent to the Reflecting Room.

Behaviour that promotes our values and learning is acknowledged at the School Assembly, in the school newsletter and through the use of award certificates. Recognition is given daily in the classroom and in the yard to acknowledge our school values.

A significant role of the Assistant Principal and the Student Wellbeing Leader is the development of student voice through class meetings, Student Leadership, House Colours and Student Action Teams. Student Action Teams are groups of children who volunteer their time to organise and run lunchtime activities that students sign up to participate in. The Student Wellbeing Leader uses the project as a teaching tool that promotes cooperation, teamwork, collaboration, community mindedness and our values. Student Executive is part of our R-7 student voice initiatives that links to class meetings. The coordinator guides students through the meeting process where they discuss, make decisions and recommendations about school matters. As a group, Student Executive plan and organise assemblies, whole school events, fundraising activities and identify projects to help improve our school. Recent Achievements of these initiatives include:

Student Action Teams Achievements

- reduction in yard behaviour incidents
- reduction of students needing to resolve issues from yard during their learning time
- increased number of students in leadership roles developing leadership skills
- students learning how to teach other students which has improved behaviour choices with visiting and specialist teachers
- increased number of students engaged in and participating in their learning

Student Voice Achievements

- students participating in Student Executive are developing an understanding of democratic decision making processes
- more students are 'having a voice' in their class, influencing their learning experiences
- students participating in the planning and implementing of whole school projects such as casual days, fundraisers, lunchtime activities, peer leadership day
- reduction in yard behaviour incidents

Staff (2020)

Leadership Structure:

Principal (1.0), Assistant Principal (1.0), Student Wellbeing Leader (1.0) Literacy Coordinator (0.2) Numeracy coordinator (0.2)

Staff Profile:

11 classroom teachers (FTE), 1.0 Science Teacher (FTE), 0.6 Visual Arts, 1.0 PE, 0.4 Aboriginal Education Teacher, 0.4 EALD Support Teacher, 0.8 Special Education Teacher.

Support Staff:

3 admin SSO staff (102 hours) and a grounds person (15hours), 12 Learning Support SSO's (321 hours) (all classes receive Learning Support SSO time each morning during the Literacy/Numeracy block) and all SSO's provide learning support to individuals and small groups through Intervention Programs. The SSO's provide support in our Speech, Literacy Intervention, Numeracy Intervention, Social Skills and EALD support programs.

We employ a School Psychologist 2 days a week (Tues and Wed) and an Occupational Therapist for 2 days per week. We take Graduate Students from Flinders University on student placement each term. Part of the role of the Senior OT is to oversee the learning program of the university students who support BLPS students.

Performance Development:

All staff are line managed by a principal. Meetings occur every term. The emphasis of teacher meetings is on student learning and site improvement directions. An agenda of the teaching practices to be discussed is provided and teachers have an opportunity to add to the agenda to finalise it.

School Facilities

- Resource Centre
- large attractive grounds
- modern playground equipment
- two storey building with traditional classroom spaces. All classrooms are carpeted, air-conditioned and have interactive whiteboards
- Open Space Unit with 2 teaching spaces and withdrawal areas
- a hall provides facilities for Assemblies, The Arts, Physical Education and whole school programs
- Computer Room – networked with 30 computers and coloured printer
- pods of computers in locations across the school
- access for students and staff with disabilities - ramp access to main building (but no access to first floor for wheelchairs), ramp access to the Open Space Unit

School Operations

- Decision making structures
 - : Governing Council operates with a range of subcommittees who bring recommendations to Council Meetings
 - : Staff Meetings operate on consensus but will accept majority vote
 - : Newsletter published fortnightly
- Other communication
 - : Facebook page, SkoolBag App, Seesaw App, Student Diaries, Student Reports, School Assemblies, Parent Information Booklet, Class Newsletters, Parent Nights, Parent/Teacher Meetings
- School financial position
 - : Resource Entitlement Statement, Disadvantaged Level 2 School, School Card, Federal Government Grants

Other

- Feeder schools
 - : Brahma Lodge Kindergarten is within walking distance from the school; Salisbury Kindergarten is 1.5 km away
- Other local care and educational facilities
 - : A number of primary and private schools within close proximity and four Education Department Secondary Schools
- Commercial/industrial and shopping facilities
 - : Commercial/Industrial and shopping facilities: Parabanks Shopping Centre within 1.5 km and small local shopping centre within walking distance
- Other local facilities
 - : Netball, Soccer Clubs, Junior Football Clubs and Scout Group, Fitness Centre, Ten Pin Bowling and Indoor Sports Centre
- Local Government body
 - : City of Salisbury Council is an active and supportive body

School Improvement Plan – Summary 2019 - 2021

Goals	Targets	Challenge of Practice
To increase student achievement in reading by improving fluency and decoding skills in JP and comprehension skills in Primary Years	60% of students will achieve A-C grades using the Australian curriculum Standards	If we assess reading consistently, interrogate data and respond by adjusting teaching practice, we will increase student achievement in reading.
	60 % of students will score in the top 3 bands in NAPLAN Reading assessment	
	75% of students will reach minimum benchmark for reading (using PAT-R / Running record data)	
To increase student achievement in writing (R-7)	60% of students will achieve A-C grades using the Australian Curriculum Standards	If we implement consistent writing programs, assessment and moderations including BLPS assessment rubrics then we will increase student achievement in writing.
	50% of students will score in the top 3 bands in NAPLAN Writing assessment	
	40 % of EALD students will reach year level scale score in EALD scaling of writing moderation	
To increase student achievement in numeracy by improving students understanding of Trusting the Count (R-1) and Place Value (2-7)	65% of students will achieve A-C grades using the Australian Curriculum Standards	If we improve teachers understanding and implementation of Big Ideas in Number with a focus on Trusting the Count and Place value, we will increase student achievement in mathematics.
	50% of students will score in the top three bands in NAPLAN numeracy assessment	
	75% of students will reach the minimum benchmark the PAT-M assessments.	