



# SCHOOL CONTEXT STATEMENT

Updated 01/2024

**School number:** 0723

**School name:** Colonel Light Gardens Primary School

## School Profile:

Colonel Light Gardens is a connected school community committed to making a difference. We believe that lifelong learning begins in the early years of schooling through the fostering of an inquiring mind, positivity, confidence and resilience. Our students engage in inquiry learning processes to help them become responsible and active global citizens.

The school works relentlessly to ensure we provide an engaging learning and teaching program catering for the needs of contemporary learners. We provide a holistic approach with clear expectations and benchmarks especially for literacy and numeracy achievement.

Colonel Light Gardens is an historic suburb situated just south of the Adelaide CBD. The campus is located adjacent to the beautiful surrounds of Mortlock Park and features a mix of modern and historic buildings named after key local identities associated with the early history of the suburb.

The school currently has an enrolment of around 680 students which is close to capacity. Interest in our school continues to be strong due to its proud reputation, high academic results, and a vast array of both in school and extracurricular opportunities and programs. A 'zone of right' is currently in place to ensure the access rights of families living within the defined school zone. Each year we do accept some students from 'out of zone' to maintain our four Reception classes as well as vacancies in other year levels. The number of out of zone offers varies from year to year.

We highly value our relationship with our school community and go above and beyond to connect, inform, and seek ongoing feedback from all our stakeholders. Our parents and other community members take great pride and interest in our school. The Governing Council is passionate and highly motivated to ensure the ongoing success of the school through a desire to fully support the school's strategic directions as documented in the annual School Improvement Plan (SIP). Together we plan, implement and review progress. There are several active and involved subcommittees supporting the work of the school.

Our school culture and ethos are underpinned by a set of three enduring values and nine expert learner qualities that have been shaped by the community. These are evident in all that we undertake as a school. We have high expectations regarding attitude, work ethic, taking pride our school reflected in a myriad of ways including following our dress code and behaving appropriately. We challenge every student to do and be their best.

# 1. GENERAL INFORMATION

<b>School Principal's name:</b>	Liz Pelling
<b>Deputy Principal's name:</b>	Brianna Frahn
<b>Year of opening:</b>	1926
<b>Location address:</b>	Windsor Avenue, Colonel Light Gardens, SA 5041
<b>Postal address:</b>	As above
<b>DECD region:</b>	Mount Barker 2
<b>Geographical location - distance from GPO:</b>	8kms
<b>Telephone number:</b>	08 8276 1523
<b>School website address:</b>	<a href="https://clgps.sa.edu.au">https://clgps.sa.edu.au</a>
<b>School e-mail address:</b>	dl.0723.info@schools.sa.edu.au
<b>Child Parent Centre (CPC) attached:</b>	No
<b>Out of School Hours Care (OSHC) service:</b>	Yes
<b>February 2024 FTE student enrolment:</b>	661 (expected 40 reception students Mid-Year)

YEAR	2018	2019	2020	2021	2022	2023	2024
RE	90	98	117	99	96	109	73 + 40 (mid-year)
1	101	87	103	111	98	95	107
2	92	106	90	107	110	97	97
3	63	94	108	85	101	106	101
4	107	70	95	108	80	104	106
5	77	107	78	90	106	81	97
6	76	72	102	77	90	97	80
7	67	60	48	58			
<b>TOTAL</b>	<b>673</b>	<b>694</b>	<b>742</b>	<b>731</b>	<b>680</b>	<b>689</b>	<b>661</b>

## Student enrolment trends:

The school attracts strong enrolment interest.

## Staffing numbers (as at February census):

- 4 leaders
  - Principal (tenured to 01/27)
  - Deputy Principal (tenured until 01/25)
  - Assistant Principal (tenured until 01/28)
  - Assistant Principal (tenured until 01/26)
- Wellbeing Coordinator (tenured until 01/26)
- 45 Teachers (a mix of fulltime, part-time, permanent and contract)
- 15 School support officers
- AEW employed in 2024

### **Public transport access:**

Buses pass close to the school along Goodwood Road and East Parkway from the city and from southern suburbs. There is a train service to the city within a 20-minute walk.

### **Special site arrangements:**

We are located next to Mortlock Park owned by Mitcham City Council. Although it is a public park, we lease the park for recess and lunch play breaks, physical education lessons and a host of special events such as sports day.

## **2. STUDENTS (AND THEIR WELFARE)**

### **General characteristics:**

Around 15% of its population on school card. Students come from more than 15 cultural backgrounds although most students come from English speaking backgrounds.

- There are approximately 25 students supported through the EALD programs and over 15% of students have a non-English speaking background - we have six Aboriginal students.

Colonel Light Gardens Primary School is a large city school. Common perceptions identified by the school community, which influence school programs, include:

- A strong sense of community with a high level of parental support.
- High academic expectations and aspirations for children. This has influenced the development of the assessment and reporting procedures to ensure parents have relevant information regarding their child's achievements. Programs that encourage individual excellence by students in all endeavours are implemented.
- Diverse cultural and religious backgrounds in the school community which allows us to develop global perspectives, developing programs which explore our need to respect and understand each other and ourselves within the diversity of cultures.
- Staff valuing and catering for the diverse needs of students and the community. Student needs and abilities challenge staff to develop programs that respond to individual learning needs in a rapidly changing world, ensuring that a balanced range of skills relevant to student's current and future lives are addressed.
- Highly valued specialist programs in a range of curriculum areas (listed later).
- The International Education program is on hold indefinitely due to enrolment pressures.

### **Student well-being programs:**

- Our student wellbeing programs are designed to enrich community connection while meeting the individual needs of students.
- Wellbeing programs and initiatives range from whole school events to individual wellbeing interventions.
- Whole school initiatives to nurture connection include Harmony Day, National Day of Action Against Bullying and Violence, casual day, zones of regulation and resourcing of external providers including Life Education and Head Space, responsive to community needs.
- Small group supports include evidence-based social and emotional learning programs such as *What's the Buzz* and *Art Therapy* as well as group counselling sessions with the wellbeing leader and wellbeing support worker.
- Individual interventions include 1:1 session with the wellbeing support worker and wellbeing leader.
- Year 6 Student Wellbeing Leaders support all students in the yard and develop wellbeing initiatives for the whole school.

### Student support offered:

- Counselling is provided to students by teachers, the deputy principal, assistant principals, wellbeing leader, wellbeing support worker and the principal.
- Departmental and external service providers such as psychologists and social workers are utilised as required.
- A dedicated wellbeing room to meet the sensory and emotional needs of our students.
- Staff wellbeing is supported through the 'Staff Wellbeing Toolkit' and through accessing the Employee Assistance Program.

### Student management:

- Our behaviour support code and policy were updated at the beginning of 2023, after consultation with staff and the wider community in line with the Department for Education policy.
- Our philosophy is to understand the reasons behind the behaviours to empower students to navigate life successfully.
- Our approach is student-centred, incorporating natural justice and restorative practice.
- A common language has been developed to discuss behaviour with students, based on the *zones of regulation* which can be found throughout the school.
- Students are supported to take responsibility for their actions and provided with an opportunity to change behaviours before more formal consequences are implemented.

### Student government:

- There is a very active student representative council (SRC) in the school.
- Each year 2 to 7 class has four reps that are elected and inducted at the beginning of the year - two attend for each semester.
- The SRC is managed by an executive of eight senior students elected by their peers.
- Functions and activities are organised by the SRC.
- Classes have input into structures through class meetings and the involvement of students at the meetings.
- Student involvement in school committees is encouraged and the students also liaise with Mitcham City Council on matters of local significance.
- The SRC undertakes fund raising in the form of discos, casual days and Enterprise Day.
- A significant amount of this money is donated to charities nominated by students and the remainder is allocated to school goals selected by students.

### Special programs:

Programs offered to students include:

- After-hours sports (basketball, cricket, netball, football, soccer, softball)
- English as an Additional language (EALD)
- Performing Arts
- PE and Health
- Technology
- Art
- Japanese

Choirs:

- Festival Choir
- Junior Singers
- Boys @ CLG
- Girls Group

## Extra curricula programs and activities

- Robotics
- Dance
- Chess

### 3. KEY SCHOOL POLICIES

#### Our vision:

We are an involved school community, working in partnership to develop expert learners and maximise the learning outcomes for all students in their social, intellectual and physical development, for a productive and fulfilling future.

Our core business is to plan and facilitate teaching and learning in a supportive environment, rich in experiences and catering for a diverse range of abilities and backgrounds.

#### Our values:

Our CLG school values are **Respect, Care & Safety** which we learn, model, embrace and strive to achieve.

We work in partnership to develop a community of Expert Learners:

<b>Reflective:</b>	We understand and articulate the purpose of our learning and how it applies to our lives.
<b>Communicator:</b>	We use effective communication skills to support and articulate learning and to build positive relationships.
<b>Organised:</b>	We manage time effectively, efficiently access appropriate resources and plan for our own learning.
<b>Risk Taker:</b>	We have the courage to participate in all learning activities. We are prepared to make mistakes and understand that mistakes are part of a successful learning journey.
<b>Independent:</b>	We are actively responsible for our learning and our learning environment. We demonstrate initiative and make appropriate decisions.
<b>Resilient:</b>	We accept challenges, aiming to do our best. We use strategies and resources to persist when things do not go as planned.
<b>Team Worker:</b>	We include others and are respectful of their contributions. We cooperate and contribute ideas and effort to work towards a common goal.
<b>Open Minded:</b>	Through an understanding and appreciation of our own culture, we are open to the perspectives, values and traditions of other individuals and cultures and are accustomed to seeking and considering points of view.
<b>Active Thinker:</b>	We show initiative in applying thinking and questioning skills critically and creatively to approach complex problems. We are innovative and make reasoned decisions.

#### Site Improvement Plan priorities:

A copy of the school's Site Improvement Plan is available on the school's website.

The 2024 key goals are to:

- Increase all student achievement in literacy with a focus on writing.
- Increase student achievement in learning (A&B grades) with a focus on critical and creative thinking.
- Increase student achievement in numeracy with a focus on formative assessment and problem solving.

### Recent key outcomes:

- A complete report and analysis of our data is available in the annual report available on the school's website.

## 4. CURRICULUM

### Subject offerings:

Currently classroom teachers are required to teach 4 of the 8 required areas of study, including the General Capabilities, as outlined in the Australian Curriculum, and the Child Protection Curriculum

Teaching specialisation occurs in:

- LOTE – Japanese
- Performing Arts
- Visual Arts
- Health and Physical Education
- Technology

### Learning support:

Adjustments are provided for children with special or identified needs based on the NCCD's level of adjustments with QDTP focused on classroom differentiation provided by the teacher.

Supplementary and substantial adjustments (and intervention) include students accessing additional programs including, but not limited, to the following:

- In-class SSO support and small group programs at a PLT and individual student basis
- Early Intervention and "Booster support groups"
- PLT SSO pooled time. Each class received an additional 3hpw of SS01 time to strategically use to meet their cohort's individual needs.
- Provision of assistive technology iPads
- Student Support for verified students (IESP funding)
- EALD program with EALD specialist teacher
- Mini Lit program for year 1 and 2 students
- Maths Diagnostic schedule and related screeners for targeted next steps

Student progress and needs are monitored and measured in line with the CLG data collection timeline and teacher professional judgement. Individualised and documented support for students with disabilities as per their One Plans.

The Student Review Team accepts and monitors referrals for students at risk and provides suggestions and liaises with Support Services. The team meets to provide ongoing direction and review learning support and inclusion at CLGPS.

### Teaching methodology:

- We provide a learning environment that builds the desire, skills and capacities for everyone to be a successful learner.
- We actively engage learners in processes to reflect on and recognise how they learn - this allows them to connect their learning to real life contexts and apply it complex and unfamiliar situations.
- We know that students need foundational skills in literacy and numeracy to allow them to solve problems and think at higher levels.
- We provide opportunities for students to practise skills and achieve fluency and automaticity.
- Learners work collaboratively to develop a range of team skills and broaden their understandings.
- Students are taught to be conscious learners, who know how to inquire and have the research skills to do so.

- Students use technology efficiently and ethically to research, communicate and create and express themselves using a variety of modes of communication.
- Our learners engage with “big ideas” through their inquiries and act on their learning.
- Along with teachers, students generate questions to guide their inquiry.
- Students experience personalised learning, based on their questions, abilities and on a continual cycle of assessment and feedback between students and teachers.
- Teaching methods facilitate the gradual release of responsibility for learning and provide flexibility for learners to extend their own capacities for learning in a changing world
- Teachers use student-centred, integrated pedagogies that encompass a range of teaching strategies.
- Teachers are encouraged to plan using Learning Design and TfEL, continuing to develop teaching/learning programs, which encourage student agency.
- The use of digital technologies in the classroom supports this learning and encourages students to continue their learning beyond the classroom.

### **Student assessment procedures and reporting:**

Reporting of student learning to families includes the following formal practices as well as the ongoing informal and digital reporting of class programs, events, and work samples.

Our aim is to give students and their parents and carers honest, constructive, and useful information about learning progress so that students can set realistic goals for learning.

Our assessment and reporting schedule include:

#### **TERM 1**

- Acquaintance night.
- Parent / Teacher interviews to share information and report on progress.

#### **TERM 2**

- A comprehensive written report on learning outcomes, providing a grade for academic achievement, an effort rating and comments on strengths and areas for development as well as a student reflection.

#### **TERM 3**

- Student led conferences, which are learning conversations, where students present examples of their learning and progress towards achieving their goals.

#### **TERM 4**

- A summative report of the year’s achievements providing a grade for academic achievement, an effort rating.

## **5. SPORTING ACTIVITIES**

- Daily fitness and physical education are part of the curriculum.
- The school has a specialist PE teacher, and all students have PE skills-based lessons.
- Daily fitness for 20 minutes is an expectation when physical education is not scheduled.
- The school participates in a host of SAPSASA events, and many students represent the school at district and state level.
- After school sport is well supported by parents and cricket, softball, netball, football, soccer and basketball are offered.
- Out of school hours sport is managed by an SSO who works as the out of school hours sport coordinator.

## 6. OTHER CO-CURRICULAR ACTIVITIES

The school offers a host of co-curricular and extra-curricular activities.

### During school time:

- Festival Choir
- Sports Day
- Spotlight on CLG - a performing arts showcase for year 3 to 6 students (every 2nd year)
- Special Person's Day - a performing arts showcase for reception to year 2 students (every 2nd year)
- Enterprise Day (every 2nd year)
- Japan Day (every 2nd year)
- End of Year Concert
- Camps usually occur for year 4 to 6 students
- In 2023 we resumed the Canberra Trip for our year 6 students, which was highly successful.

### During Play Breaks:

Optional - with different activities for different year levels - these change year to year - in 2021 we are offering:

- Junior Choir
- Boys Singing Group (Boys @ CLG)
- Girl singers
- CLG Dance
- Robotics
- Computer Club
- Sister Circle
- Brother Circle

## 7. STAFF (AND THEIR WELFARE)

### Staff profile:

The school has a mix of experienced, developing, and early career teachers. Staff are extremely professional in the execution of their roles, fully understanding the importance of collaboration and teamwork in promoting individual success as well as supporting staff morale and wellbeing.

Our perspective survey data in 2022 shows high staff engagement and a positive school climate.

### Leadership structure:

The 2024 executive team consists of:

- Principal (A6)
- Deputy Principal (B4) - Technology and Early years learning
- Assistant Principal (B2) – Student Support and inclusion
- Assistant Principal (B2) - Curriculum and Learner Agency
- Wellbeing Leader (B1) – Wellbeing

The 2021 extended leadership team consist of:

- Leadership
- Business Manager (SSO4)



## Staff support systems:

### PLTs

- A key component in working at CLG is the expectation you are an active and contributing member of a professional learning team (PLT).
- PLTs are usually year level based and currently include the assigned PLT SSO as an active member of their team.
- PLTs plan, assess, moderate and participate together - with the expectation that whatever happens in one class in the PLT is replicated across all the others e.g. excursions, incursions etc.

## Training and Development:

- The school heavily invests in the training and development of staff.
- Funding is provided for staff to be trained in school specific programs and initiatives.
- Training for all Site Improvement Plan (SIP) priorities are fully funded.

## Performance Development:

The school has a structured and comprehensive performance development process in line with departmental expectations designed to enable all staff members to:

- Continuously reflect upon and improve practices
- Make sure work is aligned to organisational purposes
- Collaboratively recognise and celebrate achievements

Elements of the performance development process included:

- Informal discussions
- Documented planning and goal setting
- Meetings with a line manager
- Observations
- Collaborative reflection, sharing and celebration

## Staff utilisation policies:

- Use of tier two staff in line with One Plan goals as funding is allocated.
- The student support and inclusion leader coordinates this.
- The student review team meets twice a term to reviews students and funding.

## Access to special staff:

Our school hosts teachers from the Instrumental Music branch who work with groups of students every Monday.

The school has a positive relationship with all departmental support staff.

## 8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

<b>Complexity placement points:</b>	Not applicable
<b>Isolation placement points:</b>	Not applicable
<b>Shorter terms:</b>	Not applicable
<b>Travelling time:</b>	Not applicable
<b>Housing assistance:</b>	Not applicable
<b>Cash in lieu of removal allowance:</b>	Not applicable
<b>Additional increment allowance:</b>	Not applicable
<b>Designated schools' benefit:</b>	Not applicable
<b>Aboriginal/Anangu schools:</b>	Not applicable
<b>Medical and dental treatment expenses:</b>	Not applicable

<b>Locality allowances:</b>	Not applicable
<b>Relocation assistance:</b>	Not applicable
<b>Principal's telephone costs:</b>	A mobile phone is available for the principal.

## 9. SCHOOL FACILITIES

### Grounds:

- The school has a relatively small land footprint as most of the green play areas are accessed by using the Mortlock Park. The school grounds have:
  - A purpose-built nature play area housing a sand pit, water pump, rock, climbing ropes and interweaving paths.
  - A second school funded; JP landscaped inquiry area will be developed in 2024.
  - A school funded \$300,000 COLA (covered outdoor learning area) covering a full-size basketball court which has recently been resurfaced.
  - Another full-size basketball court.
  - A natural nature play area behind the Grange building which is a haven for the younger students during their assigned nature play weeks with a natural creek in winter.

### Buildings:

The school has a mix of the original historic buildings an additional building constructed in the 1980s and the most recent building constructed with the money every school received during the global financial crisis.

All classrooms in the school except those in the newest Doolette building have been repainted and recarpeted.

The staffroom has recently been extended and renovated to accommodate all staff in one area. This was a school funded project in 2022-23.

The schools buildings are currently named:

#### **Mortlock:**

A two storey building housing 11 classrooms (5 on the ground floor and 6 on the top floor) and a room on the ground floor called the Wool Shed which stores all the resources for staff.

In the 1980s an addition was attached to Mortlock which is home to the:

- Admin and Reception
- Leadership offices
- Staffroom
- Staff toilets
- Library

#### **Grange:**

The first of the original buildings, which has:

- 8 classrooms
- OSHC main room (it was the original school hall) - currently co-tenanted with performing arts
- OCHC office
- OSHC kitchen
- PE equipment storage room
- A Recently refurbished storage room called the annexe, now used as the office base for most specialist teachers.

**Reade:**

An open space building which was completely gutted and refurbished in 2018 with walls and large doors which open and close as needed between rooms. This building hosts:

- 4 classrooms
- A meeting room
- A wet area
- A breakout space for small group support
- A small office area still to be refurbished

**Doolette:**

Our most recent addition currently hosting:

- 5 classrooms
- An Art room
- A Computer room
- A communal office area for SSOs used as their base
- A learning break-out space used for intervention and small group support
- A large corridor area where classes can gather

**Langley Hall hosts:**

- A three-quarter sized gym with audio visual and quality built in sound system
- A kitchen area
- Stage area at the back for the stage, chairs and PE equipment

**Miller Mack:**

This building was the school's original toilet block.

In 2019 this small area was upgraded to a flexible kitchen and additional teaching space housing:

- Ovens
- A washing machine
- Dryer
- TV
- Movable benches

**The Canteen building houses:**

- The canteen
- A storage room for SAPSASA and out of school hours sport uniforms

**Heating and cooling:**

- All buildings have heating and cooling
- Most of the larger buildings work off a large unit with ducting throughout

**Specialist facilities and equipment:**

- We have a refurbished library, which is the hub of the school.
- A three-quarter sized gym/hall
- A covered basketball court (COLA)
- A fully equipped and specialist art room
- A computer suite

### **Student facilities:**

- A canteen, which operates daily for online orders and over the counter sales.
- An out of school hours care facility
  - Currently operating from 7:15am until school starts, then from after school until 6:15pm.
  - Vacation and pupil free day care is also offered

### **Staff facilities:**

- A staffroom (recently upgraded)
- A base for every staff member where they have access to a desk, computer and a lockable cabinet or pedestal to store their personal items.
- Every teacher is issued with a laptop and an iPad with an apple pencil.
- Every SSOs working with students is issued with an iPad with an apple pencil.
- All SSOs have access to a bank of laptops assigned specifically to them to use as needed.

### **Access for students and staff with disabilities:**

- The school is relatively flat
- There is a ramp with a gentle slope up to the main office
- A lift is available for staff use in the two-storey building; adult supervision is required for students with a disability to use it.

### **Access to bus transport:**

- The school is close to Goodwood Road, buses regularly come and go to and from the city and other locations.

## **10. SCHOOL OPERATIONS**

### **Decision making structures:**

#### **Staff:**

There is documented decision-making process at a range of levels with the school.

A key consultative decision-making body in the school is the School Improvement team (SIT) which meets every three weeks for 30 minutes consisting of:

- Principal, Deputy Principal
- A sub school representative from the:
  - Reception and year 1 (professional learning teams) PLTs
  - Year 2 PLT
  - Year 3 and 4 PLTs
  - Year 5 and 6 PLTs
  - The specialist team PLT
  - The support staff team
- SIT reps report back to their sub school after each meeting, consult and return with feedback for the next meeting.
- PAC is actively involved in all Human Resource decisions.
- Decision making is shared between the staff, Governing Council and Student Executive/SRC.
- Staff and Governing Council have documented decision making processes with the emphasis on consensus.
- A SIP focus group for each priority area (Numeracy, Thinking, Writing,) provides leadership and guidance for our Site improvement plan. These group meet twice a term to review and plan initiatives.
- All staff are aligned to a Site Priority Action team that meets twice a term.

## **Governing Council:**

The school has a committed and engage Governing Council consisting as listed in the constitution of:

- 12 parent members
- 3 staff representatives and
- The principal as ex officio

The subcommittees are:

- Finance Advisory Committee
- Education Committee
- OSHC committee
- Canteen Committee
- Grounds and Facilities Committee

Every subcommittee is required to provide a written report prior to the Governing Council meeting.

A member of the Governing Council also liaises with the school's out of school hours sports coordinator (an SSO) and provides a written report.

The Governing Council meets twice a term, usually in weeks 3 and 8.

## **Regular publications:**

### **Newsletter:**

The school publishes a quality and comprehensive newsletter 3 times a term in weeks 3, 6 and 9. In 2022 the newsletter went fully digital and is available via:

- Our Schoolzine for Parents app SZapp (requiring a login and password).
- The staff handbook is annually revised and updated.

### **Other communication:**

The school has a clear and documented communication strategy and utilises the Schoolzine and Seesaw platforms.

### **Parents:**

- **Web page**
  - Mainly designed for those outside of our school community to access and learn more about the school.
  - A repository for school documents, policies, and relevant information.
- **Schoolzine for Parents app**
  - This platform is used to share relevant individual, family, year level and whole school information, newsletters, calendar dates, and important notifications.
  - As of 2022, semester reports are emailed to all families.
- **Seesaw**
  - A communication platform with parents for showcasing learning through the journal and the exchange of daily messages for and about students.

### **Staff:**

- **Compass**
  - The weekly staff bulletin and the #1 communication tool at the school. It is used to share relevant information of an important but non-urgent nature.
  - A link to the Compass is emailed to all staff on Friday.
  - Staff access the Compass and any attachments via Microsoft Teams.
  - Staff are required to read the Compass before they begin their work week and highlight to action appropriate information as required.

- **EMS for staff**
  - In 2024, the school transitioned over to EMS and is currently in the process of developing applications and processes on this platform.
- **Microsoft Teams**
  - The main storage location for the sharing of key information and documents with staff, accessible from anywhere anytime.

### **School financial position:**

The school is in a good financial position having used considerable funding over the past 7 years to undertake extensive school improvements.

### **Special funding:**

Not applicable

## **11. LOCAL COMMUNITY**

### **General characteristics:**

Families at Colonel Light Gardens Primary School come from an increasingly diverse range of cultures. Most speak English at home, although some also speak a second language. Although we are a category seven school, there are still significant pockets of disadvantage. The community has a mix of people with a variety of occupations.

### **Parent and community involvement:**

- Parent support in the school is very active. Parents feel welcome and supported because of the clear communication channels.
- The school has many after-hours sport teams that are coached and managed by parents, and many programs that are strongly supported by parents and community members.
- School events and activities are very well attended by parents and extended family.
- Staff appreciate parents' active involvement in classroom activities either on a daily, weekly or adhoc basis.

### **Feeder preschools:**

Although we attract students from many kindergartens and preschools, our main feeder preschools are:

- Margaret Lohmeyer Kindergarten
- St James Kindergarten
- Mitcham Preschool

### **Destination schools:**

Colonel Light Gardens Primary School is zoned to both Springbank Secondary College and Unley high School. Of those that stay in year 6 historically:

- approximately 60% go to Unley High School
- 10% to Mitcham Girls
- 10% to other government high schools including Urrbrae and Springbank
- 20% to private schools

### **Other local care and educational facilities:**

The school's closest neighbouring educational institutions are in order of distance:

- St Therese Catholic Primary School (located on the opposite side of Mortlock Park)
- Springbank Secondary College
- Margaret Lohmeyer Kindergarten

- Colonel Light Gardens World of Learning
- St James Park Kindergarten
- Clapham Primary School

### **Commercial/industrial and shopping facilities:**

A host of retail and other businesses are available on Goodwood Road

### **Other local facilities:**

The school is near medical, sporting, social, cultural and recreational facilities.

### **Availability of staff housing:**

Not applicable

### **Accessibility:**

- By car, walking and buses along Goodwood Road
- A train station is a 20-minute walk away

### **Government jurisdictions:**

- **Mitcham City Council:** The main playground in Mortlock Park, which the school uses regularly for play breaks are owned and serviced by the council.
- **State electorate:** Elder
- **Federal electorate:** Boothby

## **12. FURTHER COMMENTS**

Colonel Light Gardens Primary School is a connected community dedicated to continuous improvement in teaching and learning. The staff, students and parents work together to provide a stimulating and challenging learning environment that fosters the development of lifelong learners.

***'CLG is a great place to be!'***