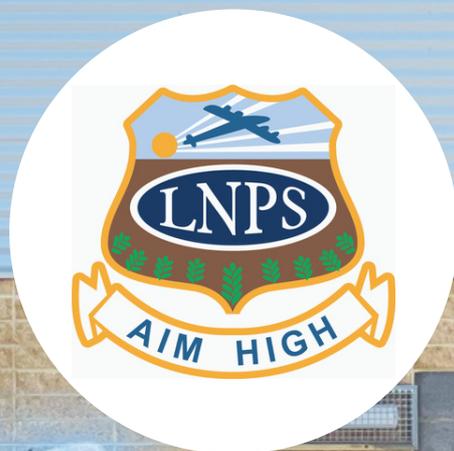


TORRENS HANDBOOK

LOCKLEYS NORTH PRIMARY SCHOOL



TORRENS!



WELCOME TO TORRENS
YEARS 3 & 4

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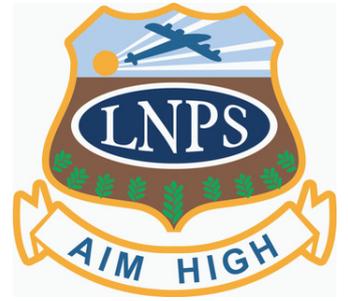


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OUR VISION

Education with a Purpose



**LOCKLEYS NORTH PRIMARY SCHOOL;
A COMMUNITY OF EMPOWERED LEARNERS WHO
STRIVE FOR SUCCESS**

At Lockleys North Primary School we hold strong beliefs that:

- *All learners can and will be successful*
- *All educators continually improve their pedagogy*

Our priorities ensure that every child has the best educational journey at LNPS. Educators and students work collaboratively in creating learner - centered environments, where they share values and beliefs, actively engage in learning from one another, and have a joint responsibility for learning while sustaining a mutually respectful and cohesive environment.

Respect

Pursuit of Excellence

Care and Concern

Honesty

OUR VALUES



Welcome to Torrens

Years 3 & 4

Welcome back to LNPS, and welcome to all the new families who are starting at LNPS in Torrens.

At Lockleys North Primary School, we believe that all learners can and will be successful. We underpin this belief with evidence-based, high impact approaches, ensuring growth for all. We see ourselves as co-learners, working with children as they learn, supporting them through modelling and collaborating, whilst fostering independence.

In Torrens, we work collaboratively together to plan and provide the best possible learning experiences for our students.

Torrens students will begin their journey of becoming digital citizens of the 21st century. They will be challenged, and encouraged to demonstrate flexibility, persistence, resilience, organisation and confidence navigating online learning.



MEET THE TORRENS TEAM



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Team Spirit

At Lockleys North Primary School we have four house teams: **Grallina (Green), Malurus (Yellow), Brian (Blue) and Pierson (Red).**

Students are in their teams on our Sports Day and they also meet together as an R-6 whole school team regularly throughout the year.

Our Senior students take on leadership roles to facilitate team meetings and lead by example, demonstrating our LNPS values and learner qualities.

Students earn points for their house teams demonstrating excellent choices with regard to behaviour, attitude and effort in all areas of their learning. Our school values and learner qualities underpin such behaviours and expectations. Throughout the year students have opportunities to earn house points by following expectations, demonstrating learner qualities and living our school values of *Pursuit of Excellence, Honesty, Respect and Care and Concern.*

Evidence of being successful at demonstrating school values and learner qualities may include:

- Being kind and respectful
- Be trustworthy and honest
- Showing genuine care and concern
- Being persistent and resilient
- Collaborating and being a team player
- Being brave and taking risks
- Seeing mistakes as a part of learning



AIMING HIGH @ LNPS

AIMING HIGH @ LNPS

Our school values of *Respect, Honesty, Pursuit of Excellence and Care and Concern* underpin all expectations at LNPS.

Our aspiration is that all students at LNPS develop learner qualities that are underpinned by our values of Respect, Care and Concern, Honesty and Pursuit of Excellence.

The ultimate goal is for LNPS students to exhibit characteristics of successful learners. Students who are continually aiming high, knowing what they are learning, what success looks like, and acting upon feedback.

Our learner qualities are:

- *Collaborative*
- *Resilient*
- *Reflective*
- *Independent*
- *Curious*
- *Innovative*

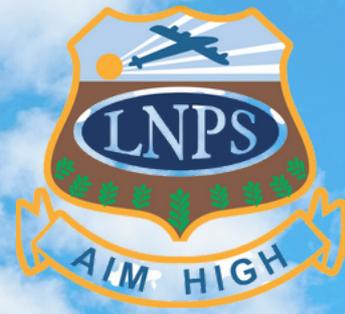
Aiming High at LNPS enables our students to demonstrate the learner qualities, which our school community acknowledges as essential skills that all students should have on completion of their time at LNPS. As students are encouraged and supported to take charge of their own learning, the Aiming High at LNPS initiative is implemented R-6.

Aiming High at LNPS comprises of three LNPS programs where students are given the opportunity to demonstrate school values and learner qualities. The following are designed for our students to develop as powerful learners by taking ownership of their learning and achievements.

- *Gaining Your Wings (R-2)*
- *Taking Flight (Years 3 - 5)*
- *High Flyers (Year 6)*

In supporting students in being successful learners, expectations around LNPS values are reflected upon and unpacked with students. Our students will collate and present evidence of the 6 Learner Qualities and School Values each term.

Watch this space for more information on what this will look like and how you can support your child at home!



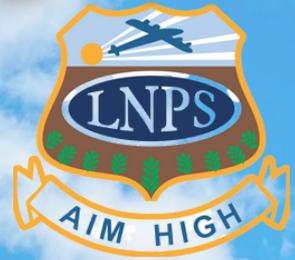
RESPECT

HONESTY

**CARE &
CONCERN**

**PURSUIT OF
EXCELLENCE**

SCHOOL VALUES



HONESTY

It is being responsible and genuine.

By HONESTY we mean that everyone

- is trustworthy (trusting each other and being a trustworthy citizen)
- is accountable (taking ownership of our thinking and behaviour)
- is reflective (on actions and how they influence self and others)
- is accepting

We will ...

- be open with our communication to build trust
- own our actions and accept their outcomes
- reflect on our actions and be open to feedback
- be truthful
- follow through on commitments
- nurture a safe space for everyone

RESPECT

It is understanding and valuing self, others and the environment.

By RESPECT we mean that everyone

- listens to and values others
- shows empathy
- encourages and supports everyone to have a voice
- is open minded
- embraces diversity
- respects places and belongings

We will ...

- use kind words and actions
- take pride in our school
- welcome and include others
- listen to others
- appreciate that everyone is unique

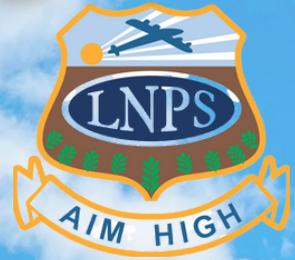
RESPECT

HONESTY

**CARE &
CONCERN**

**PURSUIT OF
EXCELLENCE**

SCHOOL VALUES



PURSUIT OF EXCELLENCE

It is a commitment to learn and grow.

By PURSUIT of EXCELLENCE we mean that everyone

- is a lifelong learner
- works individually and collectively
- accepts challenges
- learns from mistakes
- strives for personal best
- sets personal goals for improvement, and works towards growth
- is proud of personal growth and achievements

We will ...

- be curious and ask questions
- know and act upon our next steps
- understand how we best learn
- be persistent
- celebrate growth and achievements

CARE and CONCERN

It is ensuring our decisions and actions are considerate to self, others and the environment.

By CARE and CONCERN we mean that everyone

- creates a sense of belonging
- is empathetic and kind
- cares for people and places
- is supportive
- develops and maintains positive self esteem
- interacts positively

We will ...

- be kind
- cooperate with, encourage and include others
- look after our surroundings
- be safe

RESPECT

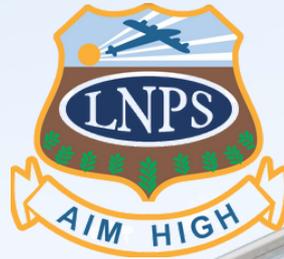
HONESTY

**CARE &
CONCERN**

**PURSUIT OF
EXCELLENCE**

LEARNER QUALITIES

Successful learners at Lockleys North Primary School are ...



COLLABORATIVE

working towards a common goal with others

CURIOUS

wondering and inquiring

REFLECTIVE

thinking deeply

RESILIENT

persevering and adapting

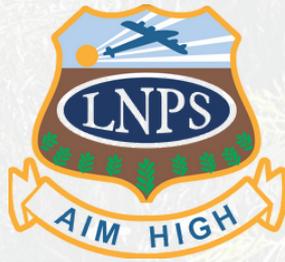
INDEPENDENT

using initiative to self manage

INNOVATIVE

thinking creatively

GOAL SETTING



“Students who invest in their goals, demonstrate greater persistence, creativity and risk-taking in their achievement of those goals.”

When students set goals, they are more likely to persevere, be engaged in their learning, and aspire to face challenges and set new goals. Student goal setting amplifies intrinsic motivation, and the capacity to manage their own learning.

At LNPS student goal setting occurs throughout their learning process. Personalised student goals may focus on LNPS School Values and/or Learner Qualities, Literacy and Numeracy. Students set short and long term goals, identifying actions they will take to progress towards the achievement of goals. The goals set are specific, measurable, challenging and focussed on improvement.

At times students may not achieve their goal, and this becomes a continued focus as their individual growth as a learner is reflected upon and celebrated. As successful learners, students seek help and feedback from teachers and peers to reflect on what can be done to progress towards the goal.

At LNPS students, teachers and families participate in Learning Conferences.
**see school information section*

Students, family members and teachers:

- Reflect upon strengths and progress (learner qualities, literacy and numeracy)
- Identify areas for growth to improve learning outcomes
- Determine goals for next steps
- Discuss strategies to ensure goals are met

A photograph of a tree with a thick, textured trunk and dense green foliage. The tree is positioned in front of a wall. The wall is composed of a blue brick section on the left and a colorful, perforated metal section on the right. The perforated metal is divided into vertical panels of yellow, purple, and blue, each with a pattern of white circular holes. A mural of a colorful parrot is visible on the blue brick wall to the left of the tree. The ground around the tree is covered with dark mulch and several large, light-colored concrete slabs.

IMPORTANT INFORMATION



School Times

Yard Duty commences daily at 8:30am. Students should not be in the yard without parent supervision before this time.

We encourage this morning time to be considered as an opportunity to catch up with peers and become organised for the upcoming busy day. A calm entry into the classroom will support a successful start to the day.

8:40am - Preparation bell (Year 1 - Year 6 students)

8:50am - Doors will open at 8:50am and learning commences.

10:40am - 11:10am - Recess

12:50pm - Lunch eating time

1pm - 1:30pm - Lunch play time

3:10pm - Home time

Torrens classroom doors will be opened at 8:50am allowing students to sign in on their teacher's computers and organise themselves for the day. If students arrive after 9:00am, they will need to sign in at the front office before coming to class.



Communication

LNPS aims to provide effective communication between students, staff, families and the wider community. In doing so, we continually reinforce the importance of the role families play in supporting and strengthening student learning and wellbeing.

Parents are encouraged to actively engage with the school. This relationship is vital in maintaining a positive and productive school community and is an important part of every student's learning and wellbeing.

Throughout the year, families have the opportunities to discuss your child's progress through:

- Face to face meetings
- Emails
- Phone calls
- Written notes
- Learning Conferences (Term 1 and Term 3)
- Written Student Reports (Term 2 and Term 4)
- Annual Report
- Whole school community events
- Whole School Newsletters
- Teaching and Learning Newsletters
- Facebook
- Education Evenings
- Sentral Parent Portal

It is important that parents and carers follow communication protocols to ensure a collaborative dialogue at an appropriate time. As it is expected of all staff at LNPS to communicate respectfully and professionally, we expect the same from our families and the wider community.



Attendance

Consistent school attendance from the early years is fundamental to ensuring children gain a strong foundation for later learning.

Ensuring regular attendance at school is a shared responsibility between parents/caregivers and schools.

Regular and on time school attendance is vital for academic success and student wellbeing. Families and LNPS work together to ensure children attend school everyday.

Ways to support attendance at school:

- Ensure your child attends punctually and regularly every day
- Provide an explanation to the school whenever your child is absent
- Work with the school on intervention strategies to improve attendance



Routine

A school daily routine will allow children large blocks of uninterrupted time in which to think, investigate and explore. They will continue learning how to socialise with new people, share with others and participate in structured routines and activities at school.

School routines are established by educators with high expectations. This ensures smooth transitions during the critical first weeks of school, and set students up for success.

Clear routines cover everything from the way we enter the class - coming from a noisy, busy and bustling playground environment into a quieter, calmer setting. Establishing and expecting whole class focus and attention, appropriate noise level in the room and building, ensuring respect for others is a priority and an essential part of starting school.

Developing independence is a major focus for students in Torrens. Being independent helps a child's confidence, resilience, getting along skills, organisation and belief in themselves that they can take on challenges and be successful.

Torrens teachers explicitly teach routines, and work closely with families to build and strengthen home and school routines. This partnership supports our keys to success towards independence.

Building independence in Torrens

- Packing and unpacking own school bag
- Help at home by packing own recess and lunch
- Organise school uniform and school items each evening before bed
- Bringing in their own school bag, finding their locker and unpacking their bag
- Putting water bottles away
- Returning any lunch orders or office notes into the basket or to the teacher
- Charging own Chromebooks overnight
- Placing library books or reading books into the returns box/basket (if applicable)



Camps

In Torrens students attend camp in Year 3 and 4. The camp is normally over three days with the focus linking to our learning program. Families are notified about camp a term before it occurs.



Chromebooks

Chromebooks are introduced into the school in Year 3. They are purchased by the parent/caregiver through the Materials and Services Fee and belongs to the student. The Chromebook is used for online learning and collaboration.



Google Classroom

Students are able to access a plethora of information throughout the year such as learning intentions, task instructions, success criteria and due dates. Students will belong to multiple Google Classrooms relating to subjects, workshops, classes etc.

Lunch Boxes



Your child will need:

- A snack for healthy snack break, usually at around 10am. We encourage a piece of fruit or vegetables. Something the size of your child's palm, put in a small container.
- Something for recess.
- Something for lunch.

Lunch orders - Monday and Friday is Villis and Tuesday, Wednesday and Thursday is Subway. Lunches can be ordered through the QKR App before 9:00am.

Homework



In Torrens, a home learning grid is posted on the Torrens google classroom focusing on reading, physical activity, home responsibilities, goal setting, Languages, spelling and Maths. Tasks are designed around current learning occurring in the classroom and to foster independence.

The purpose of homework is to provide students with an opportunity to develop organisational skills, to manage time effectively and continue to develop the essential skills of reading and Mathematics. Homework is in no way intended to be another layer of formalities, but rather a routine of establishing a school-life balance and developing your child's identity and well-being.

Premier's Reading Challenge



The Premier's Reading Challenge occurs every year.

Once students have completed their form they can hand it in to the Library. All students have been given a recording sheet to keep in their reading bag. They are required to read 12 books. If you need another copy, you can download one from the Premier's Reading Challenge website or below.

**Reading concludes in September*

Premier's Be Active Challenge



The Premier's Be Active Challenge occurs every year. Once students have completed their booklet they can hand it in to the front office. All students will be given a recording booklet at the beginning of term 3 to keep in their reading bag or in a safe place at home. They are required to be active for 60 minutes a day, 5 days a week for at least 4 weeks. If you need another copy of the recording booklet, you can download one from The Premier's Be Active Challenge website.

**The challenge concludes in week 10 of term 3.*

All children are expected to wear their full school uniform to and from school. **LNPS uniform is available from JS Sports.**

Online Shop

<https://www.jssportsonline.com.au/collections/lockleys-north-primary-school>

Sales Assistant - Christine Coombe

Contact Number - 0424 776 381

Email - christine.c@jssports.com.au

Open Hours During School Term - located at LNPS

Monday 8.15am to 9.15am

Wednesday 3pm to 4pm

Uniform



Assessment and Reporting



Students' educational progress and achievement is communicated to students and their families through individual school reports.

Twice a year families are provided with a written report on student achievement against the Australian Curriculum. Teachers at LNPS regularly assess students' learning using a range of assessment tasks that cater for a variety of learning styles.

- Learning Conferences (Term 1 and Term 3)
- Written Student Reports (Term 2 and Term 4)

As well as the written reports, teachers undertake ongoing formative assessment and other forms of continuous reporting to provide feedback to students and parents.

Learning Conferences



Self-assessment, independent setting of goals and acting upon feedback within a sound, research-based pedagogical framework is proven to up to double achievement over a year of learning.

As part of every lesson, students at LNPS are introduced to clear teacher set goals (learning intentions). Our staff acknowledges the importance of approaches to learning to students being able to meet success criteria accompanying these learning intentions.

Supporting students to set personal goals relating to learning behaviours will accelerate their development. When teachers show students how to set mastery goals and show them what success on these goals looks like, there is an increased attention and motivation to succeed, and there is greater success.

The purposes of our Learning Conferences are:

- joint reflection on the student's learner qualities, literacy and numeracy
- analysis of the impact of this on his/her learning
- the collaborative setting of (next steps) goals between the student, family and teacher/s

Learning conferences occur in Term 1 and Term 3.

LEARNING IN TORRENS



Positive Behaviour Education

At Lockleys North Primary School we implement behaviour support strategies which provide a safe and supportive environment, where positive behaviour is encouraged so that effective learning and teaching can flourish and all students have every opportunity to participate, to achieve, and to be successful.

A common approach to student behaviour support ensures effective, efficient and consistent school-wide practices for responding to student behaviour.

At LNPS appropriate behaviour is learned through explicit teaching and modelling across all aspects of the school experience. We strive to achieve this in partnership with families and the school community as we know a collaborative approach achieves the best behavioural outcomes.

We aim to:

- Enable all students to own their behaviour, and be accountable for their behaviour
- Promote and develop a culture of raising self-esteem, respect for others and positive relationships with peers and adults throughout the school
- Provide a supportive structure in order to maximise opportunities for effective learning and teaching to take place.
- Develop students' understanding of responsibility for their own actions.
- Develop students' skills in becoming problem solvers through restorative practices

The purpose of our school-wide positive behaviour education is to establish an environment in which students can effectively manage their own behaviour, and achievement is increased as a result.



Technology in Torrens

All Year 3 and 4 students in Torrens own their own device. Being connected is a vital part of our world as it provides anywhere, anytime access to information and connects people within communities far and wide. There is a wonderful array of learning tools available for our students and teachers. However, there are associated rights and responsibilities.

Parents and teachers need to work together to oversee and guide children in establishing safe, ethical behaviour while using devices and whilst online.

As a school, we promote, encourage and expect:

DIGITAL CITIZENSHIP

- *Respect yourself and others*
- *Protect yourself and others*
- *Follow Intellectual Property (IP) and copyright rules*

Throughout the year, students will continually build onto their digital literacy, skills, knowledge and learner qualities to become safe and responsible digital citizens. Themes used will include:

- *Engaging positively*
- *Knowing your online world*
- *Choosing consciously*

With greater online time and access to a wide variety of programs and apps, students will be required to manage their own accounts and passwords. This is a gradual process and often the initial set up is with generic or predictable passwords. School values (respect and honesty) and digital citizenship principles (respect) are all part of the learning process and a vital stepping stone in developing knowledge, skills and learner qualities.

Families and students are reminded devices are:

- Brought to school daily
- Charging is a responsibility for home
- Students are the sole user of the device
- Device and case needs to be clearly named

AUP (Acceptable User Policy) Forms are distributed yearly. They are discussed in class and sent home for endorsement.

Mathematics

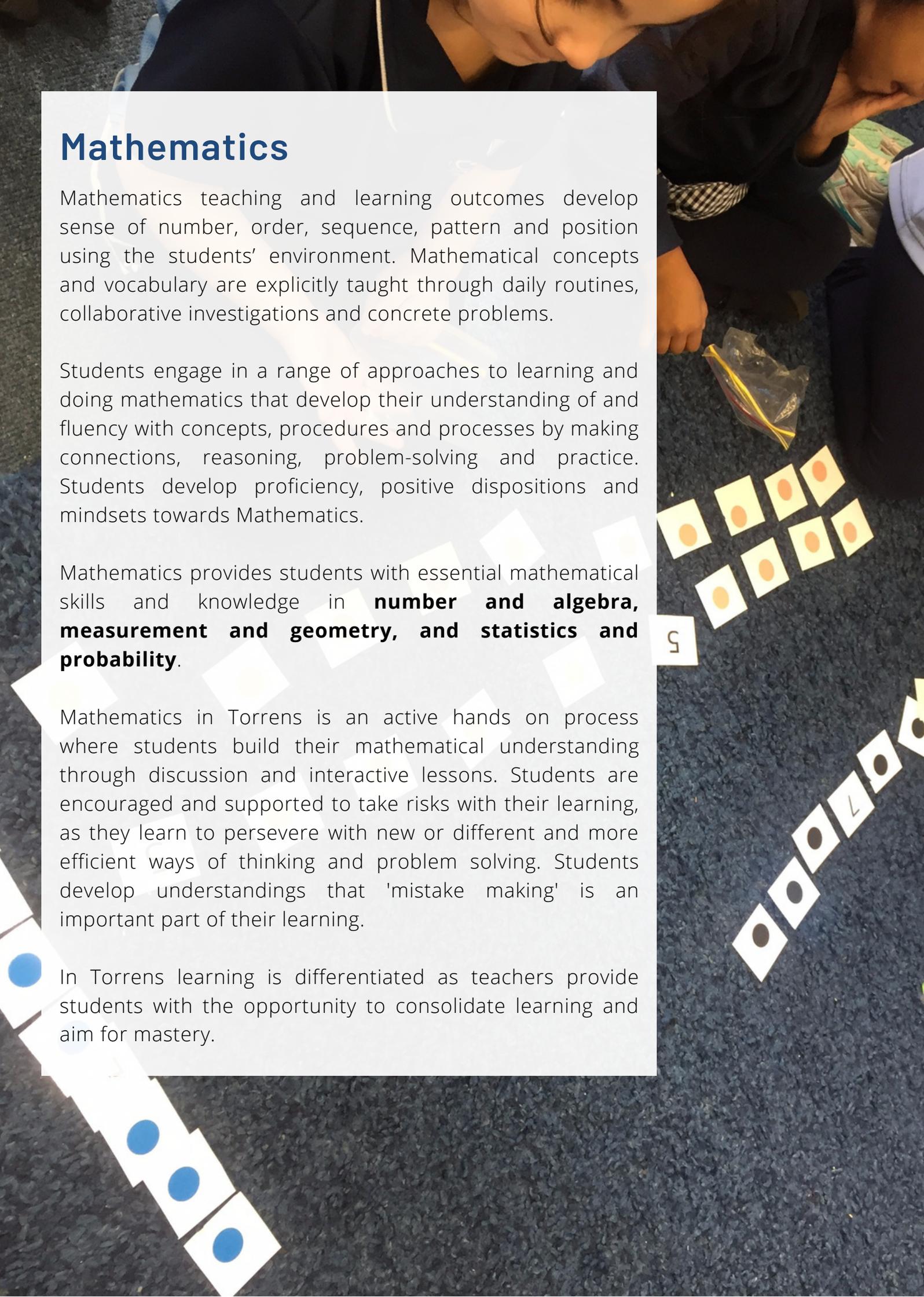
Mathematics teaching and learning outcomes develop sense of number, order, sequence, pattern and position using the students' environment. Mathematical concepts and vocabulary are explicitly taught through daily routines, collaborative investigations and concrete problems.

Students engage in a range of approaches to learning and doing mathematics that develop their understanding of and fluency with concepts, procedures and processes by making connections, reasoning, problem-solving and practice. Students develop proficiency, positive dispositions and mindsets towards Mathematics.

Mathematics provides students with essential mathematical skills and knowledge in **number and algebra, measurement and geometry, and statistics and probability.**

Mathematics in Torrens is an active hands on process where students build their mathematical understanding through discussion and interactive lessons. Students are encouraged and supported to take risks with their learning, as they learn to persevere with new or different and more efficient ways of thinking and problem solving. Students develop understandings that 'mistake making' is an important part of their learning.

In Torrens learning is differentiated as teachers provide students with the opportunity to consolidate learning and aim for mastery.



English

The study of English helps create confident communicators, imaginative thinkers and informed citizens. Through English, students learn to analyse, understand, communicate and build relationships with others and with the world around them. English plays a key role in the development of reading and literacy skills which help young people develop the knowledge and skills needed for education. Students will develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating through the study of English.

Spelling and Vocabulary with *Spell-It*

Torrens teachers implement an explicit approach to teaching spelling. The *Spell-It* resource follows on from the InitialLit program implemented at LNPS in the Early Years. This resource will assist teachers to provide spelling instruction for students with inaccurate spelling. Spelling assessments identify gaps in student spelling knowledge and provides teaching strategies which focus on developing understanding of the spelling system that underpins written English.

Through spelling workshops and learning activities, students will discover new spelling rules and patterns which they are then expected to transfer into their writing. Topics may include spelling the sounds of Australian English, short vowel sounds, adding prefixes/suffixes, long vowel sounds, consonant sounds spelled in diverse ways, plurals, contractions, and proofreading.

Writing

Through daily writing tasks, students will be able to focus on the conventions of writing such as punctuation, paragraphing and sentence structure. They will be provided with opportunities to refine proof-reading and editing skills which complete the writing process.

Reading Intervention - MacqLit

MacqLit is a reading program for children in Year 3 and above who need some help with their reading. The aim of MacqLit is to help students with their reading. Parents can help their child by listening to them read several times a week at home. All families are notified if they child participates in MacqLit.

HASS

HASS is short for Humanities and Social Sciences. *It encompasses History, Geography and Civics and Citizenship.* This learning area has a historical and contemporary focus, from personal to global contexts, and considers the challenges that may occur in the future. It plays an important role in assisting students to understand global issues, and building their capacity to be active and informed citizens who understand and participate in the world.

In HASS, students draw on their growing experience of their community and beyond. They use information sources and observations to develop understandings through key concepts of **significance; continuity and change; cause and effect; place and space; interconnections; roles, rights and responsibilities; and perspectives and action.** A vital part of learning in HASS is through an inquiry approach, where students learn how to effectively question, research, analyse, evaluate, reflect and communicate.

Students are given opportunities to explore how changes occur over time in relation to themselves, their own families, and the places they and others belong to.

Inquiry

The physical environments in which the students learn are flexible to foster collaboration, and co-designed to nurture curiosity and wonder.

In Torrens students have opportunities to engage in authentic learning, such as projects, that require them to use subject knowledge and learner dispositions to solve real-world problems. They work with open-ended questions, issues or problems, and demonstrate deep understanding of their learning through explanation and justification across all areas of the curriculum. Students follow the inquiry cycle of: *tuning in, finding out, sorting out, going further, making conclusions and taking action.*

The ARTS

Ours Arts program offers students the opportunity to study all five subjects:

- Drama
- Music
- Dance
- Media Arts and
- Visual Arts

Through the arts, students share stories, ideas, knowledge and understanding. They engage with their senses to imagine, celebrate, communicate and challenge ways of knowing, being, doing and becoming.

Participating in quality arts experiences and practices enriches our social and emotional wellbeing. It fosters development of our imagination and enables us to reach our creative and intellectual potential.



Health

In Torrens students build on their prior learning and further develop knowledge, understanding and skills in relation to their health, wellbeing and safety.

Students will begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies and their brains grow, develop and change as they get older, valuing the differences in others.

The learning in health further supports the development of safe practices and development of individual learner qualities. Student develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.





Specialist Learning

Students at Lockleys North Primary School participate in a range of specialist programs including Science, Physical Education and German.

German

Our German languages program recognises that students bring their own linguistic and cultural background to their learning. German language learning allows for students to engage with the sounds, shapes and patterns of German through activities such as rhymes, songs, clapping and action games.

Language is introduced in context through familiar routines, games, songs and repetition. Students make connections between English and German. A range of learning experiences allow students to gain confidence using the language.

Knowing about language and relating it to the students' own experiences helps them to make connections that link to everyday literacy.

Language learning lends itself to cultural awareness, making comparisons not only between Australia and Germany but also individual students' cultural backgrounds and experiences.

Physical Education

Children's engagement and enthusiasm towards physical activity is great for general wellbeing. In Torrens students partake in physical activity throughout the day. An integral part of our PE lessons is the acquisition and application of movement skills, concepts and strategies across a range of physical activity contexts.

This enables students to participate confidently and competently when moving. Students learn:

- to move their bodies
- to make active choices
- through movement

60 minutes of physical activity everyday promotes a healthy heart, healthy mind and healthy body. Benefits for keeping active include increasing happiness, being challenged, increasing academic performance and on task behaviour as well as building self-esteem and self-efficacy amongst students.

Science

Through science, students explore the unknown, investigate universal phenomena, make predictions and solve problems.

At LNPS, students experience the joy of scientific discovery. They nurture their natural curiosity about the world around them. In developing scientific literacy, students use critical and creative thinking skills, and challenge themselves to ask questions and draw evidence-based conclusions using scientific knowledge and practices.

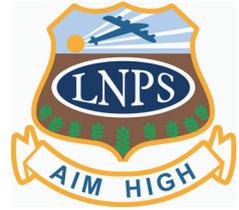
In Torrens, students will develop their scientific understanding and knowledge through the following strands:

- *Biological sciences - developing an understanding of living things*
- *Physical sciences - understanding of forces and motion, and matter and energy.*
- *Earth and space sciences - developing an understanding of Earth's dynamic structure and its place in the cosmos.*
- *Chemical sciences - develop an understanding of the composition and behaviour of substances.*

LOCKLEYS NORTH



LOCKLEYS NORTH PRIMARY SCHOOL



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Government of South Australia
Department for Education