SCHOOL CONTEXT STATEMENT

School number: 0495
School name: Woodside Primary School

1. General information

- School Principal name: John Balnaves
- Deputy Principal's name: Marcia Bungay
- Year of opening: 1857
- Postal Address: PO Box 114, Woodside 5244
- Location Address: 23 Moffett Street Woodside
- DECD Region: Torens Valley Local Partnership
- Geographical location – ie road distance from GPO (km): 35 km
- Telephone number: 08 83897083
- Fax Number: 83897601
- School website address: www.woodsideps.sa.edu.au
- School e-mail address: dl.0495_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
February FTE student enrolment:

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<th>Year</th>
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School Card 35 30 27 22 17
NESB (*) 0 0 1 3
ATSI 0 0 0 1 1

* In 2011 the school was part of the programme working with students from the Inverbrackie Detention Centre. These are asylum seeker children and the school worked with the Department of Immigration and Citizenship to provide schooling for these children. The numbers vary from month to month from between 5 and 12.

Student enrolment trends:
The student enrolment numbers were in the high one hundreds in 2009 spread across 8 classes. These numbers have been generally and steadily increasing since that time. In 2011 a 9th class was started.

On top for the new receptions starting during 2010 and 2011 many other students started in higher year levels. This led to large numbers in classes and the school was advised to zone, keeping places available for local children.

Zoning was abandoned in 2013 from advice from the department.

With the same day reception intake large numbers of reception children have started from day one in the last 2 years.

Staffing numbers (as at February census):
24 staff (4 males, 21 females) including Principal, Deputy Principal, 12 Teachers and 10 Ancillary Staff.
Teachers include 12 classroom teachers (full-time and part-time), 1 Performing Arts teacher, 1 Teacher/Librarian/Reading Support.
Ancillary Staff include a Finance Officer, 2 IT technicians, a groundsman (GSE 3) and 6 curriculum, disabilities and admin support SSOs.

- OSHC
  Woodside’s OSHC programme caters for an average of 10 students in morning and 30 students in afternoon sessions. Tuesday is the busiest day with Friday the lightest.
  Holiday programs have up to 24 students enrolled daily.
  Staff numbers include the Director and 8 staff.

2. Students (and their welfare)

- General characteristics:
  Our students mostly come from within and around the town. In 2015, however, approximately 35% of students come from outside the general boundaries of Woodside. These students come from surrounding Adelaide Hills towns and districts. Most families are English speaking with only 3 students from non-English speaking background in 2015.

- Student well-being programs
  Student well-being is the responsibility of all members of staff and especially the class teacher. Where required, special counselling is provided by appropriate staff members including the school’s counsellor.
  A whole school, social support programme is delivered, starting from the beginning of the year, is constantly tapped into throughout.
  Snapshots of student well-being are taken on a regular basis across the whole school. Data from this is scrutinised and shared with the community.

- Student support offered
  Students with identified disabilities are supported with individualised learning programmes.
  Teachers identify students who require support and mostly this support is provided by SSOs. The support can vary in length of time and depends on how well each student responds. The support is targeted and precise and is based on the teacher’s assessment of the student and delivered in consultation with the SSO.
  Extra support is also provided as identified and required by the school counsellor and the school’s reading and literacy support teacher.
  All aspects of support and the progress being made is assessed and recorded and shared with parents and students.
• Student management
Clear policy and strong supportive classroom practices allow staff, students and parents to work together and progress.
The school’s values of “Being Strong, Caring and having High Expectations” are well embedded and guide student behaviour.
Emphasis is placed on student wellbeing with wellbeing surveys conducted once each term.

• Student government
Student Leadership structure was involves leadership training days in the leadup to formal student elections. Senior students are elected to executive positions including School Captains, House captains, Secretaies and Treasurers. All leaders are responsible for various portfolios that are setup to support the running of the school and provide students the opportunity to be involved in decision making. Younger students are not involved directly with formal meeting and portfolios but are link and involved via their class meetings. These class meetings are attended by representatives of the student leadership group. The representatives liaise between the junior classes and the leadership group.

• Special programmes
The school’s curriculum intervention programme with SSO support has been outlined previously.

The school runs a whole school Multicultural programme. A topic of a country, region or culture is chosen and the teaching and learning focuses on this topic. Teachers and students learn about the culture, language, arts, food, traditions, history, geography, etc. of the particular country. Over the last few years the topics have been the Kurdish people, Vietnam and South Sudan. In 2015 the chosen country to be studied is Turkey. As best as can be arranged we invite people, including primary school aged children to work with us on the topic.

As well as being part of the curriculum, the school has a strong performing arts programme. This is show cased on Multicultural Night, at the End of Year Performance and at most weekly assemblies.

A Relationships and Sexual Health programme was introduced in 2014 for students in Years 5, 6 and 7. This will continue in 2015.
3. **Key School Policies**

- The school’s values statement is:
  
  At Woodside Primary School we value: 
  being STRONG 
  CARING 
  and our EXPECTATIONS are HIGH

- Site Improvement Plan and other key statements or policies: 
  Refer to the school’s web page.

- Recent key outcomes: 
  Refer to the school’s Annual Report on the school’s web page.

4. **Curriculum**

- Subject offerings
  
  English, Mathematics, Health & Physical Education, Science, History, Geography and the Arts
  LOTE is not offered in the traditional way but is part of the whole school Multicultural Theme.
  The Arts (Dance/Drama/Music) are provided as a NIT subject.
  Health and PE is also provided through NIT (0.5).
  ICT equipment is available for staff and students in a central computer area in the library and in classrooms.

- Special needs
  
  Students with special needs are catered for by accessing support from DECD personnel and outside agencies as required. Individualised programmes are developed by the teacher and delivered with the support of SSOs.

- Teaching methodology
  
  Classes vary from straight year level to year level combinations depending on current numbers.
  Staff members are all involved in creating a positive learning environment for each student.
  Many different strategies are used with the main focus being to foster student learning, to enhance student engagement and to assess student development and progress. Assessment for Learning is a major medium that supports this.
• Assessment procedures and reporting
  Teachers use a range of assessment and reporting tools, ranging from peer assessment to formal testing and from written work to verbal and audio-visual presentations.
  Students, parents and teachers are involved in reporting processes that include formal and informal aspects. The school encourages 100% participation in teacher/parent interview sessions planned and held during the year.
  In one class, teachers have introduced trained the students to run Student Led Conferences for the parents.

• Joint programmes
  There are planned and formal transition programmes for new Reception students from Woodside Kindergarten and for Year 7 students to their school of choice for Year 8.
  Cross age tutoring occurs when buddy classes participate in shared activities. The Buddies Programme is very strong in the school and is a significant part of the “caring” value across the school.

5. Sporting Activities

Within curriculum – Swimming programme is held at local pool in Term 1, Year 6/7 Aquatics camp; Sports Day is held annually with students participating in athletic events and team games; Students participate in visiting specialist clinics throughout the year.

Interschool – Opportunities are available for SAPSASA swimming, athletics, football, netball, cricket, volleyball, hockey, soccer, softball and cross-country. These rely heavily on the help provided by volunteer parents to organise, communicate, officiate and transport.
6. Other Co-Curricular Activities

- On every Friday morning throughout our school year at our assemblies, students present evidence of their recent work including that in performing arts. Assemblies are hosted by each class in turn.
- For the last few years but not in 2015, the Year 6/7 class have presented a ‘musical’.
- A number of students volunteer their time to practice and perform songs as part of a ‘rock’ band.
- Whole School end of year performance run for 2 consecutive evenings to allow all community members a chance to attend.
- Sports Day and SAPSASA Competitions
- Student leadership group members contributions to the school via their various portfolios
- Student discos organised and run by students.
- Fundraising activities to raise money for school items and for various charities
- ‘Woodside’s Got Talent’
- Year 2/3, Year 3/4, Year 4/5 and Year 5/6 camps
- Year 6/7 Aquatic Camp
- Year 7 Graduation.

7. Staff (and their welfare)

8. Incentives, support and award conditions for Staff

9. School Facilities

- Buildings and grounds
  The school is situated within the Woodside township on two blocks of land, once divided by a public road. This road has now been closed and the land is now DECd property.
  All teaching areas along with a Hall and grounds are new due to a redevelopment of the school that was completed in 2008. Since then the school has received Federal Government funding (BER) and this has been used to build a new library
and student toilets, to refurbish the admin block and staff room and to install interactive white board in every classroom. The overall result is that the school is brand new.

- Cooling and Heating
  All areas have reverse cycle air-conditioning.

- Staff facilities
  Staff work areas are provided. Staff have access to the curriculum computer network, including EDSAS, Internet and e-mail access.

- Access for students and staff with disabilities
  There is disable access to all areas.

- Access to bus transport
  Private contractors' buses are available for excursions

## 10. School Operations

- Decision making structures
  All stakeholders are involved in decision making processes and this includes student, parent and staff representatives. Consensus decisions are always the aim but other democratic processes are used.

- Regular publications
  A newsletter is produced once a fortnight. This outlines the various events that occur in the school and summarises, for the community, the school's educational programmes and initiative.
  Throughout the year, teachers also distribute class newsletters that inform parents of things happening for that class.
  The school also contributes to the local paper – ‘The Informa’ with items about the school of interest to the broader community.

- Other communication
  Other information and communication is provided through a School Enrolment Folder and daily staff bulletin. All classes use communication folders, books or diaries and regular teacher - parent communications are established using informal and formal formats. Further communication is also established using 2-way emails.
  The school also has an SMS system for quick and broad notifications
School financial position
The school's financial position has grown considerably from a fairly weak position some years ago. It is now in a position of greater flexibility to be able to purchase items and resources to better support staff and student learning and to generally improve the school. This is an important aspect because the school does not have to rely too heavily on fundraising.

11. Local Community

- General characteristics
  The school is situated in the Onkaparinga Valley of the Mount Lofty Ranges. The township is an urban society in a rural setting, with increasing viticultural activity emerging. We are close to the Army village of Inverbrackie and close to the orchard area of Lenswood. The number of families deriving their income from the land is not high.

- Parent and community involvement
  There is a very strong sense of community partnerships at Woodside Primary. Teachers, parents and students work together; creating a caring environment that promotes respect, tolerance, resilience, optimism and friendships. Strong support for students by parents and teachers is reflected in the way students value and respect each other.
  Parents are very supportive in a wide range of areas such as Governing Council, fundraising, classroom support, attendance at assemblies and school functions, sports events, performances and excursions.

- Feeder schools
  Kindergartens – Woodside, Lobethal
  Defence Services families transferring from interstate.

- Other local care and educational facilities
  Closest secondary schools are Birdwood High School and Oakbank Area School.

- Commercial/industrial and shopping facilities
  Local banking, supermarket, newsagent, butcher, hotels, hairdresser, take-away food store, petrol station, chemist, real estate agents, antique shop, upholsterer, craft & quilt shop, bakery, nursery, car service and repairs, landscape store are all available locally. Mount Barker offers a larger alternative.

- Other local facilities
  Doctors’ surgeries, Community Council library, local hall, swimming pool, local oval, Hills District netball courts, lawn bowls, soccer grounds, Aged Care and retirement facilities, Police, Ambulance and Country Fire Service.
• Availability of staff housing
  General rental market.

• Accessibility
  Public transport available to Mount Barker (closest large regional centre) and Adelaide.

• Local Government body
  Adelaide Hills Council offers some facilities.
  (Onkaparinga Valley Road, Woodside. Telephone: 8408040)