



# SCHOOL CONTEXT STATEMENT

Updated: July 2017

**School number:** 0495

**School name:** Woodside Primary School

## 1. General information

- School Principal name: Steve Hicks
- Deputy Principal's name: Marcia Bungay
- Year of opening: 1857
- Postal Address: PO Box 114, Woodside 5244
- Location Address: 23 Moffett Street Woodside
- DECD Partnership: Torrens Valley
- 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](http://www.woodsideps.sa.edu.au)
- School e-mail address: [dl.0495\\_info@schools.sa.edu.au](mailto: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:**

	2013	2014	2015	2016	2017	2018	2019
Reception	43	39	45	23	34	37	38
Year 1	28	34	23	42	26	31	37
Year 2	29	35	35	28	42	28	37
Year 3	26	32	36	32	30	42	33
Year 4	31	27	33	37	35	32	44
Year 5	25	30	27	32	25	35	32
Year 6	18	20	30	29	32	33	34
Year 7	22	15	13	23	23	27	28
TOTAL	228	220	242	248	257	265	283
School Card	27	22	17	22	17	24	26
NESB	0	1	3	1	1	1	3
ATSI	0	1	1	3	5	3	3

**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 9<sup>th</sup> class, 2017 a 10<sup>th</sup> class and 2019 an 11<sup>th</sup> class was added.

- Staffing numbers (as at February census):  
28 staff (5 males, 23 females) including Principal, Deputy Principal, 15 Teachers and 11 Ancillary Staff.
- Teachers include 14 classroom teachers (full-time and part-time), 1 Performing Arts teacher, 1 x PE teacher and 1 x Spanish Teacher  
Ancillary Staff include a Finance Officer, an IT technicians, a groundsman (GSE 3) and 7 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.

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, however, approximately 25% of students come from outside the general boundaries of Woodside. These students come from surrounding Adelaide Hills towns and districts.

- 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, game-based social support programme is delivered in all classes from R-7. This 'Play is the Way' Program is part of each teacher's weekly routine.

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.

- Student government

Student voice in our school is highly valued and our student leadership team are elected using a rigorous, formal process. Senior students are elected to executive positions including School Captains, House Captains, Secretaries 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 linked 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 involving 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; South Sudan; Turkey and last year Brazil. In 2017 we will conduct an in-depth study of our indigenous culture and so our evening showcase will be an indigenous immersion event.

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 and is delivered by trained specialists.

### 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, Technology and the Arts are all consistent with the Australian Curriculum expectations.

Spanish was introduced in 2017 as our LOTE offering as a NIT subject.

The Performing Arts (Dance/Drama/Music) are provided as a NIT subject as is Health and PE.

ICT equipment is available for staff and students in a central computer area in the library and the new Language Lab. A fleet of Laptops are available for classroom use. Each teacher is also issued with a iPad and an additional 10 have just been purchased for use with robotics and other classroom based apps.

- STEM has been a major focus in 2017, using a Project Based Learning approach to ensure it is taught in an integrated manner. Robotics, coding and 3D Printing have also been introduced into all classes R-7.
- Encouraging students to develop an entrepreneurial spirit is also encouraged with 130 students selecting to be involved in the 2017 Kidpreneur Challenge (and 220 in 2018). This involves students generating ideas for an innovative product, and then learning how to start their own business where they develop the product, market it, sell it and review their profit and loss.

- Maths

Over the last two years, all schools in our partnership have been involved in a Maths programme with consultant Tierney Kennedy. This has involved scanning for misconceptions and associated intervention strategies for rectifying them as well as a focus on problem solving.

- 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 are all currently vertically grouped.

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.

Two formal written reports are provided each year. The school encourages 100% participation in teacher/parent interview sessions planned for R - 2 students and Student Led Conferences for our Year 3 – 7 students.

- Joint programmes

There are planned and formal transition programmes for new Reception students from Woodside Preschool 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.

Orienteering has also been introduced in 2017, with our team competing in the SA Championships, coming 4<sup>th</sup>, with two of our students being crowned individual State Champions.

## 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.
- A number of students volunteer their time to practice and perform songs as part of a 'rock' band.
- Private, individual piano and guitar lessons are also offered.
- Whole School end of year performance run for 2 consecutive evenings to allow all community members a chance to attend.
- In 2016 we introduced an Artist retreat programme, off-site and delivered by professional artists. This was a full immersion activity for two consecutive days.
- 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)

Covered earlier.

## **8. Incentives, support and award conditions for Staff**

Our school is considered as 'Metropolitan' in terms of teacher conditions.

## **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 Gymnasium 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.

We are currently looking at redesigning our outdoor learning areas to include a kitchen/garden programme; a series of nature play spaces and a 'loose parts' playpod.

- 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 disabled 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 initiatives.

Throughout the year, teachers also distribute class newsletters that inform parents of things happening for that class.

The school uses 'skoolbag' to distribute the newsletter and other important notes and teachers are using the 'SeeSaw' app to keep parents updated with photos and notes about their child's regular progress and activities in class.

- 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 strong financial position with greater flexibility to be able to purchase items and resources to better support staff and student learning and to generally improve the school.

## 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)