

SCHOOL CONTEXT STATEMENT

Updated: March 2025



Government of South Australia

Department for Education and
Child Development

School number: 0495

School name: Woodside Primary School

1. General information

- School Principal name: Cassie Ackland
- Deputy Principal's name: Tamra Mardle
- Year of opening: 1857
- Postal Address: PO Box 114, Woodside 5244
- Location Address: 23 Moffett Street Woodside
- DfE Region: Torrens Valley Local Partnership
- Geographical location – i.e. road distance from GPO (km): 35 km
- Telephone number: 08 83897083
- 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:**

	2021	2022	2023	2024	2025
Reception	40	47	47	58	61
Year 1	42	43	47	49	39
Year 2	39	41	41	47	48
Year 3	38	36	40	46	45
Year 4	32	36	38	40	45
Year 5	31	36	30	38	37
Year 6	42	26	32	29	39
Year 7	20	0	0	0	0
TOTAL	284	262	275	307	314
School Card	17	15	15	15	16
EALD	3	2	1	1	0
ATSI	3	7	5	4	3

Student enrolment trends:

The student enrolment numbers are increasing after the movement of year 7's to highschool and we now have 12 classes across the school. Enrolments are now over 300, the highest to date.

Staffing numbers (as at February census):

31 staff (6 males, 25 females) including Principal, Deputy Principal, 19 Teachers and 12 Ancillary Staff.

Teachers include 14 classroom teachers (full-time and part-time), 1 Music/performing Arts teacher, 1 PE teacher and 1 Spanish teacher.

Ancillary Staff include a Finance Officer, 1 IT technician, a groundsman (GSE 3) and 9 curriculum, library, disabilities and admin support SSOs.

- **OSHC**

Woodside's OSHC programme caters for an average of 20 students in morning and up to 60 students in afternoon sessions.

Holiday programs have up to 60 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. The school is currently under capacity management due to a large increase in enrolments.
- **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 leadership team and well being coordinator.

A whole school, social support programme is delivered, starting from the beginning of the year and is constantly referred to throughout the year. Surveys 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. Allocation of funding is determined through the IESP panel process and is dependent on the level of adjustments required to support the child's learning needs.

Teachers identify students who require support and submit applications to the IESP panel using professional reports and documentation to provide evidence of each child's needs and adjustments. If the application is successful supports are put in place, the amount of support is dependent on the allocation of funding provided by the panel. All aspects of support and the progress being made is assessed and recorded and shared with parents and students.
- **Student management**

A clear behaviour management policy and strong supportive classroom practices allow staff, students and parents to work together and progress. The school's values of "Respect, Responsibility and Resilience" are well embedded and guide student behaviour.

Emphasis is placed on student wellbeing with wellbeing surveys conducted each year.
- **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 Leaders, House Captains and Class Representatives. All leaders are responsible for various roles that are setup to support the running of the school and provide students the opportunity to be involved in decision making.

- Special programmes
As well as being part of the curriculum, the school has an arts programme and most recently formed a school choir. This is show cased at the End of Year Performance and at most assemblies.

3. Key School Policies

- 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, HASS and the Arts. Spanish was introduced in 2017 as our LOTE offering as a Specialist subject. The Arts - Music is provided as a Specialist subject. PE is also provided through a specialist teacher. ICT equipment is available for staff and students in a central computer area in the library and in classrooms in the form of laptops and iPads.
- Learning Support
Students requiring learning support are catered for by accessing support from DfE personnel and outside agencies as required. Individualised programmes are developed by the teacher and delivered with the support of SSOs.
- Teaching methodology
Classes are straight year levels and 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. Teachers use a range of assessment and reporting tools, ranging from peer/ self-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. Written reports are provided twice a year.

- Joint programmes

There are planned and formal transition programmes for new Reception students from Woodside Kindergarten and for Year 6 students to their school of choice for Year 7.

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 “Respect” value across the school.

5. Sporting Activities

Within curriculum – Swimming programme (Courier Cup) is held at local pool in Term 1, Year 6 Aquatics day; 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

- Thursday weeks 3, 6 & 9 throughout our school year at our assemblies, students present evidence of their recent work. Assemblies are hosted by each class in turn.
- Whole School end of year performance
- Private, individual piano and guitar lessons are also offered.
- Year 3-6 Choir
- Sports Day and SAPSASA Competitions
- Student discos organised and run by students.
- Fundraising activities to raise money for school items and for various charities
- 'Year 2- 5 camps biannually
- Year 6 Camp
- Year 6 Graduation.

7. 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 DfE property.

All teaching areas along with a Hall and grounds were redeveloped 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. New Interactive white boards are in every classroom.

- 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 EMS, 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 every 3 weeks, this is online only and a link is provided through Audiri app, the Facebook page and the school website. The newsletter outlines the various events that occur in the school and summarises, for the community, the school's educational programmes and professional learning as per the Site Improvement Plan.

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

- Other communication

All classes use SeeSaw to communicate regularly with parents. Further communication is also established using email.

The school uses Audiri app and has a school Facebook page for parents only we also have an SMS system for urgent notifications.

- School financial position

The school's financial position is sound and supports 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. 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, resilience and responsibility. 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 pre-schools

Woodside Pre-school

- Other local care and educational facilities

Feeder 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 and new housing developments.

- Accessibility

Public transport available to Mount Barker (closest large regional centre) and Adelaide. Private contractors' buses are available for excursions

- Local Government body

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