SCHOOL CONTEXT STATEMENT

School number: 0482
School name: Williamstown Primary School

School Profile Text:

Williamstown Primary School services a town on the outskirts of the Barossa wine region. Agriculture, forests and water catchment areas provide an active learning environment utilised by teachers to enhance both Science and Society and Environment learning. Our mission is providing quality learning and teaching in a safe, inclusive and supportive environment. School values of Honesty, Fairness, Respect and Effort are explicitly taught and underpin learning and behavioural expectations. Our Site Improvement Plan targets developments in Literacy and Numeracy, Science and Sustainability, and Student Wellbeing. Teachers foster students to become responsible citizens through social skills programs, teaching group and decision making skills, involvement in community projects and a Whole School commitment to sustainable environmental practices. Japanese and Science are NIT subjects. The school values the development of strong home-school partnerships to enhance learning. A successful LAP program supports this culture. The on-site Preschool provides a quality experiential programme for 3 and 4 year olds, and an Out of School Hours Care service also provides a service to student’s families.

1. General Information

<table>
<thead>
<tr>
<th>School Name</th>
<th>WILLIAMSTOWN PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0482</td>
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<tr>
<td>Courier</td>
<td>Lyndoch</td>
</tr>
<tr>
<td>Principal</td>
<td>Mrs Julee Veljanovski</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Margaret Street, Williamstown 5351</td>
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<tr>
<td>Location Address</td>
<td>Margaret Street, Williamstown 5351</td>
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<tr>
<td>District</td>
<td>Barossa/Gawler</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>50 kms</td>
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<tr>
<td>CPC attached</td>
<td>YES</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 85246289</td>
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<tr>
<td>Fax No.</td>
<td>08 85246682</td>
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2007 2008 2009
February FTE Enrolment

<table>
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<tr>
<th>PRIMARY SPECIAL, N.A.P. UNGRADED ETC.</th>
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<td>RECEPTION</td>
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<tr>
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<td>YEAR 7</td>
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<tr>
<td>TOTAL</td>
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JULY TOTAL FTE ENROLMENT

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<th>223.0</th>
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<tbody>
<tr>
<td>MALE FTE</td>
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<td>113.0</td>
<td>112.0</td>
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<tr>
<td>FEMALE FTE</td>
<td>109.0</td>
<td>107.0</td>
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SCHOOL CARD APPROVALS (PERSONS) | SCHOOL CARD APPROVALS (PERSONS)

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<tbody>
<tr>
<td>NESB TOTAL (PERSONS)</td>
<td>2</td>
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ABORIGINAL FTE ENROLMENT

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<tbody>
<tr>
<td>5.0</td>
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Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

• Staffing

Deputy Principal: Andrew McMaster (acting)
CPC Teacher: Lyn Stephens

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Gender of staff 16 females, 4 males (including part-time temporary)

- Year of opening
  1858

- OSHC
  Yes. Started in late 2004.

- Enrolment trends
  Gradual decline over recent years. New estates in the town may reverse this

- Preschool:
  Child Parent Centre (CPC) on site currently offering a mix of full and half day sessions for 4 year olds. A parent run playgroup is also running on Friday mornings.

- Public transport access
  None

2. Students (and their welfare)

- General characteristics
  Approx 20% School Card. 2% Aboriginal. 1% NESB.

- Support offered
  General student counselling by teachers and leadership team.
  Program Achieve was implemented across the school in 2002, language is embedded across the school, now focussing on implementation of principles of Restorative Practice through ‘Circle of Courage’. Values are further embedded into class and school rules.

- Student Management:
  Staff, parents and students work together to ensure that the school is a safe, caring, orderly environment in which the rights of students to learn and teachers to teach are supported. Student Behaviour Management procedures are clearly articulated in the school policy. There are two main components to the procedures. They are creating a positive, success oriented environment and consequences for irresponsible behaviour.

- Student Government
  Democratic decision making through class meetings and an active R-7 SRC are encouraged. SRC is made up of two representatives from each class and meet fortnightly and have input into Governing Council.

- Special programmes
  LAP programme is being re-implemented this year, literacy intervention programs using state funding are in place for targeted 6 year olds.
Transition programs from CPC to school and from year 7 to Secondary school run as required.

3. Key School Policies

OUR VISION:

Williamstown Primary School will be a dynamic responsive learning community where all students will develop a foundation for life-long learning and achieve their personal best in a friendly and caring learning environment where staff, parents and students work in partnership to provide quality education and care.

OUR MISSION

Providing high quality learning and teaching in a safe, inclusive and supportive environment.

OUR VALUES:

- Honesty
- Fairness
- Respect for Self, Others and the Environment
- Effort and Personal Best

Site Improvement Priorities for 2009 are

- A Whole school focus on developing improved teaching and learning strategies in Spelling and Language Conventions
- A Whole school focus on developing improved teaching and learning and assessment strategies in Maths and Numeracy across the curriculum
- Sustainable schools focus and activities across school CPC-7
- Science lessons taught R-7 to improve science outcomes for all students
- Review of BM policy and processes and incorporation of more Restorative Practice approaches.
- Development of student voice and student-responsive teaching and learning strategies

4. Curriculum

- Subject offerings
  - 8 Learning Areas with LOTE Japanese, and Science in 2009
Teaching Methodology
Emphasis on development of independent study skills and integration of Information and Communication Technology across the curriculum. IWBs in each classroom. Composite class structures.

Assessment Procedures and Reporting
Reporting against SACSA Framework through parent interviews (formally once a year), summative written reports twice a year. Emphasis is on ongoing assessment, recording and reporting in line with current DECS policy. Emphasis on consistency across the school.

5. Sporting Activities
Students are involved in fitness and skill activities. For the annual swimming programme students attend the Gawler swimming pool. Year 6/7 students attend an aquatics camp bi-annually. Students in year 5/6/7, are offered opportunities to participate in a range of sports through involvement in SAPSASA. Out of school sport is offered through local sports teams. A school hall is due to be built in the near future.

6. Other Co-Curricular Activities

General
Waterwatch and Sustainable School initiatives are managed by the Science teacher and a staff committee. Life Education van is used bi-annually. Dance and music programmes are accessed regularly.

7. Staff (and their welfare)

Staff profile
Currently 3 male and 10 female teachers, several part-time.

Leadership structure
Principal (full time) and Deputy Principal (.4) work as a leadership team. Management Committee comprised of Principal, Deputy Principal and 2 Staff reps meet regularly across the term to plan and discuss curriculum and organisational matters.

Staff support systems
PAC committee, Management Committee and Social Club are active. Performance Management program in place and collaborative schooling levels planning teams.

Performance Management (PM)
The Principal and Deputy Principal share the line management role for teaching staff, and the Finance Officer (in discussion with the Principal) provides PM for support staff. A clear policy is in place and staff meet once a term to discuss programming, student needs, T&D needs, goals, school priorities and ideas for student learning improvements.
Access to Specialist staff
Guidance Officer, Speech Pathologist, Behaviour Support personnel and other agency support is available and organised by Deputy Principal in consultation with teaching staff and families as needed.

8. School Facilities

Buildings and Grounds
The main road runs through school site. This means the oval is reached via a pedestrian crossing. There are classrooms, Administration, Resource Centre, Art/Tech and Computer Room in the main original building (build in 1858 and some parts updated in 1981), seven classes and LOTE housed in wooden or metal transportable buildings. **This is a very steep site.** CPC building is on the school site (built in 1977). A large school activity hall is due to be built soon.

Cooling
All buildings are effectively air-conditioned.

Specialist facilities
The current Multi-purpose room is in a double wooden building. Library and computer room, with 24 computers, are in the main building. There is a teacher preparation and student support area in the main building.

Student facilities
Local shops deliver lunch orders. Oval, cricket pitch, and tennis courts are across main road, accessed via a pedestrian crossing. A large asphalt area and a smaller asphalt area, with basketball and netball goals, available for use. There are two sets of playground equipment in the main yard; one is used by CPC and JP students and the other by Primary students. There is a sandpit in the CPC.

Staff facilities
Staffroom, teacher preparation area with admin computer access.

Access for students and staff with disabilities
Limited by steepness of site, but a new walkway with guard-rails from the bottom to top of site, was installed in 2008.

Access to bus transport
None

10. School Operations

Decision making structures
Democratic and collaborative. The decision making bodies in the school include: staff through staff meetings; students through class meetings and SRC; parents through Governing Council and associated committees including, Finance, Grounds and Fundraising.

Regular publications
A school newsletter is published 3 times a term.
- Other communication
  Parent Information book for school and CPC, staff handbook, staff daybook; phone calls and meetings with parents happen regularly.
- School financial position
  The school is in a sound financial position.

11. Local Community
- General characteristics
  Williamstown is a semi-rural town 60 kilometres from Adelaide. There are limited services in the town therefore people generally access shopping, business and employment in the regional centres of Gawler, Elizabeth and the Barossa Valley. The community has a strong rural history. Agriculture, forests and water catchment areas provide an appealing living environment.

Enrolments have dropped slightly however a new subdivision may reverse that trend. Previous housing developments have resulted in a broad range of family contexts within the school community. Families value education and there is strong community support.

- Other local care and educational facilities
  OSHC offered at the school, Family Day Care givers in community. Nearest secondary school is in Birdwood and students travel by bus from Williamstown. Nearby primary schools are Sandy Creek, Lyndoch and St Jakobi.

- Commercial/industrial and shopping facilities
  Very limited. A local group of shops provide a Post Office, newsagent/deli, hairdresser, chemist (open limited hours), fish & chips shop, bakery, garage, hotel, vet, doctor. Gawler has a full range of facilities and is a 15 minute drive away.

- Other local facilities
  Football and netball club, tennis and softball club, town Caravan Park, swimming pool and town oval.

- Availability of staff housing
  No government housing.

- Local Government body:
  Barossa District Council, based at Angaston 8563 8444.