

SCHOOL CONTEXT STATEMENT

Updated: 06/17

School Name: Watervale Primary School

School Number: 0470

1. General Information

Part A

School name : WATERVALE PRIMARY SCHOOL
School No. : 0470
Principal : Ms Wendy Burge
Postal Address : 27 Main North Road, Watervale 5452
Location Address : 27 Main North Road, Watervale 5452
Partnership : Mid North
Distance from GPO : 113 kms
CPC attached : NO
Phone No. : 08 88430186
Fax No. : 08 88430014

	2014	2015	2016	2017
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception	13.0	12.0	10.0	8.0
Year 1	8.0	12.0	11.0	8.0
Year 2	5.0	10.0	13.0	9.0
Year 3	7.0	5.0	11.0	14.0
Year 4	10.0	8.0	5.0	11.0
Year 5	6.0	9.0	8.0	5.0
Year 6	7.0	7.0	9.0	10.0
Year 7	1.0	0	0	2.0
TOTAL	57.0	63.0	67.0	67.0
July total FTE Enrolment	57.0	65.0	65.0	67.0
Male FTE	32.0	33.0	32.0	31.0
Female FTE	25.0	32.0	33.0	36.0
School Card Approvals (Persons)	5	4	2	3
NESB Total (Persons)	0	0	0	0
Aboriginal FTE Enrolment	2	2	2	2

Part B

- School e-mail address
dl.0470.info@schools.sa.edu.au
- Staffing numbers
There are 6 teachers employed who facilitate a Senior, Middle or Junior classroom.

LOTE [Japanese], Music, Science and Visual Arts are offered by specialist teachers.

8 School Services Officers manage finance, IT, classroom support, special needs curriculum support and library

Groundsperson [7 hours]

Pastoral Care Worker [8-9 hours]

- **OSHC**

Watervale OSHC was established in 2014 as a single Director service. We are proud to be servicing this need for our families. Care may be offered during pupil free days. Morning OSHC began later in 2015.

- **Enrolment trends**

Steady increase of enrolments over several years, leading to three firm classes and a new classroom building in 2014. Middle schooling available in Clare enables some students to choose to leave Watervale for Year 7.

- **Year of opening**

1861 – Celebrated 150th Birthday October 2011

2. Students (and their welfare)

- **General characteristics**

Enrolments are drawn from both the local and wider community. One third of students travel to Watervale from outside the immediate township. The student cohort is predominantly Caucasian. The number of School Card students is three.

- **Pastoral care programs**

Our small school generates a family atmosphere and while staff accept responsibility for providing pastoral care to students in their multi-aged home groups they also share responsibility for the provision of appropriate care for all students. Children enjoy small class sizes and have the opportunities to nurture relationships with others of different ages. The school has a focus on building strong partnerships between staff, students, parents and the community, to develop a positive learning environment and values-based education program. In 2015, a Pastoral Care Worker replaced the role of Student Welfare Worker.

- **Student management**

Since 2006 following consultation and review with students, staff and parents, the values of respect, honesty, excellence and joyfulness have been identified as those values which are held important to the Watervale school community. The focus has been the development of a strong school ethos and culture and these school values are now firmly embedded in the decisions and actions of the school community.

The integration of the school values has positively improved the school climate, ethos and culture. Student self assessment against the codes, the acceptance of keeping on task, goal setting and risk taking as desirable strategies, and the Lighthouse Award have all supported the development

of a strong learning community. The Lighthouse Award is presented each term to a student who has striven to demonstrate the school values in every aspect of school life. Visitors have commented on the students' enthusiasm, high energy levels, commitment and obvious comfort level when discussing the school values and their impact on learning and behaviour. The students present articulately and honestly.

Students are explicitly taught that they have a responsibility to their classmates to actively contribute to the development of an emotionally and physically safe learning environment. The emphasis throughout the school is on promoting positive, responsible and caring members of the school community. Positive actions are regularly recognised, as well as the presentation of *Student of the Week* for each class at whole school assembly. Students are encouraged to take responsibility for their behaviour, acknowledge the impact and to accept the consequences of inappropriate actions.

- **Student government**

Students at all levels of schooling are provided with opportunities that encourage the development of leadership attitudes and skills.

The school has two student school leaders elected by their peers and teachers, following the presentation of a prepared speech at a whole school assembly. The school leaders provide leadership to the student body, represent the school at functions, and chair the SRC.

Each class holds formal class meetings and elected representation from each year level take suggestions to the Student Representative Council. SRC meets fortnightly with the Principal. Their input is valued and actively sought by the Principal, Staff and Governing Council.

Similarly, four senior students are chosen to represent the school as Youth Environment Leaders. Involvement in this district program is ongoing. Two or three students are elected as Better Buddy Leaders to support positive relationships and play.

3. Key School Policies

- **School Improvement Plan**

Watervale Primary School has three major strategic directions; all incorporate Aboriginal Education:

- Focus on Learning: Literacy
- Focus on Learning: Mathematics
- Focus on Wellbeing: Cognitive, emotional, social, spiritual and physical

4. Curriculum

Staff, parents and students have indicated in discussions and written feedback their belief that students at Watervale experience a rich and

broad curriculum with many exciting experiences offered, appropriate to individuals, small groups and the whole school.

- **Special needs**

Students are supported through the provision of individual or group tutoring programs in:

- Literacy and numeracy programs supported by SSO
- Reading Recovery (Yr 1)
- MultiLit (Yrs 3-7)
- Learning Assistance Program (LAP) supported by volunteers

- **Teaching methodology**

A specialisation aspect of teaching at this school allows teachers to teach in those areas in which they have particular interest and talents. They use a variety of methodologies that provide a balanced mix between constructivist methodology and explicit teaching and learning experiences for students.

Cross-age experiences R-7 are offered where possible and occur daily in Fitness.

Technology and multiliteracies support and strengthen learning, with computers and tablets distributed throughout the school and interactive whiteboards in each classroom and the Resource Centre.

Watervale Primary joined the Stephanie Alexander Kitchen Program in 2014, managing both the edible garden and school kitchen under the flexible learning model. Existing staff are trained to run and manage the program, with the support of the school community.

- **Assessment procedures and reporting**

Class teachers assess student progress through a variety of methods, including anecdotal, observation, formal testing and informal assessment of work (including peer assessment and goal setting by students).

The reporting program includes parent/teacher interviews, three way interviews with students, and written reports. High levels of incidental and informal interactions between staff and parents support the reporting policy.

5. Sporting Activities

Bi-annually, the school partakes in a 5 week dance program.

Annual swimming lessons culminate in a Swimming Carnival.

Sports Day is combined with Auburn and Blyth schools and is held at the end of Term 3 each year.

There is strong support for community teams in netball, football, hockey, basketball, tennis, Little Athletics, cricket, gymnastics, dance and horse riding.

Many senior students participate successfully in SAPSASA activities.

Local sporting club personnel provide opportunities to participate in organised sporting and skills activities including cricket, hockey, football and netball.

6. Other Co-Curricular Activities

Each term the SRC chooses a charity to support. They plan and present fundraising events, relying on the support of the student body and wider school community.

Students organise and present whole school assemblies that are held each week. Classes present an aspect of their learning or a performance on these occasions. Student achievements are also celebrated. Parents are invited to attend.

Each year the students participate in a highly anticipated whole school variety concert that is performed for parents and friends, and that showcases the year particularly through drama, song and dance.

The senior class partakes in the Festival of Music repertoire, with nine students chosen to perform at the Festival Theatre.

School camps are a highlight each year. Bi-annually class camps are run.

Yr 7 students are able to join district students on a trip to Canberra.

7. Staff (and their welfare)

- Staff profile
All except two, permanent and contract teaching and support staff work part-time. The Principal's five year tenure runs to the end of 2017.
- Leadership structure
Principal (0.4 teaching).
All staff are provided with opportunities to accept responsibility and are actively encouraged to develop leadership at a range of levels within the work of the school.
- Staff support systems
All staff are encouraged to participate in training and development opportunities. Those opportunities that directly relate to the achievement of the School Improvement Plan are paid for from the Global Budget and release time is negotiated. Other opportunities that have been developed through Performance Management are subsidised.
Regular staff meetings are held with agendas dedicated to teaching and learning as well as administrative issues.
Watervale Primary is actively involved in the Mid North Partnership of twelve schools, including three preschools and one high school.
- Performance Management
All staff participate in Performance Management.

- Staff utilisation policies
In 2017, three home classes function, Senior (4-7), Middle (2/3) and Junior (Reception-1). Fitness occurs daily as a whole school.
- Access to special staff
Local Departmental staff are available depending on caseload.
Other Departmental staff (Disability, Performance Management, Attendance, etc) visit as invited or as part of a rota.
Families are supported to access other agencies as required, particularly through the NDIS scheme.

8. School Facilities

- Buildings and grounds
The original school house and classroom is a solid heritage building that presently houses the administration, staff and kitchen areas as well as the Middle classroom. This building was re-furbished with grant funding in 2008.
A weatherboard double building accommodates the Resource Centre. This area was re-furbished with grant funding in 2013. The open space is well utilised for music and drama instruction, and weekly assemblies.
The Junior classroom is a double unit comprising a classroom and multi-purpose space, provided through 2010 Federal funding.
The Senior classroom is a new one-and-a-half unit attached to the Junior building, comprising a classroom and withdrawal space. The senior students moved into this space for Term 4 2014.
Further outdoor development included a sandpit shelter, recycled plastic playground edging, landscaped steps and upgraded asphalt; native garden and tanks; large outdoor shelter over the void left from the removal of the old classroom; and expanded vegetable garden.
A reed bed filtration system, fed with grey water, effectively waters the school oval. The school was successful in attaining Solar School and energy conservation funding, which has been applied across the whole site.
The students and families are very proud of their grounds and support its development and maintenance. Cottage style and native gardens, and trees complement the well-known front rose garden.
- Cooling
All rooms are air-conditioned.
- Staff facilities
Staff have their own staff room incorporating a work space, with a separate kitchen area.
There is IT access via computer banks in each room as well as in the staff room. Each class space has access to an interactive whiteboard and a

set of tablets. All staff have e-mail addresses and receive regular staff bulletins by way of this media.

- Access for students and staff with disabilities
 - All rooms are wheelchair accessible.
 - Disabled change and toilet facilities are provided, including a shower. A sick-bay and first aid alcove is situated at one end of the staff room.
- Access to bus transport
 - Local buses are utilised to support student involvement in excursions, performances etc. The cost of bus transport is paid from the Global Budget.
 - Private transport requests are kept to a minimum, but are usually generously offered.
 - After school bus transport is generally not required due to OSHC being available.

10. School Operations

- Decision making structures
 - A variety of decision making committees work within the school.
 - These include:
 - Governing Council
 - Sub Committees – Finance/Asset; Parent Body (PAWS), OSHC
 - PAC
 - Staff meetings
 - SRC, YEL, Better Buddies
 - Class Meetings
 - Consultation is important and in addition to formal surveys, informal consultation and the seeking of feedback features strongly in the day to day processes of the school.
- Regular publications
 - School Newsletter fortnightly
 - Electronic communication tools eg. FlexiBuzz and Dojo

11. Local Community

- General characteristics
 - Viticulture and tourism form the basis of the surrounding district.
 - Light industry is strong in support of the land based industries.
 - A range of housing from newer town buildings to older farm housing.
- Parent and community involvement
 - There is an articulated pride by both parents and the wider community in the school, its students and their collective achievements. There are

many opportunities to strengthen the mutual commitment between school and community.

The Watervale Governing Council has an elected membership base of parents, along with the appointment of a community representative and Principal and staff representatives.

There continues to be many opportunities for members of the school community to be involved in governance arrangements. The opportunities for involvement are membership of the Governing Council, and sub-committees including Finance/Asset, Parent Body, and OSHC.

- Feeder schools
Students usually move to the Middle School at Clare High at the end of either years 6 or 7.
- Other local care and educational facilities
Clare offers public child care, Preschool, Primary, and Secondary education.
Private child care, and Catholic and Lutheran primary schools are located in Clare.
Towns nearby each have a Primary school (Auburn, Blyth). Playcentres operate out of Auburn and Farrell Flat schools.
- Commercial/industrial and shopping facilities
General Store, Hotel and Garage in Watervale itself.
Full range of facilities (including hospital, ambulance, banks, etc) at Clare.
- Availability of staff housing
Unlikely in Watervale.
Private rental housing in the whole Clare Valley is tightly held.
Departmental housing may be available in Clare.
- Local Government body
Clare and Gilbert Valleys Council.