SCHOOL CONTEXT STATEMENT

School Name: Watervale Primary School

School Number: 0470

1. General Information

Part A

Schoolname: WATERVALE PRIMARY SCHOOL
School No.: 0470
Principal: Ms Wendy Burge
Postal Address: Main North Road, Watervale 5452
Location Address: Main North Road, Watervale 5452
Region: Yorke and Mid North
Distance from GPO: 113 kms
CPC attached: NO

February FTE Enrolment

<table>
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July total FTE Enrolment

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Part B

- School e-mail address
  info@watervalps.sa.edu.au

- Staffing numbers
  There are 4 part time teachers employed to accommodate the establishment of a Senior and a Junior classroom.
  LOTE [French] 0.1
  FIR [Student support, SHIP] 0.1.
  4 School Services Officers [total time 46 hrs] – finance, IT, classroom support and library
  Groundsperson [5 hours]
  Christian Pastoral Support Worker [6 hours]

- OSHC
  Available at Clare Primary School; can be accessed by bus
  Family Day Care provider in Watervale

- Enrolment trends
  Particularly stable at around 40 students. Middle schooling available in Clare leads to some students choosing to leave after Year 6.

- Year of opening
  1861

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 Anglo Saxon. The number of School Card students is three.

- Pastoral care programs
  Because of the relatively small number of students enrolled there is 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.

- Student management
  Since 2006 following consultation 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. The 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 motions to the Student Representative Council. The SRC meets fortnightly with the Principal as an ex-officio, non-voting member. Their input is valued and actively sought by the Principal, staff and Governing Council.

### 3. Key School Policies

- **Site Improvement Plan**
  Watervale Primary School has three major strategic directions:
  - Focus on Learning: Literacy, Mathematics and Science
  - Focus on Wellbeing: Cognitive, emotional, social, spiritual and physical
  - Aboriginal Education
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 and a specialist teacher
  - “Stretch” extension programs delivered by specialist teacher for identified SHIP students and other students in their identified areas of interests and talents

- 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.
  Whole school priorities have led to the commitment to cross-age teaching blocks in Linguistics, Science and Wellbeing.
  Technology and multiliteracies support and strengthen learning, with computers distributed throughout the school and interactive whiteboards in each main classroom.

- 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 by students).
  The reporting program includes parent/teacher interviews, three way interviews with students, and written reports against the outcomes of SACSA. Written reports align literacy, numeracy and science against SACSA standards. High levels of incidental and informal interactions between staff and parents support the reporting policy.

5. Sporting Activities

Sports Day is combined with Farrell Flat, Booborowie, Auburn and Robertstown schools and is held towards the end of Term 3 each year.
There is strong support for community teams in netball, football, hockey, tennis, Little Athletics, cricket and gymnastics.
Many 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 the 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.

7. **Staff (and their welfare)**

- **Staff profile**
  
  All permanent and contract teaching and support staff are female. Our grounds person is male. The Principal is mid-way through her five year appointment.

- **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. All staff are members of sub committees and contribute to their work. In 2006, Watervale Primary hosted a formal DECS trial where two 0.5 FTE Principals shared the role.

- **Staff support systems**
  
  All staff are encouraged to participate in training and development opportunities. Those opportunities that directly relate to the achievement of the Site 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 each week with supplementary meetings dedicated to teaching and learning and administrative issues.

- **Performance Management**
  
  All staff participate in Performance Management.

- **Staff utilisation policies**
  
  In 2010, two home classes function, Senior (3-7) and Junior (R-3). Each week, three or four cross-age groups are formed to focus on Reading, Linguistics and Wellbeing. Fitness occurs daily as a whole school.

- **Access to special staff**
  
  Local Departmental staff are available depending on caseload. Students travel to Clare to access instrumental music lessons.
Other Departmental staff (Disability, Performance Management, etc) visit as invited or as part of a rota.

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 Junior classroom. This building was re-furbished with grant funding in 2008.
  A weatherboard double unit accommodates the Resource Centre and a teaching area with withdrawal areas. This area was re-furbished with grant funding in 2006. The open space is well utilised for music and drama instruction, and weekly assemblies.
  The Senior classroom is a transportable building nominated to be replaced by a new double unit comprising a classroom and multi-purpose space through 2010 grant funding.
  The school recently completed further outdoor development which included a sandpit shelter, recycled plastic playground edging, fresh softfall, landscaped steps and upgraded asphalt. A reed bed filtration system effectively waters the school oval. The school has been successful in attaining a Solar School and energy conservation grant.
  The students and families are very proud of their grounds and support its development and maintenance. Appropriate cottage style gardens and student's seasonal vegetable gardens 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 in each room as well as in the staff room. 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 toilet facilities are provided, including a shower. A sick-bay alcove has been created at one end of the staff room.

- Access to bus transport
  A variety of buses are utilised to support student involvement in excursions, performances etc. The cost of bus transport is paid from within the Global Budget.
  Private transport requests are kept to a minimum, but are usually generously offered.
Some before and after school bus transport is available on application, and includes access to OSHC in Clare.

10. School Operations

In 2009/10 Watervale Primary School participated in the Wellbeing Inquiry project, Eat Well Be Active program and the maths/science strategy.

- Decision making structures
  A variety of decision making committees work within the school.
  These include:
  - Governing Council
  - Sub Committees
  - PAC
  - Staff meetings
  - SRC
  - 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

11. Local Community

- General characteristics
  Agriculture, viticulture and tourism form the basis of the surrounding district.
  Light industry is strong and developing 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, Parent Body, and Asset Management. Terms of reference are developed for each of these sub-committees and
are underpinned by the school values. They also clearly outline delegation rights and reporting expectations of each committee.

- **Feeder schools**
  Students usually move to the Middle School at Clare High at the end of years 6 or 7.

- **Other local care and educational facilities**
  Clare offers public child care, Preschool, Primary, Secondary and TAFE education.
  Private child care, and Catholic and Lutheran primary schools are located in Clare.
  Towns nearby each have their Primary school (Auburn, Farrell Flat, Blyth).

- **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**
  Very 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.