



SCHOOL CONTEXT STATEMENT

Updated:

School number: 0470

School name: Watervale Primary School

School Profile:

PURPOSE STATEMENT:

We foster inclusive, respectful and community centered learning environment. We empower children to be curious, resilient and lifelong learners with the knowledge and mindset to thrive.

SCHOOL INFORMATION:

Watervale Primary School prepares learners for future challenges by focusing on educational excellence in a happy, vibrant learning environment. We believe in fostering children's engagement in lifelong learning from the early years and sustaining this throughout their schooling through authentic learning experiences that provide challenge and rigour. We believe in an innovative learning environment and our learning spaces are inspiring and natural reducing cognitive load. We are committed to providing a balanced quality curriculum in a caring environment, where diversity is valued and respected.

Watervale Primary has exceptional teachers and support staff. Our school runs the LGU Phonics Program, Reading Fluency and Brightpath to support the teaching and moderation of writing. We have a focus on using the vocabulary of maths and on authentic, hands on, problem solving in numeracy. We offer specialist subjects including Auslan, Digital Technology, the Arts and PE. Sustainability is offered weekly giving the children the opportunity to deepen their curriculum knowledge through the hands on experiences of Cooking, Gardening and Woodwork. To support learner wellbeing we engage with Berry Street Education Model practices throughout our site and The Resilience Project and Kimochis, helping to maintain the balance between learners academic success and their wellbeing. Student voice and agency is developed and fostered in all learning spaces, including the opportunity for them to lead the inquiry units for each term. This gives connected learning experiences throughout the school and promotes collaborative planning and learning opportunities for educators. Student leadership skills are developed and the input from the SRC and our learners is valued by the Principal, Staff and Governing Council.

At the centre of our school is our community who are actively engaged with the students and their collective achievements, enthusiasm, energy and commitment. The school creates links and focuses on building partnerships between educators, learners, families and community, to develop a positive learning environment and

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values-based education. The small school environment creates a family atmosphere where children are encouraged to nurture relationships with others. We aim to work with families to ensure our children develop into learners who are resilient, curious, collaborative and creative. Our core values of respect, learning, community and happiness were chosen by our learners and support positive decisions and actions of the school community. We a dynamic OSHC program and outsource this service to Auburn Primary School. There is a positive Vacation Care program which offers care to children from around the district.

1. General information

- School Principal name: Mrs Keliesha Bunfield
- Deputy Principal's name, if applicable: n/a
- Year of opening: 1861
- Postal Address: 27 Main North Road, Watervale, SA, 5452
- Location Address: 27 Main North Road, Watervale, SA, 5452
- DECD Region: Mid North
- Geographical location – ie road distance from GPO (km): 113kms
- Telephone number: 08 8843 0186
- Fax Number: 08 8843 0014
- School website address: watervalps.sa.edu.au
- School e-mail address: dl.0470.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: n/a
- Out of School Hours Care (OSHC) service: Watervale Primary OSHC
- **February FTE student enrolment:**

	2021	2022	2023	2024	2025
Reception	2.0	4.0	3.0	5.0	5.0
Mid Year	0.0	0.0	0.0	2.0	5.0
Year 1	1.0	2.0	2.0	3.0	4.0
Year 2	4.0	2.0	3.0	2.0	4.0
Year 3	7.0	5.0	2.0	3.0	2.0
Year 4	5.0	8.0	4.0	2.0	3.0
Year 5	3.0	6.0	8.0	4.0	1.0
Year 6	5.0	3.0	4.0	6.0	4.0
Year 7	1.0	0.0	0.0	0.0	0.0
TOTAL	28.0	30.0	26.0	27.0	28.0

Male	11	14	12	10	16
Female	17	16	14	17	12
School Card	2	3	4	2	4
Aboriginal	0.0	0.0	0.0	0.0	2.0
NESB	0.0	0.0	0.0	0.0	0.0

- Student enrolment trends:

Steady enrolments over the last 5 years. Mid-Year entry began in 2024.

- Staffing numbers (as at February census):

There are 5 teachers employed who facilitate a Junior and Senior classroom and the N.I.T component including -

The Arts

Auslan

Digital Technology.

PE

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

Groundsperson (10 hours)

Pastoral Care Worker (10 hours – employed by SMG)

- OSHC

Watervale OSHC was established in 2014 as a single Director service and is available daily. We are proud to be servicing this need for our families. Care is offered on pupil free days and for show closure days. Morning OSHC began later in 2015 and is available every day. In 2021 we began an outreach service with Auburn Primary School and support them to have an After School Care program. During the Vacation periods, the care is held at Watervale due to the central space and bigger enrolment capacity. Children from around the district are able to be a part of this service.

- Enrolment trends

Enrolments decreased between 2018 - 2020. We have a strong playgroup that runs on a Monday to increase opportunities and perception of our site within the community. Over the last 5 years we have seen a stable enrolment trend but in 2025, we are seeing many more learners in our Junior Primary space supporting the consistent numbers.

Middle schooling is available in Clare for Year 6 students to attend in Year 7.

- Public transport access: n/a
- Special site arrangements: n/a

2. Students (and their welfare)

- General characteristics

Enrolments are drawn from both the local and wider community. The student cohort is predominantly Caucasian. The number of School Card students is two.

- Student well-being programs – Pastoral Care Programs

Our small school generates a family atmosphere and staff accept responsibility to provide both academic and wellbeing support to students in their multi-aged home groups. 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 2021 children chose four new school values and a new pastoral care worker was employed through SMG which continues in 2025. These are focussed on daily and awards are given at assembly to highlight learners showing these within their daily work.

We have a 3-year commitment to *The Resilience Project* as our whole school health program (2024 – 2026) Kimochis are used throughout the school, particularly in our Junior Primary Class to support the understanding of emotions and friendship. This is then used as a social intervention as needed.

As a site we use the Berry Street Education Model and most educators have been trained in this pedagogy. As a site we have developed 'Wellbeing Rhythms' that offer consistent routines and structures running throughout our school. These have been embedded through various cycle of inquiries in connection with our Autism Lead Teacher.

- Student support offered

The site offers daily intervention for those learners requiring extra support with their literacy and numeracy learning. SSO's are utilised within each class space and intervention programs are used with fidelity to improve student outcomes. Teachers have regular discussion, input and use of current data to plan for next steps for student learning.

Outside providers are welcomed into the school for those children who need specialised support such as occupational therapy, speech therapy or play therapy.

- Student management

In 2021, 4 new values were chosen following consultation and review with students, staff and parents. The values of respect, happiness, learning and community 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 becoming firmly embedded in the decisions and actions of the school community.

By embracing our community and continuing to develop relationships with everyone, we have created a positive school culture with trust and respect.

The integration of the school values has positively improved the school

climate, ethos and culture. Student goal setting and risk taking has enabled focussed learning and is encouraged. The Lighthouse Award supports 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.

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 Fortnight* for each class at whole school assembly. Students are encouraged to take responsibility for their behaviour, acknowledge the impact and to accept the consequences for inappropriate actions.

In 2024, a review of our Positive Behaviours policy was completed with the support of learners, families and staff. Through this, we have created an ongoing Positive Behaviour chart with the addition of our 'Jar of Accomplishment.' This supports teachers to commend positive behaviours that are demonstrated within the classroom by the use of the extrinsic reward of a pompom. These pom poms go into a communal jar and when the jar is full, a special excursion or camp happens. Children are supported with 'Ready to Learn' charts and regulation supports when they are heightened or are needing regulation support. The updates included upskilling all staff in Berry Street Education Model, sensory processing and DfE's SEE procedure.

- Student government

All learners are provided with opportunities that encourage the development of leadership attitudes and skills.

The school has four Year 6 student leaders (2 community and 2 school) 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.

- Special programmes

These include:

- Sustainable Friday – encouraging sustainable practices such as cooking, gardening and focussed learning to develop and embed thoughtful living skills for our learners
- Whole School Library – library lessons together on a Tuesday

- Whole School Science, Art and HASS – learning through a whole school inquiry to build student engagement
- Embedding the use of technology through explicit teaching and learning
- Connection with other local small schools through fortnightly TEAMS meetings to develop Maths and Reading skills

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
Watervale Primary School is currently deepening their understanding and inquiring around:

Goal 1: Building Phonics Instruction

Goal 2: Developing CURIOSITY in our learners.

- These goals connect to Our Strategy for Public Education Areas of Impact and support the levers and guiding principles. As a staff we are working through a variety of Cycle of Inquiries to build these skills and achieve our predicted outcomes.

4. Curriculum

- Subject offerings:

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. When reviewing the Vision Statement last year, with families and staff, it was evident that the curriculum and learning offered at Watervale had positive effects for learners and families were engaged with what is happening at our site.

For a small site, there is a range of subjects offered with specialist people working within these areas.
- Open Access/Distance Education provision:

NA
- Special needs:

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

 - Literacy programs supported by SSO's within a designated space
 - Use of LGU Intervention (2024 version)
 - Small group speech support
 - Social intervention
- Special curriculum features:

Students engage in "Sustainable Monday" where they connect all learning areas to an inquiry-based learning approach. Children are involved in the redesign and creation of garden spaces; cooking lunch for their peers; learning about sustainable practices and creating wood work masterpieces. All of this is done in line with the general capabilities and strong oral language and questioning by educators and other learners. Students reflect on their daily learning through a reflection journal where they are encouraged to write the many learning connections they make throughout the day.
- 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 pedagogies that provide a balanced mix between explicit teaching and hands-on learning experiences for students.

Cross-age experiences R-6 are offered regularly and occur daily.

Technology and multiteracies support and strengthen learning, with laptops and iPads distributed throughout the school and interactive whiteboards in each learning.

- Student 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).
Teachers use Brightpath to moderate writing and we connect with 2 other small schools from our Portfolio to moderate our work samples and determine the next steps for teaching.
We engage with PAT-R and PAT-M testing 1 x per year; Phonics Screening Check and will bring the Year 1 Numeracy Check in 2026. We use DIBELS formal assessments 3 x per year and regularly run the Progress Monitoring to maintain a strong understanding of where children need further support or extension.
The reporting program includes parent/teacher interviews, three way interviews with students, and written reports. High level of incidental and informal interactions between staff and parents support the reporting policy.
- Joint programmes:
n/a

5. Sporting Activities

Formal PE lessons are run 1 x 50 minute and a whole school 30 minute session per week.

Annual swimming lessons culminate in a Swimming Carnival in Term 1 with Manoora and Auburn.

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

There is a 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

Year 6 leaders organise and present school assemblies held 3 x per term. Classes present an aspect of their learning or a performance on these occasions, student achievements are celebrated and 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.

School camps are a highlight! These are run bi-annually and are supported by an Online Auction run by the PAWS group.

Yr 6 students join the Partnership schools on a 3-day camp at Glenhaven. This is part of the transition process.

7. Staff (and their welfare)

- Staff profile
 - Two permanent and 3 contract teachers.
 - 8 support staff work part-time.
 - All staff at Watervale Primary are part-time except the Principal.
 - The Principal's five year tenure runs to the end of 2025.
- Leadership structure
 - Principal (0.4 teaching)
 - AiT Lead Teacher (0.1 role)
 - 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 directly relate to the achievement of the School Improvement Plan are paid for from the Global Budget and release time is negotiated. Other opportunities have been developed through Performance Management are subsidised.
 - Weekly staff meetings are held with agenda dedicated to teaching and learning as well as administrative issues. Connection with learning priorities and development of knowledge about the Strategy for Public Education are important during this time. Once a term, we collaborate with Auburn, Manoora and Saddleworth (WAMS) to build our collaborative work with a focus on Reading Fluency. Once a term, we collaborate with Spalding and Auburn to build our teaching and use of Writing through the Brightpath tool.
 - Watervale Primary is actively involved in the Mid North Partnership & Gawler 2 Portfolio and values connection with other schools.
- Performance Management
 - All staff participate in Performance Management as per department requirements.
- Staff utilisation policies
 - In 2025, two home classes function, Senior (3-6) and Junior (Reception-2). There is a breakout group for Phonics and Reading Fluency between 8:55 – 9:55am daily.
- Access to special staff
 - Local Departmental staff (Disability, Performance Management, Attendance, etc) visit as invited or as part of a rotation.
 - Families are supported to access other agencies as required, particularly through the NDIS scheme.

- Other
:

8. Incentives, support and award conditions for Staff

[If you require assistance to complete this section contact your site Human Resource Consultant]

- Complexity placement points
:
- Isolation placement points
:
- Shorter terms
:
- Travelling time
:
- Housing assistance
:
- Cash in lieu of removal allowance
:
- Additional increment allowance
:
- Designated schools benefits
:
- Aboriginal/Anangu schools
:
- Medical and dental treatment expenses
:
- Locality allowances
:
- Relocation assistance
:
- Principal's telephone costs
:

9. 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 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 playgroup sessions.

The collaborative space is a double unit comprising a multi-purpose space, including OSHC which was provided through 2010 Federal funding. In 2021, this space was updated with cabinetry to support storage and function of the space.

The Senior classroom is a new one-and-a-half unit attached to the collaborative 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.

- Heating and cooling

All rooms are air-conditioned.

- Specialist facilities and equipment

OSHC

- Student facilities

Library, garden spaces, nature play, playgrounds and sandpits, basketball court and netball ring.

- Staff facilities

Staff have their own staff room incorporating a work space, with a separate kitchen area.

There is IT access via laptops/tablets in each room as well as in the staff room. Each class space has access to an interactive whiteboard and a set of ipads and laptops. All staff have their own laptops, e-mail addresses and receive regular staff bulletins via Microsoft Teams.

- 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 chair and first aid area 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 utilised by one student.
- Other
 - :

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, Grounds committee
 - 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 – 3 x per term
 - Electronic communication tools eg. Facebook & SeeSaw used to share childrens work
 - Updated website as of 2021 & September 2025
- Other communication
 - Via Text message, email or phone call as necessary
 - EdSmart is being used to send home parent communication
 - EMS will be used from Week 1, Term 4
- School financial position
 - Financial

- Special funding
 - IESP funding for some students have been obtained in 2021 and is ongoing to 2025.
 - Positive Environment Grant in 2021
 - Variety Grant in 2022 & 2023
 - Wellbeing Grant in 2022 (spent through 2022 / 2023)

11. Local Community

- General characteristics
 - Viticulture and tourism from 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, Grounds, and OSHC.
 - PAWS is an active group within our site and supports fundraisers and connection for families.

- Feeder or destination schools
Students usually move to the Middle School at Clare High at the end of Year 6 as per department policy.
Some children will go to Riverton District High School but there is no Department Bus available within our town
- Other local care and educational facilities
Clare offers public child care, Preschool, Primary and Secondary education.
Watervale runs a weekly Playgroup from 9:15-11am on Mondays.
Private child care and Catholic and Lutheran Primary Schools are located in Clare.
Towns nearby each have a Primary School (Saddleworth, Auburn, Blyth).
Playcentres operate out of Auburn.
- Commercial/industrial and shopping facilities
General Store, Hotel, Garage, Hairdresser, Art Studio,
Full range of facilities (including hospital, ambulance, banks, etc) at Clare.
- Other local facilities
The Vale Community Centre was opened in 2021.
- 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.
- Accessibility
A bus to Adelaide runs out of Clare and local timetables are able to be obtained.
- Local Government body
Clare and Gilbert Valleys Council

12. Further Comments

Purpose Statement:

We foster inclusive, respectful and community centered learning environment. We empower children to be curious, resilient and lifelong learners with the knowledge and mindset to thrive.