



SCHOOL CONTEXT STATEMENT

Updated: November 2017

School number: 0744

School name: Willunga Primary School

Willunga Primary School – where tradition and the future meet.

A high performing school that improves the educational attainment and wellbeing of our children and young people.

1. General information

PART A

School Name: Willunga Primary School

School Number: 0744

Courier: Southern Adelaide

Postal Address: 247 Main Road Willunga 5172

Location Address: 247 Main Road Willunga 5172

DECD Region: Sea & Vines

Distance from GPO (km): 47km

Child Parent Centre (CPC) attached: NO

February FTE student enrolment:

	2012	2013	2014	2015	2016	2017
Reception	71	64	49	54	52	50
1	55	55	50	52	57	56
2	52	52	58	57	59	62
3	52	52	50	54	57	60
4	53	53	53	51	56	54
5	55	54	56	54	56	54
6	60	52	51	56	54	55
7	35	57	46	47	50	48
total	433	439	413	425	441	439
NEP	18	17	14	15	19	22
ATSI	10	8	7	10	13	17
EALD	5	13	8	7	7	7
School Card	59	62	60	70	89	92

PART B

School Principal name: Alison Colbeck (tenured position ends 2022)

Deputy Principal's name: Karen Matthews (tenured position ends 2024)

Assistant Principal: Lisa Gray (tenured position ends 2018)

Special Education teacher: Jessica Mason

Pastoral Support Worker: Sue Camac

Telephone number: (08) 8556 2234

Fax Number: (08) 8556 2398

School website address: <http://willungaps.sa.edu.au/>

School e-mail address: dl.0744.info@schools.sa.edu.au

Teaching numbers: 16 classes with 20 class teachers (16 female / 4 male) Physical Education 1.0 (male), Japanese 0.7 (female), The Arts 0.9 (female), Teacher librarian 1.0 (female), Intervention Teacher (lead role) 0.6 (female), Special Education teacher 0.6 (female) total= 23.4

School Support Officers: 13 School Support Officers, (9 female, 3 male), including: Business Manager 1.0 (female), Secretary 30 hours per week (female), Student Services 1.0 (female), Technician 16.5 h/pw (male), groundsman 5 h/pw (male), Aboriginal Community Education Officer 6 h/pw (male). all other SSO in student support role; multilit, phonics fun. too smart, quiksmart SWD 1:1

Out of School Hours Care (OSHC) service: An Out of School Hours Service exists for both Before and After school. Vacation Care is also held on site during holiday periods. Director's Name: Belinda Filkin. A new building has been commissioned and will be ready for 2018

Student enrolment trends: maintaining zone.

Special Arrangements:

- The school oval, hard court areas, cricket nets and gym are maintained through a lease arrangement between DECD and the local community

Public transport access:

A school bus is operated through the high school with a limited service and geographic limitations imposed. Public transport is available on Main Road with services to Aldinga and Seaford.

Year of Opening:

The School opened in 1877. In 2007 the school celebrated 130 years of public education, and a Commemorative Cairn was erected at the Main Road entrance. In the same year, the redevelopment of the school was officially completed.

2. Students (and their welfare)

There are 439 children enrolled from 297 families. Classes are a mix of composite and straight year levels based on enrolment information. A comprehensive preschool to school transition program operates across three terms of the school year in partnership with Willunga Preschool, to support a strong connection to school. Year 7/8 students participate in transition activities with local high schools, the majority of students attend Willunga High School

- School Card enrolments reached 23% of the total student population in 2017.
- All students wear school uniform, different year levels are easily recognisable by their different T-shirt colours; Yellow T-shirt R – 2, navy T-shirt 3 – 5, navy and yellow T-shirt 6 – 7
- A sun-smart policy promotes the use of hats in terms 1,3 and 4 in line with Cancer Council recommendations and endorsement.



Student management

Student Behaviour Management is consistent with DECD policy and incorporates logical consequences, natural justice and restorative practices. The policy is included on the website and induction packs for TRT and staff. For students, behavior is understood as a method of communication; for teachers, student behaviour is seen as promoting a learning opportunity. Willunga works with children, families, staff and interagency Support Services where necessary to ensure needs are being met and behaviour developed.

We focus on maintaining a learning environment that is:

- Safe
- Inclusive
- Conducive to Learning

In line with the Educator Improvement Cycle findings from 2016, the site recognises the necessity of developing opportunities for involvement in classrooms. This continued to be the focus in 2017 and 2018.

Student Government

The Student Leadership Team develops student voice across classrooms to contribute to site planning. Student Executive facilitate the collaborative environment and are chosen from the year 6/7 classes. House Captains are elected by the student body from the year 6/7 cohort and play a lead role in Sports Day and whole school events.

3. Key School Policies

Willunga Primary School is committed to ensuring implementation of ACARA curriculum and focused on enhancing effective teaching pedagogies.

Attendance is a focus of the site, with data discussed at PDP meetings and targets set for unexplained absences. Teachers are expected to actively manage attendance by:

- communicating with families
- tracking attendance
- communicating with Leadership
- providing an engaging and inclusive learning environment / program
- including attendance policy and expectation in class newsletters and reports

Leadership have an active role in managing attendance by:

- discussing attendance data with staff at all opportunities
- contacting and communicating with parents
- maintaining accurate exemption records
- reporting to community

The Four directions from the external review are:

Direction 1:

Embed self review processes to strategically engage staff, students and the community in whole school improvement, leading to improved outcomes in learning

Direction 2:

Develop Authentic student influence in their learning by supporting all students to engage with feedback, and individual goal setting

Direction 3:

Embed a culture of learning through deliberate, planned and effective pedagogical practices that are consistently implemented by staff to engage, stretch and challenge all students

Direction 4:

Develop and embed consistency in the planning and implementation of the Australian Curriculum and Achievement Standards

The school community identified the following school values in 2006:

Creativity

Acceptance

Responsibility

Enthusiasm



In 2017, to support a site focus on Powerful Learning, we are developing the **STEPS to Learning Success**

Stamina

Team Work

Enthusiasm

Persistence

Stretch



4.

Curriculum

Staff are collaborating around teaching and learning programs to consider teacher effect and opportunity for student voice and involvement within the curriculum. By embedding an active Performance and Development process including access to student surveys, staff have been supported to reflect and make change to their learning program to promote higher levels of student engagement and understanding. ACARA for programming, planning and assessment is the focus of staff development. Staff are paired in strategic partnerships to plan, moderate and set assessment tasks.

At Willunga Primary, extra programs contribute to effective curriculum delivery:

- Specialist subjects include Japanese, The Arts (Music, Dance & Drama) Health and PE

- The Special Education program supports students through 1:1 support to enable focus on building skill development, strategies and practice for independence and accessing assistive technologies and tools.
- The teacher librarian uses a research based learning framework with students reception to year 7
- The Active Reading program facilitates opportunities for reading practice and fluency for students after they have achieved DECD and site benchmarks in their reading.
- A social skill program 'What's the Buzz' is implemented with the support of an SSO for all students year R - 5
- The school is equipped with a number of special garden areas that are the responsibility of classes. This includes a Butterfly garden, an Indigenous Garden, a Remembrance garden and a kitchen garden.
- An orchid club is run during lunch times with a volunteer leader and a group of interested students. The group won an award for their orchid in 2017.
- The kitchen garden is managed through the Health Specialist curriculum area and provides opportunity for classes R - 7.
- Choir is offered for students in years 5 - 7 who perform at the Primary Schools Music Festival each year.
- An environmental program (Envirokids) run by an SSO supports environmental education for upper primary students as well as a curriculum focus in middle primary classes
- Instrumental Music is held on site and offered to students in years 5 – 7 and is provided by a DECD teacher
- All classes are fitted with Interactive Whiteboards, soundfield systems and shared sets of I pads or Laptops
- Staff are provided opportunity to collaborate and moderate to ensure consistent grading across year levels.
- Teaching staff participate in the Educator Improvement Cycle to understand the impact of their practice on student learning outcomes. In 2016 and 2017 this included pre and post surveys by students and some staff participating in observation cycles.
- In 2016, the school began an exploration into STEM with the purchase of technology and the involvement in a program for selected students from year 3 – 7 in conjunction with Willunga High School.
- A transition program with the local pre-school supports an extended transition to primary school.
- Sing and Grow - a program targeted at at risk pre-school students and families to ensure early engagement at school runs in term 4.
- The school is an active participant in the local Almond Blossom Festival. All classes perform to a lunch time audience over two days in term 3.

Special Needs:

A focus on the three wave model for intervention ensures quality teaching will occur in classrooms as well as implementing a targeted approach to intervention for wave two and further support for wave three students. A special educator was appointed in 2017.

- Intervention programs are run to support student learning. These are targeted and timely, student data is collected to inform entry and exit to the programs. Current programs are JP Phonics (targeted year 1/2), Multilit (targeted year 3), QuickSmart Numeracy (targeted year 5) and Too Smart Maths (targeted years 1/2). In 2017 we were able to extend this to an upper primary program targeting maths and english through Quiksmart and Too smart.
- Students with Disabilities are managed through a .6 teaching role to ensure monitoring and evaluating of programs, support needs and interagency facilitation. Student levels of support are negotiated and maintained to meet their needs.
- Aboriginal students are tracked and monitored effectively with interventions put in place for students not achieving benchmarks. This has benefited from the 0.2 salary in 2016 and 2017. The Aboriginal Community Education Officer (ACEO) is supported by DECD personnel to work with families around attendance concerns.
- English as Additional Language Dialect students are managed as part of a Lead role. Teaching staff undertake moderation regularly.

Student Assessment Procedures and Reporting:

Reporting is undertaken both formally and informally following DECD policy. Parent Learning Committee surveyed parents around reporting and acted on these responses.

W	R	Term 1	R	Term 2	R	Term 3	R	Term 4
1	u		n		n	SOCS	n	
2	n		n	NAPLAN	n		n	
	i		n	Interviews	n		n	
3	n	Open Night	n	NAPLAN	n		n	
	g		n	Interviews	n		n	
	R		s		s		s	
	e		(((
	c		x		x		x	
	o		2		2		2	
4	r	STAR Reading)))	
5	d	WHITS	J	STAR Reading Age (3-7)	P		P	STAR Reading Age (3-7)
	s		P)		a	
	R)		K		r	
	e		s	EALD collection and moderation	e		e	
	c		(y		n	
	o		x		2		a	
	r		2				r	
	d)				e	
	s		J				n	
	R		P				t	
	e)				a	
	c		s					
	o		(
	r		x					
	d		2					
	s)					
	R		s					
	e		(
	c		x					
	o		2					
	r)					
	d		s					
	s		(
	R		x					
	e		2					
	c)					
	o		s					
	r		(
	d		x					
	s		2					
	R)					
	e		s					
	c		(
	o		x					
	r		2					
	d)					
	s		s					
	R		(
	e		x					
	c		2					
	o)					
	r		s					
	d		(
	s		x					
	R		2					
	e)					
	c		s					
	o		(
	r		x					
	d		2					
	s)					
	R		s					
	e		(
	c		x					
	o		2					
	r)					
	d		s					
	s		(
	R		x					
	e		2					
	c)					
	o		s					
	r		(
	d		x					
	s		2					
	R)					
	e		s					
	c		(
	o		x					
	r		2					
	d)					
	s		s					
	R		(
	e		x					
	c		2					
	o)					
	r		s					
	d		(
	s		x					
	R		2					
	e)					
	c		s					
	o		(
	r		x					
	d		2					
	s)					
	R		s					
	e		(
	c		x					
	o		2					
	r)					
	d		s					
	s		(
	R		x					
	e		2					
	c)					
	o		s					
	r		(
	d		x					
	s		2					
	R)					
	e		s					
	c		(
	o		x					
	r		2					
	d)					
	s		s					
	R		(
	e		x					
	c		2					
	o)					
	r		s					
	d		(
	s		x					
	R		2					
	e)					
	c		s					
	o		(
	r		x					
	d		2					
	s)					
	R		s					
	e		(
	c		x					
	o		2					
	r)					
	d		s					
	s		(
	R		x					
	e		2					
	c)					
	o		s					
	r		(
	d		x					
	s		2					
	R)					
	e		s					
	c		(
	o		x					
	r		2					
	d)					
	s		s					
	R		(
	e		x					
	c		2					
	o)					
	r		s					
	d		(
	s		x					
	R		2					
	e)					
	c		s					
	o		(
	r		x					
	d		2					
	s)					
	R		s					
	e		(
	c		x					
	o		2					
	r)					
	d		s					
	s		(
	R		x					
	e		2					
	c)					
	o		s					
	r		(
	d		x					
	s		2					
	R)					
	e		s					
	c		(
	o		x					
	r		2					
	d)					
	s		s					
	R		(
	e		x					
	c		2					
	o)					
	r		s					
	d		(
	s		x					
	R		2					
	e)					
	c		s					
	o		(
	r		x					
	d		2					
	s)					
	R		s					
	e		(
	c		x					
	o		2					
	r)					
	d		s					
	s		(
	R		x					
	e		2					
	c)					
	o		s					
	r		(
	d		x					

7	EALD collection and moderation	EALD collection and moderation	s		n
8		CCQ Surveys	t	PAT R & M Testing	S
9	CCQ Surveys	CCQ Surveys	o	PAT R & M Testing	t
10	CCQ Surveys	Mid -Year Reports	b		e
11	Running Records EDSAS	EALD L&L Levels EDSAS	e	Running Records EDSAS	n
			u		t
			p		S
			d		u
			a		d
			t		e
			e		n
			d		t
			C		S
			C		u
			D		r
					v
					e
					y
					s
					A
					P
					P
					A
					S

5. Sporting Activities

Willunga Primary has a proud tradition of involvement in physical activity. The community take an active part in the events. With the provision of a Specialist PE teacher, all students, R - 7, participate in weekly Physical Education lessons. SAPSASA is offered dependent on availability of coaches / manager and team members. In 2016, Athletics, Football, Rugby Tag, Basketball and Golf were offered. Sporting clinics are offered through the Specialist PE teacher in Rugby Tag and Cricket. External to the school, the majority of sporting activities are managed by the Willunga Community with local teams in football, netball, soccer and basketball represented within the student cohort. The school's annual Sports Day is a highlight for the community with many family and community members attending

7. Staff (and their welfare)

Leadership structure

Principal 1.0

Deputy Principal 0.6

Teaching load 0.4

- Counsellor 0.2
- Aboriginal Education 0.2

Assistant Principal 0.4

- Lead the implementation of Literacy and Numeracy Development

- Lead the implementation of Australian Curriculum

Teaching load 0.6

- Intervention program(s)

Willunga Primary School is part of the Sea and Vines Partnership.

8. Incentives, support and award conditions for Staff

N/A

9. School Facilities

The site was redeveloped in a capital works program with the official opening held in 2007. This was supported by the building of a library through BER funding in 2009. The site is situated in the township of Willunga with an outlook of the Willunga Hills face and local football field. There is a purpose built canteen (used as part of the health program) and access to wet areas is available to most classes. A drama area / wet room is available for use through a booking system. Several intervention rooms are set up as shared spaces for intervention programs and special education use. All teaching areas, including the hall, are air conditioned. The OSHC building (DMAC) will be redeveloped in 2017

10. School Operations

There is a strong emphasis on shared responsibility and participative decision making at Willunga. Governing Council meet twice per term to consider the work of the sub committees. These sub committees include;

- Learning committee,
- OSHC,
- Finance,
- Canteen,
- Parent Community.

The Sub-committees are supported by a leader, and promote participation from a wider group of community members. A number of parents participate at subcommittee level, while not holding a role on Governing Council. Staff committees consult with and support the work of parent committees. A staff representative on Governing Council reports back to staff after each Governing Council meeting. A Terms of Reference exists to manage the combined roles within the school. This also supports the active work of PAC as an integral component of the school consultative process. Members of PAC are provided with release time to manage this role.

To ensure a high level of communication, a school newsletter is published fortnightly and sent out electronically. It is also available on the website. Skoolbag app is used for daily notices and to promote events, including links to parent surveys generated by staff or Governing Council. A new website has been developed for 2017. All classroom teachers send home a term overview newsletter at the start of each term, in which they unpack upcoming events, attendance policy, teaching and learning program.

A staff and Governing Council handbook has been developed to support the work of the school and to ensure the induction process is consistent.. This includes information about expectations of the teaching and learning program, lesson outlines and information in regards to personal expectations. A staff bulletin is sent out via email each week including reference to what is happening that week, priorities, actions, upcoming staff meeting agenda items, daily management information and links to relevant learning opportunities for staff.

Staff and Governing Council play an active role in managing site finances. Using a three tiered approach to funding (HR, Curriculum and Operations) allows a focus on effective use of public funds. By ensuring transparency around the budget, staff and Governing Council members are informed, involved in decision making and able to make rigorous decisions about the use of public funds to promote learning outcomes.

11. Local Community

Willunga is an older district and one of the first regions settled within South Australia. Once focused around slate quarrying, and Almond farming, Willunga is now a diverse community that remains mainly residential with a focus on wine growing and farming. The closest supermarket is at McLaren Vale or Seaford (10 kms away). With a focus on heritage, small specialty shops, wineries and the beauty of the hills zones, the town retains its sense of community. As the first suburb in South Australia to connect to the wireless broadband network (NBN) a strong connection to technology is held within the community with many early adopters moving to Willunga to start up internet based work opportunities.

Willunga High School is the local secondary school. Willunga Preschool, which adjoins our site, is the main feeder for the school, with the overwhelming majority of our students attending preschool.

The school community is very involved and supportive of the schools educational program. The Governing Council has a strong parent representation and a Community member holds (and attends) a seat on Governing Council.

12. Further Comments

Willunga Primary has a high level of goodwill within the local communities. Maintaining this level of goodwill means a commitment to ensuring a high quality public service for the Willunga students.