



SCHOOL CONTEXT STATEMENT

Updated: 04/18

School number: 0482

School name: Williamstown Primary School

School Profile Text:

Williamstown Primary School is situated in a town on the outskirts of the Barossa wine region. The local area provides an active learning environment utilised by teachers to enhance both Science and Society and Environment learning. Our school mission is to provide 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 Learning Improvement Plan currently targets developments in Literacy and Numeracy, and Wellbeing and Engagement. Teachers support students to become responsible citizens through social skills programs, teaching collaborative and decision making skills, involvement in school community projects and a Whole School commitment to sustainable environmental practices. Japanese and Science are specialist subject areas taught across the year levels. The school fosters the development of strong home- school partnerships to enhance learning. The on-site Preschool provides a quality early learning programme for 4 year olds, and an Out of School Hours Care service also provides a quality service to students and their families.

1.General Information

School Name : WILLIAMSTOWN PRIMARY SCHOOL

School No. : 0482 Preschool 1628 Courier : Barossa

Principal : Mrs Julee Veljanovski

Postal Address : Margaret Street, Williamstown 5351

Location Address : Margaret Street, Williamstown 5351

District : Barossa/Gawler

Distance from GPO : 50 kms Phone No. :08 85246289

Preschool attached: YES Fax No. : 08 85246682

		2016	2017	2018
February FTE Enrolment				
PRIMARY	SPECIAL, N.A.P. UNGRADED ETC.			
	RECEPTION	24	30	38
	YEAR 1	26	20	33
	YEAR 2	21	26	20
	YEAR 3	30	19	29
	YEAR 4	33	30	21
	YEAR 5	20	29	31
	YEAR 6	26	19	29
	YEAR 7	22	21	20
	TOTAL	202	194	221

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

- Principal: Julee Veljanovski
- Deputy Principal: Jodie Dahlitz
- Preschool Teachers: Emily McNair and Kylie McGoran

Gender of teaching staff: 15 females, 5 males (including part-time and temporary)

- Year of opening
1858
- OSHC
Yes. Started in late 2004.
- Enrolment trends:
Currently steady

- **Preschool:**
A Preschool on site currently offers sessions for eligible children who are 4 year old by the end of March as per the state government's Same Start guidelines

- **Public transport access**
None

2. Students (and their welfare)

- **General characteristics**
Approx 12% School Card. 2% Aboriginal.

- **Support offered**
A school Wellbeing and Engagement coordinator in a part-time position works in the school 2 days a week. The school is part of a Positive Education Greater Gawler Partnership initiative and this pedagogy is implemented in all classes.

School values are embedded into class and school rules. There is a Wellbeing Plan which also includes scheduled teaching of the Child Protection Curriculum and Anti-Bullying strategies. Explicit acceptable usage of ICTs is also taught and supported.

- **Student Management:**
As a Positive Education school we are currently working on ways to enhance positive school culture for learning. 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 behaviour management procedures. These are 1) creating a positive, success oriented environment (proactive) and 2) logical and consistent consequences for irresponsible behaviour (reactive and restorative).

- **Student Government (KidsMatter Action Council- KMAC)**
Democratic decision making is enhanced through class meetings and an active student group giving authentic voice, managed by our Wellbeing and Engagement Coordinator.

- **Special Programmes**
Literacy intervention programmes are in place for students identified through Running Record Reading Level, IPIs and PAT-R and NAPLAN data as needing extra support. Transition programs from Preschool to school and from Year 7 to Secondary school operate. Other special needs are monitored and supported through a range of strategies including

regular meetings between Deputy Principal, SSOs and teachers to plan for individual student needs. These include some extension programmes in aspects of literacy.

3. Key School Policies

OUR VISION:

A dynamic responsive learning community where all students develop a foundation for life-long learning and achieve their personal best.

OUR MISSION

Providing high quality learning and teaching in a friendly, caring and inclusive learning environment, where staff, parents and students work in partnership to provide quality education and care.

OUR VALUES:

- Fairness
- Respect
- Personal Best

Some Site Improvement Priorities for 2018 are

- A continuing whole school focus on developing best quality teaching and learning pedagogies in Literacy and Numeracy, in line with the Australian Curriculum content and standards.
- A science specialist teacher R-7 to improve Science outcomes for all students
- Use of Teaching For Effective Learning (TfEL) pedagogical approaches and strategies to deepen learners' engagement and achievement in all areas.
- Improving processes to ensure greater Wellbeing of staff and students through a Positive Education lens.

4. Curriculum

- Subject offerings
The 8 Learning Areas with Arts (Term 1) and Health and PE (Term 2-4) and Japanese as specialist areas in 2018
- Teaching Methodology
TfEL pedagogies focus, and an emphasis on development of independent study skills and also the integration of Information and Communication Technology across the curriculum. Planning and support for individual students. IWBs in each classroom. Composite class structures.

- **Assessment Procedures and Reporting**
Emphasis is also on ongoing assessment for individual planning and support, recording and reporting in line with current DforE assessment policy. Teachers meet in year level and Partnership groups to moderate for consistency across the school.
Reporting against Australian Curriculum, through parent interviews (formally once a year), and also summative written reports twice a year.

5. Sporting Activities

Students are involved in programmed fitness and skill activities as part of Health and PE curriculum. In first term each year students R-5 attend the Gawler swimming pool for water safety and swimming programme. Year 6/7 students attend an aquatics camp bi-annually and land camp the alternative years.

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 in the town through local sporting clubs.

A school hall opened in 2012 and is well equipped for a whole range of sporting activities.

6. Other Co-Curricular Activities

- **General**
Sustainable School initiatives planned in the school Site Environmental Management Plan (SEMP) are managed by the Science teacher and the students, through special interest groups.
Games and sport skills are offered in the school hall regularly at lunchtime.

7. Staff (and their welfare)

- **Staff profile**
Currently 5 male and 15 female teachers, several part-time, 4 male SSO/Tech/Grounds and 12 female across school and preschool.
- **Leadership structure**
Principal and Deputy Principal, and Wellbeing Coordinator and SSO2 Office manager.
Management Committee comprised of Principal, Deputy Principal, Coordinator, Office Manager and teaching levels representatives meets regularly across the terms to plan and discuss curriculum, training needs and organisational matters.
- **Staff support systems**
PAC committee, Management Committee and Staff Wellbeing Committee are active. Collaborative teachers Schooling Levels Planning Teams also meet regularly.

- Performance Development (PD)

The Principal and Deputy Principal share the line management role for both teaching staff and support staff. A clear policy is in place and staff meet once a term to discuss programming, student needs, PD 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 the school site. This means the oval is reached via a pedestrian crossing. There is the Administration area, Resource Centre, Science, Japanese and Computer Rooms in the main original building (built in 1858 and some parts updated in 1981). Eight classes are each housed in wooden or metal transportable buildings. ***This is a very steep site.*** The Preschool building is on the school site (built in 1977). A large school activity hall built in 2011 is situated on the oval.
- Cooling

All buildings are air-conditioned.
- Specialist facilities

Library and computer room, with 30 computers, are in the main building. There are class sets of ipads and laptops for use across the school. There is also a teacher preparation and a small student support withdrawal area in the main building. The hall contains a kitchen facility for class and social event use.
- Student facilities

There is no school canteen. Local shops deliver the lunch orders. Our oval, cricket pitch, and tennis courts are across the main road, accessed via a pedestrian crossing. A large asphalt area and a smaller asphalt area, with basketball and netball goals, are available for use. There are two sets of playground equipment in the main yard; a newer one is used by Preschool and JP students and the other by Primary students. There is a sandpit in the Preschool and another near the OSHC house at the front of school.
- Staff facilities

Staffroom, teacher preparation area with admin computer access.

- Access for students and staff with disabilities
Access somewhat limited by steepness of site, but a walkway with guard-rails from the bottom to top of site, was installed in 2008. Disabled toilets are also available both in the main building and the Preschool.
- 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 Student Voice (KMAC); parents through Governing Council and associated committees including Finance and Fundraising.
- Regular Publications
A school newsletter is published 4 times a term, both in Skoolbag app and on the school website.
- Other Communication
A Parent Information book for school and Preschool, 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.

Enrolments are currently steady. There is little cultural diversity with predominantly Anglo-Australian families. Families value education, and there is strong community support for activities and initiatives.
- Other local care and educational facilities
OSHC is offered at the school through Camp Australia. The 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, Chemist, Fish & Chips shop, Bakery, 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.