



SCHOOL CONTEXT STATEMENT

Updated: 11/16

School number: 0497
School name: Woodville Primary School

1. General information

Part A

School name	: Woodville Primary School		
School No.	: 0497	Courier	: Metro West
Principal	: Ms Maria Maffei		
Postal Address	: Evans Street, Woodville South, 5011		
Location Address	: Evans Street, Woodville South, 5011 (cnr of Evans and Tenterden Street)		
Partnership	: Inner West		
Distance from GPO	: 8kms	Phone No.	: (08) 8445 2744
CPC attached	: No	Fax No.	: (08) 8445 7454

February FTE Enrolment		2013	2014	2015	2016 <small>(Feb)</small>
Primary	Special, N.A.P. Ungraded etc.	0	0	0	0
	Reception	46.0	47.0	40.0	37.0
	Year 1	44.0	28.0	49.0	47.0
	Year 2	36.0	44.0	29.0	30.0
	Year 3	39.0	36.0	44.0	40.0
	Year 4	36.0	39.0	38.0	42.0
	Year 5	37.0	33.0	38.0	36.0
	Year 6	40.0	39.0	34.0	34.0
	Year 7	54.0	38.0	36.0	45.0
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Year 8	0.0	0.0	0.0	0.0
	Year 9	0.0	0.0	0.0	0.0
	Year 10	0.0	0.0	0.0	0.0
	Year 11	0.0	0.0	0.0	0.0
	Year 12	0.0	0.0	0.0	0.0
	Year 12 plus	0.0	0.0	0.0	0.0
TOTAL		332	304.0	308.0	311.0
School Card Percentage		%	%	%	26.3%
NESB Enrolment		117	117	125	130
Aboriginal Enrolment		27	26	27	29

Part B

- Principal: Maria Maffei
Deputy Principal: Val Perham
Student Counsellor: Irene Lynch
Administration Manager: Kylie Tiboldo
- School website address
www.wvilleps.sa.edu.au
- School e-mail address
dl.0497_info@schools.sa.edu.au
- Staffing numbers
Staffing for 12 classes R-7 in Term 1 2016
 - Tier 2 staffing supports
Aboriginal Education
ESL
Special Education
Science (NIT)
Health and Physical Education
- OSHC
Provided from 7.30 - 8.30am & 3.15 - 6.15pm.
Vacation Care activities also provided
- Enrolment trends
Enrolment shows a recent decline due to considerable redevelopment in the adjacent suburbs.
Woodville Primary also has had a high level of transience partly due to families on short term contracts at the QEH hospital and also significant numbers of families in rental accommodation.
- Special arrangements
A **“Zone of Right”** was established in July 1993.
Southern Boundary
From Tapleys Hill Road east along Trimmer Parade and Fife Street, south along Ledger Road, east along Woolgina Street, north along Howard Road, east along Pegler Street, Lancelot Street and West Street, then north along Main Street to the Port Road.
Eastern Boundary
From Main Street west along Port Road, north along Kilkenny Road and David Terrace to Torrens Road.
Northern Boundary
From David Terrace west along Torrens Road to Percy Street.
Western Boundary
From Torrens Road south along Percy Street and Colston Street, south along Port Road, south along Gordon Street, east along West Lakes Boulevard, south along Alma Terrace to Trimmer Parade.
A Centre for Hearing Impaired Children is incorporated into the school.
- Year of opening
The Primary school opened in 1878. The Woodville Centre for Hearing Impaired Children opened in 1953. These were restructured into one School in January 1995. The Centre for Hearing Impaired closed in 2010.

- Public transport access
The school has Bus Stop No. 22 outside the front gate. Bus Route Nos. 151,152,153 & 155.
Train from Adelaide – Grange / Outer Harbour with station at Woodville.

2. Students (and their welfare)

- General characteristics
About 26% of students are School Cardholders and approximately 42% are from Non English Speaking backgrounds. On occasion children from nearby Domestic Violence Housing attend the school.
- Students with additional needs
The specialist staff section is responsible for overseeing and co-ordinating special education, Learning Assistance and speech programs
- Students Behaviour Education
The Woodville Primary School student behaviour education process is based on DECD policy and is underpinned by Play is The Way philosophy and Restorative Practices. Behaviour Education is based on conflict resolution and empowering students with consistent, explicit language through the self-mastery checklist and through Play is The Way learning games. Students are supported to take control of their behaviour and emotions by making strong decisions using reflective language of the self mastery checklist.

At Woodville Primary School we foster a positive school community that is:

- Safe
- Inclusive
- Supportive
- Conducive to learning
- Self directed with self-regulating students

To ensure the safety and wellbeing of all members of the community, the school's behaviour education policy outlines:

- Responsibilities for the school, child and parents/caregivers
- Expectations for the classroom, school and wider community in the areas: learning, communication, relationships, movement, safety, dress code, attendance and property and environment.
- Procedures that are to be followed after an incident

We foster responsible behaviour by:

- Implementing pedagogy of the "Play is The Way" program
- Developing and maintaining positive relationships.
- Using a common language and consistent approach.
- Explicitly teaching and modelling school values and behaviours.
- Explicitly teaching social skills and anti-bullying strategies
- Using restorative practices to work towards repairing harm.
- Implementing the "Let's Start" program for the first two weeks of the year

Consequences for inappropriate behaviour in the classroom, yard and when out in the community are dependent on the developmental stage of the student and the nature of the behaviour. Students are encouraged to make strong decisions independent of authority.

- Student governance
 - The School Action Team (S.A.T.) is made up of 2 student representatives from each class.
 - S.A.T. meets fortnightly with the Student Counsellor and discusses suggestions that have been referred to S.A.T. by their classes through class meetings.
 - The S.A.T. makes recommendations for whole school change which are referred for endorsement and support by staff and governing council. They then support the classes in implementing their suggestions.

- Student leadership
 - House captains are appointed at the start of the year to manage some aspects of student engagement. The most notable of these is as captains of our yearly Sports Day Event.
 - We appoint safety ambassadors to support safe practices and procedures in our school
 - Play at Lunchtime (PALS) facilitate organised play programs in the Early Years. The program engages senior students to teach younger students how to play appropriately in their leisure time.
 - The Garden Action Team undertakes projects in the school yard. Current projects include the creation and maintenance of the Butterfly Garden, vegetable gardens at various locations around the school and nature play areas.

- Special programmes

Programmes to support children with a range of learning needs include a comprehensive Guided Reading programme for R-2 students, Learning Assistance Programme and a 'Funastics' co-ordination programme.

The LOTE program at Woodville is the provision of Bahasa Indonesian to all classes from R-7. This is part of a wider commitment to the Studies of Asia. In 2016 this program was placed in hiatus due to a lack of appropriate staff. It is expected to resume in 2017 with the return from leave of our substantive Indonesian teacher.

- Co-locations

The Positive Pathways Class (Better Behaviour Centre) was opened in 2011. This is a regional facility offering a behaviour intensive program for mainstream students with emerging behaviour issues. Students are accepted into the class as early intervention rather than as a consequential program. Children attend the program two days per week with the remaining three days back at their home school. Students can be in the program for up to two years depending on their progress. There are two classes; one for younger students from late Year 2 and the other for older students from Year 4. Each class has no more than ten students. The Principal of Woodville Primary sits on the consultative committee that manages the intake of students.

The Grove Education Centre (the former Woodville Special School) offers a special school setting for students with an intellectual disability. An annex class from the Centre operates in our school in the Early Years setting. The students started as Reception students and, it is anticipated, that the class will progress through the school. The class was initiated to support, with specialist intervention, an individual class of students within a mainstream school setting. The class is staffed, funded and managed by the Grove Education Centre.

3. Key School Policies

- Site Learning Plan and other key statements or policies
 - Missions/Vision Statement

The school values of Respect, Trust, Co-operation & Fairness form the basis of active learning for all. The educational program is committed to a caring environment and equity, empowerment, independent thinking, excellence and individuality. The core business of the school is learning and teaching in a safe and supportive environment. This is supported by the School's policies and practices in relation to monitoring student achievement, student behaviour management, countering harassment and bullying, monitoring students' attendance and student safety.

- Long Term Objectives

Students develop, implement and evaluate authentic student participation programs. Assessment and reporting processes are aligned with the Australian Curriculum. Student use of technologies in accessing information and presenting their learning has increased. There is a commitment to hand held devices and the current purchasing program has eight per class with a view to it being 12 by the end of 2016. Sharing and scheduling can facilitate one per child. Literacy and Numeracy standards are key improvement indicators for all students.

- School Strategic Directions and Priorities

In 2016 these are:-

OUR VISION:

Collectively aspiring to reach our maximum potential

OUR PURPOSE:

To work together to educate and skill our future global citizens

OUR VALUES:

- Trust - *responsibility, confidence, self-belief & resilience*
- Co-operation - *getting along, collaboration & teamwork*
- Fairness - *inclusion, compassion & equity*
- Respect - *valuing, honesty & acceptance*

OUR GUIDING PRINCIPLES:

We know when children will be engaged in their learning when:

- They are inspired to discover the joy of learning.
- There are inclusive support structures
- There is a safe learning environment.

- We value and respect context and construct appropriate learning experiences

STRATEGIC DIRECTIONS:

- Literacy improvement for all students
- Numeracy improvement for all students
- Student wellbeing

Student Review

Twice per year, the learning and wellbeing progress of all students is reviewed by staff. The review undertakes to analyse each student in depth using a range of data collection and professional reflection. The review is undertaken by class teacher, subschool leader and inclusion teacher along with any other staff supporting the particular cohort of students. The review directs the work of the inclusion staff, informs the work of the class teacher and provides a strategic and long term information base for staff on every enrolled student.

Student Support Teacher

A key role in the provision of student inclusion is the Student Support teacher. The role of the student support teacher is to support the learning of those children identified by the student review as being of significant need. This may include ESL, Special Ed, SHiP and Aboriginal students.

4. Curriculum

- Subject offerings
English, Mathematics, Science, Health and Physical Education, Science, Technology, Humanities and Social Sciences, The Arts and Indonesian LOTE.
The Australian Curriculum is the foundation of our curriculum.
- Special needs
Programs for students identified by the student review as of special need are developed by the Student Support teacher. See above.
- Special curriculum features
We have specialist programs in Instrumental Music and PE.
- Teaching methodology
The methodologies we incorporate in our learning programs include:
 - A constructivist approach to teaching and learning
 - Planning learning programs using the TfEL framework
 - Involving students in making decisions about their learning.
 - An integrated approach to teaching and learning in the Digital Age
- Assessment procedures and reporting
A range of assessment practices is adopted and include...

- self/peer assessments and reflections
- student presentations (verbal and visual)
- samples of student's work
- observation and discussion
- whole school Student Review

The reporting schedule includes

- Acquaintance Night
- 3 way interviews
- First semester (formative) and Second semester (Summative) written reports
- Student presentations of learning through a whole school Showcase once per year. This is centred around a targeted area of the curriculum.

5. Sporting Activities

Woodville Primary School has a strong commitment to healthy sporting activities. This commitment extends to:

- A program of learning in all classes which includes Daily Fitness and the Physical Education component of the Australian Curriculum
- A Sports Day Event that is also a community celebration and event.
- Clinics presented by sporting associations and clubs.
- Parent run, after hours sport, co-ordinated by the Organised Sports sub-committee of the Governing Council. This includes Basketball, Netball and Football (AFL).
- Participation in representational sport, specifically SAPSASA carnivals and teams. This includes Swimming, Athletics, Basketball, Netball etc.

6. Other Co-Curricular Activities

Woodville Primary School offers children the opportunity to participate in a variety of co-curricular activities:

Music:

Woodville Primary School has a comprehensive music program that provides expert tuition and participation in a range of structured events

All Year 3 students participate in a Junior Choir, managed by our Festival Choir teacher.

All Year 4 students are taught the recorder by a teacher from the DECD Instrumental Music Service

All Year 5 students are taught a band instrument – trombone, trumpet, flute, saxophone, percussion or clarinet – by a teacher from the DECD Instrumental Music Service. They are also members of the Junior Band.

All Year 6 and 7 students have the opportunity to continue with music study; as part of the Senior Festival Choir and as continuing students of their band instrument. Students can learn multiple instruments and are members of the Senior Band.

7. Staff (and their welfare)

- Leadership structure
 - 1 Principal
 - 1 Deputy Principal
 - 1 Student Counsellor

1 Administration Manager

There is a collaborative leadership team that supports a school-wide approach to student learning. In particular, the transition phases to and from Woodville, are a strong focus with collegiate links made with both pre-schools and high schools. A consistent, school wide approach to student behaviour management and performance management is used.

- Staff support systems
 - Staff liase directly with their line manager – Principal, Deputy Principal or Administration Manager.
 - Staff are beginning to work in Professional Learning Teams to address needs in common and to work collaboratively. These teams will include Support & Ancillary Staff.
- Performance Management

The School's Performance management processes include:

 - Professional conversations between individual staff members and line managers.
 - The writing and moderation of Performance and Development Planning and Review, as per DECD process.
 - A range of professional development opportunities to support staff in achieving their personal professional goals and school priorities.

- Staff utilisation policies
 - NIT is provided in the Areas of Science, Health and Physical Education and Indonesian.
 - Student Support Teachers provide support for students through educational programs and case management.
 - Ancillary staff provide classroom curriculum support to individuals and small groups, and provide administrative functions across the school.
 - There is a grounds person who works for four mornings per week and a computer technicians available for two full days a week.
- Access to special staff
 - Staff from DECS Music Section provide Instrumental Music instruction and manage the Festival Choir.
 - The school receives visiting support from a Guidance Officer, Speech Pathologist, Attendance Counsellor, members of the Behaviour Support Team (ISBM's) and Disabilities Co-ordinator.
 - A Reading Support Teacher is employed at selected times in the year to support whole school reading programs and data analysis.
 - A Wellbeing Practitioner is available to us (and is based at Woodville High School) to support students, their families and staff.
 - A Pastoral Care worker also provides support and connections with our community. She is based on site for 15 hours per week.

8. School Facilities

- Buildings and grounds
 - The school is 138 years old and the buildings range from a heritage listed junior primary section to the Resource Centre redeveloped following a fire early in 1993 and again using BER funds in 2010. There is also a new classroom building that was built in 2010 with funding from the BER program. The rooms are heated and all classes are air-conditioned.
 - The grounds are attractive with blocks of native trees and shrubs surrounding well maintained grassed areas and outside learning environments. A tree audit was completed in 2015 to ensure risk management of the many native trees on the site.
 - Each year the school initiates projects associated with environmental awareness.
 - In 2016 the school pool was demolished. This is in response to untenable maintenance requirements. The area is to be redeveloped as an outside learning space.
- Specialist facilities
 - Specialist facilities include a small Activity Room, Computer rooms in the Administration building and the Library, Indonesian Language Centre and Music and Drama spaces. All classrooms are equipped with Interactive Whiteboards.
 - Three classrooms (1 Early Years, 1 Primary Years and 1 Middle Years) have been acoustically upgraded.
 - A multipurpose hall/gymnasium was constructed in 1998.
 - A new redevelopment will commence in 2017, based within the Administration Building. This will involve the development of a huge flexible learning space, outfitted

with mobile furniture and up-to-date technology to cater for interdisciplinary STEM learning programs.

- Student facilities
 - Students have access to the Canteen, the hall/gymnasium and the Library/Resource Centre
 - All students have access to e-mail addresses and to on-line computers.

- Staff facilities

The school's staffroom accommodates all staff. The Resource Centre and 3 teacher preparation areas provide meeting and work spaces, computer access and photocopying facilities for staff. All staff members have on-line access and e-mail facilities.

- Access for students and staff with disabilities

There is ramping provided for people with physical disabilities to most facilities.

- Access to bus transport

Ready access to bus and train is available for educational excursions. An express train leaves Woodville Station for the city.

9. School Operations

- Operational Structures
 - The Woodville Primary School Site Improvement Plan is collaboratively developed and updated each year. This plan provides explicit operational and strategic detail and direction to Woodville Primary School staff and community.
 - There is a direct and clear connection between the Site Improvement Plan, Data collection and analysis, Pedagogy and lesson programming, budgeting and the allocation of Human Resources.
 - The improvement process is ongoing and this takes place largely in Staff Meetings. The plan is the result of intensive data analysis and professional reflection.
 - The Staff, in collaboration with students and the community, continues a developmental cycle of improvement that institutes policies, guidelines and processes.

- Decision making structures
 - There is a collaboratively developed Decision making policy and procedure and Grievance Procedure, all based on DECD policies and practices.
 - Staff Decision making occurs through established processes in the staff meeting forum. Section meetings and committees/working parties make proposals and enact decisions.
 - PAC meets regularly and informs staff of decisions and issues of discussion.
 - Staff members are involved on Governing Council committees and working parties. Student Decision Making occurs via the School Action Teams.

- Regular publications
 - The school produces a fortnightly newsletter, parent brochures and enrolment information packs.
 - Two Community Boards provide relevant community/school news and information.
 - Detailed daily information is accessed by staff through an electronic staff daybook (OneNote).
 - A “whole of year” calendar of school events is displayed on a whiteboard in the staffroom.
 - Staff meetings and decision making processes are supported by a pre-published staff meeting agenda that all staff receive and is determined by the Staff PD committee in conjunction with Leadership. Minutes of staff meetings are distributed within 24 hours of each meeting.
 - A staff handbook is updated each year.
- School financial position
 - The Finance Advisory Committee of the Governing Council prepares the annual budget and maintains a regular monitoring role. Classroom and curriculum budgets are managed at the classroom level and all staff can have input into their development.
 - Funding is provided for special programs from a variety of processes including grant application and submission.

10. Local Community

- General characteristics:

The residential areas immediately surrounding the school have been long established and a small number of children from successive generations of the same families have attended the school. While the Queen Elizabeth Hospital is the major local employer and many parents work there in some capacity, there are small pockets of light industrial activity in surrounding streets. Although most students live in families where English is spoken, we have a significant number of students from Aboriginal, Polish, Greek, Indian, Vietnamese and African cultures. Students at Woodville live in a variety of family structures. A number of our families qualify for School Card and we have increasing numbers of transient students. Rather than being homogeneous, the Woodville community has a richness of diversity and brings a range of experiences.

- Parent and community involvement:

Parents are strongly committed to the school. They are involved in classrooms, the Resource Centre. There is a strong Governing Council and parents are actively involved in the sub-committees: Finance, Canteen, Education, OSHC, Fundraising, Grounds, and Organised Sport.

- Feeder schools:

Our local pre-schools/kindergartens centres are main feeder facilities to Woodville and these include Adelaide Miethke Kindergarten, St. Margaret’s Kindergarten, QEHCCC (Queen Elizabeth Hospital Child Care Centre) and a pre-school/child care program Woodville Day Care Centre. Transition is made to a range of Secondary school including

Woodville, Findon, Seaton and Adelaide High Schools. A small section of students – about 15% - make the transition to Independent or Catholic secondary schools.

- Other local care and educational facilities:
 - The Queen Elizabeth Hospital is within 2 minutes walk and accessed via Woodville Road by pedestrian traffic lights.
 - The City of Charles Sturt maintains offices and public library in nearby Woodville Road adjacent to the railway station. St Clair Youth Recreation Centre and Woodville High School are located a further 1km north of the railway line.
 - Family and Youth Services (FAYS) and Child and Adolescent Mental Health Services (CAMHS) are sited nearby.
 - Sporting facilities at Woodville Oval include cricket, football, lawn bowls and tennis.

- Local Government body:

The City of Charles Sturt offices are located at 72 Woodville Road, Woodville telephone 8408 1111 for general enquires.

- State and Federal Government:

Woodville Primary School is in the Federal seat of Port Adelaide and the State seat of Cheltenham.

14. Further Comments

Woodville Primary School is situated 6 kilometres North West of the City of Adelaide. It is a Reception to Year 7 School with a long and proud history of public education.

Significant history

In 1978 the history of the school was documented to mark its centenary year. The booklet outlines the school's significant role in shaping the history of the surrounding local area and its residents. The school celebrated its 130th birthday in 2008.