



SCHOOL CONTEXT STATEMENT

Updated: 1/21

School number: 0482

School name: Williamstown Primary School

School Profile Text:

Williamstown Primary School is situated in the township of Williamstown 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 teaching and learning in a safe, inclusive and supportive environment. The school values of Fairness, Respect and Personal Best are explicitly taught and underpin learning and behavioural expectations. Our Site Improvement Plan targets developments in Numeracy and Writing. 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, Arts 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. An Out of School Hours Care programme 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 : Ms Lynette Simons

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

February FTE Enrolment

PRIMARY	SPECIAL, N.A.P. UNGRADED ETC.						
	RECEPTION		30	38	33	22	31
	YEAR	1	20	33	36	39	23
	YEAR	2	26	20	30	35	39
	YEAR	3	19	29	17	32	35
	YEAR	4	30	21	24	16	30
	YEAR	5	29	31	17	19	16
	YEAR	6	19	29	30	14	19
	YEAR	7	21	20	23	25	14
	TOTAL		194	221	210	201	207

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: Lynette Simons
- Deputy Principal: Louise Denton

Gender of teaching staff: 12 females, 1 males (including part-time and temporary staff)

- Year of opening
1861
- OSHC
Yes.
- Enrolment trends:
Currently steady
- Preschool:
An on-site Preschool offers sessions for eligible children who turn four years old by the end of April as per the State Government's Same Start guidelines
- Public transport access
None

2. Students (and their welfare)

- General characteristics

Approx 20% School Card. 2% Aboriginal

- Support offered

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

School values are embedded in class and school rules. There is a Wellbeing Plan which includes scheduled teaching of the Child Protection Curriculum and Anti-Bullying strategies. Acceptable usage of ICTs is explicitly 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 and 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 (SRC)

Democratic decision making is enhanced through class meetings and an active student group giving authentic voice, managed by our deputy principal.

- Special Programmes

Literacy intervention programmes are in place for students identified through Running Record reading analysis, PAT-R and NAPLAN data as needing extra support. Other special needs are monitored and supported through a range of strategies including regular meetings between the Deputy Principal, teachers and SSOs to plan for and support individual student needs. These include some extension programmes in aspects of literacy and numeracy.

Transition programs from Preschool to school and from Year 7 to Secondary school operate.

3. Key School Policies

OUR VISION:

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

OUR MISSION

To provide high quality teaching and learning 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

Our Site Improvement Priorities for 2021 are:

- To increase the number of students who maintain or improve NAPLAN Numeracy in Years 5 and 7.
- To increase the number of students achieving at or above School Index in writing in Years 3, 5 and 7.

4. Curriculum

- Subject offerings
The eight Learning Areas of the Australian Curriculum with Science, Arts and Japanese as specialist areas in 2021.
- 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.
- Assessment Procedures and Reporting
Emphasis is also on ongoing assessment for individual planning and support, recording and reporting in line with current DfE assessment policy. Teachers meet in year level and Partnership groups to moderate student work for consistency across the school. Reporting against Australian Curriculum occurs through parent interviews (formally once a year) and the provision of 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 the water safety and swimming programme.

Year 6/7 students attend an aquatics camp bi-annually and land camp the alternative years. Year 3/4/5 students attend a triannual camp at Arbury Park.

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 1 male and 12 female teachers in the school and preschool
Two male and 12 female SSO/Tech/Grounds work across the school and preschool.
- Leadership structure

Principal, Deputy Principal and SSO3 Business Manager
A Management Committee comprised of Principal, Deputy Principal, Office Manager and teaching levels representatives meets regularly across the terms to plan and discuss curriculum, training needs, budgets and organisational matters.
- Staff support systems

PAC Committee, Management Committee and Staff Wellbeing Committee are active.
- Performance Development (PD)

The Principal and Deputy Principal share the line management role for both teaching staff and support staff. A clear PD 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

Psychologist, Speech Pathologist, Behaviour Coach 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). Nine classes are each housed in wooden or metal transportable buildings. 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. A teacher preparation room and small student support withdrawal area are 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 is somewhat limited by steepness of site, but a walkway with guard-rails from the bottom to top of site, was installed in 2008. Disabled access toilets are available 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, OSHC and Fundraising.
- **Regular Publications**
A school newsletter is published three times a term and can be accessed through the Skoolbag app and the school website.
- **Other Communication**
A Parent Information book for school and Preschool, staff handbook, staff daybook; phone calls and meetings with parents occur 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.

- Commercial/industrial and shopping facilities
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 is based at Angaston.