SCHOOL CONTEXT STATEMENT

School Name: Watervale Primary School

School Number: 0470

1. General Information

Part A

<table>
<thead>
<tr>
<th>Schoolname</th>
<th>WATERVERALE PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0470</td>
</tr>
<tr>
<td>Principal</td>
<td>Ms Wendy Burge</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Main North Road, Watervale 5452</td>
</tr>
<tr>
<td>Location Address</td>
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</tr>
<tr>
<td>Region</td>
<td>Yorke and Mid North</td>
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<tr>
<td>Distance from GPO</td>
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<tr>
<td>CPC attached</td>
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<tr>
<td>Phone No.</td>
<td>08 88430186</td>
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<tr>
<td>Fax No.</td>
<td>08 88430014</td>
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February FTE Enrolment

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<tr>
<th>Year</th>
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<th>Year 1</th>
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<td>7.0</td>
<td>4.0</td>
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<td>7.0</td>
<td>3.0</td>
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<td>4.0</td>
<td>5.0</td>
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<td>4.0</td>
<td>9.0</td>
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<td>9.0</td>
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Total |

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<th>2009</th>
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<td>38.0</td>
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July FTE Enrolment

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<td>38.0</td>
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Male FTE 26.0 30.0
Female FTE 12.0 14.0

School Card Approvals (Persons) 9.0 3 9 7
NESB Total (Persons) 0 0 0 0
Aboriginal FTE Enrolment 0 1 2 2
Part B

- School e-mail address
  info@watervalps.sa.edu.au
- Staffing numbers
  There are 6 part-time teachers employed to accommodate the establishment of a Senior, Junior and Reception classroom.
  LOTE [French] 0.1
  5 School Services Officers [total time 62 hrs] – finance, IT, classroom support and library
  Grounds person [5 hours]
  Student Welfare Worker [10 hours] – new position for 2012
- OSHC
  Available at Clare Primary School; can be accessed by bus
  Family Day Care provider in Watervale
- Enrolment trends
  Particularly stable at around 40 students. Middle schooling available in Clare leads to some students choosing to leave after Year 6.
- Year of opening
  1861 – Celebrated 150th Birthday October 2011

2. Students (and their welfare)

- General characteristics
  Enrolments are drawn from both the local and wider community. One third of students travel to Watervale from outside the immediate township. The student cohort is predominantly Anglo Saxon. The number of School Card students is three.
- Pastoral care programs
  Because of the relatively small number of students enrolled there is a family atmosphere and while staff accept responsibility for providing pastoral care to students in their multi-aged home groups they also share responsibility for the provision of appropriate care for all students. 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 2012, a Student Welfare Worker replaced the support role of Christian Pastoral Support Worker, and is present in the school for 10 hours.
- Student management
  Since 2006 following consultation with students, staff and parents, the values of respect, honesty, excellence and joyfulness 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 are now firmly embedded in the decisions and actions of the school community.

The integration of the school values has positively improved the school climate, ethos and culture. The student self assessment against the codes, the acceptance of keeping on task, goal setting and risk taking as desirable strategies, and the Lighthouse Award have all supported 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. The students present articulately and honestly. 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 week for each class at whole school assembly. Students are encouraged to take responsibility for their behaviour, acknowledge the impact and to accept the consequences of inappropriate actions.

- **Student government**

  Students at all levels of schooling are provided with opportunities that encourage the development of leadership attitudes and skills.

  The school has two student school leaders 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 motions to the Student Representative Council. The SRC meets fortnightly with the Principal as an ex-officio, non-voting member. Their input is valued and actively sought by the Principal, staff and Governing Council.

3. **Key School Policies**

- **Site Improvement Plan**

  Watervale Primary School has two major strategic directions; both incorporate Aboriginal Education:

  - Focus on Learning: Literacy & Mathematics
  - Focus on Wellbeing: Cognitive, emotional, social, spiritual and physical
4. Curriculum

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.

- **Special needs**
  Students are supported through the provision of individual or group tutoring programs in:
  - Literacy and numeracy programs supported by SSO
  - Reading Recovery
  - Learning Assistance Program (LAP) supported by volunteers

- **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 methodologies that provide a balanced mix between constructivist methodology and explicit teaching and learning experiences for students.

  Whole school priorities have led to the commitment for cross-age experiences in Fitness, buddy reading and Wellbeing.

  Technology and multiliteracies support and strengthen learning, with computers distributed throughout the school and interactive whiteboards in each main classroom.

- **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 by students).

  The reporting program includes parent/teacher interviews, three way interviews with students, and written reports against the outcomes of SACSA and the Australian Curriculum. High levels of incidental and informal interactions between staff and parents support the reporting policy.

5. Sporting Activities

Bi-annually, the school partakes in a 5 week dance program.

Swimming lessons culminate in a Swimming Carnival.

Sports Day is combined with Farrell Flat, Auburn and Robertstown schools and is held around the end of Term 3 each year.

There is strong support for community teams in netball, football, hockey, basketball, tennis, Little Athletics, cricket and gymnastics.

Many 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**

Excellent whole-school behaviour is rewarded with student selected and organised Fun Days.

Each term the SRC chooses a charity to support. They plan and present fundraising events, relying on the support of the student body and wider school community.

Students organise and present the whole school assemblies that are held each week. Classes present an aspect of their learning or a performance on these occasions. Student achievements are also celebrated. 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.

The senior class partakes in the Festival of Music repertoire, with nine students chosen to perform at the Festival Theatre on alternate years.

School camps are a highlight each year. Bi-annually senior students travel to an Aboriginal community for a cultural experience.

Yr 7 students are able to join district students on a trip to Canberra.

7. **Staff (and their welfare)**

- Staff profile
  
  All permanent and contract teaching and support staff work part-time. The Principal’s five year tenure runs to the end of 2012.

- Leadership structure
  
  Principal (0.4 teaching).
  
  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. In 2006, Watervale Primary hosted a formal DECS trial where two 0.5 FTE Principals shared the role.

- Staff support systems
  
  All staff are encouraged to participate in training and development opportunities. Those opportunities that directly relate to the achievement of the Site Improvement Plan are paid for from the Global Budget and release time is negotiated. Other opportunities that have been developed through Performance Management are subsidised.

  Regular staff meetings are held each week with agendas dedicated to teaching and learning and administrative issues.

  Watervale Primary is actively involved in the Horrocks Hill Hub of five small schools.
• Performance Management
  All staff participate in Performance Management.
• Staff utilisation policies
  In 2012, three home classes function, Senior (3-7), Junior (1-2) and Reception. Fitness occurs daily as a whole school.
• Access to special staff
  Local Departmental staff are available depending on caseload.
  Other Departmental staff (Disability, Performance Management, etc) visit as invited or as part of a rota.

8. 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 unit accommodates the Resource Centre and the Reception classroom. This area was re-furbished with grant funding in 2006. The open space is well utilised for music and drama instruction, and weekly assemblies.
  The Senior classroom is a new double unit comprising a classroom and multi-purpose space, provided through 2010 grant funding.
  The school recently completed further outdoor development which included a sandpit shelter, recycled plastic playground edging, landscaped steps and upgraded asphalt; native garden and tanks; large outdoor shelter; 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. Appropriate cottage style gardens and mature trees complement the well-known front rose garden.
• Cooling
  All rooms are air-conditioned.
• Staff facilities
  Staff have their own staff room incorporating a work space, with a separate kitchen area.
  There is IT access via computer banks in each room as well as in the staff room. Each class space has access to an interactive whiteboard. All staff have e-mail addresses and receive regular staff bulletins by way of this media.
• Access for students and staff with disabilities
  All rooms are wheelchair accessible.
  Disabled toilet facilities are provided, including a shower. A sick-bay alcove is situated at one end of the staff room.

• Access to bus transport
  A variety of buses are utilised to support student involvement in excursions, performances etc. The cost of bus transport is paid from within the Global Budget.
  Private transport requests are kept to a minimum, but are usually generously offered.
  Some before and after school bus transport is available on application, and includes access to OSHC in Clare.

10. School Operations

  In 2011/12 Watervale Primary School participated in the Eat Well Be Active program and the maths/science strategy.

• Decision making structures
  A variety of decision making committees work within the school.
  These include:
  - Governing Council
  - Sub Committees
  - 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 fortnightly

11. Local Community

• General characteristics
  Viticulture and tourism form 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, Parent Body, and Asset Management.

- **Feeder schools**
  Students usually move to the Middle School at Clare High at the end of years 6 or 7.

- **Other local care and educational facilities**
  A weekly playgroup functions in the town.
  Clare offers public child care, Preschool, Primary, Secondary and TAFE education.
  Private child care, and Catholic and Lutheran primary schools are located in Clare.
  Towns nearby each have a Primary school (Auburn, Farrell Flat, Blyth).

- **Commercial/industrial and shopping facilities**
  General Store, Hotel and Garage in Watervale itself.
  Full range of facilities (including hospital, ambulance, banks, etc) at Clare.

- **Availability of staff housing**
  Very unlikely in Watervale.
  Private rental housing in the whole Clare Valley is tightly held.
  Departmental housing may be available in Clare.

- **Local Government body**
  Clare and Gilbert Valleys Council.