



# SCHOOL CONTEXT STATEMENT

Updated: 01/08/2024

**School number:** 0469

**School name:** Wasleys Primary School

## General Information

Principal : Ann-Marie Ellis

Year of opening : 1878

Postal Address : Wasleys Post Office, Wasleys SA 5400

Location Address : 22 Annie Terrace, Wasleys, Wasleys SA 5400

District : Goyder and Light Partnership

Distance from GPO : 64.3 Kilometres

Phone No : 85254073

Fax Number : 85254036

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

School e-mail address: [dl.0469.info@schools.sa.edu.au](mailto:dl.0469.info@schools.sa.edu.au)

CPC attached : N/A (The school has a DfE funded Play Centre)

Out of School Hours Care (OSHC) service: N/A

February FTE student enrolment:

Year Level	2020	2021	2022	2023	2024
Reception	5	2	5	2	8
Year 1	4	4	2	4	2
Year 2	9	5	6	2	8
Year 3	7	6	5	3	2
Year 4	2	4	3	4	3
Year 5	9	1	4	3	5
Year 6	6	8	1	5	2
Year 7	7	4	1	0	0
Total	<b>49</b>	<b>34</b>	<b>27</b>	<b>28</b>	<b>30</b>
School Card %	12%	14%	10%	10%	10%
Aboriginal Enrolment	2	2	2	0	0

**Student enrolment trends:** Enrolments are expected to continue their gradual increase.

**Staffing numbers:**

Principal  
Classroom teachers – 2 teachers in 2 classrooms  
Science / HASS & Design Technology teacher 0.4

**School Support Officers:**

Finance Officer  
Administration Officer  
Classroom SSO Support  
Grounds person  
Pastoral Care Worker

**Public transport access:** A daily service to Adelaide can be accessed from a nearby town (Gawler).

***Students (and their welfare)***

**General characteristics**

A small percentage of students come from farming backgrounds. The student population comes from the town, rural farms and nearby towns. The vast majority of students have parents working in the community, while some students come from families whose adults commute to work in Gawler, Salisbury or Adelaide. School Card percentage is holding steady. 4% of students have a verified disability and approximately 18% of students have been identified with learning difficulties.

**Student well-being programs:**

The school Principal works proactively with staff, parents and students. The school has a commitment to social learning programs and works to develop students' organisation, confidence, persistence, resilience and ability to get along with others. Each year the school year starts with a focus on school values, protective behaviours and getting along lessons.

**Student support offered:**

There is SSO support for classroom programs, including Big Ideas in Number, speech support, small group targeted intervention programs, as well as targeted individualised support for students with One Plans.

**Student management**

A Student Development Process, using Restorative Practices, has been developed collaboratively by staff, students and parents. Behaviour is managed through a clear process that involves positive reinforcement and clear consequences. The Principal and staff are actively involved in counselling children. Parents are very supportive.

**Student government**

The Student Representative Council meets fortnightly and provides students with opportunities for leadership and participation in decision-making. Students are involved in decision-making through class meetings, SRC and have a variety of responsibilities.

## ***Key School Policies***

**Values:** Our school values are Belonging, Opportunity, Achievement and Teamwork.

**Vision:** Students at Wasleys Primary School will have a strong sense of wellbeing and belonging and have the ability to problem solve and think creatively in a challenging and changing world.

### **The school actively promotes:**

- ~ Strong links between the school, parents and wider Wasleys community.
- ~ Nurturing and fostering the holistic development of the child.
- ~ A positive work ethic and a sense of satisfaction through hard work.
- ~ Excellence and striving for personal best.
- ~ The development of independence, responsibility and honesty.
- ~ Curiosity, a love of learning and an interest in a broad range of subjects and issues.
- ~ Pride in the school and community heritage.

### **In order to achieve its goals, the school:**

- ~ Utilises a range of methodologies.
- ~ Caters for different learning styles.
- ~ Provides opportunities to develop independence and responsibility.
- ~ Explicitly teaches and models skills.
- ~ Provides a broad and balanced curriculum.
  - ~ Includes staff, students and parents in decision making.
- ~ Establishes programs for students with special needs.
- ~ Works collaboratively with the school community.
- ~ Involves staff, students and parents in monitoring student achievement.
- ~ Provides a safe and secure learning environment.

2022 - 2024 School Improvement Plan is on the website

2021 Annual Report is on the website.

# Curriculum

## Subject offerings

The Core business of Wasleys Primary School is to provide students with a broad and balanced curriculum within a safe, supportive and challenging learning environment. We place an emphasis on continuous improvement and the expectation that students will strive to achieve their personal best.

Wasleys Primary School is committed to providing learning in all areas of the curriculum. Wasleys Primary School also provides specialist classes in the following areas: Japanese, Science, HASS, Design Technology and Health and Physical Education.

### ***Special curriculum features***

- ♣ There is a strong commitment to Literacy and Numeracy.
- ♣ Support for students with individual learning needs is offered through inclusive classroom practices and SSO support. Intervention programs operate when required.
- ♣ Teaching and learning using ICT is a high priority. There 40 Ipads and laptops in the school which means students access them regularly across all curriculum areas. There are interactive whiteboards in all classrooms.
- ♣ At Wasleys Primary School we place a strong emphasis on whole school learning activities, with all year levels bi-annually attending a school camp and participating in the DfE Aquatics program yearly.

### ***Teaching methodology:***

- ♣ Wasleys Primary School staff members use a constructivist approach to their teaching and employ a wide variety of teaching methodologies to cater for the diverse learning needs of our student population. Teaching methodology is explicit and challenging. Learning is relevant and purposeful.
- ♣ Explicit teaching is a focus of all areas of the curriculum. Teaching methodologies provide a teaching focus that meets a wide range of learning needs and styles and caters for the individual and groups needs of all students R-6.

### ***Special needs:***

- ♣ Teachers work collaboratively with parents, district support staff and school based support officers to meet the complex learning needs of students in their classes.
- ♣ Teachers meet regularly with School Support Officers to construct learning plans aimed at meeting the needs of individuals and groups of students within their classes.
- ♣ Support for students with One Plans is a high priority, with learning plans being revised and amended each term.

### ***Student assessment procedures and reporting:***

A range of assessment methods are utilised across the school R-6 these include:

- ~ Observation
- ~ Product analysis
- ~ Assignments/Mini projects
- ~ Student self assessment
- ~ Peer Assessment
- ~ Interviews/conferences
- ~ Assessment rubric
- ~ Information from others
- ~ Tests – curriculum based, school based diagnostic testing
- ~ Running Records

- ♣ All students in Years 3 & 5 complete the NAPLAN tests, unless individual student needs preclude them from sitting the tests.
- ♣ All students Year 2-6 complete the PAT Maths and Reading tests in Term 3 and a range of school based literacy and numeracy diagnostic tests to enable and further enhance close monitoring of student progress.

### ***Reporting:***

#### **Term 1**

- ♣ A parent meet & greet evening is held early in Term One. Parents and students are invited to visit the classroom and informally chat together to enable parents, students and teachers to establish positive and effective working relationships.
- ♣ Parent-Teacher interviews are held in Term 1, with all parents expected to attend.

#### **Term 2**

- ♣ A written summative report is provided in week 10 of Term 2.

#### **Term 3**

- ♣ Parent-Teacher interviews on a needs basis are held in Term 3. It is strongly recommended that all parents attend.

#### **Term 4**

- ♣ A written summative report is provided in the final week of Term 4.
- ♣ Parents are always welcome and encouraged to discuss their child's progress with discussions being held as required throughout the school year.

### ***Joint programmes:***

Wasleys Primary School is committed to quality transition programs.

- ♣ Staff at Wasleys Primary School work closely with our local preschools to ensure a smooth transition for each student to school. Students attend a transition to school program held over 4 weeks in the term prior to commencing school.
- ♣ Students from Wasleys Primary School transition to our local High Schools – Kapunda. Most students transitioning to Year 7 attend Kapunda High School. Kapunda High School run transition programs for students enrolling in their respective schools.
- ♣ Wasleys Primary School has the Playcentre onsite. A shared learning experience is provided each term.
- ♣ Training and development programs with other Partnership schools operate on a regular basis to enhance staff professional learning opportunities with a focus on moderation of student work and quality task design.

### ***Sporting Activities***

- ♣ Every class has fitness everyday. A whole school approach is used when training for Annual Sports Day, Premier's Be Active Program and visting sporting associations.
- ♣ The school has a small but adequate oval, a Basketball/Netball court, a substantial playground and adequate hard play areas.

### **Other Co-Curricular Activities**

## General:

- ♣ A variety of other activities and special days are held to celebrate special occasions including Book Week, Science Week, Harmony Day, Reconciliation Week etc.
- ♣ An end of year concert is held in Term 4.
- ♣ A Year 6 Graduation celebration is held at the conclusion of each year.
- ♣ Playcentre is held at the school every Monday.

## Staff (and their welfare)

- ♣ Staff support systems: Staff work together as a collaborative team.
- ♣ Performance Management: All staff are Line Managed by the Principal who supports staff with personal professional development needs and the development of learning in whole school priority areas.
- ♣ The Principal meets with staff both informally and formally.
- ♣ Performance Development Plans are developed in line with individual staff and whole school needs through a process of discussion, observations, reflection on teaching programs and student needs etc. Ongoing feedback is provided throughout the year.

### • Access to specialist staff

- ♣ Psychologist, Speech Pathologist, Special Educator, Behaviour Coach, Aboriginal Service Engagement Officer through the regional office, based in Gawler.

## Incentives, support and award conditions for Staff

- ♣ **Complexity placement points:** There are no complexity placement points etc. and no additional incentives.
- ♣ **Travelling time:** Approximately 15 minutes from Gawler, 25 minutes from Kapunda, 10 minutes from Freeling and 1 hour to the Adelaide CBD.
- ♣ **Cooling for school buildings:** All areas of the school are air-conditioned.

## School Facilities Buildings and grounds

The school consists of a single story building which houses the administration area, a library, a flexible teaching and learning area that can accommodate up to three classrooms, and an art room. Each classroom spaces has an electronic whiteboard, access to ipads and a shared laptop pod. All classroom spaces and work spaces are air conditioned and heated.

The old school residence is used for variety of purposes some of which include:

Kitchen activities - the original kitchen space for support group cooking activities

- ~ Play centre for preschool aged children and their parents
- ~ Assemblies
- ~ Performances

- ♣ The Play area consists of an oval, extensive playground, nature play area, astro-turfed court, which is used for a variety of sporting activities, and a large undercover area which is used as an outdoor extension of classrooms.
- ♣ Staff facilities: The staffroom provided staff access for meetings, staff preparation and working areas and break facilities.
- ♣ Access for students and staff with disabilities: Wheelchair access is available to the main school building. There is a disabled toilet and shower facility is provided.
- ♣ A playcentre is held at the school every Monday from 9.00 am to 11.30 am.

## **School Operations**

- ♣ Decision making structures: Decision making involves staff and students, and parents via the school Governing Council.
- ♣ Regular publications: The school Newsletter is published twice per term. This is generally accessed via the Audiri app, on the school website.
- ♣ Individual notices for performances, excursions etc. forwarded home as necessary.
- ♣ The whiteboard/yearly planner contains daily information for staff.
- ♣ A high priority has been placed on the upgrading of school furnishings, IT equipment and the improvement of our school grounds.
- ♣ The school is in a stable financial position.

## **Local community**

General characteristics:

- ♣ The school is highly respected within the community and takes pride in being involved in community activities.
- ♣ Many families work within the local area while others travel to Adelaide and the northern suburbs for employment.
- ♣ Feeder schools: The majority of students move on to Kapunda High School
- ♣ The town has a hotel, town hall and post office.

## ***Further Comments:***

The Principal, teachers, support staff, Governing Council and broader community work as a collaborative team for the benefit of all learners. Staff maintain a positive, engaging and productive learning environment. The atmosphere of the school is very warm and friendly with a strong family feel. Staff are committed to maintaining a highly productive and vibrant learning community with an emphasis on continual improvement for all.