

2021 SCHOOL CONTEXT STATEMENT

Updated: 3/2/2021

School number: 0478

School name: Whyalla Town Primary School

1. General information

Part A

School Name :WHYALLA TOWN PRIMARY SCHOOL
School No. :0478 Courier : 08
Principal :Ms Dianne Dinedios
Postal Address :Po Box 185, Whyalla 5600
Location Address :3-9 Walls St, Whyalla 5600
Partnership :Whyalla
Distance from GPO :0.3kms
Phone No. :08 8645 8755
Fax No. :08 8645 1877

February FTE Enrolment		2018	2019	2020	2021
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	39	46	48	69
	Year 1	44	40	45	42
	Year 2	34	43	42	45
	Year 3	45	35	35	43
	Year 4	49	47	47	44
	Year 5	45	51	47	37
	Year 6	50	42	43	48
	Year 7	31	44	38	41
TOTAL		337.0	348.0	345.0	369.0
School Card percentage		10%	10%	10%	10%
NESB Enrolment		9%	9%	9%	9%
Aboriginal Enrolment		8%	9%	9%	9%

Part B

- Senior Leaders : Julie Dunn, Meleika Hobba
- School website address
: <http://www.whytownps.sa.edu.au>

- School e-mail address
 - : dl.0478_info@schools.sa.edu.au
- Staffing numbers
 - 13 classroom teachers
 - NIT-Indonesian R-7
 - NIT-Science R-7
 - Special Ed
 - SSO hours
- OSHC
 - : Before school care
 - : After school care
 - : Vacation Care available
- Enrolment trends
 - : School numbers have remained stable over the last three years with a growth trend being experienced currently. Student numbers are currently over 369 with projected enrolments remaining stable after the transition of year 6's to highschool in 2022. The school is situated in the old and original part of Whyalla and the closest school to the foreshore. Approximately a third of the school population is from outside the immediate area of the school.
- Special arrangements
 - : Whyalla schools have an active Partnership working collaboratively to deliver quality education to all children and youth in Whyalla. The school also manages the TRT's and PRT's for all the schools in Whyalla.
- Year of opening
 - : The school opened in 1905
- Public transport access
 - : A local bus provides transport to our school.

2. Students (and their welfare)

- **Students (and their welfare):** - A Student Review Team meets regularly to monitor and ensure support for students who are identified at risk for learning and social/emotional behaviour.
- **Student voice:** - At Whyalla Town Primary, Student voice is encouraged through a range of roles and responsibilities such as SRC (Year 7 Executives and Class Reps), House Captains, Peer Support Leaders (Year 6 and 7's). Classes host weekly assemblies.
- **General characteristics**
 - : A broad cross section of socio economic and ethnic groups attends the school. Students are encouraged to participate actively in the life of the school through class meetings and in school forums - student executives meet with the Counsellor fortnightly.
 - Participation includes contributing to the school focus areas and regular reviews of the school rules as they relate to the school's behaviour management policy.
 - Students run assembly and take responsibility for coordinating discos and other fundraising activities. There is a common Behaviour Management Policy across R -7
 - The school has a strong emphasis on Citizenship and Student Voice.
 - The Well-Being Leader works 0.8 and supports students and families.

3. Key School Policies

- **Our School Vision:** - "Together we will foster a caring, positive environment where all children are encouraged to strive for excellence within their capabilities."
- **Our School Values:** -At Whyalla Town Primary we have high expectations of our students and promote our school values of: Excellence, Respect, Integrity, Accountability.
- **Strategic Directions:** - Our Site Improvement Plan describes the following areas as targets for improvement within our site:
 - Literacy
 - Numeracy
 - Indonesian
 - Kids Matter
 - Positive psychology/Growth Mindset
 - Executive functions and Learning Dispositions
 - Visible Learning

Further detail is available through the school or our website.

Teachers are expected to work collaboratively in planning, programming and assessing teaching/learning programs with emphasis on mathematics and problem solving.

Contextual Influences

Whyalla Town Primary School is an R-7 school with an enrolment of around 369 students. Our historic school building reflects our strong sense of heritage and pride and has been

complemented by recently completed contemporary facilities. Communication with families is highly valued and a positive sense of school community exists.

A strong diversity of families exists both culturally and socio economically. The school currently has around 10% School Card.

This year there are 14 classes. In 2017 through community consultation Indonesian lessons were implemented from R-7 with a full time Language Teacher.

Core Business: The core purpose of Whyalla Town Primary is to provide students with skills, knowledge and understandings in line with the Australian Curriculum. Teachers, Parents and students have worked together to develop a strong culture of high achieved and growth mindset.

School programs are supported by:

Student voice structures (including SRC, Peer Support and House Captains)

Respect Ambassadors

Student behaviour management procedures consistent throughout the school.

Student review team which monitors the needs of students with learning difficulties, behavioural and social/emotional concerns.

Strong Intervention programs

Learning technologies programs

Training and development managed via the Personnel Advisory Committee and the Review and Planning Committee

Learning Teams (in line with our four School Priorities identified within our Site Improvement Plan) and Year Level Teams

Strong culture of parental involvement exists at the school. With volunteers supporting a range of programmes across the school and within classrooms.

Strong Beginnings - Early Years: To provide continuity of learning through effective transition and progression processes in Junior Primary. To develop evidenced based instruction for all, with targeted assistance for 'struggling' students.

Our School Community and School Image: To provide students with a sense of belonging and School Community and project a positive image of the school to its broader community.

Grounds and playground equipment: To improve the physical environment of the schoolyard, play areas, equipment and oval.

Student Wellbeing: To improve Student Well-being and develop a whole school approach to social skills curriculum.

Attendance: To improve student lateness and unexplained absences.

Behaviour Management: To promote positive interactions amongst students.

4. Curriculum

The core business of the school is to provide students with a broad and balanced curriculum within a safe, supportive and challenging environment with an expectation that students will do their best.

All eight areas of the curriculum are taught in alignment with The Australian Curriculum.

We offer an Instrumental Music Program with Yr 5-7 learning Guitar and Yr 4 learning the Recorder. There is a band, a choir program and a whole school musical production is staged bi-annually. This event is highly regarded and eagerly anticipated throughout our school community.

A whole school approach to the assessment of Literacy and Numeracy is implemented school wide (including PAT M, PAT R, NAPLAN, PASM, Running Records) with data stored in EDSAS and Scorelink, Student Learning Record Folders are maintained and passed on at the end of each school year by all teachers.

Reporting is managed through Student Learning Discussions, parent meetings, work samples with moderation and twice-yearly written reports.

The school has a well-developed Learning Technologies program and is offered R-7. All students have access to Interactive Whiteboards and a range of devices and supportive software which aim to meet their development needs.

Special Needs: Support for students with additional learning needs is provided through adjustments to their learning programs. This may include small group, individualized instruction or the additional support of a School Services Officer or Volunteer.

The school provides the following Intervention Programmes:

- Reading Assistance Programme for Yr 1 students
- Reading Doctor R-7
- Multi-Lit Yr3-7
- Listening Programme
- Quick Smart Maths
- Speech Pathologist

Our Deputy Principal manages Special Education needs which includes assessing data, making recommendations and referrals, liaising with support agencies, families and staff to manage Students with Disabilities and Negotiated Education Plan processes and agreements.

A Student Review Team meets regularly to monitor and ensure support for students who are identified at risk for learning, social/emotional, behaviour or family reasons. Our Student Well-Being Leader (0.8) provides additional support to students, staff and families as needs are identified.

5. Sporting Activities

A wide range of sporting activities is available both within the school through PE, interschool sport and SAPSASA carnivals. The school participates in usually 3-4 sports carnivals per term and competes with other local schools. The school is affiliated with SAPSASA.

Sports day is held annually.

Ranges of sport clinics are organized for students during school time.

6. Other Co-Curricular Activities

- **General**

- : The school has a well-developed camps and sleepover programme. All students R-7 participate in either a camp or sleep over bi-annually.

- : Students in Yr5-7 have the opportunity to participate in Primary School Choir and Primary School Band

- : Bullying-No-Way. The school participates and promotes community involvement on a yearly basis.

- : Our Year 6/7s participate in an Aquatics Program, while our R-5 participate in a Swimming program, each year to develop safety skills in and around water

- : Our school regularly engages specialists throughout the year for students to participate in additional programs to further support the curriculum, such as dance, gym, Bike Ed and sporting clinics.

- : In 2021 our school will be involved in the following: Footsteps Dance program, Planet Rhythm and Alpha Show.

7. Staff (and their welfare)

Staff work together in teams, through Learning Team meetings, Year Level meetings and professional development meetings rotating throughout the term.

A performance development process is in place with staff working with the principal or deputy. Performance outcomes are directly linked to the Site Improvement Plan.

Ancillary staff, who support student learning, are allocated students according to need, and in response to the levels of support identified for Students with a Disability. The Student Review Team supports this process.

- **Staff profile**

- : A relatively stable, permanent staff of teachers and SSO's.

- **Leadership structure**
 - : Principal, two Senior Leaders (Inclusive of Well-Being Leader)
- **Performance Management**
 - : Regular performance management meetings are held between the principal and each staff member. Both people contribute to the agenda. Staff develop Professional Growth Plans and Performance Plans which are a focus for discussion. Staff negotiates T & D priorities with their line managers.
 - : A collaborative peer observation and feedback process is implemented through Instructional Rounds.
 - : A range of committees ensures that both school priorities and individual needs are met to the greatest possible extent.
- **Staff utilisation policies**
 - : We have funded additional SSO time to ensure that classroom support and Special Needs support is well covered. Currently we have 13 classes.
 - Our school manages the TRT and PRT placement for the whole of the town.

8. Incentives, support and award conditions for Staff

- **Housing assistance**
 - : Access to subsidised government housing is available to permanent and contract teachers.
- **Cooling for school buildings**
 - : Air-conditioned
- **Locality allowances**
 - : Whyalla attracts a locality allowance
- **Relocation assistance**
 - : Normal removal expenses for contract and permanent teachers.

9. School Facilities

- **Buildings and grounds**
 - : The main building is quite old while other teaching areas have been added over the years. An upgrade has recently been completed in the front office and the Resource Centre, Library and ICT.
 - The grounds are well shaded and contained by a new fence on all sides of the building. Students access a large school oval, which is across a road with pedestrian lights.
- **Cooling**
 - : Refrigerated Air-conditioning throughout.

- **Specialist facilities**
 - : Science Teaching Room
- **Student facilities**
 - : Canteen
 - : Gymnasium
- **Staff facilities**
 - : Staff room and teachers preparation area.
 - : Wireless Internet and computing facilities are available to all staff.
- **Access for students and staff with disabilities**
 - : All buildings and rooms have access for students or staff with disabilities.
- **Access to bus transport**
 - : The community bus service is available.

10. School Operations

- **Decision making structures**
 - : Staff, parents and students are involved in appropriate decision-making processes based in a consultative model. This is detailed in a range of documents. It is our belief that involvement and consultation ensures commitment and ownership. All written policies are presented to the School Governing Council for endorsement prior to their full adoption. The principal is responsible for all final decisions.
 - **Regular publications**
 - : Include a weekly newsletter, which is also available as an e-newsletter and a magazine at the end of each year.
 - Staff are kept well informed through the school's daily notes.
 - SMS
 - Facebook
 - **Other communication**
 - : Staff receives a detailed Handbook and TRT's receive an abbreviated version.
 - New parents are presented with a parent package consisting of a booklet of detailed information.
- School financial position**
- : A Finance Committee manages the school finances and Budget Managers exist for all key areas. These groups meet on a regular basis.
- **Special funding**
 - : The school receives funding in accordance to DECD Student Centred Funding Model.

11. Local Community

- **General characteristics**

: The school community includes families from wide and varied cultures and backgrounds. Parents are informed, interested and involved in the school and are very supportive. Families have high expectations of teachers and the school and are articulate in expressing opinions about all aspects of children's learning programmes and school operations.

: Whyalla is one of the largest provincial cities in South Australia with a population of about 22,000. The steel industry employs a high proportion of the population either directly or through a range of support industries and contractors. A wide range of trade and engineering related employment opportunities exist at different times. However, unemployment rates overall are quite high. The University of South Australia operates a most successful Campus in Whyalla as does TAFE.

Whyalla is promoting itself as an ECO City and environmental concerns are paramount.

Whyalla has a significant aboriginal population and a commitment to Reconciliation.

- **Parent and community involvement**

: Parents are very visible in the school in a range of roles. Governing Council contributes to the school management through a range of sub-committees: (Out of School Sport, Finance, Facilities, and Fundraising)

: Parental involvement is encouraged and supported, and parent representation is sought in all school committees. Strong parent support is currently experienced in volunteer programmes such as reading in the Junior Primary.

- **Feeder schools**

: Our main feeder Preschools are Neta Kranz and Win Newby. However, children enrol at school from all Whyalla preschools.

- **Other local care and educational facilities**

: Childcare facilities are freely available from child care centres, occasional care and Family Day Care.

Besides the public schools Whyalla also has two Catholic Primary Schools, One large Catholic College and one Christian School.

- **Commercial/industrial and shopping facilities**

: Whyalla has a large shopping hub servicing Whyalla and district. Our school is within walking distance to the main administration precinct, specialist shopping, post office, banks and Harvey Norman.

- **Availability of staff housing**

: Government housing is available

- **Local Government body**

: The school has a good relation with the Whyalla City Council which is within walking distance from the school.