Government of South Australia
Department for Education

SCHOOL CONTEXT STATEMENT

Updated: 2023

School number: **1904**

School name: **Woodville Gardens School, Birth to 6**

School Profile: A responsive community of educators, growing inclusive and learners through excellence and equity.

Values: Respect, Responsibility, Fairness

WGS is a Public Private Partnership (PPP) school. The physical design and facilities has enabled staff to implement innovative and nurturing learning spaces to engage children and students in improving learning and care outcomes. Features of our school include

- a Children's Centre incorporating, long day care, preschool service, health, community and family services eg Learning Together playgroup and community development

- early years and primary years of schooling from Reception – Year 6 with English as an Additional Language or Dialect (EALD) Aboriginal Education and Special Education and Inclusion specialist staff

- a bespoke IELC orientation class for new arrivals in short term accommodation

- two special classes (Area Resource Classes) for students with high needs R-6

- information technology rich, flexible learning studios across the whole site supported by specialist visual arts and music teachers as well as a multi-purpose gymnasium / hall sports courts and fields with a specialist PE teacher.

Our school successfully participates in a range of extra curricular subjects and competitions including Debating, SAPSASA Sports events, SALA Exhibiitions and a host of community events.

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1. General information

- School Principal: Kristian Mundy
- Head of Early Years: Chris Stepien
- Head of Primary Years: Scott Foale
- Year of opening: 31st January, 2011
- Postal Address: 18-58 Ridley Grove Woodville Gardens SA 5012
- Location Address: Ridley Grove Woodville Gardens SA 5012
- DfE Region: Western Adelaide
- Geographical location – 10 km from GPO
- Telephone number: 8414 8600
- Fax Number: : 8414 8650
- School website address: www.wgs.sa.edu.au
- School e-mail address: dl.1904.info@schools.sa.edu.au
- Preschooland Child Care: 8414 8688
- Out of School Hours Care (OSHC): 8200 2516
- February FTE student enrolment:

School R-6	Preschool	Child care
483	56	47 families

10% Aboriginal students, 70% Non English Speaking Background, 15% Special Needs students, 60% School Card

- Staffing numbers (as at February census): 106

Principal 1.0
- Head of School (Deputy) Early Years 1.0
- Head of School (Deputy) Primary Years 1.0
- Leadership team: 10
- Aboriginal education team: 1 AET, 1 ACEO
- Teachers: 50
- Ancillary staff:35 including Business Manager, BSSO's, Cook and Gardener,
- Preschool staff: 11 including 1 leader, 2 teachers, 2 BSSO's and 3 SSO's

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- Child Care staff: 21
- Community Development Coordinator:1
- Family Services Coordinator:1
- Speech Therapist: 2
- ICT Support Officer: 1
- Downer staff: 4

- Special site arrangements:PPP site; facilities, catering and cleaning managed by Downer
- Access to public transport
- IELC: Intensive English Language Class for new arrivals

2. Students (and their welfare)

· General characteristics

WGS is a school with high numbers of NESB, ATSI and special needs students. It is a Category 2 school in terms of IoED. WGS Children's Centre has 60 children accessing long day care and 90 accessing the Preschool program.

· Student well-being programs

A number of student wellbeing programs are in operation at WGS. There are two Wellbeing leaders (3-6 and B -2) that assist students in developing the skills of positive yard play, bully-busting, building positive relationships, and planning for achievement and success. The wellbeing team also builds staff capacity around the Essential Skills for Classroom Management.

· Student management

WGS has a whole school behaviour code and behaviour management practices which are based on Departmental policies and processes that support restorative justice practices, Trauma Informed practice anmd Autism SA approved student inclusion.

· Student government

Senior students are able to enage with student voice and agency as members of the senior leaders group, and school leadership build staff capacity to develop classroom cultures that encourage student voice and agency, particularly in enagement with curriculum, and assessment. There is a focus on developing General Capabilities skills that support student independence, voice and agency to make students genuine partners in learning.

· Special programs

WGS has an on site IELC, catering to new arrivals families and supporting student with basic language skills. We have a Junior Primary and Primary ARC class, and a range of music tuition programs to support students following a special music pathway. Our Language and culture room is a community space to support

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Indigenous families' and students to connect with the school community, and share their voice with us around learning and culture.

3. Key School Policies

- The Site Improvement Plan is based on the improvement of consistency in Planning, Teaching and Assessment.
- Vision: …a responsive community of educators growing inclusive and collaborative learners through excellence and equity.
- Values: Respect, Responsibility, Fairness
- There are 2 Site Improvement Priorities; 1. To increase students year level appropriate achievement in increased SAE oral language capabilities. 2. To increase students' high level achievement and achievement growth in Reading and Writing.

4. Curriculum

- Subject offerings: WGS provides curriculum based on Version 9 of the Australian Curriculum.· Core Learning Areas are:
- Australian Curriculum -English, Mathematics, History, Science, Arts, Languages other than English (Vietnamese), Health and Physical Education, Technology.
- Specialist teachers are provided in – Health and Physical Education; Performing Arts (music), Visual Arts; LOTE-Vietnamese.

Special needs:

- WGS has two special classes with students placed by the Regional Support Services. WGS promotes healthy physical activity and lifestyle. Specialist PE lessons are delivered to all students. Middle Years students participate in afternoon sports competitions with other schools as part of SAPSASA. There is a school basketball team which plays in club competition. WGS is part of the Premier's Be Active Challenge and all students participate in swimming or aquatics programs.re also special education teachers who work with individual and small groups of students. EALD teachers work with students from non English speaking backgrounds and an AET works with Aboriginal students on improving learning outcomes. A range of extra supports - SSO, BSSO, student support worker, student mentor, Community Development and ACEO provide for students and families to assist children and students to engage in the curriculum.

Teaching methodology:

- WGS uses differentiated teaching and planning, to ensure that all students can access curriculum on the same basis. We are data driven, using formative assessments such as DIBELS and LEAP levels to inform planning and assessment, as well as next steps for learning.

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Student assessment procedures and reporting

- Term 1 Open Morning
- Term 2 Written Report
- Term 3 Student showcase
- Term 4 Written Report
- Preschool Program
- Learning folders and Summative Report on exit to Reception

5. Sporting Activities

- WGS promotes healthy physical activity and lifestyle. Specialist PE lessons are delivered to all students. Middle Years students participate in afternoon sports competitions with other schools as part of SAPSASA. There is a school basketball team which plays in club competition. All students participate in swimming or aquatics programs.

6. Other Co-Curricular Activities

- As well as the option to participate in a range of Sports events outside of school including SAPSA sporting events students in Years 5 and 6 have the option to join one of the two Debating teams who compete against local government and private schools after hours weekly, supported by staff from the school.

7. Staff (and their welfare)

- Staff profile

  50 teachers, 35 ancillary staff

- Leadership structure

  Principal, two Heads of School (Early Years and Primary/Specialists), two Student Wellbeing Leaders (Childrens Centre to Year 2 and Years 3-6), EALD Co ordinator, Ledaers for Special Education and Inclusion, Preschool Leader, Child care Manager.

- Staff support systems

  Professional Development is a major focus and is offered in a range of ways throughout the year in alignment with the SIP and through Learning Teams as a means to improve student learning outcomes. Learning teams support teachers new to the school and share and develop practice. Wellbeing Leaders and support staff work with teachers and students. Early Career Teachers are supported to move from provisional to full registration. SSOs work closely alongside classroom teachers supporting students with disabilities in classrooms. WGS ensures that SSO staff have opportunity to develop skills, knowkedge and understanding to support students most at risk.

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- Performance Management

  Teachers and Leaders work together on the establishment of an individual Performance and Development Plan at the start of each performance development cycle (annually) to support personalised plans that attend to wellbeing strategies, indivudal growth and acknowledgement of expertise. Staff work with line managers to establish and maintain clear objectives and development that aligns with Site Improvement Priorities. Conversations and feedback with leaders and staff occurs regularly throughout the year. Reviews are documented every 6 and 12 months to evaluate progress, recognise achievements against established outcomes and make sure plans stay current. Informal reviews and check-ins with line managers initiated by staff ensure that staff are supported in a personalised and ongoing manner.

- Staff utilisation policies

  Specialist teachers deliver apsects of the Health and PE curriculum, the Arts (Visual arts and Music) and Languages (Vietnamese).

- Access to special staff

  WGS has access to an onsite Speech Therapist one day a week at the Childrens Centre as well as a Community Development Co ordinator and Family Practitioner.

8. Incentives, support and award conditions for Staff

- Complexity placement points

  :N/A

- Isolation placement points

  :N/A

9. School Facilities

- Buildings and grounds

  Established in 2011 the buildings and grounds provide students and our community with state of the art facilities including a specialised STEM space, libraries in every learning common, 2 art studios, performing arts studio,

- Heating and cooling

  : Available throughout every building including the gymnasium

- Specialist facilities and equipment

  Specialised Music programs including band, instrumental and choir

  Sport and physical education programs. There is a third party OSHC provider onsite (YMCA) providing before and after school hours care as well as Vacation Care.

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- Student facilities

  Canteen available daily including online ordering system, annual dental, hearing and optical clinics, nature play areas, mud kitchens, sandpits, and circuit

- Staff facilities

  [For example, office/work spaces, social areas, access to IT facilities for general staff use].

- Access for students and staff with disabilities

  Access is provided to all staff and students

- Access to bus transport

  A school bus is provided by the State transport authority and maps can be provided by the school.

10. School Operations

- Decision making structures

  WGS has a range of active committees to inform decision making including Governing Council, PAC, WHS committee and Site Improvement Team.

- Regular publications

  A weekly cloud based bulletin is emailed to all staff.

- Other communication

  Fortnightly newsletters are emailed to all families. The school also provides updates through the School Facebook page and SeeSaw in many classes.

- School financial position

  : WGS has a global budget of $8,500,000

- Special funding

  Specialised funding is received for the implementation of the IELC (Intensive English Language Class) for new arrivals in temporary accommodation. Funding is also received in a range of ways including Commonwealth Better Schools Funding and IESP Disability Support Funding.

11. Local Community

- General characteristics

  Mixed community comprosing new and social housing resulting in ranges of disadvantage. New developments are resulting in changes in local demographics.

- Parent and community involvement

  We believe that parent involvement in the Childrens Centre and School leads to a more cohesive and culturally responsive learning environment for both students and staff. There are many ways parents can be involved

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both on a formal and an informal basis eg Child Care GC, Preschool and School GC and the Language and Culture Room parent group.

- Feeder or destination schools

  As a B-6 school the majority of our children and young people remain at the site until they graduate to High School, with the majority of Year 6 students graduating to Woodville High School.

- Commercial/industrial and shopping facilities

  : Arndale shopping centre (1.3km)

- Other local facilities

  St.Clair Recreation Centre (1.6kms) and the Parks Library (1.2kms)

- Availability of staff housing

  N/A

- Accessibility

  Adelaide city centre (7.1kms) available via train line or road.

- Local Government body

  : Port Adelaide Enfield

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