Admin-2010 SCHOOL CONTEXT STATEMENT
Springton Primary School
School number: 0408
School name:

1. General information
Part A
School Name: Springton Primary School
School No.: 0408
Principal: Ms Briony Bullers-Knight
Postal & Location Address: CMB Miller Street, Springton, 5235
Region: Barossa
Road distance from GPO: 62.5 kms
Phone: 08 8568 2254
Fax: 08 8568 2162
E-mail info@springtnps@sa.edu.au
CPC attached: No

<table>
<thead>
<tr>
<th>February FTE Enrolment</th>
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<tr>
<td>Reception</td>
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<tr>
<td>Year 1</td>
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<td>Aboriginal Enrolment</td>
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NESB Total (Persons) - Nil
Born O/S & in Aust less than 1 yr (Persons) Nil

PART B
Deputy Principal: N/A
Staffing numbers
Tier 1, R-7: 3.09 FTE, Tier 2, Sp.Ed: 10 hours SSOs R-7/Library: 12 Admin/Finance: 30 hrs./wk.
Leadership: Principal.
Enrolment trends
The school maintains a steady number of between 39 – 45 growing slightly over the year. There has been a small movement away from local private schools into the public school. There is a possibility of growth as new housing is slowly increasing.

Special arrangements
The main JP and UP learning areas have been redeveloped in 2010 to increase flexibility for learning and supervision. The library/computer area was redeveloped in 2008. The original building (opened approx. 1879) has been retained in the redevelopment. All rooms are air-conditioned.

Year of opening
1879

Public transport access
Nil

2. Students (and their welfare)

General characteristics:
Students in the school community come from the town and surrounding Barossa area. Their families value education, have high expectations and provide support for teachers’ work and school initiatives. All families are English speaking and none come from non-English speaking or Aboriginal backgrounds.
National Literacy and Numeracy results indicate that Springton is continuing to achieve and grow in improvements.
Both parent and community participation is a feature of the school. Parent involvement in learning programmes is actively sought and encouraged, and the Student Council operates weekly for involvement in a variety of areas of school life.

Support offered:
Early Intervention Programs, Learning Difficulties programmes, LAP and cross age tutoring are available.

Student management:
Student Behaviour Management processes –
• Utilise effective practices focused on respectful, caring relationships (including induction of new staff)
• Ensure that there is an expectation that consequences for inappropriate choices are predictable and logical
• Continue focussing on skillling students in strategies to respond to bullying/harassment effectively

Student Voice:
Student Voice is an integral part of our school. Classrooms are democratic and hold regular class meetings. Each class from reception to year 7 has Student Council representatives who meet once a week to discuss issues affecting student welfare, fundraising and whole school initiatives. They organise public relation activities, review yard rules, deals with issues affecting student welfare and organises student activities, including charity fund raising.
Students in the Upper Primary are involved in Student Initiated Curriculum (SIC). They have an active voice in when and what to learn that is based on their preferred learning. This supported by accountability structures to ensure curriculum coverage and student improvement.
3. **Key School Policies**

At Springton Primary School we are proud of our heritage and strong ‘family culture’. Our goal is to provide our students with an education that empowers and skills them to live in a changing world as global citizens where respectful relationships, resilience for life and rigour in learning are valued and nurtured. All policies reflect DECS and National policies.

**During their years at Springton Primary School, we want our children individually to:**
- Develop a strong sense of individuality
- Build a perception of themselves as successful, lifelong learners
- Realise their full potential
- Aspire and respond to challenges of new learning
- Feel that they are cared for as individual people
- Gain confidence in personal abilities and a sense of self-worth

**During their years at Springton Primary School, we want our children as members of a school community to:**
- Appreciate the rights and responsibilities of community membership
- Participate in group learning activities
- To appreciate the value of teamwork and to learn the associated skills
- Respect and care for others
- Utilise the rich environment of the school to enhance their learning
- Utilise their "voice" in the school's decisions, programmes and directions

**During their years at Springton Primary School, we want our children as learners to:**
- Be challenged to take risks in a safe, harassment free environment
- Use their ‘voice’ to learn according to their preferred rates and styles of learning
- Experience a relevant, challenging and interesting curriculum
- Be motivated and flexible
- Develop the abilities of independent and co-operative learning
- Develop skills and abilities all curriculum and cross-curricula learning
- Be aware of themselves and their role in the social environment of the broader world and be able to operate effectively and autonomously within it.

**School development priorities**

Springton Primary School’s Site Improvement Plan from 2008–2010 is currently being reviewed as part of the DECS Improvement & Accountability Framework (DIAF) self review process. Staff, students and parents are working collaboratively to build an improvement plan with a focus on learning and continuous school improvement.

The three priorities identified as Strategic Directions for the school over the next 3 years are:
1. Literacy development
2. Numeracy development
3. Environmental Education

Specific, measurable, achievable, relevant and time related targets are being developed for each strategic direction. The Springton Primary Site Improvement Plan will provide clear direction for our school over the next three years and will be aligned with the Barossa Region and overall DECS priorities.
4. Curriculum
We are committed to providing a rich resource based, challenging and broad based curriculum. We implement the South Australian Curriculum and Standards Accountability Framework in the 8 defined areas. Within these is a focus on:

- Critical and creative thinking skills which encourage critical reflection and self evaluation
- Relevant social skills appropriate to the development of healthy relationships including giving critical feedback in set situations
- Commitment to responsible and sustainable environmental practices.

Open Access
Not applicable

Special needs
Children with Learning Disabilities receive both mainstream and specialist (withdrawal) support. The school has SSO support for Students with Disabilities and Learning Difficulties where appropriate. In addition students identified receive support (Early Years) for gross motor (co-ordination development)

Special curriculum features
- Information Technology learning is supported through a curriculum computer network that is regularly upgraded and a large number of laptops for student use
- A Numeracy Coach works with staff and students one day per week.
- Environmental Ed is a key focus area. Students grow produce in recycled wine barrels for use in healthy lunches, sale to families and to the local restaurant.
- Year 7’s go to Canberra for one week in term 4 with peers from other neighbouring small schools. This gives them a broader peer group when starting year 8.

Teaching methodology
There are 2 classes – R-2 and 3-7. Emphasis is placed on student voice in the curriculum and individual needs being identified and planned for.

Assessment procedures and reporting
- Term 1 – Parent Acquaintance Night
- Term 2 – Mid-Year written report on Learning Behaviours, 8 Curriculum Areas and Student Self-Report.
- Term 3 – Parent/Teacher Interviews
- Parents/Teachers are encouraged to discuss student progress at other times of the year as needed

School Reports comply with Federal Government directions.

5. Sporting Activities
Springton School is involved with some SAPSASA sports depending on parent ability to help. The town itself has a tennis club, cricket club and neighbouring towns offer other sports such as soccer, football etc.
6. Other Co-Curricular Activities

General
See Annual Report under 'Events' for each year

8. Incentives, support and award conditions for Staff

- Complexity placement points: Nil
- Isolation placement points: 1.5
- Shorter terms: N/A
- Travelling time: N/A
- Housing assistance: N/A
- Cooling for school buildings: All air conditioned
- Cash in lieu of removal allowance: N/A
- Additional increment allowance: N/A
- Designated schools benefits: N/A
- Aboriginal/Anangu schools: N/A
- Medical and dental treatment expenses: N/A
- Locality allowances: N/A
- Relocation assistance: N/A
- Principal’s telephone costs: N/A

9. School Facilities

Buildings and grounds
- The school’s heritage building, established in 1879, primarily serves as the Resource Centre and open teaching/assembly area. These were refurbished in 2008 as part of the Federal Government’s Investing in our Schools programme.
- As part of the Federal Government’s Building the Education Revolution Programme, (2009/10) the upper and junior learning areas were significantly upgraded and a purpose built open-learning area added to facilitate contemporary pedagogies. The main focus was on flexibility, supervision and storage.
- The Federal Government’s School Pride Initiative allowed us to upgrade shade and playground facilities as a parent-supported high priority
- As part of the above initiative, the reception area was upgraded to maximise storage and reflect the needs of a contemporary office space.
- Other upgrades/asset developments can be found in each Annual Report from 2007

Cooling
All class areas have relatively new reverse-cycle air conditioning with the exception of the art room.

Specialist facilities
N/A

Student facilities
Local clubs use school sports facilities after school occasionally (e.g. tennis).
Springton Playgroup uses one of our rooms one morning per week and contributes significantly to the safe and smooth transition of ‘littlies’ to school. The school has developed wetland/veggie gardening area as part of our Environmental Ed focus, on the school grounds. Parent volunteers support this and also provide healthy lunches 3 times per week (sit-down).
Staff facilities
Staff work areas are provided. Staff have access to the curriculum computer and admin networks, including internet and e-mail access. An upgraded area in 2010 gives staff access to space and resources necessary outside of the classroom.

Access for students and staff with disabilities
There is disabled access to most classroom areas. There is no disabled access to toilets.

Access to bus transport
Private contractors’ buses are available for excursions. Public Transport is not available.

Out of School Hours Care
Currently being explored

10. School Operations
Decision making structures
School staff, Governing Council and Student Council shares in decision making. Staff doesn’t have smaller committees due to number of personnel. All staff members are involved in all negotiations via staff meetings or ad hoc discussions.
Decision making processes focus on consensus. Consultation occurs through written information, feedback and staff meetings.

Regular publications
Information and communication are provided through a School Enrolment Folder, A-Z procedures document, fortnightly newsletter, staff Day Book, Browse Box.

Other communication
Informal, direct communication is fostered through parent participation initiatives.

School financial position
The school’s operations are funded through the Global Budget, delegated to local school management by DECS. Current financial priorities are centred on the Site Improvement Plan priorities and the school maintains contributions to equipment replacement reserves on an annual basis.

Special funding
Not applicable

11. Local Community
General characteristics
The community is a mix of urban and semi-rural, old and new, with a very strong sense of community. For most families, both parents probably work (farming, viticulture, service industries); have an English speaking background and take an active interest in their children’s schooling. Many students are third-generation at the school.

Parent and community involvement
Parents and wider community members are actively involved in the school through the LAP, classroom support, Environmental Ed, healthy lunches and so on. All teachers are expected to keep parents informed and involved in class and school activities.
Feeder schools
Children attend pre-school at the Mt Pleasant Kindy

Other local care and educational facilities
Local secondary schools are Birdwood and Nuriootpa High Schools. A school bus service operates for Birdwood but not for Nuriootpa. A TAFE college is located in Gawler and Nuriootpa.

Other local facilities
A wide range of sports clubs and cultural activities is available locally, while travelling time by car to the centre of Adelaide is approximately 60 minutes for further opportunities. Other large facilities (e.g. shopping, medical and transport) are found at Nuriootpa, Gawler and Tea Tree Gully, all approximately 30 – 40 minutes away.

Availability of staff housing
There is no government staff housing available.

Local Government body
Barossa District Council