



# SCHOOL CONTEXT STATEMENT

Updated: 9/15

**School number:** 0408

**School name:** Springton Primary School

## School Profile Text:

Springton Primary School is located on the edge of the Barossa Valley. We are a school committed to working collaboratively with our community to achieve the best possible outcomes and opportunities for our students.

Our school's size enables us to foster a supportive, family atmosphere with an emphasis on sharing, supporting, caring and cooperating with each other. Social skills are promoted and further developed. We run well-being programs across the school including You Can Do It where the keys to success of persistence, resilience, confidence, getting along and organisation are explicitly taught. In addition, Kimochis are used to teach emotional awareness and regulation. This creates a great school spirit, and a positive outlook and attitude as well as equipping students with the skills to be successful.

In our small school, student well-being is a high priority and each of the staff members know every student. Emphasis is placed on whole school leadership and achievement of personal best.

Our school provides opportunities for maximum involvement and participation in extra curricula activities such as SAPSASA sport, swimming, visual arts and numerous school and community events.

We have an extremely well-resourced library, computer lab and classroom laptops and ipads accessible for every student. All students have access to secure internet and email. Through our innovative STEM program, all students are given the opportunity to develop skills in robotics and 3D printing and to use these skills to support learning across the curriculum. At Springton Primary, we teach and build sustainable habits in our students. They are currently involved in planning and creating our new nature playground. We have an extensive vegetable garden and run a weekly cooking program using food grown in our garden.

We offer a quality learning environment with air conditioned classrooms, multiple learning spaces, spacious grounds, grassed playing areas, vegetable gardens and plenty of shaded play space.

## 1. General information

- **Principal:** Michael Kerrisk
- **Year of opening:** 1879
- **Postal Address:** CMB Miller Street  
c/o Post Office  
Springton SA 5235
- **Location Address:** 25 Miller Street  
Springton SA 5235
- **DECD Region:** Barossa

- Position 62.5 kms from GPO (km):
- Telephone: 08 8568 2254
- Fax: 08 8568 2162
- School website: <http://www.springtnps.sa.edu.au>
- School e-mail: dl.0408.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:38
- Student enrolment trends:

	2013	2014	2015	2016	2017
<b>Reception</b>	7	3	4	5	2
<b>Year 1</b>	4	8	3	4	4
<b>Year 2</b>	2	3	8	4	10
<b>Year 3</b>	7	0	3	8	6
<b>Year 4</b>	2	6	0	2	8
<b>Year 5</b>	7	2	6	1	2
<b>Year 6</b>	8	6	2	5	0
<b>Year 7</b>	2	6	7	0	6
<b>Total</b>	39	35	33	29	38
<b>School Card</b>	19%	17%	18%	21%	37%
<b>ATSI Enrolments</b>	0	1	0	0	0
<b>NESB Enrolments</b>	0	0	0	0	0

Over the past 5 years, the school has maintained between 25 & 40 enrolments each year. There is some potential for growth as new housing is slowly increasing

- Staffing numbers:

	Tier 1 Staffing		Tier 2 Staffing	
	R-7 Teachers	Leadership	GSE	SSO
<b>Roles &amp; time allocations</b>	1 Full Time & 3 Part Time Teachers (Full time equivalent 2.1)	Principal 1.0	Groundsperson 5 hours/week	Admin/Finance 37.5 hours/week Special Education 58.5 hours/week Administrative Support 7.5 hours/wk  Kitchen Coordinator 4 hrs/wk

- Public transport access:
- There is limited public transport available.

## 2. Students (and their welfare)

- General characteristics

The student population comes primarily from the town, with a small percentage of students coming from nearby farms and nearby towns. The vast majority of students have parents working in the Barossa, while some students come from families whose adults commute to work in Gawler or Adelaide. School Card percentage in the last year has increased from 21% to 37%. Five of our students have NEPs and are verified on a level of support, although approximately 15% of students have been identified with some degree of learning difficulty.

- Student well-being programs

The school staff work proactively with parents, students and community members to support student well-being. The school has implemented the You Can Do It program and is currently working to further develop students' organisation, confidence, persistence, resilience and ability to get along with others. We teach emotional awareness and regulation using the Kimochis program. We have a Christian Pastoral Care Worker on staff whose main role is to support student and community well-being.

- Student support offered

We have three SSOs working in classrooms primarily to support our verified level students. One works 5 days a week, the other 4 days a week and the third works three mornings a week.

- Student management

Behaviour is managed through a clear process that involves positive reinforcement and clear consequences. Parents are very supportive. The Principal and staff are actively involved in counselling children. The SRC, governing council and staff have developed a whole school code of conduct. At Springton Primary, high level behavioural incidents are rare.

- **Student government**

At the beginning of each year, six Student Council representatives are elected who meet once a week to discuss issues affecting student welfare, fundraising and whole school initiatives. A major focus is developing leadership skills amongst the SRCs. This year we are expanding student governance to include greater student voice in learning across the year levels.

- **Special programmes**

**Robotics:** Springton Primary has a strong robotics program. The students are highly engaged by this program which provides stimulating opportunities to teach concepts in a variety of curriculum areas including the new Digital Technologies curriculum.

**Young Environmental Leaders:** The Upper Primary class has representation in the Young Environmental Leaders Forum. YEL provides an opportunity for like-minded Year 6 & 7 students to share, learn and be inspired to take action for sustainability. The YEC participates in a range of workshops each year to develop skills and knowledge to run their own environmental action projects in their local community.

Students participate in hands on activities and teach their peers about environmental actions they undertake at their school throughout the year. Projects undertaken by our YEL representatives have included conducting waste & energy audits, establishing a recycling program and planting native bird-attracting plants around the school's wetland ponds.

**Kitchen Garden:** Students at Springton Primary School grow, harvest, and share fresh food from the school's vegetable garden. Students grow produce in recycled wine barrels for use in healthy lunches, sale to families and to the local restaurant. Community support has enabled us to organise watering systems for the vegetable/herb barrels, We run a cooking program harvesting food from our garden.

Harvested produce is used to supply lunches two days per week and reduces costs for families.

### **3. Key School Policies**

- **Site Improvement Plan and other key statements or policies:**

Our mission is to provide a high quality educational programme that will develop in each student a passion and purpose for learning and a commitment to maximising his/her learning potential. Our motto is 'Developing 21<sup>st</sup> Century Learners'.

Focus areas for 2017 are Literacy, Numeracy, STEM & Sustainability.

**Students are encouraged to:**

- Be challenged to take risks in their learning in a safe, harassment free environment
- Use their 'voice' to learn
- Experience a relevant, challenging and interesting curriculum
- Be motivated and flexible powerful learners
- Develop the abilities of independent and co-operative learning

- Develop skills and abilities in all curriculum and cross-curricula learning
- Be aware of themselves and their role in the social environment of the broader world and operate effectively and autonomously within it.

## 4. Curriculum

- **Subject offerings:**

Like all South Australian Schools, at Springton we teach from the Australian Curriculum..

Subjects currently being taught in our school include:

- English
- The Arts
- Mathematics
- Science
- Technologies
- Humanities and Social Sciences
- Languages Other than English (French)
- Health & Physical Education

- **Open Access/Distance Education provision:**

We no longer access on-line language lessons through the Open Access College. Our language lessons are delivered face-to-face.

- **Special needs:**

- Approximately 13% of our students are verified as students with a disability. We have highly committed SSOs working with these students and receive excellent support from both DECD and NDIS support service providers.

- **Student assessment procedures and reporting**

- Term 1 – Parent Acquaintance Night & Parent/Teacher Interviews
- Term 2 – Mid-Year written report on Learning Behaviours, 8 Curriculum Areas and Student Self-Evaluation
- Term 3 – Parent/Teacher Interviews
- Term 4 – End- of-Year Summative Report on Learning Behaviours, 8 Curriculum Areas and Student Self-Evaluation
  - Parents/Teachers are encouraged to discuss student progress at other times of the year as needed

We follow a yearly Assessment Schedule which includes PAT testing, NAPLAN and a dispositional template.

## 5. Sporting Activities

- The school offers an annual 5 week dance program through Footsteps Dance Company
- Regular sporting clinics are held on site with the support of the SANFL, Sturt Football Club and Redbacks Cricket Club.
- Instructional swimming lessons are held at The Rex in Tanunda
- Sports Day is combined with Palmer, Keyneton, Mt Pleasant, Truro, Mt Torrens and schools and is held around the end of Term 3 each year.
- There is strong support for community teams in football, tennis and cricket.

## 6. Other Co-Curricular Activities

- The annual School Christmas Concert is a long standing tradition and the highlight of the school year.

### • Staff profile

#### Leadership

1.0 – Principal (0.6 admin & 0.4 teaching)

#### Teaching Staff

2.1- Teaching Staff (FTE) comprising 2 part-time class teachers (0.4 & 0.6) & one full-time class teacher plus 0.1 Garden Program Coordinator.

NIT is provided by both fractional teachers (an extra 0.2 & 0.1), the remainder being covered by the principal.

1 teaching staff member is permanently employed and two are on contract.

#### Non-Teaching Staff

37.5 hours – Finance Officer  
27.5 hours Special Education  
9 hours Special Education  
22 hours Special Education  
4 hours Kitchen Coordinator  
10 hours Pastoral Care Worker  
7.5 hours – Administrative Support Officer

We also have a volunteer Library Coordinator who works 6 hours per week.

Staff at this school work together as a supportive and dedicated team. Strong working relationships have been developed. Teaching staff meet once a week (Tuesday) for professional development and discussion.

- **Leadership structure**
- Principal (0.6 Admin, 0.4 Teaching)

- **Staff support systems**
- Opportunities to work collaboratively with staff from other sites are provided regularly. Budgets are set each year to support staff training, especially when it is relevant to the school's priorities. All teachers meet with other partnership teachers at least once per term, and participate in professional Learning Communities. (The partnership includes Mt Pleasant, Birdwood, Lobethal, Gumeracha, Woodside, Kersbrook & Paracombe ). Partnership leaders also meet regularly to plan professional development.
- **Performance Management**
- In line with DECD's performance development guidelines, Performance Management Meetings occur each term, and consist of observations, discussions, sharing of practice, formal recording of successes and written feedback. Participation in training & development, shared curriculum leadership and peer observation & feedback is encouraged. Discussions on programming to support the school's Site Learning Plan also occurs, with suggestions/feedback offered where appropriate from the principal and colleagues.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points  
:n/a
- Isolation placement points  
:1.5
- Shorter terms  
:n/a
- Travelling time  
:n/a
- Housing assistance  
:n/a
- 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 primarily serves as the Library and third classroom.
  - In 2016, the two toilet blocks were refurbished and the Art Room was converted into a kitchen with three cooking areas.
  - In 2017, the basketball court and surrounding fencing was completed replaced.

### Information Technology

- In 2017, 12 reconditioned laptops were purchased to add to the already existing stock of 13 laptops available for students. We also have a class set of ipads and a computer suite of desktop computers.
- Two classrooms have interactive whiteboards and a third classroom has an interactive LED screen which can be adjusted to be vertical or horizontal depending on need.
- In 2016, a 3D Printer was purchased.
- In 2016, a new switch was installed.
- In 2017, a new server is in the process of being installed.

### Heating and cooling

- All class areas have reverse-cycle air conditioning with the exception of the Kitchen.

### Specialist facilities and equipment

- The Kitchen is fitted out with three stoves, benchtops and sink areas to enable weekly cooking lessons.
- The Library is automated using Bookmark and has a good collection for a school of this size.
- The school has one 3D printer and a range of robotics equipment.
- The Institute (community hall) is used by the school for large gatherings or as an extra space for curriculum activities.
- One classroom has an interactive LED screen. The other two classrooms have interactive whiteboards.

### 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 a large garden as part of our sustainability focus, on the school grounds. Parent volunteers support this and also provide healthy lunches 2 times per week.

### Staff facilities

- A teacher preparation room is available for staff use.
- The library has a designated office area for use by staff.
- A professional library is available for staff use.

- **Access for students and staff with disabilities**
  - There is disabled access to one classroom area. There is no disabled access to toilets.

#### Access to bus transport

- Private contractors' buses are available for excursions. Limited public transport is available.

## 10. School Operations

- **Decision making structures**

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The school has a very active Governing Council supported by a number of support groups & committees. These include

- **Community Support Group** (Catering events, whole school fundraisers).
- **Playgroup** (Parent's social events, welcoming new families).
- **Student Representative Committee** (Student issues, student events, student initiated school improvements).
- **PAC** (Staffing, staff related issues, policies/finance advice).
- **Staff** All staff attend a staff meeting on Tuesdays. Staff members are involved in all negotiation via staff meetings or ad hoc discussions. Decision making processes focus on consensus.
- **OSHC Steering Committee** (Currently investigating the viability of an OSHC at SPS)

#### Regular publications/news/communications

- A newsletter is published weekly and is intended to support community news.
- The school website.
- School articles in the Springton Snippets & local paper.
- Assemblies held twice per term with work presented from classes, certificates and news.
- Staff communication occurs through email and a site intranet.

- **School financial position**

:We are in a sound financial position and employ a permanent 37.5 hour/week Finance Officer to oversee our financial management processes.

## 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. 50% of our families have both parents working (farming, viticulture, service industries); Most families 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

Springton Primary School has an extremely supportive parent body, who work closely with staff. We actively welcome and encourage parental involvement in all aspects of our learning program, and have a number of parents & grandparents that work within our classrooms, providing 1:1 support for students. We also have an active Community Support Group (CSG) that works tirelessly to support the school. The main objective of the CSG includes promoting the interests of the school within the community, assisting to provide facilities and equipment for the school through fundraising, and to encourage parental and community participation in the curriculum. The group also offers hot lunches at least once per week at minimal cost to families.

- **Feeder or destination schools**

Local secondary schools are Birdwood and Nuriootpa High Schools. We are a feeder school for Birdwood High. A school bus service operates for Birdwood but not for Nuriootpa. Independent secondary schools are located at Tanunda and Gawler, although are not currently accessed by SPS students

## Other local care and educational facilities

- Children attend pre-school at the Mt Pleasant Kindergarten.
- Child care centres are located at Angaston and Birdwood.
- OSHC is available at Mt Pleasant Primary School.
- TAFE colleges are located in Gawler and Nuriootpa.

- **Commercial/industrial and shopping facilities**

There are minimal shopping facilities or industries in Springton.

- **Other local facilities**

A range of sports clubs and cultural activities are available locally, while travelling time by car to the centre of Adelaide is approximately 90 minutes for further opportunities. Other large facilities (e.g. shopping, medical and transport) are found at Nuriootpa, Gawler and Modbury, all approximately 30 – 40 minutes away.

- **Availability of staff housing**

- There is no government staff housing available. Rental accommodation is limited.

- **Accessibility**

There is limited public transport available to and from Springton which goes via Birdwood to Tea Tree Plaza. Limited bus services run to Birdwood and Angaston,

- **Local Government body**

Barossa Council

## 12. Further Comments