



## SCHOOL CONTEXT STATEMENT

Updated: 21/06/2023

**School number:** 0497  
**School name:** Woodville Primary School

### School Profile:

**Missions:** Challenging every student to learn, achieve and *flourish*.

**Vision:** As a school community we work to develop STUDENTS WHO ARE CONFIDENT THINKERS, CREATORS AND INVENTORS OF THEIR FUTURES.

**Values:** Trust, Cooperation, Fairness, Respect

### 1. General information

School Principal name: Kirsty Maclean  
Deputy Principal's name: Lisa De Candia  
Year of opening: 1878  
Postal Address: Evans St, Woodville South 5011  
Location Address: Evans St, Woodville South 5011  
DECD Region: Inner West  
Geographical location distance from GPO: 8km  
Telephone number: 8445 2744  
Fax Number: 8445 7454  
School website address: [www.wvilleps.sa.edu.au](http://www.wvilleps.sa.edu.au)  
School e-mail address: [dl.0497\\_info@schools.sa.edu.au](mailto:dl.0497_info@schools.sa.edu.au)  
Out of School Hours Care (OSHC) service: CAMP Australia

#### February FTE student enrolment:

Primary	2023	2024	2025	2026
Reception	25	23	25	25
Year 1	25	22	24	27
Year 2	23	24	25	27
Year 3	33	22	28	30
Year 4	31	28	20	27
Year 5	31	32	31	23
Year 6	40	23	38	36
Total	208	174	191	195
School Card %	29%	36%	26%	17%
NESB Enrolment	38%		31%	28%
Aboriginal Enrolment	7.21%	7%	27%	12%

- **Student enrolment trends:**  
Enrolment trends show a slight decrease due to low birth rates in relevant years and families seeking affordable housing. We can have high level of transience partly due to families in rental accommodation, DV and housing crisis. Our numbers are stable, and we will continue to grow with our new OSHC provider and engaging music and sports curriculum showing continuity of learning through to our feeder high schools. Our students enjoy an array of extra-curricular activities we are offering at WPS. As the borders reopen to International Students, we are seeing an increase in our International Student program. With the updated playgrounds and facilities implemented throughout the year we envisage an increase in enrolments.
- **Staffing numbers (as at February census):**
  - Staffing for 9 classes R-6 including an Early Years special class in Term 2 2026
  - Tier 2 staffing supports.
    - Aboriginal Education .2
    - Science (NIT) .5
    - Physical Education (NIT) .4
    - Indonesian (NIT) .4
    - Performing Arts (NIT) .4
- **Public transport access:** Bus stop no. 22 on Port Rd – routes: 151,152,153 and 155.

## 2. Students (and their welfare)

- **General characteristics:**  
Woodville Primary School is a category 4 school in terms of Educational Disadvantage. Woodville has a high number of families who are school cardholders or who have a Non-English speaking background. There are a high number of students with an ATSI or English as a second language or require inclusive learning support. Our CAMP Australia OSHC program supports our community by providing families with an interactive Rocketeers program during BSC, ASC and school holiday vacation care.
- **Student Well-being programs**  
The Woodville Primary School student behaviour education process is based on DfE policy and is underpinned by Berry Street Education Model and Open Parachute, Positive Behaviour Support and Restorative Practices. Positive Behaviour Education is based on logical consequences, conflict resolution and empowering students with consistent, explicit language. Students are supported to take control of their behaviour and emotions by making strong choices, use the introception room, chill corners and check in with teachers using the 'Zones of Regulation' to build positive relationships to achieve success and connection within the school community.

At Woodville Primary School we foster a positive school community that is:

- Safe
- Inclusive
- Supportive

We foster responsible behaviour by:

- Implementing Berry Street Education Model; trauma informed practices
- Implementing Open Parachute curriculum
- Developing and maintaining positive relationships
- Using a common language and consistent approach

- Explicitly teaching and modelling school values and behaviours
  - Explicitly teaching social skills and anti-bullying strategies
  - Using restorative practices to work towards repairing relationships
  - Implementing the “Students ready for Success” program for the first two weeks of the year
- **Student management**  
To ensure the safety and wellbeing of all members of the community, Woodville Primary has a whole school behaviour policy that clearly outlines:
    - Responsibilities for the school, child and families
    - Expectations for the classroom, school and wider community in the areas: learning, communication, relationships, movement, safety, dress code, attendance, property and environment
    - Incidents are followed through in adherence to our procedures that work in line with our school values
    - Consequences for inappropriate behaviour in the classroom, yard and when out in the community are dependent on the developmental stage of the student and the nature of the behaviour. Students are encouraged to make strong decisions independent of authority.
- **Student government:**  
Student Leadership is made up of 2-4 school leaders who host special events for family, government, or department projects. The school has 2 school house Ambassadors representing our 4 house teams. Each class has 2 class student council representatives who meet fortnightly with the Student Wellbeing Leader to represent whole school student voice.
- **Special programmes:**  
Each class is assigned a Buddy Class to develop community within the site and work on projects happening within the school that align with the curriculum. Our Upper Primary years mentor students at playtimes by operating a PALS program by organising interactive activities for younger students to access. Students volunteer their time in the community to help develop responsibility and promote giving back something to our community. Our Wellbeing Leader works with a Pastoral care worker 2 days a week to support student’s wellbeing and provide activities at playtime.

### 3. Key School Policies

Site Learning Plan and other key statements or policies:

The school values of Respect, Trust, Co-operation & Fairness form the basis of active learning for all. The educational program is committed to a caring environment and equity, empowerment, independent thinking, excellence, and individuality. The core business of the school is learning and teaching in a safe and supportive environment. This is supported by the school’s policies and practices in relation to monitoring student achievement, student behaviour management, countering harassment and bullying, monitoring students’ attendance and student safety.

- **Student Review**

Twice per year, the learning and wellbeing progress of all students is reviewed by staff. The review undertakes to analyse each student in depth using a range of data collection and professional reflection. The review is undertaken by class teacher along with other staff supporting the cohort of students. The review directs the work of the intervention staff, informs the work of the class teacher and provides a strategic and long-term information base for staff on every enrolled student.

- **Recent key outcomes:**

- 75% of Year 1 students reached Phonics achievement
- Restorative Park Bench constructed onsite with grant 'Bully No Way' money
- In 2021 the school consulted with students, staff and families to develop a new school logo and school uniform to rebrand the school as R-6 with the transition of Year 7 students moving into High School. The school is proud of our inclusive design of the coming together Aboriginal symbol behind our school tree whilst incorporating the school values into a shield design.

#### 4. Curriculum

- **Subject offerings:**

English, Mathematics, Science, Health and Physical Education, Science, Technology, Humanities and Social Sciences, The Arts and Indonesian (LOTE). The Australian Curriculum is the foundation of our curriculum.

- **Special needs:**

Woodville Primary has a R-2 special class with a specialised teacher and support staff. We have an EALD teacher who works with students from Non-English-Speaking Backgrounds and an AET who works with Aboriginal students on learning outcomes. A range of extra supports - SSO, BSSO, student mentor, ACEO provide for students and families to assist children and students to engage with school and the curriculum. 2023 saw the start of a new role initiated by the Department by placing Autism Inclusion Teachers in schools for a fraction of time over 4 years.

- **Special curriculum features:**

We have specialist programs in Instrumental Music, PE and Performing Arts. Our R-2 special class goes swimming once a week throughout the year and learn through a play-based curriculum.

- **Teaching methodology:**

Woodville Primary caters for a range of learning needs, styles and learner dispositions. We work with our AIT (Aboriginal education Teacher) and Wellbeing Leader specialists who works with staff on pedagogies in line with school vision and values and the Australian Curriculum. WPS focuses on inquiry, principles for educating for 21st Century learning. Staff work in teams and professional learning communities and focus on class research and innovation.

The methodologies we incorporate in our learning programs include:

- A constructivist approach to teaching and learning
- Involving students in making decisions about their learning
- **Student assessment procedures and reporting:**
  - Term 1: Meet and Greet Evening and Get to know you Three-Way Interviews/One Plan meeting as requested.
  - Term 2: Written Report
  - Term 3: Student showcase - presentations of learning through a whole school. This is centred around a targeted area of the curriculum. An optional interviews.
  - Term 4: Written Report

## 5. Sporting Activities:

Woodville Primary School has a strong commitment to healthy sporting activities. This commitment extends to:

- A program of learning in all classes which includes Daily Fitness and the Physical Education component of the Australian Curriculum
- A Sports Day that is also a community celebration and event
- Clinics presented by sporting associations and clubs
- Parent run, after hours sport, co-ordinated by the sports Coordinators. This includes Basketball and Netball and offer other sports as students show interest
- Participation in representational sport, specifically SAPSASA carnivals and knock-out carnival teams. This includes Swimming, Athletics, Basketball, Football, Soccer etc

## 6. Other Co-Curricular Activities:

Woodville Primary School offers children the opportunity to participate in a variety of co-curricular activities:

Music: Woodville Primary School has a comprehensive music program that provides expert tuition and participation in a range of structured events:

- All Year 4 and 5 students are offered a band instrument – trombone, trumpet, flute, saxophone, percussion, or clarinet – by a teacher from the DfE Instrumental Music Program. They are also members of the Junior Band and Choir.
- All Year 6 students have the opportunity to continue with music study; as part of the Year 5/6 Senior Festival Choir and as continuing students of their band instrument. Students can learn multiple instruments and are members of the Senior Band.

## 7. Staff (and their welfare)

### Staff profile

- **Leadership structure**
  - 1 Principal
  - 1 Deputy Principal
  - 1 Student Wellbeing Leader
  - 1 Administration Manager
- **SSO Roles**

- Admin: 2 admin staff members; Student Support (school): 9 student support staff members; Student Support (unit): 14 student support staff members; Technician: 1 ICT technician; Grounds: 1 grounds person; First Aid officers: 6 staff members (part time); ACEO: .4.
- **Other Roles**
  - Pastoral Care Worker 2 days per week.
  - AIT - .2
  - AET - .2
- **Staff support systems**

Staff liaise directly with their line manager – Principal, Deputy Principal, Wellbeing Leader or Administration Manager

  - Staff work in Professional Learning Community teams to address needs in common and to work collaboratively. Sections include: Early Years, Primary Years, Upper Years and Support & Ancillary Staff
- **Performance Management**

The School's Performance management processes include:

- Professional conversations between individual staff members and line managers.
- The writing and moderation of Performance and Development Planning and Review, as per DfE process.
- A range of professional development opportunities to support staff in achieving their personal professional goals and school priorities.
- **Staff utilisation policies**
  - NIT is provided in the areas of Science, Health and Indonesian and Performing Arts.
  - Student Support Teachers provide support for students through educational programs and case management.
  - Ancillary staff provide classroom curriculum support to individuals and small groups and provide administrative functions across the school.
  - There is a grounds person who works five mornings per week and a computer technician available for one full day a week.
- **Access to special staff**
  - Staff from DfE Music Section provide Instrumental Music instruction and manage the Festival Choir.
  - The school receives visiting support from Student Support Services with a Speech Pathologist, Psychologist, Behaviour Coach with additional access to the SWISS hotline for attendance and social issues.

## 9. School Facilities

- **Buildings and grounds**
- The school is 148 years old, with the buildings ranging from a heritage listed junior primary section, to the Resource Centre which was redeveloped following a fire early in 1993 and again using BER funds in 2010. There is also a new primary classroom building that was built in 2010 with funding from the BER program. All classrooms are heated and air-conditioned. In 2017 the Administration building was refurbished as part of the STEM funding to house a multi-purpose, flexible learning space for the interdisciplinary teaching of Science, Technology, Engineering and Mathematics. The Early Years building was refurbished in 2020 with wall constructed to the front of classrooms to minimise noise levels. In 2025 an area of the Early years building was renovated to create a space for the r-2 special class with a classroom and sensory space.
- The grounds are attractive and in excellent condition with blocks of native trees and shrubs surrounding well maintained grassed areas and outside learning environments. A tree audit is completed every year to ensure risk management of the many native trees on the site.
- **Specialist facilities and equipment**
  - Specialist facilities include a small Activity Room, Indonesian Language Centre and Music and Drama spaces. All classrooms are equipped with Interactive Whiteboards.
  - A multipurpose hall/gymnasium was constructed in 1998.
- **Student facilities**
  - Students have access to the Canteen, the hall/gymnasium, and the Library/Resource Centre
  - All students have access to e-mail addresses and internet.
- **Staff facilities**
  - The school's staffroom accommodates all staff. The Resource Centre and 3 teacher preparation areas provide meeting and workspaces, computer access and photocopying facilities for staff. All staff members have on-line access and E-mail facilities.
- **Access for students and staff with disabilities:**

There is ramping provided for people with physical disabilities to most facilities. The new playgrounds constructed in 2024 have inclusive elements incorporated into the designs,

allowing access and mobility in between student play, with interactive sign boards for communication and ramp access.

- **Access to bus transport:**
  - Ready access to bus and train is available for educational excursions. An express train leaves Woodville Station for the city.

## 10. School Operations

- **Operational Structures:**
  - The Woodville Primary School Site Learning Plan is collaboratively developed and updated each year. This plan provides explicit operational and strategic detail and direction to structures at Woodville Primary School.
  - There is a direct and clear connection between the Site Learning Plan, Data collection, Pedagogy and lesson programming, data collection and analysis, budgeting, and the allocation of Human Resources.
  - The improvement process is ongoing, and this takes place largely in Staff Meetings. The plan is the result of intensive data analysis and professional reflection.
  - The Staff, in collaboration with students and the community, continues a developmental cycle of improvement that institutes policies, guidelines and processes.
- **Decision making structures:**
  - There is a collaboratively developed Decision-making Policy and Procedure and Grievance Procedure, all based on DfE policies and practices.
  - Staff decision making occurs through established processes in the staff meeting forum. Individuals, teams, committees/working parties make proposals and enact decisions.
  - PAC meets regularly and informs staff of decisions and issues of discussion.
  - Staff members are involved on Governing Council committees and working parties. Student Decision Making occurs via the Student Representative Council.
  - Our student research team work alongside our Deputy principal; making decisions for classroom practice after looking at data.
- **Regular publications:**
  - Staff handbooks are provided for all new staff
  - Parent Packs are provided for all enrolling parents
  - Newsletters are provided 3 x a term
  - School information is published on the school website.
  - Three Community Boards provide relevant community/school news and information.
  - Detailed daily information is accessed by staff through an electronic staff daybook using OneNote.
  - A “whole of year” calendar of school events is displayed on a whiteboard in the staffroom.
  - Staff meeting and decision-making process are supported by a pre-published staff meeting agenda that all staff receive and is determined by the Staff PD committee in conjunction with Leadership. Minutes of staff meetings are published after each meeting.
  - A staff handbook is updated each year.
- **School financial position:**
  - The Finance Advisory Committee of the Governing Council prepares the annual budget and maintains a regular monitoring role. Classroom and curriculum budgets are managed at the classroom level and all staff can have input into their development.

- **Special funding**
  - Funding is provided for additional programs from a variety of processes including grant application and submission.

## 11. Local Community

### General characteristics

- The residential areas immediately surrounding the school have been long established and a small number of children from successive generations of the same families have attended the school. While the Queen Elizabeth Hospital is the major local employer and some parents work there in some capacity, there are small pockets of light industrial activity in surrounding streets. Although most students live in families where English is spoken, we have a significant number of students from Aboriginal, Polish, Greek, Indian, Vietnamese and African cultures. Students at Woodville live in a variety of family structures. A number of our families qualify for School Card and we have increasing numbers of transient students. Rather than being homogeneous, the Woodville community has a richness of diversity and brings a range of experiences.

### Parent and community involvement:

- Parents are strongly committed to the school. They are involved in classrooms, the Resource Centre and canteen. There is a strong Governing Council and parents are actively involved in the running of: Finance, Canteen, Dress Code, OSHC, Fundraising, Grounds, and Organised Sport areas.

### Feeder or destination schools:

- Our local pre-schools/kindergartens centres are main feeder facilities to Woodville and these include Adelaide Miethke Kindergarten, Woodville West Kindergarten, St. Margaret's Kindergarten, Seaton Community Centre, Woodville Little Learners and Woodville Day Care Centre. Transition is made to a range of Secondary school including Woodville, Findon, Seaton and Adelaide High Schools. A small section of students – about 15% - make the transition to Independent or Catholic secondary schools.

### Commercial/industrial and shopping facilities

- The Queen Elizabeth Hospital is within 2-minute walk and accessed via Woodville Road by pedestrian traffic lights.
- The City of Charles Sturt maintains offices and public library in nearby Woodville Road adjacent to the railway station. St Clair Recreation Centre and Woodville High School are located a further 1km north of the railway line.
- Family and Youth Services (FAYS) and Child and Adolescent Mental Health Services (CAMHS) are sited nearby.
- Sporting facilities at Woodville Oval include cricket, football, lawn bowls and tennis.

### Local Government body

- **Local Government body**

The City of Charles Sturt offices are located at 72 Woodville Road, Woodville telephone (08) 8408 1111 for general enquires.

- **State and Federal Government**

Woodville Primary School is in the Federal seat of Port Adelaide and the State seat of Cheltenham.

## 12. Further Comments

Woodville Primary School is situated 6 kilometres northwest of the City of Adelaide. It is a Reception to Year 6 School with a long and proud history of public education.

### **Significant history**

In 1978 the history of the school was documented to mark its centenary year. The booklet outlines the school's significant role in shaping the history of the surrounding local area and its residents. The school celebrated its 130<sup>th</sup> birthday in 2008 and we look forward to marking Woodville Primary School's 150<sup>th</sup> birthday in 2028.