



PADTHAWAY SCHOOL CONTEXT STATEMENT

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Government of South Australia
Department for Education and
Child Development

SCHOOL CONTEXT STATEMENT

Updated: Jan 2021

School number: 0593

School name: Padthaway School

School Profile:

The core business of Padthaway School is to provide quality teaching that will support active student learning and engagement with our community and with the wider world.

Padthaway School plans for improvement that builds upon its current strengths, whilst strategically implementing new priorities. We aim to develop a community of optimistic, responsible and dynamic learners from Preschool to Year 7.

Vision:

Padthaway School is a dynamic learning community empowering students to be learners for life. We are committed to providing a happy, secure and stimulating environment where all students are motivated and confident to reach their full potential and move confidently into the future. We aim to provide an educational programme that will develop in each student a passion and purpose for learning and a commitment to maximise their learning potential. We are distinguished by the quality of partnerships between students and staff and the involvement of the broader community.

Values:

Be Respectful

Act Responsibly

Strive for Excellence

These values are the foundation for what we do individually, collectively and as a whole when we interact with each other and the world around us.

1. General information

- Principal: **Corinne Mowat**
- Year of opening: **1935**
- Postal Address: **67 Vogelsang Rd, Padthaway, 5271**
- Location Address: **67 Vogelsang Rd, Padthaway, 5271**
- DfE Region: **Wrattonbully Partnership**
- Geographical location : **287kms from Adelaide CBD**
- Telephone number: **8765 5028**
- Fax Number: **8765 5190**
- School website address: **http://www.padthac7.sa.edu.au/about_us.htm**
- School e-mail address: **dl.0593_info@schools.sa.edu.au**
- Preschool attached: **Yes**

Padthaway School is located in a farming community whose economy is centred on intensive broad acre agriculture and viticulture. There is a strong community spirit and this is reflected in the active and regular parent participation in all aspects of school life along with considerable voluntary support from individuals, businesses and sporting groups.

School Staff

PRINCIPAL

Corinne Mowat

TEACHERS

Hannah Davey	1.0	Preschool/R/1/2
Hannah Clothier	1.0	3/4/5
Rebekah Duell	1.0	6/7
Ebony Capurso	0.6	NIT

SUPPORT STAFF

Kirilie Turner	Finance and Administration Officer
Alicia Orton	School Services Officer
Byron Edwards	School Services Officer
Tammy Mathews	School Services Officer
Lisa Graetz	Pastoral Support Worker
Troy Mathews	Groundsperson

FTE Student Enrolment	2014	2015	2016	2017	2018	2019	2020	2021
Preschool	11	10	6	7	6	4	7	2
Reception	8	12	9	4	7	6	4	7
Year 1	7	4	12	8	5	8	6	4
Year 2	11	6	4	12	8	6	8	7
Year 3	11	9	5	4	12	9	5	9
Year 4	8	7	9	5	5	13	9	4
Year 5	6	7	7	8	8	6	13	8
Year 6	7	5	7	5	10	8	6	13
Year 7	6	4	6	7	5	9	9	5
Total	76	64	65	60	66	69	60	59
Male FFE	44	35	35	39	43	43	36	38
Female FFE	32	29	30	21	23	26	24	21
School Card Approvals	12	10	10	8	7	8	9	9
Disabilities	6	6	7	4	3	5	4	4
Aboriginal FTE Enrolment	2	3	1	1	0	2	4	5

Student enrolment trends

Enrolment numbers remained in the 60s for a period of 6 years since 2015. There was a great increase in 2018 and 2019. The focus on quality teaching and learning and the structure of Literacy and Numeracy focused learning saw an increase in student numbers. The drop in numbers in 2020 is due to smaller cohorts in the Preschool/Junior Primary years and losing larger cohorts of Year 7s in 2019 and 2020.

Staffing numbers (as at February census)

There are 3 classes (Preschool/R/1/2, 3/4/5 and 6/7) with 3.6 full time equivalent teachers. Ancillary staff comprises 4 part time and full time staff with their time allocated to students with learning disabilities and administrative and financial tasks.

Teachers are provided with minimal ancillary support as our school focus is providing support for students with disabilities and for those identified with Individual Learning Plans. The school operates Literacy intervention in small groups. IT Support is provided on an 'as-needs' basis from Naracoorte High School. The leadership team consists of the Principal.

Public transport access

No public transport access is available at Padthaway.

Special site arrangements

Padthaway Primary School is a member of the Wrattenbully Partnership.

2. Students and their welfare

General characteristics

Students at Padthaway School generally come from families located and working in a farming community whose economy is centred on intensive broad-acre agriculture and viticulture. Parents have high expectations of the School and their childrens' achievements.

Approximately 15% of students receive School Card and 6% are identified as Students with Disabilities. There has been an increase in the number of students with dyslexia or autism.

The High School destination of Padthaway Year 7 students is Naracoorte High School with the occasional student attending an independent school in Adelaide.

Student well-being programs

Student well-being is a focus for all staff at Padthaway School. The small school environment and close knit community means that student privacy and well-being is important for all staff members.

Student advocacy is improving at the site with regular student feedback to staff on important aspects of the curriculum planning and implementation process.

Behaviour management is based on School Values and classroom essential agreements established at the start of the school year.

The Christian Pastoral Care Worker (PCW) is funded through a Federal Government grant and the Church Ministry group. The PCW acts as a support for all children in the School.

Student support offered

Various support and intervention programmes are offered including Special Education, Fine and Gross Coordination, Early Intervention, LAP, learning difficulties, MACQLIT and MINILIT. The school follows the referral policy to ensure all students requiring learning support are identified and their learning plan is developed and implemented.

Student management

Students come to school ready for learning. This mindset is developed from their time in Preschool and continues as they move to School. Students are generally cooperative and display positive behaviours. A preventative and developmental approach is in place to support all students to interact in a respectful manner with other students and staff. School values are explicitly taught and provide a framework for learning and behavioural agreements. Student behaviour is managed and monitored largely by the Principal.

Student government

All classes have representatives on the Student Representative Council (SRC). These representatives operate throughout a semester with the President, Vice-President and Secretary holding their positions for the year.

The SRC meets regularly and takes on many School leadership roles. SRC is supported by teachers, the PCW and the Principal. Regular class meetings are held to ensure all students have a voice.

Assemblies are held each term and celebrate student achievement. These are run by all classes in turn and involve students from Preschool to Year 7.

Year 5-7 students are involved in a range of leadership and service programmes across the School. House Captains are elected for Athletics Day, Environment Representatives develop the Schools sustainability focus for the year, Wellbeing Ambassadors will support and promote student wellbeing each term and Choir Leaders help with choir practices and performances.

Being a small school, students play with a range of ages at play times. This is encouraged and is supported through Buddy Time between the classes.

Special programmes

The School has a buddy class program to encourage cross age tutoring between all year levels. All ages participate and lead School assemblies and participate in the end of year concert.

Years 5-7 participate in the School Choir which performs at both the Adelaide Festival of Music and the South East Festival of Music.

3. Key School Policies

Site Improvement Plan and other key statements or policies

The School Site Plan for 2019-2021 documents strategies and initiatives aimed at maximising student learning outcomes and student targets for improvement in literacy (reading and writing). The Site Plan includes the School improvement plan and Whole Site directions for 2021.

Areas identified are:

- 1: Learning and Teaching
- 2: Student Engagement
- 3: Sustainable Practices

These areas have been identified from feedback from prior years, through data analysis and are pertinent to our approach in setting achievable yearly actions. Each year, in response to multiple sets of school data, new annual plans under these 3 areas are identified.

Recent key successes

In 2015 the Preschool received funding through the NQS to redevelop the Preschool. In 2017, the interior redevelopment of this building was completed providing students with the opportunity to learn in an age specific environment. In 2018, the exterior environment was completed to ensure students have concurrent access to indoor/outdoor learning environment.

Grounds development saw the introduction of a nature play space and new playground. Students have responded well to this new play space.

Indoor learning environments were reviewed in 2017 and the space originally occupied by the Preschool was enclosed to be used as a much needed Activity Room. As the main school building is an open space, this allowed classes to have a quiet or loud learning space separate from other classes. All classes are reviewing how they can offer collaborative and inquiry based learning.

All students at Padthaway School were part of a Literacy and Numeracy Hub Group from 2017-2019. Being a small school, classes usually cover 3 year levels within 1 class. To ensure students were receiving specific-age instruction in Literacy and Numeracy, all students receive 10 hours of Literacy and Numeracy in small Hub Groups. These Hub Groups focus on explicit teaching of Literacy and Numeracy skills. Instead of the 3 Primary Classes, students were split into 4 classes.

In 2020 the site saw the need for greater access to water supply which prompted the installation of a 35 000L water tank which could be accessed at any time for gardening, water/mud play and any other important needs for water. This tank was connected to a substantial drain pipe which flows from the basketball shade structure. The large dome shaped basketball shade structure with guttering was also installed mid-2020 and replaced the material shade sail previously covering the area which was irreparably damaged and removed in 2018. The shade structure now provides the students with more undercover play space for PE and break times, where they are better sheltered from the weather in the warmer and colder conditions.

4. Curriculum

Subject offerings

The school provides a balanced and comprehensive curriculum based on the the Australian Curriculum with an emphasis on learning dispositions and skills for the 21st century. Teachers are expected to be implementing up to date research based pedagogies based around the Teaching for Effective Learning framework.

Open Access provision

Students learn Indonesian through Open Access.

Special needs

Padthaway School conducts a range of intervention programs to support students with specific learning needs. This includes students with disabilities, Early Years coordination programs and learning support in Literacy. Meetings are held so that Speech & Language and Guidance Assessments can be prioritised collaboratively with DfE service providers. Padthaway School leaders, teachers and specialist staff are committed to meeting the learning needs of all students.

Special curriculum features

Quality teaching and learning is a focus to ensure all students demonstrate growth of a year in Spelling, Reading, Writing and Number Skills. The students access the Big Write/VCOP, 7 Steps to Writing to Success, SMART Spelling and Guided Reading programmes to develop and enhance their Literacy growth. These Programmes are run across the whole site with a focus on consistent language, expectations and teaching in these areas to allow for continuity as students move on to each new year level or class. These programmes provide opportunities for explicit class and one to one teaching. The programmes also provide engaging activities which support students learning individually, with a pair or in groups. The students are able to develop reflections of their own understanding, set goals and receive the learning and skills they need to reach those goals through the progressive design of our Literacy programmes.

Padthaway Primary takes part in 3D printing throughout the year levels. We were fortunate to be provided with a 3D printer in 2017 thanks to community support. Students can use online programs such as Makers Empire to design and create 3D objects, which are then printed using polymer materials. This technology is utilised in a range of subject areas.

Teaching methodology

Teachers use an extensive range of teaching pedagogies with an emphasis on inquiry based learning, higher order thinking skills, problem solving, investigations and project work. Collaborative and active learning methods meet the developmental and specific learning needs of different cohorts of students and individuals. Staff access quality professional development and are expected to implement change in the classroom and share their learning with colleagues, Governing Council and committees.

Student assessment procedures and reporting

Parent Information Nights are held early in Term 1 each year. All students participate in setting 21st Century learning goals and are supported to determine strategies for their achievement. These form a significant focus of the two student reports sent home at the end of Term 2 and 4, and the 3 way interviews in early Term 2. Optional interviews are offered at the end of Term 3.

5. Sporting Activities

Sport and physical education has a high profile, with many students participating in a variety of sports, both during school and out of school hours. Cricket, football, soccer, netball and tennis clinics are offered to students during school.

SAPSASA is supported with many students and teams competing in interschool, district and state competitions in a wide range of sports including athletics, netball, cricket, football, soccer, swimming and cross country.

The Annual Athletics Day is important to the Padthaway School and Community with records being kept since 1938. The School also joins with Frances Primary School and Mundulla Primary School to participate in a Combined Schools Sports Day each year.

All students participate in a week of swimming lessons each year. These lessons focus on water safety and survival skills.

6. Other Co-Curricular Activities

Assemblies

Assemblies of children and staff are an important part of the life of Padthaway School. Assemblies are held at the end of each term and parents and the community attend.

The emphasis on these assemblies is on students sharing and performing for each other and to celebrate student learning. Refining their presentation skills and building confidence when talking to a larger audience are important extensions of the Language and Expressive Arts programs. Equally important for the other students is learning what it means to be an audience and to know how to respond as part of an audience.

Choir

Students from Year 5-7 participate in the School Choir. The Choir participates in the Primary School Festival of Music. The main performances are in Adelaide in September and Mt Gambier in October and at the end of year School Concert.

Camps and Excursions

Excursions (Preschool to Year 7) and Camps (Years 4-7) are an integral part of the curriculum and students experience a range of learning connected to the Australian Curriculum.

Inter School Visits

Contact with other children and other Schools is considered an important factor in the education of our children and includes learning connected to the Australian Curriculum.

7. Staff (and their welfare)

Staff profile

Padthaway School has a small teaching and non teaching staff with a range of age groups and years of experience from beginning teachers in their first 5 years of teaching to experienced teachers. There is a combination of permanent and contract teachers in response to enrolments. Advertised teacher positions are highly contested.

Leadership structure

The School Principal leads the School with support from the Finance Officer for administrative tasks. The Principal works closely with all staff and is committed to providing leadership opportunities for teachers which are diverse and relevant to their learning.

Staff support systems

Staff work collaboratively at Padthaway School and support each other in their planning, classroom management and professional development. There is a weekly staff meeting where the majority of time is spent on professional learning. A structured agenda enables staff to share information, make decisions and to learn.

Performance Management

Staff performance management occurs through meetings and class observations with the Principal. The school uses the DfE Performance Plan documentation with all staff having performance plans, reflecting on progress and receiving feedback from the Principal.

Staff utilisation policies

The Principal facilitates the management of learning support. SSOs provide a range of support focussed on school management and student learning. Teachers write Individual Learning plans for students with specific needs that are reviewed and shared with parents/caregivers annually. Individual Learning plans are reviewed twice a year with specialist, leader, teacher and parent involvement.

Access to special staff

There are school agreed processes for referring students for support. This is instigated by teachers meeting for pre referral meetings with the student services specialist staff. From these meetings students are prioritised for assessments and learning support.

8. Incentives, support and award conditions for Staff

Padthaway School is situated in the South East. All teachers have access to a range of professional learning and have multi-media devices available to them to support student learning. An induction program is conducted for new staff over the first term with meetings and buddy teachers. School practices ensure staff feel supported and receive clear communication with a focus on staff wellbeing.

9. School Facilities

Buildings and grounds

The school has a variety of buildings spread over the site. The Junior Primary students have their own building with future plans to redevelop this to ensure students have a building designed for age-specific learning. Years 3-7 share the main building with administration. The main building also houses the Library, Computer Room, Kitchen, NIT classroom and Art Room.

Building works in 2015-18, funded through NQS funding, has provided a 'state of the art' Preschool. This building provides students with the opportunity to learn both indoors and outdoors.

A sheltered court provides students with an outdoor play area for many sports. This space also provides a play area appropriate for all weather.

The school has a large grassed oval, old softball field, BBQ area and extensive outdoor learning spaces including a nature play space. Much of the grounds have been improved over the past few years.

There are computers and devices in all classrooms. All classes have interactive whiteboards and access to iPads.

Heating and cooling

All buildings have heating and cooling.

Staff facilities

There are staff meeting areas, office areas for SSOs and teacher use and a staffroom. There is a small meeting room to support meetings and professional learning.

Access for students and staff with disabilities

Most areas of the school are wheelchair accessible including toilet facilities.

Access to bus transport

All students have access to a bus, with 2 bus runs providing students with access to School. One of these is equipped with a wheel chair carrier.

10. SCHOOL OPERATIONS

Decision Making Structures

Decision making is shared between the Principal, Principal Advisory Committee, Staff, Governing Council, Parents and Friends and the Student Representative Council. Groups are involved in making decisions when it affects them in line with DfE policy.

Staff make a range of decisions in staff meetings, year level teams, sub schools and on a range of subcommittees.

School Service Officers meet as a team at least twice a term.

The Governing Council is an active decision making team with subcommittees for Finance, Facilities, Sports, Parent Committee and Bus Travel. These committees make recommendations for Governing Council approval. Meetings are designed to be issues based with committee reports tabled unless decisions require agreement. There is a focus on staff sharing practice on their professional learning and teaching pedagogy.

Regular Publications

The school newsletter is available every fortnight and is available on the School website. Further whole school information is available through the School Facebook page, the Skoolbag App or by contacting the Front Office. The school's website has become more static as electronic communication has increased.

Preschool and the Junior Primary provide information each term through through the Class Dojo application. The remainder of the classes for Year 3-7 share information through SeeSaw.

Year level term overviews are developed in team planning each term and shared with parents. These support consistency across year levels and inform parents of curriculum content.

School Financial Position

The school has a sound financial base and needs to be prudent with its spending. We rely on school fees and fundraising to provide additional school resources. There are no major loans or ongoing repayment responsibilities.

11. LOCAL COMMUNITY

Parent and Community Involvement

Parental involvement at Padthaway School is at a high level as indicated by the number of sub committees and commitment to sporting teams.

An informed and active Governing Council contributes to school management.

Financial support from community groups such as the Padthaway Vignerons allows the School to implement programmes and plan for the improvement of the grounds. Being a small school, we are fortunate to have this support from the community.

Parents are actively involved in supporting staff and students with reading, excursions, sports, camp and tuck day. Parents are encouraged to attend whole school assemblies and social events organised by the School or Parent Committee.

Feeder Pre-schools

Reception students come from Padthaway Preschool.

A transition process is in place for Preschool to Reception students and is implemented from Term 1 to develop student social and emotional skills.

A pre-entry transition runs for new students to Preschool in Term 4 of each year.

Families are invited to an evening preschool information session where they are welcomed by the Principal and Preschool Teacher.

The school values a strong sense of community connectiveness and sees this as an important aspect in ensuring Padthaway School offers quality learning programmes to all students.

Local Government Body

The school is situated in the Tatiara District Council area. The school is part of the Wratttonbully Partnership.