



SCHOOL CONTEXT STATEMENT

Updated October 2019 by Uraidla Primary School Governing Council and Principal

School number: 0449

School name: Uraidla Primary School

Uraidla is a small rural township set on the eastern flanks of Mounts Lofty and Bonython, nestled into the upper reaches of the beautiful Piccadilly Valley. The community here enjoys the best of two worlds: a rural environment surrounded by market gardens, vineyards, orchards and native bush; and easy access to the city of Adelaide and its suburbs.

A strong sense of community and neighbourhood spirit exists in Uraidla. At the heart of our community is our primary school, where life-long journeys of learning begin for our most valuable resource, our children. Family and other community members participate actively in school life, both inside and outside the classrooms.

Our school is a small one of approximately 120 students, yet large enough to ensure stability and foster diversity. The teaching team has great depth, ability and commitment.

The school has a strong focus on student wellbeing. We teach positive education and solve differences using a restorative justice approach. We have a pastoral care worker and the principal has an active counselling role, ensuring that all students are supported in any learning, friendship or wellbeing issues that may arise.

As teachers, parents, relatives and friends we strive to motivate and inspire our children as they begin their life journeys expressed in the school motto:

LEARN skills, knowledge and resilience

STAND for what's fair and just

GIVE to each other and our community

FLY into the future with bold endeavour.

Our vision is to guide our children through an engaging and diverse experience of school and community life, and prepare them for the next stages of learning, both academic and social.

General information

| | |
|---------------------------------------|---|
| School Principal's name: | Margie Sarre |
| Year of opening: | 1934 at the current site, major building upgrades were undertaken in 1996 |
| Postal & location address: | 17 Kidney Street, Uraidla SA 5142 |
| Department region: | Adelaide Hills (Mount Lofty Partnership) |
| Geographical location: | 15km from Adelaide GPO |
| Telephone number: | 08 8390 3209 |
| Fax Number: | 08 8390 1048 |
| School website address: | www.uraidlaps.sa.edu.au |
| School e-mail address: | DL.0449.info@schools.sa.edu.au |

Out of School Hours Care (OSHC) service:

After school care is available from 3.10–6.00pm and Before School 7-9am, Monday to Friday, and is utilised by students aged from Kindergarten to Year 7. OSHC and Vacation Care is available to students from other schools, and students with special needs are catered for.

Vacation care is offered seven weeks of the year, and is also used by students from nearby schools as well as Uraidla school and Kindergarten students.

February FTE student enrolment:

| | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|-----------------------------|------|------|------|------|------|------|------|------|
| Special, NAP, Ungraded etc. | 30* | 30* | 15* | 1 | 1 | 1 | 2 | 3 |
| Reception | 15 | 13 | 11 | 12 | 15 | 21 | 17 | 20 |
| Year 1 | 11 | 5 | 8 | 11 | 13 | 17 | 22 | 18 |
| Year 2 | 15 | 13 | 10 | 9 | 11 | 13 | 16 | 20 |
| Year 3 | 6 | 13 | 16 | 11 | 9 | 10 | 13 | 14 |
| Year 4 | 15 | 6 | 17 | 18 | 12 | 10 | 13 | 12 |
| Year 5 | 12 | 15 | 8 | 14 | 17 | 12 | 10 | 14 |
| Year 6 | 4 | 12 | 16 | 8 | 14 | 14 | 13 | 10 |
| Year 7 | 23 | 4 | 12 | 16 | 7 | 16 | 12 | 13 |
| TOTAL | 101 | 81 | 98 | 99 | 98 | 113 | 116 | 121 |

*Children from Inverbrackie Detention Centre attended Uraidla Primary School in one Junior Primary and one mid/upper Primary class until term 3 2014.

Student enrolment trends:

There was a gradual increase in student enrolments following a drop in 2009, due to demographic changes in the local area. The development of the Uraidla and Hills

Community Kindergarten has provided a significant feeder preschool to the school, and the school enrolment is currently growing steadily each year.

Staffing numbers (as at February census):

1 Principal (see Section 7)

5 teachers (Reception, 1/2, 2/3, 4/5, 6/7)

0.6 (3 days) Science

0.2 (2 x ½ days) Indonesian

0.2 Literacy Coach

6 School Services Officers (SSO)- class support about 24 hours, admin 20 hours, finance 27 hours, library 13 hours

0.1 Special Education

0.2 School counsellor – role taken by Principal.

Pastoral Care Worker 6 hours per week

Public transport access: Hills Transit Adelaide via Greenhill Rd

Students and their welfare

Our students:

- are active
- enjoy the outdoors including an engaging playground and Nature Play area
- feel safe in their interactions with peers and adults
- are confident
- are polite and respectful
- benefit from the closeness of our local, supportive community.

Students progress from the on site Uraidla Kindergarten into Reception at Uraidla Primary School through a pre-entry transition process. There is a great deal of interaction between the kindergarten and the school students across the year enabling a smooth transition to school.

A small number of our students have negotiated education plans, and there are a number of our students with high intellectual potential provided with extra challenge.

Student management

Behaviour management issues are not a major concern in our school. When they do arise, restorative practice strategies are used and are part of everyday activities.

Student government

Many opportunities for positive leadership experiences are provided, including the student representative council (SRC), which has regular class meetings and operates with the assistance of the Principal and Pastoral Care Worker. Students manage the weekly assembly and lead ad hoc clubs. Involvement in sustainability activities, Pedal Prix, Lego League, school bands, Year 7 council and student fundraising, or being a house captain, are other ways students are encouraged to provide leadership. Student leadership by all students, especially Year 7s, in caring for younger students is expected.

Staff take time to listen to our students and encourage them to express their views, which is highly valued.

Special programmes- “Do This instead!”

Working with a psychologist the school staff has developed our own “*Do This Instead!*” program to focus on *Impulse control, conflict resolution, social inclusion and “Upstanding” (standing up to bullying) and peer mediation.*

Gardening & Sustainability

An SSO is employed to work specifically on gardening and sustainability activities with students each week. These include maintaining our recycling program, worm farms, food waste and cooking.

Key school policies

Our school policies are underpinned by:

1. The seven school rules.
2. “*DoThis instead!*”
3. The Site Plan.

School rules

Our rules have been developed by our students with support from teachers, and describe how we want to operate and behave at school:

- actively participate
- move safely
- solve all problems peacefully
- play responsibly
- be considerate and respectful
- listen, be polite and use positive language
- care for our school.

Site Plan 2018

Our Site Improvement Plan is reviewed annually and developed by the Principal in conjunction with staff, and is endorsed by the Governing Council.

Literacy

A comprehensive range of whole school agreements has been implemented including: 7 Steps to Writing, Guided Reading, Words Their Way, Jolly Phonics and Jolly Grammar.

Numeracy

Current numeracy goals are to focus in Maths on Problem solving and reasoning from the Australian Curriculum Maths Proficiencies. Cross year Maths groupings are

undertaken to allow students to work at their own levels. Tierney Kennedy PD in 2017 informed teacher planning processes and pedagogy and their understanding of student Maths misconceptions.

Indonesian

All mainstream students access Indonesian as a second language each week.

Data

All teachers are becoming proficient users of Scorelink to record students' normed data and use data to inform teaching practice and help students to set their learning goals.

Recent key outcomes

The Uraidla Primary School 2018 Annual Report describes our achievements in 2018 and is available on the school's website. Achievements in instrumental music and Festival of Music, *Lego League*, SAPSASA as well as solid results in National testing are recent achievements.

Curriculum

Staff Professional Development

Teachers share their teaching practice at staff meetings and engage in professional learning together weekly. Each teacher sets professional development goals for improvement with the principal 3 times a year. Teachers work in teams to plan and differentiate student learning.

Focus areas for teacher professional learning in 2019 are: Assessment and feedback, STEM, use of iPads as a learning tool, intellectual stretch, Brightpath writing. Improving reading results is a major area of our work this year and a literacy coach is employed one day per week to coach teachers in their classes.

Subject offerings

Uraidla Primary School provides a focus on both academic and social development through learning experiences in all subject areas. Students receive specialist instruction in 4 areas: Science, Arts, Indonesian and Physical Education.

Special needs

Classroom SSOs are also used to support students who would benefit from 1:1 or small group work. *Early Intervention Assistance* is provided for R–2 students, through testing. Our literacy coach helps to set individual programs based on need, and supports our planning for *Negotiated Education Plan* (NEP) or “*One Plan*” students and identified wave 2 and 3 students with special needs.

Special curriculum features

School structures to support student learning include: monitoring intervention strategies and short-term learning plans (One Plans) for identified students; student behaviour management practices; regular student representative council (SRC) and class meetings; student self-reflection as part of continuous assessment practices;

and all students yrs 2-7 have a school provided laptop. In 2019 we purchased class sets of 1 iPad for every 2 students.

There is a very active music program with:

- A Junior Choir for all students Reception to Year 3.
- Festival of Music Choir for years 4 to 7.
- Brass and Woodwind instruction from the Instrumental Music Service including a school band.
- Private providers for piano, guitar and drums.
- Drum ensemble.

Teaching methodology

Assessment for Learning practice is a school priority and Uraidla Primary School staff are experienced practitioners in a range of effective assessment and feedback strategies. Peer observation, feedback and mentoring are features of this process.

The use of learning technologies is also a focus, with all classrooms equipped with computers, iPads, interactive whiteboards and access to printers. Classroom teaching practices provide explicit instruction and support the use of high-order thinking and problem solving skills.

LDAM (Learning, Design, Assessment and Moderation) planning activities and student learning moderation are undertaken as part of teacher professional learning communities (PLCs) across the four schools that make up the local cluster- Uraidla, Norton Summit, Lenswood and Basket Range Primary Schools.

Assessment procedures and reporting

Assessment and reporting procedures incorporate:

- student self-reflection
- teacher feedback
- NAPLAN
- PAT data
- Running Records
- Australian Curriculum data
- Multiple normed assessments
- student work samples
- learning discussions with students and parents
- summary reports in terms 2 and 4.

Examples of learning in literacy and numeracy are retained to illustrate progress throughout each student's school life.

Joint programs

Professional development is undertaken with staff from nearby Lenswood, Norton Summit and Basket Range Primary Schools and Uraidla Kindergarten. The local primary schools and kindergarten communities also hold interactive cultural and sporting activities and camps together.

Sporting activities

Uraidla students actively participate in sport both at school and through the local community sporting clubs, many of which have their home grounds and courts within the Uraidla park precinct located next to the school or at nearby Summertown.

At school

- All classes participate in daily fitness activities.
- All students participate in swimming lessons at Burnside Swimming Centre during Term 1.
- Sports Day is a highlight of our school calendar each year, with a mix of sporting and novelty events.
- Our multipurpose gym is used for a wide variety of sports, including netball, basketball, volleyball, badminton and dance classes. It is widely used after hours by local community groups.
- Regular sporting clinics are organised so our students are exposed to a wide variety of sporting activities.

Extracurricular activities

- Students are involved in South Australian Primary Schools Amateur Sports Association (SAPSASA) swimming, football, netball, cricket, soccer and tennis, and the Oakbank athletics day.
- Students from our school have been selected in the Adelaide Hills representative teams for swimming, golf, football, netball, soccer and tennis.
- Years 5, 6 and 7 students may participate in two Pedal Prix races each year.
- The school participates in the *Lego League*- programming robot competition.
- The school supports students to perform in the Festival of Music orchestra and music days.
- Parents and Kids fun activities including Sports and billy cart events and hikes have been organised.

Other co-curricular activities

Staff take students on a variety of camps and excursions to enhance student learning experiences. The students participate in a whole-school camp every two years. In 2019 this was to Illawonga Camp on the River Murray near Swan Reach. Yearly, Years 6/7 attend an aquatics camp. The year 7 students go with senior students from other schools to Canberra in November.

Students also participate in the *Premier's Reading Challenge; Hills Readers' Cup; UNSW Science, Maths, English and Computing exams and inter-school debating competition.*

We have a Years 4/5/6 choir and many of these students attend the *Festival of Music* each year. Approximately one quarter of all students learn a musical instrument from private providers or with the Instrumental Music Service.

The very popular annual Sustainability Fair is held in the school grounds in conjunction with the Uraidla and Summertown Horticultural and Floricultural Show each November.

Working bees held each term provide the school community with opportunities to actively maintain and develop the school grounds and facilities in a friendly and social setting.

Staff (and their welfare)

Leadership structure

The teaching Principal is supported by all staff who take on various leadership roles. A Personnel Advisory Committee (PAC), made up of teaching and administrative staff, meets regularly with the Principal and participates in personnel decisions.

Staff support systems

Critical reflection on teaching and learning is a focus of staff development, and staff are encouraged and supported to pursue their own professional development. Performance management is undertaken regularly and incorporates personal needs and school/curriculum focus. Support for staff wishing to undertake leadership positions or Step 9 assessment is negotiated with individuals.

Staff are supported in projects or personal development they wish to undertake and implement after consultation with the Principal.

School facilities

There are five classrooms, plus science, music and OSHC rooms, and a large well-equipped library. The school grounds are spacious, incorporating two updated playgrounds, giant chess set, large oval, landscaped gardens, vegetable gardens, Nature Play area and large shaded sandpit. There is a large undercover shelter shed and many established shade trees.

Teachers are supplied with their own laptops to assist in planning lessons in conjunction with classroom interactive whiteboards.

There is a large art room available to all classes.

A kitchen enables our students to learn basic cooking skills from freshly harvested produce from our vegetable gardens. The kitchen is also used for our regular school tuckshop days and for fundraising events.

Our school hall is also used as the OSHC room and has a new modern kitchen and office area.

A safe drop-off and pick-up point is located within the adjacent town oval precinct.

Access for students and staff with disabilities

All rooms have wheelchair access, and there is a toilet and shower block equipped for people with disabilities.

School operations

Decision-making structures

The Governing Council is active in setting school priorities through its various sub-committees—finance, OSHC, parents and friends, and grounds.

Students are represented by the student representative council (SRC) at regular meetings with staff. Classes have regular meetings to discuss SRC matters and to promote their own issues and concerns to the SRC.

Regular publications

The school has a website which is regularly updated by admin staff. The website includes photos taken at school events and links to key documents.

School newsletters are published fortnightly, posted on the website and/or sent home in printed form. The newsletter keeps our community informed of recent and upcoming events at school and in the district. Descriptions of the areas of learning being undertaken in each class are included. At the end of each term all classes send home a newsletter highlighting major learning in their class that term.

At the beginning of each school year a summary of estimated costs, in addition to school fees, is published in the fortnightly school newsletter.

A term planner is sent to each student's home at the beginning of each term which highlights the dates of known upcoming activities such as Governing Council meetings, working bees and sporting events.

A weekly bulletin and a day book of school events and activities is provided for teachers' reference. A handbook which contains school policies and procedures is available for staff.

A parent brochure and information folder, and information for relief teachers is made available in each classroom.

Families of new students starting Reception are provided with a kindergarten-specific transition pack.

Other communication

Classrooms have one or two parents nominated as Parent Link representatives. Parent Links support school/home communication and seek support for school and class activities and events. We use the Skoolbag app to send regular messages to families, and teachers communicate with parents of students in their class using the Dojo or SeeSaw apps.

Weekly school assemblies, to which parents are invited and regularly attend, are also held.

School financial position

The school is in a sound financial position and ensures, through careful planning each year, that it operates within the Dept for Education funding requirements. We are committed to ensuring facilities are maintained and improved, and make provision for key strategic equipment each year. Regular replacement of IT equipment and software upgrades is provided for.

Staff are actively involved in the budget planning process. Fundraising events are held each year.

Local community

The school utilises the Adelaide Hills Mobile Library Service, which visits the school on a fortnightly basis, supplying a broad range of materials for students.

Uraidla Primary School has a long history of preparing students to progress onto secondary schools, including Glenunga International High School, Urrbrae Agricultural High School, Heathfield High School and Marryatville High School. The school has students successfully undertake the [Glenunga International High School's Ignite program](#). There is Transit Adelaide transport to most of these schools that runs through the town.

The neighbouring Uraidla town oval and showgrounds provide a large and unique space for a wide variety of community events and school activities.

This context statement has been developed for parents and teaching staff. It is our way of giving you a comprehensive insight into our school, and it is a dynamic document that changes as the school grows. The Governing Council has taken responsibility to respond to changes and revise the context statement in consultation with the Principal.