



SCHOOL CONTEXT STATEMENT

Updated February 2023 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. We acknowledge that the school was built on the lands of the Peramangk and Kaurna people, and we pay respects to their elders past, present and emerging.

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 144 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, STAND, GIVE, FLY:



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

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 7:00-9am, Monday to Friday, and is utilised by students aged from Kindergarten to Year 6. OSHC and Vacation Care is available to students from other schools, and students with special needs are catered for.

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

February FTE student enrolment:

	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022	2023
Special class*	30*	15*									
Reception	13	11	12	15	21	17	20	23	30	24	22
Year 1	5	8	11	13	17	22	18	22	22	31	22
Year 2	13	10	9	11	13	16	20	18	22	22	29
Year 3	13	16	11	9	10	13	14	17	18	21	20
Year 4	6	17	18	12	10	13	12	14	18	19	18
Year 5	15	8	14	17	12	10	14	12	11	16	18
Year 6	12	16	8	14	14	13	10	14	12	10	15
Year 7	4	12	16	7	16	12	13	9	12	n/a	n/a
TOTAL	81	98	99	98	113	116	121	129	145	143	144

*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 in 2017 has provided a significant feeder preschool to the school, and despite losing our year 7s to high school, school enrolment has grown significantly in recent years, with the addition of a sixth class in 2021.

Staffing numbers (as at February census):

1 Principal (see Section 7)

1 Assistant Principal

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

0.7 (3.5 days) Science and PE

0.2 (2 x ½ days) Indonesian

0.1 the Arts

0.3 Student Support / Special Education

0.2 ICT technician support

11 School Services Officers (SSO) provide 203hpw of support, including classroom support, individual student and small group literacy and numeracy support, support for individual students with disabilities, administration, finance and library

0.2 School counsellor – role taken by Principal

12.7 hours per week Pastoral Care Worker

10hpw groundsman

Public transport access: Adelaide Metro 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, 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.

Student support

We track student achievement data and provide one on one and small group support to students not reaching expected benchmarks. Literacy interventions are developed individually by a Literacy Coach and staff from the Literacy Guarantee Unit, who work with SSOs to ensure students are making at least one year's progress in one year. A small number of our students have One 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 concern for the majority of students in our school. When they do arise, restorative practice strategies are used and are part of everyday activities. A small number of students need support with social and emotional learning. They have individual behaviour and learning plans and receive one on one support to help them learn to regulate their behaviour at school. In 2023 we are working closely with a Support Services Behaviour Coach to ensure best practice and consistency for behaviour support across the school.

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, choir, school bands, chess, peer mentors, Senior Council and student fundraising, or being a House Captain, are other ways students are encouraged to provide leadership. Student leadership in caring for younger students is expected by all students, and is especially fostered in our Year 5 and 6 senior students.

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

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 **Learn Stand Give Fly** framework
2. Department for Education policy
3. The Site Improvement Plan

We have in place the following locally developed policies: attendance, behaviour, anti-bullying, uniform, food, grievance, ICT, Sunsmart, and volunteer policy.

Site Plan 2022-2024

Our Site Improvement Plan is reviewed annually and developed by the Principal in conjunction with staff, and is endorsed by the Governing Council. Our Site Priorities for 2023 are:

1. Increase student achievement in literacy in reading and writing R-6
2. Increase student achievement in the higher bands in mathematics R-6.

Literacy

A range of whole school literacy agreements has been implemented including: 7 Steps to Writing, Guided Reading, Words Their Way, Brightpath Writing, Heggerty Phonemic Awareness, Jolly Phonics and Jolly Grammar. The staff have benefitted from the guidance of a Literacy Coach, and are currently working with the Literacy Guarantee unit to inform us of the most current research in literacy teaching.

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 has informed teacher planning processes and pedagogy and their understanding of student maths misconceptions. We are working with the Primary Project Officer in numeracy from the Department's Curriculum and Learning Team to inform our practice in numeracy this year. Our Assistant Principal has a strong background of leadership in mathematics and will be mentoring teachers in best practice this year.

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. Teachers collect and analyse a wide range of data: Dibels, Phonemic Awareness, PAT, NAPLAN, Brightpath writing, Oxford Word list, SA Spelling Test, Words Their Way spelling assessments as well as work samples, class assessments and teachers' questioning of students for understandings.

Recent key outcomes

The Uraidla Primary School 2022 Annual Report describes our achievements and is available on the school's website. Achievements in instrumental music and Festival of Music, Readers' Cup, SAPSASA as well as solid results in NAPLAN and PAT national testing are recent achievements. Our school has achieved the INSPIRE category for our strong results in literacy and numeracy.

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 2023 are: Brightpath writing, Phonics and decoding, Berry Street Education Model, Positive Behaviour Support, and problem solving in maths.

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, the Arts, Indonesian and Physical Education.

Special needs

Classroom SSOs support students who would benefit from 1:1 or small group work. Four of our classes have a full time SSO in Semester 1. Early Intervention Assistance is provided for R–2 students, through detailed individual testing of students identified by teachers of needing extra support. Our literacy coaches help to set individual programs based on need, and support our planning for students' One Plans 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.

All students Reception – year 6 now have access to a school provided laptop or iPad, thanks to significant upgrades in 2018 and 2019. There is no additional cost to families for these devices.

There is a very active music program with:

- Junior choir for all students Reception to Year 1.
- Middle primary choir for all students Year 2 and 3.
- Festival of Music Choir for years 4 to 6.
- Brass and Woodwind instruction from the Instrumental Music Service including a school band.
- Private providers for piano, guitar and drums.
- Drum ensemble.

Approximately one quarter of all students learn a musical instrument from private providers or with the Instrumental Music Service.

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 five schools that make up the local cluster- Uraidla, Norton Summit, Oakbank, 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.

Professional learning community

Professional learning is undertaken with staff from nearby Lenswood, Norton Summit, Oakbank and Basket Range Primary Schools and Uraidla Kindergarten. The local primary schools and kindergarten communities also hold interactive cultural and sporting activities 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.
- Reception – Year 5 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 and 6 students may participate in two Pedal Prix races each year.
- The school participates in Lego League- programming robot competition.
- The school supports students to perform in the Festival of Music orchestra and music days.

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 2023 this will be to Mylor Adventure Camp. Year 6 students attend an aquatics camp yearly. The year 6 students attend a special celebratory end of primary school camp. This has been to Canberra in past years, but with COVID the last two years we have held a very successful Flinders Ranges Experience which we may continue this year and in the future.

Students also participate in the *Premier's Reading Challenge; Chess competition and Hills Readers' Cup*.

The very popular annual Sustainability Fair is held on the grounds adjacent to the school each March, with displays of student learning and involvement in sustainable projects.

Staff (and their welfare)

Leadership structure

The Principal is supported by an Assistant Principal, and by all staff who take on various leadership roles within the school. 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 six classrooms, plus science, music and OSHC rooms, and a large well-equipped library. The school grounds are spacious, incorporating two updated playgrounds, a large oval, landscaped gardens, vegetable gardens, a Nature Play area and large shaded sandpit. There is a large undercover shelter shed and many established shade trees. The past 4 years have seen substantial improvements to the grounds, working from a Masterplan developed with community consultation in 2019. Examples of recent works include a stone Willow Circle (storytelling and outside classroom), a revamped Fairy Garden, planter boxes made by the local volunteer organisation the Red Shed, and a new vegetable garden.

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

There is a shared art room available to all classes.

A kitchen enables our students to learn basic cooking skills with 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, ICT, OSHC, Parents and Friends, Reconciliation Action Plan committee 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 (revamped in 2022) 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 online and are available to view from a link on the website. 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 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 of school events and activities is provided for teachers' reference, and a weekly student bulletin is shared with all students every Monday, ensuring consistent communication. Every term an aspect of our school Motto and Values framework *Learn Stand Give Fly* is taught through the bulletin for all students. In 2023 the focus areas are: Communicating (Learn), Trustworthy (Stand), Empathetic (Give), and Curious (Fly). Consistent messages about self-regulation and positive behaviour support are also shared in the weekly bulletin.

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

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

Other communication

Teachers communicate with parents of students in their class using the SeeSaw app, on a regular basis. We also use the SeeSaw app to send regular messages to families as a school. Parents manage a school Facebook page.

Fortnightly school assemblies, to which parents are invited and regularly attend (within COVID restrictions), are a highlight valued by the whole school community.

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 included in the yearly budget.

Staff and the Governing Council are actively involved in the budget planning process.

Fundraising events are held each year by an active and enthusiastic Parents and Friends group, which started in 2019. The Parents and Friends have been fundraising towards new playground equipment and experiences for students, for example Welcome to Country and Indigenous dance performances in 2022, and wheelchair basketball and Footsteps dance in 2023.

Local community

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 Adelaide Metro 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.