SCHOOL CONTEXT STATEMENT

School Name: Saddleworth Primary School

School Number: 0389

1. General Information

Part A

<table>
<thead>
<tr>
<th>Schoolname</th>
<th>SADDLEWORTH PRIMARY SCHOOL</th>
</tr>
</thead>
<tbody>
<tr>
<td>School No.</td>
<td>0389</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Neil Croughan (until the end of 2013)</td>
</tr>
<tr>
<td>Postal Address</td>
<td>7 Saddle Road, Saddleworth 5413</td>
</tr>
<tr>
<td>Location Address</td>
<td>7 Saddle Road, Saddleworth 5413</td>
</tr>
<tr>
<td>District</td>
<td>Lower North</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>103 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
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2009

<table>
<thead>
<tr>
<th>Primary</th>
<th>Special, N.A.P. Ungraded etc.</th>
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<tbody>
<tr>
<td>Reception</td>
<td>9.0</td>
</tr>
<tr>
<td>Year 1</td>
<td>8.0</td>
</tr>
<tr>
<td>Year 2</td>
<td>4.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>11.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>8.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>8.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>7.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>7.0</td>
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TOTAL 61.0

July total FTE Enrolment

| Male FTE | 35.0 |
| Female FTE | 26.0 |
| School Card Approvals (Persons) | 15.0 |

NESB Total (Persons) 0.00

Aboriginal FTE Enrolment 2.00

The school accommodates three classes R/1, 2/3/4 and 5/6/7

School Level of Disadvantage 3

Saddleworth Primary School has strong links to neighbouring school and works within the Horrock’s Hill Hub. (Saddleworth, Manoora, Auburn, Watervale and Farrell Flat) The Hub serves the schools at 3 levels, Principal Support, Teacher Support and Student Interaction. Staff from the Hub Schools, meet on a regular basis for curriculum training, sharing of ideas, curriculum days and planning for student interaction. Students get together for curriculum days, including leadership activities.
Part B

- Staffing numbers 4.5
  Staffing 2013
  2 at 1.0
  1 at 0.8
  1 at 0.6
  1 at 0.7
  2 at 0.2
  The staff consists of 2 male and 4 female staff members.
  Two SSO’s share the Administration,
  Two SSO’s share Classroom and Library duties.

- Enrolment trends
  Enrolments are relatively stable, but they will go down slightly in the next couple of years

- Year of opening
  The school is a SACOM building and was erected in 1965. Two additional buildings have been added since – one in 1987 and the other, a second-hand building transferred from Iron Baron, in 1992.

- Public transport access
  Some students travel to school by departmental bus.

2. Students (and their welfare)

- General characteristics
  Students come from mainly middle to low income families with 25% of students on School Card. Farming, the grape industry and service positions are the main source of work in the area. All students are from Australian backgrounds.

- (Pastoral) Care programs
  The school has a Christian Pastoral Support Worker, working 9 hours a week. Her role engages students in special programmes, during class time and at lunch times.
  Students are organised into 3 classes, R-1-, 2, 3, 4, and 5, 6, 7

- Student management
  The students are well behaved and are well supported by their parents. The school has a well-documented behaviour management policy, based on Programme Achieve and the school’s values. Students are very clear about expectations, and consequences for their behaviour choices.
- Records are kept of behaviour infringements and are reported to parents on a regular basis.

- **Student government**
  - Student Voice is accommodated through class meetings and Community Groups.

- **Special Programmes**
  - There is a strong programme to support students with Special needs. Underachievers are well catered for within and outside of their class. SSO’s support children within classes and a .2 Special Needs Teacher works with some students who are withdrawn from their class.
  - A reporting to parents programme is in place and is a combination of Parent/Teacher interviews/Written Reports and students Electronic Portfolios.
  - L.O.T.E is taught by a specialist teacher. (Japanese)
  - The school is involved in the South Australian Primary Schools Choir.

3. **Key School Policies**

- **Statement of Purpose**
  
  **VISION**
  Develop students to participate and contribute in a Global Community.

  **MISSION**
  We believe that each child will succeed through experiencing and engagement in:
  - a broad challenging curriculum.
  - safe supportive learning environment
  - learning partnership between staff, parents and the wider community.
  - an enriching programme of extra curricular activities and visits.

  **AIMS FOR STUDENTS** – The school encourages high achievement and learning for life by working with children to:
  - gain technological skills
  - be adaptable to change
  - develop high self-esteem, with respect for themselves, others and the environment.
  - become life long learners.
  - achieve high standards in all curriculum areas
  - be optimistic about the future.

School Values - Diversity-Quality Relationships-Enjoyment – Achievement-Security
Priorities for 2013
1) Improve the Teaching and Learning of Reading and in particular Comprehension
2) Continue to implement the Australian Curriculum 2013 History

4. Curriculum
   • Subject offerings
     : Students are delivered the 8 curriculum areas, with students in years R-7 doing Japanese for LOTE.

5. Sporting Activities
   : Local weekend sport includes tennis, netball, football, cricket, and hockey.
   Students get the opportunity to participate in a wide range of SAPSASA Sport.
   The School has an internal Sports Day and combine with surrounding schools for the Gilbert Valley Interschool Sports Day.
   Term time swimming is held in December.

6. Other Co-Curricular Activities
   • General
     : Students in Years 5/6/7 participate in Choir and then participate in the Primary Schools Combined Choir at Festival Centre. A School Concert is held in the last week of school.
   • Special
     : Special Days are celebrated eg Book Week, etc.
     The curriculum is enriched by visiting groups and school camps. These are subsidised by the Remote and Isolated Budget.

7. Staff (and their welfare)
   • Staff profile
     All staff has been at the school for a number of years. Staff members are supportive of each other.
     Composite classes contain 2 or 3 year levels, with an average of 20 students in a class.
   • Performance Management
     : Staff meet with the Principal once per term to discuss class programmes, T & D and other issues.
9. School Facilities

- **Buildings and grounds**: The grounds and buildings are kept in very good condition. The school grounds are generous for the number of students, with a large asphalt area and a full size oval. There is a modern playground and the grounds are well shaded with established trees.

  Heating and cooling exists in all rooms.

  Solar Panels were installed in 2012

- **Specialist facilities**: The school recently converted a classroom into a purpose built kitchen. The students use the kitchen on a regular basis to further their knowledge in relation to healthy eating.

- **Student and staff facilities**: The school has a good computer/student ratio. (Almost one computer per student) All rooms are cabled to allow internet and email facilities.

  All classrooms have Smart Boards installed.

  The school has a well equipped Resource Centre to facilitate Recourse Based learning.

  Staff have a generous staffroom with computer access.

  The students and parents run a small canteen with a limited number of food lines. Parents organise a Monday Special once a week.

  Two classes work in double classrooms.

- **Access for students and staff with disabilities**: The school has wheelchair access to the main building.

- **Access to bus transport**: Access to department buses is available to students living in the Tothill area.

- Other

10. School Operations

- **Decision making structures**: Parent/Staff committees exist and feed into the Governing Council. A Governing Council Network exists for parents. Staff meetings are held weekly.

- **Regular publications**: School Newsletters are sent home fortnightly.

  A staff handbook is available to staff and updated yearly.

  A parent handbook is available to families.
• **Other communication**
  - Staff communication is via a day book
  - Weekly assemblies are hosted by students and there is good attendance by parents.

• **School financial position**
  - The school is well resourced through the school's Annual Budget. Parents are happy to raise and spend money to support the schools curriculum.
  - The school is in a good financial position

11. **Local Community**

• General characteristics.
  - All students are from Australian backgrounds.

• Parent and community involvement
  - Parent involvement in the school is high at differing levels.

• Feeder schools
  - Students feed into Riverton High School.

• Other local care and educational facilities
  - Kindergarten and Playgroup is available on school grounds.

• Commercial/industrial and shopping facilities
  - Shopping facilities are adequate in the town and nearby towns. Shopping at Gawler is 35 minutes away.

• Other local facilities
  - Town recreation includes football, netball, cricket, tennis, golf, lawn bowls.
    - Doctors visit once a week, but medical facilities are available in nearby towns.

• Availability of staff housing
  - None

• Accessibility
  - A bus service to Adelaide is available 3 days a week at a reasonable cost.

• Local Government body
  - Saddleworth is part of the Clare and Gilbert Valley Council.
    - Phone 8842 6400. Saddleworth Branch: 8847 4096.

12. **Further Comments**

  - Saddleworth is a friendly town, which offers country living 1½ hours from the Adelaide GPO.
  - The school is well resourced. Behaviour management takes up very little of teacher’s time. Classes are small, averaging under 20 students. Parents are supportive of the schools programmes. The school has excellent facilities and is in a strong financial position