SCHOOL CONTEXT STATEMENT

School number: 0629

School name: Wharminda Primary School

1. General information

Part A
- Principal: Cheryl Glenie M.Ed., B.Ed., Dip.T.

Part B
- Deputy Principal’s name, if applicable
  No Deputy
- School e-mail address
  info@wharmindaps.sa.edu.au
- Web Address
  wharmindaps.sa.edu.au
- Staffing numbers
  The school is staffed with a Principal who teaches .6, and three part time teachers. One JP teacher works .6, one .2 and the UP teacher works .4. All teachers work with all children throughout the course of the week. The school has 39.5 hours of permanent ancillary time, of which 37 hours are allocated to one SSO and with a site funded component, 3 hours are allocated to the Groundsperson. An additional 2 hours has been purchased under P21. We have an allocation of 2 hours per week of AEW time. We also have 3.5 special education hours to support our NEP student.
- Partnerships 21 status
  Wharminda Primary School opted into the first round of Partnerships 21 and is of sound financial status.
- Enrolment trends
  Current enrolment trends indicate that the student numbers are currently declining reflecting community trends. In 2006 there are 20 students R-7.
- Special arrangements
  No
- Year of opening
  1914
- Public transport access
  The closest public transport is Stateliners bus from Port Neill, 26 kilometres by dirt road. There is an airport at Port Lincoln, 100 kilometres away.
2. Students (and their welfare)

- General characteristics
  Most students travel to school on a school bus. The students are from 11 families and most live on farms in the local district. Ten percent of the children are School Card holders. There is one Aboriginal student and no Non-English speaking background students.

- (Pastoral) care programmes
  Students are involved in social skill programmes with their teachers and the Principal. The small school atmosphere allows staff, students and parents to get to know each other well facilitating a high level of pastoral care at all times.

- Support offered
  Support is available from visiting specialists based in Port Lincoln and other sites around the Eyre Peninsula. DECS specialists come over from Adelaide on invitation to visit schools.

- Student management
  Students are encouraged to take responsibility for their own behaviour. Class and yard rules are negotiated between students and staff at the beginning of each year. In 2005 students developed of a new school behaviour code. The bus policy is in line with Cleve Area School to provide consistency in both schools for dealing with bus issues as students from both schools travel on the bus together each day.

- Student government
  The Student Representative Council, which consists of a Chairperson and a Secretary from the UP class and two reps from the JP class, meets regularly. A student committee structure exists to enable genuine R-7 student voice. The work students do in committees is treated as part of their assessable learning.

  The SRC keep a stock of iceblocks in a freezer they purchased themselves. This is a good source of income for students and in 2005 they purchased a TV with a DVD and a video player with their profits.

- Special programmes
  Parents and Grandparents provide classroom, library and administrative support. This support is encouraged and greatly appreciated.

  Close links exist between Wharminda Primary School and Cleve Area School; enabling regular visits and shared learning for students with their peers from a larger school.

  Wharminda Primary School takes part in learning activities during the year with three other small schools: Pt Neill, Ungarra and Karkoo Primary Schools. The schools work together to provide professional, social and learning contact for staff, children and parents. These 4 schools are known as the SEEP network.
3. Key School Policies

School Motto: ‘It takes a community to educate a child.’

- **Site Learning Plan**
  All teaching and learning programmes are planned in line with the SACSA Frameworks and Site Learning Plan.

  Key question staff address as they programme for student learning:
  ‘If we see children as curious and competent then how can we provide an environment for wonder and intellectual engagement?’

  Our Site Learning Plan has three key areas of strategic intent:
  1. **Our students are engaged in effective literacy learning.**
     Expected Outcomes:
     - Literacy skills transferred to other learning areas: eg children independently conference and editing their work; children monitor and correct own speech.
     - Majority of children in years 3, 5 and 7 achieving literacy benchmark.
     - High level of student engagement in literacy learning.
     - Children are excited about their literacy achievements.
  2. **Our students develop broad numeracy skills.**
     Expected Outcomes
     - Students able to transfer numeracy skills to other areas of learning.
     - Students able to use numeracy skills in real life situations.
     - Children keen to take part in numeracy problem solving activities, eg ‘I can do that?’
     - Students understand the relevance of maths in every day activities.
     - Children initiating discussions about numeracy activities eg ’Let’s do it this way.’ ‘Look what I have found out!’
     - Majority of children in years 3, 5 and 7 achieving numeracy benchmarks.
  3. **Students and staff value wellbeing.**
     Expected Outcomes
     - The learning environment is a safe and happy place where people want to be.
     - Students display tolerance of difference.
     - Children develop awareness of their own physical wellbeing.
     - Staff and students enjoy working in the school together.
     - Increased level of student participation in developmentally appropriate physical education programme.
4. Curriculum

- Subject offerings
  All curriculum areas, with the exception of LOTE, are covered throughout the year.

- Provision for special needs e.g., AEW
  We have one identified special needs student who is receiving weekly SSO support. Ten percent of our students have dyslexia and one student has been diagnosed with Aspergers. The needs of these students are catered for by class teachers with the support of district staff. We have no ESL students.

- Special curriculum features
  The whole school is involved in:
  - Fitness and Brain Food each morning to start the day.
  - Literacy and Numeracy is the focus in optimum learning time, before lunch each day.
  - Enterprise Education – This is a valuable part of our curriculum and is facilitated across the curriculum.
  - Four afternoons a week the whole school work as one R-7 class. Teachers share responsibility for afternoon curriculum by managing different curriculum areas. Our afternoon timetable runs thus:

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In order to ensure we offer the best possible curriculum to all students R-7 staff are undertaking some action research into our teaching or the R-7 group during 2006.

- Information and communication technology
  Ongoing update of curriculum computers and of other information technology equipment is a priority in the maintenance mode. Year 6 and 7 students have their own flash disks. Digital cameras are used daily across the school, by staff, students and parents to enhance and celebrate learning.

- Teaching methodology
  Teachers use a variety of teaching methodologies suitable to the diverse needs of our students, within a small school setting.
  A key to the success of our afternoon programming is the skill of staff in working an R-7 group engaging all students at the appropriate level.

- Assessment procedures and reporting
  The school reports to parents in terms 2 and 4 through a formal written report. Parent, Teacher, Student interviews are conducted in Term 1 with an optional interview available for parents in term 3. Staff use a variety of assessment techniques and
procedures to gather information on each student. Student Learning DATA from formal tests e.g. Waddington’s Reading Test is stored in Student record folders. Each student has a diary (4-7) or communication book (R-3), which is used by parents and teachers to communicate regularly. Staff and parents readily approach each other to discuss issues by phone and in person both in and out of school.

- Joint programmes

The school is part of a Small Schools on Eyre Cluster, which provide the Year 6/7 students with a Leadership Camp each term. This provides the students with an opportunity to meet other students their own age and to gain further leadership skills. Ungarra, Pt Neill, Karkoo and Wharminda Primary Schools work closely together in a number of areas and are known as the SEEP (Small Eastern Eyre Primary) network. The SEEP network Principals plan together, students share learning days in various curriculum areas, and some staff T&D is co-jointly planned.

From 2005, Cleve Area School and Wharminda Primary School are taking part in regular visits between the two schools. This forms part of our transition from year 7 to year 8 policy.

5. **Sporting Activities**

There are club sports that are played competitively in our community. These include – Tennis, Football, Cricket, Basketball, Eight Ball, Bowls, Golf, Squash and Netball. Pt Neill, Karkoo, and Ungarra join with Wharminda to hold annual sporting events including: Beach Sports Day and Tabloid Sports Day. During the year 6/7 students have the opportunity to participate in SAPSASA sports.

6. **Other Co-Curricular Activities**

- Special

The school has an established native vegetation scrub area. Daphne Bates, a member of the community, successfully coordinated the funded project with the assistance of students, parents, other community members, and staff. It includes a direct seeded site, rock garden area and approximately 700 trees planted by the students. The students collected native seed in the area and propagated the trees.

The school has been involved in KESAB for a number of years and has many awards. In 2005 and 2006, the Junior Primary class have been planting and watering flowers and shrubs in pots, vegetables in the vegetable garden and shrubs in other garden areas. The school has also been involved in propagating native trees and shrubs for community groups. Students propagate and plants native plant species for local farmers and on council property as part of Society and Environment curriculum.

The school and students work with the local landcare group to help with a local noxious weed environmental control programme at the Wharminda Soaks.

There is a Playcentre on site. It operates once a week and provides an interesting programme of activities for pre-school children of all ages. Parents participate with their children and stay for recess with school staff. The Junior Primary class and Play centre enjoy combined activities and excursions at least once each term.
7. Staff (and their welfare)

- Staff support systems
  Staff work in a collaborative manner conferring about curriculum, planning for events, reflecting on practice at weekly staff meetings.
  A weekly staff bulletin is published by the Principal to keep all staff informed. There is a day diary in the staff room to facilitate ease of communication between all staff.
  Staff also communicate via email and with a class diary to keep in touch and informed when not all staff are in the school on the same day.
  Staff meeting is currently on Tuesdays after school because this is the day all staff are on duty.

- Performance management
  Learning Conversations take place with all staff at least twice a year. Staff are encouraged to manage their own professional learning, with the Principal’s support. Learning Conversations with teacher’s link class practice with the Site Learning Plan and DECS priorities

- Staff utilisation policies
  Ancillary time is divided between two people. Both work on administrative, finance and library management tasks; as well as classroom support. The grounds person works 3 hours a week maintaining the grounds. An Hourly Paid Instructor provides individual music tuition to be delivered at the school on a weekly basis. There is no Tier 2 allocation. The school purchases extra time periodically for special programmes and to supports individual student learning needs, from the site budget.

- Access to Special Staff
  The Guidance Officer is from Pt Lincoln with support from a Psychologist (Dr Gary Childs) funded by the Lower Eyre Division of General Practice (medical doctors). Disability services, Learning Band Coordinators and Aboriginal Education and Leadership support are available from Pt Lincoln. Support staff from the district office and from Adelaide visit the school when invited.

8. Incentives, support and award conditions for Staff

- Complexity placement points
  0 points per year

- Isolation placement points
  5 points per year

- Shorter terms
  No

- Travelling time
  No

- Housing assistance
  Rent assistance can be applied for when renting housing in Port Neill or at Wharminda in the local district. There is support available for this from Pt Lincoln, contact the District Office for housing officer’s contact details.
• Cooling for school buildings
  All school buildings are airconditioned.
• Cash in lieu of removal allowance
  Yes
• Additional increment allowance
  No
• Designated schools benefits
  No
• Aboriginal/Anangu schools
  No
• Medical and dental treatment expenses
  Yes
• Locality allowances
  Yes
• Relocation assistance
  Yes
• Principal’s telephone costs
  Yes

9. School Facilities

• Buildings and grounds
  The school is accommodated in a triple block (two classrooms and a library), an activity room and Playcentre, an administration building, storage shed, a shed used for science, technology and art, and a shelter shed. All buildings are in good condition and have recently been painted. In 2005 anew staff room in the administration building was established. In 2006 a new outdoor pergola learning area has been established. We are hopeful of a further ‘investing in schools grant’ to complete the area under the new pergola with pavers.
  The grounds are spacious and play areas are paved or grassed. There is a playground suitable for R-7 a sand pit under the cubby house and swings. SRC are working with the Principal with the support of Governing Council to prepare an ‘investing in schools grant’ is being applied for to upgrade the existing playground. There are extensive sprinkler systems in place.
• Cooling
  All buildings are air-conditioned.
• Specialist facilities
  The main teaching areas and science/art room are all accessible by wheelchair.
• Student facilities
  The school has a well-maintained computer area in the library for student and staff use. We have enough computers for each child in a class to work on their own computer and the computer to student ratio for the whole school is more than 1:2.
There are ample shaded play areas. Children really enjoy playing in the sand pit under the pergola, where off duty staff often sit at recess and lunch. The school oval is well used by students during break times.

There is rainwater and cooled drink fountain water available for student use.

Students have access to a wide variety of spots and play equipment at recess and lunch times.

The SRC own a freezer that they keep stocked with iceblocks for students as a fundraiser.

- **Staff facilities**
  The administration building provides staff with a teacher preparation area close to teaching resources. Staff have access to computers and the internet in the library and admin area. Teaching consumables and non-book resources are stored in a store room in the teaching block making the resources readily accessible to teaching staff.

- **Access to bus transport**
  At times parents transport students for excursions and SAPSASA events. At such times, school begins when the students arrive at the teaching and learning venue for the day and ends when students leave with their parents. We use the school bus for whole school and class excursions when we have a driver available.

  Most students travel to and from school on the school bus.

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**School Operations**

- **Decision making structures**
  The school is a Partnerships 21 School and has a very active Governing Council that meets twice a term. The Governing Council prefer to reach decisions using a consensus approach. Ad hoc committees are formed as the need arises. Parents are keen to take part in school decision making.

  A Finance Committee that includes the Principal and three parent representatives meets twice a term before Governing Council to review the budget. This committee meet more frequently when setting the annual budget.

  The PAC staff committee meets at least once a term to discuss personnel issues.

  O.H.S &W is addressed weekly as part of staff meetings.

  The Drug Strategy Core Team is called EAGLE (Educating About Good Living Experiences) and meet periodically to discuss and plan activities for the school and local community.

  Staff decisions are usually made at staff meetings using a consensus approach, but at times staff use email and the phone to make more urgent decisions. Staff are kept well informed about issues that effect their work. Staff meetings are an important part of the effective functioning of the school.

  Class meetings are held in each class each week. The Student Representative Committee (SRC) meet two or three times a term with the Principal. In 2006 all four year 6/7 students will be involved in the leadership of the SRC. Student raised issues are communicated with staff through staff meetings and parents at Governing Council. Students do not attend staff meetings because they need to be on the bus immediately after school.

  Wharminda Primary School has a formal Decision Making Policy.
• Regular publications

A school newsletter is published fortnightly. It is compiled with community support. In 2006 one of our students who is home schooling for the year is collating the newsletter with her mother. Staff and students contribute articles, general information is included, as well as community notices and school diary dates. Community members, parents and other local schools can elect to have an electronic copy of newsletters. Past newsletters can be purchased, by prospective staff and parents, for a minimal cost. Please contact the Principal.

A staff handbook and parent handbook are updated each year. The Principal communicates with staff each week in a circular called ‘Wharminda Whispers’. Staff utilise a daybook diary to keep each other informed about daily school happenings.

• School financial position

The Global Budget has helped our school to be in a sound financial position. Governing Council has made a commitment to top up DECS staff funding to maintain two classes in the mornings and for one afternoon for 2006.

Parents fundraise in various ways during each year. S.R.C. manages their own fundraising money that is generated through the sale of iceblocks.

• Special funding

The school receives Rural and Isolated Schools funding.

• Local Community

• General characteristics

Located 105kms NNE of Port Lincoln on Eyre Peninsula, Wharminda has been a focal point for the farming community since the early 1900’s. Community events are held at the school and are well attended. Some children attend Tumby Bay or Cleve Kindergarten often travelling on the school bus and most pre-school children attend Playcentre at Wharminda once a week.

Most families are involved in farming or education. All school families socialise together either through sports or informal gatherings.

Parents are very supportive of the school and this is demonstrated by the frequent visits into the school, which includes classroom support. Working Bees are very well attended and a lot is achieved. Parents and grandparents often carry out maintenance work as soon as the need arises.

The Wharminda community is known for its friendliness.

• Other local care and educational facilities

Most students attend Cleve Area School or Tumby Bay Area School on their completion of primary school. A transition programme caters for year 7 students and operates throughout the year for year 7 students.

Play centre occurs at the school site one day each week for a 2-hour session.

Occasional care is provided by the Children’s Centre in Cleve for preschool children.

• Other local facilities

There are no town facilities, with mail in and out three times a week. There is a Community Hall, Sports Ground and Grain silos. Doctors are available at Cleve, Tumby Bay and Port Lincoln. There is a dentist in Tumby Bay and Pharmacies at
Tumby Bay and Cleve. The Port Neill/Arno Bay Football Club known as ‘The Ports’ play against Kimba, Cowell, Rudall and Cleve. Community Libraries are located at both Tumby Bay Area School and Cleve Area School.

Most families shop at either Cleve (55kms), Tumby Bay or in Port Lincoln. Cleve has a reasonable shopping precinct, which includes a supermarket, chemist, banking facilities, post office, community library, newsagency, furniture and hardware store. There are similar facilities at Tumby Bay (65kms). Port Lincoln has a good range of shopping and service facilities including a Service SA Centre, which provides government department, access eg Motor Registration.

The general store at Arno Bay delivers grocery items to the Wharminda Hall three times a week, by order. This is a very handy service provided at a minimal delivery cost. Items are paid for by monthly account.

- **Availability of staff housing**
  
  There are no houses available from Real Estate Management at Wharminda or Port Neill. Rent assistance can be applied for when renting farmhouses at Wharminda or housing in Port Neill. Contact the Principal for information about local farmhouses that may be available in the local community.

- **Accessibility**
  
  There is a bus service from Pt Lincoln that stops at Arno Bay and Port Neill daily to and from Adelaide. The airport at Pt Lincoln provides daily flights to and from Adelaide. There is no other public transport in the area.

- **Local Government body**
  
  Wharminda is in the Cleve District Council Area.

### 12. Further Comments

Working at Wharminda Primary School is a rewarding professional experience. There is a significant amount of professional development presented across the Eyre Peninsula for staff. New teachers are welcomed into the area, both at the school and district level.