



SCHOOL CONTEXT STATEMENT Updated: 10/02/2022

School number: 0425

School name: Auburn Primary School

School Profile:

Auburn Primary is a small school located in the town of Auburn in the Clare and Gilbert Valleys council region of the Mid-North. It is situated approximately 110 kilometres north of Adelaide and 25 kilometres south of Clare, the closest regional centre. Auburn is a small town surrounded by broad-acre cropping, lifestyle properties and vineyards supporting local wineries, the main industry in the area. The majority of Auburn Primary School's students live in the township of Auburn or on surrounding properties.

Auburn Primary School's motto, "Global Learning in a Family Setting", is underpinned by a happy and caring student community who recognise and value individual differences as they strive to be the very best they can. Developing active and informed citizens through a focus on social skills and dispositions in a variety of learning contexts is an important, ongoing priority for the school. Core values of fairness, respect, excellence, safety and happiness (spelling 'FRESH') provide the foundation for a culture of trust and care within which each child is empowered to grow.

Auburn Primary School places great emphasis on teaching and learning in small, age-appropriate, interest or achievement-level groups, with a variety of support structures prioritised to maximise individual learning growth for every child; and ongoing professional learning for staff. As a proud Stephanie Alexander Kitchen Garden school, integrated learning opportunities in the kitchen and garden provide students access to a variety of authentic, real world contexts within which to develop and apply their learnings across the curriculum, with a particular focus on literacy and numeracy; and sustainability. This also provides the impetus for important community connections and contributions – a highly valued aspect of the site's approach to education, and the health and wellbeing of our students and community.

During the term, community partnerships, needs and continuity of learning is also supported through the provision of a Playcentre (birth-5) every Friday morning, and *Kickstart for Kids* Breakfast Club, Monday-Friday during term.

1. General information

- School Principal name: Mrs Briony Ackland
- Year of opening: Auburn Primary School opened on July 1, 1855 and was listed in SA Government Gazette on November 8, 1855 and again on March 3, 1859. In 1860, the school, including a teacher's residence, was built on the present-day site.
- Postal Address: PO Box 27, Auburn SA, 5451
- Location Address: St Vincent Street, Auburn SA, 5451
- DECD Region: Mid-North Clare
- Geographical location: 110km North from Adelaide GPO
- Telephone number: 08 8849 2112
- Fax Number: 08 8849 2054
- School website address: <https://auburnps.sa.edu.au/>
- School e-mail address: dl.0425.info@schools.sa.edu.au
- February FTE student enrolment:

	2017	2018	2019	2020	2021	2022
Reception	6	4	5	5	3	6
Year 1	8	6	4	5	5	5
Year 2	4	8	6	4	5	7
Year 3	2	4	5	6	3	5
Year 4	11	2	4	4	5	4
Year 5	9	10	2	3	2	5
Year 6	11	9	9	4	3	1
Year 7	6	2	7	4	1	-
TOTAL	57	45	42	34	27	33 Male: 19 Female: 14
School Card Approvals	19.3%	24.4%	23.8%	23.5%	31%	31%
NESB	0	0	1	0	0	0
ATSI	3	2	2	0	0	0

- Student enrolment trends: In anticipation of the move of Year 7s to the high school setting, as well as family relocations for business, employment and high school, a loss of enrolments has been evident over recent years. However, numbers at school starter entry level (Reception) are strong again in 2022 and projected to remain steady over the next 3-year period at least. Several new enrolments have been gained as more families move to the area.

- Staffing numbers (as at February census):

Tier 1:

- Principal – 1.0FTE (incorporating role as NIT provider)
- Teaching – 2.4FTE; 3 teachers, all female.
- Ancillary – 59.25 hours/week; 3 SSOs, all female and 1 GSE, male. (Finance/Administration/Curriculum Support – 32 hours, Administration/Student Support – 8.5 hours, Playcentre – 3.75 hours, Kitchen Specialist/Student Support – 8 hours, Groundsperson – 7 hours).
- Other – 17 hours/week; Pastoral Care Worker - 10 hours (SMG contractor through National Schools Chaplaincy Program), Garden Specialists - 7 hours (Stephanie Alexander Kitchen Garden Program – integrated learning).

- Public transport access: -

2. Students (and their welfare)

- General characteristics
 - School Card 2022 = 10/32 students (6 families), 31%
- Student well-being programs

Learning within the Keeping Safe: Child Protection Curriculum underpins student development of knowledge, understanding and skills for their own and others' health, safety and wellbeing. A variety of social skills programs and resources to promote emotional awareness and self-regulation, such as *Kimochis*, *What's the Buzz*, *Play is the Way*, *Girlwise* and *Wellbeing Agents (Kids' Council)* are implemented in whole-school, class and small group settings to further support student wellbeing.
- Student support offered

Students' health and wellbeing is closely monitored in small classes, with further support provided by the site's Pastoral Care Worker (PCW). The PCW's scope extends to staff, parents and families; with the school community able to access support and resources, as needed.

Students of Aboriginal or Torres Strait Islander heritage are specifically supported through additional access to a Partnership ACEO/ASEO resource. However, in 2022, there are no enrolments with Aboriginal or Torres Strait Islander identification.

Learning support is provided through quality differentiated practice and SSO resourcing in 1:1, small group and whole-class settings, as required.
- Student management

The site's code of conduct, behaviour expectations and procedures and processes for the management of a student's poor decision-making are

clearly defined and widely communicated. Underpinned by our FRESH values - Fairness, Respect, Excellence, Safety and Happiness; and embedded in daily routines, student management has a strong focus on restorative justice and positive education.

- Student government

At Auburn Primary School, we value student voice and in doing so, elect two representatives from each class to serve as members of our Kids' Council. Over the course of the Semester during which they are elected, the Kids' Council representatives work together with staff and the Governing Council to participate in important decision-making processes of the school. Kids' Council is just one aspect of student leadership offered at Auburn Primary School.

- Special programmes

Auburn Primary School is a proud participant of the Stephanie Alexander Kitchen Garden Program, with kitchen and garden learning opportunities embedded across the year levels and learning areas. A key feature of this program is the collaboration with community volunteers. The program also forms the basis for a student enterprise initiative at Year 5/6 level where students are involved in the production, marketing and sales of jams, chutneys, sauces and other sustainable items under the school's '*A Taste of Auburn*' label.

Students access a broad range of physical activity experiences as provided through Sporting Schools on a term-by-term basis (generally, a 5-week program each term).

Students also have access to a quality health and wellbeing support program as part of the National Schools Chaplaincy Program, with a Pastoral Care Worker on site 2 days a week.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

- In 2022, following the review of the 2019-2021 Site Improvement Plan (SIP), Auburn Primary School has again committed to supporting improved student achievement in the priority areas of Reading and Writing. This will continue and build on the success of the 2019-2021 SIP initiatives to address deeper levels of reading comprehension and improved quality of writing. In addition to formally documented priority areas of the SIP, the school continues to enhance strategies to positively impact student achievement in the areas of Numeracy and Wellbeing (see below).
- The School's key guiding statement is: 'Global Learning in a Family Setting'
This is underpinned by a vision of:

Everyone getting along
Everyone caring for each other and our school environment
Everyone trying their hardest to achieve excellence
Everyone feeling safe in our school environment
Everyone happy

- Auburn Primary School's Mission is therefore:
 - To provide a happy and caring environment, where individual differences are recognised and valued; learners are encouraged to be creative, reliable and do the best they can.
- In line with the vision and mission statements, key policies to support student, family and community engagement and participation include: Attendance Policy, Student Behaviour Management and Communications Policy.

4. Curriculum

- Subject offerings:

All 8 Learning Areas of *The Australian Curriculum* – English, Mathematics, Science, Humanities and Social Sciences (History, Geography, Civics and Citizenship, Economics and Business), Technologies (Design and Technologies, Digital Technologies), The Arts (Dance, Drama, Media Arts, Music, Visual Arts), Health and Physical Education, and Languages (**German**).
- Open Access/Distance Education provision: -
- Special needs:

Student learning and wellbeing achievement is supported through quality differentiated practices and intervention programs (including formal programs such as *SPELD Intensive Literacy Program, What's the Buzz, Kimochis*), targeting identified needs 1:1 and in small groups both in and outside the classroom. Auburn Primary School also provides opportunities for students with disabilities to access necessary support provided by external service providers (eg speech pathology, occupational therapy) in conjunction with individual learning plans, as required.
- Special curriculum features:

Whole-school Literacy and Numeracy agreements underpin site improvement priorities and ensure consistency of language, routines and expectations, and pedagogies across the year levels.

Building on work in previous years, whereby the Stephanie Alexander Kitchen Garden Program was scoped across the year levels and integrated across learning areas to further enhance learning experiences in the kitchen and garden, the kitchen and garden is used as a rich resource for learning in the areas of Science, HASS, and Technologies. The program further provides

opportunities to broaden the context for intentional literacy and numeracy learning.

German is taught as a Language in addition to English by one of the classroom teachers with over 20 years' experience teaching Languages, and first-hand language and in-country experience in Germany. German is highly valued across the school and Languages education is further promoted by involvement in the Department for Education *Languages Alive!* Holiday program, where Auburn Primary School has hosted the event for the past 2 years.

- Teaching methodology:

Auburn Primary School prioritises students' health and wellbeing first and foremost, to ensure all students feel safe and valued; and are able and 'ready' to learn. Trauma-informed practices (developed upon training in the Berry St Education Model) and Interoception form the basis of all classroom routines to support self-regulation in all students.

The Australian Curriculum provides the basis of all learning programs, with teachers utilising their knowledge of the local context to develop engaging units of work that provide intellectual stretch and challenge for all students. A commitment to the Teaching and Learning Cycle - with a focus on explicit teaching, reflective practice and evaluation – and the Gradual Release of Responsibility, provides consistency across learning areas and year levels; and ensures a flexible and highly responsive approach to teaching.

Ongoing data collection and collaborative analysis is an important aspect of site improvement and forms the basis of all programs, support, and intervention strategies. Furthermore, in recognising the needs of our students, a focus on quality oral language opportunities enables our teachers to 'vacate the floor' and engage students in driving their own learning. Opportunities for student autonomy, voice and choice is also provided through flexible seating arrangements, quality differentiated practice, and student leadership programs.

The informed and purposeful employment of digital technology for education ensures students are able to develop the skills, dispositions and critical thought required of global learners.

- Student assessment procedures and reporting:

A site data collection and analysis schedule, including both national and Department mandated tools and site-based strategies, allows for ongoing tracking and monitoring of student learning progress and achievement. Results and findings are routinely shared through a variety of methods of communication, including during interviews and reporting processes.

Formally, written reports communicating levels of achievement in all learning areas of the Australian Curriculum are provided against the A-E scale for all students at the end of Semester 1 and Semester 2 (Term 2 and 4, respectively). Interviews are offered mid-term, as teacher-led discussions in Term 1 and student-led conversations in Term 3.

- Joint programmes:
In recognising the importance of supporting students in their transition from a small, community Primary School to larger and more distant High Schools, Auburn Primary School engages closely with both Clare High School and Riverton and District High School; for example, during PE Week where High School students plan and facilitate sporting activities with R-7 students, and visiting performances from Bands/Choirs throughout the year.
From time to time, Auburn Primary School collaborates with nearby schools to enhance social networks and provide students the opportunity to access diverse educational experiences, such as for the Book Show, Science Fair, incursions, student leadership collaboration, Canberra Camp and Sporting opportunities.
Similarly, Auburn Primary School's **Playcentre** (birth to 5) maintains strong connections with Saddleworth Early Learning Centre to support continuity of learning prior to engaging in the primary years of schooling on site.

5. Sporting Activities

- All students participate in whole-school fitness, a 15-minute period of intensive physical activity, 4 mornings a week.
- Health and Physical Education is one of 8 key Learning Areas of *The Australian Curriculum*, taught across the year levels by a subject-specific (specialist) teacher. The Physical Education strand has a strong focus on the development of fundamental movement skills and sequences, taught through a variety of sporting contexts such as table tennis, basketball, ultimate frisbee, ball games and dance.
- Students attend:
 - Swimming lessons at a local swimming pool (5 daily lessons over a 1-week period in Term 1; generally, Receptions – Year 5 students)
 - Aquatics Camp in Barmera (2 days of aquatic activities in Term 1; Upper Primary class, Years 5-6 when viable).
- In Terms 1 and 4, students access coaching sessions in a variety of sports through the national Sporting Schools grant program, targeted to provide tuition in sporting activities that are not readily accessible in the local community (such as, lacrosse, gymnastics, baseball, orienteering, taekwondo, lawn bowls for example).
- Auburn Primary School is a member of the Mid North District of School Sport SA, in 2022 providing Year 5/6 students the opportunity to participate in local, Hub and State SAPSASA carnivals. Sport opportunities include tennis, cricket (boys' and girls'), basketball, football (boys' and girls'), netball, hockey, soccer, softball, golf, cross country and athletics.
- Students access other sporting activities as available - *Way2Go* Bike Education, PE Week activities, local community sport, yoga, pilates.

6. Other Co-Curricular Activities

- SAKGP kitchen and garden projects, aquaponics, wood technologies
- House Challenges, assemblies, end-of-term celebrations, school concert and class productions
- Mother', Father's, Grandparent's and special person's day celebrations; P&F functions, community performances and service (singing, tree planting, town Christmas Eve)

7. Staff (and their welfare)

- Staff profile:
Stable staff consisting of 2 permanent teachers, 1 part-time teacher, 1 permanent part-time SSO2, 1 temporary SSO2 (Playcentre Coordinator), 2 temporary SSO1 positions encompassing the SAKG program and classroom support, and 1 temporary GSE2. 1 PCW also supports the team.
- Leadership structure:
Principal (Band A-2).
- Performance Management
Teacher and ancillary staff performance management processes are embedded in the core business of their work, with individual development goals including at least one explicitly aligned to the Site Improvement Plan. Site strategies to support professional learning include routine classroom observations, 5-week student support 'check-ins', individual and whole-staff action research, internal and external moderation, and both regular informal and formal professional conversations with the Principal. External professional development and training opportunities are also provided at local, Partnership/Portfolio, state and national level, as available and as required.
- Access to special staff
Individual instrumental and voice lessons are offered during school hours by private arrangement with a local music teacher with over 25 years' experience.

8. Incentives, support and award conditions for Staff

nil

9. School Facilities

- Buildings and grounds

The original, 160 year-old stone building continues to be the centrepiece of the school. The original school and Headmaster's residence is now the Administration area housing the Front Office, Principal's office, staffroom, Library and school kitchen. Two external buildings serve as double classrooms, with both divided by removable centre walls to make for flexible learning spaces. The newest of these transportables serves as the Early Years centre where the R-1 class is situated, alongside a playspace, well equipped for The Arts and Technologies, and where we welcome families with babies and toddlers every Friday at Playcentre.

- Specialist facilities and equipment

All classrooms and Library equipped with Interactive Whiteboard and laptop
Shared 3D printer

Extensive collection of sport equipment

Large collection of gardening tools and equipment

Large kitchen (ovens, cooktops, sinks, dishwasher, fridge, freezer, all cutlery, crockery and cookware)

Chicken coop and yard, extensive vegetable garden with compost bays and aquaponics system (in development), orchard

Library

- Student facilities

Air-conditioned and heated classrooms

Large variety of play spaces:

- sandpit,
- playground (new rubber surface laid in 2021),
- tennis/basketball court,
- asphalt courtyard, including shelter
- nature area ('The Jungle'; under development),
- garden and orchard,
- a full-size grassed oval with cricket pitch and football goals.

Lunch shed

Extensive collection of sports equipment, well maintained in dedicated Sports shed

Large variety of gardening tools and equipment, well maintained in dedicated gardening sheds

Large kitchen and garden, chicken coop and yard, orchard

Interactive whiteboards in each classroom

1:1 laptops and iPads

Library

Playcentre – art and technology space

- Staff facilities

Off-street parking

Staffroom/kitchen

Staff toilets located in the Administration building

iPad and laptop provided

Extensive resources (organised by learning area), staff reference collection and Library holdings

Flexible teaching spaces including air-conditioned and heated classrooms, Library (equipped with Interactive Whiteboard and laptop), Playcentre, large kitchen, garden and multiple Outdoor Learning Areas

Private meeting room

- Access for students and staff with disabilities

Access to all buildings includes ramps with secure handrails, with a disabled toilet facility in the administration building ('Front Office').

- Access to bus transport

Auburn Primary School engages several local contractors for bus transport to and from locations of local and/or distant excursions. The school is not serviced by a school bus route.

10. School Operations

- Decision making structures

The Governing Council, consisting of the Principal (ex-officio member), parent members, a community member and a staff representative, constitute the key representative group for the school. The Council meet twice a term to represent the whole school community in understanding local educational needs, setting broad directions for the site, and monitoring and reporting on progress to continually enhance learning achievement of our students. In 2022, the following sub-committees support the Governing Council to carry out its functions more efficiently and effectively: Finance, Grounds, and Parents & Friends (P&F).

- **Regular publications**
Open, honest and timely communication forms the foundation for positive home-school-community partnerships in education. School newsletters celebrating student achievements, school events and important school and local community information are published in the first week of each Term, and subsequently in Weeks 3, 6 and 9. Newsletters are provided in hard copy to the eldest child in each family and posted at local venues in Auburn for the community to read, such as at the Post Office and IGA supermarket. The newsletter is also disseminated via email to all families.
Each year, a Parent Handbook is provided to families with new enrolments, and digitally to all families, as required (for example, when major changes are made).
- **Other communication**
Regular articles pertaining to school events and achievements are shared with the wider community via local newspapers and on the school's Facebook site.

11. Local Community

- **Parent and community involvement**
Auburn Primary School is most fortunate to be situated in a supportive local community. Family and community members, both directly and indirectly linked with current or past students, actively support school programs, events and initiatives; and teachers enjoy the opportunity to plan learning experiences that take advantage of local offerings and contexts beyond the school gates. Parent and community involvement is particularly valued in literacy blocks, Science and Humanities; and is popular in kitchen, garden and technologies lessons.
- **Feeder or destination schools**
Transition from Kindergarten to Reception is largely from local sites - *Saddleworth ELC* and both *The Gums Childcare and ELC* and *Clare Valley Children's Centre and Preschool* in Clare.
Transition to local High Schools – predominantly, Clare High School or Riverton and District High School - is generally in Year 8 upon completion of Primary Schooling in Year 7 at Auburn Primary School. However, some students choose to transition for Year 7 in the High School setting.