

Site Context Statement 2025

1. General Information

Greenwith Primary School opened in 1994 with an enrolment of 67 students in a newly developed subdivision which was part of the Golden Grove Development. Over the past 20 years the school has grown considerably and caters for students within Greenwith and surrounding communities. The school has developed a strong reputation in the area as an educational institution focused on quality teaching and learning. To manage enrolment pressure a zone was approved and has been in place for many years. Some out of zone enrolments are accepted if vacancies are available.

The school is co-located with Our Lady of Hope Catholic School which currently has an enrolment of 271 students. Although a number of schools in South Australia are co-located our arrangement is quite unique, as the two schools share a number of facilities including the Administration building; Teachers' Preparation area; Staffroom; Kitchen; Canteen; Resource Centre; Community Centre (hall); tennis courts and an oval. Both schools share the playground areas at recess and lunch times. The two schools constitute the 'Greenwith Campus'.

Greenwith Kindergarten is located adjacent to the school. The kindergarten is also a highly regarded educational facility and the links between the school and the kindergarten are valued. Students from the kindergarten visit the school on a regular basis and the transition from kindergarten to school is structured and comprehensive. The school has also built a strong relationship with Golden Grove High School, where the majority of Year 7 students continue their education.

Part A - School Details and Enrolment Data

School Name: GREENWITH PRIMARY SCHOOL

School Number: 1858

Location Address: 1500 Golden Grove Rd, Greenwith 5125

Postal Address: As above

Partnership: The Golden Way

Distance from GPO: 23 kilometres

Phone Number: (08) 8289 8100

Fax Number: (08) 8289 7555

Email Address: dl.1858_info@schools.sa.edu.au

Web Address: www.greenwith.sa.edu.au

FTE Enrolment	2022	2023	2024	2025
Foundation	68	59	87	76
Year 1	92	70	56	57
Year 2	88	87	71	62
Year 3	101	90	84	73
Year 4	73	100	89	90
Year 5	94	79	97	93
Year 6	73	88	68	95
Totals	589	573	552	546

Enrolment Trends

Enrolment numbers are steady. Housing development in the area has slowed over the last few years, however new developments will be built in the area over the next five years.

Part B – Demographic Data

School Data

❖ Total FTE (Full Time Equivalent) Enrolment	546
❖ Students eligible for School Card	17.2%
❖ NESB Students (Non English Speaking Background)	1.64%
❖ Aboriginal Students	5.3%
❖ Students with One Plan (Negotiated Education Plan)	20.8%

Leadership Positions

❖ Principal:	Darren Stevenson	(Appointed 2024)
❖ Deputy Principal:	Dani Schina	(Appointed 2024)
❖ Assistant Principal:	Alison Warner	(Appointed 2022)
❖ Assistant Principal:	Jacqui Isgar	(Appointed 2010)
❖ Wellbeing Coordinator:	Josh King	(Appointed 2024)
❖ Business Manager (SSO 4):	Sue McKee	(Appointed)

2025 School Structure

- ❖ 22 classes at the beginning of the year (23 classes from term 3)
- ❖ Specialist Teachers provide NIT in: Japanese, Physical Education, Performing Arts, Science & Sustainability
- ❖ Student Service Officers work with all students with a One Plan.
- ❖ Funding has been provided for:
 - Aboriginal Education Teacher (AET) one day per week
 - English as an Additional Language or Dialect (EALD) Teacher two days per week.

SSO Support Staff

- ❖ Business Manager: SSO4 and line manager for all SSOs in the school
- ❖ Administration Officers: Administration, finance administration and IT support
- ❖ Student Services: First aid, health care plans, student enrolment, transfers
- ❖ Classroom Support: One Plan, Intervention
- ❖ Resource Centre: Shared between two schools
- ❖ IT Technician: Across the week
- ❖ Grounds Staff: Across the week

Other Support Staff

- ❖ Canteen Manager: Employed by the Governing Council
- ❖ Wellbeing SSO: Supports classes and students
- ❖ Defence School Mentor (DSM): A federally funded position to support the significant number of defence families on Campus
- ❖ Aboriginal Community Education Officer (ACEO): Supports Aboriginal students and their families

2. Students (and their welfare)

At Greenwith Primary School, our approach to behaviour education is comprehensive and student-centred, focusing on fostering a positive and inclusive school environment. We integrate several key strategies to support student development and well-being:

Restorative Practices: We prioritise restorative practices to build a strong sense of community and address conflicts. This approach encourages students to reflect on their actions, understand the impact on others, and actively participate in resolving issues. By focusing on repairing harm and restoring relationships, we promote accountability and empathy among students.

Logical Consequences: Our behaviour management strategy includes the use of logical consequences that are directly related to the behaviour. This method helps students understand the connection between their actions and the outcomes, promoting responsible decision-making and self-regulation.

Berry Street Education Model: We implement the Berry Street Education Model to enhance student engagement and resilience. This model provides strategies for trauma-informed teaching, focusing on building strong relationships, emotional regulation, and academic persistence. It supports students in developing the skills necessary for success both in and out of the classroom.

Active Parent Communication: We believe in the importance of active and ongoing communication with parents and caregivers. By fostering strong partnerships with families, we ensure a consistent approach to behaviour education and support. Regular updates, meetings, and collaborative problem-solving are integral to our practice, ensuring that parents are informed and involved in their child's educational journey.

Through these strategies, Greenwith Primary School is committed to creating a supportive and nurturing environment where all students can thrive academically, socially, and emotionally.

Learning and Student Support

All students identified with a learning disability who qualify for One Plan receive support from a Student Service Officer in either a one on one or small group environment. Support is also provided for those students who require support with social skills and/or classroom or yard behaviour

These groups are facilitated by specialist teachers and specifically trained SSOs using evidence-based programs in both year level specific and multi-year level groups.

3. Site Learning Plan – 2025 Strategic Priorities

The school's Site Learning Plan (SLP) aligns with the South Australian Department for Education's Strategy for Public Education. Our school's SLP aligns closely with Wellbeing; one of four Areas of Impact. The key domain that our school is focussing on in 2025 is Cognitive Engagement. This refers to the extent to which individuals invest mental effort and attention in learning or problem-solving activities. It plays a critical role in how effectively people process information, make decisions, and retain knowledge.

4. Curriculum

Quality Teaching

At Greenwith Primary School, our curriculum implementation is designed to inspire and engage students, fostering a lifelong love of learning. Our approach is centred around the following key elements:

South Australian Curriculum: We are adopting the South Australian Curriculum, ensuring that our teaching aligns with state standards and educational goals. This provides a solid foundation for academic excellence and ensures consistency in learning outcomes across all year levels.

Innovative and Engaging Teaching: Our educators employ innovative teaching methods to create dynamic and interactive learning experiences. By integrating technology, project-based learning, and collaborative activities, we make learning relevant and exciting, catering to diverse learning styles and needs.

Development of Dispositions: We focus on nurturing positive learning dispositions such as resilience, persistence, and adaptability. These qualities are essential for students to navigate challenges and succeed in an ever-changing world.

Fostering Curiosity and Creativity: We encourage curiosity and creativity by providing opportunities for exploration and inquiry. Our curriculum is designed to stimulate students' natural curiosity, allowing them to ask questions, think critically, and develop creative solutions to problems.

Through this comprehensive approach, Greenwith Primary School is committed to delivering a curriculum that not only meets academic standards but also inspires students to become curious, creative, and confident learners.

Professional Learning Communities

To strengthen the teaching and learning programs, Greenwith has adopted a more formalised teaming structure, built on the concept of professional learning communities (PLC). Every staff member is a part of a PLC. Each PLC has a line manager and meet regularly for PLC meetings. In 2025 the structure is:

- ❖ Early Years PLC: All Foundation, Year 1 and Year 2 class teachers
- ❖ Primary Years: Year 3/4 class teachers
- ❖ Middle Years: Year 5/6 class teachers
- ❖ Specialist: All specialist teachers: Japanese, Physical Education; The Arts; Science; Sustainability; EALD; AET and Resource Centre
- ❖ Support Staff: All SSOs, DSM, ACEO and PCW

Learning Technologies

Greenwith has well developed and reliable ICT infrastructure designed to support teaching and learning programs. Every teacher is provided with a notebook computer and all classrooms have an interactive whiteboard or TV's installed. All Years 3 – 7 classrooms have 1:1 access of Chromebooks.

Inquiry Based Learning / iTime / Design Lab

Greenwith Primary School has a strong focus on Inquiry Based Learning. Inquiry skills are embedded in the Australian Curriculum and South Australian Curriculum.

The aims of an Inquiry learning approach are to:

- Develop the students' ability to pose questions and plan, research, investigate and search for answers and solutions.
- Develop the skills needed to convert information and answers into useful knowledge that can be applied to new situations and prompt further learning.
- Provide students with different ways of viewing the world, communicating about it and successfully coping with the questions and issues of daily living.
- Develop an understanding that all knowledge changes over time as people challenge, shape and contribute to it.
- Demonstrate that there are often multiple perspectives for looking at, analysing and understanding things.
- Provide learning opportunities that are more relevant as concepts are learned in context and relate to existing knowledge and experiences.
- Encourage students to become independent, resourceful and responsible learners. Our students are supported to develop the skills of questioning, research, communication, and social and self-management. Each student can progress and build on their skills and unique abilities and enjoy the world of learning. Students are taught to critically examine the information they are presented with and collaborate with others to work in teams and independently. Students are also encouraged to be resilient when solving problems and to face challenges using a "Growth Mindset".

Reporting Procedures

Parent / Student / Teacher Progress Conferences are held twice per year in Terms 1 and 3 and written reports are sent home in Terms 2 and 4. Both the conferences and the reports provide parents and carers with detailed and explicit information and feedback on student effort, achievement and challenges. Guidelines are in place across the school outlining the structure and focus of each form of reporting.

5. Sporting Activities

Physical Activity

At Greenwith Primary School, all students participate in physical education lessons; sports workshops and PE week activities. Year 5 and 6 students are given the opportunity to try a variety of different sports as part of our comprehensive involvement in SAPSASA carnivals and knockout competitions.

6. Other Co-Curricular Activities

Transition

Strong transition programs are in place with both Greenwith Kindergarten (Kindergarten to Foundation) and Golden Grove High School (Year 7 to 8). All Kindergarten students visit our Resource Centre regularly and work with Resource Centre staff. Currently Kindy students participate in:

- ❖ visits in an Early Years class and attend Assemblies and other annual school events such as Sports Day and the Book Week Parade.
- ❖ half day visits to a class
- ❖ familiarisation of the Greenwith Primary School grounds particularly the JP Playground.

Student Government

A school Student Representative Council called 'Student Voice' is a forum for student voice and participatory decision-making. The Wellbeing Coordinator works with one representative from every class. New representatives are elected for the second half of the year. All classes hold regular class meetings and provide opportunities for authentic student voice. We actively seek to elevate student voice and agency and capture our young people's ideas and thoughts on how we can continue to improve the learning environments of our school.

Kids in Community (KiC)

All Middle School students are actively involved in providing service intended to benefit the school community. These opportunities are designed to enhance positive and productive involvement in our school while integrating our CORE values. KiC hours are collected through involvement in many activities and responsibilities including: Front Office support, IT Assistance, Canteen, Mentoring, Resource Centre administration and Sports administration.

School Leaders

Year 6 students are given the opportunity to assume an additional leadership role as a School Leader. The successful students are required to win their positions through a merit selection process. They act as school ambassadors, liaise with and plan activities with leadership, welcome visitors, conduct and address assemblies. They also act as Sports Day Captains where they have the opportunity to model and develop their leadership skills.

6. Staff (and their welfare)

Staff Profile

The school currently employs 68 staff working in times ranging from only a few hours per week to full time.

Performance Development

The school has focused performance development processes which facilitate staff feedback and reflection. Aspects of the process include: formal meetings, observations, data analysis, Professional Learning Planning discussions and written feedback.

Staff Utilisation

SSOs are used to support literacy and numeracy practices, some intervention programs, Foundation services, ICT support, student services, financial management, the Resource Centre and grounds facilities and maintenance.

DfE Support

Access for staff to DfE support services such as guidance officers, speech pathologists, behaviour support etc are managed through the Assistant Principal in her role as Manager of Support Services. Clear protocols and processes need to be worked through to access these regional support personnel.

Partnership

Greenwith is part of 'The Golden Way Partnership' which includes 5 preschools, 4 primary schools, one R to 12 school and one high school.

8. School Facilities

Greenwith Primary School is located in a picturesque environment and has a range of functional and well-designed facilities including some that are shared.

Greenwith Facilities

- ❖ Two large brick buildings each comprising 8 classrooms and a withdrawal space
- ❖ A two-story building completed in 2022 that facilitates 4 upper primary classrooms, Design Lab and Performing Arts Studio
- ❖ In 2007 the school purchased land from the Tea Tree Gully Council and installed a transportable building currently used by Specialist Japanese and Physical Education teachers
- ❖ A new 8 classroom brick building completed in 2011 as part of the Federal Government's BER (Building the Education Revolution) strategy
- ❖ A Resource Centre
- ❖ A grassed area near classrooms is also widely used

Shared Facilities

- ❖ The Administration building, Resource Centre, Canteen and an OSHC (Out of School Hours Care) facility are shared with OLOH (Our Lady of Hope) along with 2 playgrounds. One playground is designated for Foundation to Year 2 students and the other for Year 3 and 4 students.
- ❖ The Community Centre (hall), four tennis courts, a playground (currently used by Year 5/6/7 students) and the oval are owned and maintained by Tea Tree Gully Council with the schools having exclusive access during school hours.

9. School Operations

Governance

The school is committed to participatory decision making involving interested stake holders. The active Governing Council is fully constituted and is dedicated to a continuous improvement agenda.

An additional body not affiliated with the Governing Council called the Parents' & Friends' meets twice a term. The group is comprised of parent representatives from across the school. The group meets to:

- ❖ plan and coordinate school fundraising ideas and activities
- ❖ assist with school programs
- ❖ welcome new families to our school community

Decision Making

A Campus Management committee meets three times a term to oversee the organisation and operation of the Campus. The committee is comprised of the Principals, Deputy Principals and Business Managers from both schools.

At a school operational level decisions are made via staff meeting, Leadership and PLC Admin following a Decision-Making process.

Parent Communication

Greenwith Primary School publishes an online newsletter three times per term. The newsletter is a high-quality publication designed to be the main information and communication tool with our school community. The school website provides detailed information about school policies and current events. The school also has its own Facebook page together with the Skoolbag app which allows parents to advise absenteeism, keep up to date of events, newsletter, access school forms and important information. Teachers and parents are also able to communicate with one another via the Sentral App.

Staff Communication

Clear communication is essential at any school, especially one as large as Greenwith. Clear processes and procedures are in place to ensure all staff have access to all current and necessary information. These communications channels include:

- ❖ Sentral (Learning Management System)
- ❖ email addresses for every staff member
- ❖ a tray for every staff member located in the staffroom
- ❖ an electronic depository of DfE policies, procedures, information, forms and bulletins
- ❖ an electronic depository of school policies, procedures, information, forms and bulletins
- ❖ an electronic depository of school curriculum ideas and information in a Shared Drive
- ❖ phones in all classrooms
- ❖ walkie talkies in all classrooms.

Parent and Community Involvement

Parents are actively involved as volunteers in supporting the school in classrooms, helping in the Canteen, Resource Centre and supporting fundraisers. All volunteers need to be trained and complete the appropriate application including a Working With Children Check, and RRHAN Fundamentals online training.