



SCHOOL CONTEXT STATEMENT

School number: 0200

School name: Kapunda Primary School

School Profile Text:

The Core Values of the School are Respect, Honesty, Cooperation and Effort.

The School Purpose is to provide a safe diverse learning environment in which to educate and empower children to be successful in the community and their future.

The school caters for students from Reception to Year 7 working from the Australian Curriculum. We place a high priority on student welfare and mental health and work to accommodate a wide range of learning needs.

The school is positively recognized by the community for the high quality of education and care.

Special features include the emphasis on programmes such as Accelerated Literacy, Science, Numeracy, Performing Arts and JP Music.

1. General Information

School Principal's name: Mr Nathan Taylor

Deputy Principal's name: Mr Nick Wuttke

Year of opening: 1878

Postal Address: PO Box 500 Kapunda 5373

Location Address: Mildred St Kapunda

DECD Partnership: Goyder and Light

Geographical location – ie road distance from cbd GPO: 82kms

Telephone number: 85662008

Fax Number: 85662760

School website address: www.kapundaps.sa.edu.au

School e-mail address: dl.0200_info@schools.sa.edu.au Child Parent Centre (CPC)
attached: No

Out of School Hours Care (OSHC) service: Yes, before and after school.

February FTE student enrolment:

Feb Enrolment	2012	2013	2014	2015	2016	2017
Reception	29	42	43	35	43	38
Year 1	42	32	50	49	35	41
Year 2	38	42	38	51	47	35
51	37	44	30	42	51	46
Year 4	36	20	41	38	39	52
Year 5	32	39	24	46	37	36
Year 6	47	39	42	26	44	42
Year 7	32	49	46	47	30	47
Total	281	300	325	334	326	337
School Card	90	81	90	90+	90+	90+
SWD	22	23	22	21	23	27
Aboriginal	7	8	6	9	5	3

Student enrolment trends

Enrolments are increasing.

Staffing numbers (as at February census)

Currently we have 20.5 teaching staff with a high number of part-time teachers

Includes: Student Engagement and Wellbeing Leader including Counsellor .80, 1.6 Admin, and remainder is converted to SSO time, Coordinator is .2 in Numeracy, Library .2 and 13 classes.

SSO time is approximately 150 hours per week permanent but increases substantially with conversions and intervention programmes.

Public transport access

None

Special site arrangements

AEW support through a Partnership arrangement

2. Students (and their welfare)

General characteristics

The school population is very mono cultured. It is on average a 30% School Card Population. About 30 children travel from outside of the town. The numbers of children are growing partly due to a housing development.

Student wellbeing programmes

The school is a “Kids Matter” school and is reviewing its practices.

There is an emphasis on proactive strategies and social skills programmes in the classroom.

The “You Can Do It” programme has been highly successful and the language is used throughout the school.

The Friendly School Resource, Keeping Safe Programme and a school based Social Skills Programme are implemented over the year.

The “You Can Do It” programme and resources have recently recharged the “Program Achieve” emphasis.

The school is supported by a School Counsellor and a Pastoral Care Worker and runs a number of small social groups.

A range of indoor lunchtime activities operate as alternatives to out-door play.

A Breakfast Club operates every morning.

Play At Lunchtimes (PALS) operates one day a week with trained Year 7 leaders running JP games.

Student support offered

The majority of staff have been trained in supporting children with Autism Spectrum Disorder and Dyslexia.

A coordination groups operates for younger children. Speech support is provided where possible.

Teachers cater for the wide range of abilities in the classroom by differentiating their programme, using group work and varied resources including a growing range of assistive technologies.

Quick Maths, Mini Lit and Multi Lit are intervention programmes which operate with trained SSO's.

Student management

A Positive Behaviour Code is in place with an emphasis on Restorative Practices. This has been reviewed in 2016.

Restorative Practices are embedded in our Behaviour Management Policy and practiced in the yard and classroom with behaviour issues.

The school actively promotes the “A and B Choice Programme”, “Way is to A” and the 5 Point Scale.

Careful monitoring of behaviour helps the school to be proactive.

Teachers are strongly supported by the leadership team. There is a team approach to behaviour management.

Student government

Student government consists of a class meeting structure each week.

S.R.C. with two reps from each class meet once a fortnight. S.R.C. undergo training and development at the beginning of each semester.

Special programmes

All classes are expected to teach Accelerated Literacy.

A Times Tables Challenge operates annually for Years 2-7.

A Year 7 Success Challenge Diary operates for Year 6 and 7 students, reinforcing organisation and civics skills.

3. Key School Policies

Site Improvement Plan focuses on Numeracy, Literacy and Student Engagement and Wellbeing.

Data analysis, performance development and training are focused improvement.

The school currently has a focus on Growth Mindset and Transforming Tasks.

Subject offerings

The school implements the Australian Curriculum. Students are involved in lessons in all areas of the curriculum. Japanese is taught to Year 1-7 students.

Classes have specialist lessons in PE, Japanese, Music or Performing Arts and other specialist subjects depending on availability of staff.

Literacy, Numeracy and Science have a high priority within all classes.

Special needs

Student Learning Plans are active documents that assist staff to programme and identify relevant accommodations. Parents are involved in the development of the students' plans.

Small group and individual support is provided for students with special learning needs.

Coordination, Social Skill Development and Speech Programmes support students with special needs.

Student Support Officers work with class teachers to support students with special needs either in the class or withdrawn for short periods.

The school in 2012 - 2014 was involved in a National Partnership Programme to further develop understanding and strategies to support children with Autism Spectrum Disorder.

4. Special curriculum features

Teaching methodology

Staff are expected to use a constructivist approach to their teaching and to vary their pedagogy to include the range of learners in their classrooms. The school is well resourced and resources are used throughout the school to increase the engagement and relevance to students learning.

Accelerated Literacy is taught in all classes 3-4 times a week and this is a major part of our overall Literacy programme.

All classrooms have access to iPads and desktop computers in their rooms. Middle Primary and Upper Primary students also have laptops in their room (at least 1 per two children). Junior Primary students each have their own XO computers.

All 13 classrooms have an Interactive White Boards for teacher and students use.

Assessment procedures and reporting

A variety of assessing and recording procedures are used. Interviews are held in term 1 and written reports are issued at the end of terms 2 and 4. Behaviour Reports are also provided at the end of Terms 1 and 3. Parents are actively encouraged to arrange meetings when issues arise and teachers will contact parents as needed.

Scorelink is currently used as a whole school recording system.

5. Sporting Activities

Strong involvement with SAPSASA, sports day, swimming carnival, local football and the netball carnival.

Many students also belong to local sporting clubs (eg. Little Athletics, tennis, football, netball, swimming, basketball, soccer).

Special days are created in PE week and for a whole school Cross Country Day.

Sports day has a strong participatory focus.

A school swimming carnival operates in Term 4. Classes engage in daily physical fitness.

A Gym built under the BER programme is fully utilised by the school and the community. Swimming in 2016 will take place at the Tanunda Pool.

6. Other Co-Curricular Activities

Involvement in Come Out as well as Community Art Displays. The school is involved in the local Kapunda Show and other community activities.

The School choir participates in Annual Primary Schools Combined Festival of Music and performs to community groups.

A whole school concert occurs every even year in Term 3. A School Fair occurs in odd years.

Camps are offered in odd years from students in Years 4 to 7.

The school runs a 3 day Science or Maths Expo for students and parents each year.

7. Staff (and their welfare)

Staff profile

We have limited turnover of staff.

Staff are very dedicated and are a mixture of age groups and experience.

Leadership structure

The leadership structure consists of the Principal, Deputy, Student Wellbeing Leader (school based counsellor) and Coordinator.

Staff support systems

Junior Primary, Middle Primary and Upper Primary teams all meet in addition to staff meetings. There is the opportunity for these teams to guide their own agendas alongside the schools Site Improvement Plan.

Performance Management

All staff are line managed by the Principal or Deputy who meet with each staff member every term with a negotiated agenda.

All staff develop a Performance Improvement Plan in Term 1 and report on it in Term 4.

Performance management includes discussion, observations and reflections on programmes etc. Feedback is provided continually throughout the year. Staff are also expected to reflect using the Professional Standards and TfEL.

The school has specialist staff in PE, Japanese and a School-based Counsellor.

Speech Pathologist, Family Focus (Social Work), Hearing Impaired Services, Disabilities Consultant and Behaviour Coach support staff are available from DECD.

8. Incentives, support and award conditions for Staff

No incentive programmes are offered.

9. School Facilities

Buildings and grounds

Kapunda Primary School is a small site.

A new administration block with 4 classrooms was completed at the end of 2006.

The site houses an historic stone building and a number of single and dual transportable buildings.

A gym was built as part of the BER funding in 2011. Yard space is limited. A large oval area provides most of the play space.

Heating and Cooling

All general learning areas are air-conditioned and heated.

Specialist facilities

Specialist Music, Kitchen, Activity Room and Gym.

No canteen operates. Parents run lunch days from the School Kitchen each Friday.

Staff facilities

Admin and teacher preparation areas.

Access to bus transport which are managed by the local high school, Kapunda High.

Very limited public transport access available.

10. School Operations

Decision making structures

Main decision making bodies are Governing Council, staff and S.R.C. Leadership Team manages day to day and whole school issues.

Priority committees exist as do PAC, Parents as Friends Fundraising, Finance and various sub groups as necessary. Staff also meet in Year Level and Site Improvement Teams.

The school follows a Decision Making Policy and seeks to achieve consensus where possible.

Regular publications

Weekly school newsletter.

Class newsletters twice a term.

Communication books and diaries operate between home and class.

Other communication

Parents and staff also communicate via email and telephone.

Parents are encouraged to phone or to come into the school to discuss issues or concerns.

Currently over 2/3 of our families access information on the Skoolbag app.

School financial position

Sound.

11. Local Community General characteristics

Kapunda is a rural town of approximately 2,500 people.

There is considerable growth in new houses.

There is a range of social issues in the town.

Parent and community involvement

Parents and visitors find the school welcoming. Parents are supportive of the school and are actively involved in its management and up keep. There is a high level of parental involvement and support in school activities with a large number of parents working in classes and with individual students in special programmes such as Coordination.

Other local care and educational facilities

Pre-School/ Kindergarten which operates 5 days a week.

Secondary school in the town.

The town also has a childcare facility.

Feeder or destination schools

Students from the Kindergarten generally move to the Primary School.

The school has strong links with the Kindergarten and High School, which are both located on different sites.

Students generally move to Kapunda High School as their secondary option.

Commercial/industrial and shopping facilities

There is limited shopping facilities available. The local industries are agriculture and tourism.

Kapunda is a heritage mining town.

There are banking and medical facilities in town as well as a Hospital.

Other local facilities

The Light Regional Council Local is situated in the town.

A post office, nursing home, a number of churches, police station, various GP and other health services, hardware shops, 4 hotels, 2 supermarkets and a range of shops, a bank, 2 bakeries and numerous other businesses are also in the town.

The town has a range of sporting venues and organisations such as the Lions Club, Rotary Club and an Historical Society as well as a range of musical and performing groups.

Kapunda has a local RSL, CFS and ambulance services which operate within the town.

Availability of staff housing

No government housing but rental accommodation is available at times

Accessibility

An hour and half from the CBD, Kapunda is 82km from Adelaide and is very accessible to the Barossa Valley, Elizabeth, Gawler and the Mid North.

There is one private bus to Adelaide and return each day.

Local Government body

Light Regional Council is situated in town.

12. Further Comments

The composition of the local community has changed in recent years. The traditional rural families have been joined by families who seek a more rural lifestyle and significant numbers of people who commute to Adelaide, Elizabeth or the Barossa Valley to work.

Ranges of socio-economic groups are represented within the Kapunda community.

The school is now part of the Goyder and Light Partnership. The Partnership consists of the following schools: Roseworthy Primary, Wasleys Primary, Freeling Primary, Kapunda Kindergarten, Kapunda High, Robertstown Primary, Eudunda Kindergarten and Eudunda Area School.