



SCHOOL CONTEXT STATEMENT

Updated: February 2021

School number: 0200

School name: Kapunda Primary School

School Profile:

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 recognised by the community for the high quality of education and care. Special features include the emphasis on programmes such as Literacy (Big 6 in Reading), Science, Numeracy (Big Ideas in Number), Performing Arts and JP Music.

1. General information

- School Principal name: David Pitt
- Deputy Principal's name: Kerry Giles
- Year of opening: 1878
- Postal Address: PO Box 500 Kapunda 5373
- Location Address: Mildred St Kapunda
- DfE Partnership: Goyder and Light
- Geographical location – ie road distance from GPO (km): 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	2016	2017	2018	2019	2020	2021
Reception	43	38	45	34	36	40
Year 1	35	41	38	45	33	36
Year 2	47	35	42	34	44	39
Year 3	51	46	43	39	32	42
Year 4	39	52	42	37	40	31
Year 5	37	36	52	36	40	40
Year 6	44	42	35	50	37	43
Year 7	30	47	40	32	51	39
TOTAL	326	337	337	307	313	310
SchoolCard	90+	90+	90+	90+	100+	100+
SWD	23	27	27	27	28	21
Aboriginal	5	3	3	4	5	5

- Student enrolment trends:

Enrolments are increasing. There are 12 classes.

- Staffing numbers (as at February census):

Currently we have 23 teaching staff with a high number of part time teachers.

Includes Student Wellbeing Leader 0.8, 1.4 Admin and a remainder is converted to SSO time. Numeracy Coordinator and Intervention Coordinator are both 0.2

SSO time is approximately 221.5 hrs per week permanent (this includes Admin, Finance, IT and Classroom support hours). Total SSO hours increases substantially with intervention programmes and IESP support with temporary contract positions.

- Public transport access: None

2. Students (and their welfare)

- **General characteristics**

: The school population is very mono cultural. 30% of families are on School Card. About 25 children travel from outside of the town. The numbers of children are growing partly due to a housing development.

- **Student well-being programs**

: 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 Student Wellbeing Leader and a Pastoral Care Worker.

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 group 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.

MiniLit, MacqLit, Rainbow Reading and Big Ideas in Number are used as intervention programmes which operate with trained teachers or SSO's.

- **Student management**

: A Positive Behaviour Code is in place with an emphasis on Restorative Practices. This was reviewed in 2017 and staff underwent training at the time.

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 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. Staff were trained in the Non-Violent Intervention Programme in 2017.

- **Student government**

: Student government consists of a class meeting structure each week.

Student Voice with two reps from each class meets once a fortnight. Student Voice undergoes training and development at the beginning of each semester.

- **Special programmes**

: 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 and other key statements or policies:**

: School Improvement Plan focuses on Numeracy and Literacy Data analysis. Performance development and training are aligned to the school improvement plan. The school currently has a focus on Positive Education aligned to the school values.

- **Recent key outcomes:**

Goal 1 - Increase student achievement in Mathematics, particularly in the Number Strand, in Years 4-6.

All teachers received refresher training and development opportunities through out the year, led by Vanessa Murray our Numeracy Coordinator in the Big Ideas in Number, Natural Maths Strategies, Problem Solving (STAR model) and Numeracy Learning Progressions. This was evident in teachers learning programs, professional development plans and during formal observations/learning walks.

In PAT Mathematics we saw improvement in 5 out of 8 year levels meeting the school target of 5% increase, which is on track with the best results the school has had since beginning PAT-M Testing. Although we did not reach our target of 10% improvement in Year 4 PAT-M (89% in 2019 and 78% in 2020), we have seen consistent improvement across the school as a result of the strategies we have implemented and the consistent whole school approach.

In 2020, 78% of our Year 4 students achieved the SEA, Year 5 88% and Year 6 74%. Our Year 4, 5 and 6 students have all improved in the Big Ideas in Number diagnostic testing. In Year 4 21% of students are now at Multiplicative Thinking, Year 5 46% and Year 6 67%. In Year 5 20% of the students are at Partitioning and in Year 6 44%.

In 2021 we will focus on continuing to build teacher capabilities in using the Big Ideas in Number (BiIN) diagnostic tests and Natural Maths Strategies as well as ensuring there is a consistent approach across the school with common language, processes and practices. We will also focus on students having learning goals which are content specific and identified in the Numeracy Progressions, Natural Math's strategies or through BiIN.

Goal 2 - Increase student achievement in Reading, particularly in the Literacy (interpreting, analysing and evaluating) Strand, in Years 4-6.

All teachers received training in the areas of the Big 6 for Reading, including Heggerty to improve phonemic awareness, Accidence to analyse reading comprehension, The Tiers of Vocabulary and the Literacy Learning Progressions to set individual student goals. This was evident in teachers learning programs, professional development plans and during formal observations/learning walks.

We received pleasing results in 2020. The schools Running Records data demonstrated the highest levels of students meeting or above the SEA. Year 1- 75.5% demonstrated the SEA (Historic bounds 55.7% to 66.7%) and Year 2- 81% demonstrated the SEA (Historic bounds 57.2% to 73.8%).

In PAT Reading Comprehension we saw improvement in 6 out of 8 year levels meeting the school target of 5% increase, which is the best results the school has had since beginning PAT-R Testing. Although we did not reach our target of 10% improvement in Year 4 PAT-R (68% in 2018 and 73% in 2019), we have seen consistent improvement across the school as a result of the strategies we have implemented.

In 2019 staff received professional learning in the Big 6 in Reading however there are still some class teachers needing additional support to implement the whole school literacy agreements including the Big 6.

The focus for 2021 will be continuing to build teacher capacity in the Big 6 in Reading and on students having learning goals, which are content specific and identified in the Literacy Learning Progressions

4. Curriculum

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, HASS, Junior Primary 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 set achievable goals, programme and identify relevant accommodations for students. 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.

School 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. Staff also completed the online Autism Training Course in 2018.

- 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.

Big Ideas in Number, Natural Maths Strategies and the Big 6 in Reading are explicitly taught throughout the school.

All classrooms have access to iPads and laptop computers. Each class has 1 internet capable device per student. All 12 classrooms have an Interactive Panel for teacher and student 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 for Years 4 to 7. Classes engage in daily physical fitness. A Gym built under the BER programme is fully utilised by the school and the community. Swimming from 2016 has taken place at the Tanunda Pool.

6. Other Co-Curricular Activities

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 for 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

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

- Leadership structure

The leadership structure consists of the Principal, Deputy Principal, Student Wellbeing Leader (school based counsellor), Numeracy Coordinator and Intervention 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 school's Site Improvement Plan.

- **Performance Management**

All staff are line managed by the Principal, Deputy or Student Wellbeing Leader who meet with each staff member every term with a negotiated agenda. All staff develop a Performance Development Plan in Term 1 and report on it in Term 4.

Performance Development 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 and Japanese. Speech Pathologist, Social Work, Hearing Impaired Services, Disabilities Consultant and Behaviour Coach support staff are available from the Department for Education.

8. Incentives, support and award conditions for Staff

No incentive programmes are offered.

9. School Facilities

Buildings and grounds

Kapunda Primary School is a medium sized 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 are available for use.

No canteen operates.

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 Student Voice. The Leadership Team manages day to day and whole school issues.

Priority committees exist as do PAC, Parents as Friends, Finance and various sub groups as necessary. Staff also meet in Year Level and School Improvement Teams. The school follows a Decision Making Policy and seeks to achieve consensus where possible.

Regular publications

Fortnightly 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

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.

Other local care and educational facilities

Pre-School/ Kindergarten in the town 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 office is situated in the town.

A post office, nursing home, a number of churches, police station, various GP and other health services, hardware shop, 4 hotels, 1 supermarket and a range of shops, a bank, 1 bakery 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 a 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 there are 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.