



SCHOOL CONTEXT STATEMENT

Updated: February 2022

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 6 working from the Australian Curriculum. We place a high priority on individual student 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	2017	2018	2019	2020	2021	2022
Reception	38	45	34	36	40	41
Year 1	41	38	45	33	36	38
Year 2	35	42	34	44	39	39
Year 3	46	43	39	32	42	39
Year 4	52	42	37	40	31	47
Year 5	36	52	36	40	40	33
Year 6	42	35	50	37	43	38
Year 7	47	40	32	51	39	-
TOTAL	337	337	307	313	310	275
SchoolCard	90+	90+	90+	90+	100+	100+
SWD	27	27	27	28	21	16
Aboriginal	3	3	4	5	5	11

- Student enrolment trends:

Enrolments are stable. There are 11 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,

SSO time is approximately 212.5 hrs per week permanent (this includes Admin, Finance, IT and Classroom support hours). Total SSO hours increases substantially with intervention programmes and IESP funding resulting in temporary contract positions.

GSE 18 hrs a week for grounds

- 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 6 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.

InitialLit, Heggerty 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 four Year 6 School Captains and Student Voice with two reps from each class who meet once a fortnight. Students participate in training and development at the beginning of each semester.

Special programmes

: A Times Tables Challenge operates annually for Years 2-6. A Year 6 Success Challenge Diary operates for Year 5 and 6 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. 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.

Throughout 2021, all teachers received refresher training from our Numeracy Coordinator, Vanessa Murray. The training focused on individual student goals, Big Ideas in Number, Natural Maths strategies, Numeracy Progressions and PAT M resources.

In PAT Mathematics we saw improvement. 81% of our Year 4 students achieved SEA (target was 83%). This result was also an improvement from the same Year 3 cohort in 2020, where 78% achieved SEA. Whilst we did not reach our target of 93% Year 5 achieving SEA, 84% of Year 5 students met SEA (increase from 78% for previous year as Year 4s). We have seen consistent improvement across the school as a result of the strategies we have implemented and the consistent whole school approach.

In NAPLAN, 88% of Year 3 students achieved the SEA (up from 79% in 2019), Year 5 76% and Year 7 84% (up from 68% in 2019). In Year 3, 33% achieved in the Higher Bands (up from 23% in 2019).

In 2022, the focus will be on ensuring our practices are embedded consistently across the staff, with our Numeracy Coordinator position ending. Ensuring practices and procedures are refreshed with staff. We will need to focus on ensuring students understand their goals.

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

2021 was a consolidation of the training teachers received in 2020. Our Intervention Coordinator, Tammy Kearns, provided refresher training in setting individual student goals, whilst also continuing to upskill teacher knowledge in Heggerty and Acadience.

There were some pleasing gains in 2021. In Year 2 PAT-R, there was a 16% increase of the number of students achieving SEA compared to the same cohort the previous year (73%, up from 57%). Our Year 5 PAT-R results also saw improvement, with 84% achieving SEA (an increase from 78% when Year 4 students).

In NAPLAN, 86% of our Year 3 students achieved the SEA (an increase from 82% in 2019 for Year 3). 41% of our Year 5 students achieved in the Higher Bands, our highest result ever.

In 2022, the focus will be to improve student's phonemic awareness and phonological knowledge, specifically R -3. This will be achieved through explicitly teaching systematic synthetic phonics (InitialLit). Identifying which teachers need targeted support with implementation of InitialLit has commenced. Ensuring progress monitoring is occurring regularly to inform classroom practice will be monitored.

4. Curriculum

Subject offerings: The school implements the Australian Curriculum. Students are involved in lessons in all areas of the curriculum. All classes have specialist lessons in PE and Japanese, whilst R-5 students have specialist lessons in Performing Arts. 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.

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

Teaching methodology

Staff are expected to use an Explicit Direct Instruction (EDI) 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. Commitments were made in 2022 School Budget for 50 new iPads and 40 new laptops. Each class has 1 internet capable device per student. All 11 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 6. 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 6. 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, with a mixture of age groups and experience.

- Leadership structure

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

- 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. Staff meet with their Line Manager with a set 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 progress towards goals. Feedback is provided continually throughout the year. Staff are also expected to reflect using the Professional Standards and TfEL.

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, published to school website and Skoolbag.

Class newsletters twice a term.

Communication books, Class DoJo 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.