



SCHOOL CONTEXT STATEMENT

Updated: February 2023

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.

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	2018	2019	2020	2021	2022	2023
Reception	45	34	36	40	41	33
Year 1	38	45	33	36	38	38
Year 2	42	34	44	39	39	38
Year 3	43	39	32	42	39	40
Year 4	42	37	40	31	47	40
Year 5	52	36	40	40	33	44
Year 6	35	50	37	43	38	40
Year 7	40	32	51	39	-	-
TOTAL	337	307	313	310	275	273
SchoolCard	90+	90+	90+	100+	100+	70+
SWD	27	27	28	21	16	22
Aboriginal	3	4	5	5	11	16

- 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 Smiling Mind Curriculum is followed across all classes and the sequential lessons are taught to help students develop greater emotional literacy.

All classes explicitly teach interoception activities daily to increase students' ability to regulate independently.

Student Wellbeing assemblies are held each fortnight, celebrating positive behaviour in the yard, improved or good attendance and teach whole school wellbeing focuses.

The students at the school are supported by a Student Wellbeing Leader and Pastoral Care Worker.

There are a range of organised activities that operate as alternatives to outdoor play, with many activities run by Upper Primary students.

There is a breakfast club which runs each morning and a program that supplies fruit and lunches to those in need.

Student support offered

The majority of staff have been trained in supporting children with diverse learning needs, including Autism, Pathological Demand Avoidance, Dyslexia, ADHD and trauma informed practice.

Teachers apply this training to deliver a differentiated program that caters for the needs of all students in their classroom. Each student has individual SMART goals to work towards and teachers use a range of group work and assistive technology to support this differentiation.

Speech support and intervention is run at the school, by a trained SSO, based on the recommendations of the DfE speech pathologist.

What's the Buzz? social skills intervention are run in small groups on a needs basis throughout the year.

InitialLit, Spelling Mastery, Heggerty, BliN, and Too Smart are used as intervention programmes which operate with trained teachers and/or SSO's.

Student management

Positive behaviour strategies and restorative practices are embedded across the schools behaviour policy.

The school actively targets and promotes positive behaviours through the A and B Choice Programme, Way to A, 5 Point Scales and regulation Scales. These positive behaviours are celebrated through house team tickets in the yard and student shout outs at Wellbeing Assemblies.

Teachers and Leadership work together to manage behaviour in a proactive manner, working with families in a Team around the Child approach.

Student government

Student government consists of four Year 6 School Captains and two Student Voice 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 students. A Year 6 Success Challenge Diary operates for Year 5 and 6 students, reinforcing organisation and civics and citizenship skills.

3. Key School Policies

Site Improvement Plan and other key statements or policies

Our School Improvement Plan focuses on Reading and Writing. 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 - To increase student achievement in Reading

Explicitly teaching our systematic synthetic phonics InitialLit program in our early years has had the biggest impact out of the three actions. We have increased students phonemic and phonological awareness for our R-2 students. We have embedded a consistent approach with our teachers and leadership and have successfully trained our School Support Staff to support intervention and stretch. The InitialLit program has built in progress monitoring and cumulative review which has meant ongoing reflection, review and analysis of student data every two weeks. This has enabled us to make changes to benefit student's outcomes, close the gap, rather than waiting until end of the term traditional assessment.

Our third action (teaching reciprocal reading strategies) to improve students reading comprehension skills was explicitly taught across all classrooms. Our Year 3 students exceeded the NAPLAN target of 35% in Higher bands however our Year 5 students did not achieve their target of 43%. The number of Year 5 students achieving the SEA in Reading did increase (91%, up from 81%). Where we could

further improve with this is through looking at how we can use these strategies to stretch students to increase and maintain those achieving higher bands.

Our Heggerty and Acadience data was most useful in tracking progress for reading. Our Year 2 students were part of the Oral Fluency Trial which provided useful data to improve student outcomes.

Goal 2 - To increase the number of students in high bands in Writing

We were effective in implementing our actions across 2022. We used the agreed upon success criteria to analyse student writing and set independent stretch goals. Teachers provided feedback against the success criteria to improve student writing.

All teachers explicitly taught Seven Steps to Writing Success, with a focus on text structure, paragraphing and character/setting. This consistent approach had the biggest impact in improving student outcomes.

Regular assessment of student writing in year level teams against the success criteria was most useful in tracking progress and planning for further steps.

Whilst we have seen improvement in student outcomes in writing linked to individual goals, we would like to see this further improved with more rigorous feedback and more differentiated goals linked to 'Bump it Up Walls'. We will use teachers who already have this in place ('Pockets of Brilliance') to build teacher capacity.

4. Curriculum

Subject offerings

The school implements the Australian Curriculum. Students participate in lessons in across all areas of the curriculum. All classes have specialist lessons in PE and Japanese, whilst R-5 students have specialist lessons in Performing Arts. English, Mathematics 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 through small group intervention.

Teaching methodology

Staff are expected to use an Explicit Direct Instruction (EDI) approach to their teaching and to differentiate 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, Surfaces and laptop computers. Commitments were made in the 2023 School Budget for an additional 50 new iPads and 40 new Surface Gos. 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. DfE Swimming lessons currently take place at the Gawler Aquatic Centre.

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. Camps are offered in odd years for students in Years 4 to 6.

7. Staff (and their welfare)

Staff profile

Stable staff, 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

School newsletter published every three weeks, uploaded to school website and Skoolbag.

Class newsletters twice a term.

Communication books, Class DoJo, Seesaw 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, 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.