SCHOOL CONTEXT STATEMENT

Updated: 06/12

School number: 1792
School name: Kaurna Plains School

1. General information

Part A

School name : KAURNA PLAINS SCHOOL
School Number : 1792 / Courier: Kaurna Plains School
Principal: Mrs Bronwyn Milera
Postal Address: Ridley Road, Elizabeth 5112
Location Address: Ridley Road, Elizabeth
District: Northern Adelaide Region
Distance from GPO: 24 kms
CPC attached: NO
Phone Number: 08 82524419
Fax Number: 08 82523482

<table>
<thead>
<tr>
<th></th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reception</td>
<td>7</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>Year 1</td>
<td>12</td>
<td>14</td>
<td>11</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>1</td>
</tr>
<tr>
<td>Year 3</td>
<td>7</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Year 4</td>
<td>14</td>
<td>11</td>
<td>6</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Year 5</td>
<td>10</td>
<td>9</td>
<td>6</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Year 6</td>
<td>8</td>
<td>9</td>
<td>11</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Year 7</td>
<td>8</td>
<td>9</td>
<td>6</td>
<td>10</td>
<td>6</td>
</tr>
</tbody>
</table>

FEBRUARY FTE ENROLMENT

Primary Special, N.A.P. Ungraded etc
Secondary Special, NAP, Ungraded etc

Year 8  8     8     8.8   5     3
Year 9  9     10    9.25  13    5
Year 10 7      3     7.4   11    11
Year 11 2      9     2     6     2
Year 12 4      7     4     0     6
Year 12 plus 0    2     1     0     0

TOTAL  103   119   94.45  90    63

Male FTE  78    31    41    29
Female FTE 41    49    49    34
School Card Persons  86    59    42

NESB Persons
Aboriginal FTE
SWD (incl SMD, NEP)

Part B

- **Deputy Principal**: Ange Walkuski
- **Senior Leader**: Lisa Hughes (School Counsellor, VET and FLO)
- **School e-mail address**: info@kaurnaas.sa.edu.au
- **Staffing numbers**: 9.6 FTE teaching staff made up of:
  - 1 Principal
  - 1 Deputy Principal
  - 1 Senior Leader
  - 8 Teachers

: 10 Ancillary staff made up of:
  - 4 SSOs - Level 1, 2 and 3
2 ACEOs - Level 1&2
4 temporary support staff

OSHC : Not available

Enrolment trends
- Kaurna Plains School has an enrolment of 63 students – 36 primary and 27 secondary. We are the only Aboriginal school within the metropolitan area. Our students are predominantly Aboriginal. High levels of transient and disadvantaged students increase the complexity of the school. School card numbers 2011 total 42.

Special arrangements
- The site is co-located with the Kaurna Plains Childcare Centre and the Kaurna Plains Children's Centre which provides a wide range of services for families.

Year of opening : 1986

2. Students (and their wellbeing)

General characteristics
- The enrolment of both the Primary and Secondary is characterised by strong Aboriginal enrolments with a further range of complexities including poverty, disability, learning difficulties, transience and health issues. Kaurna Plains School has a category 1 index of disadvantage.

- The school reinforces and maintains feelings, knowledge and understandings about Aboriginality in order to develop in students a sense of pride, confidence and esteem as Aboriginal people.

Pastoral care programs
- Pastoral care is provided by staff as part of their integrated work with students. The School Counsellor works with staff, families and students. Rec – Year 12 progress is monitored by class and home group teachers.

Support offered
- There is a range of support structures including relationships with staff, intervention and support processes, counselling and individual case management. Mentoring programs are developed and implemented central to student needs. ICAN/FLO are negotiated with students and families according to the needs of
students. Students are supported individually and in groups. Support is identified through student review and allocated according to need. Staff members work closely with families through home visits. The school works closely with the Regional Office to access funding and other support personnel.

**Student management**

: Student management at Kaurna Plains School is based on the school values of Cooperation, Organisation, Respect, Kindness and Acceptance (CORKA). A matrix has been developed that identifies characteristics for acceptable behaviour. Data collection and record keeping support students to manage their behaviour more effectively. All staff are engaged in supporting student management with explicit intervention provided as required. Staff follow the processes and procedures associated with the behaviour code. Staff will work in partnership with all parties; staff, students and parents to achieve positive outcomes.

**Student government**

: There is a Student Representative Council which meets regularly. The SRC is supported by regular class meetings and take an active role in the decision making of the school.

**Special programmes**

Kaurna Plains School has developed a range of student programs:

- The 'CORKA' Awards, is based on school values, provide positive rewards to students who are improving their learning and achieving success.
- The Wetlands Program connects students to their environment and is managed as part of the science program.
- A Breakfast club runs on a daily basis with the support of the Australian Red Cross and volunteers.
- Active After School programs.
- Boy’s and Girl’s groups for disengaged students.
- Performance Group and Choir.
3. Key School Policies

Site Learning Plan & other key statements or policies

KPS was part of the Supporting Improved Literacy Achievement (SILA) pilot and as a result improved Literacy across all year levels. Improving performance in literacy further is still a focus of the Site Improvement Plan.

We have improved teaching and learning spaces and play environments throughout the school to support Collaborative and Cooperative learning, Literacy and the use of Information Technologies has been a major priority. Both indoor and outdoor learning areas have been improved through the purchase of furniture, class room resources etc.

As part of the BER funding we have had a Resource Centre built that includes provision for technology to support students with hearing issues.

Kaurna Plains Improvement Plan 2012:

'Kaurna Plains School is a community school united to empower our students to be culturally strong, confident and successful, where parents and community members are an active part of the school.'

: The School Values are Cooperation, Organisation, Respect, Kindness and Acceptance (CORKA)

: Our Site Improvement Plan for 2012 has identified 3 priorities:

Pathways

Focus on culture and pride of students and their individual pathways through:

- Embedding Aboriginal Perspectives and Kaurna culture into the curriculum and engaging students in their learning
- Work towards closer links between families and the school
- Individually case manage students for future pathways
- School Community Partnership Agreement
Literacy

Whole school approach to improve student achievement in literacy by:

- Improve teaching and learning through reading comprehension strategies linked with the implementation of the Australian Curriculum
- Use data and assessment to program, plan, develop and action Individual Learning Plan (ILP’s) within routine classroom practices
- Apply How Language Works professional development into programming and teaching

Engagement and Attendance for Learning

- Consistent monitoring of students to attend school and experiential learning hands on, our management and focus on culture and pride of students will lift achievement and satisfaction through:
- Implementing agreed policy and practices in regard to behaviour and attendance
- Hands on active learning experiences through science, environment, performance and the Arts

4. Curriculum

General

The core business of Kaurna Plains School is supporting student learning and providing success for all through a collaborative, safe, caring and supportive learning environment.

Composite and multilevel classes provide opportunities for collaborative and co-operative practices and the development of a cohesive classroom, cross age tutoring to meet the needs of a broad range of student abilities.

KPS receives ESL funding for the majority of students who use Aboriginal English or an Aboriginal language as the first language. All Teachers teach ESL in their mainstream classes and maintain their ESL training and expertise while at the school. In particular, teachers are expected to collect and scale samples of student texts at least twice a year.

KPS is an Accelerated Literacy (AL) school, and all teachers are required to collaborate in the delivery of the AL program. Rigorous and explicit teaching of literacy is a priority at the school.

It is expected that teachers will have experience in delivering quality educational programs with high expectations of student success, to educationally disadvantaged students.

Teachers employed at the school can be required to deal with Challenging or Extreme Behaviour from time to time. T&D is regularly provided in dealing
collaboratively with such situations.

Teachers use data collected e.g. ESL, running records, Fountas & Pinnell etc to inform teaching and learning programs. Individual Learning Plans are written, implemented and reviewed each term for Aboriginal students and Individual Education Plans are written, implemented and reviewed for students under the guardianship of the Minister. Negotiated Education Plans are reviewed at least once a year involving school, regional office staff and families. 'Tracking Them' for years 10-12 is undertaken to monitor student engagement and learning outcomes.

Priorities are monitored and reviewed. The Governing Council Annual Report is an important document in communicating progress and recommendations for action to the whole school community.

Subject offerings

Seven areas of study in line with SACSA are offered from Reception to Year 10 with emphasis placed on improvement of literacy. Students in senior secondary choose subjects in accordance with SACE requirements, VET, TAFE and School Based Apprenticeships (SBA's). They are then counselled according to preferred career options, course availability and method of delivery.

Special emphasis is placed on school to work links through Career/Work Education.

Stage 2 subjects include: English Communication, Studies of Society and Environment, Visual Arts, Culture and Society, Aboriginal Studies, Research Project, VOC studies (A) and VET through TAFE and other organisations.

Information Communication Technology (ICT) is important at KPS. Teachers are skilled and encouraged to incorporate ICT in their curriculum delivery. The school has started to develop and improve ICT facilities and has an ICT plan to further the development of ICT. All classrooms have SMART boards.

Ancillary staff supports students with literacy and Special Education programs.

Special needs

To improve the educational outcomes of the students identified at risk and implement early intervention strategies that include

- Mentoring
- Small Group
- One to One support
- Boys and Girls Group
- Early Literacy support
- Accelerated Literacy
- ESL support
- Vocational Education programs
• FLO
• LEGO Robotics

Special curriculum features
: Kaurna Plains School has developed a curriculum that maintains and reinforces students' feelings, knowledge and understanding of Aboriginality in order for them to develop pride, confidence and self-esteem.

Teaching methodology
: Engagement is the key to learning and teachers construct learning programs and activities that are inclusive of Aboriginal culture and values.

: Students are involved in making decisions about their learning.

: ICT is integrated within programs.

Reporting
: Kaurna Plains R-12 School has an on-going assessment policy and program that encourages, assists and enhances the learning of all students. Student's learning achievements are reported to parents in a combination of meaningful ways including parent/teacher/student interviews, written reports and informal parent/teacher discussions if they need arises.

The reporting process is an important link between the school and home and communication between parents and staff is fundamental to a student's successful schooling.

Reporting Timetable
End of Term 1:
Rec – Year 12 Parent/ Student/ Teacher Interviews
ILP’s reviewed for parents signature.
Year 8 -12 Secondary reports.

End of Term 2:
Rec – Year 7 Prepare for Parent/Student/Teacher interviews if requested/ needed.
ILP’s reviewed for parents signature
Rec – Year 12 Reports
Year 8 - 12 Parent/ Student/ Teacher Interviews

End of Term 3:
Rec – Year 7 Parent/Student/Teacher interviews if requested/ needed.
ILP’s/NEP’s reviewed for parents signature.
Year 8 - 12 Parent/Student/Teacher Interviews
Year 8 - 12 Secondary reports

End of Term 4:
Rec - Year 12 Parent/ Student/ Teacher Interviews if requested/ needed
Rec - Year 12 Reports

Joint programmes
Partnership exists between Kaurna Plains Children's Centre exists to improve literacy and early years.

5. Sporting Activities
Kaurna Plains School engages in a range of sporting and games activities that support student physical wellbeing and fitness. General sports and games include soccer, netball, football and basketball. Sports Day is run annually. AASC runs programs during the day. Opportunities exist for student to take part in carnivals like SAPSASA, Nunga Touch, FFSA trip etc.

6. Other Co-Curricular Activities
General
Reconciliation Day, NAIDOC week and Harmony Day provide opportunities to value the work of the students and the school. The school also participates in a range of other activities such as Book Week, Swimming and Aquatics programs, Lego Robotics and Chess club.

Special
The Kaurna Plains School students participate and perform in a wide range of community performances and 'Welcome to Country' ceremonies.

Mentoring – Cooking, Gardening, Health & Beauty and Art activities.
7. Staff (and their welfare)

Staff support systems

Staff support each other and work as a team. There is a positive atmosphere with high expectations. All teachers are expected to deliver in a number of areas of study.

Staff are organised into a range of committees and teams that are involved with the governance, management and curriculum development in the school. Professional learning opportunities are available that support KPS Improvement Plan priorities as well as individual staff learning needs.

Leadership structure

KPS operates with a cooperative leadership model comprising of the Principal, Deputy Principal, one Senior Leader and ACEO. Whilst the Principal maintains overall responsibility the team collaborate and share Rec – Year 12 leadership and management responsibilities. All staff work together cooperatively to achieve improvement goals across Rec – Year 12.

Performance Management

Line Managers hold Performance Management meetings once a term to develop individual/collective professional development through a supportive process which contributes to continuous improvement.

Staff utilisation policies

Teaching staff are assigned as class teachers working individually. Specialist teachers in the school include a Kaurna Language teacher, Cultural instructor.

Access to special staff

Support staff are accessed through the Northern Adelaide Regional Office at Elizabeth. The school liaises with the Aboriginal Education team and other services such as ShineSA, Shopfront, NACYS, Second Story and Families SA workers, Speech Pathologist, Accelerated Literacy Consultant.

8. Incentives, support and award conditions for Staff

9. School Facilities
Buildings and grounds

: Kaurna Plains School is currently comprised of a central administration building with a small staff room. There are 4 primary classrooms and 2 secondary classrooms. There is a small gym and IT room. The buildings are designed with community input and include colours, textures and finishes in earthy colours to reflect the land. There are grassed and hard play spaces. Within the grounds a wetlands has been developed with massed plantings of local and indigenous plants. A new Resource Centre was built in 2010 as part of the BER. A Trade Training Centre was built in 2011 with the intention to offer Certificate 1,2 & 3 in basic construction and horticulture.

Cooling

: All buildings are air-conditioned with reverse cycle or evaporative air conditioning.

Specialist facilities

: The school has an activity hall for Music, Dance and Physical Education, a wetlands environment for cultural and environmental studies, networked computers in all classrooms.

Student facilities

: There is no onsite canteen; however kitchen facilities operate for breakfast club, mentoring and educational programs.

Staff facilities

: The staff have access to a small staff room. Staff have to access work areas for lesson and curriculum preparation. All staff have access to ICT facilities. Staff are able to access on-site parking facilities.

Access for students and staff with disabilities

: Classrooms are accessible to wheelchairs.

: Public transport is accessible locally through bus and train facilities.

10. School Operations
Decision making structures

: The school has a team approach to organisation and management underpinned by Leadership. The Governing Council provides policy direction. PAC (meets weekly), SRC & other agreed processes are utilised.

Regular publications

: The Newsletter is published fortnightly. Other publications include a Staff Induction and Performance Management Handbook and a Parent Handbook. Policies and procedures are developed and reviewed as required and are available to all staff.

School financial position

: The school operates within DECS financial policy and has developed transparent budget income and expenditure lines.

: The budget is managed through the Principal and School Finance Committee which has staff and Governing Council membership

11. Local Community

General characteristics

: The Kaurna Plains School has a wide catchment area within the northern suburbs of Adelaide. Enrolments come from Elizabeth, Munno Para, Salisbury and Smithfield suburbs. Local housing is mainly current and former Housing Trust stock. Parent and community involvement is strong and supportive.

: Since its inception, the Kaurna Plains School community has been actively involved in the development, governance and general work of the school. A written partnership/agreement between KPS and parents/community has been developed and implemented. This has been developed through “What Works.”

Feeder schools

: The school is not zoned.

Other local care and educational facilities

: The Lyell McEwin hospital and other medical services are nearby.

: Kaurna Plains School is co-located with the Kaurna Plains Childcare Centre, Kaurna Plains Children's Centre, Marni Waiendi, Fremont Elizabeth City High
School (FECHS) is nearby.

**Commercial/Industrial and shopping facilities**

: A wide range of commercial and industrial businesses are nearby for employment and service to the local community.

: The school is within 1 kilometre from the Elizabeth Shopping Centre.

**Other local facilities**

: The Elizabeth community provides a very wide variety of sporting, recreational, cultural and social activities for families.

**Accessibility**

: The school is located on major bus routes to the city and the Elizabeth City Centre.

**Local Government body**

: Playford Council

---

**12. Further Comments**

: Kaurna Plains School was established by the Aboriginal communities of Elizabeth, Munno Para and Salisbury, to ensure that Aboriginal cultures, values and structures were embedded within the teaching and learning curriculum and in school policies and procedures. The Aboriginal community considered that the inclusion of positive role models in teaching, governance and management would support students to improve their levels of engagement, attendance and achievement.

: Kaurna Plains School provides Aboriginal families with a greater choice of educational options for their children and consider they are the main educators of their children. They are committed to providing an education that increases student skills for self determination and self sufficiency.