

SCHOOL CONTEXT STATEMENT

Updated: 07/15

School number: 1792
School name: Kurna Plains School

1. General information

Part A

School name : KAURNA PLAINS SCHOOL
School Number : 1792 / Courier : Kurna 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

	2011	2012	2013	2014	2015
FEBRUARY FTE ENROLMENT					
Primary Special, N.A.P. Ungraded etc					
Reception	5	3	12	13	13
Year 1	7	6	2	7	7
Year 2	9	1	5	3	7
Year 3	4	5	2	6	3
Year 4	5	5	8	2	6
Year 5	6	5	3	8	5
Year 6	9	5	8	3	7
Year 7	10	6	5	7	6

Secondary Special, NAP, Ungraded etc

Year 8	5	3	5	3	6
Year 9	13	5	4	3	6
Year 10	11	11	7	4	8
Year 11	6	2	5	7	7
Year 12	0	6	2	2	7
Year 12 plus	0	0	0	0	0
TOTAL	90	63	68	68	88
Male FTE	41	29			
Female FTE	49	34			
School Card Persons	42				
NESB Persons					
Aboriginal FTE					
SWD (incl SMD, NEP)					

Part B

- **Deputy Principal** :Angela Walkuski
- **Senior Leader** :Glenn Hart (School Counsellor)
- **School e-mail address** : dl.1792.info@schools.sa.edu.au
- **Staffing numbers** : 9.6 FTE teaching staff made up of:
 - 1 Principal
 - 1 Deputy Principal
 - 1 Senior Leader
 - 7 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

: Kurna Plains School has an enrolment of 88 students – 54 primary and 34 secondary. KPS is the only Metropolitan Aboriginal school within the Aboriginal Schools cluster. Our students are predominantly Aboriginal. High levels of transient and disadvantaged students increase the complexity of the school. School card numbers approved 2014 total 37.

Special arrangements

: The site is co-located with the Kurna Plains Childcare Centre, Kurna Plains Children's Centre, The Workabout Centre and Marni Waeindi 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. Kurna 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. Together with the School Counsellor and Home School Liaison Officer alongside 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 intervention and support processes, counselling and individual case management. Targeted Intervention programs for students occurs both individually and in groups.

Student management

: Student management at Kurna Plains School is underpinned by our Aboriginal Cultural Framework for Engagement and Wellbeing. School values focus on 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

: Regular class meetings occur and students take an active role in the decision making of the school. Senior students are represented on NASSSA

Special programmes

Kurna 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.
- Sporting Schools Program
- Kurna Language
- Aboriginal Cultural Program
- Stephanie Alexander Kitchen Garden

3. Key School Policies

KAURNA PLAINS SCHOOL SITE IMPROVEMENT PLAN 2015

“Strength through learning”

VISION

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

CORKA VALUES

Cooperation, **O**rganisation, **R**espect, **K**indness, **A**cceptance

ABORIGINAL CULTURAL FRAMEWORK FOR ENGAGEMENT AND WELLBEING

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

- Embedding Aboriginal Perspectives and Kaurua 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
- Implementing agreed policy and practices in regard to behaviour and attendance
- Student wellbeing
- Stephanie Alexander Kitchen Garden

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 Reading Comprehension and Language professional development into programming and teaching
- Literacy Coach working with teachers for effective teaching
- Cue Learning – reading comprehension
- Australian Curriculum – oral language

NUMERACY

Improve teaching and learning through 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 Mike Chartres Mathematics in Action training into programming and teaching
- Apply Ann Baker Mathematician in Residence training into programming and teaching
- Continue to connect with Math Hub groups for ongoing development

4. Curriculum

General

: The core business of Kurna 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 EALD funding for students who use Aboriginal English or an Aboriginal language as their first language. All Teachers teach EALD in their teaching and learning planning and maintain their EALD training and expertise while 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 use data collected e.g. EALD, running records, Val Hunter, Phonological Awareness and Fountas & Pinnell to inform teaching and learning programs. Individual Learning Plans are reviewed each term for Aboriginal students and Individual Education Plans are reviewed for students under the guardianship of the Minister annually. Negotiated Education Plans are reviewed termly. KTOT (Keeping them on Track) and GTOT (Getting them on Track) is undertaken to monitor student engagement and learning outcomes for Aboriginal Students.

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 Australian Curriculum are offered from Reception to Year 10 focussing on improvement of literacy and numeracy. Students in senior secondary choose subjects in accordance with SACE

requirements, VET, TAFE and School Based Apprenticeships (SBA's). Students are then counselled each term according to preferred career options, course availability and method of delivery.

Special emphasis is placed on school to work links through the Workabout Centre.

Stage 2 subjects include: English, Studies of Society and Environment, Maths Science, 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. All classrooms have SMART boards.

Ancillary staff provide classroom and intervention programs.

Special needs

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

- Literacy Intervention R-9
- Counselling Intervention
- Speech Program
- Vocational Education programs

Special curriculum features

: Kurna Plains School curriculum is underpinned by Aboriginal Cultural Framework for Engagement and Wellbeing.

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

: Kurna 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

Joint programmes

Partnership exists between

- Kaurna Plains Children's Centre exists to improve literacy and early years.
- Tauondi
- Workabout Centre

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. Sporting Schools runs programs during the day.

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 and Lego Robotics.

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, ACEO and Business Manager. 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 Kurna Language teacher, Cultural adviser.

Access to special staff

:

8. Incentives, support and award conditions for Staff

9. School Facilities

Buildings and grounds

: Kurna 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. The Oval was upgraded in 2015 with newly installed Soccer goals.

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 eg Stephanie Alexander Kitchen Garden.

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 twice a term. Other publications include a Staff Induction folder 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 DECD financial policy and has developed transparent budget income and expenditure lines.

: The budget is managed through the Principal and Leadership reports to Governing Council.

11. Local Community

General characteristics

: The Kurna 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 Kurna 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.

: Kurna Plains School is co-located with the Kurna Plains Childcare Centre, Kurna 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

: Kurna 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.

: Kurna 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.