SCHOOL CONTEXT STATEMENT

School number: 0755

School name: Eudunda Area School

1. General information

Part A

<table>
<thead>
<tr>
<th>Schoolname</th>
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<tr>
<td>School No.</td>
<td>0755</td>
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<tr>
<td>Principal</td>
<td>Mrs Lynne-Maree Hastings</td>
</tr>
<tr>
<td>Postal Address</td>
<td>2 Reserve Road, Eudunda 5374</td>
</tr>
<tr>
<td>Location Address</td>
<td>2 Reserve Road, Eudunda 5374</td>
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<tr>
<td>District</td>
<td>Yorke &amp; Mid North</td>
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<tr>
<td>Distance from GPO</td>
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<tr>
<td>CPC attached</td>
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<tr>
<td>Phone No.</td>
<td>08 85811500</td>
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<tr>
<td>Fax No.</td>
<td>08 85811109</td>
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February FTE Enrolment

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<tr>
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<th>2010</th>
<th>2011</th>
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<table>
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<td>Year 12 plus</td>
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TOTAL: 213.97 202.00 199.55 171.95

July total FTE Enrolment

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School Card Approvals (Persons) 73 74 70

NESB Total (Persons) 10 12 10

Aboriginal FTE Enrolment 5 9 5
Part B

- Senior Leaders
  : Vicky Ireland & David Cluse

- Email address
  : principal@eudundaas.sa.edu.au.

- Staffing numbers
  : Teaching 2012
    - Principal, 2 Senior Leaders, 2 Co-ordinators, 4 Primary teachers, 10 Secondary teachers.
    - SSO 2012 = 240 hours per week (permanent)
    - Secretary/Admin Officer, Finance Officer, Receptionist, Classroom Support, Community Library/School Library Assistant, Caretaker, Groundsman (additional temporary hours are deployed in Computing, Laboratory and students with Special Needs).

- OSHC
  : This is now housed in the Community Complex near the school.

- Enrolment trends
  : Numbers have dropped since 2000 especially R-7. This will cause a flow-on effect in the secondary school.

- Special arrangements
  : Eudunda Area School and its two feeder schools, Robertstown Primary and St John’s Lutheran Primary, co-operate in providing access for primary students to special activities, exhibitions and visiting performances. Staff from the three schools share some professional development activities.

- Year of opening
  : 1948.

- Public transport access
  : None.

2. Students (and their welfare)

- General characteristics
  : Eudunda Area School serves a community which is experiencing a revitalisation. Active and effective community groups are working hard to raise the profile of Eudunda and to promote it as an attractive tourist venue. There is still a reasonably high level of transient families. School Card is approximately 45% of the school population. Being on the fringe of the Barossa Valley, an increasing number of students seek employment in that area, as well as further vocational education through TAFE. However, for most students, Adelaide still offers the greatest opportunity for employment and further study.
• (Pastoral) Care programs
  :Within home groups students participate in a variety of programmes to promote improved communication and relationships among students and between students, staff and the wider school community. Conflict resolution, decision making and building self-esteem are also aspects of the Pastoral Care programme.

• Support offered
  :Personal and career counselling is available for students through grants received under the Commonwealth Literacy, Early Assistance and Basic Skills Support programme. The local community supports the provision of a Christian Pastoral Support Worker and a Success Well-being Co-ordinator.

• Student management
  :The school has an effective R-12 Behaviour Management Policy, and strong support networks for students and staff. The school is dealing frequently with students with complex and challenging behaviours. Contributing factors are often significant family and social situations which impact on the student, their ability to engage with their learning and their interaction with others. The school receives ongoing support from DECD and other support services.

• Student government
  :The Student Representative Council was implemented in 1993 and has both Junior (R-7) and Senior (8-12) sections. The school also has students elected as School Captains and Deputy Captains, chosen from the Year 12 cohort.

• Special programmes
  : The school has been recognised as a focus school in Environmental Sustainability and has many initiatives in sustainability. The school is recognised as a Health Promoting School and a Sunsmart School, and has a R-12 Hat Policy in Terms 1 & 4.

3. Key School Policies

• Key Principles
  :Community (communication and partnerships), Teaching & Learning (Literacy and Numeracy), Culture & Well-being (school values, behaviour development, attendance, transition).

• Strategic Plan
  :Our school is an organisation where children, staff and parents value learning, strive for excellence and support each other in a socially just, democratic environment. We aspire to be a school which is characterised by learning programmes which are relevant and responsive to the current needs of our students and which prepare them for the future; students who are independent and self-disciplined learners; staff who are multi-skilled professionals dedicated to the process of teaching/learning and responsive
to change; a school community which is well-informed about aspects of school life; resources which are current, relevant and appropriate to the needs of our students; and grounds/facilities which are safe, functional and aesthetically pleasing. There are three main objectives to our Strategic Plan for 2010-2013 - *Community* (to promote active citizenship through engagement with the wider community), *Teaching & Learning* (to encourage (in preparation for lifelong learning) all members of the school community to achieve to the best of their teaching and learning potential), *Culture & Well-being* (to foster a culture that promotes school pride, common values and genuine care and concern for the well-being of all school community members)

- **Recent key outcomes**
  - Recent achievements of the school include:-
    - improved outcomes in literacy and numeracy R-7
    - continued excellent performance of students in SACE and in terms of entry to University, TAFE, further learning and employment
    - School Based Apprenticeships Years 10-12 in various industries
    - recognition as a Health Promoting School
    - recognition as a focus school in Environmental Sustainability
    - introduction of Bounc Back R-7 and Mind Matters 8-12 as part of the Pastoral Care programme
    - exemplary Civics & Citizenship programme

4. **Curriculum**

- **Subject offerings**
  - The school offers DECD supported curriculum R-12 in association with the Australian Curriculum, SACSA and SACE. The integration of technology across the curriculum is a major focus. Primary students participate in an Agricultural programme. Students in R-7 are introduced to computers and have access to the specialist Computer Room, as well as having computers in their classrooms. Secondary students pursue studies in English, Mathematics, Physics, Science, Biology, Agriculture, Chemistry, Geography, Home Economics, Food Studies, Child Studies, Design & Technology, Electronics, Wood, Auto, Metal, Auto, Electronics, Wood, Physical Education, Art, Design, Research Project and Community Studies. In Stage One, semester length subjects are completed and in Stage Two full year subjects are completed.

- **Open Access**
  - To ensure a wide range of subjects for student choice can be offered at Senior School level, education via Open Access is strongly supported.

- **Special needs**
  - School Support Officers work with students in each primary class and as required across Years 8-12. An Early Intervention Programme supports students in R-2. An Early Intervention programme has been developed to support students with reading difficulties R-10.
Special curriculum features

There is an emphasis on Literacy and Numeracy, with programmes funded from the Commonwealth Literacy and Numeracy Grant. Funding enables the school to address disadvantage due to poverty and isolation. VET programmes are offered in Stage One and Community Studies in both Stage One and Stage Two.

Teaching methodology

To enable a wider range of subjects to be offered at Senior School level, some composite Stage One/Stage Two classes are offered. A programme to support underachieving students in Years 8-12 is in place.

Assessment procedures and reporting

Formal reports are sent home twice a year (Term 2 R-12, Term 4 R-11). Year 12 students will receive a report in Term 3 and a Leavers Statement in Term 4. Parent information evenings are held in Term 1 and parent/teacher interviews in Term 3. Written reports are produced at the end of Terms 2 & 4. In Years 8 to 12 computerised reports are generated each term. Parent/teacher interviews occur at the beginning of Term 2. During each term, detailed descriptive subject reports are sent home for parent information and comment Years 8-12. Reporting formats R-12 have been extensively reviewed over the past few years.

5. Sporting Activities

In addition to the school’s Inter-House Sports Day and Swimming Carnival, students participate in SAPSASA, SASSSA, knockout competitions, Olympic Sports Field athletics, interschool swimming and athletic carnivals.

6. Other Co-Curricular Activities

Special

Each year the school enters the Australian International Pedal Prix competition. Students are encouraged to exhibit work at the Agricultural Show held annually in Eudunda. Each year all Year 11 students participate in Australian Business Week.

7. Staff (and their welfare)

Staff profile

In the primary school there are 2 full-time teachers and 2 part-time teachers (covering NIT) and in the secondary school 8 full-time teachers and 2 part-time teachers. Senior staff consist of a Principa, 2 full-time Senior Leaders and 2 full-time Co-ordinators. There are 3 full-time and 6 part-time permanent non-teaching staff, as well as a part-time contract staff member.
Leadership structure
:Principal R-12, 2 Senior Leaders R-12 and 2 Co-ordinators.

Staff support systems
:Staff work cohesively R-12 and are expected to work in a team spirit within the School Improvement Plan priorities, and school organisation and faculty meetings alternatively each week. An induction programme to support teachers new to the school is provided. An Occupational Health, Safety & Welfare Committee promotes and oversees safe working conditions. All staff access on site, District and State level professional development.

Performance Management
:A performance management process for staff has been implemented and includes formal classroom observations and goals in line with the National Teaching Profile Standards.

Staff utilisation policies
:All staff are encouraged to contribute to whole school decision making through membership of at least one school committee. Ancillary staff provide clerical services, classroom support and grounds maintenance. Some additional support for students with special needs is also available.

Access to special staff
:Special Education, Behaviour Management, CAMHS, CYFS, Guidance and Speech Pathology support are accessed through the Mid North & Yorke District Education office staff or State-wide programme. We enjoy a close and supportive relationship with our support staff and the Interagency Referral Team.

Other
:R-12 staff meetings occur fortnightly. In the intervening weeks, staff work in their school level teams or participate in curriculum development.

8. Incentives, support and award conditions for Staff

Shorter terms
:Staff participate in out of hours training and development to accrue time credit to enable them to have authorised absence from duty in the last week of Term 4.

Travelling time
:Eudunda is 108 kms from the Adelaide GPO. Some allowance is given when teachers travel for training and development sessions.

Housing assistance
:Rental subsidy is claimable if a teacher resides in the area and their home is more than 40 kms away.
• Cooling for school buildings
  :Refer to School Facilities section below.
• Locality allowances
  :Not applicable.
• Relocation assistance
  :Household furniture and effects will be moved at Departmental expense.
• Principal’s telephone costs
  :The Principal is entitled, if he/she lives locally, to reimbursement of the
cost of basic rental and the cost of official calls.

9. School Facilities

• Buildings and grounds
  :The school is a friendly and welcoming environment with well-planned and
well-equipped classrooms which adjoin excellent community sporting
facilities, including a gymnasium, 33.3 metre swimming pool and the town
oval. Landscaping is ongoing in the KESAB award winning grounds which
are well-kept and attractive. The unique architecture of the original building
has been reflected in the four classroom primary facility built in 1992. BER
funding saw the erection of a new Science Centre and a Trade Training
Centre will be built in the near future.
• Cooling
  :Each classroom is equipped with a reverse cycle air-conditioner and is
carpeted.
• Specialist facilities
  :The School/Community Gymnasium, built in 1990, provides excellent
sporting facilities for both students and members of the wider community.
There is a shaded playground for Junior Primary students and another
playground for older primary students. Students have access to PCs in the
Computer Rooms and in the Library (all networked), and some stand-alone
machines in individual classrooms. Printers are available in primary and
secondary classrooms. The School/Community Library services the
Eudunda & Robertstown Wards of the Regional Council of Goyder. The
Library uses a fully computerised cataloguing system. Free internet access
is available on two public access machines. Students have access to the
most modern methods of finding information whilst preparing for the
information-rich world they will have to live and work in when they leave
school. The school also has a 9 acre agricultural block consisting of sheep
yards, shearing facilities, chook yards etcetera.
• Student facilities
  :A Canteen provides drinks and snacks and, in conjunction with the local
Bakery, lunches. Students in Year 12 have all-day access to a Study
Room which doubles as a social area during recess and lunch breaks.
• **Staff facilities**
  :Teaching resources are plentiful in most areas and there is a commitment to the ongoing provision and use of technology in the teacher/learning process. Individual work spaces, most with a computer, are available for teaching staff. A laptop in the Staffroom is part of the administration network and allows staff access to EDSAS. Laptops are available to staff. Internet access for staff is available on all machines on the Admin network, on all computers in the Computing Rooms and in most classrooms. Each staff member has a personal e-mail address. A pleasant Staffroom looks on to part of the extensive lawns and gardens which surround the school.

• **Access for students and staff with disabilities**
  :Wheelchair access is provided for most rooms.

• **Access to bus transport**
  :The school serves a large area which is serviced by seven school buses (five private and two DECD supplied). The bus routes radiate out for nearly 40 kms from the school. Under the Rural & Isolated Index, costs to students for class and school excursions and visits by performing arts groups are subsidised. The school owns its own 19 seater bus.

• **Other**
  :A pre-school is situated within easy walking distance of the school.

### 10. School Operations

• **Decision making structures**
  :Collaborative decision making processes are in place. Each school level team meets regularly to deal with issues specific to its particular section of the school and to discuss issues raised through management or by another section of the school. Open discussion also occurs at full staff meetings. There is staff and parental representation on all committees and student representation on those committees which students have chosen to be part of. Junior and Senior SRCS have developed a network for gathering student opinion through class meetings.

• **Regular publications**
  :The community is kept informed about school matters via the weekly newsletter, which also includes some community notices and via articles in the local newspapers. Copies are available for the general public in the School/Community Library. A school website has been developed. A Junior Primary Handbook and a Senior School Curriculum Handbook are produced annually. The School Magazine is produced yearly. A daily bulletin is produced to provide staff and student information.

• **Other communication**
  :Diaries, communication books, class newsletters, subject newsletters, direct communication, parent/teacher interview nights and year
level/special focus meetings are other ways staff communicate with parents/caregivers.

- **School financial position**: The school is in a sound financial position. School fees are low.

### 11. Local Community

- **General characteristics**: Members of the predominantly farming local community value and reinforce the supportive learning programmes established at the school, the career counselling given to students and the range of pathways that provide students with the opportunity to achieve their full potential and find work of their choice. There is a strong community sporting focus.

- **Parent and community involvement**: There is extensive and effective parent participation with support, demonstrated on sports days and through such projects as the Pedal Prix competition and the Learning Assistance Programme. Parents regularly listen to reading, assist with craft activities and help with excursions and camps. There is increasing interaction between the school and the local business community, and the level of parent and community classroom support and shared planning for community arts activities.

- **Feeder schools**: Students enter Eudunda Area School from the Eudunda Preschool and the Robertstown Preschool. A small number of students begin school with no formal preschool experience. The reception teacher and preschool director work closely together to ensure that an ongoing, informal programme of visits operates between the school and the preschool. A more formal transition programme occurs during the five weeks prior to a student beginning school. Students from Robertstown Primary and St John's Lutheran Primary attend a Year 7/8 Transition Programme and a parent information evening is held in Term 2.

- **Other local care and educational facilities**: A new Community Preschool was built in 1993 and operates all day Tuesday and Thursday. Playgroup is available Monday mornings and Occasional Care on alternate Wednesdays. The Eudunda Hospital's role in the community is changing and from mid 1998 has offered only acute care and Nursing Home facilities. Theatre and obstetric services are provided at Kapunda Hospital, 25 kms south of Eudunda.

- **Commercial/industrial and shopping facilities**: The town has one Bank (Bank SA), two Hotels, one Club and the following shops – supermarket, newsagency, chemist, bakery, butcher, electrical, craft/haberdashery and a roadhouse. Main shopping centres at Nuriootpa (55 kms), Gawler (64 kms), Elizabeth (80 kms) and Adelaide (108 kms) are easily accessible on main roads. No public transport services Eudunda. Travel by rail to Adelaide is available from Gawler.
• Other local facilities
  :A range of traditional sports teams represent the town/district – cricket/tennis, football, lawn bowls, golf, netball and basketball.

• Availability of staff housing
  :One Government Employee house and a range of rental accommodation is available, as are houses to purchase.

• Local Government body
  :Regional Council of Goyder (Eudunda 85811101 – open Monday, Wednesday and Thursday). The role of the ECBaT (Eudunda Community Business and Tourism Committee), established in 1998, is to present the Eudunda district’s needs to the Regional Council of Goyder.

12. Further Comments

:Located 108 kms from the GPO, Eudunda is developing its own tourist profile as well as being central to several significant geographical and tourist areas of South Australia, namely Clare to the west, the Barossa Valley to the south, the Riverland to the east and the historical region of Burra to the north. Situated close to Goyder’s Line, the area is rural, characterised by diverse farming interests, ranging, as it does, from reliable hills country to more marginal land. A traditionally conservative community with a strong Lutheran heritage, the socio-economic profile has changed significantly in recent years. Many new families have arrived in the district to take advantage of cheaper housing and a country lifestyle. This has resulted in a more complex social structure in both the town and the school, and staff have utilised a range of strategies to meet the increasingly diverse needs of students. For many families poverty is an issue and the school is working closely with other agencies to address this and other issues. Community and educational groups use the school’s facilities on occasions and the Community Library is well-patronised.