

# SCHOOL CONTEXT STATEMENT

School number: 0755

School name: Eudunda Area School

## 1. General information

### Part A

School name: EUDUNDA AREA SCHOOL

School No. : 0755

Courier: Eudunda

Principal: Mr David Cluse

Postal Address: 2 Reserve Road, Eudunda 5374

Location Address: 2 Reserve Road, Eudunda 5374

Partnership: Goyder and Light

Distance from GPO : 108 kms

Phone No. : 08 85811500

CPC attached: NO

Fax No. : 08 85811109

### February FTE Enrolment

Year level	2010	2011	2012	2103	2014	2015
Reception	11	9	5	7	3	4
1	11	4	4	5	9	4
2	13	8	5	3	3	7
3	8	13	8	3	6	3
4	13	10	8	7	2	8
5	12	11	6	6	5	3
6	16	16	5	4	8	4
7	9	17	12	5	4	12
8	20	24	25	20	9	15
9	37	21	18	19	21	18
10	28	37	18	19	21	18
11	17	25	32	19	17	23
12	28	14	18	26	17	18
TOTAL	210	209	164	143	125	137

## **Part B**

### *Assistant Principals*

George Crouch and Kerrienne Hooper

### *Email address*

dl.0755\_info@schools.sa.edu.au

### *Staffing numbers*

: Teaching 2016

- Principal, 2 Assistant Principals, 4 Primary teachers, 8 Secondary teachers.

SSO 2016 = 214 hours (permanent)/ 53hours (temporary)  
Secretary/Admin Officer, Finance Officer, Receptionist, Classroom Support, Community Library/School Library Assistant, Caretaker, Groundsman, Laboratory Assistant, ICT

### *Enrolment trends*

Numbers are steady but have dropped since early 2000's especially R-7. This has affected effect in Secondary enrolments.

### *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 30% 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

The local community supports the provision of a Christian Pastoral Support Worker and a Wellbeing Counsellor

### *Student Management*

The school has an effective R-12 Behaviour Management Policy, and strong support networks for students and staff. Some students with complex and challenging behaviours caused by contributing factors, such as significant family and social situations can 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.

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### *Student government*

The Student Leadership Committee 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 has a strong focus on Agriculture and delivers both SACE and VET agriculture through the trade training centre (KENTTC) The school is recognised for its wellbeing programs, in particular Impact For Wellbeing (Boxing and Fitness), School Community Helpers and Mentoring in the Community. As part of this it is a Health Promoting School and a Sunsmart School, and has a R-12 Hat Policy in Terms 1 & 4.

## **3. Key School Policies**

Eudunda Area School is committed to providing opportunities that transform the lives of students and the wider community through a learning culture of challenge, rigour, engagement and care, providing diverse pathways, student ownership and wellbeing that allows them to become active global citizens.

The Eudunda Area School Strategic Plan is underpinned by the DECD Strategic Plan 2014-2017.

### **DECD Priorities 2014-2017**

#### **Higher standards of learning achievement**

Eudunda Area School will provide a strong public education, characterised by high achievement, growth, challenge, engagement, and equity.

#### **Improve health and wellbeing**

Developmental outcomes for children and young people at Eudunda Area School will improve through the provision of universal and targeted education, health and family services that consider the 'whole child'.

#### **Improve and integrate child safety**

Our school and school community will be effective and responsive in supporting staff, the community and families in keeping children safe from harm, abuse and neglect.

#### **Engage children, families and communities**

Children, young people, families and the wider community will be included in the planning and decision making processes at Eudunda Area School.

#### **Right service at the right time**

Families, carers, children and young people will access the range and scale of services they need for their health, wellbeing, development, care and education.

#### **Build a better system**

The South Australian public education and care system will be effective, efficient and transparent, with high public trust and credibility.

The school values of Respect Commitment Integrity Responsibility Understanding and Friendship are incorporated into all aspects of the school and surrounding community. Members of the EAS community are supported to action these values daily. All these actions are supported by the Code of Conduct.

### **Respect**

- **Model appropriate and respectful language and behaviour at all times.**

### **Responsibility**

- **Establish and maintain a safe and supportive learning environment**
- **Cater for the needs of all individuals.**

### **Integrity**

- **Provide honest effective feedback on the progress of all stakeholders within the school community**
- **Recognise the importance of adhering to and modelling DECD Policies and procedures**
- **Promote the school in a positive manner to the community.**

### **Commitment**

- **Always give your best to maximise outcomes for our school community and**
- **Ensure that you are seeking the best outcome at all times.**

### **Understanding**

- **Follow developed classroom management strategies that value difference and involve negotiation.**

### **Friendship**

- **Communicate effectively in a supportive fashion with the whole school community**
- **Develop and build transparent relationships with all partners within the school community.**

### **Key areas**

#### **Teaching and Learning**

Promote excellence in teaching and learning across the school. The recognition, that there is a need to cater for individual differences, foster student engagement, motivation, ambition and higher order thinking skills, provide practical life skills and help all students gain useable knowledge that will increase their physical and emotional wellbeing.

#### **Literacy across the Curriculum**

An understanding that student improvement in Comprehending texts through listening, reading and viewing and Composing texts through speaking, writing and creating is everyone's business. With the development of a range of assessment strategies to cater for different learning styles, using year level subject specific language agreed on by all.

#### **Numeracy across the Curriculum**

An understanding that student improvement in Numerary is everyone's business. With the development of a range of assessment strategies to cater for different learning styles, using year level subject specific language agreed on by all.

#### **Partnerships**

An effort to improve and further strengthen links with feeder Preschool, Primary Schools, External Providers, KENTTC, Organisations, Local Businesses and the Community. The raising of awareness of learning programs and the importance the community has as learning partners. EAS participation in the Goyder and Light Partnership and the benefit this holds for all students.

#### **People and the Environment**

The ability to demonstrate the school values by enacting the code of conduct, acknowledging and demonstrating an appreciation for cultural diversity within our school, demonstrating personal responsibility and displaying resilience in all actions. Understanding sustainability and the impact that people can have on the environment.

### *Recent key outcomes*

:Recent achievements of the school include:-

- improved outcomes in literacy and numeracy R-12
- continued excellent performance of students in SACE (100% in 2015) and in terms of entry to University, TAFE, further learning and employment
- School Based Apprenticeships Years 10-12 in various industries
- Development of a Trade Training Centre (KENTTC) in conjunction with Kapunda High and Nuriootpa High
- development of quality Agricultural programs through SACE and VET delivery, award winning Angora Goats at Royal Adelaide show
- Wellbeing programs (impact for wellbeing and School Helpers in the Community)
- recognised as a Growth Mindset school
- recognised as a Health Promoting School
- recognised as a focus school in Environmental Sustainability
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## **4. Curriculum**

### *Subject offerings*

The school offers DECD supported curriculum R-12 in association with the Australian Curriculum, and SACE. The integration of technology, critical thinking, numeracy and literacy 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, VET certificate 1 Auto, Metal), 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, OR Local Delivery is strongly supported.

### *Special needs*

School Support Officers work with students in each primary class and as required across Years R-12. An Early Intervention Programme supports students in R-2. An Early Intervention programme has been developed to support students with difficulties in Literacy (Mini-lit, Multi-lit, Spell-it) and Numeracy (Quicksmart) R-12.

### *Special curriculum features*

There is an emphasis on Literacy and Numeracy, in particular Intervention and Extension with programmes funded from Better Schools Funding. This enables the school to address disadvantage due to poverty and isolation.

VET programmes are offered at Stage One in Automotive and Agriculture at EAS as part of KENTTC. Students can also access Wet Trades, Commercial Cookery, and Aged care as part of KENTTC.

### *Teaching methodology*

Teachers and Students are visible learners. The intended learning and success criteria is evident to all and teachers are aware of the need to see their teaching through their students eyes. A growth Mindset and culture of high expectations underpins the learning methodology at EAS.

To enable a wider range of subjects to be offered at Senior School level, some composite Stage One/Stage Two classes are offered. Students are supported in their learning needs in Years 8-12, with individual and small group tuition.

### *Assessment procedures and reporting*

Formal reports are sent home twice a year (Term 1 and Term 3).

Year 12 students will receive a Leavers Statement in Term 4. Parent/teacher/student conferences are held in Term 1 and by request in Term 3. Overview reports are produced at the end of Terms 2 & 4.

During each term, detailed descriptive intervention processes are carried out on all students and parents and students interviewed by the principal, Assistant Principals as required.

## **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**

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. Students are involved in the livestock section of the Royal Adelaide Show, take part in shearing school, Trees for life and Sustainability workshops.

## **7. Staff (and their welfare)**

### *Staff profile*

In the primary school there are 3 full-time teachers and 2 part-time teachers (covering NIT), as well as an Assistant Principal.

In the Secondary school 6 full-time teachers and 2 part-time teachers, as well as an Assistant Principal.

Leadership consists of a Principal, 2 Assistant Principals.

There is 4 full-time and 5 part-time permanent non-teaching staff.

### *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 PLC meetings on 3 weekly rotations. 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 Professional Development, at school, via the Goyder and Light Partnership or DECD.

### *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 share a problem of practice as small groups and present outcomes to their line managers.

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 Gawler Office. We enjoy a close and supportive relationship with our support staff and the Interagency Referral Team.

## **8. Incentives, support and award conditions for Staff**

Staff participate in in and out of hours training and development targeted towards the targets and strategies outlined on the Strategic Plan 2015-2017

### *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.

### *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.

#### *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, Classrooms and in the Library (all networked).

Printers are available in the library and computer rooms.

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 an eco-shelter, hothouse and fully mechanised Automotive Workshop.

#### *Student facilities*

Students can order lunch from the local Bakery, and breakfast club is provided every Wednesday through our CPSW. 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 six 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. Staff work together in SIT meetings to carryout learnings regarding a site priority. Staff work in sub schools or collectively in PLC'S.

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 SLCS 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. The school regularly posts on the Facebook page and on the Skoolbag App, parents and community members are encouraged to be involved in all school activities. 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, as is Facebook and Skoolbag.

### *School financial position*

The school is in a sound financial position. School fees at are school card level.

## **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 Community Mentors program. 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 Wednesdays at the school. 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.