

# 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

<b>February FTE Enrolment</b> Year level	2010	2011	2012	2103	2014	2015	2016	2017	2018	2019	2020
Reception	11	9	5	7	3	4	4	6	7	7	8
1	11	4	4	5	9	4	4	6	6	7	8
2	13	8	5	3	3	7	5	10	9	8	9
3	8	13	8	3	6	3	5	4	12	13	8
4	13	10	8	7	2	8	2	6	101	16	13
5	12	11	6	6	5	3	6	2	9	12	13
6	16	16	5	4	8	4	3	7	8	10	16
7	9	17	12	5	4	12	5	5	13	13	17
8	20	24	25	20	9	15	22	13	6	15	12
9	37	21	18	19	21	18	15	20	11	5	15
10	28	37	18	19	21	18	15	15	20	12	5
11	17	25	32	19	17	23	21	12	15	16	11
12	28	14	18	26	17	18	22	11	11	13	13
<b>TOTAL</b>	<b>210</b>	<b>209</b>	<b>164</b>	<b>143</b>	<b>125</b>	<b>137</b>	<b>129</b>	<b>119</b>	<b>137</b>	<b>147</b>	<b>148</b>

## Part B

### *Assistant Principals*

Secondary Anna Roebuck

Primary Ashlee Shannon

### *Email address*

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

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### *Staffing numbers*

: Teaching 2020

- Principal, 2 Assistant Principals, 6 Primary teachers- include special class 8, Secondary teachers.

SSO 2020 = 214 hours (permanent)/ 53hours (temporary)

Secretary/Admin Officer, Finance Officer, Receptionist, Classroom

Support, Community Library/School Library Assistant, Caretaker,

Groundsman, Laboratory Assistant,

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### *Enrolment trends*

. Primary numbers have increased since 2020, and the implementation of a 7-8 class has boosted secondary numbers.

### *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 share some professional development activities.

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### *Year of opening*

1948.

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### *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. Many students choose to work in the Eudunda area and many see, Adelaide as still offering the greatest opportunity for employment and further study.

### *(Pastoral) Care programs*

Secondary (7-12) home groups are vertically grouped into houses and via this structure students participate in a variety of programmes to promote improved communication and relationships between students, staff and the wider school community. Primary students receive pastoral care in class groups, but are involved with secondary students for house activities.

Peer Mentoring, Impact for wellbeing, Play is the way, 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 via the secondary and primary AP's.

Students are supported through FLO, individual learning plans, wellbeing programs, Academic Tenacity forms a large part of the programmed support.

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

### *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. Primary and secondary counselling sessions are available through the school as is family support.

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### *Student government*

The Student Leadership Committee has both Junior (R-6) and Senior (7-12) 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 Agriculture and has many initiatives in this area. The school delivers both SACE and VET agriculture through the trade training centre (KENTTC) The school is recognised for its wellbeing programs, in particular, What's the buzz, Play is the Way 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 students are encouraged to show Academic Tenacity and GRIT as part of their learning journey. The Eudunda Area School Strategic Plan is underpinned by the DECD Strategic Plan 2018-2021.

### DECD Priorities 2018-2021

#### Achievement Growth

Eudunda Area School will provide achievement growth for every student in every classroom.

#### Focus on Teaching and Learning

Eudunda Area school will have an absolute focus on teaching and learning over administration.

#### Use of Best Evidence

The Policy, Practice and Strategies used at Eudunda Area School are based on global evidence of what works

#### Targeted Funding

At Eudunda Area school funding is aligned to the needs of every student in every class.

#### High Quality Leaders and Educators

Our school will have high quality leaders and educators

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.

### **Teaching and Learning Practice**

*At EAS we are committed to improving our teaching practice at all levels. As teachers we are committed lifelong learners and as such are willing to use feedback from a number of sources to further our development, learning and personal growth. We see collaboration as vital and understand that there is no place for silos of practice at EAS. All improvements are evidenced by best practice. The strategic alignment of effective and efficient staff structures so that collaborative endeavour and teacher capacity continues to be built and cultural norms regarding pedagogic practices exist in all classes.*

### **Putting Faces on the Data**

*At EAS we are committed to improving the learning and personal growth of all our students using datasets to establish personalised goals in collaboration with students and parents; ensuring that these goals are visible, monitored and reported at strategic intervals throughout the year using evidence to validate the growth of each student.*

### **Academic Tenacity**

*At EAS we endeavour to establish a common language and culture that fosters academic tenacity. Staff, Students and Community members will understand that they belong academically and socially, see school as relevant to their future, seek out challenges and value effort as a learning experience, and view setbacks as an opportunity for learning. All members of the EAS community, will not become derailed by difficulty, be it intellectual or social, possess self-regulatory skills that allow them to rise above distractions and temptations, develop GRIT, perseverance (self-control), and a Growth Mindset that allows them to remain engaged, and apply it authentically across the school to an embedded stage.*

### **Literacy: Reading**

*EAS will plan and implement an evidence-based and connected literacy program across the school, with a particular emphasis on growth and achievement in Reading. Big 6 of Oral Language (2019-2021) school wide focus on Vocabulary development(R-12) and Paraphrasing ( 6-12)*

### **Numeracy: Number**

*EAS will plan and implement an evidence-based and connected numeracy program across the school, with a particular emphasis on growth and achievement in Number. Big Ideas in Number (2019-2021) school wide focus on across all curriculum areas.*

### **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, 2016, 2017, 2018, 2019) and in terms of ATAR scores, entry to University, TAFE, further learning and employment opportunities (100% of students in 2015-2017) achieved their first choice post school option.
- School Based Apprenticeships Years 10-12 in various industries-collaboration with the community
- 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 and whether lambs at Royal Adelaide show
- Wellbeing programs (Impact for wellbeing and School Helpers in the Community)
- recognised as a Positive Education school-promotion of Academic Tenacity/GRIT
- recognised as a Health Promoting School
- recognised as a focus school in Environmental Sustainability

### **Site Improvement Planning**

The school maintained a Learning for All focus. The continued use of action research to improve classroom practice and embed SIP Priorities remains a driver for change at EAS. The SIP had two goals - To Increase Reading achievement for all students R-12, and to Increase Numeracy achievement for all students R-12.

Staff in 2019 particularly focussed on developing a common evidence based approach to building vocabulary instruction (Tier 1-2 and 3 Vocabulary) into everyday routines to increase reading achievement R-12.

As part of this staff included the following actions into their everyday routines: All teachers unpacked and triangulated PAT, NAPLAN & the Australian Curriculum data to determine student misconceptions and plan targeted teaching programs, All teachers used evidence based Vocabulary teaching strategies as part of everyday routine, teachers incorporated/ organised small group interactions to build oral language and vocabulary, R-12 Teachers and Students to co-construct visual vocabulary tools related to subject specific knowledge. Staff and students felt that R-12 the following outcomes were evident:

- Improvement in student tier 2 word understanding and usage
- whole school approach enabled all staff and students to see similar actions in use
- Students became familiar with and routinely used the self-help tool and oral language activities
- Collective Improvement in staff, student understanding, teaching and learning about the Tiers of Vocabulary and the research based methods to explicitly teach this.

Staff felt that throughout the year they were able to

- develop new teaching pedagogy around the explicit teaching of vocabulary, eg Marzano's 6 steps
- Implement better task design and the use of intended learning and success criteria to focus student learning
- Teachers able to look past the content of their subject areas and move Vocabulary instruction past a teaching event
- More targeted use of data, NAPLAN, PAT and AC, with particular reference of the VOCABULARY requirements of each.

Primary staff have seen an improvement in the Numeracy results of their children through the use of BIIN as a diagnostic, coupled with the Natural Maths strategies. Primary classes are split for 2 intervention sessions per week based on the students needs and diagnostic testing. Explicit Natural Maths strategies and interventions are then used. This formed part of the action agreed by staff where R-8 teachers will teach number sense sequentially with a particular focus on trust the count, place value, multiplicative thinking, partitioning and proportional reasoning. Primary staff found that students were using Maths strategies in other areas of maths, Improved testing results, students moving from trusting the count to place value and from place value to multiplicative thinking and students showing a lot of independence in how they complete different tasks. From our learning in 2019, staff have agreed that the focus for 2020 should include: using research, embed a school agreed method for paraphrasing, research language devices and their use/practicalities, and plot on a continuum R-12, develop and embed ways to maintain and progress these across R-12 (Continuity R-12), continually use the self-help tool with students and Revisit Blooms Taxonomy and research and best practice pedagogy with regards explicit vocabulary instruction.

PD undertaken as part of SIP ensures staff are accountable for improving their teaching and learning practice. At EAS all teachers are committed life-long learners who are willing to use research, collaboration and feedback to further their development, learning and personal growth and improve outcomes for all students.

#### **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. As an Agriculture focus school, Secondary and Primary students participate in the Agricultural programme as a core subject.

Students in R-6 have access to specialist teachers and teaching areas such as Design and Technology, Art, Health and Physical Education, English, Maths and LOTE. Primary students have access to specialist teaching and 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

EAS has a site funded Special Class

School Support Officers work with students in each primary class and as required across Years R-12. Early Intervention Programmes support students in R-12. Wave 1 2 and 3 Interventions are implemented as required, Mini-lit and Multi-lit, (Literacy) and BIIN, Natural Maths strategies and Quicksmart, (Numeracy) form part of the Intervention available in 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. Academic Tenacity 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 7-12, with individual and small group tuition.

##### Assessment procedures and reporting

Formal reports are sent home twice a year (Term 2 and Term 4).

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 1 & 3.

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.

The school is currently transitioning to the use of Daymap and this will be used as part of ongoing feedback tool to encourage 3 way learning discussions between parents, students and teachers.

#### **5. Sporting Activities**

The school has a strong Inter-House Sports Day and Swimming Carnival.

Students participate in SAPSASA, SASSSA, and knockout competitions, SANTOS 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. Camps also form the basis of a strong cocurricula culture of the school.

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

Staff profile

In the primary school there are 2 full-time teachers and 1 part-time teacher, NIT is provided by specialist secondary teachers, An Assistant Principal teachers in class.

In the Secondary school 6 full-time teachers and 1 part-time teacher, 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 and collaboratively, R-12, within the School Improvement Plan priorities, All staff meetings comprise a PLC component and Staff complete action research as part of their PD requirements. 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 complete Action Research and present outcomes to their peers and 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 2017-2021.

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, Health Centre and the town oval. Landscaping is ongoing and 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, or roadhouse 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. 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**

Playgroup operates on Wednesday mornings and 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 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. 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, Daymap, communication books, class newsletters, class dojo(primary) 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.

**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 operate 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 6 to 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 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.