



SCHOOL CONTEXT STATEMENT

Updated: June 2023

School number: 0755

School name: Eudunda Area School

School Profile:

The core values of our school are:-

Respect, Responsibility, Integrity, Commitment, Understanding, Friendship

At Eudunda Area School we pride and govern ourselves on three fundamental values - Excellence, Respect and Community. In all aspects of our school, these values underpin everything we do. When you become a part of Eudunda Area School you become a part of an inclusive and caring environment where every student matters, their learning is individualised, intervention provided and one-on-one support all the way from Foundation to Year 12.

Eudunda Area School provides a broad and general curriculum from Foundation to Year 10, with the opportunity to complete the SACE along with a vast range of VET qualifications in Senior School to the students. Its mission is to ensure equitable educational outcomes for all its students, whilst striving for excellence. This is evident every year when we continually achieve 100% SACE results and 100% of our school leavers have a pathway upon leaving school. Our Senior School students consistently have one-on-one support and guidance through this transition process. Our secondary teachers are experts in their teaching fields and provide additional tutoring for our Year 12 students. Our primary team are highly proficient in their teaching roles, particularly in the science of reading, phonics and Big Ideas In Number, and the continued improvement in our results indicates the success of these implemented programmes.

Eudunda Area School offers a vast expansion of the extracurricular programmes which we believe will further students' lifelong skills beyond school. Some of these opportunities include our Agriculture Club, EASpresso Café, Australian International Pedal Prix, Duke of Edinburgh, curriculum based excursions, career focused excursions/incursions, camps include bushwalking, sustainability based camps, a cultural camp to Vietnam, aquatics, Canberra, the snowfields, as well as high involvement in SAPSASA and SASSSA sports opportunities.

An essential priority for the school is continuing to provide strong, sustainable and personalised secondary education programmes, so that families can continue to feel confident about the decision to complete their child's secondary education at Eudunda Area School.

1. General information

- School Principal name: Anna Roebuck
- Secondary Assistant Principal: Dane Pfitzner
- Primary Assistant: Ashlee Shannon
- Year of opening: 1946 (foundation stone laid with official opening in 1948)
- Location Address: 2 Reserve Road, Eudunda 5374
- DECD Region: Goyder & Light
- Geographical location – 108 kms to Adelaide GPO
- Telephone number: 85811500
- Fax Number: 85811109
- School website address: <https://eudundaas.sa.edu.au/>
- School e-mail address: dl.0755.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: N/A
- Out of School Hours Care (OSHC) service: N/A
- February FTE student enrolment:

February FTE Enrolment	2019	2020	2021	2022	2023
Reception	6	8	5	9	13
1	7	8	8	11	11
2	8	9	10	8	9
3	13	8	12	10	12
4	16	13	9	11	9
5	11	13	17	9	14
6	10	16	16	18	12
7	13	17	19	17	20
8	15	12	19	21	17
9	5	15	14	19	21
10	12	5	15	17	19
11	15	11	5	15	14
12	15	15	11	4	12
TOTAL	146	150	160	169	183
SCHOOL CARD	16%	19%	23%	28%	31%
ABORIGINAL OR ATSI	8	6	10	11	12

- The school has a number of students on home schooling and FLO enrolled. The figures above do not include these students.
- Enrolments have been steadily increasing since the lowest enrolment of 117 in 2017.
- Staffing numbers (as at February census):
Teaching Staff – Principal Band A-4, 3 Leaders B-2, 1 Leader B1, 8 Secondary Teachers, 4.8 Primary Teachers
Non teaching staff - Permanent 165.45 (Administration 37.30, Community Library 30.00, Grounds 37.30, Classroom Support 60.45) – Temporary 249.15 (Finance 23.0, Reception, 26.0, Special Education Support 179.15, Aboriginal Support 6.00, Grounds 15.0)
- Public transport access: Nil
- Special site arrangements: Nil

2. Students (and their welfare)

General characteristics

Students mainly come from farming families or from the agriculturally based business and services in the town. Six school buses bring in students to school each day. There is a strong sense of community in our school and our school is the centre of much community activity. There is still a reasonably high level of transient families. School Card is approximately 31% 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.

Student well-being programme

The Home Group teachers take on a role of monitoring student well-being and attendance. They are supported in this by our Primary and Secondary Assistant Principals. Our Positive Education programme is embedded into the curriculum which emphasises a growth mindset, respect, resilience and developing student's character strengths. The flow on effect from this programme has allowed Eudunda Area School to develop a positive and inclusive culture of all people.

Student support offered

Students are regularly tested using the appropriate standardised testing. This data is then used to determine if a student requires intervention and strategies such as referral to a Guidance Officer are implemented as required. All students are supported with a comprehensive student support programme with significant SSO time allocated. Course and career counselling are provided by the SACE Co-ordinator and class teachers through the Personal Learning Plan and Research Project. The school provides extensive flexibility and support for students working towards School Based Apprenticeships, we pride ourselves on our capacity to customise and support the learning paths of all students.

Student management

The school has an effective Foundation to Year 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.

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 Vice Captains, chosen from the Year 12 cohort. They focus on student facilities and services and on broader community issues such as fundraising for charities and local projects within the school. The SLC and School Captains are a valued group within the school and membership is by application and voting by the student body.

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). Alternative curriculum offerings are negotiated with students and parents with respect to One Plans. Early intervention is a priority and intervention classes are provided in both Primary and Secondary. Students from Years 10-12 are offered a broad choice for curriculum from SACE, VET, TAFE and School Based Apprenticeships and for varied delivery by Open Access.

3. Key School Policies

Site Improvement Plan and other key statements or policies

- Eudunda Area School is committed to providing opportunities which 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 well-being that allows them to become active global citizens. 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 2022-2024.
- At Eudunda Area School 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.

- At Eudunda Area School 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 Eudunda Area School. 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.
- At Eudunda Area School 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 school 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.

Recent key outcomes

Recent achievements of the school include:-

- Continued excellent performance of students in SACE (100% in 2019, 2020, 2022) and in terms of ATAR scores, entry to University, TAFE, further learning and employment opportunities (100% of students in 2018-2022) achieved their first choice post school option.
- Year 12 Academic Merit in Research Project in 2021 and 2022.
- School Based Apprenticeships Years 10-12 in various industries collaboration with the community.
- Continued quality Agricultural programmes through SACE and VET delivery, award winning Angora Goats and wether lambs at Royal Adelaide Show
- Construction and establishment of EASpresso - sustainable VET initiative where students can acquire a Barista Certificate.

4. Curriculum

- 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 & Technology, Art, Health & Physical Education, English, Maths and LOTE. Primary students have access to specialised subject areas such as STEM Room, agriculture block, Design & Technology, Art Room, Computer Room and Home Economics.
- Secondary students pursue studies in English, Mathematics, Physics, Science, Biology, Agriculture, Chemistry, Geography, Home Economics, Food Studies, Child Studies, Design & Technology, STEM (Electronics, Wood, VET Certificate I Automotive, 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.
- 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

- Students with a verified disability can access a primary intervention class with an expert special need's educator. These students can also access mainstream classes with the support of SSO staff.
- A literacy and numeracy intervention class is offered to students with a verified disability, receive IESP funding or who have been identified by teaching staff as being well-below standard.

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 Eudunda Area School as part of KENTTC. Students can also access Wet Trades, Commercial Cookery and Aged Care as part of KENTTC.
- EASpresso enables students to gain employability skills through acquiring a Barista Certificate and workplace skills through working at the café during recess times.

Teaching methodology

- Eudunda Area School is compliant with DECD policy and has implemented agreed lesson structure. A wide range of teaching methodologies and strategies are employed to engage and involve students. The intended learning and success criteria are 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 Eudunda Area School.
- 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.

Student assessment procedures and reporting

- Formal reports are sent home twice a year (Term 2 and Term 4).
- Parent/teacher/student conferences are held in Term 1 and 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.
- Year 12 students will receive a Leavers Statement in Term 4.
- The school uses Daymap as part of an ongoing feedback tool to encourage three way learning discussions between parents, students and teachers.

5. Sporting Activities

- Eudunda Area School conducts a school based swimming carnival and athletics day. Both are in-House competitions and all students are encouraged to actively participate in all events regardless of ability. Teams are selected from the results of these competitions to compete in Interschool Carnivals against others school in the Barossa and Mid North at State Carnivals held in Adelaide. Knockout sports are offered to Year 7-12 students.
- An aquatics camp is offered in Year 7 and a bushwalking camp at Year 8.
- Surfing and kayaking camps are offered to Stage One & Two 2 Physical Education/Outdoor Education students.
- Students have the opportunity to participate in a variety of SAPSASA and SSSASA sporting competitions throughout the year.

6. Other Co-Curricular Activities

- Each year the school enters the Australian International Pedal Prix competition. Students are encouraged to exhibit work at the local Agricultural Show held annually in Eudunda.
- Students are involved in the livestock section of the Royal Adelaide Show, take part in the shearing school, Trees for Life and sustainability workshops.
- Camps also form the basis of a strong co-curricular culture of the school. (Year 4-6 Camp, Year 7 Aquatics Camp, Year 8 Bushwalking Camp, Year 9 Sustainability Camp, Year 10 Work Experience/ Canberra Camp).

7. Staff (and their welfare)

Staff profile

- The leadership structure consists of the Principal, Assistant Principal Primary, Assistant Principal Secondary, Pathways Leader and Inclusive Education Leader.
- In the primary school there are 4 full-time teachers and 3 part-time teachers, NIT is provided by specialist secondary teachers and an Assistant Principal who also teaches in class.
- In the Secondary school 10 full-time teachers and 1 part-time teacher, as well as an Assistant Principal and Pathways Co-ordinator.

Staff support systems

Staff work cohesively and collaboratively, F-12, within the School Improvement Plan priorities. All staff meetings comprise a PLC component and staff complete professional learning as part of their professional development 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 & 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 professional learning and present outcomes to their peers and line managers.

Staff utilisation policies

The Personal Advisory Committee (PAC) is consulted on all staffing issues. Specialist secondary teachers share their expertise in the Junior School. A number of SSOs are designated to provide support to individual students or small groups who have been identified as requiring extra support.

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.
- Students can access private guitar, piano and drum lessons on-site during the week (at the students cost)

Other

A trained counsellor is available twice a week for students to access for social and emotional support.

8. Incentives, support and award conditions for Staff

- | | |
|---|-----|
| • Complexity placement points | No |
| • Isolation placement points | No |
| • Shorter terms | No |
| • Travelling time | No |
| • Housing assistance | No |
| • Cash in lieu of removal allowance | No |
| • Additional increment allowance | No |
| • Designated schools benefits | No |
| • Aboriginal/Anangu schools | No |
| • Medical and dental treatment expenses | No |
| • Locality allowances | No |
| • Relocation assistance | No |
| • Principal's telephone costs | Yes |

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 are well-kept and attractive. The unique architecture of the original building has been reflected in the four classroom primary facility built in 1992.

Heating and cooling

Each classroom is equipped with a reverse cycle air-conditioner and is carpeted.

Specialist facilities and equipment

- 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 nine acre agricultural block consisting of sheep yards, shearing facilities, chicken yards, eco shelter and hothouse.
- Mechanised Automotive Workshop and Technical Studies building which includes woodwork and metalwork facilities.
- Home Economics building which includes 11 functioning kitchen areas.
- Specialist Art Room.
- Science Laboratory.

Student facilities

- Student run café at recess time serving barista style drinks, home cooked food, toasties and croissants.
- At lunch times students order their lunches through the local Eudunda Bakery.
- Students access the Community Library during class and lunch times.
- Year 12 Study and Common Room.

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 email address.

Access for students and staff with disabilities

The school has facilities for wheelchairs, i.e. ramp access to buildings, toilets for disabled and flat paved/ bitumen areas between buildings.

Access to bus transport

The school serves a large area which is serviced by six school buses (five private and one 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

- The school operates clear decision making structures. Governing Council is responsible for governance and local policy, and consults widely with the staff, students and parents/caregivers.
- 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 PLCs.
- 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 Student Leadership Committees have developed a network for gathering student opinion through class meetings.

Regular publications

- The community is kept informed about school matters via the fortnightly 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.

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, phoning or emailing. The school has a Facebook page to inform families and the community of any relevant information or events that might be happening at school.

School financial position

The school is in a sound financial position. School fees are set at School Card level. The school operates within DECD funding requirements. The management team oversees the financial position of the school and ensures that facilities are maintained and that equipment is upgraded as required. The budget process involves the school's Finance Committee, Governing Council and school staff in planning the most appropriate use of the school's financial resources.

11. Local Community

General characteristics

Members of the predominantly farming and 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

Parent involvement is sporadic, some parents will help and participate in our local Sports Day and Swimming Carnival, however it is the same parents who offer this support. There is no Parents & Friends Committee. However, Governing Council members has doubled this year with an increased enthusiasm to encourage more families to become involved in the school.

Feeder or destination schools

Students enter Eudunda Area School from the Eudunda 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 School attend a Year 6 to 7 Transition Programme and a parent information evening is held in Term 4.

Other local care and educational facilities

A new Community Preschool was built in 1993 and operates all day Tuesday and Thursday and alternative Wednesdays. 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, children's gift shop, craft/haberdashery, roadhouse, engineering businesses and mechanical/tyre businesses.

Other local facilities

A range of traditional sports teams represent the town/district (tennis, football, cricket, netball, basketball), as well as lawn bowls, golf, a fitness gymnasium, swimming pool. There is also a Medical Centre, Chemist and Churches Lutheran and Uniting).

Availability of staff housing

There is no Government Employee Housing available, however a range of rental accommodation is available, as are houses to purchase.

Accessibility

Main shopping centres at Nuriootpa (55 kms), Gawler (64 kms), Elizabeth (80 kms) and Adelaide (108 kms) are easily accessible on main roads. There are no public transport services from Eudunda. Travel by rail to Adelaide is available from Gawler.

Local Government body

Regional Council of Goyder (Eudunda 85811101) is open Tuesday, Wednesday and Thursday. The role of the ECBaT (Eudunda Community, Business & 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.