

SCHOOL CONTEXT STATEMENT



Government of South Australia
Department for Education

School number: 0197

School name: Kalangadoo Primary School

School Profile:

Kalangadoo Primary School caters for R-6. It is situated 421kms from the Adelaide CBD. The enrolment is quite transient. The local partnership is Mount Gambier 2 – South East Coast and Vines (SECAV).

The school has an ICSEA score of 899 (2018) and is classified as Category 2 on the Department for Education Index of Educational Disadvantage. The preliminary AEDC data indicates that our students are becoming more at risk.

The school population includes 0% Aboriginal students, 13% students with disabilities, 0% students with English as an additional language or dialect (EALD) background, 0% children/young people in care and 9% of students eligible for School Card assistance.

The school leadership team consists of an early career principal, supported by 4 teachers, including 2 in the early years of their career and 1 Step 9 teacher, and 3 support staff. We have a dedicated PCW (Pastoral Care Worker) who comes twice a week and regular volunteers. We host both pre-service teachers and support staff annually.

The site has the benefit of large, well-kept grounds, updated ICT, including Smart TVs in classrooms, and an adjoining Kindergarten, which offers Occasional Care as well as Kindy and Kickstart programs.

Students at Kalangadoo Primary will strive to develop their academic and social learning through perseverance and reflection. By setting goals, they will build on their individual skills to demonstrate growth and, through honesty and inclusion, will show respect as positive citizens.

Our core values are respect, honesty and inclusion.

1. General information

- School Principal name: Alison Whibley
- Year of opening: 1892
- Postal Address: 48A Kangaroo Flat Rd, Kalangadoo, 5278
- Location Address: 48A Kangaroo Flat Road, Kalangadoo 5278
- DECD Region: Limestone Coast
- Geographical location – ie road distance from GPO (km): 421 KMS
- Telephone number: (08) 8739 3080
- Fax Number: (08) 87393050
- School website address: www.kdoops.sa.edu.au
- School e-mail address: dl.0197.admin@schools.sa.edu.au

- February FTE student enrolment:

February FTE Enrolment	2018	2019	2020	2021	2022
Reception	7	3	5	7	2
Year 1	2	5	3	3	8
Year 2	1	2	4	4	1
Year 3	1	3	3	3	4
Year 4	3	0	3	3	2
Year 5	3	3	0	6	1
Year 6	2	3	2	2	5
Year 7	1	2	3	2	-
Total	20	21	23	30	23

Aboriginal Students			1	-	-
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School Card (No. of students)	15	10	8	5	2
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- Student enrolment trends: Numbers vary based on access housing and employment
- Staffing numbers (as at February census):
2.4 Teachers, 4 Student Support Officers totalling 94 hours, 1 PCW and 1 Groundsman
- Public transport access: Adelaide to Mt Gambier bus service via Nangwarry 10 kms from school
- Special site arrangements: The school works in the SECAV Partnership.

2. Students (and their welfare)

- General characteristics
 - : Student population made up of town families.
 - : All families have at least one working parent
- Student well-being programs
 - : Child Protection Curriculum
 - : Interoception
 - : Berry St Pedagogy
 - : Zones of Regulation
 - : Kimochis
- Student support offered
 - : SSO staff work with individuals or small groups of students
 - : PCW in class and 1:1
 - : Volunteers come to listen to reading and talk with students
 - : Individualised learning and classroom programs.
- Student management
 - : Behaviour Support policy collaboratively created with a focus on Respect, Honesty and Inclusion
 - : Site uses Department for Education policies
- Student government
 - : Yr 3-6 class takes responsibility for programs run around the site and for management of some aspects of learning
 - : All students collaborate with staff and the community on decision making
- Special programmes
 - : Community kitchen
 - : Wetlands are adjacent to the school
 - : Enterprise projects
 - : YELP (Young Environmental Leaders Program)

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
 - : Priorities include - Improvement in Numeracy (number) and Improvement in writing
- Recent key outcomes:

2021 saw the end of a Site Improvement Plan cycle.

External Review directions:

Maximise student engagement and potential achievement through collective inquiry into, and implementation of, teaching strategies that enthuse students and inspire active participation in purposeful learning. Develop and implement whole school approaches to literacy and numeracy, and connect and collaborate with other sites to

provide ongoing learning opportunities.

In 2021, 15 out of 20 students will meet the SEA for reading: 11/20 reached Yr. level PM Benchmark, Yr. 1-7 (2 SWD) 6/20 PAT reading achieved SEA, 3/7 Receptions achieving 96% or higher in Literacy progressions and 4/7 PASM standard achieved
What we learnt: IntiaLit and Heggerty program combination ensuring a lift in student understanding and results, GR beneficial to students but could be more efficient, skill and knowledge base of staff has improved evidenced by their conversations and confidence, classroom support for both teachers during IntiaLit is vital to its success and ease of implementation

Next steps: PLD spelling program observed and purchased, moderation of progressions to occur within teaching teams, data reviewed in Week 0, system set up for communication and targeted intervention, planning time given with SSO staff in Week 0, new staff to be provided with training in IntiaLit, Upper students retested for accurate results in PM

In 2021, 10 out of 14 students will meet the SEA for numeracy in I Can Do Maths or PAT Maths data: PAT Maths showed 5/18 (2 SWD) met SEA and 6/10 met SEA in NAPLAN

What we learnt: No consistency in language across the site, skill and knowledge base of staff has improved evidenced by their conversations and confidence, mental routines and problem based situations work to challenge our students if they are planned/implemented correctly, our data shows that our students need to reach more consistent SEA and higher bands, students need specific time to practice their goals as well as in a contextualised setting

Next steps: Collation of goals across site, moderation of progressions to occur within teaching teams, system set up for communication between intervention and classroom, moderation of progressions to occur within teaching teams, intervention implemented for whole of year, development of skills in differentiation, statement of practice developed

In 2021, 15 out of 20 students will write at age appropriate level, as measured by the Literacy Progressions: 15/26 met progression standard, 3/10 met SEA in NAPLAN

What we learnt: oral writing for the beginning of the unit works best for the context, engagement is key for our students, bookmaking is not successful without some structure, a more consistent language and assessment is needed as a whole site, intervention for some students is required, our students struggle to write in depth and for sustained periods

Next steps: Building skills of teaching writing (how not what), oral program to be used before written, development of skills in differentiation, PLC formed for teachers to moderate writing samples, identify program/s to apply consistent language and expectations for structure and assessment of writing, statement of practice developed, sustained writing practice required

4. Curriculum

- Subject offerings: All subjects of the Australian Curriculum are covered.
- Open Access/Distance Education provision: Japanese
- Special needs: Students are provided with individual learning support plans (OnePlans) which are regularly reviewed.
 - : Special tools or programs are accessed as needed
 - : Intervention occurs for all students that require it – Too Smart (Maths), Speech programs and IntiaLit/ Heggarty review sessions, MacqLit program for older readers
- Special curriculum features
 - : The Yr. 3-6 class has 1:1 laptops, the R-2 class has 1:1 iPads. Each teacher has their own laptop and iPad, classrooms have new Smart Screens and the site has a 3D printer.
 - : Clases organise excursions and camps throughout the year to provide students with valuable learning and social experiences. We also aim to provide in-school performances and demonstrations. School end of year concert and graduation functions are highly valued and supported by the community.
- Special events include Student Leadership sessions (GRIP) and Lions Mad Minute.
- Teaching methodology
 - : Goal setting and clear intentions are foundations for teaching and learning. Students set their own goals through using the Literacy and Numeracy progressions. They also create class Learning Pathways and have regular conferences about their learning. Teachers use the slow release model of 'I do, we do then you do' when teaching. Pairing this with clear learning intentions and success criteria.
 - : English – IntiaLit and Heggarty phonics programs, book making and Learning Sprints for writing
 - : Maths – Natural maths strategies, problem based learning and Big Ideas in Number
- Student assessment procedures and reporting:
 - : The school sends home written reports and the end of Term 2 and Term 4.
 - : Parent teacher interviews are conducted in Term 1 and and Term 3 (on request)
 - : Student assessment folders are collated, tracking using data cards and progressions maps, and departmental assessments, are all used to guide teaching and learning
- Joint programmes
 - : Choir – combined with another local small school
 - : Sports Day
 - : Incursions & excursions
 - : High School transition

5. Sporting Activities

- Annual swimming lessons
- School Sports Day – cobined with another local small school
- Cross Country Running

- Sporting Schools session 4x term
- Local sporting opportunities for varying ages
- Various sporting round robin days with other local schools

6. Other Co-Curricular Activities

- Kindergarten is co-located as a separate entity on school site

7. Staff (and their welfare)

- Staff profile
 - : Principal (F), 3 part-time teachers (F), 1 full time teacher (F), 4 SSO's (4 x F), 1 PCW (F) and 1 Groundsperson (M)
- Leadership structure
 - : Full time Principal sharing some teaching duties and with staff sharing some leadership duties.
- Staff support systems
 - : Teachers undergo professional development yearly and work with the principal throughout the term.
 - : Staff are involved in cluster meetings within the partnership
 - : Opportunities to collaborate through co-curricular activities and PD
 - : EAP
- Performance Management
 - : All staff have access to individual performance meetings which are held termly
- Staff utilisation policies
 - : Students support and services are run in conjunction with the District Office in Mount Gambier.
 - : Regular visits from Speech services and wellbeing practitioners
- Access to special staff
 - : Music teachers are accessible if required

8. Incentives, support and award conditions for Staff

- Travelling time
 - : Approx. 4 hours from Adelaide
- Housing assistance
 - : Possible in nearby towns
- Cash in lieu of removal allowance
 - : Apply to Department
- Additional increment allowance
 - : Apply to Department

- Locality allowances
: Yes
- Relocation assistance
: Yes

9. School Facilities

- Buildings and grounds
: Three buildings – 2 SAMCON classrooms and 1 gymnasium. Grounds are spacious and in outstanding order
- Heating and cooling
: All areas have reverse cycle a/c
- Specialist facilities and equipment
: Large playground, mud kitchen, community garden and two ovals
: Art/ Science/ Technology room, JP Discovery room and NIT classroom
- Student facilities
: Library and Sensory room
: Large outdoor, under cover play area
: Large undercover area for eating
- Staff facilities
: Preparation room, staff room and 2 resource rooms
- Access for students and staff with disabilities
: Yes
- Access to bus transport
: Use of contracted buses for excursions and local bus routes for high school connection.

10. School Operations

- Decision making structures
: Personnel Advisory Committee, Governing Council and Student leaders
- Regular publications
: Families/ Community - Newsletter 3x per term, social media page, SeeSaw app. And photo board up in the local store
: Staff – Handbooks updated annually, daily message via SharePoint, emails
- School financial position
: Viable

- Special funding
 - : Rural and isolated
 - : Small school funding

11. Local Community

- General characteristics
 - : Kalangadoo is a small town located approximately 350km south-east of Adelaide and approximately 40km north-west of the regional centre of Mount Gambier. Kalangadoo is an Indigenous word meaning "Big Trees in Water". Current population of Kalangadoo is about 300 people. Kalangadoo has a small business district which includes a general store, a farm supply store, a pub and a local take away/ food store. Kalangadoo has a strong, vibrant Football and Netball Club, which has experienced a large amount of success over recent years and play in the Mid-South-East competition. Kalangadoo is also well-known for its local produce. It is a strong farming area which predominately is potato farming and livestock. Kalangadoo also has local apple farms, a rose farm and a cherry farm.
- Parent and community involvement:
 - : The parents and the community help out with working bees and special projects.
- Feeder or destination schools:
 - Kalangadoo Kindergarten is co-located on our site as our feeder school and Penola High School is our school of right. Penola is approx. 20mins away and a bus runs from Kalangadoo to Penola High.
- Other local care and educational facilities
 - : Kalangadoo Kindergarten offers Kindy, Occasional care, playgroup and a 3 year old program
- Commercial/industrial and shopping facilities:
 - : Potato, sheep and dairy farms and engineering businesses. Surrounding towns have further employment opportunities such as a mill, milk product factory and vineyards
- Other local facilities:
 - : Kalangadoo Football and Netball Club, Lawn Bowls clubs are all located in town. There are also mechanics, a hairdresser and alternative medicine practitioners available.
- Local Government body
 - : Part of the Wattle Range Council.
- Accessibility
 - : Both Adelaide and Melbourne are accessible via car, bus and plane. Flights depart and arrive daily from both cities at the nearby Mount Gambier airport. Buses can be caught from Nangwarry or Mount Gambier.

Mount Gambier, which is 20mins away, is the largest town outside of Adelaide and has numerous facilities available.

While some roads around Kalangadoo are quite rural, there are a number of safe and well maintained main roads connecting Kalangadoo.