SCHOOL CONTEXT STATEMENT

School number: 0779
School name: KAPUNDA HIGH SCHOOL

School Profile:

Kapunda High School offers a contemporary education within the historic grounds of 'Eringa', the former home of Sir Sidney Kidman. Students choose from an extensive range of subjects providing a range of university and further education pathways. We emphasise supporting students to be successful through personalised approaches to learning. An increasing number of students are involved in vocational education and training options and school-based apprenticeships or traineeships. 'Doorways to Construction', an Industry Pathway Program, is a feature of our school curriculum and is offered across the region. A small number of students also take the opportunity to be case managed and access community learning through the Flexible Learning Options (FLO) enrolment process.

As one of the oldest rural secondary schools in South Australia, our school enjoys many long-standing traditions and boasts an enviable extra-curricular program, including school prefects/Student Representative Council, school musical, 'Pedal Prix', concert band, Australian Business Week, sporting carnivals, camps and enrichment programs, both intra- and inter-state.

The Kapunda High School values are excellence, respect, honesty and diversity.

The size of the school, its rural setting and the opportunities to develop quality and personalised relationships with students and staff are strongly valued.

1. General information

- School Principal name: Ms Kristen Masters
- Deputy Principal’s name: Ms Kathryn Champion
- Year of opening: 1907 as a continuation class at Kapunda Primary School and 1922 at the present site.
- Postal Address: PO Box 296, Kapunda, 5373
- Location Address: West Terrace, Kapunda, 5373
- DECD Region: Barossa
- Geographical location – ie road distance from GPO (km): 80kms
- Telephone number: 08 85662203
- Fax Number: 08 85662664
- School website address: www.kapundahs.sa.edu.au
- School e-mail address: dl.0779.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

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- Student enrolment trends: Increasing

- Staffing numbers (as at February census): 34.2 FTE teachers including Principal, Deputy Principal, Assistant Principal, 6 Co-ordinators (including counselling (1.2), librarian (0.8), Aboriginal Education Teacher (0.2), 399.2 hours non-teaching staff including administration, ICT support, resource centre, classroom support, grounds and facilities, etc.
• Public transport access: There is a bus twice daily from Gawler.
• Special site arrangements: Kapunda Eudunda Nuriootpa Trade Training Centre (KENTTC).

2. **Students (and their welfare)**

• **General characteristics**
Students come from across the region to attend Kapunda High School. The current ICSEA for the school is 976 with 94% of students in the bottom and middle quartiles. The school population is very mono-cultural, however welcoming of students from different cultural backgrounds.

• **Student well-being programs**
The school has a strong focus on well being and this is reflected in the range of programmes offered to students. This includes: Senior Mentoring, Community Garden, Wii Group, Youth Opportunities, Model Making Group, Mental Health Group, Operation Flinders, Girls Group and Target Work. On Fridays there are special lunchtime activities which are open to all students.

• **Student support offered**
There is 1.2 FTE student counselling time and a Christian Pastoral Support Worker (18 hours). Year Level Managers also work as part of the well-being team.

Year 11 students are trained in peer support and particularly assist with the transition of Year 8s to secondary school.

The school has good links with a number of agencies who periodically deliver programmes in conjunction with the well-being team. These include Inner North Country Health Services, CAMHS (support group for students with on-going illness). NACYS also provides support in re-connecting students and their parents where required.

• **Student management**
The school works within the DECD guidelines with an emphasis on clear expectations, consequences and encouragement of responsible behaviour. Subject teachers establish class rules and routines but when behaviour impacts on others’ learning make use of the time-out room to support changes. Restorative practices are central to re-entry to class and the resolution of situations as they arise. Early parental contact (preferably by phone) is encouraged.
• **Student government**
  
  There are elected prefects in years 10 to 12 and student representatives elected in years 8 and 9. Students are represented on most school committees.

• **Special programmes**
  
  School Service Officers support students with their learning in a range of subjects. These include students with disabilities and students with learning difficulties.

3. **Key School Policies**

• **Site Improvement Plan and other key statements or policies:**
  
  The 2013 improvement priorities are:

  • **Improve students’ literacy and numeracy skills:**
    
    Current strategies:

    • Small literacy intervention classes (at Years 8 -11)
    • Extension classes at each year level maintained
    • Professional learning for all teaching staff in Tactical Teaching Reading with clear expectation that all staff implement relevant strategies in their classes. (linked with priority around pedagogies for all)
    • On-going literacy specific training for SSOs
    • Coaching model introduced with a focus on assessment and explicitly focusing on salience.(SPALL model) – commencing with leadership team and expanding across a range of teaching staff
    • Whole school spelling competition – Terms 2 and 3
    • Development of a whole school literacy agreement
    • Maths teachers actively engage with Numeracy Coach – exploring opportunities to expand repertoire and focus on problem solving/reasoning proficiencies.
    • Teach SA scholarships support three members of the Maths faculty to develop innovative approaches to engaging students.
    • Preliminary research and planning around developing a whole school approach to numeracy
    • Data is used to inform class placement and the design of teaching and learning programmes

  • **Implementation of the Australian Curriculum and pedagogies that support all students to be successful**
    
    Current strategies:

    **THE WHAT:**

    • Units of learning that align with the AC are developed collaboratively, documented, delivered, reviewed and refined in English, History, Maths and Science (Year 8)
    • Achievements against the standard are reported on in Year 8 English, History, Maths and Science through the use of rubrics, benchmarking/moderation activities and processes that focus on a collection of evidence, rather than an average of marks.
    • Units of learning for Phase 1 (Year 9) and Phase 2 (year 8) subjects are fully documented in readiness for 2014.
• Review of assessment and reporting processes to align with the R-10 guidelines, especially in relation to students with disabilities and learning difficulties.

THE HOW:

• Ten teachers participate in Stage 2 Tfel Research and receive feedback on their pedagogy
• Through the same project student surveys will build a picture of pedagogy across the school – use as a basis for future reflection and professional learning
• Through the Autism Buddy School programme build staff capacity in working with students with disabilities – online learning programme
• Through the same programme develop a parent charter, parent liaison network, sibling support structures, visuals library, improved transition and enrolment processes, purchase assistive technologies and enhanced awareness
• Critical mass of staff participate in Neil McKay’s Dyslexia training with follow-up for all staff at school
• Develop a data base of students with specific learning difficulties/needs
• Further and on-going up-dates re productive uses of ICT for all learners

• Recent key outcomes achieved through previous site improvement plan priorities include:
  
  • An overall improvement in senior school achievement and engagement with a 100% SACE completion rate in 2012. The overall proportion of A-C grades was 97.5% which has steadily increased in recent years from 64.3% in 2008.
  
  • A significant expansion in the Vocational and Education Training (VET) offerings – most noteworthy being the successful implementation of ‘Doorways to Construction’ and the establishment of the Kapunda Eudunda Nuriootpa Trade Training Centre.
  
  • The focus on well-being and personalised learning has resulted in a significant decrease in the number of suspensions at our school – despite the increase in enrolments over the period. This can be attributed to the focus on early intervention, restorative justice approaches, the effectiveness of the time-out room, the pro-active year level leadership, a more responsive curriculum, a range of well being initiatives and the responsiveness of the student counselling team.
  
  • A significant reduction in the proportion of unexplained absences over the past four years.
  
  • Improved integration of digital technologies through ICT release-time scholarships for teaching staff.
  
  • The successful implementation of Flexible Learning Option enrolments in recent years. A co-ordinated approach at the school level combined with positive relationships with service providers has resulted in a number of FLO students re-engaging with accredited learning and working towards SACE completion.
4. Curriculum

- Subject offerings: The Australian Curriculum is increasingly the basis for the development of Year 8-10 curriculum. The South Australian Certificate of Education (SACE) is the framework for senior study.


- Open Access/Distance Education provision: This is available on negotiation to resolve a timetable clash or to study a subject not offered at the school.

- Special needs: Students with special learning needs are supported through a team of school services officers who work under the leadership of the Assistant Principal. Small literacy and numeracy intervention classes are offered at years 8-11.

- Special curriculum features: Vocational Education and Training is an important of the senior school programme with a significant number of students combining school with work or training. Additionally, the establishment of the KENTTC is supporting students to access certificate studies in Construction, Automotive, Agriculture, Hospitality and Engineering across the region. The school is a pilot school for introducing the Career Strategy.

- Teaching methodology: Teachers draw on a broad range of pedagogies to support students to achieve their personal best. During 2013, a number of teachers have been involved in the Stage 2 Tfel Research project. Additionally, Year 8 Mathematics teachers work closely with the regional numeracy coach to develop new strategies around problem solving and open-ended tasks. Digital technology is used widely in classes.

- Student assessment procedures and reporting: written reports are issued at the end of each term; three-way interviews occur in mid-term 2. In recent years, one of the interview evenings has been scheduled at Roseworthy Primary School to support families in the southern districts of our ‘catchment’ area.
5. **Sporting Activities**

There is an annual school swimming carnival and athletics day. Students are then selected to represent the school in the mid-north interschool carnivals. Students also have the opportunity to attend swimming and athletics carnivals in Adelaide and a variety of SASSSA knock out competitions across the year. Lunchtime sporting activities are organised across the year, usually on a home group basis.

6. **Other Co-Curricular Activities**

A major musical production is staged every second year, and there is a school concert band and vocal group, which practises and plays regularly. Instrumental music teachers visit weekly for lessons on site. Debating, ‘Ag’ Club and Pedal Prix are also popular activities.

There is a regular outdoor education program at year 8, 9, and 10 levels while year 11 students have an opportunity to participate in a city-based camp to enhance their living skills in a metropolitan area. One week's work experience is offered to year 10 and 11 students whilst others are engaged in work placement programmes on a regular basis. The school also fields teams in Australian Business Week.

The school is regularly involved in the University of South Australia’s Rural Reconnect programme which targets potential first generation university students from within our Year 10 cohort. Students also attend the Barossa Pathways to Employment Expo and have access to a range of information sessions re further education, training and employment.

The school is accredited to accept international students with a Japanese study tour planned for 2014.
7. **Staff (and their welfare)**

- **Staff profile:** There is a good mix of experienced and early career teachers. Staff opinion surveys indicate that staff enjoy their work at Kapunda High and appreciate the high quality relationships they enjoy with their peers.
- **Leadership structure:** Principal, Deputy Principal (Curriculum/daily routine), Assistant Principal (Learning Support, Literacy and HASS) and six coordinators (lead a learning area or aspect of the school operations). Additionally, teacher-leaders have a role in year level management (academic, social and behavioural monitoring and management) often working with another member of the leadership team.
- **Staff support systems:** Teachers are part of Year Level teams and learning areas. There are regular meetings for both. SSOs also are part of the Admin team or Classroom Support team with regular meetings also.
- **Performance Management:** A performance and development policy is in place which sees all staff prepare an annual plan with priorities for development and professional learning identified. Additionally, all staff have a minimum of two formal meetings per year and the opportunity for annual written feedback.
- **Access to special staff:** The school has instrumental music teachers (both DECD and private). There is also access to regional support services, a numeracy coach.

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

- Relocation assistance: Available
- Principal’s telephone costs: Rental covered

9. **School Facilities**

Buildings and grounds
The main building, *Eringa*, which houses administration, is the former home of Sir Sidney Kidman, the "Cattle King". It is a stately building, complete with stained glass and lacework, and has considerable historic significance. It underwent a major refurbishment over the period 2011/2012.

The grounds are attractive with extensive lawns and gardens and many large trees, including a number of Moreton Bay Fig trees. The school is in the midst of re-developing aspects of the grounds with the involvement of the Doorways 2 Construction programme. This will include a new shade structure, re-developed basketball court and improved student locker access.
Heating and cooling:
With the exception of the gym, all teaching areas are air-conditioned.

Specialist facilities and equipment:
The school has a community – school gymnasium with viewing gallery and canteen, a technology centre with a clean technology area, two art rooms, a music room, a drama room with stage and a two teacher Demac home economics centre. Most of the buildings are wooden or metal prefabs. All are air-conditioned. In 2007 a much awaited new Science teaching area, consisting of three labs and a general classroom was opened. In 2010 an attractive new Resource Centre was completed. There are two computing rooms and a large number of laptops housed in trolleys throughout the school with wireless connectivity throughout the school. There is an administrative computing network which teachers are able to access from various points around the school.

- Student facilities
Year 12 students have a common room. There is also a Student Hub from which the school’s wellbeing team co-ordinates various activities.

- Staff facilities
The closing in of corridors and other construction has created teacher offices. Generally these are shared. The staffroom is in the main administration building. Teachers have a tablet or laptop to support them with their administrative roles.

- Access for students and staff with disabilities
The school has enabled access for people with disabilities to many rooms, and a toilet for people with disabilities. There is access to the main building via a ramp.

- Access to bus transport
DECD buses are available for day excursions. Charter buses are also available.
10. School Operations

- Decision making structures

Governing Council meets monthly and shares governance with the Principal. A number of whole school committees also contribute to decision-making at the school: Finance, Environment, Canteen, Curriculum, and Trade Training Centre Implementation Committee.

Staff meetings occur weekly with there being a combination of learning area, year level and general (including professional learning) meetings. Additionally there are a number of staff committees. These include: Timtablimg, Professional Learning, Presentation Evening, Work, Health and Safety, Digital Media Project, etc.

Leaders also meet weekly with Year Level Managers joining the group on a fortnightly basis.

- Regular publications

There is a fortnightly newsletter, a daily information bulletin for staff and students, curriculum handbooks, a parent information book and procedures book. Other policies including WHS are electronically available to all. A Facebook page is the platform for sharing day-to-day news with the school community.

- Other communication

The school website has been recently re-developed as a ‘one stop’ portal for accessing other online systems such as DayMap, Moodle and the subject selection tool. It also invites contributions to decision-making through the Principal's Blog.

- School financial position

Through prudent management over a number of years, the school is in a very sound financial position. A number of grants and scholarships have been obtained in recent years through National Partnerships funding (Autism Buddy Schools and Empowering Local Schools), Department of Recreation and Sport (upgrade to basketball court), Teach SA (Maths upskilling) and DECD (Aspiring Leaders/Mentoring).

- Special funding

There is a small allocation made as part of the Rural and Isolated programme.
11. Local Community

- General characteristics
  Kapunda has a population of 3200 people, close to both the Barossa Valley and Gawler. Families work across the region and also in the metropolitan area.

  Kapunda is Australia’s oldest mining town and therefore attracts a number of tourists who are interested in history and heritage. The town is located within the Light Regional Council, one of the fastest growing council areas in South Australia.

- Parent and community involvement
  The Governing Council is a committed body that contributes actively to decision-making processes.

  The Kapunda High School Centenary Foundation was established in 2007 to support students make the transition to further study and training through offering annual scholarships and education awards. The committee is primarily comprised of community members and is affiliated with the Country Education Foundation (CEFA).

  Currently, there exists a working group charged with making recommendations for re-naming the school buildings to build on the significant history of the school, inspire students and foster school pride. This is comprised of staff, students, Governing Councillors and community members.

  Through an empowering local schools grant, there is a current focus on using digital technologies to connect better with our families. Key aspects include the re-development of the website, establishment of school and teacher (professional profiles) Facebook pages, expansion of Day Map through the parent portal and principal blog.

- Feeder or destination schools
  Designated feeder schools are Kapunda Primary, Freeling Primary, Roseworthy Primary and Wasleys Primary. Students also transfer in from a wide range of other public and private schools across the region.

- Other local care and educational facilities
  Kapunda also has a primary school, pre-school, childcare centre

- Commercial/industrial and shopping facilities
  Two supermarkets, four hotels, chemist, two banks and a variety of other retail stores
• Other local facilities
  Hospital, aged care facility, wide variety of doctors and allied health centre. There are also a range of sporting/recreational facilities, including golf course, oval, trotting track, tennis/netball courts and skate park as well as public library, art gallery and picnic reserve with lake.

• Availability of staff housing
  Government Housing is not available but there is always a range of housing available to for rental or purchase across the wider region.

• Accessibility
  Depending on the time of day, it is a relatively easy drive to Adelaide with the Northern Expressway having reduced travel time. There is a morning and afternoon bus to Gawler and a train service from Gawler to Adelaide.

• Local Government body: Light Regional Council