**SCHOOL CONTEXT STATEMENT**  
Updated: 3/05/13

**School number:** 0123

**School name:** ECHUNGA PRIMARY SCHOOL

### 1. General information

**Part A**

- **School Name:** ECHUNGA PRIMARY SCHOOL
- **School No:** 0123
- **Principal:** Alex Ponury
- **Postal Address:** C/- PO Echunga SA 5153
- **Location Address:** 802 Echunga Road, Echunga SA 5153
- **Region:** Adelaide Hills
- **Distance from GPO:** 37kms
- **Phone No:** 08 83888306
- **Fax No:** 08 83888451

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<th>2010</th>
<th>2011</th>
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<tr>
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Part B

- School e-mail address
dl.0123_info@schools.sa.edu.au

- Staffing numbers
  Staff consists of Principal, 4.1 teachers and 3 SSOs.
  There is a Preschool with 0.6 teacher time.
  There are 79.5 hours per week of permanent School Services Officer time.

- OSHC
  An Out of School Hours Care program operates from 7.00am to 9.00am Monday, Tuesday and Thursday mornings and from 7.00am to 8.45am Wednesday and Friday mornings. It operates from 3.00pm to 6.30pm Tuesday and Thursday afternoons and 3.15pm to 6.30pm Monday, Wednesday and Friday afternoons during term time. A Vacation Care program operates during school holidays from 7.00am to 6.30pm.

- Enrolment trends
  Numbers are likely to remain static.

- Special arrangements
  Echunga belongs to the Adelaide Hills Region.

- Year of opening
  1926

- Public transport access
  Limited public bus service to Mt Barker.

2. Students (and their welfare)

- General characteristics
  The school operates as a CPC – 7 school and the Principal has leadership and management responsibilities for the preschool and school.

  The students receive excellent care and support from their families. There is an environment of high expectation of learning outcomes.

  Children readily participate in a range of physical activities both at school and in the community.

  A caring attitude between older and younger children is evident. A sense of whole school community is fostered through programs and initiatives involving Playgroup/Preschool – 7.

  The Early Years (Preschool – Yr2) and Primary Years educators work together cooperatively, with a shared philosophy about curriculum, well being and the learning environment.

  Having the preschool onsite enables Transition from Preschool to Reception to be seamless. Initiatives such as Preschool children accessing the school Library
regularly, buddy class activities and a weekly specialist music lesson enable young children to become familiar with the school environment from an early age.

- *Pastoral* care programs

All educators work cooperatively to provide supportive structures for student well being. Proactive intervention is practised together with appropriate grievance procedures and Restorative Practice framework principles.

The Christian Pastoral Support Worker is available 20 hours per week to support the well being of students, parents and staff.

- Support offered

Additional levels of DECD support is provided for students with identified learning, speech and language difficulties and disabilities as well as those requiring early intervention.

- Student management

The Student Behaviour Management Policy incorporates restorative practices framework in managing student behaviour in the class and yard across the school Preschool – 7. To develop effective student strategies, an extensive range of programs is used (Program Achieve, Bounce, Its all About Choice). Restorative processes including affirmation, informal affective statements and interactions and small impromptu conferences (restorative circle) are used to enable students to restore relationships and take control of their own behaviours (intrinsic motivation).

Students who find it difficult to manage their behaviour through informal strategies are supported in their learning by formal conferences which may involve parents, the Interagency Behaviour Support Coordinator, teachers and the Principal. The parent community has had the opportunity to participate in training programs eg Restorative Practice, Dr. Louise Porter.

- Student government

The Well Being inquiry has highlighted the benefit of authentic Student Voice, an Active Learning environment and positive relationships as supportive of appropriate behaviour.

There is a strong belief in authentic Student Voice across the site Preschool – 7. In 2009 EPS developed the concept of Student Action groups as a way of enabling student voice/governance and promoting a sense of community. Currently students are initiating their own action groups to address needs across the site. The students have been involved in negotiating clear procedures and process for the management of initiatives to achieve desired and identified goals.

- Special programmes

There is a growing emphasis on developing a sense of community across the school site through

- Cross age tutoring – Buddy Class occurs across Preschool – 7.
- Preschool children accessing school programs (Music and Spanish)
- Library Resource Centre being accessed Preschool -7
3. **Key School Policies**

- Literacy & Numeracy
- Science
- Well Being (Student Health and Fitness, Student Voice and Special Needs and Students at Risk)
- Learning through Information and Communication Technology
- Early Years Literacy Plan (Priority elements are: Effective use of evidence and data, Effective Teaching and Learning for Young Children and Building Community Capacity).

- Recent key outcomes
  - Restorative practices framework
  - Developing a sense of community. Empowering voice for parents, students and children ensuring they are being heard fairly.
  - Parent workshops initiated by parents for parents
  - Communication with parents about teaching methods, parenting and change.
  - Recognising and acknowledging different roles and responsibilities across the school community.

4. **Curriculum**

- Subject offerings
  
  Echunga Preschool - Year 7 Primary School’s core business is teaching and learning in the 8 required areas of study in a supportive school environment where relationships, participation of the total school community and trust are all truly valued.

  Spanish is offered to all students Preschool – 7 currently 3 days per term per class Preschool – 7.

  Science is an identified learning priority and a number of staff have participated in Primary Connections professional learning.

  Physical Education is a specialist subject and is being accessed by all R-7 students weekly.

- Open Access
  
  N/A
• **Special needs**

Students with identified learning needs are supported through the Learning Support program. This program is dependent on allocated DECD funding and some conversion of FIR, to cover individual staff training and the development of skills and expertise.

• **Special curriculum features**

Environmental ethics are integrated across the curriculum with emphasis towards students being aware of their local environmental issues.

Healthy Lifestyle is encouraged through the preparing for, growing of, eating and cooking of fresh fruit and vegetables from the school vegetable patch. Students are encouraged to graze fresh from the vegetable patch.

Music program incorporates JP/Preschool specialist music lesson and music studies/choir lesson per week for Year 3 – 7 per week. Instrumental music is offered to students by private tutors.

• **Teaching methodology**

Composite classes operate across the school site. A focus on Active Learning environment, Relationships, Well Being and involvement across Preschool – 7. Early Years and Primary Years educators work cooperatively whilst teaching individual class groups. Specialist teachers R – 7 for Physical Education, Second Language (Spanish) and Music are incorporated into the curriculum.

Preschool (kindergarten) offers whole day option sessions to 4 year old children.

Learning Technologies are accessed by students as a tool for learning through a multiliteracies focus.

• **Assessment procedures and reporting**

Parents of children in R-7 receive a written report in Terms 2 and 4 covering all areas of the curriculum in line with DECD requirements. In Term 1 interviews are held and in Term 3 optional interviews are offered. Continuous assessment and reporting are strongly advocated.

• **Joint programmes**

Educators have participated in joint professional and parent learning opportunities within the cluster.

### 5. Sporting Activities

Students in the Yr 5-7 classes are encouraged to participate in SAPSASA activities.

There is an annual four day swimming program for R-5 students and a one day aquatic program for Yr 6/7.

R – 7 Sports Day is held annually. Students participate as house teams; Battunga, Kuitpo and Jupiter.

In conjunction with the PE teacher the profile of sport is being lifted at Echunga Primary School.
6. Other Co-Curricular Activities

- **General**
Learning opportunities for students are sought to enable access to specialist educators; performance groups in The Arts and sport clinics (Physical Education). A production to parents showcasing learning in the Performing Arts is presented annually.

- **Special**
There is a commitment to supporting student involvement in local community activities eg Rememberance Day, significant celebrations. Preschool – 7 participate in Literacy & Numeracy Week and Book Week initiatives.

7. Staff (and their welfare)

- **Staff profile**
There is 1 teacher on contract placement and 4 permanent teachers on 10 year placement. There are 1 male and 4 female teachers. 3 SSOs have permanent hours.

- **Leadership structure**
Principal supports and encourages shared leadership across Preschool-7. Teachers are encouraged to initiate and take on leadership responsibilities for “projects” including “The Arts”, Science, Environment, Student Action Teams & Restorative Practice, Early Years, Preschool and Playgroup and Spanish.

- **Staff support systems**
Coordinator Level 2 Teaching and Learning working across Preschool – 7 managing the implementation of initiatives and professional learning to meet the goals of the Site Learning Plan.

- **Performance Management**
Within the context of a small school, PM is based on professional and personal conversation between the Principal, individual staff, and team leaders with an emphasis on a mutually supportive approach.

- **Staff utilisation policies**
In consultation with PAC, student needs are identified and staff utilisation adapted to meet needs within the context of a small school. In 2009 teachers with specialist skills have been utilised to enrich the learning program eg Science, and Music.

- **Access to special staff**
There is access through the Adelaide Hills Region to a range of special staff and generic services eg Child Assessment Team (CAT) through Women’s & Children’s Hospital.

- **Other**
Pastoral care worker and team teaching approach support.
8. Incentives, support and award conditions for Staff

- Complexity placement points  
  :N/A
- Isolation placement points  
  :N/A
- Shorter terms  
  :N/A
- Travelling time  

Echunga is located within access of the Adelaide CBD via the South Eastern Freeway and is 10 kms from Mt Barker.

- Housing assistance  
  :N/A
- Cooling for school buildings  
  :Reverse cycle airconditioning.
- Cash in lieu of removal allowance  
  :N/A
- Additional increment allowance  
  :N/A
- Designated schools benefits  
  :N/A
- Aboriginal/Anangu schools  
  :N/A
- Medical and dental treatment expenses  
  :N/A
- Locality allowances  
  :N/A
- Relocation assistance  
  :N/A
- Principal’s telephone costs  
  :N/A

9. School Facilities

- Buildings and grounds

The Echunga school grounds, oval and playground areas are studded with large eucalypt and pine trees which provide shade in the summer months. There is a small bituminised play area. Adjacent to the school are community facilities which include a full sized oval and tennis courts, the Echunga Golf Course and a wetland environment all of which can be accessed by the school.
The buildings vary in type and age. Upgrading has occurred over time to ensure that buildings have furnishings which are in fair condition. The original stone building (1929) comprises Administration, Staffroom, and a classroom and a verandah/pergola structure links this building with the Alluvial Hall. A red brick building (1960) comprises 3 classrooms, Library Resource area including computer area, Art and Drama Room. A Computer Room which is incorporated into the red brick building was completed in 2005. There are 3 single transportable classrooms, linked by a verandah area. The Preschool is in a standalone building which is securely fenced, a short distance from original stone brick building. The OSHC building is positioned centrally on the site and an Investing In Our Schools Grant allocation provided funds to build a verandah onto the building which was completed in 2007. There are various storage sheds across the site. In 2008, parents initiated the upgrading of the outside toilet facilities (painting and resurfacing the floors) and water saving taps and cisterns, have been installed through a Water Grant.

Classrooms and the administration area have reverse cycle airconditioning.

- Specialist facilities

For large events the school accesses the Echunga Institute (performance) and the Echunga Golf Club (conference facilities). There is a fee to access the facilities.

- Student facilities

- Staff facilities

Staff Room in Administration Area, Teacher Resource Room in red brick building.

- Access for students and staff with disabilities

There are access ramps to the transportable buildings. Wheelchair access to toilet facilities is available.

- Access to bus transport

N/A. Buses need to be hired for excursions.

- Other

10. School Operations

- Decision making structures

These include PAC, Staff Meetings, Governing Council and sub committees, and Student Voice.

- Regular publications

:Newsletter, local media as appropriate, website.

- Other communication

:Parent workshops, communication boards in the school.

- School financial position

Is aligned with the Site learning Plan and DECD priorities.

- Special funding

:The school community is proactive in seeking grant money to support initiatives.
11. Local Community

- General characteristics
  Echunga is a small semi rural, close knit community with a safe environment for children.

- Parent and community involvement
  The parent community are enthusiastic and hard working. There is an active Governing Council which participates in planning and policy development with staff and students, to ensure that the best possible opportunities exist for learning at EPS. Subcommittees which contribute to the governance of the school include Finance, fundraising, OSHC, Grounds & Facilities, curriculum, communication and Early Years. A collaborative approach is fostered between staff and parents of the school community.

- Feeder schools
  Students from Echunga Primary School transition to a range of public (Heathfield High, Mt Barker High, Eastern Fleurieu Middle School Campus, Urrbrae Agricultural High and private (Cornerstone College, St Francis De Sales) schools

- Other local care and educational facilities
  Within a 10km radius of Echunga there are TAFE, child care and family day care, hospital, nursing home and public library facilities.

- Commercial/industrial and shopping facilities
  Within the township of Echunga there is a hotel, post office, shop, hairdresser, mechanic and bakery. Nearby there is a function centre and within 10 kms police, hospital and ambulance facilities and commercial shopping facilities.

- Other local facilities
  The school is located within close proximity of football, netball, tennis and golf facilities. There is CFS, church groups, and a scout group.

- Availability of staff housing
  N/A

- Accessibility
  Echunga is approximately 30 kms from the CBD.

12. Further Comments

The town of Echunga is located within the picturesque Adelaide Hills. Many people commute to work in nearby towns or the CBD. The community are active in supporting the local sporting and recreational activities.