

# SCHOOL CONTEXT STATEMENT

Updated: 8/5/2019

**School number:** 0123

**School name:** ECHUNGA PRIMARY SCHOOL

## 1. General information

### Part A

School Name: ECHUNGA PRIMARY SCHOOL  
School No: 0123  
Principal: Pam Thompson  
Postal Address: C/- PO Echunga, SA 5153  
Location Address: 802 Echunga Road, Echunga, SA 5153  
Partnership: Heysen

Region: Adelaide Hills  
Distance from GPO: 37kms  
Preschool attached: Yes

Phone No: 08 83888306  
Fax No: 08 83888451

	2016	2017	2018	2019
February FTE Enrolment				
Primary				
Reception	11	11	14	14
Year 1	12	11	12	13
Year 2	8	12	11	12
Year 3	11	8	12	9
Year 4	10	10	6	10
Year 5	15	10	10	6
Year 6	3	14	10	8
Year 7	7	3	9	9
TOTAL	77	79	84	79
July Total FTE Enrolment	77	79	77	79
Male FTE	38	32	39	47
Female FTE	39	37	38	32
School Card Approvals (persons)	12	12	19	16
NESB Total (Persons)	3	3	3	3
Aboriginal FTE Enrolment	1	1	1	0

## **Part B**

### **School e-mail address**

dl.0123.info@schools.sa.edu.au

### **Staffing numbers**

Staff consists of Principal, 4.8 teachers and 5 SSOs.

There is a Preschool with 0.6 teacher time and 1 part-time SSO.

### **OSHC**

An Out of School Hours Care program operates daily during term time. OSHC operates from 7:00am to 9:00am every morning. On preschool days (every Monday, Tuesday and Wednesdays of even weeks) OSHC is open from 3.00pm to 6.30pm. On Wednesdays of odd weeks and every Thursday and Friday OSHC operates from 3:15pm to 6:30pm. 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 Preschool – Year 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. All staff have high expectations of student engagement and 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 Preschool – Year 7.

The Early Years (Preschool – Yr 2) and Primary Years educators work together collaboratively, 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 regularly accessing the school library, buddy class activities and involvement in assemblies and special events enable young children to become familiar with the school environment from an early age.

### **Pastoral care programs**

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

The school embeds the principles of Positive Education into all learning and school activities.

The Pastoral Care Worker is available 10 hours per week to support the well-being of students, parents and staff.

### **Student Support**

Additional 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 a restorative practices framework in managing student behaviour in the class and yard across the school Preschool – Year 7. Restorative processes including affirmation, informal affective statements and interactions and small impromptu conferences (restorative circles) 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 Coach, teachers and the Principal.

### **Student government**

There is a focus on developing authentic student voice initiatives, both in student governance and in learning environments.

### **Special programmes**

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

- Preschool children accessing school programs (assemblies, special events)
- Special whole school events, such as Apple Day, National Simultaneous Storytelling Day, Book Week, Arts Masterclass, STEM Day and Community Night
- Library Resource Centre being accessed by Preschool – Year 7 students
- Student involvement in community activities, such as Remembrance Day ceremony, ANZAC Day vigil, Community Carols Night
- Connections with community groups, such as RSL
- R-7 cross-age group activities, such as cooking, Science Week activities, Art Masterclasses

### **3. Key School Priorities**

#### **School Vision**

Together we will strive for academic, social, emotional and personal achievement, working within a positive culture that promotes the pursuit of excellence and the understanding of others.

- Literacy & Numeracy
- Positive Education
- Visible Learning

### **4. Curriculum**

#### **Curriculum Areas**

Echunga Primary & Preschool's core business is teaching and learning in the 8 required areas of study of the Australian Curriculum 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 – Year 7.

Science and The Arts are specialist subjects and are being accessed by all R-7 students weekly.

#### **Open Access**

Spanish is taught through Open Access College in a combination of online and face to face lessons.

#### **Special needs**

Students with identified learning needs are supported through the Learning Support program. This program is dependent on allocated Department for Education funding to cover SSO support, resources, individual staff training and the development of skills and expertise.

#### **Special curriculum features**

There is a focus on the environment and sustainability. The school encourages students to bring 'nude food' to reduce waste. There is a strong focus on recycling of food waste for composting and to feed our resident chickens.

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

An indigenous bush tucker garden has been developed with the support of a grant from NRM. The area also incorporates a yarning circle and fire pit.

#### **Teaching methodology**

Composite classes operate across the school site. Early Years and Primary Years educators work collaboratively whilst teaching individual class groups.

Preschool (kindergarten) offers whole day sessions, currently on Mondays, Tuesdays and alternate Wednesdays.

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

The school is part of a Heysen Partnership initiative to participate in the Collaborative Impact Program based on John Hattie's Visible Learning research.

### **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 Department for Education requirements. In Term 1 parent/teacher/student meetings are held and in Term 3 optional meetings are offered. Continuous assessment and reporting are strongly advocated. Meetings to discuss student progress can be arranged at any time.

### **Joint programmes**

Educators participate in joint professional learning opportunities with local schools.

## **5. Sporting Activities**

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

All students are encouraged to participate in a range of sporting activities, often supported by a Sporting Schools grant.

There is an annual 4 day swimming program for R-5 students and a 1 or 2 day aquatic program for Yr 6/7, alternating between Port Noarlunga and Murray Bridge.

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

## **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

### **Special**

There is a commitment to supporting student involvement in local community activities eg Remembrance Day, ANZAC Day Vigil, significant celebrations.

Preschool – 7 participate in Literacy & Numeracy Week and Book Week initiatives.

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

### **Staff profile**

Primary: There are 5 class teachers (2 part-time), 2 permanent and 3 contract. There are 2 part-time specialist teachers, 1 permanent who is also a classroom teacher, and 1 contract. There are 5 female teachers and 1 male teacher. 2 SSOs have permanent hours, and 3 SSOs are on contract.

Preschool: There is 1 permanent part-time teacher and 1 permanent SSO.

### **Leadership structure**

The Principal supports and encourages shared leadership across Preschool - Year 7. Teachers are encouraged to initiate and take on leadership responsibilities in a variety of areas, including The Arts, Science, Environment, Student Voice, Early Years, Preschool, Playgroup and Spanish. Examples are: organising whole school Reconciliation Week activities; leading the development of the indigenous garden;

organising the National Simultaneous Storytelling Day; whole school science activities for Science Week; and the planning for Art Masterclasses.

### **Performance Development**

Within the context of a small school, PD is based on professional and personal conversations between the Principal and individual staff members 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.

### **Access to special staff**

There is access, through the Heysen Partnership, to a range of special staff and generic services eg Department for Education Support Services staff, Child Assessment Team (CAT) through Women's & Children's Hospital

## **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**

Echunga Primary School is fortunate to be surrounded by a beautiful, natural environment. The Echunga school grounds, including extensive natural play areas, oval and playground areas, are studded with large eucalypt and pine trees, which provide shade in the summer months. There is a small bitumen play area and a large sandpit. A small apple orchard and fruit and vegetable garden are centrally located between the oval and the bitumen play area, allowing easy access for children. Adjacent to the school are community facilities including 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 the Administration area, staffroom, and a classroom. A verandah/pergola structure links this building with the Alluvial Hall. A red brick building (1960) comprises 3 classrooms, Resource Centre, including computer area, Art room/kitchen and Music Room. 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 the original stone brick building. The OSHC building is positioned centrally on the site. There are various storage sheds across the site.

Classrooms and the administration area have reverse cycle airconditioning.

## **Staff facilities**

The Staff Room is in the Administration building. There is a Teacher preparation Room in the 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.

# **10. School Operations**

## **Decision making structures**

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

## **Regular publications:**

newsletter; Skoolbag app; Seesaw app; local media as appropriate; website.

## **Other communication:**

parent workshops; communication boards in the school.

## **School financial position**

Is aligned with the Site Improvement Plan and Department priorities.

**Special funding:**

The school community is proactive in seeking grants 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 is 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. Subgroups which contribute to the governance of the school include Finance, Fundraising, OSHC, Grounds & Facilities, 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 schools (Heathfield High, Mt Barker High, Eastern Fleurieu Middle School Campus, Urrbrae Agricultural High School) and private schools (Cornerstone College, St Francis De Sales).

**Other local care and educational facilities**

Within a 10km radius of Echunga there are TAFE, childcare 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 a CFS station, church groups, and a scout group locally.

**Availability of staff housing**

N/A

**Accessibility**

Echunga is approximately 30 kms from the CBD.

**Local Government body**

Mt Barker District Council

## 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 is active in supporting the local sporting and recreational activities.