**KALANGADOO PRIMARY SCHOOL**

**SCHOOL CONTEXT STATEMENT**

**School number:** 0197

**School name:** Kalangadoo Primary School

### 1. General information

**Part A**

<table>
<thead>
<tr>
<th>Field</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Schoolname</td>
<td>KALANGADOO PRIMARY SCHOOL</td>
</tr>
<tr>
<td>School No.</td>
<td>0197</td>
</tr>
<tr>
<td>Principal</td>
<td>Mrs Kay Selth</td>
</tr>
<tr>
<td>Postal Address</td>
<td>48 Kangaroo Flat Rd, Kalangadoo 5278</td>
</tr>
<tr>
<td>Location Address</td>
<td>48 Kangaroo Flat, Kalangadoo 5278</td>
</tr>
<tr>
<td>District</td>
<td>South East Coast &amp; Vines</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>421 kms</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 87393080</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>February FTE Enrolment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Primary, Special, N.A.P. Ungraded etc.</td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>13.0</td>
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<tr>
<td>Year 1</td>
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</tr>
<tr>
<td>Year 2</td>
<td>4.0</td>
</tr>
<tr>
<td>Year 3</td>
<td>7.0</td>
</tr>
<tr>
<td>Year 4</td>
<td>6.0</td>
</tr>
<tr>
<td>Year 5</td>
<td>3.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>4.0</td>
</tr>
<tr>
<td>Year 7</td>
<td>3.0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>41.0</td>
</tr>
<tr>
<td>July total FTE Enrolment</td>
<td>39.0</td>
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<tr>
<td>Male FTE</td>
<td>21.0</td>
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<tr>
<td>Female FTE</td>
<td>15.0</td>
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<tr>
<td>School Card Approvals (Persons)</td>
<td>25.0</td>
</tr>
<tr>
<td>NESB Total (Persons)</td>
<td>3</td>
</tr>
<tr>
<td>Aboriginal FTE Enrolment</td>
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**Note:** Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.
Part B

- **Deputy Principal's name**: N/A
- **School e-mail address**: dl.0197_admin@schools.sa.edu.au
- **Staffing numbers**: 4.0 FTE teaching, 3 SSO’s, 1 GSE
- **OSHC**: na
- **Enrolment trends**: Gradual decline in numbers in recent years. However enrolments predicted to increase from 2016 with children transitioning from Kindy to school ie: 3 in 2016, 7 in 2017 and 6 in 2018.
- **School Bus**: N/A
- **Classes**: the school has 2 classes Rec/Yr1/yr2- 17, Yrs 3-7 – 20;
- **Year of opening**: 1967
- **Public transport access**: Adelaide to Mt Gambier bus service via Nangwarry 10 kms from school
- **Kalangadoo Primary School has a “high risk” bushfire rating.** This means on days of a catastrophic fire danger rating the school and kindergarten will be closed

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

- **General characteristics**
  - 90% of students come from English speaking backgrounds, most families live in the town, 51% of students are eligible for school card and 6% have a Negotiated Education Plan
- **Support offered**
  - **SSO’s**: work with individuals or small groups of students to support learning needs and classroom programs.
  - **Student management**: Student population is generally well behaved – Behaviour policy (yard / class) based upon rights, responsibilities & consequences focussing on Caring, Safety and Teaching & Learning. Each class devises their own behaviour code based upon school values. School has policies dealing with Grievance Procedures and Bullying / Harassment. Policies are supported with teaching & learning programs.
- **Student government**: SRC operates across R-7, responsible for many school based functions and decision making.
- **Special programmes**: School has its own wetland which has been a focus for environmental education programmes.
3. **Key School Policies**

- Site Learning Plan
  - Literacy & Numeracy growth
  - Wellbeing
    - Attendance
    - Engagement
    - Parent/community connections
- Recent key outcomes
  Successful district small schools sports day, significant measured improvement in literacy and numeracy skills across all year levels.

4. **Curriculum**

- **Subject offerings**
  - Australian Curriculum English, Maths, Science, History and Geography
  - SACSA: The Arts, Health/PE Design & Technology and SOSE are provided, although LOTE is currently not offered due to lack of availability of regular teacher.

- **Special needs**
  Special needs students are provided with individual learning support plans delivered by SSO’s and additional SSO hours for classroom support.

- **Special curriculum features**
  1. Strong literacy & Numeracy focus
  2. Strong PE/healthy life style focus
  3. Imbedding ICT skills throughout the curriculum by way of skilling staff and students to ensure we maximise our excellent ICT suite & class set of laptops.
  4. Classes organise sleep-overs, 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 each term.
  5. School end of year concert and graduation functions are highly valued and supported by the community.

- **Teaching methodology**
  Strong collegiate support amongst staff –focus on individual learning needs and ranges of learning strategies. Local management has enabled class numbers to be kept low by budgeting for additional teacher & SSO time.

- **Assessment procedures and reporting**
  Term 1 - Acquaintance night BBQ & class meetings in February
  End of Term Parent Teacher interviews
Term 2 – Mid Year Report  
Term 3 – Optional interviews  
Term 4 – End of Year Report  

- **Joint programmes**  
  Kindergarten is co-located as a separate entity on school site.  
  We are part of the Pines Schools Sports network and SECAV (South East Coast and Vines) partnership.

5. **Sporting Activities**  
- SAPSASA opportunities for all Yr 5 to 7 students, School swimming lessons, School & district sports days, town provides traditional sport at varying age groupings, high sport achievers can be catered through programmes in Mt Gambier & Millicent

6. **Staff (and their welfare)**  
- **Staff profile**  
  Principal (F) 3 teachers (F) Specialist ICT SSO (M) 3 SSO’s (F)  
  Groundsman – 10 hours (M)
- **Leadership structure**  
  Principal, with staff sharing responsibilities.
- **Staff support systems**  
  Staff share skills across classes
- **Performance Management**  
  All staff have access to individual performance meetings which are held each term. Meetings have joint agendas.
- **Access to special staff**  
  Student support and disabilities services team works out of Mt Gambier and provide excellent service.

7. **Incentives, support and award conditions for Staff**  
- **Complexity placement points**  
  :4.5
- **Travelling time**  
  :30 mins from Mt Gambier or Millicent, 20 mins from Penola (major service towns)
- **Housing assistance**  
  :contact Government Employee Housing  
• Cooling for school buildings
  : all classes have reverse cycle a/c
• Cash in lieu of removal allowance
  : available after 7 years in district
• Locality allowances
  : Yes
• Relocation assistance
  : Yes
• Principal's telephone costs
  : Yes

9. School Facilities
• Buildings and grounds
  : SAMCON classrooms. Grounds are spacious and in outstanding order.
• Cooling
  : Classrooms have R/C airconditioners
• Specialist facilities
  : IT, Fully equipped ART room, school hall, full size concrete tennis court
• Student facilities
  The school has undergone a refurbishment as part of recent capital works
  We have 4 well appointed classrooms, an art room / technology room, a
  community library annex, an outstanding computer suite (20 PC’s,
  Interactive Whiteboards in classrooms and in the library, laptop and four
  colour laser printers. Students run the sport shed with excellent resources
  for lessons and play periods. School grounds are outstanding, large
  picturesque ovals and surrounds – high level of community pride –
  automatic irrigation. New playground and shades - $90,000 from IIOSP, the
  school also boasts and upgraded library and a small school hall/gym.
• Staff facilities
  : New staffroom as part of refurbishment
• Access for students and staff with disabilities
  All buildings have wheelchair access and disabled toilet is located in main
  building with external ramp access.

10. School Operations
• Decision making structures
  All staff contribute to decision making, as well as providing opportunities for
  parent & community input. Student input is valued with mechanisms
  including class meetings and SRC used as forums for their ideas.
• Regular publications
  School newsletter on fortnightly basis.
  Staff informed through weekly bulletin, day book and via email
  Enrolment packages and information book are provided to new families.
  School website provides further information
• Other communication
  Assemblies run by the classes are held three times a term
• School financial position
  As a category 4 school we are in a sound financial position

11. Local Community
• General characteristics
  Rural community values the local school and associated facilities and resources.
• Parent and community involvement
  Supportive of their local school.
• Feeder schools
  Kalangadoo Kindergarten, Penola HS
• Commercial/industrial and shopping facilities
  Local general store, Post Office / Rural Trading store with fuel outlet, Hotel, Timber mill
• Other local facilities
  Football / Netball Club, Bowling Club, Red Cross
• Availability of staff housing
  nil – can be arranged locally, or in Mt Gambier (50km) or Penola (30km)
• Local Government body
  Wattle Range Council
12. Further Comments

Kalangadoo Primary School advantages include

- The school hosts a branch of the Millicent Public Library which is open to the community on Tuesday afternoons and Saturday mornings.
- The facilities and grounds are spacious, attractive, well maintained and cater for a wide range of activities.
- The size of the school nurtures a ‘family’ feeling and a good deal of individual attention.
- The staff are hardworking, accessible and willing to negotiate, adapt and modify, work well together and see themselves as life long learners.
- Communication – parents, appreciate the regular communication, especially in relation to student progress and achievement and school activities
- An excellent teaching and learning programs based on the needs of the children
- Opportunities to join with neighbouring sires for Choir and SAPSASA
- The Student Behaviour Management Code based on the school’s values: respect, courage, excellence, which students see as reasonable, supportive and which staff see as congruent with contemporary teaching and learning processes and the school’s policies and procedures
- An effective Kindergarten to Reception and Year 7 to Year 8 transition programs
- Effective professional development networks for teachers and SSOs within the local cluster and SECAV Partnership
- Whole school agreements relating to
  - Literacy
  - Numeracy
  - ICT
  - Wellbeing: Health and PE
  - Early Intervention

The community sees a stable staff as desirable and of real benefit for the effective educational outcomes for all students