

SCHOOL CONTEXT STATEMENT

Updated: 2017

School number: 0204

School name: Kersbrook Primary School

1. General information

Part A

School Name : KERSBROOK PRIMARY SCHOOL
 School No. : 0204 Courier : R 67/4 Verdun
 Principal : Ms Jill Gurner
 Postal Address : Bowden Street, Kersbrook 5231
 Location Address : Bowden Street, Kersbrook 5231
 District : Adelaide Hills
 Distance from GPO : 43 kms Phone No. : 08 83893068
 CPC attached : NO Fax No. : 08 83893346

February FTE Enrolment

| | | 2013 | 2014 | 2015 | 2016 | 2017 |
|---------------------------------|-------------------------------|------|------|------|------|------|
| Primary | Special, N.A.P. | | | | | |
| | Ungraded etc. | | | | | |
| | Reception | 15.0 | 3.0 | 9.0 | 7.0 | 10 |
| | Year 1 | 7.0 | 13.0 | 4.0 | 12.0 | 6 |
| | Year 2 | 9.0 | 6.0 | 15.0 | 4.0 | 13 |
| | Year 3 | 9.0 | 9.0 | 5.0 | 18.0 | 4 |
| | Year 4 | 7.0 | 7.0 | 9.0 | 7.0 | 19 |
| | Year 5 | 4.0 | 6.0 | 7.0 | 9.0 | 7 |
| | Year 6 | 13.0 | 4.0 | 9.0 | 9.0 | 10 |
| | Year 7 | 7.0 | 10 | 1.0 | 7.0 | 12 |
| Secondary | Special, N.A.P. Ungraded etc. | | | | | |
| | Year 8 | | | | | |
| | Year 9 | | | | | |
| | Year 10 | | | | | |
| | Year 11 | | | | | |
| | Year 12 | | | | | |
| | Year 12 plus | | | | | |
| TOTAL | | 71.0 | 58.0 | 59.0 | 73.0 | 81 |
| July total FTE Enrolment | | 71.0 | 58.0 | 59.0 | 73.0 | 81 |
| Male FTE | | 34 | 26.0 | 28.0 | 33.0 | 38 |
| Female FTE | | 37 | 32.0 | 31.0 | 33.0 | 43 |
| School Card Approvals (Persons) | | 12 | 12 | 18 | 12 | 16 |
| NESB Total (Persons) | | | | | | |
| Aboriginal FTE Enrolment | | 5 | 1 | 2 | 2 | 2 |

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-si

Part B

Staffing numbers:

Principal 1.0

3.6 teaching staff

Approximately 109 hours ancillary time

School's email address:

dl.0204.admin@schools.sa.edu.au

OSHC:

OSHC was established as an independent service in 2005.

This service is housed in the administration building.

Enrolment trends:

The school enrolment had fluctuated between 50 and 75 students over the past 20 years. However, since 2003 we have experienced steady growth in numbers reaching 106 at the beginning of term 4, 2009, ending 2010 with 103 students. We had a decline in numbers in 2012 due to families leaving the area and parents seeking private education for their children in preparation for High School.

Year of opening:

1868

Public transport access:

Nil

2. Students (and their welfare)

General characteristics:

Very stable student population. Families very supportive. Children have a strong sense of right and wrong and show terrific community spirit.

Care programmes:

A high standard of care is provided in the school that functions as an extended family.

Support offered:

DECD support systems are accessed as required. Parent and other voluntary support is accessed extensively.

Student management:

The school's Behaviour Management Policy was reviewed and updated in January 2013. The school enjoys a student body that demonstrates collegiate support R-7.

Student government:

Class meetings and the SRC are vital parts of the decision making structure. The SRC is trained annually to engage in major aspects of decision making as one of the three major decision making bodies in the school.

Special programs:

Special programs are run to cater for individual needs. These programs include Early Intervention and Special Education.

In January 2006, a school safety crossing was established. Students from the middle and upper primary class are trained annually and have the responsibility of overseeing the crossing with staff.

School assemblies:

There are 3 assemblies held per term in Weeks 3, 6 and 9. Each class has a turn presenting the assembly.

3. Key School Policies

Vision statement:

Our school will be an educational community that demonstrates strong, effective leadership and teamwork. Students, parents and staff will be informed and eager to participate in creating a positive learning environment. Our school promotes a spirit of excellence in all that it undertakes.

We are committed to providing an environment where:

- relationships between people are valued and children enjoy being at school
- children develop respect for themselves and others and confidence to tackle educational programs relevant to their intellectual, physical, social and emotional needs, preparing them for effective participation in our changing society
- children work productively in a secure learning environment which we strive to keep free from physical, emotional, racist and sexual harassment
- a high value is placed on the holistic development and achievement of every student
- emphasis is given to the process of learning and student engagement
- parents participate in school decision making and are involved in their children's learning

- both human and material resources match current and projected needs and are managed effectively

Long-term objectives:

Long-term objectives include the development of a comprehensive approach to information technology and the implementation of Assessment for Learning strategies in classrooms.

School development priorities:

Results Plus Literacy

Student Achievement – Tracking (MARKIT)
Reading Skills Development Inference Literacy
Agreements
Baseline data collection in Spelling

Results Plus Numeracy

Focus on Pedagogy
Diagnostic assessment of Foundation Mathematical Concepts
Greater understanding of student misconceptions in maths
Questioning Skills
Data collection and Analysis
Individual Target Setting
Differentiation of learning program for all students
Whole school Numeracy agreement

4. Curriculum

Learning Areas:

We report against the Australian Curriculum achievement standards for all 7 learning areas. We do not currently teach a Language Other than English. The Learning Areas are:

English (Language, Literature, Literacy)

Mathematics (Statistics & probability, Measurement & Geography, Number and Algebra, Fluency, Problem Solving, Reasoning)

Science (Science understanding – Earth & space sciences; Physical sciences – Biological sciences: Science as a human endeavor; Science Inquiry skills.

Humanities and Social Sciences

Civics and Citizenship (Years 3-8) Economics and Business (Years 5-8)
Geography, History.

The Arts (Dance, Drama, Media Arts, Music, Visual Arts)

Technologies (Design and Technologies, Digital Technologies)

Health and Physical Education

Special needs:

The school has a number of children with special needs. They are supported appropriately through careful planning, appropriate resourcing and continued review

Special curriculum features:

The school has interactive whiteboards in each of the classrooms and access to Wi-Fi throughout the school. Classes have a combination of iPads, Laptops and desktop computers that are used as an increasingly important part of our curriculum delivery.

Teaching methodology:

Whilst a variety of approaches to curriculum implementation are used, there is a strong focus on Assessment for Learning Strategies.

Assessment procedures and reporting:

Opportunity for an interview is provided in Term 1, a comprehensive written report in Terms 2 & 4 and Take Home material / interviews in Term 3. Teachers or parents may request an interview at any other time.

Joint programmes:

Parent involvement in school-based activities is high.

5. Sporting Activities

We have many visiting sporting clinics during the year including football, netball, tennis etc with professional coaches or players from Adelaide sporting bodies

The school is involved in an interschool sports day at the beginning of Term 4 with other schools in the Torrens Valley Cluster. Children are also participating where possible in SAPSASA sports

We also have an annual aquatics program at the Elizabeth Aquadome for all students. This goes for a week in Term 4

6. Other Co-Curricular Activities

The School Governing Council / Auction committee runs an annual fundraiser in the form of a mammoth auction. This is held on a Sunday and is well supported by staff, students, extended family and the wider community. This forms the major part of fundraising by the parent body and encourages involvement by the wider community.

Our Pastoral Care Worker assists our Music teacher to organise and support our school choir.

7. Staff (and their welfare)

Staff profile

The teaching staff consists of experienced teachers who bring a wide range of knowledge and skills to the school.

Leadership structure:

There is a high level of staff participation in decision-making. Teachers need to be flexible and take on extensive responsibilities as part of small-school operations.

Staff support systems:

Everyone is supported formally and informally by the agreed structures such as performance management, open-door practices, grievance procedures, behaviour management, etc.

Staff utilisation policies:

As Kersbrook is a small school, all staff members are members of the PAC and make decisions / recommendations accordingly ensuring that the needs of students / school and staff are given due consideration.

Access to special staff:

We currently have a specialist teacher for some subject areas including Performing Arts, Health, Physical Education and Science.

Performance Management:

A formal performance management structure is in place and much occurs informally because of the small size of the school and the shared teaching in several classes.

Incentives:

Celebrations of achievement, recognition via the newsletter and other publications, acknowledgment at meetings (performance management and other), special 'celebration staff meeting' at the end of each term, Birthday celebrations for all staff and special lunches during Term 2 and 3 and for World teachers Day and during SSO Week etc to acknowledge great work, cooperation and camaraderie.

8. Incentives, Support and Award Conditions for Staff

N/A.

9. School Facilities

Buildings and grounds

Currently the Junior Primary Class occupies what was previously the schoolhouse. This has been converted to facilitate teaching and learning. This building upgrade was completed in March 2003.

The main school building was built in 1980 and office upgrades were completed in 1998. Administration and staff facilities, toilets, a canteen, resource areas and a wet area share this space with Year 3,4 class and OSHC. This area was upgraded in 2011 with new stove, storage cupboards, sink, range hood and new tiling. The staffroom area was again upgraded in January 2007 with new kitchen facilities and tiled areas to cope with growing numbers and need for more practical working space.

A new transportable classroom was put on site in January 2005 ready for the start of year. This now houses the Year 5,6,7 class. A new covered veranda area was also constructed mid 2005. A new veranda was added along the side of the main building in 2007 to give some protection and energy saving costs for the building. Blinds were also added to this area for sheltered assemblies and a covered play area.

In 2010 construction of our new library building began and was completed at the end of 2011. Once completed there was a whole school reshuffle to accommodate classes and groups more comfortably. Moving the library was a huge task but we have a great new facility. In 2013 the Year 5/6/7 class is in the Transportable, library to the new library, OSHC has moved to the Main building and Years 2,3,4 are in the space vacated by the Year 6,7 class. Playgroup was able to use the same area as OSHC and this has been fenced off providing more security for the children attending Playgroup.

Other facilities include:

- The original school building, which was built in 1868 and is now used as an activity room and teaching space.
- A grassed playing field.
- A court area.
- Hard play and paved areas which were upgraded in 2007.
- Play equipment and new playground purchased with money raised from an Auction with soft fall, grassed and garden areas. New play equipment was purchased and relocated from Millbrook in 2011 along with new soft fall. In December 2012 a wonderful new playground was added with funds saved from our annual auction. In 2015 a new little red car was situated on the eastern side.
- Staff car park.

Specialist facilities:

N/A

Staff facilities:

Self-contained staff room including kitchen and photocopying facilities, staff toilet and shower.

Access for students and staff with disabilities:

Access is available for people with disabilities.

Access to bus transport:

All students travel to school using parent transport.

There is no school bus.

10. School Operations

Decision making structures:

The following groups are active in school decision-making:

Staff, Students (via class meetings and SRC), Governing Council and sub-committees – Finance, Grounds, Parents and Friends, and parents as a whole via the newsletter and its feedback component.

The Principal and staff constantly check and review decision making to ensure anyone who is affected by a decision is consulted and, where appropriate, participates in the decision made. The school aims to ensure that all members of the school community have their views valued and included.

The contributions of the various groups are acknowledged where possible in the newsletter.

Regular publications:

A newsletter is produced fortnightly.

Other communication:

There is a policy booklet for parents and a school brochure. Regular formal and informal communication occurs between class teachers and parents.

An Enrolment pack and colour booklet is available for prospective families to find out about the school as well as the opportunity to have an interview with the Principal, meet the teachers and have a tour of the school.

School financial position:

The school is in a healthy financial position.

11. Local Community

General characteristics:

Kersbrook Primary School is located in the Torrens Valley about 40kms from Adelaide. Although Kersbrook is an orchard and grazing area, subdivision has redeveloped the area into a small township surrounded by many hobby farms. The parents mainly commute out of the district to work. Most children continue with secondary education at Birdwood High School.

Parent and community involvement:

An auction is held on the school grounds each year. This is our major fundraiser and involves the combined efforts of parents and staff.

Approximately 500 people participate in this event, which helps to ensure that resources are upgraded on a regular basis.

There is a high level of involvement in decision-making, classroom programs and a variety of social and fundraising activities eg Acquaintance Night.

Feeder schools:

We receive new students from Torrens Valley Child Care, Gumeracha Kindergarten, Williamstown CPC and the One Tree Hill Kindergarten.

Other local care and educational facilities:

Kersbrook Playgroup – currently in operation once per week (each Wednesday morning) providing a fruitful opportunity for non-school community members to become familiar and comfortable with the school environment.

Commercial / industrial and shopping facilities:

These facilities include a store, post office, equestrian centre, second-hand shop, tavern, winery cellar door sales and a hardware and cold storage co-op.

Other local facilities:

Community facilities include a sports park, 2 churches, a hall and a CFS station.

Availability of staff housing:

Rental housing is difficult to obtain.

Local Government body:

Adelaide Hills Council is the local government body.

12. Further Comments

The Kersbrook School Community is busy, energetic and focused on quality educational outcomes. The development of excellent facilities and resources and the implementation of exciting school initiated curricula have resulted from a high level of collaboration, planning, enthusiasm, engagement and professionalism.