

SCHOOL CONTEXT STATEMENT

Updated: 05/2020

School number: 0205

School name: Keyneton Primary School

1. General information

Part A

School name : KEYNETON PRIMARY SCHOOL
School No. : 0205
Courier : Angaston Postal Region
Principal : Mrs Catherine Hull
Postal Address : PO Box 90, Keyneton 5353
Location Address : Cnr Stott Highway and Keyneton Rd, Keyneton 5353
Portfolio : Gawler 1, Barossa Valley Partnership
Road distance from GPO : 85 kms
Phone No : 08 8564 8258
Fax No : 08 8564 8332
Email address : dl.0205.info@schools.sa.edu.au
CPC attached : No

		2017	2018	2019	2020
February FTE Enrolment - Primary	Reception	4	2	9	1
	Year 1	8	3	2	9
	Year 2	4	8	3	2
	Year 3	1	3	8	3
	Year 4	5	1	2	7
	Year 5	4	4	1	1
	Year 6	3	4	4	1
	Year 7	5	3	2	2
	TOTAL	34	28	31	26
July FTE Enrolment		32	28	31	
Male FTE		10	10	14	14
Female FTE		22	18	17	12
February School Card (Persons)		4	5	6	5
NESB Total					
Born O/S & in Aust less than 1 year					
Aboriginal FTE Enrolment		1	1	2	2

Part B

- Staffing numbers: The full-time Principal teaches 0.33, Monday in the Year 3-7 class and 2 hours each on Tuesday and Wednesday, team teaching English and Maths to support the 5 year levels in the 3-7 class; a permanent teacher teaches the Year 3-7 class 0.8; a second permanent teacher teaches 0.6 in the JP class and provides NIT 0.2. A contract teacher works 0.4, teaching the JP class Thursday and Friday. In 2019 and 2020, the school purchased 0.1 of the Partnership Senior Leader Learning Improvement, Primary time (SLLIP) to support teachers with programming and planning and provide PD in direct relation to the Site Improvement Plan.
- A permanent SSO works 35 hours per week and carries out the role of the Administration/Finance Officer. An SSO1 provides intervention and classroom support for 12.5 hours per week and works 4 hours in the library. An SSO2 works 4 days a week for 21.5 hours, primarily to support a student with severe multiple disabilities, and also to provide a speech program and classroom support. One SSO1 works 5.5 hours on Fridays supporting the student with severe multiple disabilities.
- The school contracts a grounds person.
- Enrolment trends: We experienced steady growth in our student numbers for several years but this has fallen slightly with more Upper Primary students graduating than new receptions coming in. In 2019, 9 new receptions enrolled and numbers rose above 30 again. Playgroup runs on Monday mornings with 3-5 pre-schoolers attending each week. In 2020 numbers are in the mid-20s again, 3 students moved, 3 graduated and only one new reception enrolled.
- Special arrangements: The school is part of the Barossa Valley Partnership. We link with local sites to enable students to access visiting performances and specialist sports activities and we combine with 6 other small schools for the annual sports day.
- Year of opening: 1925.
- Public transport access: None. Bus service (Barossa-Adelaide) available in Angaston, 12 kilometres away.

2. Students (and their welfare)

- Five students were approved for school card in 2020.
- Classes are organised as R-2 and Years 3-7, in 2020.
- One student has severe multiple disabilities and KPS works with Novita to provide special programs with an OT, physiotherapist and speech pathologist. Kilparrin is also involved for hearing and vision support.

- Student management: Class rules and yard rules are negotiated each year in line with the school's Behaviour Management Policy and are linked to our school values.
- Student government: SRC is active in decision making and fundraising for the school. All students are involved in SRC meetings and two SRC reps provide written reports to Governing Council.
- Special programmes: The school has been involved in Clean-up Australia Day, Planet Ark Tree Day, Premier's Reading and Be Active Challenges for well over 10 years. When practical, senior students have been involved in the NRM program, Young Environmental Leaders.

3. Key School Policies

Policies can be found on our website: www.keynetonps.sa.edu.au

- Contextual Influences

Keyneton Primary School consists of six main buildings (described in the Facilities section). In addition there are 2 storage sheds, a shelter shed and a tennis court. The grounds are well presented and the oval is irrigated automatically.

There is a large area for students to play. The playground has rubber soft fall and a large shade cover and the large sandpit is also covered by shade.

Students play together across age groups and siblings are often in the same class.

The local rural community exhibits strong ownership of the school. Parents are actively involved in their children's learning. The Parents and Friends Committee enthusiastically participates in fundraising and strongly supports curriculum activities.

Keyneton children and young people participate in a wide range of sports and recreation activities in the nearby Barossa Valley - netball, football, hockey, basketball, tennis and cricket are popular. Families have regular access with the wider Barossa community. This develops broader social networks.

All administration and curriculum computers are connected to the *LearnLink* Internet service. In April 2020 the school became the 467th site in the state to be connected to the new SWiFT high speed internet service.

Technological hardware is updated regularly to ensure that students have access to the latest equipment. Both classrooms have interactive panels, purchased in 2018. In December 2019 the school was successful in securing a \$6000 Local Schools Community grant and 20 new desktop computers were purchased in January 2020. These, along with the 5 purchased in 2019, mean that all students have access to up-to-date computers in the classrooms. 10 new iPads were purchased in 2019 which are shared. Now we have a fast internet service, 10 more were ordered in May 2020. These can be mirrored to the panels using Apple TVs. In 2020 the school bought into the Department's ICT support program, providing fortnightly on-site support and assistance with purchasing and updating equipment. A new curriculum network server will be installed in 2020.

Tree audits are organised by DPTI and conducted annually as part of bushfire readiness. Any follow-up trimming or removal is then carried out.

Values and Principles

We value: Respect, responsibility, honesty, integrity and personal excellence. And we believe that “OK isn’t excellent”.

- Developing a Growth Mindset was introduced to Barossa Partnership sites in 2016. Although this had remained part of the everyday language, there was a need to refocus in order to further develop students’ resilience. In 2016 a child psychologist was employed to deliver a series of lessons at appropriate age levels and this was again implemented in 2020. Students learned how the brain works and were able to understand why being willing to try and fail, and then continuing to practise things that are hard, help the brain to develop. Keyneton is working on building powerful learners through individual goal-setting and specific use of growth mindset language in classrooms.

Core Business

The vision of Keyneton Primary School is that every child will be engaged in high quality, relevant learning programmes

We achieve this by:

- Encouraging strong partnerships and positive relationships between and amongst staff, students, families and the wider community. In 2019 an educational consultant was engaged to lead the school community in a consultative process to assist our school to be the best it can be. An Action Plan for Future Directions was developed and sits beside the Site Improvement Plan;
- Providing learning programmes to support the diverse range of students;
- Trialling new teaching and learning methods and programmes: eg: whole school Literacy Block - Reciprocal Teaching in guided reading lessons was implemented in 2018; Numeracy Block, including the implementation of differentiated maths learning activities through “Maths Islands”; integrated and inclusive methodology, working on a whole-school theme each term; incorporating ICT where applicable - Seesaw app introduced in 2020; Primary Connections Science lessons; quality improvement through self-review.
- Utilising the skills of teachers in their specialist or interest areas;
- Conducting 3-way interviews where primary students are encouraged to play a lead role in both the planning and reporting of their learning;
- Accessing appropriate learning opportunities eg: excursions, performances, sport, camp and, when there’s an interest, Festival of Music choir with Light Pass Primary.
- Working with teachers from other schools in the Partnership;
- Accessing appropriate grants and funding;
- Supporting staff to attend professional learning linked to school priorities;
- Using responsive planning and programming and authentic assessment tools that cater for the specific learning needs and styles of all students;

- Giving students power in decision-making processes and leadership opportunities through SRC meetings.

Priorities for 2020 from the Site Improvement Plan

- To increase the number of students mastering comprehension strategies, particularly in interpreting explicit and inferred information.
- To increase mathematical achievement of students, particularly in the Number Strand.
- The full Site Improvement Plan can be found at: www.keynetonps.sa.edu.au

Information Management

- Data is collected and monitored by staff through standardised tests, PAT-R and –M tests, teacher observation, work samples, assessment tasks, Benchmark Reading levels and Fountas and Pinnell reading tests to measure growth in inferred comprehension, NAPLAN Test results, opinion surveys and, where appropriate, testing by Guidance Officers and Speech Pathologists.

- Feedback is gathered from parents via Governing Council, Parents & Friends, surveys, Learning Profiles and 3-way interviews and less formal conversations.
- Feedback is gathered from students via reflections in the Student Learning Profiles, individual conversations, Student Representative Council and surveys.

4. Curriculum

- Subject offerings: Eight areas of study are covered as directed by the Australian Curriculum. The LOTE is Indonesian taught by the long-term, permanent teacher on staff. The Primary Connections Science Scope and Sequence provides the focus for each term's cross-curricular whole school theme.
- Special needs: Individual students who have been identified as having learning difficulties receive extra small group SSO assistance for Speech, English and Maths.
- Teaching methodology: Teachers make significant use of Information Communication Technologies across all areas of learning. In our planning we aim to cater for all learning styles and use an integrated, differentiated, inclusive approach. We have whole school Literacy and Numeracy Blocks that provide the required amount of learning time each week in English and Maths. JP students use the Jolly Phonics programme. Generally the timetable is organised for the whole school rather than individual classes.
- Assessment and reporting procedures are congruent with DfE Assessment and Reporting Policy. Student Learning Profiles are sent home regularly providing an ongoing form of communication, assessment and reporting. The Seesaw app was introduced in 2020 and is an immediate form of communication between teachers and parents. These methods support formal parent-teacher interviews in Term 1 with an optional interview in Term 3.
- Mid Year and End of Year written student reports are issued according to DfE guidelines.

5. Sporting Activities

- A combined Small Schools' Sports Day is held annually with Truro, Springton, Light Pass, Mt Pleasant, Palmer and Cambrai Primary Schools.
- Students participate in SAPSASA Cross Country, District Athletics Days and team events, and combine with Light Pass and Good Shepherd Lutheran School for Knockout Cricket, Football and Netball competitions.
- We include sports coaching clinics in the curriculum, Auskick every two years, and take part in the Premier's Be Active Challenge each year.
- Daily Fitness sessions are programmed 5 days a week from 9:00 to 9:30am.

6. Other Co-Curricular Activities

- We perform a school concert each year, for the last 8 years this has been a full musical.
- We have a whole school camp every year, travelling to the Murray River, Victor Harbor, Adelaide city, Monarto, the Adelaide Hills and Wallaroo in recent years. We usually employ Active Ed to organise and run the camps.
- SRC run casual days and special days for charities and school fundraising - the Wheels Day for the RFDS raised \$2650 in 2019.
- We join local events such as the Barossa Valley Vintage Festival.
- Year 7 students attend National Young Leaders Day and Meet the Writers Festival in Adelaide every year.
- We have a productive vegetable garden in 21 half wine barrels, 3 chickens and a worm farm.

7. Staff (and their welfare)

- Staff profile: All staff reside nearby in the Barossa area.
- Leadership structure: The Principal, with all staff having various areas of responsibility.
- Staff support systems: staff are encouraged to work collaboratively across the school.
- Professional development: Staff members participate in PD within the Barossa Valley and in Adelaide. The PD is negotiated on a needs basis and is linked to the areas for improvement under the Site Improvement Plan. Teachers are supported to join PLCs across the Partnership in year level or NIT groups, with meetings planned twice a term.
- Performance and Development: The DfE Performance and Development Policy is implemented with staff, and the DfE Plan is being used by all staff to focus PD discussions. Personal goals are developed around the Site Improvement Plan with staff identifying what they need to do in order to help students achieve the targets.
- Staff utilisation policies: Access to support staff is through the Gawler Office of DfE. Personnel that can be accessed are the Psychologist, Speech Pathologist, Special Educator, Attendance Officer, Behaviour Support, Social Worker and Family Focus Worker. There is also access to local Barossa tutors and support workers privately.
- Accommodation is available in the nearby Barossa towns.

8. School Facilities

- Buildings and grounds: The Resource Centre, staff room and kitchen are located in the former head teacher's house (The Lodge), a brick building. The original stone classroom houses the Years 3-7 class. A transportable wooden room accommodates the R-2 class. These 2 rooms are connected via the multi-purpose BER building which is used for small groups, whole school lessons, fitness, dance, SRC meetings and assemblies etc. The metal clad transportable building is used for Playgroup and Indonesian. All buildings are air-conditioned.

Specialist facilities: There is a ratio of 1 student to each curriculum computer. All classrooms, the library and the office are cabled to access the Internet. Wifi is accessible in all classrooms and the Front Office.

- Staff facilities: All staff members have an email address. Access to EDSAS is via two Administration computers.
- In 2015 the school was modified to enable the enrolment of the student with severe multiple disabilities. The school is fully-equipped for disability access with a disabled bathroom, ramps to buildings and the oval. There are handrails to the toilets and the main room as per DfE guidelines.
- Access to bus transport: Local bus companies service the area for excursions. No school buses serve the school.

9. School Operations

- Decision making structures: Due to the small number of staff, as a general rule decisions are made by consensus. Disagreements are negotiated until a suitable compromise is reached. SRC and Governing Council work on a simple majority vote. There is a PAC, all teachers, the Principal and the Finance Officer have completed PAC training. All staff are involved in WH&S.
- Regular publications: A school newsletter is published fortnightly and available, along with policies and parent information, on the school website at www.keynetonps.sa.edu.au. The Parent Handbook is updated as required. Staff induction follows WH&S guidelines. A daily bulletin is used to communicate information amongst the staff.
- Other communication: Notices and consent forms are sent home to cover special events and other issues as they arise.
- School financial position: The school is in a sound financial position.
- Special funding: The school receives the Rural and Isolated Index funding. We apply for grants in particular curriculum areas to support an improved, diverse delivery of curriculum. Adequate funding is made available to support the school priorities.

10. Local Community

- General characteristics: Some seasonal vineyard work is available and other employment is available in the Barossa area, in wineries or industrial fields. The area is strongly Australian rural, mono-cultural with the English language predominant.
- Parent and community involvement: There is strong support for the school with the majority of parents being involved in the Parents and Friends Club and the Governing Council.
- Other local care and educational facilities: Keyneton Playgroup runs at the school on Monday mornings. There is a kindergarten in Angaston and secondary schooling at Nuriootpa High School and Faith Lutheran College.
- Commercial/industrial and shopping facilities: There is a postal service in Keyneton and shopping facilities exist in other Barossa towns.
- Other local facilities: The Barossa towns contain a wide range of medical, social, cultural, recreational and library facilities.
- Availability of staff housing: None in Keyneton but some Government housing at Angaston, 12 kms to the west.
- Local Government body: Mid Murray District Council at Mannum. Phone: 8569 1600. The nearest office is at Cambrai, about 25 kilometres to the east.

11. Further Comments

- The wonderful rural setting amongst stately red gums and rolling hills, in a farming and vineyard area makes it a very attractive school and worksite. KPS is a family oriented small school with friendly students, caring staff and supportive parents.