



SCHOOL CONTEXT STATEMENT

School number: 1792
School name: Kurna Plains School
School Profile: R-12

Kurna Plains School was established in 1986 with the intent to provide Aboriginal children with an academic focused curriculum respectful of their Aboriginal culture. The school was developed as a response to the widespread educational disadvantage identified within the Northern Adelaide region resulting in Aboriginal learners not meeting National and State educational benchmarks. The school's purpose is to engage and support students to achieve their highest achievements.

Kurna Plains School provides Australian Curriculum R-10 and SACE years 10-13. The school's values are Cooperation, Organisation, Respect, Kindness and Acceptance (CORKA). The CORKA values are reinforced in student learning to develop knowledge and understanding of their Aboriginal Identity and Culture. Kurna Plains School priority for staff is to foster and nurture student wellbeing to empower students for future successes whilst maintaining resilience. To achieve these outcomes, the school strongly facilitates and encourages active participation with parents, Aboriginal leaders, community, and partnerships with stakeholders.

1. General information

- School Principal name: Bronwyn Milera
- Deputy Principal's name, if applicable: Angela Walkuski
- Year of opening: 12 th June 1987
- Postal Address: 83 Ridley Road Elizabeth SA 5112
- Location Address: 83 Ridley Road Elizabeth SA 5112
- DECD Region: Para Hills 1
- Geographical location – ie road distance from GPO (km):24 kms
- Telephone number: 82524419
- Fax Number: 82523482
- School website address:
- School e-mail address: dl.1792.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: no
- Out of School Hours Care (OSHC) service: no
- February FTE student enrolment:

	RE	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Yr 12	Yr 12P	Adult Re-entry	Total
2015	13	7	7	3	5	4	7	5	6	6	6	3	7			79
2016	7	11	7	9	3	6	8	7	4	5	6	4	1	1		79
2017	7	4	11	6	11	3	8	9	6	5	4	9	3	1	4	91
2018	12	5	6	10	11	8	7	6	4	4	3	7	4			87

- Staffing numbers (as at February census):

: 9.0 FTE teaching staff made up of:

- 1 Principal
- 1 Deputy Principal
- 7 Teachers

: 10 Ancillary staff made up of:

- 8 SSOs - Level 1, 2 and 3
- 2 ACEOs - Level 2 and 3

- Public transport access:
- Special site arrangements:
Workabout Centre
BAE Systems
Taoundi College

2. Students (and their welfare)

- General characteristics
: Students come from a diverse range of Aboriginal Cultures from across Australia. Students are positively engaged to learn and enjoy opportunities to achieve their best learning outcomes.
- Student well-being programs
: Students are engaged through Aboriginal Cultural Framework for engagement and wellbeing, Stephaney Alexander Kitchen Garden Program, Chaplaincy program, Recess and lunch programs and Pastoral Care
- Student support offered
: There are a range of support structures including intervention and support processes, counselling and individual case management. Targeted waves of intervention for students.
- Student management
: We value our partnership with parents in negotiating, setting and implementing effective behaviour management practices. SBM plans are developed in consultation with students, parents and staff ensuring students take responsibility for their behaviour and learn to make appropriate choices.
- Student government
: Regular class meetings and students take an active role in decision making within the school. Senior students are represented on NASSSA.
- Special programmes

Kaurna Plains School has developed a range of student programs:

- The 'CORKA' Awards, is based on school values, provide positive rewards to students who are improving their learning and achieving success.

- The Wetlands Program connects students to their environment and is managed as part of the science program.
- Sporting Schools Program
- Kurna Language
- Aboriginal Cultural Program
- Stephanie Alexander Kitchen Garden

3. Key School Policies

- Site Improvement Plan and other key statements or policies:
 : At Kurna Plains School, our school ethos is fundamentally Aboriginal Culture and language and curriculum embeds into our teaching and learning programs. We have high expectations for teaching and learning to achieve higher and beyond potential. We develop trust supporting collective efficacy and strive for continuous improvement and excellence in learning. We believe student voice, Aboriginal Culture and engagement are central for the development of learning and apply this to all areas of school life. We work towards developing and facilitate the learning curriculum within consistent and shared pedagogical practices, that students are motivated to learn and connected to all aspects of literacy and numeracy.

Aboriginal Cultural Framework for Engagement and Wellbeing – focus on culture and pride of students and their individual pathways.

Strategies:

- developing stronger learner wellbeing and resilience,
- embedding Aboriginal perspectives and Kurna culture into the curriculum to underpin our school focus on learning for success
- engaging school community and participation
- case management of students R-13
- Regular Cultural Awareness PD
- Cultural Elder and Speech Pathology students
- Recognition and celebration of significant Cultural and Historical events Achievements
- Improved Teachers capacity to implement cultural framework and Aboriginal perspectives embedded across the curriculum

Literacy & Numeracy

Focus – Improvement in Reading and Writing R-10

Strategies:

- Improve literacy and numeracy achievement through developing pedagogical practices that develop expert learners
 - Use data analysis to track improvement and monitor individual and school growth to achieve targeted teaching
 - Literacy coach model R-12
 - MARKIT data base
 - One Child One Plan (OCOP) tool
- Recent key outcomes:

Key Learning Highlights included:

- * Embedded intensive reading pedagogical practices R-13
- * Focus on Prime Futures - QUT - Yumi Deadly pedagogy
- *Strong focus on Aboriginal culture – engagement of Aboriginal Elder Major Sumner (Uncle Moogy) – connecting to Dreaming stories through music, song and dance. Build staff understanding and experiences. Students and families connections resulting in building resilience, identity and pride.
- *Kurna Language – endangered Aboriginal languages course – KPS hosts course within NASSSA

STEM Grant – Career Pathways 2018-2020

- *Lego Robotics – won Community Award 2018
- *Makers Empire – runner up – won 3D Printer
- *Host year 6-9 Career Walk in partnership with Workabout Centre for South Australia
- *Host visit from Senior Executive Group (SEG)
- *Adelaide Crows – students participated in Indigenous round and clinic (wellbeing)
- *Participation in new Aboriginal Education Strategy
- *Roll out of new winter school uniforms
- *Student visit to Government house
- *Student awarded Dame Roma Mitchell scholarship

4. Curriculum

General

- The core business of Kurna Plains School is supporting student learning and providing success for all through a collaborative, safe, caring and supportive learning

environment.

- Composite and multilevel classes provide opportunities for collaborative and co-operative practices and the development of a cohesive classroom differentiating learning for a broad range of student abilities.
- All teachers are EALD trained. It is expected that teachers will have experience in effective teaching and learning educational programs with high expectations for student achievement.

- Subject offerings: Australian Curriculum R-9 and SACE for years 10-12
- Open Access/Distance Education provision: N/A
- Special needs: To improve the educational outcomes of the students identified at risk and implement early intervention strategies:
 - Literacy intervention R-9
 - Counselling intervention
 - Speech programs
 - Vocational Education Programs

Special curriculum features : Kurna Plains School curriculum is underpinned by Aboriginal Cultural Framework for Engagement and Wellbeing.

Kurna Plains School has developed a range of student programs:

- The 'CORKA' Awards, is based on school values, provide positive rewards to students who are improving their learning and achieving success.
- The Wetlands Program connects students to their environment and operates daily prior to the start of the school day
- Sporting Schools Program
- Kurna Language
- Aboriginal Cultural Program
- Nutrition program
- Stephanie Alexander Kitchen Garden

- Teaching methodology:
 - High expectations
 - Model of Gradual release for literacy and numeracy
 - Engagement is the key to learning and teachers construct learning programs and activities that are inclusive of Aboriginal culture and values.
 - Students are involved in making decisions about their learning.
 - ICT is integrated within programs.
- Student assessment procedures and reporting
Formal student reports R-12 are completed Terms 2 and 4. Interim student reports are completed termly for years 8-12. Parent Teacher interviews are held termly to strengthen communication between school –home.
- Joint programmes:
 - Kaurna Plains Children Centre – transition and community connections
 - Kaurna Plains Child Care Centre – community connections
 - Tauondi College
 - Workabout centre
 - Northern Adelaide Secondary Schools Alliance NASSSA
 - Playford International College music program

5. Sporting Activities

- Crows STEM pilot school
- SAPSSA
- SASTA

6. Other Co-Curricular Activities

: Reconciliation Day, NAIDOC week and Harmony Day provide opportunities to value the work of the students and the school. The school also participates in a range of other activities such as Book Week, Swimming and Aquatics programs and Lego Robotics. NASSSA Career Walk host school for year 7 -11

7. Staff (and their welfare)

Staff support each other and work as a team. There is a positive atmosphere with high expectations. All teachers are expected to deliver in a number of areas of study.

Staff are organised into a range of committees and teams that are involved with the governance, management and curriculum development in the school. Professional learning opportunities are available that support KPS Improvement Plan priorities as well as individual staff learning needs

- Leadership structure

KPS operates with a cooperative leadership model comprising of the Principal, Deputy Principal, ACEO, ACET and finance officer. Whilst the Principal maintains overall responsibility the team collaborate and share Rec – Year 12 leadership and management responsibilities. All staff work together cooperatively to achieve improvement goals across Rec – Year 12.

- Staff support systems
- Staff support each other and work as a team. There is a positive atmosphere with high expectations. All teachers are expected to deliver in a number of areas of study.
- Staff are organised into a range of committees and teams that are involved with the governance, management and curriculum development in the school. Professional learning opportunities are available that support KPS Improvement Plan priorities as well as individual staff learning needs.
- Performance Management
 - Our process follows DfE guidelines. Each staff member is co-lined managed by Principal and Deputy Principal. Performance management is jointly designed by staff and line manager:
 - Meet early in the year to discuss the needs of students and the support required by each person.
 - Jointly agreed plan to provide the feedback mechanisms and documentation most suited to the needs and career aspirations of the individual staff member
 - Subsequent meetings focus on monitoring student achievement, staff actions towards and reflections on the achievement of their individual professional goals and the work of each staff member in achieving the priorities of the school.
 - Staff are provided information about T&D opportunities
- Staff utilisation policies
 - Each classroom has an allocated SSO to support student learning
- Access to special staff
 - Pastoral Care
 - Music program
 - Speech program
- Other
 - :

8. Incentives, support and award conditions for Staff

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

Kaurna Plains School is currently comprised of a central administration building with a small staff room. There are 4 primary classrooms and 2 secondary classrooms. There is a small gym and IT room. The buildings are designed with community input and include colours, textures and finishes in earthy colours to reflect the land. There are grassed and hard play spaces. Within the grounds a wetlands has been developed with massed plantings of local and indigenous plants. A new Resource Centre was built in 2010 as part of the BER. A Trade Training Centre was built in

2011 with the intention to offer Certificate 1,2 & 3 in basic construction and horticulture. The Oval was upgraded in 2015 with newly installed Soccer goals. Recently upgrade of primary courtyard.

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- Heating and cooling
 - : All buildings are air-conditioned with reverse cycle or evaporative air conditioning
- Specialist facilities and equipment

The school has an activity hall for Music, Dance and Physical Education, a wetlands environment for cultural and environmental studies, networked computers in all classrooms.

- Student facilities
- There is no onsite canteen; however kitchen facilities operate for breakfast club, mentoring and educational programs eg Stephanie Alexander Kitchen Garden Staff facilities
- Access for students and staff with disabilities
 - : Yes
- Access to bus transport
 - Public transport is accessible locally through bus and train facilities.

10. School Operations

- Decision making structures

The school has a team approach to organisation and management underpinned by Leadership. The Governing Council provides policy direction. PAC, SRC & other agreed processes are utilised.

- Regular publications
 - Newsletter is published every 3 weeks
- Other communication
 - :
- School financial position
 - : The school has leadership and a finance committee that develops and monitors the annual budget and reports at least twice per term to Governing Council. The school is in a sound financial position.

- Special funding

11. Local Community

- General characteristics
- The Kurna Plains School has a wide catchment area within the northern suburbs of Adelaide. Enrolments come from Elizabeth, Munno Para, Salisbury and Smithfield suburbs. Local housing is mainly current and former Housing Trust stock. Parent and community involvement is strong and supportive.

Since its inception, the Kurna Plains School community has been actively involved in the development, governance and general work of the school.

- Parent and community involvement
 - : Parent engagement is valued and supported through special events
 - Fortnightly community breakfast in the wetlands
 - Parent volunteers
 - Employment opportunities supported
- Feeder or destination schools
 - The school is not zoned
- Other local care and educational facilities

The Lyell McEwin hospital and other medical services are nearby.

Kurna Plains School is co-located with the Kurna Plains Childcare Centre, Kurna Plains Children's Centre, Marni Waiendi, Playford International College is nearby.

- Commercial/industrial and shopping facilities

A wide range of commercial and industrial businesses are nearby for employment and service to the local community.

The school is within 1 kilometre from the Elizabeth Shopping Centre.

- Other local facilities

The Elizabeth community provides a very wide variety of sporting, recreational, cultural and social activities for families.

- Availability of staff housing

N/A

- Accessibility

The school is located on major bus routes to the city and the Elizabeth City Centre.

- Local Government body

Playford Council

12. Further Comments