

SCHOOL CONTEXT STATEMENT

Updated: July 2016

School number: 1003

School name: Koonibba Aboriginal School

School Profile Text:

Koonibba Aboriginal School strives to ensure learners are confident, independent individuals, who take pride and ownership of their learning and willingly support and lead others' within their learning paths. Respect, Co-operation and Excellence are the values we promote.

Koonibba is a Category 1 Disadvantaged School with a very high percentage of school card and Aboriginal student enrolment. Koonibba's population is of a low socio-economic status and there are high levels of unemployment.

Attendance, Literacy and Numeracy are the main foci. Our site has an Attendance Improvement Plan and we are a part of the Remote Schools Attendance Strategy. We have 2 community people who support all students and families to get to school. Literacy is delivered to all classes for 2 hours every day in the form of a Literacy Block; this is comprised of individual reading, guided reading, spelling and writing. All areas cover 'The Big 6' of Literacy. Our assessment schedule sees students assessed 3 times a term with Oxford Words, twice a term for Running Records, ongoing assessment of reading and guided reading, we also use PAT-R to help with our comprehension assessment.

We also have a Numeracy Plan which has now scaled all students and has a strong focus on number and subitization.

All students have Individual Learning Plans that address social, numeracy and literacy goals. Parent participation is encouraged within all school aspects. The School and the School Based Preschool have a strong promotion of Aboriginal Cultural and Languages. LOTE focuses on the Aboriginal Languages, Pitjantjatjara and Wirangu and Aboriginal perspectives are incorporated into curriculum.

1. General information

Part A

Schoolname	:	KOONIBBA ABORIGINAL SCHOOL	
School No.	:	1003	
Principal	:	Mr Wade Branford	
Postal Address	:	PMB 9, Ceduna 5690	
Location Address	:	Coleman St, Koonibba	
Year of opening	:	1901	
District	:	Eyre & Western	
Distance from GPO	:	808 kms	
Phone No.	:	08 86250006	
Fax No.	:	08 86250005	
School/Preschool Website:	:	www.koonibbaab.sa.edu.au	
School/Preschool Email	:	dl_1003_info@schools.sa.edu.au	
CPC attached	:	YES	Fax No. : 08 86250005

	2007	2008	2009	2010	
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	3.0	5.0	1.0	4.0
	Year 1	4.0	6.0	5.0	2.0
	Year 2	4.0	7.0	7.0	7.0
	Year 3	3.0	4.0	6.0	3.0
	Year 4	3.0	5.0	2.0	4.0
	Year 5	3.0	3.0	5.0	2.0
	Year 6	5.0	2.0	3.0	6.0
	Year 7	2.0	4.0	1.0	3.0
	TOTAL	27.0	36.0	30.0	31.0
February total FTE Enrolment (2010)					
	Male FTE				20.0
	Female FTE				11.0
	School Card Approvals (Persons)				31.0
	NESB Total (Persons)				31.0
	Aboriginal FTE Enrolment	26.0	35.0	28.0	31.0

Part B

- Staffing Numbers
 - 4.45 FTE
- Current Leadership
 - :Principal 1.0 (includes 0.4 Admin)
 - Key Teacher (perm) 1.0
 - 2 Teachers 2.0
 - Administration 0.04
 - Aboriginal Education 0.4
 - Child Parent Centre 0.5
- Tier Two Staffing
 - :ESL 0.33
 - Wirangu 0.1
 - Special Ed 0.03
 - FIR 0.07
- School Support Staff
 - 17.5 Permanent SSOs (finance/admin)
 - 30 hrs Temporary SSO (Class, admin & Library)
 - 40 hrs Temporary SSO (class)
 - 7 hrs SSO support for the Child Parent Centre
 - 1 ACEO Permanent (30 hrs)
 - 1 Grounds-staff (10 hours per week)
 - HPI Tutoring
- Enrolment Trends

The school has a current enrolment of students from Reception to Year 7. The population fluctuates throughout the year, with a significant transient component. For this reason, enrolment trends are difficult to predict.

The Child Parent Centre enrolment also fluctuates.

- **Special Arrangements**

There is an existing relationship with neighbouring schools/educational facilities including Koonibba Child Care Centre, Ceduna Area School, Crossways Lutheran School, Penong Primary School, local pre schools and child care facilities (including Ceduna Toy Library).

Secondary students attend Ceduna Area School. Transition arrangements for Year 7 students exist with Ceduna Area School.

Eyre and Western Regional Office includes the regional Aboriginal Education Community Officer, Aboriginal Field Officer and Aboriginal Education Coordinator. Koonibba Aboriginal School is a part of the Aboriginal Schools Network.

2. Students (and their welfare)

- **General Characteristics**

Koonibba Aboriginal School is a Category 1 Disadvantaged School with a very high percentage of school card students and 100% Aboriginal student enrolment. Koonibba is geographically isolated, situated 37km west of Ceduna, South Australia and 5km north of the Eyre Highway. Koonibba is approximately 800km from Adelaide. There are no public transport services available, therefore access to the Community is by private vehicle.

- **Student Wellbeing programs**

Peer support programmes operate across the school. Activities such as class meetings, elective programmes, health and social education form an integral part of the curriculum. Each year we partake in the AEDI survey to identify student wellbeing and take steps to ensure we are meeting the needs of all students.

- **Support Offered**

Special Education support is available for designated students in the areas of social needs, literacy or numeracy for targeted students. Koonibba Aboriginal School receives funding from referred students, Early Years, Literacy and Numeracy Plus Programme, numeracy and literacy tutoring for eligible students through the Aboriginal Program Assistance Scheme and students who are identified through the Regional Office as students with disabilities also attract support.

- **Student Management**

Student Management has a high profile at Koonibba Aboriginal School. Students are expected to contribute to development of classroom and yard rules, and have had input into the development of School Code of Behaviour. The School is continually working with students, families and community members in trying to assist students in managing their behaviour.

- **Student Government**

A Student forum is not operating this year. Individual classes have the opportunity and are encouraged to hold regular class meetings.

- Special Programmes

A transition program operates between the Koonibba Aboriginal School and Ceduna Area School for Year 7 students.

The school also has a transition programme between the CPC and the Reception class, as well as a close working relationship with the local Child Care Centre.

Eligible children attend Koonibba Child Care after ½ day sessions at the Child Parent Centre.

Leadership camps for year 6 and 7s occurs 2-3 times a year.

3. Key School Policies

- School Vision

Children/Students as learners demonstrate confidence and independence. Individuals take pride and ownership of learning and willingly support and lead others' within their learning paths.

- Site Values – Respect
Co-operation
Excellence

- Mission Statement

The core business of Koonibba Aboriginal School is to develop and maintain a supportive learning and teaching environment where staff, students and parents value the ongoing learning process.

We aim to provide a safe, caring and supportive environment that fosters students' development of skills, knowledge, experiences and positive wellbeing.

We encourage our students to achieve in academic, social and physical directions by providing support structures to maximize their success.

Our teaching and learning programs provide opportunities for students to become confident and self-assured independent learners who have the necessary skills to become successful life long learners.

- Recent Key Outcomes

The establishment of a School Governing Council in 2007 has lead to an increase in the level of community involvement within the school. There are times when meetings are re-scheduled due to no quorum being meet.

4. Curriculum

- Subject Offerings

Students undertake studies in all 8 areas of curriculum, however Literacy and Numeracy are high priorities. LOTE focuses on the Aboriginal Languages – Pitjantjatjara and Wirangu. Aboriginal Studies is an important part of the curriculum and is supported by Aboriginal Staff and community.

- Special Needs

Aboriginal students who have been assessed as at risk are naturally a high priority for this school. Funding is provided to support students who are identified through data collection of NAPLAN testing and ESL scales. Support is provided through SSO individual support and classroom support. All students have an ILP and students with identified learning difficulties have a Negotiated Education Plan. These are updated twice a year.

Extra

All staff have the opportunity and are encouraged to receive training and development in catering for the particular needs of these students (APAC, Accessed a Literacy Coach from 2012-2014, PAT-R and PAT-M, First Steps in Maths, Aboriginal Cultural Awareness, Maths 300, Role-M, ACARA, Interactive Whiteboards etc). There is an increasing involvement from Regional personnel involved with speech pathology, students with disabilities, hearing impairment and psychology.

- Special Curriculum Features

Students at Koonibba Aboriginal School are exposed to a wide variety of “special” curriculum relating to cultural studies and community involvement. Wherever possible, we access visiting performers and special guests to enhance and broaden student experiences.

- Teaching Methodology

A wide range of teaching methodologies are employed at Koonibba Aboriginal School. Staff have had (and will continue to have) the opportunities to undertake training and development in a variety of areas related to methodology and curriculum in support of the Site Improvement Plan. Each School Classroom has a Sound Field System installed and teachers are expected to use the microphone when delivering instructions to the whole class, as this supports all listeners not just the hearing impaired. Also each class has an Interactive Whiteboard and access to computers and teachers are encouraged to utilise these throughout the curriculum.

- Assessment Procedures and Reporting

Assessment and reporting takes a variety of forms and is continuous. All assessment reflects ACARA and students are placed on the learning continuum. Assessment tasks vary according to year level and student ability and effort. Reporting is done via home visits, newsletter articles,

community displays, open classrooms, student reports and Individual Learning Plans.

- **Joint Programmes**

Koonibba Aboriginal School is a part of the Far West Partnership and the Aboriginal Schools Network. There is an understanding between Ceduna Area School and Koonibba Aboriginal School with relation to transition programs for students in Year 7. There are occasions where schools and preschools join for special celebrations such as NAIDOC and Reconciliation Week, Tschuna Cup, STEM programs, swimming and Children's Play Day.

5. Sporting Activities

Students at Koonibba Aboriginal School participate in a number of sporting activities including SAPSASA, Coaching Clinics, Interschool sports activities and school-based activities (swimming, aquatics, swimming carnival, sports day).

6. Other Co-Curricular Activities

- **General**

Weekly assemblies, Class Meetings, Electives, Friday Club, open days, video nights/discos and bush days.

- **Special**

Additional co-curricular activities include: -Play Days, Transition Days, Peer Support days, Visiting Performers, Music Performances, Jump Rope for Heart, Christmas Celebrations, Easter celebrations, NAIDOC Week, Reconciliation Week, Christmas Concert, Cultural Awareness Week and Beach Days.

7. Staff (and their welfare)

- **Staff Profile**

Koonibba Aboriginal School has a fluctuating staff, with a few staff changes each year. At present there are 3 full time teachers and 1 part-time (0.5) teacher (school NIT program) and (0.5) in CPC in addition to the Principal.

In addition to teaching staff, there are 4 School Support Officers, 1 ECW, 1 Finance Officer, 1 Aboriginal Community Education Officer and 1 grounds staff employed part time (10 hours).

- **Leadership Structure**

The School has a Principal and a Coordinator Level 1 (when deemed necessary ie whole school change). Staff take on additional responsibilities for curriculum areas and special events.

- **Staff Support Systems**

Staff are encouraged to work as a team, supporting one another. The school meets as a whole school weekly. Meeting regimes are determined annually. An active PAC exists. Additionally staff are supported by and

have access to the full range of DECD Personnel and Curriculum support services. All staff undertaking a position at the school are required to attend an induction program prior to and during the commencement of duties. There are also Partnership student free days which provide opportunities for networking, training and development and support. Performance management is based on program supervision, in class observations and reflective reviews, peer observations and is in line with the current DECD Performance Management Policy and Guidelines. Staff undertake a wellbeing survey each year to ensure their emotional and physical needs are being met.

- Access to Additional Services
Koonibba Aboriginal School staff and students have access to DECD personnel such as Guidance Officers, Speech Pathologists, Attendance Counsellors, Student Behaviour Management Team members, the Interagency Referral Process, Occupational Therapists etc. Within Ceduna there is an extensive range of support services available including Family Violence Support Groups and Outreach Workers, Aboriginal Health Workers, Doctors, Nurses, visiting specialists, Family and Community Services Social Workers, Financial Counselling, Women's and Men's Health Advisers, Substance Abuse Counsellors, Police and Police Aide.

8. Incentives, support and award conditions for Teaching Staff

- Complexity Placement Points
:1.0
- Base +Isolation Placement Points
:6.0
- Shorter Terms
:Koonibba Aboriginal School closes one day earlier at the end of each year. Last days of term dismiss at 2pm.
- Travelling Time
:Through negotiation with the School Principal and subject to circumstances.
- Housing Assistance
:Partially subsidised through Building Management, Accommodation and Property Services is available in Ceduna, in a variety of sizes and styles.
- Cooling for School Buildings
:Refer to School Facilities section below.
- Cash in lieu of Removal Allowance
:Subject to qualifying period (7 years) Teachers (Band 1&2 only) receive allowance for up to 4 years
- Aboriginal/Anangu Schools

- :Special Class Allowance
- Medical and Dental Treatment Expenses
 - :Non-Metro conditions apply.
- Locality Allowances
 - :Yes. Support staff are also eligible for this allowance.
- Relocation Assistance
 - :Yes subject to qualifying period.

9. School Facilities

- Buildings and Grounds

Koonibba Aboriginal School is a CPC – Yr7 school. The school consists of two stone buildings (1 includes 2 classes plus an art/cooking room, the other the administration office and computer room), 1 transportable classroom building,1 CPC building, lunch shed, toilet block, an activities room and a library. The school has excellent playground facilities and a garden. The school buses are housed in a shed on site. A large sports shed houses camping and sports equipment.
- Cooling / Heating

All rooms are adequately air-conditioned, with evaporative air conditioners and fans. Also there are gas heaters in each room.
- Student Facilities

The School Library is reasonably well resourced. Students have access to computers with on line Internet facilities. Each school class has an interactive whiteboard and surround sound fields installed. The computers within the school are IBM with a few Macs.
- Staff Facilities

The school has limited facilities in terms of teacher preparation areas. There is a main staff area in the Administration building. All staff have access to internet and email services.
- Access for Students and Staff with Disabilities

Koonibba Aboriginal School has a very small number of staff, parents and students with varying degrees of physical disabilities and some improvements have been made to the school to enable access. There are still considerable changes, which need to occur to enable full access to all areas of the school, should the school find itself with staff/students with severe physical disabilities.
- Access to Bus Transport

Staff have access to the school buses for excursions. Appropriate licences must be held by the driver.

Bus services are available between Adelaide and Ceduna. Air flights between Adelaide and Ceduna are available twice daily during weekdays and once a day on weekends.

10. School Operations

- **Decision Making Structures**

The school has a number of decision-making structures in place. These include, Governing School Council, Personnel Advisory Committee, Curriculum Leaders, Staff Meetings and input into the local Community Council.
- **Regular Publications**

A day book is used daily to notify staff of day events and staff movements and must be signed each day. A termly Whiteboard Calendar is also used to add school happenings. Fortnightly newsletters are distributed to each family within the community, to the Regional Education Office, neighbouring schools and Aboriginal Schools. A School Magazine is published annually. Staff Information handbooks are distributed at the beginning of the year to all staff and copies of School Policies are available on our website www.koonibba.sa.edu.au.
- **Other Communication**

Staff are encouraged to make contact with all parents of those students that they teach. Regular home visits are conducted for a variety of reasons and staff can be accompanied by the Aboriginal Community Education Officer or Principal. Open Days and Family Days are conducted regularly and parent involvement is encouraged on a regular basis.
- **School Financial Position**

Koonibba Aboriginal School does not currently charge parents a materials and services fee. Therefore the school relies on grants provided by DECD and other State/Commonwealth funding to operate the school. The school is reasonably well resourced and equipped and at present is financially secure and well managed.
- **Special Funding**

A Nutrition Centre operates during school terms and provides breakfast and lunches for school ages children. Students walk down to the centre in the morning and have breakfast and lunch is brought to the school before 1:00. All are healthy and nutritious. Save The Children also fund a daily nutritional brain snack and recess snack.

Koonibba Aboriginal School receives additional funding from Country Areas Programme (CAP), Aboriginal Languages Programmes Initiatives (ALPI), English as a Second Language (ESL), Early Literacy and Numeracy funding, Aboriginal Tutorial Assistance Scheme (ATAS) .

11. Local Community

- **General Characteristics**

Koonibba Mission was established by the Lutheran Church in 1901, housing a large Aboriginal population from the surrounding areas. The Lutheran Church officially ended direct administration of Koonibba in 1963.

It has since handed over, to the Community, a large amount of land which it held in trust. This land forms the present Koonibba Community.

Today, the community has a population of approximately 150 people as of 2011 census, and is administered by 8 elected Councillors who form the Koonibba Aboriginal Community Council. A Coordinator is employed to oversee administrative processes.

Employment for the majority of the people within the community is through CDEP (Community Development Employment Programme) based at Tjutjunaku Worka Tjuta. Workers are employed for 2 days per week on tasks within the Ceduna/Koonibba Community, such as grounds and house maintenance, Child Care and Nutrition Programme.

With no Post Office, banking or shopping facilities, the Community runs a daily bus service into Ceduna to enable community members to access these services. Currently all unemployed people are on the Basics Card which allows them to access 20% of their payment as cash. The rest is used for essentials. Koonibba School has set up a system where parents can use this card to purchase clothing from school.

- Parent and Community Involvement

Parents are encouraged to play a significant role in the school's decision-making processes. There is a close liaison with the Koonibba Aboriginal Community Council and the Koonibba Child Care Centre. The major parent body operating within the school is the Governing School Council

- Other Local Care and Educational Facilities

Koonibba Aboriginal School houses a Child Parent Centre and there is also the local childcare facility.

A Nutrition Centre operates during school terms and provides breakfast and lunches for school ages children. Students walk down to the centre at breakfast and eat before school and their lunch is brought to school before 1:00, lunchtime. Recess and snacks are provided by Save The Children.

- Commercial/Industrial and Shopping Facilities

Members of the Community are primarily employed through the Community Development Employment programme (CDEP).

Ceduna is the major community within the area and supports a number of banks including Bank SA and ANZ, 2 hotels, 4 motels, 3 roadhouses, a sports store, bakery, business equipment suppliers, a local newspaper, 2 supermarkets and a number of other small businesses.

- Other Local Facilities

Other government agencies in Ceduna include Ceduna Medical Centre, Ceduna Koonibba Health Service, Police SA, ETSA, Telstra, SA Water, Centrelink, Indigenous Coordination Centre, Families SA, Commonwealth Rehabilitation Services, TAFE, Ambulance SA, CFS and SES. Within the community, there are few services available – mostly on a weekly visiting basis from Ceduna. For the most part, the community accesses services in Ceduna.

- Availability of Staff Housing

Good quality housing is available in Ceduna through Building Management, Accommodation and Property Services (Port Lincoln Office).

- Local Government Body
Koonibba Aboriginal Community Council Inc and Ceduna District Council.

Partnership Arrangements

Koonibba Aboriginal School is part of the Far West Partnership, 10 sites in total. Our group meets at least twice a term at various sites within the community. Our focus for 2016 is developing a 'Growth Mindset', increasing intellectual stretch and Numeracy. We are part of the Literacy Numeracy Results Plus with 2 members attending training and feeding back information to other site leaders within our partnership. We organise and run 2 whole partnership Student Free Days which sees all staff attend from all sites.