SCHOOL CONTEXT STATEMENT

Updated: May 2013

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. Attendance and Literacy are the main focus. Literacy is delivered to all classes for 2 hours everyday with a major focus on improving students’ oral language, phonological awareness and reading comprehension. We are an Accelerated Literacy School which covers understanding whole language concepts, reading comprehension, spelling and writing.

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

<table>
<thead>
<tr>
<th>Schoolname</th>
<th>KOOKIBBA ABORIGINAL SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>1003</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Wade Branford</td>
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<tr>
<td>Postal Address</td>
<td>PMB 9, Ceduna 5690</td>
</tr>
<tr>
<td>Location Address</td>
<td>Coleman St, Koonibba</td>
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<td>Year of opening</td>
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<td>08 86250006</td>
</tr>
<tr>
<td>Fax No.</td>
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<tr>
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February FTE Enrolment

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<tr>
<td>TOTAL</td>
<td>32.0</td>
<td>25.0</td>
<td>28.0</td>
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February total FTE Enrolment (2012)

Male FTE                17.0
Female FTE               17.0
School Card Approvals (Persons)           34.0
NESB Total (Persons)                                      34.0
Aboriginal FTE Enrolment  32.0  25.0  28.0  34.0

Part B

- **Staffing Numbers**
  4.45 FTE

- **Current Leadership**
  :Principal                  1.0 (includes 0.4 Admin)
  Key Teacher                1.0
  Teacher                    1.08 (includes 0.1 library, 0.5 Counsellor)
  Administration             0.04
  Aboriginal Education       0.4
  Child Parent Centre        0.5

- **Tier Two Staffing**
  :ESL                        0.33
  Mother Tongue               0.0
  Special Ed                  0.03
  FIR                        0.07

- **School Support Staff**
  17.5 Permanent SSOs
  47 hrs Temporary SSO
  7 hrs SSO support for the Child Parent Centre
  1 ACEO (21 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
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.

- **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 Country Areas Programme, Early Years Literacy and Numeracy 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.

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.
## Koonibba Aboriginal School – Site Improvement Plan 2013

**Site Priorities:** Improve Literacy skills of all students.

**DIAF Area:** Focus on Learning

- Strategic Priority: Improve students Literacy skills.

### Priorities

*These are the agreed “big picture” results that have been identified through analysis of data*

- Improved literacy skills for all students in the areas of:
  - Warm Ups
  - Oral Language
  - Phonological Awareness
  - Reading comprehension

### Targets

*Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate*

- 50% of students will achieve age appropriate reading and comprehension levels with their age appropriate reading assessment measure.
- 75% of students achieve their literacy goals in their ILPs each semester.

### Strategies

*The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets*

- **Structured Learning Focus**
  - Staff work collaboratively to develop, maintain and refine consistent and coherent literacy blocks.
  - Staff and student to continue developing oral language skills. Special focus on home talk and school talk (talk types). Reduce all forms of home talk.
  - Literacy learning in all curriculum areas supplement whole school literacy agreements.
  - Work with Veronika Tiller the Literacy Coach on improving and implementing effective Warm Ups, Reading strategies to improve comprehension and inference skills, spelling and writing strategies.
  - Access WRAP training to develop phonological awareness and spelling strategies.
  - Develop a guided reading practice across the whole school.

### Evaluation Measures

*The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)*

- SEA assessments for reception students on enrolment.
- Running records data taken week 4 and 8 each term.
- Spelling tests that check off mastered words in Acc Lit and Oxford Word List. Weekly testing.
- Termly assessment of OWL for all students
- ESL scaling term 2 ad 4 with samples.
- Pre and post data collection of staff confidence & skill in implementing spelling and writing activities.
- Analysis of individual learning plan achievements at the end of each term.
- Phonological Awareness mapping of preschool and up
### Site Priorities: Increase student attendance and on task learning behaviours

**DIAF Area: Focus on Learning**

- **Strategic Priority:** Increase student attendance and on task learning behaviours

<table>
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<tr>
<th>Priorities</th>
<th>Targets</th>
<th>Strategies</th>
<th>Evaluation Measures</th>
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<tr>
<td><strong>These are the agreed “big picture” results that have been identified through analysis of data</strong></td>
<td><strong>Agreed, specific targets that clearly indicate what improved outcomes learners will achieve or demonstrate</strong></td>
<td><strong>The key actions that staff – teachers, SSOs, leaders – commit to do, so that learners are supported at classroom level to achieve the Targets</strong></td>
<td><strong>The processes, data and timelines to be used to monitor / measure / evaluate progress towards achievement of the Targets (how will we know?)</strong></td>
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</table>
| - Increase student attendance and on task learning behaviours | - In 2013 school attendance to increase from 83%-90%.  
  - Raise Preschool attendance from 66%-70% by the end of 2013.  
  - Reduce number of incidents of student disruption, harassment and violence. | **Focus Areas**  
  - Provide engaging programs that build on individual strengths (Resource: Program Achieve).  
  - Utilise DIAF tool to review and address Student Learning and attend to culture to build an effective learning community.  
  - Utilise the Lit Practices Guide (PALL obs tool) and observational scales to analyse learning environment.  
  - Utilise support agencies from the regional office to help ensure students are at school.  
  - Monitor who is missing out on excursions and why.  
  - Celebrate and acknowledge students who have 100% attendance each week in the newsletter and assemblies. | Analyse attendance data every term. EDSAS data regarding behaviour termly. DiAF review of student learning and school culture by all staff. Observation Scales |
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.

  Extra
  All staff have the opportunity and are encouraged to receive training and development in catering for the particular needs of these students (APAC, Accelerated Literacy Training, First Steps in Maths, Aboriginal Cultural Awareness, Maths 300, Australian Curriculum, Interactive Whiteboards etc). There is an increasing involvement from Regional personnel involved with speech pathology, students with disabilities and hearing impairment.

  We are a part of the Improving Literacy Numeracy National Partnership and all staff have access to a Literacy Coach 3 weeks a term. They closely support our staff offering new pedagogies and strategies to improve Literacy levels for all students.

- 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. Assessment tasks vary according to year level and student ability. 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 Eyre and Western Region Leadership Group, The Early Childhood Far West Hub, The Far West Cluster 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 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, open days, video nights/discos and bush days.
  • Special
    Religious Instruction lessons are available to classes when there is a Ceduna Lutheran pastor available. Currently there are no sessions occurring.
    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 (0.8) teacher (including CPC) in addition to the Principal.
    In addition to teaching staff, there are 3 School Support Officers, 1 Finance Officer, 1 Aboriginal Community Education Officer and 1 grounds staff employed in various full time or part time capacities.
  • Leadership Structure
    The School has a Principal and a Coordinator Level 2 (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 DECS 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 is also an annual state conference, which involves all staff from all Aboriginal School to provide opportunities for networking, training and development and support. Performance management is based on program supervision, in class observations and reflective reviews, and is in line with the current DEC Performance Management Policy and Guidelines.

- **Access to Additional Services**
  
  Koonibba Aboriginal School staff and students have access to DECS 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. Water is provided from rainwater tanks and the Ceduna Koonibba Pipeline. The school has excellent playground facilities and a garden. The school bus and troop carrier 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 online 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 bus and troop carrier 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 CD Rom.

- **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 DECS 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 at lunch time with teacher supervision. 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 200-250 adults and 65 children (0 – 15 years) 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.

- **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 lunch time with teacher supervision.

- **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, ANZ and a Commonwealth Bank agency, 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.