

**SCHOOL CONTEXT STATEMENT**

Updated: **May 2019**

**School Number:** 0762  
**School Name:** Oakbank Area School  
**Motto:** Learn, Achieve, Succeed

**OAS Vision:**

**OAS is a holistic<sup>1</sup> school of continual improvement<sup>2</sup> where students<sup>3</sup>, staff<sup>4</sup> and the community<sup>5</sup> work<sup>6</sup> and learn<sup>7</sup> together as partners<sup>8</sup> to help everyone<sup>9</sup> flourish and achieve<sup>10</sup>.**

1. Wellbeing, Academic Achievement and attendance are important, Positive Education, Equitable (Differentiated) and Multiple Learning Pathways are available to all students.
2. Decisions are based on data, OAS is a school of self – review, staff / students/ school all developing, Professional Development.
3. R-13 & pre and post school.
4. Teachers and support staff.
5. Parents, Support agencies, partnership schools, AHPS.
6. OAS is focussed on challenge and effort.
7. All are expected to learn, staff and community included, inclusive of EYLF/ AC/ SACE/ VET.
8. Collaborative, student voice, integrated learning opportunities, TfEL, feedback is in multiple directions.
9. Equity, inclusive of all students R-13, SWD, ATSI, NESB, low & high SES.
10. Always striving to thrive.

**1. GENERAL INFORMATION:**

**School Principal:** Mr Bruce Oerman  
**Deputy Principal:** Ms Kirsty Rogers  
**Year of Opening:** The primary schools of Balhannah and Oakbank date back to the 1850s. In 1938 the two schools merged to form the Oakbank Consolidated School which changed name in 1944 to Oakbank Area School.  
**Postal Address:** 154 Onkaparinga Valley Road, Oakbank SA 5243  
**Location Address:** 154 Onkaparinga Valley Road, Oakbank SA 5243  
**DECS Region:** Adelaide Hills  
**Geographical location:** Road distance from GPO 37 km  
**Telephone Number:** (08) 8398 7200  
**Fax Number:** (08) 8388 4718  
**School Website Address:** [www.oakbankas.sa.edu.au](http://www.oakbankas.sa.edu.au)  
**School E-mail Address:** dl.0762.info@schools.sa.edu.au  
**Child Parent Centre (CPC) Attached:** No  
**Out of School Hours Care (OSHC) Service:** Established 1996, closed in 2012. Reopened in March 2019.  
**Index of Disadvantage:** 5

**February FTE Student Enrolment:**

<b>Primary:</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Special, NAP Ungraded etc							
Reception	5.0	6.0	7.0	10	7	5	12
Year 1	6.0	7.0	6.0	7	13	9	5
Year 2	4.0	10.0	11.0	7	5	14	8
Year 3	8.0	6.0	9.0	12	11	10	18
Year 4	7.0	8.0	8.0	12	14	14	15
Year 5	11.0	12.0	15.0	9	14	13	17
Year 6	25.0	16.0	14.0	15	16	18	19
Year 7	21.0	27.0	26.0	22	24	19	24
<b>Detainee Minor Primary</b>	<b>16.0</b>	<b>12.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Primary Total</b>	<b>103</b>	<b>104</b>	<b>96.0</b>	<b>94</b>	<b>104</b>	<b>102</b>	<b>118</b>

<b>Secondary:</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>
Year 8	54.0	29	34.0	29	39	37	33
Year 9	36.0	51.0	32.0	35	29	43	38
Year 10	44.0	36.0	53.0	36	34	32.4	44
Year 11	48.0	39.0	28.6	48	31.4	35.4	33.5
Year 12	31.0	33.0	32.0	32	32.2	26.2	30.2
Year 12plus	2.0	1.0	0	0	5		0
<b>Detainee Minor Secondary</b>	<b>26.0</b>	<b>14.0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Secondary Total</b>	<b>241.0</b>	<b>203</b>	<b>179.6</b>	<b>180</b>	<b>170.6</b>	<b>174</b>	<b>178.7</b>

<b>TOTAL</b>	<b>344</b>	<b>307</b>	<b>275.6</b>	<b>274</b>	<b>274.6</b>	<b>276</b>	<b>296.7</b>
School Card Approvals	84	79	55	60	70	82	88
NESB Students	2	6	6	4	3	2	3
Aboriginal/TSI FTE	7	11	3	7	10	11	12

The Hills Christian Community School opened in January 2013. There are currently approximately 90 students in years 8 to 12.

**Student Enrolment Trends:**

Enrolment is stabilising with significant effort being put into raising enrolment numbers through increased curriculum and extra-curricula offerings, setting higher expectations and increased publicity.

The number of schools in the Onkaparinga Valley and the increased access to public transport have led to the lower number of enrolling students over the last decade.

**Special Site Arrangements:**

Oakbank Area School is a joint partner with Heathfield High, Mount Barker High and Birdwood High Schools in the Adelaide Hills Trade Training Centre.

Oakbank Area School is also part of the Adelaide Hills Student Pathways (AHSPs) group of schools which provides a cooperative delivery of VET courses in the Adelaide Hills.

The Hills Christian Community Secondary School opened on site in 2013. HCCS leases surplus classroom accommodation and accesses specialist facilities by negotiation.

**Staffing Numbers:**

There are 22.4 FTE Teachers comprising 17 full and part-time personnel supported by 13 full and part-time Student Support Officers.

**Public Transport Access:**

Three DECD funded buses provide transport to students from Woodside, Charleston, Harrogate, Inverbrackie, Lenswood and Forest Range. Transitplus buses provide services to Oakbank Area School from Nairne, Littlehampton, Mount Barker, Hahndorf, Bridgewater, Woodside and Lobethal. There is a mixture of school and general public bus services that provide transport to and from Adelaide each day.

## **2. STUDENTS (AND THEIR WELFARE)**

**General Characteristics:**

R-12 Students access the school from a broad area within the Adelaide Hills. They come from a wide variety of socio-economic backgrounds. Whilst some families have a strong background in the local area, there has been an increase in families moving into the region from the Adelaide metropolitan area.

**Student Support Offered:**

- Students with learning difficulties and disabilities are supported through the One Plan system, by specialist staff working within the mainstream.
- The Counsellor provides support with social and emotional development in collaboration with the Pastoral Support Worker who is employed for 14 hours per week by the Schools Ministry Group.
- Student mentoring and tutorial assistance programs enhance student wellbeing and improve achievement.
- Student Services provides a range of services to students including first aid and health care and a point of first contact for student needs and messages.

**Student Behaviour:**

Oakbank School has high expectations of student cooperation. There is an established Behaviour Management Policy which is based on positive expectations. Teachers are expected to develop appropriate relationships and deal with SBM with clear support from the Leadership Team and parents. Students are required to take responsibility for their own actions and to respect the rights of others to teach and learn in a safe, positive and orderly environment.

**Student Leadership Council:**

Class representatives and staff devise activities and provide opportunities for R-12 students to be involved in student leadership. They conduct regular meetings and are represented on School Council and a range of School Council sub-committees.

**Special Programmes:**

Oakbank Area School has a sister school arrangement with Ikeda Senior High School in Osaka, Japan. Each year, students from Ikeda attend Oakbank Area School for a two-week period to improve their English and to experience Australian life. The school community is actively involved in this program through hosting the Japanese students and teachers during each visit. Oakbank Area School students also have the opportunity to visit Japan bi-annually.

## **3. KEY SCHOOL DIRECTIONS:**

- Teaching & Learning Improvement
- Effective Communication
- Positive Well Being
- Enduring School & Community Partnerships

## **4. CURRICULUM**

**Subject Offerings:**

Students from Reception to year 10 study the Australian Curriculum namely: The Arts, English, Health and Physical Education (including Home Economics in secondary), Mathematics, Design and Technology (Technology Studies, Information Technology), Social Science (History, Geography, Civics and Citizenship, Economics and Business), Japanese and Science (including Agriculture).

## Oakbank Area School – Context Statement 2019

Year 11 (Stage 1) and Year 12 and 13 (Stage 2) students study from within the South Australian Certificate of Education (SACE) curriculum which includes all the learning areas described above as well as Vocational Education and Training (VET).

### Primary School: Reception to Year 6

The curriculum is designed to:

- Develop an interest in learning and the desire to achieve personal excellence in all curriculum areas.
- Provide a challenging and supportive learning environment through the integration of additional programs e.g. Specialist Physical Education program and Early Intervention program.
- Provide sound learning in literacy and numeracy.
- Develop an understanding of the world around us.
- Focus on the five key virtues: Courtesy, Caring, Cooperation, Respect and Responsibility.

### Middle School: Year 7 to 9

The emphasis is to provide a supportive learning environment for all students, especially those commencing secondary school. The broad year 7 to 9 curriculum provides a solid foundation for SACE studies and student success. Specialised literacy and numeracy support programs are offered for students with learning difficulties.

Year 7/8/9 students study a common course in which units from all learning areas are taught. They undertake full year courses in English, Mathematics, Science and SOSE. They also study half year (semester) courses in Agriculture, Arts, Design and Technology, Health and PE and Home Economics.

### Senior School: Year 10 -12

Year 10 students continue to study units from all learning areas. They choose some option subjects in preparation for the SACE. Year 10 students also complete the compulsory Personal Learning Plan (PLP) to commence their SACE studies.

There is an increased emphasis on developing students as positive, independent learners. Using their Personal Pathways Plan, students are guided to select from a range of Stage 1 and Stage 2 SACE courses which enable them to access University, TAFE or employment options.

Vocational Education and Training (VET) courses are an integral part of the senior years' curriculum and give students the opportunity to achieve their SACE as well as to obtain recognised industry qualifications and "on the job" training. The school encourages and supports students who wish to undertake VET courses, School Based Apprenticeships or Traineeships in their senior years.

SACE SUBJECTS OFFERED	
Creative Arts	Society and Culture
Communication Products I - Photography Information Processing and Publishing Material Products I - Furniture Construction Material Products 1 - Metal Media Studies	Agricultural and Horticultural Studies Biology Chemistry Physics Psychology Scientific Studies
Personal Learning Plan Workplace Practices Research Project	Essential Maths Mathematics Mathematical Methods Specialist Mathematics
Essential English English	Food and Hospitality Physical Education

### Delivery:

Senior Secondary subjects are delivered face to face and by Open Access for students who wish to access subjects when there are too few students to make a class viable. Some subjects have a combination of Oakbank Area School and HCCS students.

### **Special Curriculum Features:**

The Agricultural program offered by Oakbank Area School provides students with broad opportunities in Agricultural Production, Animal Studies, Wine Making, Led Steer and Goat Program and Horticulture.

Facilities were upgraded in 2011 as part of the Adelaide Hills Trade Training Centre to offer certificate courses in Rural Operations and Laboratory Operations.

Students are able to access a wide range of Vocational Education and Training (VET) through the school and AHSPs network – [www.ahps.com.au](http://www.ahps.com.au)

### **Teaching Methodology:**

- Teachers focus on developing individuals through Personal Pathways Plans (PPP) with the ultimate aim for each student to gain SACE, an ATAR or employment.
- Teachers are appointed on the basis of their special skills and are expected to support students across all year levels.
- Vertical grouping is used extensively in the junior years to ensure that smaller numbers in year levels are able to access teaching support and supervision.
- The computer network provides high order functionality for staff and students.
- Classroom support for students with disabilities is provided by SSOs.

### **Student Assessment Procedures and Reporting:**

The reporting framework for Primary Years (Reception to Year 6) includes:

- Acquaintance Night (term 1) to provide an overview of the curriculum, class structures and routines.
- Parents/Caregivers/Teacher Interviews (term 1) which allows for a specific focus on individual student achievement.
- Written Reports with focussed reporting on student achievement in terms 2 and 4.

The reporting framework for Secondary Years (Years 7 to 12) includes:

- Continuous reporting of achievement in summative tasks using the Daymap Portal
- Student/Parent/Carer/Teacher interviews and Student-Led Discussions (Middle School) in terms 1 and 3.
- Written Reports with Grades in terms 2 and 4.

Parents/Caregivers are able to contact their child's home group teacher or subject teachers at any time to discuss their child's progress.

## **5. SPORTING ACTIVITIES**

A Gymnasium, 2 ovals, beach volleyball, tennis, basketball and netball courts are effectively utilised to support the school's sports, fitness and conditioning programs.

Oakbank encourages all students to participate in physical activity and all students participate in Physical Education programs.

Other sporting activities include:

- Swimming lessons at Woodside Pool
- School Sports Day (Reception to Year 12) including athletics and home group tabloid events.
- SAPSASA Sports (primary) and Knockout Sports (secondary) in a wide range of sports.

## **6. OTHER EXTRA CURRICULAR ACTIVITIES**

- Camps across the year levels.
- Regular student led primary, secondary, whole school and year level assemblies.
- Participation in the Royal Adelaide Show – Cooking, Photography, Led Steer, Led Goat.
- Year 12 Formal.
- Access to privately provided Instrumental Music Training.

## **7. STAFF (AND THEIR WELFARE)**

### **Staff Profile:**

The teaching group consists of experienced teachers, many of whom have been at the school for an extended period. Many staff live in the local area and others commute from the metropolitan area or surrounding country areas.

### **Leadership Structure:**

- Principal
- Deputy Principal
- Business Manager
- Senior Leader- Effective Teaching and Learning and Head of Primary School
- Coordinator - Learning and Wellbeing Middle Years Focus
- Coordinator – Pathways and Community Engagement
- Student Wellbeing Leader

### **Staff Support Systems:**

Staff social club.

### **Staff Deployment:**

Staffing is deployed according to student need and the funding assigned. Secondary teachers may be required to teach primary NIT.

Ancillary members are deployed to positions in the Front Office, Student Services, Finance and Learning Centre Curriculum Support, together with a Laboratory Assistant, Computer Network Manager and Groundsperson.

## **8. INCENTIVES, SUPPORT & AWARD CONDITIONS FOR STAFF**

The school is classified as metropolitan.

## **9. SCHOOL FACILITIES**

### **Buildings and Grounds:**

The school is set in 22 hectares of beautiful grounds with two ovals and extensive lawn and play areas.

Agricultural facilities include a vineyard, winery, orchard, paddocks for sheep, cattle and cropping, poultry and vegetable plots.

Buildings include a mixture of solid construction and timber classrooms housing administration, classrooms, computing rooms and the learning centre; science and agriculture buildings; design and technology, photography, art and home economics centres; drama and music facilities; a school hall incorporating a self-serve canteen; the gymnasium and change rooms.

### **Heating and Cooling:**

Classrooms have reverse cycle air conditioning.

### **Specialist Facilities and Equipment:**

- School hall and gymnasium.
- Ovals.
- Learning Centre.
- Computer suites with additional computers in classrooms.
- A laptop program for year 9 to 12 students transitioning to BYOD.
- Technology workshops with facilities for woodwork, metalwork and digital photography.
- Performing Arts facilities.
- Specialist Art and Home Economics spaces.
- 10 hectare agriculture grounds including a shearing shed, laboratory operations facility and an industry standard Winery and Apple Production facility.

**Student Facilities:**

The school canteen is a self serve style and can be accessed through the school hall 5 days per week. The hall is used for student shelter in inclement weather.

**Staff Facilities:**

Own workspace, access to Information Technology and Staffroom.

**Access for Students and Staff with Disabilities:**

Access to specialist buildings and most generalist teaching areas.

**Access to Bus Transport:**

Two DECD buses are based at the school and are available for hire for excursions. Local bus companies can provide transport for larger numbers or extended tours.

Limited public bus transport is available during the school day to areas in the Adelaide Hills and Adelaide.

**Other:**

Kelsey Cottage, a unique historical building located on the Oakbank Area School grounds, is leased to a local business and is currently being used as a restaurant-cafe.

## **10. SCHOOL OPERATIONS**

**Decision Making Structures:**

- The Oakbank Area School Council supports a participative and consultative decision making style.
- Staff and faculty meetings are held regularly and provide an important part of the consultation and communicative process.
- The school's Leadership Group meets on a regular basis to manage school operations and plan improvements.

**Regular Publications:**

- Newsletters are published fortnightly, and are either distributed to the youngest or only member of each family attending the school or emailed directly to parents/caregivers.
- Daily bulletins are published in Daymap by Oakbank Area School for both students and staff containing pertinent information for the day.
- Annual publications include an Information Booklet for Parents and a Student Information Brochure.

**Other Communication:**

- The Daymap parent portal is a vital communication tool for parents to see achievement and attendance data about their child/children. The messaging system is used by students, parents and teachers for home-school communication.
- Parent information evenings assist and support the promotion of various school programs.
- Acquaintance evenings, curriculum information sessions and primary to secondary transition meetings are held annually.
- Oakbank Area School Open Night provides prospective and current parents with an opportunity to visit the school and participate in guided tours.

**School Financial Position:**

- Oakbank Area School has a healthy fiscal base that requires careful management.
- Whilst the school has polled to collect the voluntary component of the Materials and Services Charges, very few families pay more than the standard DECD amount. Facility hire generates some income for the school. Some secondary subjects levy a subject fee for materials and the school collects income from leases and hire arrangements.
- As is the case for many schools, spending on repairs and maintenance is higher than the global budget allocation with the need to maintain older facilities.

**Special Funding:**

- Oakbank Area School receives 6 hours additional SSO funding to support the Agriculture programs.



## **11. LOCAL COMMUNITY**

### **General Characteristics:**

The central Adelaide Hills region has changed from a predominantly rural area to an expanding housing area, particularly in the Mount Barker district. Many of the farms have been replaced by vineyards, wineries and equestrian facilities. A large percentage of residents commute to Adelaide for employment and send their children out of the Onkaparinga Valley for education. Although there is a wide range of employment in the local region, there is no single major employer.

### **Parent and Community Involvement:**

- Many community groups support school activities in a variety of ways.
- There is regular community use of the grounds and facilities and this is encouraged.
- The School maintains a positive relationship with the community and local service clubs.

### **Feeder Schools:**

The designated feeder schools to the secondary section of Oakbank Area School are Woodside and Lenswood primary schools. Students from Lobethal, Littlehampton, Mount Barker, Bridgewater, Hahndorf and Nairne also enrol at the school.

### **Other Local Care and Educational Facilities:**

Oakbank Kindergarten and Child Care.

### **Commercial/Industrial and Shopping Facilities:**

A local shopping centre with supermarket, doctors and dentist surgery, chemist, bakery, newsagent, butcher and other speciality shops is within walking distance from Oakbank Area School. Mount Barker, approximately 14 kilometres from Oakbank, provides a wide range of services and shopping facilities equivalent to suburban options.

### **Other Local Facilities:**

All expected amenities are available within the local area.

### **Availability of Staff Housing:**

No government employee housing is available. A number of local Real Estate Agents are able to provide details of rental accommodation or properties for sale in the area.

### **Accessibility:**

- Adelaide is easily accessed via the South Eastern Freeway.
- Mount Barker is the major regional centre and is approximately a 15 minute drive from Oakbank.
- Bus services to Adelaide and throughout the Hills are also available.

### **Local Government Body:**

Adelaide Hills District Council: Phone (08) 8408 0400.

## **12. FURTHER COMMENTS**

The School has a proud history and is working hard to ensure that a high level of educational opportunity exists for the community.