



SCHOOL CONTEXT STATEMENT

Updated: October 2023

School number: 0762

School name: Oakbank School

School Profile:

As a supportive, close knit community school, Oakbank School is focussed on providing a comprehensive education for students from reception to year 13. It is nestled in the Onkaparinga Valley of the Adelaide Hills, 25kms from the Adelaide CBD.

We expect our students to be responsible citizens, who are encouraged to develop meaningful relationships as the foundation for life-long learning. Our students develop independence and have ownership of their learning.

The school is divided into three sub-schools, primary (reception to Year 6), middle (Years 7-9) and senior (years10-12) to ensure that student needs are catered for at each stage of their development and allow staff to develop teams that are centred around the students they are teaching.

A significant focus over the past two years has been the introduction of the Berry Street Education Model which provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. Our pedagogical strategies incorporate trauma-informed teaching, positive education, and wellbeing practices.

1. General information

School Principal name: Lee Knight

Deputy Principal's name: Heath Perrott

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. There was a further name change and rebranding in 2022 to Oakbank School.

Postal Address: 154 Onkaparinga Valley Road, Oakbank SA 5243

Location Address: 154 Onkaparinga Valley Road, Oakbank SA 5243

Department for Education Region: Adelaide Hills

Geographical location: Road distance from the Adelaide GPO is 25km

Telephone number: 8398 7200

Fax Number: 8388 4718

School website address: 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): No - R-6 students have access to Woodside OSHC via bus service

February FTE student enrolment:

Primary:	2017	2018	2019	2020	2021	2022
Reception	7	5	12	6	10	6
Year 1	13	9	5	11	6	11
Year 2	5	14	8	8	13	12
Year 3	11	10	18	14	6	14
Year 4	14	14	15	18	13	14
Year 5	14	13	17	14	20	11
Year 6	16	18	19	18	15	17
Year 7	24	19	24	36	23	45
Primary Total	104	102	118	125	106	130
Secondary:	2017	2018	2019	2020	2021	2022
Year 8	39	37	33	57	58	41
Year 9	29	43	38	34	54	45
Year 10	34	32.4	44	37	30.9	52
Year 11	31.4	35.4	33.5	45	36.8	34
Year 12	32.2	26.2	30.2	23	23.2	23.6
Year 12 plus	5	0	0	0	0	0
Secondary Total	170.6	174	179	196	203	196
TOTAL	274.6	276	296.7	321	308.9	325.6
School Card %	25%	30%	30%	32%	28%	21%
Non English Speaking Background	3	2	3	12	9	7
Aboriginal/Torres Strait Islander	10	11	12	10	9	12

Student enrolment trends:

Enrolment is steadily growing with significant effort being put into raising enrolment numbers through broader curriculum offerings, setting higher expectations and providing differentiation for learning and wellbeing. A greater percentage of students from the traditional feeder schools of Lobethal and Woodside are now attending.

Staffing numbers:

- There are 23.7 FTE Teachers comprising 16 full-time and 11 part-time personnel.
- 8 staff provide 202 hours of learning needs support per week. Additionally, a speech therapist works 1 day per week directly with students and to support teachers. 1 Aboriginal community education officer works 7 hours per week.
- The school employs 2 counsellors and one youth worker/pastoral support worker for a total of 48 hours of social/emotional support per week.
- 8 Administration staff provide 174 hours of support across office administration, ICT and grounds maintenance.

Public transport access:

Three department funded buses provide transport to students from Woodside, Charleston, Harrogate, Inverbrackie, Lenswood and Forest Range. Adelaide Metro buses provide services to Oakbank 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.

Special site arrangements:

Oakbank School is part of the Adelaide Hills Student Pathways (AHSPs) alliance of schools which provides a cooperative delivery of 21 VET courses across the Adelaide Hills. The alliance includes Birdwood High, Heathfield High, Mount Barker High and each of the private schools in the district.

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 well-being programs

In addition to the implementation of the Berry Street Education model that provides comprehensive wellbeing services to all students, the counsellors provide additional individualised support with social and emotional development in collaboration with the pastoral support/youth worker. Students requiring a higher level of support in mental health are regularly referred to external agencies and Headspace offers an onsite clinic once a fortnight.

Student support offered

Students with learning difficulties and disabilities are supported through the One Plan system with differentiated programs developed by their teachers. Learning needs SSOs work within classes and occasionally withdraw students for specific one-on-one support.

Students with NDIS funding have a range of external support services visiting the school including occupational therapists, speech therapists and behaviour coaches.

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 management

Oakbank School has high expectations of student cooperation. There is an established Behaviour Management Policy which is based on positive expectations. Teachers develop appropriate relationships and deal with student management 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 government

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 School hosts international students and has a sister school arrangement with Ikeda Senior High School in Osaka, Japan. Each year, students from Ikeda attend Oakbank 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 has a significant agriculture facility that includes an orchard, vineyard, winery, sheep flock, pastured chickens and cattle. Stock are prepared for the Royal Adelaide Show each year.

3. Key School Policies

Site Improvement Plan

The site improvement plan is developed collaboratively and reviewed regularly with staff and governing council. A copy is available on the school website together with other key school policies.

4. Curriculum

Subject offerings

Reception to Year 9 students' study the eight learning areas of the Australian Curriculum with a focus on literacy and numeracy. Year 9 students have the opportunity to choose and specialise in some subjects as detailed on the school website.

English

Mathematics

Science

Agriculture, Biology, Physics, Geology and Chemistry

History and Social Science

Healthy Lifestyles

Health, Home Economics and Positive Education

Physical Education

Japanese

Enterprise

Technologies

Multimedia, Systems, Woodwork and Metalwork

The Arts

Visual Arts, Music, Drama

In the Senior School, years 10 to 12, students choose courses across a broad range of offerings including Stage 1 and Stage 2 subjects of the South Australian Certificate of Education (SACE). Students with an interest in training and apprenticeships as a pathway can choose to do vocational learning from Year 10. The Senior School curriculum is available on the school website.

Open Access/Distance Education provision

The Open Access College is available to students who wish to study a subject not offered at Oakbank.

Special needs

One Plans are developed in consultation with parents and students for students identified with specific learning needs, are Aboriginal or Torres Strait Islanders, children in care or need extension. Depending on the level of support required, students may have intensive intervention outside the class, differentiated work within the class or may be accelerated into subjects above their year level. The Coordinator – Inclusive Education assists parents in developing individual student programs.

Special curriculum features

Students can access a wide range of Vocational Education and Training (VET) through the school and AHSPs network – www.ahps.com.au

Oakbank hosts 3 regional vet courses at certificate III level in:

- Animal Care and Husbandry
- Rural Operations – Agriculture
- Information, Digital Media and Technology

The Agricultural program offered by Oakbank School provides students with broad opportunities in agricultural production, animal studies, horticulture and marketing.

Teaching methodology

The teaching structure and methodology used across the 3 sub-schools is by necessity very different.

Primary years: One central teacher with 2 or 3 specialist teachers in non-core subject. E.g. Japanese or Technology. These important formative years set up the foundations for life-long learning. It is here that our students become engaged and excited with education, and begin a journey of growth that encompasses enquiry, problem-solving, empathy for others and an understanding of themselves.

Middle years: Two home-group teachers that teach their class in several subjects to ensure the students can build relationships with a limited number of teachers. Our middle school students are encouraged to develop a broader world view and explore their interests and their relationship with society as they start to grow into becoming well-rounded learners and citizens.

Senior years: Specialist teachers in every subject. The important senior school years see students begin on their pathways towards life beyond the school gates. There is a greater focus on areas of interest and motivation, as they start preparing for university, vocational training and employment. Vertical grouping is used extensively in the senior years to ensure that a broad curriculum can be offered.

A Bring Your Own Device scheme operates from Years 7 to 12. Students attach to the Daymap learning management system for subject resources, to submit assignments, and receive feedback and results.

Student assessment procedures and reporting

The reporting framework for the Primary Years 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 Co-Curricular Activities

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- Year level camps.
- Regular student led primary, secondary and whole school assemblies.
- Participation in the Royal Adelaide Show – Cooking, Photography, Led Steer, Sheep
- Year 12 Formal.
- Access to privately provided Instrumental Music Training and a rock band program.

7. Staff (and their welfare)

Staff profile

After a significant number of changes in staff through 2017 – 2020 the teaching group has stabilised and consists of teachers with a variety of experience from early career teachers to very experienced staff. Most staff live in the local area.

Leadership structure

- Principal
- Deputy Principal
- Business Manager
- Senior Leader - Effective Teaching and Learning and Head of Primary School
- Senior Leader - Learning needs and Head of Middle
- Coordinator – Community Engagement
- Coordinator – Inclusive Education
- Coordinator – Pathways and Senior School

Staff support systems

All staff are supported to participate in professional development activities during school and after hours. Governing Council approved school to finish early on Wednesdays ensuring that staff training and development is undertaken from 2.30-4.00pm. This is followed by staff and sub-school meetings on a rotating basis.

Performance Management

All staff are scheduled to meet with their line manager once per term to discuss each teachers personal development and how this aligns with the site goals.

Staff utilisation policies

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

8. Incentives, support and award conditions for Staff

Oakbank School is generally considered to be a metropolitan school and no additional employee incentives, allowances or support apply.

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 with most teaching areas having cosmetic upgrades in the past 5 years.

Specialist areas include:

Design and Digital Technology Centre

Kitchen and Café

4 Science Laboratories

Gymnasium

Year 12 Centre

Winery

Art and Photography facility

Dedicated Primary building

Resource centre including wellbeing rooms

Heating and cooling

Classrooms have reverse cycle air conditioning.

Student facilities

Year 12 students have access to a common room with kitchen facilities. The Resource centre and Gymnasium are open for students at break times and the canteen operates 5 days per week.

Staff facilities

Staff offices are spread throughout the school with the staffroom reserved for break times and social activities.

All staff are offered a laptop that connects to the school network across the site

There are photocopiers/printers at reception, in the primary school and in the resource centre

Access for students and staff with disabilities

There are currently building works being undertaken to provide a lift to the first floor and ramp access to most of the permanent buildings.

Access to bus transport

Two department 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.

10. School Operations

Decision making structures

The Oakbank School Governing Council supports a participative and consultative decision making style. Staff and Sub-School meetings are held regularly and provide an important part of the consultation and communication process.

There are three leadership groups that meet weekly with the foci of; Learning and Teaching, Student Wellbeing and Administration.

Regular publications

Newsletters are published three times a term, and are emailed directly to parents/caregivers.

Daily bulletins are published in Daymap by Oakbank School for both students and staff containing pertinent information for the day.

The website, email, SMS and social media are regularly used to inform parents of upcoming activities and events.

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.

School financial position

Oakbank School has a healthy fiscal base that requires careful management.

Generally, 30% of the parent population is on school card with a number of bad debts written off by Council each year. Facility hire generates some income for the school as does leasing for Kelsey Cottage.

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 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 or destination schools

The designated feeder schools to the secondary section of Oakbank 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, butcher and other speciality shops is within walking distance from Oakbank 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.