



SCHOOL CONTEXT STATEMENT

Updated: 03/18

School number: 0289

School name: MOUNT COMPASS AREA SCHOOL

School Profile:

Mount Compass Area School was established in 1899 and has been at its present site since 1934. It became an Area School in 1962. Rapid enrolment increases in the 1980's saw a redevelopment of the school and the addition of Year 12 in 1988.

Our mission:

- Mount Compass is a Reception – Year 12 community oriented school where excellent teaching in a safe, motivating environment develops confident, resilient and socially responsible citizens.

Our vision for Mount Compass Area School students is that they will graduate able to:

- **Make a difference:** Having the commitment and skills to contribute as an active, environmentally responsible citizen in their local and global communities.
- **Seize opportunities:** Having the confidence and self-esteem to live and work creatively and flexibly and a willingness to participate in life-long learning.
- **Work independently and with others:** Having the tolerance, self-motivation, organization, and interpersonal and team skills to effectively undertake a range of tasks independently and as an effective group member.
- **Live life to the full:** Having the sense of personal responsibility and skills to live and work with enthusiasm and resilience, and the ability to work persistently to achieve their goals.
- **Connect:** Having the skills in information literacy, listening, speaking, reading, writing and viewing to effectively communicate with others.

Our values are:

- **Respect:** respect ourselves, others, and the name of Mount Compass Area School
- **Participate:** actively engage in the learning process
- **Achieve:** Inspire each other to achieve personal excellence and value the achievement of others

Key Priorities for 2018:

- Continual improvement of teaching practice through all staff committing to learning leadership in;
 - ✓ Literacy
 - ✓ Numeracy
 - ✓ Pedagogy
 - ✓ Wellbeing
 - ✓ STEM
 - ✓ Environmental Education

Contextual Information

MCAS school-context-statement-2018 .doc

Page 1



Mount Compass Area School has maintained a focus on developing Habits of the Mind, which in 2016 was transformed into the program 'Building Learning Power' to create classroom cultures that cultivate the habits and attitudes of curious, confident and independent learners.

The implementation of the Australian Curriculum incorporates the General Capabilities of Literacy and Numeracy and ICT and implements a cross-curriculum approach when suited.

Pastoral Care is delivered with the aid of Program Achieve. In Week 1 of every year all students R-12 participate in a week-long **Quality Start** program which redefines roles, responsibilities, expectations and prepares students for the year ahead. The Quality Start program is underpinned by explicitly teaching Building Learning Power and Program Achieve and continuing this in daily Pastoral Care lessons.

1. General information

- School Principal name: **Mr Kevin Mooney**
- Deputy Principal's name: **Ms Leila Kasprzak**
- Year of opening: **1934**
- Postal Address: **PO Box 54, MOUNT COMPASS SA 5210**
- Location Address: **School Road, MOUNT COMPASS SA 5210**
- DECD Region: **Fleurieu Partnership**
- Geographical location – i.e. road distance from GPO (km): **59Kms**
- Telephone number: **08 8556 8219**
- Fax Number: **08 8556 8471**
- School website address: **www.compassas.sa.edu.au**
- School e-mail address: **dl.0289_info@schools.sa.edu.au**
- Child Parent Centre (CPC) attached: **N/A**
- Out of School Hours Care (OSHC) service: **'Kidzone' is open each day from 7:00am to 8:50am and 3.15pm to 6.00pm.**

• **February FTE student enrolment:**

Year Level	Year 2013	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
------------	-----------	-----------	-----------	-----------	-----------	-----------





Reception	27	28	28	21	35	28
Year 1	30	28	26	30	23	37
Year 2	31	28	27	23	28	27
Year 3	37	26	32	31	27	34
Year 4	22	38	32	36	37	25
Year 5	28	27	39	38	40	34
Year 6	27	28	29	37	38	44
Year 7	34	37	24	30	40	40
Year 8	29	35	41	29	40	39
Year 9	41	29	34	41	36	31
Year 10	30	34	31	36	42	24
Year 11	35	29	33	26.2	33	35
Year 12	17	20	27	23.4	24	22.2
Year 12 Plus		2		0.5	0.2	
Total	388	389	403	402.1	444	420.2
August FTE	406.6	395	409	410.6	436.533	
Male FTE	223	204	221	221	230.533	
Female FTE	183.6	191	188	189.6	206	
Schoolcard	Year 2013	Year 2014	Year 2015	Year 2016	Year 2017	Year 2018
Total	60	78	79	91	90	128
NESB Total (Persons)	12	11	8	13	13	10
Aboriginal FTE Enrolment	8	6	12	13	17	18

- Student enrolment trends:

Enrolment trends in recent years have been gradually increasing with students from the immediate area, the South Coast and the Willunga Plains. A significant number of students join us at Year 8 for their secondary schooling.

- Staffing numbers (as at February census):

Teaching 31.1 total FTE before conversions, including 2.24 tier 2.
A total of 34 teaching staff
Includes: 0.8 Wellbeing Leader Years Reception - 12
Ancillary 412 hours, (15 SSOs, 2 GSE staff members)
Other leadership positions – 4 coordinators

- Public transport access:

There are four DECD buses. Public transport access is via the Premier Road Line Service to Victor Harbor but this does not coincide with school starting and finishing times. There is no east-west public transport.



2. Students (and their welfare)

The school provides extensive student intervention programs which are managed by a Teaching and Learning Coordinator. These intervention programs are delivered by a highly experienced and suitably trained Ancillary staff in conjunction with other learning programs.

Although the school is recognised as being R-12 and the teaching and learning is seamless, there is a monitored transition program for students moving from Preschool to School and Year 6 into the Middle School. Entry to Middle School extends to the students a higher degree of individual independent management and Middle School staff implements explicit modeling of practices that support a successful transition to the middle years of learning.

Senior students have access to a wide range of career counselling opportunities as they prepare to complete their formal years of schooling. The school maintains extensive connections with Transition Brokers and other training organisations. The school has a significant connection with Flinders University that includes student visits to the University, the delivery of Specialist Mathematics, Physics and Chemistry at Year 12 and the opportunity for our students and staff to be involved in Flinders sponsored Action Research programs.

The school is currently working with DECD Facilities Management to upgrade all school facilities as part of our delivery of C21 learning. A new building, developed as part of the STEM initiative will be completed by the end of 2018 and the school is identified in the State Government *Building Better Schools* initiative.

3. Key School Policies

Relevant school information may be sourced from the school website at www.compassas.sa.edu.au including current policies, Site Improvement Plans and the 2017 Annual Report.

4. Curriculum

Mount Compass Area School delivers a comprehensive learning program from Reception to Year 12. Our six learning focus areas, Literacy, Numeracy, Pedagogy, STEM, Environmental Education and Wellbeing underpin the deliver of all learning.

The implementation of WRAP, a whole of school phonics based literacy methodology, requires staff to be trained in a literacy methodology whereby all staff use the same literacy language in their delivery of learning. Staff applying for positions at Mount Compass Area School will be expected to undertake professional learning in this methodology.

The facilitation of numeracy learning is supported through a local Partnership initiative based on the methodologies of Tierney Kennedy, a DECD strategy – *Thinking Maths* and the implementation of *BigIdeas in Number*. At Mount Compass our focus is also to integrate specialist mathematics teachers into the Primary Year's classes.

Our Pedagogy is to engage students in their learning by moving from teacher-centred learning to student initiated learning. Our objective is to have our students intrinsically responsible for their own learning.

Student Wellbeing is fundamental to successful learning and this is facilitated through the established school culture of care for every student. This is supported by our wellbeing program, Program Achieve, our focus on learning habits through our Building Learning Power initiative and the explicit instruction on how to learn rather than what to learn which ensures a deep understanding of their learning.



In addition to the delivery of core learning areas the school provides the following;

- Vocation and Education Training through the Southern Adelaide and Fleurieu Secondary Schools Alliance incorporating secondary schools on the Fleurieu Peninsula. Certificate II in Agriculture is delivered from Mount Compass Area School.
- Stage 1 and Stage 2 subject offerings are supplemented with the study of Stage 2 Physics, Chemistry & Specialist Mathematics through the Science and Mathematics Academy at Flinders University (SMAF).
- An Innovative Pathways program at Year 10 to foster learning based on student interests and specific career aspirations.
- A STEM initiative to facilitate increased integration of Science, Technology, Engineering and Mathematics across all learning areas and into general life skills.
- Explicit pathways in the learning of Mathematics from Year 7
- Access to the practical learning areas of Agriculture and Technology in the primary years.
- The delivery of LOTE (Indonesian) in the Senior years for SACE Stage 1 and 2.
- An extensive camps and excursions program.
- The opportunity to experience a snow trip and a South East Asian trip every two years
- A distance learning program to accommodate other Government schools without specific specialist learning area teachers. This delivery of learning, currently at Stage 1 Physics, will be developed across further learning areas dependent on the need.
- “Forest School” each week where Reception to Year 2 students conduct their learning in the school forest adjacent to the school.

- **Special Needs:**

The school provides specialist intervention programs for students experiencing learning difficulties. This program supports both students with a diagnosed disability and students with a school-assessed learning difficulty and is monitored through a defined policy and process.

- Student assessment and reporting is continuous with parent access to teaching programs via Daymap. Teachers review student work and post learning achievement back to parents via Daymap. This ensures parents are aware of the developing learning of their student/child and increases the parent participation in the learning process.

An overview of student achievement is presented as a written report at the end of each Semester and three-way interviews are conducted at the end of Terms 1 and 3.

5. Sporting Activities

The school is equipped with a Gymnasium and a range of outside sporting facilities. In addition, the school has a joint agreement with Mount Compass War Memorial Community Centre to use the Town Oval on a needs basis.

Our R – 12 School Sports Day, a major event in our school calendar, is held on the Town Oval and provides students with opportunities to achieve their personal best in individual events as well as



achieve success in a variety of team games. All students have the opportunity to participate in a range of sporting activities throughout the school year. A full Physical Education program is offered to all year levels. A large number of SAPSSASA and SASSSA teams are fielded. The Fleurieu Golf Club is located within the township of Mount Compass and is used by students as part of the Physical Education program. The SACE PE subject is enhanced through practicals in our local environment including venues in historic Willunga, Aldinga Beach and the Murray River.

6. Other Co-Curricular Activities

The school provides opportunities for students across all year levels to participate in activities linking the wider community. These include in addition to class projects, Forest School, Swamp Ambassadors, Work Experience from Year 10, subject-based competitions and Writing/Poetry competitions, Duke of Edinburgh Award and Operation Flinders. Each year our students prepare animals for the Royal Adelaide Horticultural Show, competing in the general division and school division of the Led Steer, Goat and Hieffer Competitions. Annually, Year 8 students compete against students from nine other Fleurieu schools in the 'Cows Create Careers' competition. Year 10-12 students attend Road Safety programs and also as part of the Year 11 transition program to Year 12, review the dangers of drug/alcohol and their responsibility to keep friends safe when socialising.

The extensive support of community groups and the unique natural environment have made environmental education and nature play a focus for learning from R -12.

7. Staff (and their welfare)

- Staff profile

Most staff reside on the South Coast and surrounding hills and plains with some commuting from the southern suburbs. The staff social committee provides opportunities for shared activities. Teachers work in sub-school teams and Curriculum area (R – 12) teams, and contribute to educational planning through the Priority Groups.

- Leadership structure: Principal, Deputy Principal, three Sub-school Coordinators (Junior, Middle, Senior), Student Wellbeing Leader, Teaching and Learning Coordinator and Business Manager.
- Staff support systems: Learning-centred Leadership at Mount Compass Area School seeks to create conditions under which all members collectively and individually, through a focus on learning, make sense of the issues and opportunities they face and take effective action. Staff are accorded the opportunity to engage in organisational learning through facilitating and convening whole-school planning and learning development groups. These groups may include Priority Groups administering Site Improvement Plan objectives, environmental and nature play planning, school farm planning and school-based committees like WHS, ICT and Sport.

- Performance Management

The teacher Performance Development Policy is supported by the DECD Performance Development Policy, the Australian Performance Development Framework and the Australian Professional Standards for Teachers. We are committed to developing goals based on our school priorities, sharing aspects of progress in small teams and observation of practice with peers. Each staff member is assigned a line manager, and is expected to plan and collaborate to identify foci for his or her own performance development.

- Access to special staff

Guitar lessons are offered through a private instructor. The school also hosts a Christian Pastoral Worker



9. School Facilities

- Buildings and grounds

The school site is on a steeply sloping ancient glacial sand dune, with limited space for further expansion. The school has a joint-use agreement with the Mount Compass Community Centre, and uses the adjoining town oval, tennis and netball courts and Town Hall. It also has an agreement with the Lutheran Church for access to its parking area and hall. OSHC ('Kidzone') utilises Trade Training Centre on the school grounds from 7:00am until 8:50am and 3.15pm until 6.00pm each school day.

The Middle School building and Trade Training Centre are new buildings that will shortly be complimented with a new Science, Technology, Engineering and Mathematics Centre and the development of further new buildings to replace the aging prefabricated buildings.

- Heating and cooling

All classrooms are air conditioned. The Resource Centre, housed in a transportable building, is an attractive flexible space, centrally located. The gymnasium is used R – 12 and by the community. There are two class-sized science laboratories to facilitate Senior Chemistry, Biology and Physics. The staffroom is housed in the Administration building. The Home Economics centre has recently been upgraded. The Design and Technology Studies centre provides for wood and metal construction and was refurbished in 2008 to include a Media Suite and Sound Room.

- Specialist facilities and equipment

The curriculum ICT network provides wireless network, a range of desktop computers and laptop computers for student use. All students have internet access and the school is currently implementing a 'Bring Your Own Device' (BYOD) initiative to support student learning. Staff has access to ICT including internet through either the curriculum or admin networks at various locations around the school.

The school has a wetland boardwalk (through a small, heritage listed swamp), which is a valuable resource for agricultural and environmental studies. After a fire in 2003 this unique facility has now been redeveloped and extended and provides a living, breathing outdoor classroom. Students are also engaged in monitoring local creeks for water quality and with the local Land Care group, undertake macro invertebrate counts and propagation of native seed. There is a 20ha Focus Farm (including a 2000 tree agroforest established in 1995). It is also a home for the native Blue Wren, popular with local photographers.

The School Farm is a 20ha grazing land asset of the Mount Compass Area School, managed using best industry practices to optimize productivity, profitability and sustainability. It exists, in partnership and harmony with the 4ha wetlands/boardwalk providing valuable real world learning opportunities for school students and the wider community. It provides the opportunity for interactions between students, farmers (as potential employers), the grazing industry, environmental groups, other landowners and interested parties. A Trade Training Centre in Agriculture was completed in 2012 and an "In Principle Agreement" signed with TAFE for joint use of this facility. A Certificate II in Agriculture has been developed in partnership with TAFE and parts of Certificate III in Agriculture are offered to students with a post school pathway in Agriculture. A Facilities/Grounds Committee oversees site development at the school and provides support in the management of the farm.



- Student facilities

The school provides specialist support through the Student Wellbeing Leader, Aboriginal Education Community Officer, Child Wellbeing Practitioner (1 day per week), and Psychologist (1 day per week).

- Staff facilities

Staff are all allocated office spaces and are able to borrow a laptop or iPad to for their professional use. A staff room is located centrally on the site and a staff social club is active.

- Access for students and staff with disabilities

The school is currently under review to improve the accessibility on the site. There are ramps and sloping pathways linking the lower site to the higher grounds.

- Access to bus transport

School buses are available for student use during the day for excursions.

10. School Operations

- Decision making structures

Decision making is designed to incorporate the fundamental principles of learning-centred leadership where it is paramount for staff to be involved in key decision-making through specialist priority groups, committees and working parties.

There is a weekly staff meeting providing staff with professional learning opportunities and a subsidiary meeting aligned with learning areas and school priority planning. The Leadership team meets on a weekly basis and all decisions developed through the committee structure are ratified by this group. Staff and parents serve on a wide range of committees. The Principal Advisory Committee (PAC) is elected for a two-year term at the beginning of term 2 each year.

Regular publications: The [school newsletter](#), sent out fortnightly and available on the school web site, and Schoolstream app provides information to our school community. Daily staff and student bulletins are provided via the school intranet and are constantly updated. A school [Facebook Page](#) is regularly updated to share news with the wider community.

The [school website](#) provides information about the school to the wider community, along with its Bushfire Policy Procedures, Anti-bullying Policies, ICT Policies, Uniform Policies and Grievance Policy.

11. Local Community

- General characteristics

Mount Compass services a diverse agricultural community. Whilst dairy farming is the predominant agricultural industry there are also many successful enterprises in horticulture (berries, ornamental plants and flowers, other fruit and vegetables), livestock (beef, pork, venison), aquaculture (marron) and, increasingly, viticulture.

Mount Compass is well known for its quality sands and loam. There are also many small industries catering for specialty markets and tourism. There is an increasing range of services as a result of a new shopping complex including post office, pharmacy, doctor, physiotherapist and a comprehensive IGA.

The school and township is part of the District Council of Alexandrina which actively supports the school. Students attending the school come from a number of other District Council areas – e.g. Yankalilla, Victor Harbor and Onkaparinga.

The Mount Compass community has grown considerably over the last decade years with the development of the Fleurieu Golf Course, "Willowburn", "Compass Rise" and other housing estates.



- Parent and community involvement

The Parents and Friends committee is active and driven by passionate parents who raise funds to support programs and the learning environment. A significant role is developing opportunities to implement activities and events that cultivate wellbeing in our community. A Parents and Friends Facebook group has also been created to link families. A committed band of parents sit on Governing Council and are proactive and supportive of driving school improvement.

- Feeder or destination schools

As an R-12 school many students spend a significant amount of their education at Mount Compass Area School after transitioning from the local preschool. Students who transfer to Mount Compass in other year levels reflect on the sense of community and support they receive on their arrival.

- Other local care and educational facilities

Mount Compass Preschool Centre

- Commercial/industrial and shopping facilities

Mount Compass has various cafes, agricultural stores, and a newly developed shopping complex.

- Accessibility

The Victor Harbor to Adelaide Road includes the new Southern Expressway. Trains run from Seaford Station. There are also local buses to Adelaide.

There is public transport access via the Premier Road Line Service to Victor Harbor. There is no east-west public transport.

- Local Government body

Alexandrina Council

12. Further Comments

- Teachers are encouraged to strive for certification as a Highly Accomplished, Lead Teacher, or Advanced Skills Teacher. Opportunities for teachers to develop their skills in leadership are embedded in the school culture.