



SCHOOL CONTEXT STATEMENT

Updated: 03/22

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 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 communicate effectively with others.

Our values are:

- **Integrity:** doing the right thing, even when no-one is watching
- **Respect:** respect ourselves, others, and the name of Mount Compass Area School
- **Kindness:** showing you care and doing something to make life better for another

Key Priorities for 2022:

- Continual improvement of teaching practice through all staff committing to learning leadership in;
 - Literacy
 - Numeracy
 - cPedagogy

Contextual Information

Mount Compass Area School has maintained a focus on '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 develops 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 **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 our Pastoral Care lessons.

1. General information

- School Principal name: **Mrs Lucie Walker**
- Deputy Principal's name: **Mr Andrew Cousins**
- Year of opening: **1934**
- Postal Address: **PO Box 54, MOUNT COMPASS SA 5210**
- Location Address: **School Road, MOUNT COMPASS SA 5210**
- DfE 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: **OSHC is open each day from 7:00am to 8:50am and 3.15pm to 6.00pm.**

- February FTE student enrolment:

| Year Level | Year 2017 | Year 2018 | Year 2019 | Year 2020 | Year 2021 | Year 2022 |
|--------------------------|------------------|------------------|------------------|------------------|------------------|------------------|
| Reception | 35 | 28 | 30 | 36 | 29 | 25 |
| Year 1 | 23 | 37 | 27 | 31 | 36 | 27 |
| Year 2 | 28 | 27 | 37 | 33 | 30 | 41 |
| Year 3 | 27 | 34 | 28 | 39 | 34 | 30 |
| Year 4 | 37 | 25 | 30 | 32 | 38 | 39 |
| Year 5 | 40 | 34 | 29 | 31 | 35 | 36 |
| Year 6 | 38 | 44 | 31 | 27 | 30 | 35 |
| Year 7 | 40 | 40 | 45 | 33 | 27 | 32 |
| Year 8 | 40 | 39 | 42 | 44 | 25 | 25 |
| Year 9 | 36 | 31 | 35 | 41 | 39 | 23 |
| Year 10 | 42 | 24 | 35 | 33 | 34 | 36 |
| Year 11 | 33 | 35 | 21 | 39 | 25 | 33 |
| Year 12 | 24 | 22.2 | 27 | 17 | 24 | 16 |
| Year 12 Plus | 0.2 | | 2 | | 1 | |
| Total | 444 | 420.2 | 419 | 436 | 407 | 398 |
| August FTE | 436.533 | 411.2 | 413 | 437 | 409 | |
| Male FTE | 230.533 | 204.6 | 207 | 225 | 208 | 192 |
| Female FTE | 206 | 206.6 | 206 | 212 | 201 | 206 |
| Schoolcard | Year 2017 | Year 2018 | Year 2019 | Year 2020 | Year 2021 | Year 2022 |
| Total | 90 | 128 | 146 | 116 | | |
| NESB Total (Persons) | 13 | 10 | 12 | 12 | 11 | |
| Aboriginal FTE Enrolment | 17 | 18 | 15 | 16 | 13 | |

- Staffing numbers (as at February census):

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| Teaching 34 total FTE before conversions, including 0.6 tier 2. |
| A total of 33 teaching staff |
| Ancillary 584 hours, (19 SSOs, 2 GSE staff members) |
| Other leadership positions – 1 Deputy Principal, 4 Band 2 Leaders, 1 Band 1 Leaders |

- Public transport access:

Public transport access is via the LinkSA 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 full-time Student Support and Special Education Coordinator. These intervention programs are delivered by a highly experienced and suitably trained Ancillary staff in conjunction with other learning programs. The school has introduced a *Flexible Learning Space* to cater for students with extreme sensory conditions and the *Green Room* that provides an environment where students learn to become more aware of, and independent in controlling their emotions and impulses (be able to self-regulate).

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. Recent initiatives to more effectively transition Year 6 into the Middle School has resulted in the inclusion of Year 6 students in the Middle School structure. Entry to Middle School extends to the students a higher degree of individual independent management and Middle School staff implement 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.

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 Annual Reports.

4. Curriculum

Mount Compass Area School delivers a comprehensive learning program from Reception to Year 12. Our three learning focus areas include Literacy, Numeracy and Pedagogy coinciding with a whole-school developmental approach to Wellbeing.

The implementation of WRAP, an explicit phonics based literacy methodology from Reception to Year 6, 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 introduction of a *Close Reading* strategy and the extension of Lexiles to Year 9 is contributing to a whole-school literacy improvement strategy.

The facilitation of numeracy learning is supported through a local Partnership initiative based on the methodologies of Tierney Kennedy, a DfE strategy – *Thinking Maths* and the implementation of *Big Ideas in Number*.

At Mount Compass our focus is also to integrate Specialist Mathematics, Science and Physical Education 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 deeper understanding of the learning processes.

In addition to the delivery of core learning, 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 and Certificate 111 is facilitated at the school through TAFE.
- Stage 1 and Stage 2 subject offerings are comprehensive and many students move on to University study upon completing their school education.

- 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
- Access to the practical learning areas of Agriculture and Technology in the primary years.
- An extensive camps and excursions program.
- The opportunity to experience a snow 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, Stage 2 General Mathematics and Stage 2 Specialist Mathematics 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 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 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 each year. 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

Ambassadorship, 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 Heifer 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.

7. Staff (and their welfare)

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 Learning (R – 12) teams. Leadership structure: Principal, Deputy Principal, four Sub-school Leaders (Junior, Middle, Senior), Student Wellbeing Leader, Student Support and Special Education 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, Action Groups, environmental and nature play planning, school farm planning and school-based committees like WHS, ICT and Sport.
- Performance Management

Teacher Performance Development Policy is supported by the DfE Performance Development Policy, the Australian Teacher 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 personal and professional development.

- Access to special staff

The school hosts a Christian Pastoral Worker and supports on a continuous basis a Pre-service Teacher and Social Work program with Flinders University.

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 the Trade Training Centre on the school grounds from 7:00am until 8:50am and 3.15pm until 6.00pm each school day.

The school has been working closely with DfE Facilities Management to upgrade all school facilities as part of our delivery of C21 learning. The Middle School building and Trade Training Centre were complimented with a new Science, Technology, Engineering and Mathematics Centre completed in 2019. In 2021 there was an extensive Capital Works program that has transformed the school with new classrooms, an administration area, resource centre and canteen, as well as new Food and Hospitality, Art, Media and Technology centres. This also included new outdoor learning spaces and significant landscaping across the school.

- 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 administration networks at various locations around the school.

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. Mount Compass is the only school in South Australia that maintains a cattle breeding program which continues to receive state-wide support as a result of exceedingly high standards of led-steer showing at major events.

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 Certificate III in Agriculture is offered to students to establish 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.

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 subsidiary meetings 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](#), (2 per term) is emailed to families 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 Mount Compass community has grown considerably over the last decade 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 creates links for 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

- 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 LinkSA service to Victor Harbor. There is no east-west public transport.

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.