

Recipient Details

Name of organisation or individual: [O] Kangaroo Inn Area School

Reference Type: Staff and Governing Council

State or territory: SA

Serial Identification Number: 478241

Responses

Curriculum and assessment

Flexible in terms of context (sometimes) but no time to get through criteria in enough depth

Curriculum is a mile wide and an inch deep – knowledge is not retained in superficial context – real learning requires in depth explorations requiring time – this is not made possible with a long checklist to cover

School / site assessments can be tailored to support achievement (national ones do not)

Project based learning is concept not content based – can take into account local context and needs

Look at Finland's example for innovative curriculum

Rating: 4

Teachers and teaching

Further Ed programs / new career teacher workshops and funding / study leave

Ensure equal access of PD opportunities – bring PD to the country / Acknowledge the tyranny of distance and subsidise travel /more funding in specific curriculum areas

SACE workshops for all subjects taught in the region / support for all SACE subject teachers with trained contact people in region to discuss and advise eg on LAPS

Financial support for individuals / sites and TRT Cover in regional areas for staff to visit major centres, identified 'expert' school, join hub groups (internet solutions are NOT always available or conducive to networking eg SACE support model)

Rating: 7

Leaders and leadership

Improve the processes of support services and staffing / managing the external distractions, eg DPTI involvement in repairs and maintenance of site facilities / support for people management eg staffing /'on call' all the time including holidays

Funding – staffing and leadership support / incentives to acknowledge amount of time spent working and travelling and impact on family / funded shared principal positions eg to build capacity of younger people to take on principal positions esp if they have a young family and cannot commit to fulltime (24 hours a day) principal jobs

Resources for meaningful projects – integrated multidisciplinary PBL projects that provide meaningful positive progress with relevant industry connections

Conditions / support eg lead principals / mentoring programs, funded exchanges, hubs ,working groups / study leave / support for families of principals

Rating: 7

School and Community

STEM / Industry alliance and project based learning / govt dept and Council involvement

Motivating to see others from rural communities aspire and achieve and in some cases return to their communities with new skills sets and professional qualifications

Seeing value (self an, community, family, peers) in the work / study being offered

Tapping into industry and real world application to problems

STEAM is limiting – we need ALL inclusive learning areas covered through projects that connect to community / state / nation / global perspectives

Sponsorship and subsidising scholarships and experiences to support rural students / in a mentoring by those who have come from rural backgrounds and have achieved success (and have empathy and understanding about how difficult it is for rural students to get to uni /

Rating: 7

Information and Communication Technology

INTERNET!!!! - Consistent and reliable access to internet for admin / classroom resources and teaching

Funding for reliable and innovative equipment

Funding for training in rural areas

NBN

Connecting students to mentors / experts in their field

Access + affordable access at home to the internet and up to date equipment to support studies and families

Inconsistent internet impacts on the ability for ICT to be used to minimise tyranny of distance!

Rating: 6

Entrepreneurship and schools

Access to experts in their fields to mentor staff and students

Each school offer an entrepreneurship pathway of some type / the use of entrepreneurs as mentors – Open Access? Local and city based mentors to build aspirations

‘Design Challenges’ funded by grant money to support students creative and critical thinking skills in ALL subject areas

Allow students more of a focus to follow individual learning plans with personal preferences and increased resources to manage this

Support for staff to identify and foster opportunities eg More Business partnership positions across the partnerships and training on Inquiry Learning to develop skills required

KIAS AG focus / Partnerships with local councils and businesses based on solving problems in the local areas / Business Partnership position supporting development across partnerships – how can we support this position ?

Less theory and more practice

Rating: 5

Improving access – enrolments, clusters, distance education and boarding
Have different staffing formulas for small country schools to acknowledge complexity and volatility of enrolments

Creative staffing across sites – maximise specialist teacher

Easier pathways and access to TAFE eg transport, permissions

Access to professionals in industry and partnerships

Rating for enrolments: 5

Rating for clusters: 6

Rating for distance education: 6

Rating for boarding: 3

Diversity

All students completing school and given opportunity to gain first life choices in employment / life

Relies on independence and resourcefulness from staff and students

Support through workshops in country areas

Support through funding to invite experts / professionals from different fields to support teachers / students with needs and learning areas out of normal expertise

Governing Council of Kangaroo Inn Area School believe that our school is innovative, diligent and resourceful in meeting the learning needs and interests of our students both individually and collectively.

Our students through the high quality programmes and excellent leadership offered at KIAS are well prepared for meeting their potential and for their aspirations to be met.

Our school is a unique model for regional, rural and remote education.

Funding schools like ours on a per student basis is not reflective of the objectives that are accomplished as while numbers fluctuate, programmes need to be longitudinally staffed and delivered in order to avoid disadvantage to our students.

Rating: 5

Transitioning beyond school

Developing inspired, motivated collaborators who are able to problem solve, work together and develop innovative practices is the key to support students in transitioning beyond school. This can be achieved through deep learning not content based learning. A focus away from NAPLAN

assessment and more into Inquiry or problem based learning across curriculum areas is the way to achieve this and the goal for our school.

Rating: 6

Additional Comments

Thank you for the opportunity to comment.

Our school has a strong commitment to our students and our local community.

We support our families and students through educational opportunities for students and through social equity programs (eg parenting workshops, playgroups, first aid courses for families, mental health services etc as there are no or minimal services in our local area.)

The importance of the school providing more than education to students cannot be underestimated.

It is so important to maintain these schools through innovative resourcing - human, financial and services and through supporting our students to aspire to first life choices. These are the students who are passionate about their communities and who will return to rural areas to develop innovation for the future.