



SCHOOL CONTEXT STATEMENT

Updated: 11/9/2014

School number: 0920

School name: Coober Pedy Area Sschool

At Coober Pedy Area School we value staff, parents and students working together as a schooling community to create an environment which is safe and with strong moral standards. We aim to provide the opportunity for all students to reach their own potential and become life long learners.

Our challenge is to provide Quality Teaching and Learning opportunities for all children in our care.

Coober Pedy Community Learning Together

The core values of the school are intertwined with the "You Can Do It Program" in working towards the values of persistence, getting along, resilience, organisation and confidence.

Coober Pedy Area School is a complex and unique school in the outback of South Australia. It incorporates a child parent centre. Our students represent 49 different cultures, with one-third of the enrolment being made up of Aboriginal students from various language groups.

1. General information

- School Principal name: Luke Kenny
- Senior Leaders: Mr Maurice Saah (Senior Secondary), Miss Angela Riley (Middle school), Mrs Adele Kenny (Early Years)
- Year of opening: 1960
- Postal Address: PO Box 353 Coober Pedy 5723
- Location Address: Paxton Road Coober Pedy 5723
- DECD Partnership: Far North
- Geographical location – 856 kms road distance from GPO
- Telephone number: 0886725077
- Fax Number: 0886725738
- School website address: www.cooberpedy.sa.edu.au
- School e-mail address: info@cooberpedy.sa.edu.au
- Pre School attached: Yes

- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment: 290 with Preschool numbers

Aboriginal student enrolment as at February was 132. School card holders are at 65%. Students from ESL or non English speaking background make up 50% of our student population

- Student enrolment trends:

In 2011 there was an increase of 33%. In 2012 a further increase of 10% has been noted. The school has increased by 80 students since beginning of 2011. In the expected enrolments and at the time of writing this document the school enrolments have increased to 290 for 2014. Several mining companies are opening up mines in the area or will be opening in the near future. As a result we are expecting a gradual increase in enrolments over the next few years.

- **Staffing numbers (as at February census):**

Current - Luke Kenny – Principal

Mr Maurice Saah – Senior Leader 2 (Senior Secondary)

Mrs Adele Kenny – Senior Leader 2 (Early Years)

Miss Angela Riley- Senior leader 2 (Middle school)

Counsellor – Mrs Geri Prizzi and Mr Daniel Botten

Literacy and Numeracy Coach – Mr David Ness

Aboriginal Education Coordinator – Ms Tamara Sutton

Teachers

Pre School Centre – 1.0 Teacher

Junior School R-7: 12 Teachers

Senior School 8-12: 14 Teachers

R-12 – 1.0 AET

R-12 - 1.0 Librarian

In 2014 9 staff are new to Coober Pedy four staff are in their first year of teaching and 7 others are in the first 3 years.

- **Support and Ancillary Staff**

350 hours per week of SSO time is in place for 2014– this is a mixture of DECD allocated hours paid for from Early Years Literacy, NAPLAN, Behaviour Management and Special Needs Funding, Indigenous Tuition Assistance Scheme, CPC and student mentoring programs

We also receive funding for a Community Library SSO.

Coober Pedy Area School has two permanent Aboriginal Education Community Officers (ACEOs) who work 35 hours each per week.

- **Public transport access:**

There is none.

The school provides a bus service to students from Umoona Community as a strategy to support their attendance at school.

A bus and plane service operates between Coober Pedy and Adelaide. (Rex Airlines operates Monday to Friday and Sunday; Greyhound bus service operates daily.

The school owns two buses; both 13 seaters. The school also has a Ford Territory station wagon available for ACEO's when doing attendance checks and staff for T&D at other locations.

- **Special site arrangements:**

The school will feature the Outback Trade Training Academy looking at hospitality. It shares this facility with Oodnadatta (Rural Operations).

SAASTA (South Australian Aboriginal Sports Training Academy) is a strategy to support indigenous youth and their attendance at senior secondary level. To form a team we have provided opportunity for youth from Marree and Oodnadatta to be part of our program.

There is a yearly sports carnival with Mimilli and Mintabie.

The school is brokering partnerships with various mining companies and employment training companies to support our youth attain jobs in the local area. They also provide significant \$'s in scholarship money for Year 8 to 12 students.

Year 10, 11 and 12 have the opportunity to study blended SACE/TAFE/general mixtures of subjects. Where possible the school aims for face to face teaching and in 2014 has provided face to face teachers for senior secondary in a wide range of subjects. Open Access Coolege opportunities are also available for specialised subjects. This includes school based apprenticeships and the school will become affiliated with the Far Northern Trade Training Centre.

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

2. Students (and their welfare)

- **General characteristics**

Approximately 130 of the students are Aboriginal, 22% are Anglo-Australian, 15% are from the former Yugoslavia, and 16% identify with Greek culture, the remaining 12% being comprised of 35 different nationalities. 195 of our students have been approved as School Cardholders. Students within the school can speak approximately 20 European and Aboriginal languages. The school has over the years has been described as multicultural with many students being of Aboriginal (Antikirinya), Middle European and Filipino descent. Of late the demographics have changed to include students of Sri Lankan, Pakistani and Indian descent.

- **Student Well-Being Programs**

(Pastoral) Care programs:

Pastoral Care lessons are integrated in morning and afternoon Home Group programmes from R-12. Assemblies are held fortnightly - encouragement awards, performances, displays of student learning and student and staff news items make up the agenda. Whole school assemblies are held twice each term.

The school has both a Kids Voice and Student Voice decision making group. These are led by teachers. School leaders are appointed from our senior secondary students.

The Stride Foundation, also provide opportunity for students to work in media and drama. In 2011 Dusty FM re opened with several students opting to do SACE / VET units of work in radio.

Student Support

There is a substantial amount of in-class support through Special Education, behavioural management, Aboriginal Education, student mentoring and ESL funding. The school has committed to 2 counsellors across Primary and Secondary. Both counsellors support across Pre School to 12 and girls and boys issues. The Counsellors coordinate agencies across the town to support student needs. Aboriginal male mentors have been employed to support Aboriginal students across the site. The school has an Aboriginal Education team consisting of an AET and 2 ACEOs to support Aboriginal students across the school. They also are part of the Attendance committee along with Student Well Being Senior Counsellors. The Senior Leader Primary coordinates special needs as part of his/her role.

Student Management

The school has a student behaviour code which was developed by staff, student and parents. The school behaviour code is based on our values and follows the DECD discipline policy. Student Voice helps support our student management process. All classes display expectations of students and staff to ensure equality. Teachers are expected to follow the DECD Code of Ethics practices. Leadership support staff across CPC to year 12 with student matters.

Student Government

Both Kids (R-7) and Student Voice (8 -12) operate to support decision making within the school. The school has representatives from each class on the various committees and has 2 senior students as school leaders. These leaders report to Governing Council at their meetings.

Special programmes

A local call cost Internet Point of Presence was housed in the School/Community Library in 1998 for school and community/business use. Access to wireless broadband via the RC is now an option for individuals with their own computers and a wireless card / dongle.

The South Australian Aboriginal Sports Training Academy supports our students to reach their academic, community, social and sporting aspirations. This is a SACE accredited course and is offered to Aboriginal students in Years 9 to 12. It is a strategy to support attendance and retention at school.

In 2010 the Stephanie Alexander Kitchen Garden was launched. This kitchen garden program is seen as an important step in building student's culinary and gardening skills as they learn about the importance of eating well. The kitchen garden program also provides opportunity to link into classroom learning through a thematic approach and is seen as an important step into our Year 11 and 12 hospitality program. It generates strong interest and following for that program. Coober Pedy Area School has a history of providing meaningful pathways to the hospitality trade.

Recently the school entered into a partnership with Oz Minerals to propagate native trees for resale to the mine site.

The school was successful in applying for the Outback Trade Training Academy with Oodnadatta School. The program will feature commercial cookery, rural operations and construction facilities to support student pathways.

The school has an active choir, who perform in local events. The choir attends The Crossroads Music Festival in Port Augusta and will again be involved in 2014. The school supports the choir in attending this event. The school also supports the weekly release of the choir teacher to work with the students. Students also commit to lunchtime sessions to take part.

Dusty FM is our school's local FM radio station. Students have the opportunity to complete a SACE unit whilst operating the station. The station supports students in developing vocational interests in the music and media industries such as sound engineering, acting and radio. It is run and organised by our Secondary Senior Leader and community members.

Stride Foundation provides opportunities for students to partake in film making and is designed to support retention, confidence and decision making in our youth of today. It is DEEWAR funded and provides a workshop format to many of our students across a range of subject areas.

The school is part of the ACE and DER laptop access program. As such the school has over 100 modern laptops available for student use. The school is wired for wireless access to internet at all points of the school. Our IT programs are also backed by Interactive Whiteboards in all classrooms. Classes have access to mathematics, on line reading programs and a variety of software relating to the whiteboards.

"You Can Do It" is the values program we follow as a school. This program is supported by our coordinators.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

The school's Site Improvement and National Partnerships plans and Annual Reports are available on the school's website. For 2014 the school's priorities are that in:-

Literacy:

- Ensure that every student at Coober Pedy demonstrates improvement in English as measured by Australian standards
- To develop a whole school approach to improvement in reading and NFT writing
- All staff gains an explicit understanding of the reading process in leading to

improvements in oral & reading comprehension for all students.

- In doing so all students will gain an exposure through the implementation and usage of a variety of genres.
- All students gain a thorough understanding of non fiction text writing in particular persuasive texts.

Numeracy:

- Ensure that every student at Coober Pedy R—12 demonstrates improvement in Mathematics conceptual understanding as measured by Australian standards
- The school will focus on student improvement in using Number and Computational work, through a whole school approach to Numeracy during 2013.
- In doing so teachers will focus on the investigation of number as a tool to support pedagogy.

Student Well Being:

- The school will build stronger connections through the *You Can Do It* philosophy with families and community in developing common understandings of expectations in relation to attendance, retention and pathways, making education a priority for all students.

4. Curriculum

- Subject offerings:

The core curriculum subjects of English, Mathematics, Science, Technology, The Arts, Health and Physical Education and Outdoor Education, History, Studies of Society and the Environment are offered as face to face teaching subjects. Students can access other subjects through via technological links. In the secondary sector students tend to have several teachers teaching a variety of subjects. In the primary sector teachers tend to teach most subjects and retain ownership of the class. Primary students access some specialist subjects like PE, computing, photography and technology.

- Open Access/Distance Education provision:

The school offers open access education at Secondary level, particularly Senior Secondary. The school has excellent Distant Education Technology to support this, including Video Conferencing. In 2014 we are offering French through this medium.

- Special needs:

It is the responsibility of classroom teachers to plan and program for all students under their care. Students with special needs are identified and assessed to find out their needs. A NEP is written and reviewed regularly to meet those needs. This is coordinated by the Senior Leader (primary). Special Education, ESL, and Aboriginal tutoring and mentoring monies support students across the school. This is provided by both teaching and non teaching staff.

- Special Curriculum Features:

Stephanie Alexander Kitchen Garden

The school conducts a highly successful Stephanie Alexander Kitchen Garden. The garden program is being expanded to include more space and garden beds. The program is in its infancy. The school supports a garden specialist who works 25 hours per week to keep the garden in good order and support student efforts in growing and propagating plants. The kitchen aspect is also supported by a kitchen specialist to support staff and student in developing a healthy eating lifestyle. The school supports the program with additional yearly funding in the budget. The Kitchen Garden program was nominated in the 2011 National Teaching Awards.

Tree Propagation

Currently the school has entered in a partnership with Oz Minerals to support students propagating local native trees and shrubs using our current garden facility. Oz Minerals are supplying the infrastructure and the school the time in nurturing the trees.

Outdoor Education

The school has a successful outdoor education program that runs from Years 10 to 12. The program has been running since 2005 and includes outdoor activities such as abseiling, rock climbing, surfing and kayaking. Through the program students are able to achieve their Duke of Edinburgh award which allows them to achieve additional SACE points towards Year 11 and 12.

Radio

In 2011 Dusty radio FM station was re opened giving students an outlet and opportunity to showcase their skills in radio. We see this as an important educational opportunity for our students to develop units of SACE and provide pathways from school to work. It develops self confidence and provides a positive link between school and the local community.

- **Teaching methodology:**

The school currently focusses performance growth sessions around planning and programming for all teachers. It is moving towards supporting staff through the utilization of the Teaching and Learning Framework and the instigation of Assessment for Learning as a tool to support planning and programming. Staff scale students using the ESL scales and it is expected they use this information to also support their planning and programming

During 2011 staff made agreements around shared understandings and agreements to support reading improvement across the school R to 12.

In 2013 these agreements moved towards expectation and teaching practice in certain areas of the school.

All classrooms were fitted with ICT Interactive whiteboards in 2011 and staff have spent time with each other planning and programming activities to support their teaching and learning programs. All students are able to access laptops with wireless capabilities.

There is opportunity for team teaching and specialist teaching within the school as the infrastructure has been designed to allow this. Secondary teachers also support Primary classes using their specialist secondary skills.

- **Student Assessment Procedures and Reporting**

Parent interviews occur in terms 1 and 3. Written reports occur in terms 2 and 4. Parents have an opportunity as a result of the written reports to talk to teachers about their children's results. There is also an understanding that both teachers and parents can contact each other at any time of the school year to talk about a student's progress at school. ILPs are developed and

reviewed each year for all Aboriginal students. ACEOs support parents and teachers to manage this process. A diary or Information book system is also in place from R to 12 to support communication to each other. KTOT and GTOT data is collected and collated week 5 of each term to support “On Track” information for Aboriginal students and given to DECD.

5. Sporting Activities

Town sport revolves essentially around Australian Rules football. Students have the opportunity to play a range of sports through school. Soccer and basketball are two sports that students can be involved with outside of school hours, but there are no town competitions to enhance the skills learnt. Distance to competitive events is one of the major issues for the town.

Weight Training

The Football Club has a modern weight training facility available to members.

Volleyball

The school regularly competes in secondary competitions for both senior girls and boys. Normally this involves travelling to Whyalla to compete against other high school teams and if successful travelling to Adelaide later in the year to compete against other zone winners.

Town facilities

Oz Minerals Oval provides opportunity for sporting events. There is a 3 Km walking triangle around the oval for walkers or runners. The United Club has lawn bowling and basketball courts for hire. Social darts and eight ball is also offered at the Italian Club. The Golf and Rifle Clubs are active sporting organisations

Skate Park

There is a skate park which is utilized by many of our students.

6. Other Co-Curricular Activities

Each year the Year 7s attend the Tournament of Minds competition in Adelaide. The school sees this as an important adjunct to school learning in an attempt to stimulate and extend some of their learners. This is open to both Primary and Secondary students.

There are extensive opportunities for Outdoor Education and camping excursions in areas around Coober Pedy. Teachers are encouraged to offer both camps and excursions throughout the year. Students are heavily subsidized through the Country Areas funding and the RES to attend. In 2011, staff instigated a list of expectations designed to support attendance at camps and aid student success at school. Students who exhibit and promote the school’s values are rewarded with free excursions to major cities in regional South Australia. The first of those camps was for Year 8 to 10 in term 1, 2012

The school offers an Aquatics and Swimming Program on site at the community pool.

Each year students compete at Marla for the *Mimili/Coober Pedy Cup* sporting competition.

There is currently a Town Youth Worker (an ex – student at CPAS), who is employed by the Coober Pedy Council and supports the school in many of its activities. He also runs after

school boys and girls programs. These are designed to engage the youth of the community. The schools values are highlighted here also. The youth worker also helps run Active After School Sports and school holiday programs.

Reconciliation Week is a feature of our yearly timetable. Although it is timetabled for the end of term 2 each year we strongly promote reconciliation at all times.

Book Week is celebrated in term 3, but staff and students are encouraged to focus on the promotion of reading at all times.

Harmony Day is celebrated in term 1. The school joins other organisations within the town to celebrate. Many of the town's national groups celebrate their National Days throughout the year with weekend celebrations.

Where possible the school encourages visiting performers and supports student attendance by subsidizing the costs. The school looks at at least 2 performances each year.

7. Staff (and their welfare)

- **Leadership Structure**

Currently the leadership structure consists of a Principal (Band 6), 3 senior Leaders (early and Middle Years and Senior Secondary) and a number of coordinators. All leaders have line management roles. These may vary from year to year depending on staff needs.

The Aboriginal Education Teacher and Pre school teacher also have leadership roles within the school.

The school also provides all staff with leadership opportunities in their specialized fields.

- **Staff Profile**

There is a blend of mostly young and some experienced staff. We have an enthusiastic, dedicated and co-operative staff team.

- **Staff Support Systems**

DECD provides a counselling service for all staff. This service is called EAP (Employee Assistance Program). Their website for support is www.eapdirect.com.au and phone number is 1300 360 364. The Student Well Being Senior Leaders also has a wide variety of contacts within the local township to support both staff and students with their needs.

The school has appointed both male and female Grievance Officers to support staff with their concerns.

Staff meetings alternate between Training and Development sessions and Primary and Secondary Hub Group sessions. The junior primary team meet under the guidance of the mentor.

- **Performance Management**

All staff both teaching and non-teaching are expected to take part in professional planning sessions with their line manager. The aim is to have at least two meetings per term with a leadership team member. Discussions around the plan relate back to achievement of outcomes from the site learning plan. Staff T&D is also related and in tune with the site learning plan.

As the new policy was rolled out in 2011 staff have the opportunity to take part in the transparent performance development process to move through to Step 9 and AST proficiency.

- **Staff Utilisation Policies**

All staff work as Area School Teachers – not Junior Primary, Primary or Secondary Teachers. As such no matter what their primary focus is they may be utilised in other areas of the school to provide NIT and relief time. Some teachers are rostered on as home group teachers and as such have a classroom pastoral care responsibility in both morning and afternoons. Most additional Tier 2 staffing is converted to SSO hours to provide additional classroom support and access to specialist staff.

Regular visits by Education Director, Leadership and Curriculum consultants are encouraged. The Regional student services team including ISBM, Hearing, Speech Pathology, Guidance, Aboriginal Education and Special Education visit week 4 each term. Other services including Novita, SAASTA, SACE and Curriculum are contacted when needed

Close working relationships exist with TAFE, Families SA, Primary Health, Multi Cultural Forum, Crime Prevention Officer and District Council. A strong working relationship occurs between the Council social worker, police liaison and the school in supporting students' attendance at school.

8. Incentives, support and award conditions for Staff

- Complexity placement points 3.0
- Isolation placement points 6.0
- Shorter terms

Term 4 is shortened by 1 week. (Country incentive conditions.):

- Travelling time
To allow for staff to attend conferences in Adelaide or other country areas and in line with OHS driving conditions staff are encouraged to try and align their T&D with weekends and will be provided with driving time to allow them to get to their destination safely.
- Housing assistance
50% Subsidised by OGEH, houses or Dugouts. Water allowance for each property rented
- Additional increment allowance
Newly appointed staff are entitled to country incentive payments which are incremented each year for 5 years
- Medical and dental treatment expenses
Non metro award – reimbursement of travel and accommodation for specialist treatment away from Coober Pedy
- Locality allowances
Paid according to number of dependants - approximately \$8,000 for a single teacher and approximately \$2 per hour for an SSO.
- Relocation assistance
Paid into and out of Coober Pedy for permanent and contract employees.

- Principal's telephone costs
Rental assistance available and some calls associated with work

9. School Facilities

- Buildings and grounds

A new four teacher unit was opened in 2010 as part of BER funding. This houses the primary classes. In 2011 there were a number of planned works occurring including external painting of buildings, replacing shade over play areas, putting up a permanent shade structure on BER building and repaving and renovations to Year 11/12 area. In 2012 it was planned to relocate the Aboriginal Education rooms to a more central location. This included a yarnning area for parents to come and talk with teachers. A scope of works is before Assets Management to renovate the Pre school in line with the national standards. Seating has been situated around the school, but more is needed. The yard also needs more artefacts and murals painted on buildings to enhance the school's image

- Heating and cooling

All buildings are air conditioned.

- Specialist Facilities and Equipment

The school has a Community Library, 2 Science Laboratories and 2 Computing Suites. There is a Photography Lab and Dark Room, which is currently not utilised due to a change in technologies. The school also has Mechanics and Technical Studies (R-12), Drama, Music and Drama, Art and Food and Hospitality facilities. There is an extensive staff resource facility. The school also shares a community gymnasium and pool with weight training facilities. It has a fully functioning radio FM station.

Computing and ICT facilities are also available in all classrooms and the school is now wireless connected. There are a number of laptops available for all classes to utilise to support their programs.

The school also has a Video conferencing suite to support staff and student needs.

- Student Facilities

The school has a Canteen facility and the dental clinic visits regularly.

The new Year 11/12's have a student common and study room facility. The facility will also provide open access facilities to students seeking subject access not available as face to face.

- Staff Facilities

There are separate Administration and Staff Room facilities. All staff have an office work area and access to IT facilities.

- Access for Students and Staff with Disabilities

Ramps and access is available to the Administration building, Community Library and Gymnasium, including the toilet facilities. Access is also available to classroom buildings via paving and ramps. The CPC has wheelchair access.

- Access to Bus Transport

The school leases to 13 seater buses. These are available to take classes on excursions. 1 bus is also used by the Umoona community to support student attendance at school. Local

community organisations also borrow the buses to support student oriented activities. Where the activities are supporting our students no fees are charged. Where they are a private nature a hire charge is sought. Parents, who live more than 7 km from school are encouraged to apply for student travel concession via form from DECD.

There is no town bus contractor and hiring buses from out of town is expensive, hence the school heavily subsidises school excursions and camps.

- **Other**
Aboriginal Health Workers from Umoona Health and a visiting Dentist for the student dental clinic visit regularly.

10. School Operations

- **Decision making structures**

There is a Decision Making policy which supports student, staff and parent involvement in an open, participatory decision making. Recommendations can be made at full staff, hub, faculty, student and Governing Council meetings. Consultation is sought and decision making occurs and a majority vote is made.

Governing Council meets twice per term in weeks 2 and 7. Student Council meets weekly and classes have class meetings once per week.

The school has several committees for managing school directions. These have Governing Council representation and report back to that body.

- **Regular Publications**

The newsletter is published fortnightly and copies are sent to the Educational Office. The publication is also available on the school website. Other communications include the School Bulletin which is issued weekly and school notes and updates which are issued daily.

The school has Staff Induction and Parent Handbooks.

- **School financial position**

The school is in a very sound financial position and utilises its funds to support student learning and experiences

11. Local Community

- **General characteristics**

Coober Pedy is a unique multicultural town with approximately 40 different nationalities making up the town population of around 3,000 people. Many cultural groups have their own clubs, which are open to the whole community, eg Serbian Club, Croatian Club, Greek Club, Italian Club and the United Yugoslav Club. Much of this decline is linked with the reduced income from opal being mined and the significant cost increases in the mining for it. High diesel prices in particular seem to be making Opal mining a more marginal proposition.

Mining companies within a few hundred kilometres of town such as Oz Minerals, Challenger and Goldstream are providing a growing number of people with employment and are very supportive of our local community and school.

Coober Pedy offers a wide range of quality restaurants and many different social sporting options, they include; netball, darts, rifle shooting, football, eightball and an 18 hole golf course. These rely heavily on local people running them and support from school staff is always sought and welcomed. A number of staff are involved in the SES and CFS.

Significant annual events in Coober Pedy include the Opal Festival - Easter, Glendi Festival - July and the Coober Pedy Race weekend, Coober Pedy Opal Fields Golf Open in May, Gymkhanas and Cattle Drafts in surrounding towns and stations are also popular events.

- Parent and community involvement

Governing Council meets twice per term. There is no active Parent Club.

- Feeder or destination schools

None, but significant transience occurs between Aboriginal Lands Schools, Coober Pedy, Port Augusta and Ceduna.

- Other local care and educational facilities

There are 2 Child Care Centres, one of which is adjacent to the school. Baby Bounce and Child Care facilities operate from Child Care. There is a TAFE Campus. The town provides a Links Programme and Playgroup facility through a Child Community Links Officer.

- Commercial/industrial and shopping facilities

There are 2 major Supermarkets, 2 Hardware stores, 2 building suppliers and numerous Opal Shops.

- Other local facilities

There is Drive In Theatre, Westpac Bank with an ATM, Post Office, hospital and medical practitioners. Some specialists' services are available through the hospital.

- Availability of staff housing

Both above ground and dug out accommodation through REM are readily available.

- Accessibility

Daily flights except Saturdays, to Adelaide through REX Airlines. Costs for return trips are relatively expensive. Cheaper fares can be sourced online if you book in advance. Greyhound bus services are available daily. Staff often pool cars to ease the burden of driving to and from Adelaide. Trip takes approximately 9 to 10 hours.

- Local Government body

District Council of Coober Pedy is the Local Government body. They are the suppliers of Power and Water for the community.