



TINTINARA AREA SCHOOL

TOGETHER ACHIEVE SUCCESS

SCHOOL CONTEXT STATEMENT

Updated: 5 May 2007

School name: Tintinara Area School

School number: 0438

1. General information

Part A

Principal : Ms Lesley Murray
Postal Address : PO Box 1596, Tintinara SA 5266
Location Address : 37 Wendt Tce, Tintinara 5266
Courier : Murray Bridge FWD 2
District : Hills / Murraylands
Distance from GPO : 198 km
Phone No : (08) 87 572120 Fax No : (08) 87572187
School Website address: www.tas.sa.edu.au
School email address : info@tas.sa.edu.au
CPC attached : Yes

February FTE Enrolment		2004	2005	2006	2007
Child Parent Centre		27.00	11.00	8.00	15.0
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	11.0	17.0	9.0	12.0
	Year 1	14.0	9.0	10.0	7.0
	Year 2	9.0	12.0	8.0	12.0
	Year 3	13.0	7.0	11.0	8.0
	Year 4	9.0	13.0	7.0	11.0
	Year 5	8.0	7.0	13.0	8.0
	Year 6	13.0	9.0	8.0	13.0
Year 7	13.0	15.0	9.0	7.0	
Secondary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Year 8	10.0	11.0	14.0	8.0
	Year 9	11.0	8.0	10.0	13.0
	Year 10	0.0	3.0	2.0	9.0
	Year 11	2.0	0.0	2.0	.32
	Year 12	1.0	0.2	0.2	3.0
TOTAL		103.2	114.0	111.2	103.2
School Card percentage		8%	8%	5%	3%
NESB Enrolment		1%	2%	2%	3%
Aboriginal Enrolment		00	00	00	00

Part B

- Staffing numbers

Staffing formula: 12.57 including 0.8 Administration for the Principal and 0.36 Administration for 2 Coordinators. CPC Staffing is 0.43 FTE teacher. There are currently three R-5 classes and four Middle School (Yrs 6-10) Home Groups. In Senior School Yr 11 and 12 study for SACE through classroom based lessons or Open Access. SSO hours permanent hours allocation is 161 hours per week.

- Enrolment trends :Stable

- Special arrangements

Child Parent Centre is on site with a trained Early Years teacher and managed by the Principal. Child Parent Centre operates for 4 sessions a week on Tuesdays and Thursdays. Very effective CPC-Reception transition and Social Skills programs are in place. Teacher is part of Junior School team.

- Year of opening

1929 as a Primary School. The Area School was opened in 1960.

- Public transport access

Premier Stateliner runs daily bus service to and from Adelaide. Rail Service is limited; passengers may alight at Tintinara but can only catch the train at Bordertown. Bookings made at Bordertown.

2. Students (and their welfare)

- General characteristics

Tintinara is located 198 kms from the Adelaide GPO, in the Upper South East of South Australia on the Dukes Highway between Melbourne and Adelaide. Students mainly come from farming families or from the agriculturally based business and services in the town. Four school buses bring in students to school each day. English is the predominant language in the district, with some people with a non-English speaking background. There is a strong sense of community in our school and in the district, and the school is the centre of much community activity. Parents demonstrate a high level of involvement in school events, and are very supportive of the purposes of our school.

- (Pastoral) care programs

The Junior School, Years R-5, is separated into three classes and also includes the Child Parent Centre. Class sizes are kept low with support from the Governing Council. Middle School structure has been implemented since 2000 for Years 6-10. Middle School students are organised into smaller Pastoral Care Home Groups for daily routines and support. Program Achieve values are used within our Behaviour Code. Support programs for individuals and groups augment this. The School Counsellor is a Coordinator Level 3 and has 0.2 Counselling time allocated.

- Support offered

Students are assessed on entry to school and any students with special needs are identified.

Junior School students are supported with a comprehensive Literacy Support program with significant SSO time allocated.

There is also a significant amount of support for Middle School students identified as having learning needs.

Open Access students are supported by a designated subject tutor.

Course and career counselling is provided through Work Education.

VET and School Based New Apprenticeships programs are offered and supported with a tutor.

BOOST programme supports students with special needs such as social or academic needs and is run by a teacher.

The school receives funding through the Country Areas Program.

- Student management

Students are generally very well behaved and parents very supportive of the School Behaviour Management Policy. The school has reviewed its SBM policy to focus more on the positive aspects of learning and to better meet the needs of the students. A Code of Behaviour sets out procedures to identify and reinforce individual responsibility.

- Student government

The Student Representative Council operates with representatives from Junior and Middle schools. They focus on student facilities and services and on broader community issues such as fund raising for charities, and for local projects within the school. The SRC is a recognised body and is part of the decision making structure. A Junior School Forum assists younger students to learn the necessary skills for student government. Middle School forum operates to work on issues directly related to the sub-school. Representatives are part of Governing Council and its sub-committees.

- Special programmes

Alternative curriculum offerings are negotiated with students and parents with respect to both Negotiated Education Plans and Individual Learning Plans. Early Intervention runs for CPC to Year 2 classes. Literacy and Numeracy intervention programs are in place for Years R-10.

Students from Years 10-11 are offered choice for curriculum from SACE, VET, TAFE and New School Based Apprenticeships and for varied delivery by Open Access, release blocks and face to face.

3. Key School Policies

- Site Learning Plan and other key statements or policies

Priorities:

Strong Beginnings:

Ensuring that CPC to Year 3 students are encouraged and supported to achieve highly, academically, physically, socially and emotionally.

Early Years Literacy Plan implemented to improve Literacy outcomes for CPC – Yr 2 students.

Excellence in Learning:

Using SACSA to develop high performance teaching and learning programs.

Improving student Literacy, Numeracy and Science R-10

Student Engagement and Well Being

Ensuring that our students are catered for emotionally, socially, physically and intellectually. Programs such as Program Achieve, the Drug Strategy, and anti-bullying programs support student welfare. Tintinara Area School is a Phase 4 school for Student Wellbeing Inquiry and a Focus School for the SHiNE program.

Beyond Schooling

Develop a strong Career Education program across the Middle School.

Trial web based transition plans.

Provide flexible options for Year 10 – 12 students.

- Recent key outcomes

Meeting individual needs

Early Intervention and Social Skills programs between CPC and Reception.

Close liaison with DECS and outside agencies has supported the implementation of individual learning plans for students with needs.

Pupil Free days and release time for teachers support the development of methodologies that cater for different learning styles.

Middle Schooling pedagogy implemented to successfully support students from years 6-10.

Curriculum:

Staff plan, assess and report to students using the SACSA Framework.

Middle School focus on professional development and scaffolding for students in Literacy Across the Curriculum and was awarded a National Literacy Innovation Award in Literacy and Numeracy Week 2006.

Very high achievement in the Basic Skills Tests for Literacy and Numeracy with strong growth recorded in Years 5 and 7.

Middle School established and recommended Action areas implemented.

Individual programs and counselling support student achievement in the senior years.

Focus on integrating ICT across the curriculum as a powerful tool for learning. Students have access to up to date hardware and software and the access ratio is 2 students to 1 computer. ICT Technician supports a well managed curriculum network. All staff use electronic communication of information.

4. Curriculum

- Subject offerings
 - Our core business is focussed on students through high quality teaching and learning through the SACSA Learning Areas:
 - The Arts - Media Studies and Visual Arts
 - English
 - Health & Physical Education
 - LOTE - German
 - Mathematics
 - Science
 - Studies of Society and Environment
 - Technology – Home Ec.; Design and Technology and ICT
 - Curriculum areas are offered from Reception to Year 10.
 - Senior students are offered a choice of subjects within the South Australian Certificate of Education (SACE) framework with Open Access, VET or TAFE options. The school offers SACE Stage 1 and 2 subjects. Some SACE Stage 1 subjects are offered face-to-face. Stage 2 subjects are usually offered through Open Access. Year 10 students generally study a minimum of two Stage 1 subjects.
 - Within these curriculum areas teaching staff are constantly developing structures that allow for individual interest and growth, especially within the Agriculture/Arts/Technology/Career Education areas.
- Open Access
 - Curriculum choice is extended in the secondary classes by accessing some courses of study through Open Access. Instrumental Music is offered for Yr 5-10 students via video-conferencing.
- Special needs: NEP support through Special Education by teachers and SSOs.
- Special curriculum features: Enterprise Education within Ag Studies and Vocational Education & Training.
- Teaching methodology
 - A range of teaching methodologies and strategies are used to support students and their learning. The school budget has supported small group learning and support for literacy and numeracy and ICT.
- Assessment procedures and reporting
 - Teachers assess against SACSA outcomes and Standards. A variety of assessment methods is used.
 - Junior and Middle school teachers provide parents/caregivers with a descriptive semester report in terms 2 & 4. A-E grades are given to Years 4-12.
 - All parents are invited to interviews in the first and third terms to review progress at the end of term. Interviews at other times are at request
- Joint programmes
 - Hills/Murraylands cluster of schools VET/Enterprise project.
 - Interschool socials at end of term.
 - Close collaboration with Salt Creek and Coonalpyn Primary Schools.

5. Sporting Activities

School and Interschool competitions in swimming and athletics. Students have the opportunity to try out for Murray Mallee District SAPSASA teams for swimming, athletics, basketball, golf, football and netball.

Secondary students are chosen from Interschool events for the combined Upper South East SSSSA football, athletics and swimming teams.

Swimming/Splash Carnival for CPC and Junior Primary students.

Joint Salt Creek and Tintinara sports day.

Joint Karoonda and Tintinara Athletics team for USE Interschool Athletics.

Sport association clinics, 9-a-side football and Auskick.

6. Other Co-Curricular Activities

- General

CPC/R/1 Social Skills program.

Camps and excursions are a regular part of the curriculum.

Junior School and whole school assemblies.

Student Radio.

Visiting artists or excursions subsidised by Rural & Isolated Allowance.

- Special

Parent/Teacher Information Nights.

SRC and House Captains Induction.

Open Days and Book Week.

Presentation Night is an annual event.

7. Staff (and their welfare)

- Staff profile

Presently the school utilises the staffing formula by employing:

8 Full time teachers – 6 female, 2 male.

Part-time teachers:

0.43 CPC teacher

HPI in Visual Art and Design

Home Economics, Technical Studies and Agricultural Studies

The school uses the staffing formula to provide release time for the Key Teacher role and Sports Administration and to provide NIT for the CPC teacher. Staffing is also used to employ a SSO3 Library Manager and HPI for Visual Art.

Because of the small numbers of secondary students, Middle School teachers are required to be prepared to teach across the R-10 range.

School Services Officers – 160.5 hours per week for administration, classroom support, laboratory, community library and grounds. Extra time is allocated for CPC, literacy and numeracy, ICT technician, bi-lingual and special education support.

Staff members have a mix of experiences: 'local' teachers, and newly appointed contract or permanent teachers. Many staff enjoy being involved in the local community.

- Leadership structure

The Principal, Middle School Coordinator, Counsellor and Administrative Officer form the Leadership team which meets each week.

The Principal is the educational and organisational leader with support from the Coordinators and Administrative Officer. The Sub Schools Coordinators manage the junior and middle schools and report to the principal. The Middle School Manager also coordinates SACE, SABSA, Literacy Assessment, Work Experience and VET requirements. According to need, Key Teachers are appointed or a conversion to Co-ordinator may take place.

The Personnel Advisory Committee makes recommendations about staffing to the Principal.
- Staff support systems

Administrative staff meetings are held once a week. Sub-school learning teams and Whole School Professional Development occur on alternate weeks.

Professional Development for school priorities is encouraged and release time and costs subsidised. Teachers share information gained from Professional Development.

Networking across district schools is encouraged.

New teachers are welcomed and supported by 'buddies'.

Staff association provides social opportunities.

Personnel Advisory Committee.

Harassment and Grievance officer and AEU Sub-branch
- Performance Management

Performance Management for all staff, teachers and non-teaching.

Performance Management processes are supportive. Each staff member is expected to develop Performance Plans outlining Performance and Personal objectives and indicators. Regular professional meetings encourage growth and professional learning.
- Staff utilisation policies

The Personnel Advisory Committee is consulted on all staffing issues.

All members of the teaching staff R-10 have similar Non Instructional Time. CPC teacher has NIT provided and recess duty release.

Specialist secondary teachers share their expertise in the Junior School.
- Access to special staff

We enjoy a close supportive relationship with the Hills/Murraylands support staff, including Guidance and Special Education and the Interagency Student Management Services team. We also liaison with CAMHS, FAYS and the Early Intervention team.
- Other

Instrumental Music Programme provided by DECS: woodwind and brass tuition through video-conferencing.

Private piano tuition available at school.

- Staff facilities
 - Staff room.
 - Office space.
 - Staff has access to a range of ICT facilities: computers, Internet and email, video conferencing and satellite TV.
 - A large range of resource books and facilities are available from the local community library. This includes videotapes, CDs, audio tapes, overhead projectors and screens, games and Internet capability.
 - There is a Nature Reserve, home to wallabies and bettongs and Pumpers Cottage, which is an old railway cottage that has been relocated to the school grounds and is maintained by the local history club.
- Access for students and staff with disabilities
 - Most buildings including the front office and library have access for people with disabilities. Disabled toilet and change facility are available for children and adults.
- Access to bus transport
 - The school services a large district which is serviced by the four school buses. The school also shares a 'CAP' coaster bus with other local schools and is responsible for its maintenance.
 - Stateliner coaches run daily to and from Adelaide.
- Other
 - Train service available from Bordertown.

10. School Operations

- Decision making structures
 - The school operates clear decision making structures and whole school consultation is a feature of decision making. The Governing Council has responsibility for governance and is the decision making body for school wide issues and concerns. Several sub-committees operate through Governing Council with responsibility for Finance, Asset Management, CPC Management, ICT and Education. Other Ad hoc committees may be called, such as Ag Studies, Uniform Committees. Governing Councillors, parents, staff and students make up these sub-committees. School operational decisions are made through staff meetings and PAC.
- Regular publications
 - The school newsletter is published and distributed each fortnight.
 - Parent and Staff handbooks are updated each year. The school publishes a magazine each year.
- Other communication
 - Staff uses a daybook to inform each other, a staff bulletin is posted each Monday. The Administrative and sub-School meetings keep staff informed. The following booklets are available; Staff induction, parent information and staff handbook.
- School financial position
 - The school is in a solid financial position with an very informed and active finance committee who meet twice a term to manage and monitor the school budget.

Finance reports are presented twice each term to the governing council, and reported annually to the school community.

Finance reports are presented each month to Budget Line Managers.

- Special funding
 - Country Area Program
 - Community Library and Toy Library
 - Literacy and Numeracy Tests funding
 - Asset Management
 - Funding from Country Arts and Community Funding SA for special projects over the last two years.

11. Local Community

- General characteristics
 - The town has a population of approximately 260 people and is gradually expanding. The main occupation is farming with many businesses being agriculturally based. Work is often available through the local businesses and on rural properties.
- Parent and community involvement
 - Parents and community are actively involved in all aspects of the school with parent participation being high and meaningful. The school community is characterised by a high level of parent involvement in school-based activities. Sports days, special assemblies, interviews and school events typically attract a high percentage of parents.
 - New staff are well supported by parents and the community.
 - We have a strong interactive relationship within the community through shared use of facilities including Community Library, school swimming pool, stadium and oval.
 - TAFE courses may be offered at the school.
- Feeder schools :Nil
- Other local care and educational facilities
 - Play group, Meals on Wheels, Domiciliary Care, Aged Homes, Health Centre – visiting Doctors, Podiatrist, CAFHS, Bowen Therapist, Physiotherapist, Optometrist, Ambulance Centre.
- Commercial/industrial and shopping facilities
 - Services include a sub branch of the Coorong Council, Post Office, bank, supermarket/hardware, garage, manufacturing and agricultural businesses, hotel, motel, roadhouses and other services.
- Other local facilities
 - Tintinara Development Group encourages the development and beautification of the town. TRADE promotes local business.
 - Active local sporting organisations include basketball netball, tennis, golf, lawn bowls, cricket, football, SA Swim coaching and pony club.
 - Strong, local sporting clubs have excellent facilities and welcome new members.
 - Community Service Groups: Guides, Action Club, Lions Club, CWA, Red Cross, History Club, Seniors Health and Recreation Group, SA Ambulance volunteers.

- Availability of staff housing
2 Government houses available. There are some private rental opportunities.
- Accessibility
Tintinara is easily accessible, being only 1 $\frac{3}{4}$ hours by car from Adelaide with a regular bus service.
- Local Government body
The school works closely with the Coorong District Council. The Council shares the responsibility of running the School Community Library. They are represented on the Library Board. The school is also involved in the Local Action Plan through the Council for environmental education. There is an office for the Coorong Council located in Tintinara.

12. Further Comments

- There is strong, positive support for the school in the local community, making the school a vital part of the community's focus. The community is not only an enjoyable place to live, but also a caring community.