

# SCHOOL CONTEXT STATEMENT 2015

Updated: 06/03

**School Name:** East Murray Area School

**School Number:** 0102

## 1. General Information

### Part A

School Name	: EAST MURRAY AREA SCHOOL	Courier	Murraylands - Murray
School No.	: 0102		Bridge fwd
Principal	: Kay Selth		
Postal Address	: PMB 1, Karoonda 5307		
Location Address	: Government Road, Mindarie 5309		
District	: Coorong-Mallee Partnership		
Distance from GPO	: 193 kms	Phone No. :	08 85787053
CPC attached	: YES	Fax No. :	08 85787072

February FTE Enrolment		2013	2014	2015	2016
Primary	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Reception	5	3	6.0	3.0
	Year 1	.0	.0	5.0	5.0
	Year 2	.0	.0	1.0	5.0
	Year 3	.0	.0	2.0	0.0
	Year 4	.0	.0	3.0	1.0
	Year 5	.0	.0	6.0	2.0
	Year 6	.0	.0	1.0	5.0
Secondary	Year 7	.0	.0	2.0	0.0
	Special, N.A.P. Ungraded etc.	0.0	0.0	0.0	0.0
	Year 8	.0	.0	0.0	1.0
	Year 9	.0	.0	2.0	0.0
	Year 10	.0	.0	3.0	2.0
	Year 11	.3	.0	5.0	3.0
	Year 12	.6	.0	3.0	3.0
Year 12 plus	0.0	.0	0.0	0.0	
<b>TOTAL</b>			<b>39.0</b>	<b>30.0</b>	

July total Enrolment	
Male	21
Female	18
School Card Approvals (Persons)	5
NESB Total (Persons)	0
Aboriginal Enrolment	0

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.

## Part B

- Deputy Principal  
:None
- Staffing numbers  
:6.8 FTE (1M/7F) includes 0.6 CPC teacher  
SSO 158hr/w includes 35.5 hrs school community library assistant, 24hrs SSO3 ICT, 19.5 ECW, 30hrs GSE (Grounds-person),  
Leadership positions are Principal, Coordinator
- OSHC  
:None.
- Enrolment trends Reception to year 12  
:Estimates      2016 29      2017 33      2018 33  
Year of opening  
:1967.
- Public transport access  
:None.

## 2. Students and their Welfare

- General characteristics  
:Students are predominantly from farming backgrounds, a small number are employed by the local sand mine that is due for closure in July 2015, and a few students are from families who are attracted by the rural lifestyle. Approximately 12% of students are school cardholders.
- (Pastoral) Care  
:is offered by class/home group teachers.
- Support offered  
:General student, subject and career counselling is provided by the Principal and Coordinator.
- Student management  
A consistent, whole school behaviour management policy exists. Support for teachers is provided by principal, coordinator and district support staff based in Murray Bridge. Parental support is generally strong and management in partnership is fostered.
- Student government  
:An SRC operates with class representatives from all classes. The SRC reports to Governing Council and sub-committees.  
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### 3. Key School Policies

- Mission statement

:East Murray Area School values the unique relationship that exists between the school and the community that it services.

The experience of schooling at East Murray Area School seeks to provide students with the essential skills and understandings that are needed to operate in a diverse range of contexts in contemporary Australian society.

“Learning is conducted in a socially realistic setting and emphasises skills in personal management in students.”

“The curriculum provides the students with a broad and balanced range of learning experiences, that cater to the needs of the individual and recognises the differences between students whilst meeting the requirements of the Australian Curriculum and SACE.”

“Our actions are guided by principles of fairness, our personal rights and the rights of others, the rights of students to learn and teachers to teach in an environment which is free from harassment, safe and secure.”

“It is when we collectively enact these principles that the opportunities for each student are greatest and the achievement maximised.”

East Murray Area School, in partnership with the wider community, is committed to excellence and providing the best educational opportunities for all students within a respectful learning and teaching environment through quality teaching & learning that increases learner achievement through explicit focus on literacy & numeracy, supported by a culture that aims to improve well-being and diversity for all learners.

#### **SCHOOL VALUES:**

*Respect - be kind,*

*Integrity – be honest,*

*Quality – be the best you can be.*

#### **GUIDING PRINCIPLES:**

**Community:** We will promote active citizenship through engagement with the wider community

**Teaching & Learning:** In preparation for lifelong learning we will encourage all members of the school community to achieve to the best of their teaching and learning potential

**Culture & Well-being:** We will foster a culture that promotes school pride, common values and genuine care and concern for the well-being of all school community members

- Core Business

:Our core functions are to:

- Provide an education in the Play centre that is consistent with the Early Years Framework.
- Provide an education for all children in years Reception (Foundation) to 10 in the learning areas described in the Australian Curriculum.
- Provide for students to undertake a pattern of study leading to the award of the South Australian Certificate of Education (SACE) in years 10, 11 and 12.
- Enact principles of social justice including undertaking the processes of teaching and learning in a supportive school environment.
- Provide a range of social and cultural activities that prepare students for participatory citizenship in a range of contexts.
- Administer the school in a manner that is congruent with the Education Act and Regulations, the Administrative Instructions and Guidelines, and DECS policies.

- School priorities

**:Literacy & Numeracy:** This project is improving the learning outcomes of all students CPC to year-12. It incorporates both our Early Intervention and Students at Risk Programs.

**Student Wellbeing:** This project will focus on teachers inquiring into pedagogy and the school environment. It incorporates school values of *respect, integrity and quality*, Child Protection, Anti-Harassment and Anti-Bullying Policies and enterprise education.

**Retention and Engagement:** Our low student numbers and small class sizes allows teachers to tailor programs to suit individual students' needs and interests. Student input into their learning is high.

**Workforce Capability:** Staff are encouraged to attend professional development and extend their areas of expertise. Leadership development is encouraged and supported.

**Use of student achievement data:** This project will look at the gathering and reporting of student achievement data is a systematic way to inform the process of teaching and learning and to meet the needs of the critical audiences for that data ~ students/parents, teachers/school and system.

**VET:** This project will increase the number of student hours spent in studying nationally accredited modules within the SACE Program and undertaking structured work placements.

The school is currently investigating ways of using student achievement data to meet the needs of the stakeholders in that information including the use of such data to inform teaching practice.

- Student Leadership structure and processes have been reviewed, resulting in students' developing their leadership skills and being more accountable for their roles.

## 4. Curriculum

- Subject offerings
  - :Play centre curriculum is developed from the Foundation Areas of Learning. Years 1-10 offer subjects in the eight areas of learning. Subject choice is provided at year 11 and 12. Japanese is the LOTE.
- Open Access
  - A range of subjects are offered at the Senior Secondary level.
  - :Open Access is available for students wishing to study subjects other than those offered face to face.
  - :The school offers an extensive program for students with special needs that is integrated R-12 and across programs. The program is extended with support from the allocation staffing.
- Special curriculum features
  - Recent professional development has seen information and communication technology being widely and creatively incorporated into lessons by most teachers. Students participate in a school-community recycling program.
- Teaching methodology
  - Most teaching is face to face, with some Senior Secondary students studying via local delivery through Karoonda and Swan Reach Area Schools and the Open Access College). Classes are vertically grouped with mixed ability in all subject areas.
- Assessment procedures and reporting
  - :Assessment and reporting is in line with the Australian Curriculum (ACARA) reporting guidelines. Reporting occurs each term, in formats appropriate to the age of the students. Two parent teacher interviews are conducted annually. Semester written reports are sent to parents/carers in July and December.

## 5. Sporting Activities

:Part of the Central Mallee Area Schools Sports Association (CMASSA) with Mannum, Cambrai and Swan Reach Area Schools. CMASSA conducts annual interschool athletics and swimming carnivals. Participates in SSSA athletics and swimming as a district. Participates in SAPSASA in the Murray Mallee zone in tennis, cricket, cross country, football and netball. Conducts school and community swimming programs in the school pool.

## 6. Other Co-Curricular Activities

Co-curricular activities are organised at the discretion of the staff. Annual activities include primary class camps, bi-annual secondary camp (with Lameroo Regional Community School and Coomandook Area School), Undokai Japanese sports day at Swan Reach Area School, Secondary interschool socials with Karoonda, Lameroo, Coomandook and Tintinara schools, and events organised by the SRC. Minor dramatic activities support the presentation night annually. A school magazine is produced annually.

## 7. Staff (and their Welfare)

- Staff profile
  - :Staff are predominantly in their early years of teaching or first promotion position. Mobility is high.
- Leadership structure
  - :Principal and coordinator
- Staff support systems
  - :Performance management is based on support for self-managed continuous professional development in line with TfEL and National Professional Standards for teachers.
- Staff utilisation policies
  - :Some secondary teachers provide NIT for primary teachers and consequently teach in specialist areas across the school R -12. Secondary teachers provide assistance to students studying by distance mode in areas of expertise. The manner in which this support is developed is negotiated between the teachers.
- Access to special staff
  - :Support Services Team is based in Murray Bridge and work collaboratively with teachers, SSOs and families with speech, disability, behaviour and psychology.
- Incentives
  - :All staff are eligible for country incentives leave and a locality allowance is payable.

## 8. Incentives, Support and Award Conditions for Staff

- Housing assistance. Principal's residence within the school grounds. Government Employee Housing at Loxton and Karoonda. Contact Government Employee Housing [www.dpti.sa.gov.au/buildingmanagement/government\\_employee\\_housing](http://www.dpti.sa.gov.au/buildingmanagement/government_employee_housing)
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- Travelling time – 40 minutes from Loxton, 30 minutes from Karoonda, one hour from Murray Bridge and Berri, 2½ hours from Adelaide.
- Additional increment allowance
  - : Available up to the top incremental step.
- Country Incentive Leave is available in first five years.
- Locality allowances
  - : Is payable.
- Relocation assistance
  - : Payable for all permanently employed teachers.
- Principal's telephone costs
  - : Payable.

## 9. School Facilities

- Buildings and grounds
  - : Buildings are prefabricated, timber construction, single story and generally in good condition. Grounds are excellent and have been highly successful in KESAB programs. All teaching areas are air conditioned and efficiently heated.
- Specialist facilities
  - : The school has a swimming pool and excellent oval. A school/community library is on site. There is a technology workshop, a technology centre, home economics facility, art room and science laboratory all of which are available for use by all year levels. Agriculture facilities include propagation sheds and aqua-phonics. Computing Room is available and all students have access to laptops and tablets housed in classrooms (Wi-Fi connection) –Weights Room and excellent outdoor fitness equipment and circuit.
- Student facilities
  - : A wide range of student recreational/sporting facilities are available eg tennis courts, adventure playground, hitting walls, basketball courts, garden plots. Senior students have room privilege. Canteen is on site for counter sales at recess and lunch time daily and lunches on Friday only.

- Staff facilities
  - : Staff each has their own room and have access to a work area in this room. A common staff room is used for meeting, lunch and socialising.
- Access for students and staff with disabilities
  - : Available via a ramps to most areas of the school.
- Access to bus transport
  - : School buses are available for hire for school purposes during school hours. The Mallee Schools CAP funded 21 seater bus is available for camps and excursions.

## 10. School Operations

- Decision making structures
  - : All staff contributes to decision making, as well as providing opportunities for parent & community input. Student input is valued with mechanisms including class meetings and SRC used as forums for their ideas. Governing Council operates as the prime parent decision making body, primarily through a subcommittee structure consisting of finance, education, grounds, canteen, bus and uniform. Staff meets weekly and are an integral part of decision making. The SRC is also an integral part of this structure. PAC provides advice to the principal on personnel issues.
- Regular publications
  - : Staff are kept well informed through weekly bulletin, day book and via email. A newsletter is produced fortnightly. A comprehensive staff handbook is updated annually and school prospectus. A staff information folder lists information of common use. A policy folder is maintained for each staff member. Parent information booklets are available from each sector of the school i.e. Playgroup, CPC, JP primary and secondary.
- Other communication
  - : Message books and diaries are used in the relevant section of the school for informal communications. Regular informal communication is encouraged. Class hosted assemblies are held 3 times per term and on special occasions like SRC Induction, Book Week special visitors.
- School financial position
  - : The schools financial position is sound.

## 11. Local Community

- General characteristics
  - : There is little employment available outside of the school. The nearest employment is at Loxton (80kms). There is little cultural diversity existing within the community. English is the predominant language.



- Parent and community involvement
  - : A high degree of ownership of the school exists within the community. The school is used by the local community for informal events (football, netball and tennis) and for vacation swimming programs. Many social functions use the community centre, the Complex that is on site.
- Feeder schools
  - : None.
- Other local care and educational facilities
  - : Play centre to year 12 education is provided on site. Some private childcare may be available. Nearest recognised childcare facility is at Loxton.
- Commercial/industrial and shopping facilities
  - : Loxton and Karoonda are the nearest towns providing shopping facilities.
- Other local facilities
  - : Medical facilities (doctor, hospital) are available at Karoonda. Loxton has a full range of medical facilities (doctor, hospital, dentist, physiotherapy etc). Specialist services are available at Berri and Murray Bridge (both 120kms). Loxton has an excellent range of sporting facilities/activities including water based activities on the River Murray.
- Availability of staff housing
  - There is little private rental available. The closest public housing is at Karoonda and Loxton. Some teachers are choosing to live at Karoonda and car pool to the school each day.
- Local Government body
  - : The school is in District Council of Karoonda-East Murray (8578 1004).

## 12. Further Comments

: The school was established in 1967 from the amalgamation of six, one teacher primary schools (Mindarie, Halidon, Wanbi, Mantung, Galga and Copeville) into the current area school. Parochialism at that time led to the school being located in the geographic centre of these communities. The school was built in a section of a farmer's paddock. The theme of "one school united" *REPATRA* still abounds and the school and its facilities are the focus on many of the activities in this community that has grown from this union.

Student numbers in the early years exceeded 200. Subsequent rural rationalisation reduced this number to the current enrolment. Student numbers were expected to increase slightly with the commencement of sand mining in the area however this operation is due to cease in July-August 2015.

Students display pride in and identity with the school and its ethos. Behaviour management issues are relatively infrequent and at a low level. The school is well served with space and class sizes are small with an emphasis of increased student to teacher and SSO face to face interaction.

The school provides many professional rewards for the staff. The characteristic is of teachers who are recently trained, enthusiastic about their profession who enjoy a relatively large degree of autonomy and scope to influence the programs that are taken up within the school eg through control of their own budgets. Training and development is a very high priority in recognition of the professional isolation that can be experienced as a single teacher faculty/year level.