



# SCHOOL CONTEXT STATEMENT

Updated: 2013

School number: 0438

School name: Tintinara Area School

## 1. General information

### Part A

Principal : Mr Mike Sadleir  
 Postal Address : PO Box 1596, Tintinara SA 5266  
 Location Address : 37 Wendt Tce, Tintinara 5266  
 Courier : Murray Bridge FWD 2  
 District : Murray & Mallee  
 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 : dl.0438.info@schools.sa.edu.au  
 Preschool attached : Yes

February FTE Enrolment	2012	2013	2014	2015	2016
Preschool	9.0	15	12	19	19
Foundation	8.0	10.0	15	11	20
Year 1	11.0	9.0	9	17	11
Year 2	9.0	12.0	11	12	16
Year 3	10.0	6.0	11	11	12
Year 4	8.0	7.0	6	11	9
Year 5	10.0	7.0	7	6	12
Year 6	5.0	7.0	7	9	6
Year 7	9.0	5.0	7	7	9
Year 8	15.0	14.0	5	5	6
Year 9	10.0	5.0	12	5	3
Year 10	6.0	8.0	5	8	3
Year 11	6.0	4.0	5	6	7
Year 12	6.0	4.0	3	5	4
<b>TOTAL</b>	<b>122</b>	<b>113</b>	<b>115</b>	<b>132</b>	<b>137</b>
School Card percentage		14%	8%	4%	8%
NESB Enrolment	0.0	0.0	0.0	0	0
Aboriginal Enrolment	0.0	4.0%	3.0%	5%	3%

Tintinara Area School is working towards being Permission Giving, Collaborative, Supportive, Risk-taking and Aiming for excellence. Our curriculum is very broad and the community is justly proud of the many excellent programs initiated to cater for student individual needs. Being a Preschool-Year 12 School has enabled us to also put a number of excellent transition programs in place, something which is much appreciated by our students and parent/carers. We have a very active and involved community, who regularly contribute and participate in many varied school based activities. The student population has been quite stable over the last few years, at between 110 and 120 students, since the beginning of 2014 we have seen a number of new families move into the district. Looking at expected student movements over the next few years we anticipate consistent enrolments over 130 students. Small class sizes exist across the school, with most secondary classes being between 5 and 15 students, and most primary classes being between 15 and 20. All classes are mixed year level however as enrollments continue to grow this may change..

A major refurbishment program has been undertaken in recent years, and only one building remains to be reclad and renovated. Careful financial management has enabled us to target resources very effectively, and we are an exceptionally well resourced school. Hi-tech learning tools such as a 1:1 laptop program in the secondary subschool, a class set of iPads in the junior school, and interactive whiteboards in each classroom contribute to our curriculum needs and the engagement of our students. The School is located about 200kms from Adelaide in a beautiful and expansive rural setting. It serves families spread across a radius of about 100kms, with about 2/3s of our students living on farms and travelling to school on buses.

A major stakeholder consultation took place in 2014. This identified that there is strong support for a school that

- Does the traditional basics well
- Provides a wide range of opportunities and experiences
- Equips children and young people to serve and build the community
- Is thoughtfully connected and engaged with the wider world

An essential priority for the school is continuing to provide strong, sustainable and personalised secondary education programs, so that families can continue to feel confident about the decision to complete their child's secondary education at Tintinara.

Tintinara is part of the Coorong Mallee Partnership, which extends from Meningie and Raukkan in the west, to Lameroo and Pinaroo in the east, and from Tintinara up to East Murray Area School. This partnership has 6 Area Schools, 4 small primary schools, and 6 standalone preschools. (School based preschools are also found at Tintinara, Raukkan, Karoonda and East Murray.)

Tintinara Area School is also the lead school in the Mallee Local Delivery Network which includes all secondary schools in our partnership, as well as Mannum Community College, Murray Bridge High School, Swan Reach Area School and Keith Area School. This network allows us to use technology (including email, Edmodo and video conferencing) to collaborate across the schools so that we can maintain local senior secondary classes.

## Part B

- Staffing numbers

Staffing: 2015 FTE is 10.6 including a Principal, Deputy Principal/Head of Secondary School and Head of Junior School (in 2015 the Head of Junior School role is shared between two staff members.)

The class configuration is a Junior School made up of Preschool, Reception, 1/2, 3/4 and 5/6. The Secondary School will have 7/8, 9/10 and 11/12 caregroups, but lessons are taught in a variety of configurations, depending on student interest and the students involved. Year 12 students access their curriculum through a mix of school based classes, cluster delivery through the Mallee Local Delivery network and Open Access College.

SSO hours – 2015 hours are approximately 240 pw.

- Enrolment trends :Senior Secondary increasing
- Special arrangements: The school receives additional SSO hours because we have a School Community Library and an Ag program. We have used other flexible staffing to appoint a Youth Worker who provides case management for key students, as well as being the hub for our identification of student support needs.

Our Preschool operates whole day sessions on Tuesdays and Thursdays, and a half day program on Wednesday. The preschool is an integral part of the Junior School and highly effective Preschool-Reception transition and Social Skills programs are in place. The teacher is part of Junior School team, and is managing our implementation of the NQF.

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.

## 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 few 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

Small class sizes allow for close mentoring and support.

The school employs a qualified youth worker who supports staff and students to focus and advocate for the wellbeing of our students.

The school is building up staff capacity to apply the “Play is the Way” program, particularly in the Junior School.

- Support offered

Students are assessed on entry to school and any students with special needs are identified. All students are supported with a comprehensive student Support program with significant SSO time allocated.

Course and career counselling is provided by the Head of Secondary School, and by caregroup and class teachers through Work Education, PLP and the Research Project. The school provides extensive flexibility and support for students working towards School Based Apprenticeships, and we pride ourselves on our capacity to customise and support the learning paths of all students.

- Student management

Students are generally very well behaved and parents very supportive of the School Behaviour Management Policy. Our focus is on teaching our children and young people how to manage their conduct and their interpersonal relationships, and “Play is the Way” is the key program used to support this in the junior school.

- Student government

The Student Representative Council operates with representatives from each class. 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 valued group within the school, and membership is by application and selection by a panel of staff at the beginning of each year.

- Special programmes

- Alternative curriculum offerings are negotiated with students and parents with respect to both Negotiated Education Plans and Individual Learning Plans. Early Intervention is a priority and a Multilit Literacy intervention program is in place for Years R-10.
- Students from Years 10-12 are offered broad choice for curriculum from SACE, VET, TAFE and School Based Apprenticeships and for varied delivery by Open Access, release blocks and face to face.
- Overseas Exchange students are hosted on a regular basis, although the school does not currently have any.

### 3. Key School Policies

- Site Learning Plan and other key statements or policies

Priorities:

- LITERACY
- NUMERACY
- SCIENTIFIC LITERACY
- WELLBEING

In 2015 the school has begun using self selected working groups to review and progress improvement in each of these areas. All teaching staff are involved in at least one of these groups. A key development from this approach has been a greater interest and engagement with student achievement data, and this is likely to be a specific focus moving forwards.

Our Tinti2025 stakeholder consultation set four long term strategies for improvement over the next decade:

- Maintain a strong focus on literacy, numeracy and wellbeing.
- Have a systematic and strategic approach to the opportunities made available to our students.
- Partners with groups in the community to build connections between young people and society
- Establish and maintain relationships with schools and communities in our area, our state, our nation and overseas.

## 4. Curriculum

- Staff plan, assess and report to students using the Early Years Learning Framework, Australian Curriculum and the SACSA Framework.
- Subject offerings
  - Our core business is focussed on students through high quality teaching and learning
  - The Arts – Drama, Music and Visual Arts
  - English
  - Health & Physical Education
  - LOTE - German
  - Mathematics
  - Science
  - History
  - Geography
  - Home Ec
  - Design and Technology
  - ICT

Curriculum areas are offered from Reception to Year 12.

Senior students are offered a choice of subjects within the South Australian Certificate of Education (SACE) framework through , MLD and Open Access, VET or TAFE options. The school offers SACE Stage 1 and 2 subjects.

- 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 and a visiting teacher face to face each fortnight.
- 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, however there is a focus on building the general capabilities of our students. We seek to develop independent and confident problem solvers, rather than regurgitators of information.
  - Junior and Middle school teachers provide parents/caregivers with a descriptive semester report in terms 2 & 4. A-E grades are given where appropriate.
  - Edmodo is used extensively in the secondary school.
  - 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.
  - Mallee Local Delivery Network is made up of schools from Keith Area School to Swan Reach and Mannum, and involves sharing senior school curriculum delivery.
  - Common student free days have been held across our cluster/ Partnership since 2012.

## 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 Preschool and Junior Primary students.

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

Preschool/R/1 Social Skills program & Buddy classes

Camps and excursions are a regular part of the curriculum.

Junior School and whole school assemblies.

Visiting artists or excursions

### • Special

Parent/Teacher Information Nights.

SRC and House Captains Induction.

Open Days and Book Week.

Presentation Night is an annual event and a high community priority

Agricultural shows

Working with community groups at Lake Indawarra on sustainability

Murder under the Microscope

## 7. Staff (and their welfare)

### • Staff profile

In 2015 the school has 10.6 teacher FTE spread across 14 teachers, with 7 part time staff.

All teachers are required to be flexible and are expected to teach across a range of subject areas and year levels.

School Services Officers – 248.5 hours per week for administration, classroom support, laboratory, community library, Preschool and ICT technician. Extra time is allocated for literacy and numeracy, and special education support.

Grounds – 39.5 hours allocated for grounds and general maintenance.

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

In 2015 the leadership team consists of the Principal, Deputy Principal/ Head of Secondary School, and Co-Heads of Junior School. The Business manager joins the leadership group for discussions with resourcing implications, and the Youth Worker for discussions involving student wellbeing. This group meets weekly, and works closely together.

The Principal is the educational and organisational leader with support from the Heads of Subschoools and Support Staff. Head of Subschoools have high levels of autonomy and are expected to focus on building the capacity of their team. They are experts in

their levels of schooling and provide trusted advice to the principal. Head of Secondary School also coordinates SACE, Subject Counselling, and VET requirements.

The Personnel Advisory Committee makes recommendations about staffing to the Principal.

- Staff support systems

Administrative staff meetings are held fortnightly. Sub-school learning teams occur on alternate weeks.

Professional Development for school priorities is encouraged and a substantial budget is committed to support staff. Teachers share information gained from Professional Development. Networking across the cluster schools is encouraged and strongly promoted.

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 focussed on helping staff to improve. 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 staff have more than the industrially required levels of NIT.

Specialist secondary teachers share their expertise in the Junior School.

- Access to special staff

We enjoy a supportive relationship with a range of support staff, including Guidance and disabilities. We also work closely with liaison with CAMHS, and FamiliesSA.

- Other

Instrumental Music Programme provided by DECD: woodwind tuition through a mix of Video conferencing and face to face teaching.

## **8. Staff incentives, support and award conditions**

- Complexity placement points :2
- Isolation placement points :Not applicable
- Shorter terms :Not applicable
- Travelling time :Not applicable
- Housing assistance :Some Government Housing is available with subsidised rental within Tintinara. Private rental available as well.
- Cooling for school buildings :All buildings are fully air-conditioned.
- Cash in lieu of removal allowance :Yes
- Additional increment allowance :Not applicable
- Designated schools benefits : Metropolitan Award - three days leave a year for Medical and Dental visits. This Award also covers cost of travel and accommodation.
- Medical and dental treatment expenses:Not applicable
- Locality allowances : Country Incentives Allowance
- Relocation assistance : Yes
- Principal's telephone costs : Costs & rental subsidised.

## 9. School Facilities

- Buildings and grounds  
The school is situated in a lush green setting with large grounds kept in an immaculate condition. Playgrounds provide safety and challenge. The oval, stadium and swimming pool are well maintained and equipped.
- Cooling  
All buildings are fully reverse cycle air-conditioned.
- Specialist facilities  
The school has excellent facilities to enhance student learning including Community/school library, Video Conferencing facilities, Technical studies, Home Economics, school swimming pool, wide variety of sports/physical education equipment, Science laboratory, facilities for agricultural studies, large stadium with a sprung parquet floor and a nature reserve. The school is wirelessly networked.
- Student facilities  
Community Library Video conferencing facilities.  
Rotunda and multiple large shade structures.  
Well equipped playgrounds  
Sports Stadium.
- Staff facilities  
Staff room.  
Office space.  
Staff have access to a range of ICT facilities: computers, Internet and email, and video conferencing, and all teachers are provided with laptops for their use.  
A large range of resource books and facilities are available from the local community library. This includes DVDs, CDs, overhead projectors and screens, and games.  
Smart boards are fitted in all classrooms.  
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 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.  
Local bus companies are contracted for school camps and excursions.

## 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, Early Years and Agriculture. Other Ad hoc committees may be established as required such as a Uniform Committee. (This was reviewed in 2014.). Governing Councillors, parents, staff and students make up these sub-committees.  
School operational decisions are made through Leadership, staff meetings and PAC.
- Regular publications  
The school newsletter is published and distributed each fortnight and is also available on the school web site. 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, and a summary of the upcoming week is emailed to all staff 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 sound financial position and expects to start the 2016 school year with cash reserves of around 12% of our RES, with unallocated funds at approximately 5%

Finance reports are presented 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

- Agriculture

- School Pool

- Joint Use School Community Library

## 11. Local Community

- General characteristics

The town has a population of approximately 300 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 schoolbased 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. Further education courses offered by the Coonalpyn HUB regularly make use of the school facilities.

- 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, BankSA, Commonwealth bank at post office, supermarket/hardware, garage, manufacturing, Bridgestone, plumber 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: Action Club, Lions Club, CWA, Red Cross, History Club, Seniors Health and Recreation Group, SA Ambulance volunteers, Womens and Children's Hospital.