SCHOOL CONTEXT STATEMENT

School number: 0438

School name: Tintinara Area School

1. General information
Part A

Principal: Mr Jo Artz
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

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School Card percentage 3%
NESB Enrolment 3%
Aboriginal Enrolment 00 00 00 00

Tintinara Area School’s vision is “to engage every student so that they achieve at the highest possible level of their learning and well-being through quality care and
teaching”. Our school values; Respect, Responsibility, Tolerance and Perseverance underpin this vision. 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 CPC-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. Hence small class sizes are a very advantages feature of our school. A number of our buildings are in need of replacement; however, we are an exceptionally well resourced school. Hi-tech learning tools such as computers and an interactive whiteboard in each learning area 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 40kms, with many students living on farms and travelling to school on buses.

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 150 hours per week.
  • Enrolment trends:Senior Secondary increasing
  • 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 townFour 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.

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 and ICAN/FLO programs are offered and supported with a tutor.

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 10-12 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.
- AFS Exchange students are hosted and currently we have 6 students in the senior section of our school.
- Coorong District Council School Event Australia Day award winners in 2010 for the Murder Under the Microscope.
- Landcare award winners for the Education Award Peoples choice for the work at the students have achieved at Lake Indawarra in 2009 along with the runner up award for the Education Award.
3. Key School Policies

- Site Learning Plan and other key statements or policies

Priorities:

**ICT**

- **Continue focus on the use of ICT** in learning programs CPC – Year 12 using in part the E-Strategy Learning Plan for TAS (3 - 5 year plan)
- Identify opportunities for **staff to develop ICT skills and knowledge** in teams and individually
- Provide opportunity and encourage staff to share learning and effective practice
- To closely monitor the school’s ICT hardware and to upgrade as required

**PEDAGOGY**

- Access professional learning with a focus on **pedagogy for engagement and quality learning**
- Use **SACSA Framework to plan, assess and report** (familiarisation of National Curriculum and the National Early Years Framework requirements as directed by DECS)
- Identify strategies and **learning styles that support the individual learning needs** of all students
- and **DATA**
- Use Literacy and Numeracy data and Running Records data as diagnostic tools to inform the **development of appropriate teaching and learning programs**
- Use SACSA standards to record student achievement in English, Mathematics and Science

Redesign written “Reports to Parents” to better meet DECS requirements

**STUDENT WELLBEING**

- Foster a **culture of pastoral care** to support all students in CPC-Year 12
- **Continue early intervention processes**, including pre-referral processes and the TAS Internal Referral Process for all students at risk in relation to learning, social or health issues
- Survey the **Child Protection Curriculum** at TAS and use it to determine curriculum needs
- Allocate physical and human resources to best **support improvement for identified students**

**EARLY YEARS**

- Allocate physical and human resources to best **support improvement for identified students as stated by DECS Early Intervention**
- All relevant Early Years staff to access the DECS funded 3 PD days per teacher release funding for Early Years Teachers

**NUMERACY**
• Analyse the school’s Numeracy data to inform the focus for continuing improvement in SACSA Mathematics

LITERACY

• Analyse the school’s Literacy data to inform the focus for improvement in SACSA English

SUSTAINING LOCAL EDUCATION AND IMPLEMENTATION OF FUTURE SACE.

• Analyse Year 9 Literacy and Numeracy results and other relevant data to identify learning needs for students moving to senior secondary years

• Identify student needs, staff expertise and resources to balance flexible learning options (through Open Access, SBA, “shared learning” through video-conferencing, VET and face-to-face tuition etc) for

• year 10, 11 and 12 students wishing to continue study at TAS

SCIENCE

• Introduction to Primary Connections. Heather Mattner (CAS) Murraylands Cluster lead teacher (0.2). Program and funding still to be finalised.

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 ration 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

• Agriculture and Drama

• English

• Health & Physical Education

• LOTE - German

• Mathematics
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 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 visiting teacher face to face each week.

• 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 and Coomandook Area School.

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 & Buddy classes
  Camps and excursions are a regular part of the curriculum.
  Junior School and whole school assemblies.
  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.
  Agricultural shows
  Working with community groups at Lake Indawarra on sustainability
  Murder under the Microscope

7. Staff (and their welfare)

- Staff profile
  Presently the school utilises the staffing formula by employing:
  9 Full time teachers – 7 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 – 150.5 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 and
  grounds.
  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, Junior 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 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-12 have similar Non Instructional Time. CPC teacher recess & lunch duty release. Specialist secondary teachers share their expertise in the Junior School.

- **Access to special staff**
  We enjoy a 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 tuition through face to face teaching. Private piano tuition available at school.

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. Large trees and shade structures provide shade. 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, Open Access facilities, Information and Communication Technology Hub, 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 parquetry floor and a nature reserve. A computing suite, smaller computer room and all general classroom areas are networked to allow access to the curriculum computer network and Internet. Students and staff have high quality access and participation with a ratio of 1 computer to 2 students. Community facilities are also available.

• Student facilities
  Community Library Video conferencing facilities.
  Rotunda and large shade structures.
  Well equipped playgrounds Sports Stadium.

• 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.
  Smart boards are fitted to most classrooms.
  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.
  Local bus companies are contracted for school camps and excursions.
  Stateliner coaches run daily to and from Adelaide.

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 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, 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 a very informed and active finance committee who meet each term to manage and monitor the school budget. 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**
  - Country Area Program
  - Community Library
  - Literacy and Numeracy Tests funding
  - Rural & Isolated
  - Asset Management
  - Drought Assistance

### 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 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. 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, 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