

SCHOOL CONTEXT STATEMENT



Government of South Australia
Department for Education

School number: 0438

School name: Tintinara Area School

School Profile:

Our goal is to develop independent learners, foster an understanding of growth mindsets and develop student confidence in applying skills to new contexts.

As a Preschool-Year 12 School has enabled us to also organize excellent transition programs, 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 carried school based activities. Including primary learning Journey's where parents visit classes while their children explain learning outcomes. In senior years the opportunity is provided to visit, speak with staff and look at student work. The student population has been quite stable over the last few years, at between 120 and 130 students. Looking at expected enrolments over the next few years we anticipate this to be maintained. 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. Classes are mixed year level, to on occasion allow team teaching or flexible grouping.

During 2019 we completed a switch upgrade and cabling to ensure access to online learning opportunities. Hi-tech learning tools such as 1:1 laptop program in the secondary subschool, 3 class sets of iPads in the junior school, and interactive whiteboards in classrooms contribute to our curriculum needs and the engagement of our students. The School is located approximately 190kms from Adelaide in a beautiful and expansive rural setting. It serves families spread across a radius of around 100kms, with about 90% of our students living on farms and travelling to school on buses.

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.

1. General information

- School Principal name: Mike Sadleir
- Assistant Principal's name, if applicable: Jacqui Vandeleur
- Year of opening: 1929 as a Primary School. The Area School was opened in 1960.
- Postal Address: PO Box 1596, Tintinara SA 5266
- Location Address: 37 Wendt Tce, Tintinara SA 5266
- DECD Region: Murray Bridge 1
- Geographical location – ie road distance from GPO (km): 198 km
- Telephone number: 08 8757 2120
- Fax Number: 08 8757 2187
- School website address: www.tas.sa.edu.au
- School e-mail address: dl.0438.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Yes
- Out of School Hours Care (OSHC) service: No

February FTE student enrolment:

February FTE Enrolment	2016	2017	2018	2019	2020
Preschool	19	12	18	16	23
Foundation	20	15	12	18	14
Year 1	11	21	13	12	17
Year 2	16	12	22	13	11
Year 3	12	11	9	22	14
Year 4	9	11	9	9	21
Year 5	12	10	12	8	11
Year 6	6	10	9	11	8
Year 7	9	5	9	6	8
Year 8	6	6	5	10	6
Year 9	3	6	6	3	10
Year 10	3	2	3	6	1
Year 11	7	3	1	1	8
Year 12	4	6	2	1.1	1
TOTAL	137	130	130	136.1	153
School Card Percentage	8%	9%	10%	30%	15%
NESB Enrolment	0	0	0	0	1%
Aboriginal Enrolment	3%		2%	4%	3%

Student enrolment trends:

Senior Secondary increasing as numbers come through

Staffing numbers (as at February census):

Staffing: 2020 FTE is 11.8 including a Principal, Assistant Principal & Coordinator. The class configuration is a Junior School made up of Preschool, Foundation, 1, 2/3, 4 and 5/6. The Secondary School will have 7/8, 9 and 10-12 caregroups, however lessons are taught in a variety of configurations, depending on student interest and the students involved. Senior students access their curriculum through a mix of school based classes and Open Access College.

SSO hours – 2020 hours are approximately 300 pw.

Special site arrangements:

The school receives additional SSO hours because we have a School Community Library and an Agriculture 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 every second Wednesday. The preschool is an integral part of the Junior School and highly effective Preschool-Reception transition and Social Skills programs are in place. Our Preschool was recently evaluated as meeting all NQF standards.

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.

- Student well-being programs:

Small class sizes allow for close mentoring and support. The school is building up staff capacity to apply the "Play is the Way" program, particularly in the Junior School.

- Student 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 SACE coordinator, 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, 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 one plans.
 - Early Intervention is a priority and a Minilit & Multilit Literacy intervention programs are 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.

3. **Key School Policies**

- **Site Improvement Plan and other key statements or policies:**
In 2020 our SIP is focused on Literacy & Numeracy across different stages of schooling with a focus on:
 - Early Years Reading
 - 5 – 7 Numeracy
 - 7 – 9 Writing
- **Recent key outcomes:**
We are consolidating and embedding literacy practices to develop student independence, stamina and resilience.

We continued the practice of Learning Journeys where parents are regularly invited into classrooms for the specific purpose of sharing student learning, across the school we share student successes and activities with parents. 2019 was a successful year for SACE students as we achieved 100% SACE completion by students.

4. **Curriculum**

Subject offerings:

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 Open Access, VET or TAFE options. The school offers SACE Stage 1 and 2 subjects.

- Open Access/Distance Education provision:
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 and intervention programs.
- Special curriculum features:
Students engage in a range of Certificate courses including:
 - Certificate III in Individual Support Ageing
 - Early Childhood Education & Care

Students have school based apprenticeship opportunities such as:

- Plumbing
- Engineering-Fabrication

- 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.
- Student assessment procedures and reporting:
Junior and Middle school teachers provide parents/caregivers with a descriptive semester report in terms 2 & 4. A-E grades are given where appropriate.
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
Common student free days have been held across our cluster/ Partnership

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 2020 the school has 11.8 teacher FTE spread across 14 teachers, with 8 part time staff.
All teachers are flexible and teach across a range of subject areas and year levels.
School Services Officers – 300 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 – 37.50 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 2020 the leadership team consists of the Principal, Assistant Principal & Coordinator. The finance officer joins the leadership group for discussions with resourcing implications. This group meets weekly, and works closely together.

The Principal is the educational and organisational leader with support from leaders and Support Staff. Leaders have high levels of autonomy and are expected to focus on building the capacity of their team. They are experts in their areas and provide trusted advice to the principal. The personnel Advisory Committee makes recommendations about staffing to the principal.

- **Staff support systems**
 Administrative staff meetings are held twice per term. Sub-school learning teams occur on alternate weeks.
 Professional Development for school priorities is encouraged and facilitated at staff meetings. 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.
 Specialist secondary teachers share their expertise in the Junior School.
 We are building capacity in our community library to maintain consistent access for the community.
- **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 Department for Education: woodwind tuition through a mix of Video conferencing and face to face teaching.
 Choir, including the Primary Schools Music Festival.

8. Incentives, support and award conditions for Staff

- Complexity placement points:
- Isolation placement points: 2
- Shorter terms: Not applicable
- Travelling time: Not applicable
- Housing assistance: Some Government Housing is available within Tintinara. Private rental available as well.
- Cash in lieu of removal allowance: No
- 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.
- Aboriginal/Anangu schools:
- 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.

- Heating and cooling

All buildings are fully reverse cycle air-conditioned.

- Specialist facilities and equipment

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.
- Other

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 subcommittees 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. (Reviewed 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 3 times per term 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 use a daybook to inform each other, and to 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 2020 school year with cash reserves of around 20% of our RES.
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 400 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 or destination schools

Nil
- Other local care and educational facilities

Play group, Meals on Wheels, Domiciliary Care, Aged Homes, Health Centre visiting Doctors, CAFHS, Optometrist, Speech Pathologist, Audiologist, Ambulance Centre.
- Commercial/industrial and shopping facilities

Services include a sub branch of the Coorong Council, Post Office, 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, and SA Swim coaching. 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.
- Availability of staff housing
Government Employee Housing and rental housing are available.
- Accessibility
A bus service to Adelaide is in operated by Premier Stateliner Local Government body
Coorong District Council

12. Further Comments