SCHOOL CONTEXT STATEMENT

School Name:  Keith Area School

www.keithas.sa.edu.au

School Number: 0757

1. General Information

Part A

School name: KEITH AREA SCHOOL  
Principal: Mr Tobias O’Connor  
Postal Address: Tolmer Terrace, Keith 5267  
Location Address: Tolmer Terrace, Keith 5267  
Partnership: Tatiara / Wrattonbully  
Distance from GPO: 228 kms  
CPC attached: No  

Phone No.: 08 87551 177  
Fax No.: 08 87551 618

February FTE Enrolment

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TOTAL  360.8 354.26 362.24 338.3 360.00 322.00 351.00 351.0 350.0

July total FTE Enrolment

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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 department al CD-ROM or web-site
Part B

- **Deputy Principal**
  Daren O’Neill

- **Staffing numbers**

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- **Partnerships 21 status**
  Local Management through Governing Council.

- **Enrolment trends**
  Numbers have fluctuated between 340 to 360 for the past 5 years. The balance may trend slightly towards higher R-6 numbers and lower 7-12 numbers.

- **Special arrangements**
  Strong relationship exists between Kindergarten and the school with transition programmes run each term for new intakes.

- **Year of opening**
  The first school in this district was the Mount Monster School and the date of the first admissions was 16th June 1889. It was a small weatherboard building and all that remains to show where the first school was are a few pepper trees. The School was situated on the Naracoorte Highway, halfway between Mount Monster Station and the railway cottages. It was known as a provisional school. The name of the School was changed from "Mount Monster" to "Keith" in October 1907 and was moved to a small room at the back of the Keith Institute, now known as the C.W.A. Rooms. It remained in operation at these Rooms until 1913. Keith Higher Primary was reclassified in 1957 to Keith Area School.

- **Public transport access**
  There is a daily bus service to and from Mt Gambier, Adelaide and Melbourne.

2. **Students (and their welfare)**

- **General characteristics**
  Students are very cooperative and supportive of each other and the staff. Many travel by bus, and this impacts on after school hours activities. Senior classes are often small. The academic aspirations and performance of many students is very high. Likewise the sporting participation and performance of many students is high.
• **(Pastoral) Care programs**
  The Child Protection Curriculum is an integral part of the pastoral care programme in Year F-10. Students in Year 7-10 have a weekly home group lesson to cover aspects of the CPC curriculum as well as look at general issues around well-being. Primary school classes run a number of innovative programmes to support students in the area of well-being, including regular bully audits, an annual well-being survey.

• **Support Offered.**
  A Pastoral Care Worker operates at the school, over all year levels. The CPW support students, staff and parents in a range of school activities and personal issues. We currently have one CPW worker who is employed through Federal Government funding and has additional hours contributed through the support of the local churches. Our well-being coordinator and PCW worker work closely together in an area affectionately known as the hive. This has become a drop-in secure area, where students feel welcome and can be supported.

• **Student management**
  While this is not a major issue, the school has a defined policy, (responsible Behaviour Policy) which is based on coordinators being the first contact point. Few students progress past the first stage of the process, and even fewer to withdrawal or suspension. Parent expectations are that students will abide by the school rules. We have a very strict policy around cyber bullying which operated 24 hours a day 7 days a week, as a consequence, the issues around cyber bullying are minimal. Our school policy around electronic communication devices is also very clear. Within school hours, these devices are expected to be turned off, unless a staff member requests that they be used as part of the learning programme.

• **Student government**
  There are 2 SRC groups, representing F-6 and 7-12 students. The SRC has developed a range of committees that involve other students to support a range of school activities. They are developing their role in the school, and as student leaders. Students are currently represented on school council and other formal groups. They are also involved in organising assemblies, school socials, and fundraising for selected charities.

• **Special programmes**
  A small number of students take instrumental music from DECS teachers, mainly by DUCT and video conference. Some private lessons are also available. A Drama production has been offered on alternate years. There is also Choir, Enviro Club, Junior Red Cross. A BIL/ACE (Boys in Leadership) group operates and has successfully applied for a Foundation for Young Australians grant of $150,000 to set up and run a community cinema. This is a very successful student led community/school project.

### 3. Key School Policies

• **Core business**
  The core business of Keith Area School is to organise learning and teaching for personal excellence within a safe and supportive environment, and to prepare senior secondary students for tertiary study and the world of work.

• **Required Areas of Study**
The F-10 curriculum is based on the eight areas of the SACSA framework. Year 10 also provides a transition into the South Australian Certificate of Education requirements. These are complemented by a growing number of Vocational Education and Training options. LOTE (Indonesian) is offered face to face for F to 6 students together with Music. Students 7 to 12 access a range of language studies through Open Access College.

- **Supportive environment**
  The core business of the school is supported by:
  - the consistent application of the behaviour management policy
  - a comprehensive transition program from pre-school into Reception. This involves school and Children’s Services staff, with parental involvement
  - targeted intervention programs, F-12, including Mentoring Programme
  - effective parental involvement -effective assessment and reporting processes
  - staff training and development that is focussed on school priorities
  - a performance management structure that includes all staff
  - a decision making structure in which the participation of staff, students and parents is valued
  - equitable distribution of all resources, F-12
  - appropriate allocation of resources to support the school priorities as detailed below.

- **Current Priorities**
  Achievement in:
  - Literacy
  - Numeracy
  - Well-being
  - VET
  To implement these priorities all teaching staff are aligned to a school priority team, which meet fortnightly to implement their site development plan.

4. **Curriculum**

- **Subject offerings**
  R-10 in line with SACSAF. Indonesian has been chosen as the LOTE F-6. Students have Music & Indonesian as part of NIT provision. Year 7 students are included as part of the ‘secondary’ school and work off a secondary timetable. Wide range of SACE subjects, both face to face and with distance education support.

- **Open Access**
  Supplements senior curriculum, and is also available for other students in some specialist areas. Students receive teacher support in their Open Access courses. Tele-conference and video conference facilities have been updated.

- **Special needs**
  Catered for by tier 2 staff. Grants provide extra SSO support for students. An area has been established to cater for students with disabilities. Students experience a range of integrated and withdrawal activities.
  An advanced programme for students with high intellectual potential.

- **Special curriculum features**
Dual accreditation in VET areas at senior school.

- **Teaching methodology**
  Varies with the teacher, students and subject area. Teachers take responsibility for a group of students through home group and at least two teaching areas.

- **Assessment procedures and reporting**
  Combination of formal written reports and three way conferences with students, parents and teachers.

- **Joint programmes**
  A number of VET and certificate courses are taught in conjunction with SACE studies. The school has a Trade Training Centre facility on site and so runs an Auto/Engineering course on site, that can be accessed by students at Tintinara and Bordertown. Senior school students also have access a ‘doorways to construction’ program from Bordertown High School as part of the TTC program.

5. **Sporting Activities**
A wide range of traditional sports. Local group includes Meningie, Tintinara, Coomandook, Karoonda, Coonalpyn. Strong local swimming club supports school program. SAPSASA and SASSSA participation.

6. **Other Co-Curricular Activities**

- **General**
  A major Drama production (Yr 10-12) is run on a yearly basis. The school also runs the footsteps dance programme in Yr R-6 in alternate years as well as the Jump Rope for heart programme in alternative years. In 2013 we are hoping to re-engage in the AFS programme, with students from overseas studying at our site.

- **Special**
  N/A

7. **Staff (and their welfare)**

- **Staff profile**
  There are many experienced teachers who have been at Keith for most of their career. In the last few years, we have had a recent increase in turnover of staff with new graduates and increased number of staff taking on leadership positions.

- **Leadership structure**
  The leadership group is developing a ‘learning community’ ethos for its own operation, and this is being shared with all staff. Each section of the school has a coordinator with leadership and management roles. Each leader also has a whole school responsibility.

- **Staff support systems**
  Induction is based on partly on ‘buddy’ system, while the performance management process picks up other school related issues. This is a formal process with meetings held every term. Informal support is strong for new staff members willing to be involved socially with the staff and community.
Staff utilisation policies
PAC represents all staff and most recently have been working on a 5 year staffing profile. In 2013 we had 2 permanent members of staff on parenting leave. Managing this, as well as the future retirements of SSO and teacher staff is an important consideration.

Access to special staff
Regular visits from DECS support teachers. Instrumental music is delivered by DUCT for a number of students.

8. Incentives, support and award conditions for Staff

- **Complexity placement points**
  2.5

- **Housing assistance**
  Yes.

- **Cooling for school buildings**
  All of the main school buildings are cooled and heated.

- **Cash in lieu of removal allowance**
  Yes, after 7 years.

- **Medical and dental treatment expenses**
  Yes, within DECS limits.

- **Relocation assistance**
  Yes.

- **Principal’s telephone costs**
  Yes.
  A mobile phone is provided

9. School Facilities

- **Buildings and Grounds**
  The school has extensive lawn and hard play areas. All teaching rooms are now accommodated within the permanent brick buildings. The school has undergone significant upgrades in the last 3 years and can now boast:
  - A modern hall with new acoustic ceiling and upgraded audio and lighting facilities. This performance area is used for drama, gymnastics and school assemblies.
  - An upgraded senior secondary area, completed with new SS staff office and media suite.
  - A large outdoor sporting facility (COLA) which contains a large multipurpose court suitable for netball, basketball and volleyball.
  - Upgrades toilets and shower facilities for physical education. A fully upgraded technology centre, which includes an upgrade of all machinery and a large purpose built area to enable us to run Cert 1 and 2 course in automotive.
  - Upgraded multipurpose rooms for Yr F-2 Art as well as Year 4-6 Technology.
  - Fully upgraded entrance, and SSO work area.
  - A new administration office area, staff work area and staff room. Completed in 2014
  - The upgrade of teaching classrooms, from Yr F-10.
  - An home economics facility with newly renovated commercial kitchen and domestic kitchens
  - The upgrade of the schools agriculture facilities (based on money being available)
- **Specialist facilities**
  Agricultural area is in the middle of a major upgrade. This will be an important focus over the next three years, to establish a centre of excellence for agriculture. This will be partly funded through the establishment of a ‘cattle and sheep’ fund, where local farmers are currently stocking school animals (ewes and heifers), with the profit from the sale of off spring coming directly back to the school.
  The school has excellent IT facilities. All teaching rooms are equipped with IWB’s.

- **Student facilities**
  Canteen – run 3 days per week, Monday, Thursday, Friday

- **Staff facilities**
  All staff have defined work areas. Staff room and activities room are used as meeting venues.

- **Access for students and staff with disabilities**
  In all areas

- **Access to bus transport**
  The local contractor has buses for hire for school excursions at a competitive rate. These can be hired with a driver, or on a self-drive basis.
  The school (through the GC) currently owns a passenger vehicle. This is available for use by all staff for the purpose of school business, including: excursions, meetings and training and development.

- **Other**
  The school is now part of the Tatiara/Wrattonbully Cluster, linked with 16 other sites in our region. This starts as far south as Lucindale and includes the sites around Naracoorte, Bordertown and the smaller towns throughout. Keith is the most northern site in this cluster grouping, which will be administered from the District Office based in Murray Bridge.

### 10. School Operations

- **Decision making structures**
  A number of school policies were reviewed in 2011, with the process completed in 2012. Staff are members of a sub-school team (Primary or Secondary) and all are members of a professional learning community.
  Leaders meet weekly and in addition to their own professional learning community.

- **Regular Publications**
  Fortnightly electronic school newsletter, including some community news. Copies are available for community members from the School or Newsagent.

- **Other communication**
  The school has just implemented the MGM messaging system. Parents are contacted on a daily basis through a text message if there child is absent or late from school. This system enables us to quickly and effectively get a message out to all families in the case of an emergency.

- **School financial position**
  Good.
11. Local Community

- **General characteristics**
  Farming community, but with more variations than many other rural areas. Growing irrigation industry has enabled diversification into crops such as olives, onions, potatoes, and vines in the south. These are supported by local service industries. Sport is the major social basis of the community. Many people use the Coorong or nearby beaches for fishing and camping. Strong Christian ethic in a large section of the community.

- **Parent and community involvement**
  Strong interest and support by parents and community. Community groups such as Lions and Apex support school projects and students.

- **Feeder schools**
  No, however a number of senior secondary students travel from Tintinara to complete year 11 and 12.

- **Other local care and educational facilities**
  Kindergarten, playgroup, occasional care, several registered carers. Toy library operates from a room at the school.

- **Commercial/industrial and shopping facilities**
  Rural service industries, all basic shopping and banking services available.

- **Other local facilities**
  - Private hospital with some public access, medical centre, dentist, vet.
  - Good local sporting facilities, including excellent 18 hole golf course with greens, indoor basketball stadium.
  - Twenty four hour roadhouse.
  - Craft shops and craft cooperative.

- **Availability of staff housing**
  Is available. Government rentals are slightly lower than private rentals. A number of staff have chosen to rent privately, either in town or on farms, where rents are cheaper. A significant number have purchased their own homes. There are usually several homes available for purchase.

- **Local Government body**
  Tatiara District Council.