

# SCHOOL CONTEXT STATEMENT

Updated: 02/08

**School Name: Keith Area School**

www.keithas.sa.edu.au

**School Number: 0757**

## 1. General Information

### Part A

School name : KEITH AREA SCHOOL  
School No. : 0757  
Principal : Mrs Linda Richardson  
Postal Address : Tolmer Terrace, Keith 5267  
Location Address : Tolmer Terrace, Keith 5267  
District : Limestone Coast  
Distance from GPO : 228 kms  
CPC attached : No

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

February FTE Enrolment	2003	2004	2005	2006	2007	2008
Primary						
Reception	25.0	22.0	26.0	21.0	25.0	25.0
Year 1	32.0	28.0	40.0	33.0	25.0	34.0
Year 2	24.0	31.0	28.0	43.0	34.0	24.0
Year 3	28.0	34.0	28.0	25.0	41.0	33.0
Year 4	33.0	23.0	26.0	26.0	26.0	39.0
Year 5	32.0	43.0	25.0	28.0	24.0	24.0
Year 6	46.0	35.0	34.0	25.0	23.0	23.0
Year 7	34.0	39.0	22.0	34.0	26.0	22.0
Secondary						
Year 8	36.1	39.0	43.0	21.0	33.0	22.87
Year 9	38.6	47.9	37.0	39.0	20.1	34.0
Year 10	38.7	21.0	30.0	31.0	32.0	17.73
Year 11	20.2	26.2	25.2	27.0	26.3	30.86
Year 12	13.4	18.6	23.2	22.2	21.0	24.8
Year 12 plus	0.6		.2	.2	0.4	
TOTAL	394.6	407.7	389.4	375.4	360.8	354.26
July total FTE Enrolment	423.4	441.6	423.4	390.4	366.9	
Male FTE		210.4				
Female FTE		213.0				
School Card Approvals (Persons )	66	70	65	35	35	38
NESB Total (Persons)	11	12	12	12	12	6
Aboriginal FTE Enrolment	3.0	2.0	1.0	6	4	6

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  
Andrew Cousins.

- Staffing numbers

	Female	Male
Principal	1	
Deputy Principal		1
Coordinators	5	
Teachers tier 1	18.0	7
Teachers tier 2	2.73	
Librarian	1.2	
SSO	185 hours	
GSE		46 hours

- Partnerships 21 status

Local Management through Governing Council.

- OSHC

Out of school hours care provided most nights by booking. Vacation Care also offered during holidays by booking.

- Enrolment trends

Have dropped over last few years. It is anticipated that current enrolment of about 400 plus will be maintained. 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

Opened in 1898 as Mount Monster School, became Keith school in 1908 and formally known as Keith Area School in 1957.

- 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. Like wise the sporting participation and performance of many students is high.

- (Pastoral) Care programs

Programme Achieve is offered R to 10 and similar staff provided programmes are run for years 11 and 12. An “Extra lesson” is scheduled each week for assemblies and other class activities.

Primary students have a Peer Mediation programme to prevent bullying.

- Support offered

A Christian Pastoral Support Worker operates at the school, over all year levels. The CPSW supports students, staff and parents in a range of school activities and personal issues. Both a secondary and Primary School Counsellor is available.

- 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.

- **Student government**

There are 2 SRC groups, representing R-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**

There are strong Landcare and KESAB programs at the school. A small number of students take instrumental music from DECS teachers, mainly by DUCT and video conference. Some private lessons are also available. Rock Eisteddfod participation and a drama production have been offered on alternate years in the past but is dependent on staff interest. There is also Choir, Enviro Club, Junior Red Cross. Students present programs over 5TCB, community radio at Bordertown. 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.

### **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 R-10 curriculum is based on the eight areas of the SASA 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 R 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, R-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, R-12
- appropriate allocation of resources to support the school priorities as detailed below.

- **Current Priorities**

Each staff member has a commitment to these. This is reflected in their own performance development plan. Obviously there is a significant overlap in these priorities.

Each of these priorities has a manager, with a separate action plan that details:

- data available, through past collection
- generating new data, and the planned time lines for this
- sharing data from the four priorities, with management groups, and whole staff
- specific targets for improvement
- monitoring process and time line
- evaluation process
- reporting process to both staff and the school community through the school council
- plan any further action through the review of data collected through the year.

- Literacy

:Guided Reading will be consolidated as an R-6 program. Data generated will be used to monitor general and group achievement in the literacy area. In this context we aim to:

- have all students reach the National benchmark, and be classified as a fluent reader by the end of year 2.
- have all boys gain at least twelve months in the twelve month period on the Westwood Spelling test

- Numeracy development

In the initial stages this program will consist of data collection and interpretation through:

- school generated results
- LaN results
- action research through the middle school numeracy development project.

As a result of this, an action plan will be developed to:

- set targets for improvement
- develop and implement strategies
- monitor results.

As this is an action research project, time lines will be necessarily flexible.

- and other VET options

- Monitoring strategies for core business and current priorities

During the year information about student achievement will be gathered through results, SACSAF, reading and spelling levels as well as LaN results. This will be used to target educational programs, and will be reported to both the system and parents as agreed between DECS and the AEU.

Data will continue to be collected through the SBM process. This will be used by staff to monitor the effectiveness of the process, and to make changes to enhance learning across the whole school.

Information will continue to be collected about student success in obtaining employment/further education or training options at the end of their schooling in Keith. This is used to plan VET and traineeship options, in conjunction with the expressed needs of students, parents and local industry.

Reading Recovery Levels will be used as guide to literacy development R to 2, along with teacher observations and assessments.

LaN results will be analysed again to enable further modifications to both the literacy and numeracy programs, and to enable effective targeting of extra learning support.

Data relating to the number of students receiving support through the Early Intervention Plan will be analysed.

Data collected will be used not only to guide and monitor progress but also as the basis of further development, and as a basis for planning professional development activities for staff.

## 4. Curriculum

- Subject offerings
  - R-10 in line with SACSAF. Indonesian has been chosen as the LOTE R-6. Students have Indonesian as part of NIT provision. Year 7 students are included as part of the 'secondary' school. 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 however there is strong support for the Middle Schooling approach with teachers taking 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. Student Learning folders used R-6.
- Joint programmes
  - A number of VET and certificate courses are taught in conjunction with SACE studies. Australian Business Week is conducted with year 10 students.

## 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
  - Rock Eisteddfod, drama production. Australian Business Week. Ongoing AFS program, with at least one incoming exchangee each year for many years.
- Special
  - :N/A

## 7. Staff (and their welfare)

- Staff profile
  - There is less turnover than many other country schools. Over half of the staff are permanent residents, and have several years' experience here. This means that school activities, such as

sports day, run very smoothly with shared responsibility. We have some new graduates joining the staff, and some people in their first leadership position at that level.

- 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 is developing its role in this. There is growing R-12 allocation. A number of ‘secondary’ teachers provide NIT for R-6 classes.
- 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 building is cooled and heated. Upgraded cooling and heating has been made a priority for the Middle School area.
- 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.

## **9. School Facilities**

- Buildings and grounds  
Very well maintained. Most classrooms are solid construction, with some timber buildings. Shade areas for students are provided. A large activity hall caters for some PE and other activities, but no dedicated gymnasium is available. The community swimming pool is across the road from the school.
- Specialist facilities  
Normal specialist areas. Agriculture area is well established. Computing facilities are very good.

- Student facilities
  - Canteen.
- Staff facilities
  - Most staff have defined work areas. Staff room and activities room are used as meeting venues.
- Access for students and staff with disabilities
  - In most areas.
- Access to bus transport
  - The school shares a 22 seat CAP bus with three other local schools. Excursions between 9.00 and 3.30 can use private buses.
- Other
  - Growing links with local schools through T&D and some shared activities. VET options provided on a cluster basis. Early Childhood cluster links are strong.

## 10. School Operations

- Decision making structures
  - Defined and documented structures and decision making policies, to be reviewed and updated in 2007
  - Compulsory T and D activities organised for Monday after school (3.05 to 4.05).
  - Teacher meetings on Tuesday after school. May be R-12, or R-6 and 7-12, or faculty/special groups as needed. These often have a professional development role, organised through the T&D committee.
  - PAC active.
  - Leaders meet Wednesday after school.
- Regular publications
  - Fortnightly school newsletter, including some community news. Copies are available for community members.
- Other communication
  - As needed.
- School financial position
  - Good.
- Special funding

## 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, TAFE learning centre. 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.