

SCHOOL CONTEXT STATEMENT

Updated: 03/20

School Name: Allendale East Area School

School Number: 0751

1. General Information

Part A

Schoolname : ALLENDALE EAST AREA SCHOOL
School No. : 0751 Courier : R26/16
Principal : Ms Kylie Smith
Postal Address : c/- Post Office, Allendale East 5291
Location Address : Bay Road, Allendale East 5291
District : Limestone Coast
Distance from GPO : 472 kms Phone No. : 08 87387218
CPC attached : NO Fax No. : 08 87387321

	2015	2016	2017	2018	2019
Reception	17	19	21	13	20
Year 1	27	18	13	19	13
Year 2	14	26	21	13	20
Year 3	17	14	24	15	12
Year 4	17	17	13	24	13
Year 5	21	16	16	13	20
Year 6	22	20	14	17	13
Year 7	16	22	17	14	16
Year 8	11	11	13	11	6
Year 9	12	13	8	11	10
Year 10	8	7	9	5	9
Year 11	9	5.6	5	8	4
Year 12	10	7	4.8	4.6	3
Total	201	195.6	178.8	167.6	159

	2015	2016	2017	2018	2019
ATSI	5	8	7	8	12
Disabilities	8	8	10	8	7
School Card	38	37	41	43	32

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

- Assistant Principal
: Suzie Mitchell
- Staffing numbers
: **Teachers:**
Tier 1: 15.81 Tier 2: 2.75
Ancillary:
275 hours
Leadership Positions:
1 Assistant Principal – Suzie Mitchell – Year 7-12
2 Coordinators
Leah Dowdell – Intervention and Support – Foundation – Year 6
Danielle Roselt – Maths/Science Year 7-12
1.0 Youth Worker
Carla Doody
- OSHC
The service has operated since 2001, afterschool care and vacation care is offered. Current Director is Susie Kranz.
- Enrolment Trends
Currently there are 159 students enrolled at the school. In the past 3 years enrolments have slowly declined. Retention of year7-8 in 2016-17 was greater than 75%, however declined significantly in 2017/18. Senior School student numbers remain steady and personalised programs support students in achieving their SACE in a supportive and flexible manner.
The school draws its population from Allendale East, Port MacDonnell and surrounding districts in South Australia, as well as from the Nelson community in Victoria.
- Year of Opening
The school was opened in 1953 to serve the needs of students when some local small schools were closed. At times the primary school works together with other small schools and area schools to support Professional Learning and Moderation as well as implement special projects such as STEM, Lego League, Enterprise and Agriculture. The secondary students associate with Mount Gambier High School and Grant High School for VET courses and Career Education events. There is an annual Area School Athletics Sportsday where the school competes against Kangaroo Inn, Kingston and Lucindale Area Schools.
- Public Transport Access
The majority of students travel to the school by bus from the surrounding districts, approximately quarter of our cohort live on dairy and/or sheep farms, quarter within the township of Allendale East and the other half live in the fishing township of Port MacDonnell. There is no public transport

servicing the school. Most staff reside in Mount Gambier and drive to work each day, however, a small number of staff reside in the Allendale East and surrounding districts.

- Distance from GPO (kms)

Allendale East Area School is situated 24 kilometres south of Mount Gambier. Mount Gambier has a population of approximately 23,000, is 460 kilometres from Adelaide. By car it is approximately five hours from either Adelaide or Melbourne.

2. Students (and their welfare)

- General characteristics

The school caters for students from Foundation to Year 12, with Kirinari Kindergarten also on the campus. The school has developed close links with the Kindergarten giving support with its financial management. The current Kindy director is Michelle Moore.

- (Pastoral) Care Programs

Pastoral care is an ongoing process in all classes with students supported through Values Education and Anti-bullying strategies. The beginning of the year Skills for Success program delivers the Child Protection Curriculum from Foundation- Year 12 students. It supports students and staff to develop stronger professional relationships. Emphasis is on building confidence, self esteem, resilience and strategies for successful social interaction.

Interoception is a pre-requisite skill for self-management and self-regulation. It provides the tools to know when we are developing emotional reactions and the skills to be in control of those reactions. Interoception is an internal sensory system in which the internal physical and emotional states of the body are noticed, recognised, identified and responded to. All staff and students integrate interoception practices into their daily routine to enhance optimum teaching and learning conditions.

The Kimochi Curriculum is delivered by classroom teachers and supported by our Pastoral Care Worker in introducing social and emotional learning to all students from Foundation to Year 7.

- Support offered

Innovative and Individual engagement programs such as Youthworks, Youth Opportunities, Leadership Pathways, Vocational Education and Training and STEM forms a significant focus in the school, bringing together community interests, mentors and students in many projects. Programs are delivered in a variety of ways including blocked times and/or dedicated lessons per week. Year 7-10 students participate in Leadership

in the Community and Personal Pathways throughout the year. Innovation and Enterprise Education is embedded in lessons for primary students.

Career Counselling begins in Year 8 as part of our Parent Information Sessions at the beginning of the year. During Years 9 and 10, all students meet with the Course Counselling Team and their parents in Term 1 to set goals for the year. Course Counselling and Career Counselling continues throughout the senior school and is reviewed on a regular basis. Year 10 students complete a compulsory SACE stage 1 unit, PLP, during Semester 2, which involves a work experience placement. They also participate in a CFS course at the end of term 4 which enables students to potentially gain additional stage 1 or stage 2 credits.

All students have access to the Youth Worker, who has a full time role across the school. The Youth Worker also works on a proactive approach with class teachers and initiates class programs. Flexible Learning Opportunities are developed in consultation with classroom teachers, leadership staff, parents and students as an ongoing commitment to ensure that all children are supported in achieving their SACE despite the challenges of life.

- **Student Management**

The school has an established behaviour management process which operates on a Restorative Justice model. All issues and concerns are navigated with a focus on attempting to restore relationships and develop a sense of fairness for all.

- **Student Representative Council**

Junior and Senior Student Representative Councils meet regularly. They take an increasingly active role in the school, organise a variety of student events and give advice on a range of student issues. Success and Achievement assemblies are hosted by SRC at the end of each term. SRC have been leaders of fundraising for a variety of charities and the beautification of the School. A focus on anti bullying campaigns and respectful relationships through the White Ribbon foundation continues to be a valued and successful use of SRC's time.

- **Special Programmes**

There are a number of programs which support the specific needs of students, such as Outdoor Education Camp, Youth Opportunities, First Aid Training and a week of CFS training which counts towards students' SACE. Personal Pathways, Leadership Pathways, Health in the Community and Art in the Community are all innovative programs which support young people in co-designing their curriculum.

Performing Arts is highly valued in the school and the wider community. In 2019, all students Foundation – Year 7 performed locally under the direction of Katherine Miller and supervision of Tara Gladigau at the Sir Robert Helpmann Theatre for our biennial School Concert. Choir is compulsory for year 5 students and an elective option for students in years 6 and 7. Choir culminates at the end of the year with students performing on a larger scale at the Sir Robert Helpmann Theatre, performing as part of the Festival of Music. Performing Arts aims to develop self confidence, teamwork and persistence. Primary classes have opportunities to participate in “Move It” a local schools celebration of the performing arts on a biennial basis.

The Led steer program has been a popular and successful option for students interested in Agriculture. They compete in the Adelaide, Melbourne and Mt Gambier shows on an annual basis.

Special Needs are catered for from Foundation to year 12 with students being monitored through their One Plans. A major focus for the school is to develop inclusivity, originality and differentiating the curriculum to ensure that all students are successful in accessing a quality education and achieve successful learning outcomes.

InitialLit is an evidence-based whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Foundation to Year 2).

Mini-Lit and Multi-lit are evidence-based programs used to deliver a practical, systematic, explicit and effective model for teaching reading skills for students needing additional support. Quicksmart is being used to increase students Maths recall.

QuickSmart is an intervention program designed for students who experience persistent difficulties in literacy and/or numeracy. The programs provide a framework with short and targeted lesson components for educators to work through with their students. The aim of QuickSmart is to enable students to become automatic (quick) in their basic skills in order to move onto more complex problem

3. Key School Policies

Contextual Influences

Allendale East Area School is situated 24 kms south of Mount Gambier. The communities of Port MacDonnell, Allendale East, Kongorong, Eight Mile Creek and Nelson operate as individual communities with individual need and a great sense of pride and ownership. This influences the activities that students are involved in and needs to be considered when building a collaborative culture.

Parent Participation is an important aspect of the school with parents involved in school governing council. Sub-committees include school sports, grounds and facilities, and canteen committees. The school is committed to increasing parent participation and regularly contact parents for support in achieving quality improvement goals.

Allendale East is located in a rural setting and is influenced by its fishing and farming industries. This influences the type of employment available to students and their choices of careers pathways. Allendale East has a fine tradition in students gaining employment, traineeships and apprenticeships due to the success of the careers program and the ongoing reputation of a strong work ethic amongst students.

The school caters for students from Foundation to Year 12, and is co-located with Kirinari Kindergarten. Approximately three quarters of enrolments are in the primary section which provides a high quality education.

As there is potential for a loss of enrolments at a senior secondary level the school is committed to providing viable curriculum choices which are attractive to students. The school has a variety of choices for students including Vocational Education and Training programs and School Based Traineeships, while also supporting students to gain ATAR scores enabling them to succeed in further education. Over the last few years several students have successfully pursued university study. We are committed to a one child, one plan approach.

Core Business

The core business of Allendale East Area school is to deliver “Teaching and Learning within a Supportive Environment.” The Teaching and Learning program emphasises the worth of the individual, and promotes excellence within a collaborative environment that values the views of students, teachers and parents.

The School Values of Excellence, Respect and Courage are key to the Skills to Success program beginning each year.

Teaching programs at all levels provide learnings within the 8 areas of the curriculum.

The Chinese language has been introduced to the learning program for Foundation to Year 8 students in 2013 through the Open Access School via Centra. In 2020, we have acquired a Chinese Teacher to deliver face to face lessons to students in Years 3-6.

Our core business is delivered with these features prominent:

- Literacy and Numeracy are taught explicitly across all curriculum areas.
- An emphasis on Digital Technology, Child Protection and General Capabilities in all areas of the curriculum.

- A committed and caring staff in a small school environment that reflects the local community.
- A family atmosphere with students from Kindergarten to Year 12, staff, and parents working co-operatively on a shared campus.
- A range of career possibilities incorporating the curriculum development focus of VET (Vocational Education & Training), School Based Traineeships, and STEM skills provide the foundations for career opportunities. These are developed through areas of employment needs such as Information Technology, Agriculture (dairying), Metal Fabrication, Hospitality, Childcare and Aged Care.
- Agricultural studies as a key feature of our secondary curriculum.
- Inclusivity and a personalised approach to students' learning.
- Support for students and their families within a caring atmosphere which fosters respectful relationships in line with the "Breaking the Silence" White Ribbon Schools Program.

School Priorities

Our School Improvement Plan focusses on the following priorities: **Quality Learning** incorporating Literacy, Numeracy and Digital Technologies **Student Well Being and Engagement; Senior School Development** including SACE

Recent Key Outcomes

- Development of the whole school Literacy/Numeracy agreement and Literacy/Numeracy skills explicitly taught by all staff in each curriculum area.
- Early Intervention programs for Foundation – Year 9 students include InitialLit, MiniLit, Multi-Lit and Quicksmart.
- School activities such as, Fun Days, Activities Week, Swimming Lessons, Sports Day, Lions Mad Minute, Choir, Interschool Sports Day, Senior School Dinner, School Concert, Lego League, and Carols by Candlelight strengthen our relationships with students, families and our local community.
 - Involvement of our students in community activities such as Landcare and Conservation involving preservation of the Red-tailed Black Cockatoo, White Ribbon Day, Tree Planting and Water Watch.
- Camps and excursions including Year 5/6 Noorla Yo Long Adventure excursion, Outdoor Education camp, Aquatics camp, Monarto Zoo camp, Year 10 Mount Arapiles camp and the Year 4/5 Tree Planting excursion continues to provide unique, challenging educational opportunities for our students

4. Curriculum

- The early childhood program is based on the Early Years Learning Framework and the Australian Curriculum.
- Students in year 1 to year 10 are exposed to a broad general curriculum based on the 8 areas of learning in the Australian Curriculum.
 - The Arts
 - Mathematics
 - Health and Physical Education
 - English
 - HASS – History and Social Sciences
 - Science
 - Language (Chinese)
 - Design and Technology
- Open Access

Open Access College courses complement our SACE Stage 1 and 2 programs, and are used as needed by those students who choose to pursue subjects not offered face to face.

Chinese Languages Foundation - Year 7 is also taught through the Open Access School.
- Special Needs

Early intervention and Special Education programs support students with learning needs. Senior students with verified learning disabilities receive a modified SACE program.
- Special Curriculum Features

Specialist teachers in PE, Chinese, Science, Art, Drama and Music teach the Foundation – Year 7 students for NIT lessons.

Senior students' can access vocational training such as Metal Fabrication on site and other VET programs including Automotive, Building Trades, Aged Care and Child Care are available to them through a cooperative arrangement in the district and supported by the staff of AEAS.

Development of Art in the Community, Physical Education in the Community, Leadership and the Community and Personal Pathways are Programs made available to year 7-10 which operates as blocked time and on a needs basis depending on the group of students. These subject

offerings see students negotiating their personal pathways contracts which can include but is not limited to music, art, sports, materials technology and metal fabrication. Leadership opportunities have been supported with students studying online to achieve certification to run My Golf workshops with primary aged students, Auskick afterschool sessions and teach introductory lessons to students for Lego League.

Information and communication technology is an important tool in our curriculum. We are well equipped with both Apple and IBM computers which are used throughout the school. Laptops are available for secondary students to use for the duration of their secondary education. Sets of I pads are used by Primary students to support their learning. Students with learning needs Foundation to Year 12 have access to I pads to assist with their learning.

Additional digital technology is purchased on a needs basis to support the successful running of Art and Design and Photography courses.

The Agriculture program provides opportunities for students to develop their skills through the Led Steer program during the year and participate in the Adelaide and Mount Gambier Shows.

- Pedagogy

The staff have developed their teaching methodologies to support a range of student learning styles. They use the Teaching for Effective Learning documents to guide their Pedagogy. Programming shows consistency by using the Learning Design Assessment and Moderation Strategy when planning from the Australian Curriculum.

A strong collaborative culture exists at the school which is supported by all staff. Shared leadership is a key feature of the school with staff accepting responsibilities and working collaboratively and collegially to achieve common goals.

There is a strong emphasis on Literacy and Numeracy. This will continue to be a focus for all the staff as they model and scaffold the literacy demands of different learning areas. The school timetable 105 minute lessons across Reception to Year 12.

Staff are members of the Small Schools Learning Improvement Cluster. Teams of teachers from across the partnership meet regularly to develop teacher expertise in designing learning that engages and intellectually challenges every learner.

- Assessment Procedures and Reporting

Assessment and reporting is in line with new SA Student reporting requirements, incorporating the achievement standards of the Australian Curriculum.

Reporting occurs each term with written reports provided to parents at the end of terms 2, 3 and 4. Parent interviews are conducted at the end of term 1 for all students.

- **Joint Programmes**
Joint programmes occur between the Kirinari Kindergarten and the Junior Primary component of the school. Joint programmes also occur in conjunction with other schools in the area of Lego League and Entrapreneurial Schools. Vocational Education and Training course offerings are made in conjunction with the other Secondary Schools and local Training Organisations within our region.

5. Sporting Activities

The school participates in SAPSASA Knock out sports and District Cross Country competitions. The school Sports Day involves all students from Foundation to Year 12. Students under 8 years of age enjoy a range of participation based sports and team events. Other student's participate in athletics events supporting one of three school based sports teams. These events act as a selection process for an Interschool Sports meeting involving Kingston, Lucindale and Kangaroo Inn Area Schools later in Term 1.

A high percentage of students are involved in local club sports, particularly Netball, Football and Softball.

6. Other Co-Curricular Activities

- **General**
The School Performance in Term 3 involves students in performing, set design, stage management and organisation of the evening biennially. Students organise and manage an "Activities Week" at the end of each year, which enables them to put into practice the General Capabilities in a real life situation. A Colour Run is also part of activities week which is held in term 4 and involves parents and community members.
- **Special**
Students are involved in "Move It at the Helpmann", a dance performance which takes place during Come Out, and the performance is then developed for school based concerts and/or assemblies. The Christmas Parade and a major school concert alternate each year.

7. Staff (and their welfare)

- **Staff Profile**
Staff work collaboratively together across Foundation to Year 12 with a mixture of youth and experience. Many of the teaching staff drive from Mt Gambier, whereas the majority of support staff live locally.
- **Leadership structure**
The Principal, Assistant Principal, Finance Officer, 2 Coordinators and Youth Worker have responsibilities across the school for student well being

and behaviour, as well as specific responsibilities within their field. The focus for the Assistant Principal is Innovation and Change curriculum development Year 7-12. The Co ordinators focus is on Intervention and Support Foundation-Year 6 and Maths and Science Year 7-12.

Management of school priorities and projects is carried out by a variety of people, as their interests and talents allow.

- Staff support systems
Staff are line managed and supported by the leadership team. A strong sense of collegiality exists.
- Performance Management
A Performance management Policy has been developed and Performance Chats occur each term. There is a focus on the Professional Standards for Teachers and peer observation is built into the development of staff.
Ancillary staff work as a team, and share some roles. They are a supportive and skilled part of staff and are line managed by the Finance officer.
Teachers with generalist rather than one specific area of expertise are preferred, given the smaller numbers of secondary students. Specific expertise is used across a range of age levels.
- Access to special staff
Instrumental music teachers, Regional Support staff, CAMHS are all available, and have good links with the school.

8. Incentives, support and award conditions for Staff

- Complexity placement points
N/A
- Isolation placement points
Staff receive three points for each year of service.
- Housing assistance
Some rental assistance is available through DfE
- Cash in lieu of removal allowance
After 7 years in a country area staff can elect to take an allowance in lieu of removal costs.
- Medical and dental treatment expenses
The Non-metropolitan award applies.
- Locality allowances
A small locality allowance is paid by DfE to all employees.

9. School Facilities

- Buildings and grounds
 - There are extensive grounds, including an agricultural area and a fully equipped VET shed.
 - The main building houses the administration and staff room and staff resource area, Foundation to Year 4 classes, Year 11/12 Room, Home Economics and an Information Technology area. It is linked to the canteen area by an enclosed atrium.
 - The year 4/5 and 5/6 classes have new buildings joined by a pergola and deck area. The Performing Arts room is furnished with a mirrored wall and tarket flooring for dance instruction.
 - A new Library Complex includes two secondary classrooms, Art room and Materials Tech Centre which is joined by a glassed computer hub. There is a covered courtyard in the centre of this complex.
- Cooling
 - All classrooms are air conditioned, all have adequate heating.
- Specialist facilities
 - N/A
- Student facilities
 - The school has a good range of facilities, including a gymnasium, Technology Studies, Art, Science Laboratories, Drama area, Resource Centre, Agricultural Science and VET shed.
- Staff facilities
 - Computers in the staff resource area are linked to EDSAS on the Administration network and also to the curriculum network.
- Access for students and staff with disabilities
 - Ramp access to buildings and a disability toilet.
- Access to bus transport
 - School buses can be hired for excursions within school hours.
- Other
 - There is a Kindergarten on site, and transition processes are in place. We have a good working relationship.

10. School Operations

- Decision making structures
 - Decision making structures include staff, SRC and Governing Council. Community consultation and collaborative decision-making is highly valued.

- Regular publications

The school newsletter is published each week. Many community events are also publicised in the newsletter. A parent information manual and a staff information manual is also provided. Each year a school magazine is published. Newsletters are emailed on request.
- Other communication

Communication occurs through the day book and staff memos where necessary.
- School financial position

The School is in a sound financial position.
- Special funding

N/A

11. Local Community

- General characteristics

Allendale East Area School is the most southerly located school in South Australia. It is situated in a very rural district 24 kilometres south of Mount Gambier in the South East of the state. Allendale East lies 5.5 kilometres from the coast in a district featuring open grazing land and an appealing maritime river environment. Allendale East is approximately 500 kilometres South East of Adelaide.
- Parent and community involvement

Parent and community involvement is highly valued by the school with a strong tradition of community ownership and pride.
- Other local care and educational facilities

OSHC operates after school and during school holidays, and is very well organised and popular with students.
- Commercial/industrial and shopping facilities

Mount Gambier is well served by large shopping centres and numerous smaller regional shopping centres.
- Other local facilities

Sporting facilities are highly regarded and outstanding for a town of its size. Cultural activities are catered for by visiting performers, exhibitions and some local groups. Most religious denominations are catered for.
- Local Government body

The school is in the District Council of Grant and has good links with this body.

12. Further Comments

I certify that this is a true and accurate statement:

Endorsed
Kylie Smith
Principal