School Context Statement

School number: 0423
School name: Swan Reach Area School

School Profile:
Swan Reach Area School endeavours to produce graduates with the abilities and confidence to make a difference, work independently and with others, and connect with the world around them. We value Respect, Integrity, Success, Participation and Care. Swan Reach Area School achieve above state and like school average in the majority of areas of the NAPLAN testing regime.

In 2014 we had a term 4 enrolment of 94.3FTE. 10% of students are identified as Students with Disabilities, 7% as ATSI and 2% EALD. 28% of students are School Card Holders (an increase from recent years). There is no significant trend in the attendance rate although it increased in 2014; the rate is above region and state average.

Programs are tailored to individual student's needs and include a broad range of subject choices including university pathways, vocational education and training options. The school with its excellent resources and facilities, together with the co-located Community Library and Kindergarten, form a Community Hub of which we are proud.

1. General information

- Principal: Kylie Eggers
- Postal Address: Box 31, Swan Reach SA 5354
- Location Address: Showground Road, Swan Reach SA 5354
- Partnership: Loxton Waikerie
- Distance from GPO: 140 km
- CPC attached: No
- Phone No: 08 8570 2053
- Fax No: 08 8570 2325
- Email: dl.0423_info@schools.sa.edu.au
- Year of opening: 1972
- School website address: www.swanreach.as.sa.edu.au

February FTE student enrolment:

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- Student enrolment trends: stable
- Staffing numbers (as at February census): 11 Teachers at 10.4FTE and 9 Non-teaching staff (1.0FTE GSE, 1.0FTE Finance & Admin, 7 Part time SSOs.)
• Public transport access: The Mid Murray Council provides a bus service to Murray Bridge several times a week.
• Special site arrangements: The Swan Reach and Area Kindergarten is co-located on the school campus. Swan Reach Area School is a partner of the Riverland Trade School.

2. Students (and their welfare)

• General characteristics
Swan Reach is located in a relatively isolated rural area of South Australia. Broad acre mixed farming, intensive irrigation for horticulture and viticulture, and small tourist ventures account for most of the economic activity in the district.
Three school buses bring a majority of our students to school each day.
There is a strong sense of community in our school and in the district, and our school is the centre of much community activity.
Parents demonstrate a high level of involvement in school events, and generally are very supportive of the purposes of our school.
We are a Sun Smart school. A 4-term policy for wide brimmed hats exists for all staff and students.

• Student well-being programs
Home class teachers direct a home class for a period of 15 minutes at the beginning of each day (and 5 min in the afternoon). Attendance is accounted for and students are informed about daily school activities. In 2015 we are looking to implement the KSCPC that is not delivered through the HPE curriculum.
A fitting conclusion to the year for year 10, 11 & 12 students is their attendance at the Self Esteem Course. This annual course allows the students to practice life skills in real learning environments.
As part of the school’s commitment to the Loxton Waikerie Partnership agreement, SRAS will implement KidsMatter & MindMatter initiatives. These initiatives aim to: improve student mental health and wellbeing, reduce mental health difficulties amongst students and increase support for students experiencing mental health difficulties. The initiative will be implemented by reviewing and applying 4 key components:
1. Positive school community
2. Social and emotional learning for students
3. Working with parents and carers
4. Helping children with mental health difficulties

• Student support offered
Teachers of classes with NEP and Wave 2 students are provided with School Support Officer time to assist them in developing individualised learning plans in the class.
Course and career counselling is provided as a part of the curriculum offering at the school.

• Student management
The school has a published code of conduct. A well-established set of procedures for dealing with inappropriate behaviours supports procedures / expectations developed in each classroom by the teaching staff.

• Student government
A Student Representative Council has a focus on student advocacy and on broader community issues such as fund raising for charities usually directly linked to local health issues.
Two School Captains are elected by staff prior to the start of the school year; their role is to act as role models and represent the school both at school and interschool functions.
House Captains are elected by the two school teams- the Murray Kangaroos and Mallee Eagles (established in 2013).

• Special programmes
Students are encouraged to source and take part in VET programs linked to their primary vocational choices. SRAS delivers the Doorways to Construction and a Certificate 1 in Information and Communication Technology.
SRAS has a close relationship with the Cadet Unit of the SR CFS. In 2012 SRAS and the SR-CFS won the SA Area Schools Leaders Association Best Practice Award for their collaboration.
Several community members volunteer their time to the Junior School Literacy and Numeracy program.
SRAS has a close relationship with Hineno High School, Osaka, Japan where Hineno students visit SRAS annually and SRAS students visit Hineno biannually.

3. Key School Policies

• Site Improvement Plan and other key statements or policies:
The SIP can be found on the school website; the 2014 foci are Australian Curriculum Implementation, Teacher Quality & Individual Student Outcomes.
Teacher Quality

- Recent key outcomes:
  In 2014 SRAS aimed that for Australian Curriculum Phase 2 & 3 teachers, had access to appropriate resources and training for their implementation in 2015. Each staff member was to actively participate in at least one Professional Learning Community to develop a common understanding of the Australian Curriculum/ SACE Standard, moderation, planning, assessing and literacy practices specifically for their teaching area. The leadership team was to observe evidence that teachers intentionally design and assess engaging learning experiences that build on learners' prior knowledge, explicitly teach and scaffold learning to challenge and engage learners using the Learning Design process. Quality teaching and learning was to be acknowledged, valued and fostered at all levels through explicit line management, student and parent feedback, and the observation process (gathered through the TFEL Engagement tools, reflections and surveys, walkthrough data, student-work, assessment and feedback) to inform teacher improvement and differentiated approaches.

Results and Future Directions:
• 93% of staff acknowledged that they receive suitable feedback in their work. 75% of 4-12 students agree that their teachers provide them with useful feedback in the 2014 Student Opinion Survey (70% in 2013). However, 93% of parents and 100% of teachers felt that students received the feedback they required; the disparity between the three groups needs to be investigated further in 2015. What do the students see as feedback? Is it motivational, positive praise or is it constructive feedback on how to increase their learning? Are teachers providing feedback in a manner that the students can take it on board?
• With the introduction of Partnerships across DECD, 2014 was a hiatus year for the Junior School Professional Learning Community which had been established in the Murray Plains cluster from 2012. These groups are taking time to gain traction in the Loxton-Wakkerie Partnership and will be a focus of Student Free Days in 2015. However for senior school teachers there was more interaction with peers in the Riverland through the school’s utilization of the Secondary AC Implementation Officer.
• Teachers R-12 teachers developed their understanding of both the Australian Curriculum and SACE standards. For SACE this was through the Moderation and Confirmation processes where there was broadly limited movement in assessed grades; teachers of subjects where there was significant movement will be attending 2015 Confirmation sessions and also work with their PLCs or SACE Officers. For AC understanding increased through off site Training and Development (eg Anne Baker – Natural Maths), discussions in teaching teams and with line managers and in term 4 SRAS developed and delivered a Moderation protocol for the AC Arts. Staff scrutinized the standards and a collection of student work to standards and grades and also critiqued the teacher's task design. This was completed in readiness for moderation in PLCs in 2015 so that staff could ensure task design did not limit student achievement and so that teachers could determine ways to gather source types other than written pieces.

Learner Outcomes

SRAS aims to cater to individuals, needs and interests. In 2014 teachers worked with support staff, parents and students to develop, deliver and report against individual learning goals and plans. We systematically collated and used diagnostic data to evaluate student progress, adjust teaching and planning, and provide prompt feedback to students. Parent contact was promoted more than in previous years with staff increasingly trying to engage with parents and caregivers to maximise student learning by informing of student achievement and progress through diary notes, meetings, phone conversations and newsletters.

Results and Future Directions:
Academic Data e.g NAPLAN, Running Records, SACE & VET Achievement and Bullying and Behavioural data are detailed later in this report however:
• SRAS is thankful to our volunteers who have helped the school for over 30 years in some cases. In 2014 SRAS was not able to attract regular volunteers to increase oral literacies and higher order questioning; in part this is due to the increased requirements and screenings of volunteers before they give their time, not that people are not being approved but that the delay is over 5 weeks and, as can be expected, motivation wanes after this period of time, after class routines are established. In 2015 we aim to streamline the process to ensure that any delay is due to external circumstances and increase the number of people approached.
• 72% of parents agree (28% undecided) that the school works with them to support their child’s learning (88% in 2013 with 12% undecided); this decline is of concern. In 2014 all teaching staff completed the e-Learning Course: Disability Standards for Education appropriate to the year level of the students they teach to develop differentiated approaches to learning. We also formalized the process of recording altered curricula for non–NEP students i.e those working significantly above or below their assigned year level. With the increased push for the Learning Design process which primarily considers the students, their learning and their interests, and through increased contact with parents in 2015 through email and social media, there should be an increased positive response for this area in 2015.
• In 2015 students will be encouraged and assisted to interpret their own data and determine personal short and long term goals.
4. Curriculum

- Subject offerings:
  Junior School Students (R-5) experience English, Maths, Science, History in line with the Australian Curriculum and we are in transition between the AC and SACSAf for the other learning areas: Geography, Art, Health & Physical Education, Design & Technology, Civics & Citizenship, Economics & Business and Language (Japanese).
  Middle School Students experience the above in addition to Agriculture, Home Economics and have electives including, but not restricted to, Pedal Prix, Music Ensemble and Investment Club.
  Senior School students have access to a wide variety of Stage 1 & 2 subjects for such a small school. In 2014 these choices include: English, Mathematics (Applications, & Studies), Biology, Nutrition, Physical Education, Japanese, Material Products, Creative & Visual Arts, Music (Music Technology, Ensemble, Solo, Special Interest), PLP, Research Project, Information Processing & Publishing.

- Open Access/Distance Education provision:
  Curriculum choice is extended in the Secondary classes by accessing some courses of study through the Mallee Local Delivery Cluster and the Open Access College; this is not encouraged and has been decreasing in recent years. Recently no students have been unable to access subjects of their choice.

- Special needs:
  Students with Special needs have Negotiated Education Plans. These plans are worked through with a Special Education teacher, teachers and parents. Older students with an NEP are included in the development of the plan.
  ATSI students have Individual Learning Plans. These plans are worked through with class teachers and parents. Older students with an ILP are included in the development of the plan.

- Special curriculum features:
  Students are encouraged to source and take part in VET programs linked to their primary vocational choices. SRAS delivers the Doorways to Construction and a Certificate 1 in Information and Communication Technology.
  SRAS has a close relationship with the Cadet Unit of the SR CFS. In 2012 SRAS and the SR-CFS won the SA Area Schools Leaders Association Best Practice Award for their collaboration. Students receive SACE credit for their involvement.
  SRAS has a close relationship with Hineno High School, Osaka, Japan where Hineno students visit SRAS annually and SRAS students visit Hineno biannually.
  Since 2012 SRAS has been developing its Music and Arts program. In such a small school it is rare to be offering such a high number of Stage 2 classes.

- Teaching methodology:
  Learning Design is promoted for all teaching areas in line with the TfEL framework. Teachers are expected to aim for the Highly Accomplished level of the NPST which includes; knowing students and how they learn, incorporating ICT and developing their personal learning.

- Student assessment procedures and reporting
  Reports on student learning are carried out through brief reports (6-12) in terms 1 & 3, in written reports in terms 2 & 4 (R-12), Parent Interviews once per year in term 1, Portfolio of student work (R-5) each term, and DECD results in NAPLAN tests.
  In addition our Senior Secondary students receive SACE Board of SA reports each semester.

5. Sporting Activities

House & Inter school competition in swimming and athletics occurs in Term 1. SRAS is part of the Central Mallee Area Schools Sports Association along with Mannum Community College, Cambrai Area School, East Murray Area School. Our Sports and Community Centre offers further opportunities for school activities as well as community sports.
There are also opportunities for students to participate in SAPSASA & SSSSA activities. School endorsement of participation in these events relies on student adherence to the school values whilst on-site.
6. **Other Co-Curricular Activities**

Acquaintance Night for is held annually for students to display their schoolwork, and for parents to observe students in the classroom activities and to discuss class protocol and routines. A Self Esteem course is offered annually to our year 10 to year12 students. Our senior students have the opportunity to complete a Senior First Aid Certificate. An Outdoor Education activity is offered through an Aquatics Camp at Murray Bridge to each Year 6,7,8&9 (Middle School – years 7,8&9 in 2015) students on a bi-annual basis. Pedal Prix is offered as an extention studies subject for students 7-12. Swimming, football and gymnastics or dance lessons are offered annually to our R–7 students. Since 2012 the SRAS music curriculum has been evolving; at the end of 2013 there were 4 school bands (3/4, 4/5, 6-9, 11&12).

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

- **Staff profile**

  Relatively few staff changes are made on an annual basis due to high permanency of staff.

  2015

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- **Leadership structure**

  The leadership structure has the Principal as the leader of the school community with coordinators to focus on the specific needs of Junior, Middle & Senior School students. The Administrative SSO is part of the leadership team.

- **Staff support systems**

  Support to teaching staff is available through Professional Learning Communities within SRAS and neighbouring schools, line management, peer to peer observation, personnel counselling, and a word-processing service and construction aids by the SSOs. Professional Development is provided for staff in line with Professional and Site needs.

- **Performance Management**

  The leadership team recognises the need to support staff meet whole school goals and personal goals. Each staff member meets formally with their line manager in term 1 and informally throughout the year. All staff receive written feedback at least once per year. The Principal is line manager to all leadership members and groundsman. Subschool coordinators line manage relevant staff. The executive SSO is the line manager to all SSOs excluding the groundsman.

- **Staff utilisation policies**

  Support staff are involved in classroom activities as well as withdrawn activities for students with special learning difficulties including the MULTILit program for identified students. Every effort is made to offer as many subjects as possible to Senior School students whilst minimising class sizes in the Junior School. This leads to combined classes for year 6/7, 8/9, and sometimes 10-12 yet usually 11/12.

- **Access to special staff**

  SWD Staff are available through the Berri Office.
8. **Incentives, support and award conditions for Staff**

- **Housing assistance**
  There are 5 Government houses available locally for staff to rent.

- **Additional increment allowance**
  Teaching staff are entitled to the Country Placement Incentive.

- **Relocation assistance**
  There is departmental removal assistance available for teachers at SRAS.

- **Principal’s telephone costs**
  There is a mobile phone available for the Principal and call costs are covered.

9. **School Facilities**

- **Buildings and grounds**
  The air-conditioned school buildings are located on well-kept, attractive grounds.
  Land for agricultural and horticultural activities is part of the outdoor learning area.
  A Community Library, a grassed playing oval, heated swimming pool, sealed courts for tennis and basketball and netball are located on the school grounds.
  A Sports and Community Centre is situated next to the school oval.
  VAC SWIM occurs each January when numbers permit.
  The class Kitchen and Science Laboratory were all upgraded as part of the BER program.
  Classrooms are undercapacity.

- **Heating and cooling**
  Cooling/heating for buildings - reverse cycle air conditions are installed in each learning area, the Community Library, Canteen, Administrative and office areas.

- **Specialist facilities and equipment**
  Specialist facilities and equipment are available for sport/physical education, library for school and community, information technology, technology studies, science and home economics.
  An established orchard for horticulture and viticulture is a specialist facility for VET subjects.

- **Student facilities**
  A school canteen services student and staff requirements from Monday to Thursday. The canteen abides for the EatWellSA Guidelines for schools.
  Year 12 students have access to a study room with minor kitchen facilities.

- **Staff facilities**
  A general staff area is available for all staff, and wireless computer access is available in all teaching areas. Each staff member has access to a laptop. There are Interactive Whiteboards in most teaching rooms.

- **Access for students and staff with disabilities**
  Entry ramps have been provided to most classrooms, library, Technical Studies, Performance room, and administrative block.

- **Access to bus transport**
  There are two private contractor buses and one DECD bus to provide transport for most of our students to school.

10. **School Operations**

- **Decision making structures**
  The Governing Council is the decision making body for school wide issues and concerns. The Finance sub-committee determine and validate school expenditure.
School operation decisions are made through staff consultation. PAC deal with teacher workloads and other staff concerns.Membership includes Principal, EO representative, AEU representative and SSO representative.
The school is identified for Rural Index funding. This money is used to support a wide range of learning activities within the school and for travelling to other places such as Inclusive Travel funds, Reading program, payment of Open Access & VET courses etc.

- **Regular publications**
  A school newsletter is published on-line and distributed each fortnight; in 2014 the aim is to email this to families.
  A community calendar is published with the newsletter.
  The staff and student handbooks are reviewed annually.
  Paper-based daily notices are published for staff and students.
  A school magazine is published annually. School achievements are published in the River News, a weekly publication in the Riverland District.

- **School financial position**
  Finance Reports are presented twice each term to the Governing Council, and reported annually to the school community. The Finance Committee meets once per term. The school's Finance Officer uses the School Budget Planning Tool to manage the school funds. The school is in a healthy financial position.

- **Special funding**
  SRAS receives funds through the Country Areas Program, and specific students receive funds through the Disability Support Program.

## 11. Local Community

- **General characteristics**
  The town has a population of approximately 400 people, and services include a hotel, a general store, hairdresser, Post Office, and a garage. Other services are available from nearby towns such as Waikerie, Mannum and Angaston. The school community is characterised by a high level of parent involvement in school-based activities. Sports days, special assemblies and visiting afternoons typically attract a high percentage of parents.
  The Mid Murray council operates from Mannum.
  Active local sporting organisations include football, netball, golf, bowls, 8-ball, tennis on a regular basis. Swimming, fishing, skiing and other river sports are available on a casual basis.
  A resident Lutheran minister is based at Swan Reach.
  Bank SA has an agency at the General Store. Money can be accessed through an ATM at the Swan Reach Hotel.
  Local bus charter is available.
  Volunteer CFS, SA Ambulance, Progress Association, Local History Group and Museum exist within the community. Tourist attractions are: Big Bend by Night, Yookamurra and Illawonga.

- **Parent and community involvement**
  Parents & Friends conduct two meetings per term and raise funds for targeted school programs. They also have a Facebook Group to stay in touch with the school community.

- **Feeder or destination schools**
  SRAS has had a lot of students transfer from metropolitan schools in recent years although there are no trends regarding specifically where they have come from. Reception students feed from the co-located Swan Reach & Area Kindergarten.
• Other local facilities
There is a doctor that visits the town twice per week.
A police officer resides in the town.
There is subsidised childcare available through the Occasional Care Program in the Kindergarten on alternate Fridays.

• Availability of staff housing
There are 5 Government houses available locally for staff to rent. There are generally few other houses to rent although multiple houses for sale.

• Local Government body
The local Mid- Murray Council is very supportive of the school and its aims.

12. Further Comments
On the whole, the parents, staff and students were very happy with Swan Reach Area School in 2014; 18 families, 69 students (Years 4-12) and 15 staff responded. Staff are overwhelmingly happy with their work output and recognition at SRAS. 94% of staff agree that staff and students care about each other, parents are valued, staff feel supported, that they belong, have a voice and are happy at SRAS.
Consistent with previous years all stakeholders agree that the grounds are well maintained; this is testament to the excellent work of Phil Carter, our groundsperson.
There was an increase in the proportion of parents who believe that their child’s learning needs are being met at SRAS (77% in 2014, 69% in 2013). Part of the Kidsmatter framework involves cementing parents as part of the learning process and so this proportion should improve over the coming years.