SCHOOL CONTEXT STATEMENT

Updated: 4/10

School number: 0423    School name: SWAN REACH AREA SCHOOL

1. General information

Part A

School Name: SWAN REACH AREA SCHOOL    School No: 0423
Principal: Kylie Eggers    Postal Address: Box 31, Swan Reach SA 5354
Location Address: Showground Road, Swan Reach SA 5354    District: Murray and Mallee
Distance from GPO: 140 kms    CPC attached: No
Phone No: 08 8570 2053    Fax No: 08 8570 2325
Email: info@swanrchas.sa.edu.au

Part B

Staffing numbers: Teaching 11.7 FTE including Principal, Coordinators and Key Teacher, SSO = 156 hpw including SWD support, Agriculture, Community Library hours

Enrolment trends: Declining

February FTE enrolment

<table>
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- Special arrangements: The Swan Reach and Area Kindergarten is part of the school campus.
- Year of opening: The school buildings on the present site were opened during 1972.
- Public transport access: The Mid Murray Council provides a bus service to Murray Bridge, Tanunda and Berri.

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.

- (Pastoral) Care programs

Home class teachers direct a home class for a period of 10 minutes at the beginning of each day. Attendance is accounted for and students are informed about daily school activities.

Students from year 6 to year 12 attend two Pastoral Care lessons per week. The Pastoral Care program provides time for teachers and students to work through different topics relating to emotional wellbeing, career pathways, study skills, safe behaviour in out of school and the promotion of positive self image.

A fitting conclusion to the year for year 10, 11 & 12 students is their attendance to the Self Esteem Course. This annual course allows the students to practice life skills in real learning environments.
• Support offered
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 facilities and services and on broader community issues such as fundraising for charities. The SRC sponsor a child in a third world country.
• Special programmes
VET and Special Ed. are in operation within the school.
Parent and students involved in LAP value the opportunity.
ATSI students are additionally supported through the APAS tutorial scheme.

3. Key School Policies
• Statement of Purpose
We seek to provide every student with an education, which will equip them to live and work confidently, wisely and effectively in a complex and changing world.
To achieve this we aim to:
❖ encourage in each student a desire to achieve their full potential in all aspects of school life.
❖ develop a sense of self-worth and the ability to create and maintain healthy relationships with others.
❖ encourage good citizenship and a sense of social and environmental responsibility.
❖ provide an environment that will be conducive to the establishment and adoption of sound ethical values.
• Site Learning Plan
Key foci for 2010 are: Literacy & Numeracy, ICT and Student Well Being and New SACE. The full Site Improvement Plan for 2010 is available from the school website.
• Recent Key Outcomes
❖ On average 76% of students achieved Middle to Upper Level Improvement in their NAPLAN tests.
❖ Over 8 different measurements of individual students’ literacy achievements were centrally recorded within the school in 2009 with limited overlap.
❖ 94% of eligible students took part in the UNI NSW Science Competition with 1 High Distinction, 2 Distinctions, 18 credits and 43 participation certificates awarded.
❖ 56 Year 3-10 students took part in the Australian Mathematics Competition. 6 Distinctions, 28 Credits, 5 Proficiency and 17 Participation awards were achieved.
❖ 67 Year 3-12 students took part in the UNI NSW English Competition. 1 High Distinction, 3 Distinctions, 9 Credits and 54 Participation awards were achieved.
❖ All Junior and Middle School students took part in the Lexile reading program.
❖ 74 students were registered for the Premier’s Reading Challenge and 57% completed the required reading. 4 Bronze, 5 silver, 7 gold, 7 legend and 19 champion medals were awarded.
❖ 11 Subjects were delivered at Stage 1 level in 2009; this is a large number of face to face subjects for a student cohort of this size. Of the 73 units studied at Stage 1 66 achieved a Satisfactory Achievement Level, 3 a Recorded Achievement and 4 did not meet the requirements of the course.
❖ 2009 was the first year the Personal Learning Plan was offered as part of the New SACE. All SRAS students achieved the required C grade or better with 8/12 achieving an A grade.
❖ All students who aimed to complete their SACE in 2009 did. These results are an indicator of the success of the school wide initiative to increase the face to face subject offerings and counsel students over and above requirements. Both students who left the school at the end of 2009 received a placement at university in their first preference but chose to defer their position for 12 months.
❖ Establishment of school horticultural and viticultural area.
❖ All Stage 1 students achieve a Certificate I in ICT.
❖ Establishment of a Middle School providing students with a learning environment that best supports their educational needs, their emotional wellbeing, their social expectations and their individual learning styles. All Middle School now report using the rubrics style of reporting on classroom behaviour, learning outcomes and SACSA outcomes.
❖ Establishment of a Transition Program catering for all students moving between subschools, the school and kindergarten and from Senior School to the work force or Tertiary Education. Our program provides teachers with the time to meet to discuss student needs. It provides the opportunity for students to visit areas of the school they will be moving to in the new year. It also provides opportunities for parents to meet with District personnel and our own team of teachers to learn about the school’s current teaching methodologies in different areas.
4. Curriculum

- Subject offerings
  This is extended into our Secondary Senior School to provide a reasonable choice of subjects within the South Australian Certificate of Education (SACE) framework.
  The school is well equipped with computers to serve learning in a number of curriculum areas.
  Teachers at this school have the opportunity to teach across the R-12 range.
  Extension Studies is offered to middle school students including programs such as Agriculture, Pedal Prix, Graphic Design and Craft.
  - Open Access
    Curriculum choice is extended in the Secondary classes by accessing some courses of study through Open Access.
  - Special Needs
    Students with Special needs have Negotiated Education Plans. These plans are worked through with a Special Education coordinator, teachers and parents. Older students with an NEP are included in the development of the plan.
  - Assessment procedures and reporting
    Reporting on student learning to parents is carried out through written reports each term, Parent Interviews once per year, Portfolio Reports on two subjects per term, and DECS results in LaN tests.
    Our Senior Secondary students receive SACE Board of SA reports each term.

5. Sporting Activities

- House & Interschool (CMASSA) competition in swimming and athletics.
- Our Sports and Community Centre offers further opportunities for school activities as well as community sports.
- Opportunities for students to participate in SAPSASA & SSSSA

6. Other Co-Curricular Activities

- General
  Information Sessions and/or Acquaintance Nights are held annually for Primary, Middle and Secondary classes for students to display their schoolwork, and for parents to discuss class protocol and routines.
  A Self Esteem course is offered annually to our year 10 to year 12 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) students on a bi-annual basis. This activity is subsidised by the Rural Index initiative.
  Pedal Prix is offered as an extension studies subject
  Swimming, tennis and football lessons are offered annually to our R –5 students.
- Special
  VET subjects in horticulture and viticulture is available for year 10 and 11 students. Furniture manufacture is available for the year 10 to year 12 students. These subjects are recognised by SACE Board of SA and the TAFE for accreditation purposes.

7. Staff (and their welfare)

- Staff profile 2010
  Relatively few staff changes are made on an annual basis due to high permancy of staff.

<table>
<thead>
<tr>
<th>POSITION</th>
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<tr>
<td>Principal</td>
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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 and Secondary students. The Director of the Kindergarten and Administrative SSO are also part of the leadership team.
• Staff support systems
Support to teaching staff is available through a word-processing service and construction aids by the SSO’s.

• Performance Management
The leadership team recognises the need to support staff meet whole school goals and personal goals. A performance management program needs to reflect this. Each staff member meets formally with their line manager in term 1 and in term 4. The Principal is line manager to all executive members and groundsmen. The Secondary Coordinator is line manager to secondary staff, the Middle School Coordinator is line manager to Middle School staff and Primary Coordinator is line manager to Junior School staff. Executive SSO is the line manager to all SSOs excluding the groundsmen.

• Staff utilisation policies
SSO staff are involved in classroom activities as well as withdrawn activities for students with special learning difficulties.

• Access to special staff
Speech pathologist and Guidance Officer personnel are available through the District Office at Berri. ISBM support is available through personnel at the District Office at Murray Bridge.

8. Incentives, support and award conditions for Staff

• Housing assistance
There are 5 government houses available locally for staff to rent.

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

9. School Facilities

• Buildings and grounds
The school is situated on 9.52 ha of land. 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.

• Specialist facilities
Specialist facilities and equipment is 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.

• Staff facilities
A general staff area is available for all staff, and computer access is available in most teaching areas. Each Coordinator has an office area.

• Access for students and staff with disabilities
Entry ramps have been provided to Primary classrooms, library, Technical Studies block, Performance room, Primary toilets and administrative block.

• Access to bus transport
There are two private contractor buses and one DECS 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. A network for community members is established.

School operation decisions are made through staff association.

PAC deal with teacher workloads and 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 courses etc.

• Regular publications
A school newsletter is published and distributed each fortnight. A community calendar is published with the newsletter.
• Other communication
A school magazine is published annually. School achievements are published in the River News, a weekly publication in the Riverland District.

• School financial position
The school is in a sound 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.

11. Local Community

• General characteristics
The town has a population of 380 people, and services include a hotel, a general stores, hairdresser, Post Office, fast food outlet and a garage. Other services are available from nearby towns such as Mannum and Angaston.

There are 5 houses available in the town for teachers to rent.
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, cricket, 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 and Friends conduct two meetings per term.

12. Further Comments

• No Government funded childcare services.
• Doctor service provided one day per week.
• No dental services.
• Mid Murray Council offers an immunisation service on a monthly basis at the school.
• No counselling services available.
• A police officer resides in the town.