## SCHOOL CONTEXT STATEMENT

Updated: 05/10

### School Name: Coonalpyn Primary School

### School Number: 0730

### 1. General Information

#### Part A

<table>
<thead>
<tr>
<th>Schoolname</th>
<th>COONALPYN PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0730</td>
</tr>
<tr>
<td>Courier</td>
<td>R33/2</td>
</tr>
<tr>
<td>Principal</td>
<td>Mrs Karen Schilling</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 19, Coonalpyn 5265</td>
</tr>
<tr>
<td>Location Address</td>
<td>4 Coombe Terrace, Coonalpyn 5265</td>
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<tr>
<td>District</td>
<td>Murraylands</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>163 kms</td>
</tr>
<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 85711019</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 85711284</td>
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<table>
<thead>
<tr>
<th>2007</th>
<th>2008</th>
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</tr>
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<tbody>
<tr>
<td>Reception 8.0</td>
<td>5.0</td>
<td>7.0</td>
<td>7.0</td>
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<tr>
<td>Year 1 5.0</td>
<td>9.0</td>
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<tr>
<td>Year 2 10.0</td>
<td>4.0</td>
<td>8.0</td>
<td>4.0</td>
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<tr>
<td>Year 3 7.0</td>
<td>7.0</td>
<td>3.0</td>
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<td>Year 4 11.0</td>
<td>10.0</td>
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<td>Year 5 8.0</td>
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<td>8.0</td>
<td>7.0</td>
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<tr>
<td>Year 6 7.0</td>
<td>5.0</td>
<td>5.0</td>
<td>7.0</td>
</tr>
<tr>
<td>Year 7 5.0</td>
<td>5.0</td>
<td>5.0</td>
<td>6.0</td>
</tr>
</tbody>
</table>

| Year 8 | 54.0 |
| Year 9 | 50.0 |
| Year 10 | 45.0 |
| Year 11 | 56.0 |

**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

- **Staffing numbers**
  - Principal-1.0
  - 5/6/7 teacher-1.0
  - Science NIT-0.2
  - Library/OHSW/ICT/Special Ed-SSO 1: 24hrs
  - Finance/Admin-SSO 2: 22 hrs
  - Class support/Admin-SSO 1: 40hrs
  - Grounds-8 hours

- **OSHC**
  - :Not provided.

- **Enrolment trends**
  - :Enrolments hover between 45 and 60. After a trend of increasing enrolments, enrolments then dropped slightly but are now steady. The local Kindergarten is situated next to the school site.

- **Year of opening**
  - :School was opened in 1889.

- **Public transport access**
  - :There is no public transport access, as such.

2. **Students and their welfare**

- **General characteristics**
  - :The school has intensive programmes for children with learning delays. These are provided by parents, SSO and the principal.

- **(Pastoral) Care programmes**
  - :The school teaches and practices various values supported by approval from the Governing Council. These underpin all learning. The school has Literacy, Quality Teaching and Learning and ICT on our Site Learning Plan as priorities.

- **Support offered**
  - Through District support staff and Learning Support programs within the school.

- **Student management**
  - :The school has a behaviour management code with clearly stated expectations and consequences and this code is based on the school's values. EDSAS data demonstrated no suspensions for the year 2009.
Student government

The Kids Council, with representatives from each class, meets regularly. It organises fundraisers, manages aspects of enterprise and contributes to the decision making of the school. Special programmes

At Risk Learning Support funded by school, Early Intervention for year 1 student’s at Risk, 2 swimming carnivals and 3 sports days, Strong learning ties with the Kindy and the school JP students, The school also has a Festival Choir, instrumental music lessons (flute and clarinet ) and an Arts focus in tactile crafts etc.

3. Key School Policies

Current priorities

Our current priorities are:
- Increase the literacy levels of students.
- Develop Information Technology as an effective learning tool.
- Students have relevant and useful ICT skills.
- Students in years R to 7 use IT to access the wider world.
- Students have been exposed to other cultures.
- That all students have increased their level of skills in literacy.
- To enhance the development of a healthy lifestyle.
- Students have an increased level of fitness.
- Students have an increased self esteem.
- Students participate regularly in a broad range of physical activity.
- Implement SACSA (SA Curriculum Standards and Accountability Framework).
- Staff use the SACSA for curriculum planning and assessment.
- Parents and students are satisfied with the teaching and learning programme.
- Establishing the school site as a centre for whole school community learning.
- Kindergarten was put onto the school site in 2001.
- Adult learning classes have been promoted for the wider community.
- Links have been made with the community centre for – Life Long Learning.

4. Curriculum

Subject offerings

School provides a comprehensive R-7 curriculum. Choir (specialist NIT in PE, Science & Music
• Open Access
  : N/A
• Special needs
  : N/A
• Special curriculum features
  : Strong emphasis is placed on participation in a variety of health and sporting activities, visual and performing Arts experiences.
  Teaching methodology
  : Significant emphasis is placed on the use of Information Technology in all classes. Interactive whiteboard technology available in all classrooms. It is an expectation that all students will become involved in a global project annually.
  SSOs work with individuals and small groups for Literacy and Numeracy, and receive 1 to 1 support in accordance with Negotiated Education Plans..
• Assessment procedures and reporting
  : Student Assessment Portfolios are sent home each term to show student work samples and then a more formal end of term graded report in term 2 and 4. In Term 3, we offer 3 way interviews.
• Joint programmes
  : School works with local schools accessing Aboriginal Learning Programs as HPI activities and works every week in cross age learning experiences with our Kindy.

5. Sporting Activities
  : Students have the opportunity to participate in SAPSASA football, golf, lawn bowls, netball, tennis, basketball, cricket, athletics and swimming teams. Local clubs cater for tennis, netball, football, golf, bowls and basketball. Coaching clinics, including Have-A-Go cricket and Auskick football, are run by staff & parent volunteers.

6. Other Co-Curricular Activities
  : N/A

7. Staff (and their Welfare)
• Staff profile
  : Most of our staff are local people. There is an average stay of about 3 years for teachers. Teachers range from graduates to very experienced. The average age of staff is currently 35.
• **Performance management**  
  A formal Performance Management programme exists. Staff are expected to attend a meeting each term with the principal, with negotiated agendas.

• **Leadership structure**  
  Principal, no deputy. This year we are supporting additional hours for SSO support to work with students identified as At Risk. Staff has agreed to relinquish the use of a coordinator position to assist in the funding of this project. Additional responsibilities and opportunity for leadership are directed through curriculum area responsibilities and shared among staff. There is provision for interested staff to take turns in Acting Principal days when principal is at meetings etc.

• **Staff support systems**  
  A cooperative, friendly and supportive staff. We support each other to a high level, and also celebrate success. We have a staff social event each term. Staff have access to Dept. Personnel counsellor service if they require professional support/counselling. The Principal supports staff through performance management, curriculum development and pedagogy.

• **Staff utilisation policies**  
  As we are a small school, responsibilities are shared amongst the staff, utilising individual skills/interests wherever possible.

• **Access to special staff**  
  When needed, we have access to services based in Murray Bridge. Services such as Behaviour Management, Students with Disabilities, CAMHS etc.

### 8. Incentives, support and award conditions for Staff

• **Isolation placement points**  
  2.5 points.

• **Cash in lieu of removal allowance**  
  Yes

• **Relocation assistance**  
  Yes

• **Principal’s telephone costs**  
  Yes

### 9. School Facilities

• **Buildings and grounds**  
  The facilities at Coonalpyn Primary School are excellent.
The grounds, which include a large oval, are either paved, grassed or landscaped. Parents and the groundsperson have worked hard to ensure the grounds are top class and they receive high praise on many occasions. There is currently an upgrade of grounds and classrooms in progress including the construction of a computer suite, a covered outdoor learning area, upgraded shade cloth by our shelter shed, improved paving in our vegetable garden, and the construction of a new front fence thanks to Primary Schools for the 21st century and National School Pride.

- The main/original building houses Admin, staff room, school and community library, teacher resource room and principal’s office.
- There is a double building which houses our Upper Primary students as well as our computer suite.
- Another building houses two classes of Middle and JP students and teacher prep. office.
- There is a new toilet block with wheel chair access built in 2004.

- Staff facilities
  : Staff have access to a staff room, a staff office and 2 computers linked to the administration network. Each classroom has an office space for each classroom teacher.

- Access for students and staff with disabilities
  : Wheel chair access to new toilets, disabled toilet, wheel chair access to Admin building, computer suite and library.

- Access to bus transport
  : The school has two bus routes for students in the local area linked with Coomandook Area School.

- Other
  : Student to computer ratio is currently under 2:1. Each class has immediate access to a computer suite and a classroom bay. There are 2 staff laptops for take home use. We have PC technology in our school.
  Community Library is co-located in the main administration building with the school library. It has 1 computers linked to Tintinara Community library for inter-community borrowing.

10. School Operations

- Decision making structures
  : Committees include School Governing Council, Finance, Bus, Grounds, Fundraising, Kids Council and Staff.

- Regular publications
  : School newsletter is printed every two weeks, with a school magazine printed at the end of the year detailing the year’s events.
Other communication
: Staff communication book and white board is kept in the for daily notices. Staff Information / Parent Information booklets are available. Regular Tuesday night staff meetings.

School financial position
: Financial position of the school is very stable.

Special funding
: The school receives Rural and Isolated funding.

11. Local Community

General characteristics
: Predominantly a farming community. English is almost exclusively the language used at home.

Parent and community involvement
: There is a level of parental involvement and this is being encouraged.

Feeder schools
: Students usually attend Coomandook Area School, approx. 30 kms away for their secondary schooling.

Other local care and educational facilities
: Kindergarten and Occasional Care facilities are available.

Commercial/industrial and shopping facilities
: Local shop provides necessities for daily living – conveniences, bakery, fuel.

Other local facilities
: a Community Health Centre; hotel; mechanic, BP service station, bakery, Caravan Park and Swimming Pool. The town has excellent sporting facilities catering for basketball, tennis, football, netball, bowls, golf, cricket, swimming.

Availability of staff housing
: Housing is available either through DECS or local rental.

Local Government body
: Coorong District Council.

12. Further Comments

: The Coonalpyn Primary School is proud of its achievements some of which continue to be:

- The grounds – which are spacious, attractive, well maintained and which cater for a wide range of activities. Recently a new playground was built.
- The size of the school – which facilitates a ‘family’ feeling and a good deal of individual attention.
- The staff – who are seen as hardworking, accessible and willing to develop and change. They are also perceived as working well together and see themselves as life long learners.
- Communication – parents, especially appreciate the regular communication, especially in relation to student progress and achievement.
- An excellent and tactile arts program catering for a diverse range of talents.
- An instrumental music program that includes Festival Choir, Flute, clarinet and ensembles.
- The Student Behaviour Management Code – which students see as reasonable, supportive and which staff see as congruent with contemporary teaching and learning processes and the school’s values.
- A most effective pre-school to reception transition program.

The community sees a stable staff as desirable and of real benefit to the development of the school and the attainment of effective educational outcomes for its students.