



SCHOOL CONTEXT STATEMENT

Updated: 08/16

School number: 0765
School name: WUDINNA AREA SCHOOL
School Profile: Area School (Reception-Year 12)

The Core Business of Wudinna Area School is teaching and learning in a supportive environment. We seek to encourage all students “to reach for the highest” in everything they undertake, not only personal excellence but also in working together and with the community to achieve more than can be accomplished individually. We strive to create a reflective and caring community of learners. Our Site Improvement Plan seeks to enable all students to improve their literacy; Numeracy, Wellbeing and Engagement are at the core of our plan. Supporting the needs of students R-12 is a high priority of teaching and learning. This is underpinned through Jolly Phonics, levelled reading, QuickSmart Maths, Multi Lit, Special Education, targeted support and Vocational Education Training (VET).

Parents appreciate the many opportunities for students to be involved in extra-curricular activities such as lunchtime sport, Chess Club, SAPSASA, Cross Country Run and Instrumental Music lessons, which are organised in school time with community support. The school values the contribution of parents and students to the decision-making process. The Governing Council and Student Representative Council play an active role in school improvement programmes and improving our school.

The isolation of Wudinna from Adelaide and major service centres limits school community access to support agencies, specialist centres and cultural programmes.

The Country Areas Programme (CAP) supports the learning, cultural and social activities of students which otherwise could not be undertaken due to the high cost of travel because of the distances involved.

The use of ICT to overcome the barrier of isolation through video-conferencing, e-mail, Open Access and the Internet is crucial to provide students to a range of educational options.

Our Values: Respect Honesty Responsibility

Our Purpose: Providing a supportive learning community

Our Vision: Developing a community of lifelong learners in a complex and changing society

Our Motto: We Reach for the Highest

We have an engaged and enthusiastic student body. Our student numbers include Secondary and Primary students. There is a high level of commitment from the school staff to ensure we are providing the best possible education for our student body.

188 Students (136 Primary/52 Secondary) 100 families, 21 teachers (including 6 ‘Step 9’ teachers, 1 Permanent Relief Teacher & 1 Instrumental Music part time teacher), 14 SSOs, volunteers. Leadership Team – Principal / 2 Assistant Principals- Secondary & Primary
1 Coordinator – Wellbeing-Special Education

Governing Council of 9 members – Secondary SRC Representation on Governing Council

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Wudinna Area School Site Learning Plan 2014-2016 has the following core priorities:-

- Numeracy (across all subject areas)
- Literacy (across all subject areas)
- Wellbeing – Social Skills/Resilience/Physical & Mental Health/Adaption Skills/Positive Publicity



Site Improvement Plan

Our Purpose

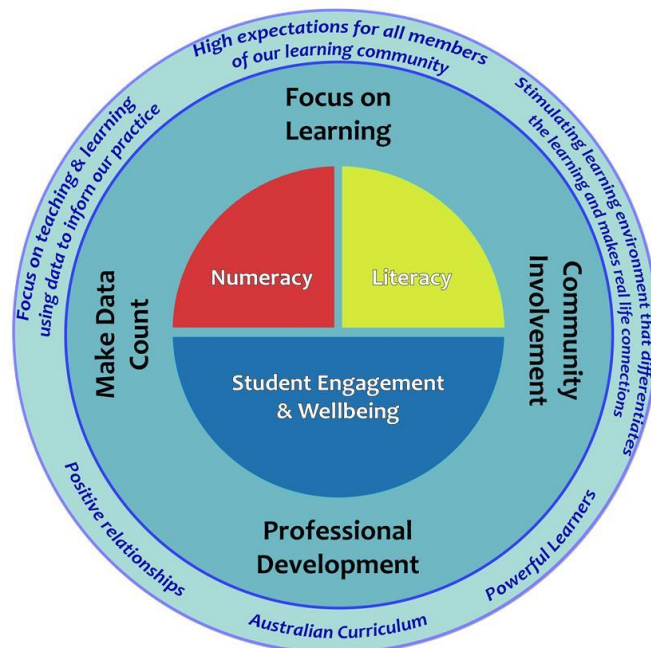
Provide a supportive learning community where we achieve our best

Our Vision

Developing a community of lifelong learners in a complex and changing society

Student

- Builds and maintains positive, respectful relationships between all school & community members
- Intentional and resilient problem solvers who create personal challenges
- Risk takers who are not put off by early failures and value what they can learn from mistakes
- Curious and active in engaging in new learning
- Creative in the way they solve situations and problems
- Continual questioners of themselves and others to satisfy curiosity
- Evaluators of what they have learnt and of how they can better learn
- Team work—collaborates with others to solve problems
- Understands the challenges our community faces in a global context
- Able to apply skills and strategies to improve understanding in new and challenging contexts



Respect

Our Values

Honesty

Responsibility

Teacher/Staff

High expectations

- Builds and maintains positive, respectful relationships between all school & community members
- Identifies the developmental stage of each student to inform teaching & learning
- Communicates high expectations to all students
- Differentiates the curriculum to meet individual needs
- Provides explicit criteria about the quality of work
- Builds students' understanding of themselves as learners

Stimulating Learning Environment

- Establishes an effective, safe classroom learning environment
- Promotes mutual respect and understanding to make risk-taking possible
- Models language and establishes behaviours that enhance learning
- Encourages & provides learning opportunities to develop growth mindsets

Use data to inform our teaching

- Uses data:
 - ⇒ to inform planning
 - ⇒ For collaboration & sharing in PLCs
 - ⇒ To identify trends
- Provides effective and informative feedback to both classroom work and formal/ informal assessment

Significance

- Allows opportunities for connections to be made between learning and new and challenging contexts
- Promotes connections across areas of study
- Supports the holistic development of students

1. General information

- School Principal name: Mr Ned Loades
- Assistant Principals:
 - Mrs Marie Elson (Assistant Principal – Primary)
 - Mrs Glenys McGuire (Assistant Principal – Secondary)
- Year of opening: 1946 (as an Area School)
- Postal Address: PO Box 30 Wudinna SA 5652
- Location Address: Medley Terrace Wudinna SA 5652
- DECD Region: Eyre & Western (Port Lincoln)
- Geographical location –570 km road distance from GPO
- Telephone number: 08 86802263
- Fax Number: 08 86802393
- School website address: www.wudinnaas.sa.edu.au
- School e-mail address: dl.0765.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No

- February FTE student enrolment:

	2016	2015	2014	2013	2012
Reception	27	19	25	17	15
Year 1	15	24	18	14	20
Year 2	24	18	14	20	17
Year 3	16	14	19	18	14
Year 4	13	19	20	13	18
Year 5	18	22	16	18	11
Year 6	20	15	15	10	14
Year 7	13	14	10	13	10
Year 8	14	11	15	10	15
Year 9	8	11	11	13	16
Year 10	8	11	9	13	10
Year 11	9	8	10	7	10
Year 12	5	10	4	7	7

- Student enrolment trends:

Enrolment trends are relatively steady with large numbers in the early years.

- Staffing numbers (as at February census):

There is 16.8 teaching staff with an FTE of 13.8, .6 Teacher Librarian.

14 support staff with 269.5 hours, 1.0 GSE grounds

Leadership is 1 Principal, 2 Assistant Principals.

- Public Transport access: Nil
- Special site arrangements: we are part of the Central Eyre Partnership

2. Students (and their welfare)

- General characteristics

The student population is largely a static one throughout the year. The student body is predominantly Mono cultural.

Primary classes are configured as: Reception, Year R-1, Year 2, Year 3-4, Year 5-6, Year 6-7 combined classes.

Approximately 58% of students commute to school on school buses. The longest distance students need to travel is 81 kms, requiring the students to leave home at approximately 7:25am and returning at 5:05pm. These students are predominantly from farms.

- Student wellbeing programs

A Pastoral Care programme R-12. Some vertical grouping occurs where student numbers require the combining of year levels. Home group teachers in the 8-12 section of the school, meet with their home groups first thing in the morning, last thing in the afternoon and have an extended lesson period once a week where various activities occur. Most teachers are involved in the Pastoral Care programme.

- Student support offered

General student counselling is provided for students as well as career and subject choice counselling.

- Student management

A School Behaviour Management Policy detailing common expectations and practices is in place. It is supported by staff, students and parents. Full procedures are detailed in the Staff Handbook.

- Student government

There are Primary and Secondary Student Representative. We are encouraging the students to be active in the decision making of the school so their involvement is encouraged in our committee structure. Links with SRCs in the local regional hub schools are also encouraged with video conferencing and one face to face meeting every year.

- Special programmes

Student intervention programmes exist within the school. Our core focus is Literacy, Numeracy, and student wellbeing and student engagement. We also focus on Social Skills Programs which include Anti-bullying and Values Education

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Recent key outcomes:

- Kidsmatter Framework: The *Kidsmatter* framework helps staff and students to improve mental health and wellbeing. It involves all teachers, SSOs, leadership team, parents, community support agencies, volunteers and carers.
- QuickSmart program was started with students to improve automaticity
- Our school Camps and Excursions were a highlight for many of our students and provided great opportunities for team building and learning opportunities.
- Community Care for Year 6 & 7 students
- Track & Field Carnival, Swimming Carnival, Interschool Track & Field Carnival and Interschool Swimming Carnivals were organised and run by Wudinna.
- Work Experience for Senior Secondary students
- Seasons for Growth programme with 'Centacare' staff
- The old canteen has been revamped to create a learning space for staff to work with students especially QuickSmart
- Year 12 students from 2015 achieving their SACE
- Training and Development with Martin Westwell in Ceduna in 2015 and at Wudinna in 2016.
- Teaching for Effective Learning (TfEL) training and development that we ran in Wudinna
- Kitchen Garden program - growing, harvesting, preparing, cooking and tasting delicious healthy dishes
- Instrumental Music lessons for drums, guitar and ensembles
- Community Library with *Baby Bounce*, *Born to Read* and *Book Week*
- Pedal Prix program continued its excellent tradition of including the community and developing students' abilities and beliefs
- Student Representative Councils (SRC) Was a highlight they were proactive thoughtful and energetic
- Our Presentation Night held at the new outdoor entertainment area at Apex Park in Wudinna was a resounding success.

4. Curriculum

- Subject offerings:
- Open Access/Distance Education provision
- Special curriculum features:

We have a trade training centre (TTC) is focused on engineering. : The school subjects, both face to face and through Open Access. Strong community support is focused to retain this range and choice. The school has a commitment to VET with a focus on Engineering. The school's capacity to offer a broad range of subjects is of concern every year because of fluctuating senior school numbers. Strategies to address this problem are a key component of our school planning. Shared local delivery and teleconferencing is a strategy currently being used to addresses specific learning needs. We have also offer Spanish across the school.
- Teaching methodology:

We have an emphasis on integrating information across the curriculum, utilising the Tfel, the new Australian Curriculum. At Wudinna Area School we strive to provide learning at allows all students to achieve their best. Ex-plicit teaching is a key component of ensuring all students have the skills to achieve. We are very keen to develop excutive functioning and growth mindsets within the student group. These are based within the knowledge of brain theory and the understanding of how learning occurs.
- Student assessment procedures and reporting

Written reports are provided four times per year. Detailed descriptive reports are provided in the first and fourth terms. Exit reports are provided at the conclusion of the first and second semesters. Parent teacher interviews are scheduled for Term 2.
- Joint programmes:

VET and Engineering with Training Prospects

5. Sporting Activities

Our students are involved in a number of intraschool and interschool carnivals, SASSSA and SAPSASA competitions. Many students and staff are involved in local sports clubs, which have their competitions generally on weekends.

6. Other Co-Curricular Activities

- Pedal Prix
- Led Steer
- Chess Club
- Sports

7. Staff (and their welfare)

- Staff profile

The staffing of the school is reasonably stable with quite a number of teachers and support staff being permanent residents in the town.
- Leadership structure

The leadership structure encourages cooperation and team work. Leadership is configured Principal and two Assistant Principals secondary and primary
- Staff support systems

Staff members meet in a variety of forums according to common interest. We have an Early PLC that includes the preschool director. Early/Primary and Secondary cohorts (PLC) meet after our shared Admin meetings
- Performance Management

All members of staff are assigned a line manager. We expected to document a performance Development Plan (PDP) for all staff. Staff members meet with their line managers regularly and provide reflective reports each term. These meetings are scheduled for week 5 of each term. (This week is kept free of other meetings to support the process.)
- Staff facilities

All staff have access to a work space for individual preparation. There is a large, comfortable staffroom. All staff ICT in the form of a laptop for Secondary staff and an ibook for Primary staff.
- Staff utilisation policies

R-12 staff share teaching practices and support from specialist staff is available. There is an emerging focus on quality teaching and the pedagogy/delivery of curriculum R-12. This includes teachers working across the traditional boundary of primary and secondary. Staff members are provided with opportunities for leadership as this is an important component of staff development.
- Access to special staff

Access is predominantly through our District Office in Port Lincoln and DECD services as needed. We also have an Instrumental Music teacher who is based in Streaky Bay. We also have CEPAC who is based in the Whyalla Office but supports all schools across the Central Eyre Partnership

8. Incentives, support and award conditions for Staff

Complexity placement points:	0
Isolation placement points:	5.0
Shorter terms:	Term 4 – 1 day earlier
Travelling time:	1 hour early finish at end of each term
Housing assistance:	Subsidised housing is available for teachers
Cooling for school buildings:	Yes
Cash in lieu of removal allowance:	Yes
Country Incentives allowance:	Yes
Designated schools benefits:	No
Aboriginal/Anangu schools:	No
Medical and dental treatment expenses:	Yes
Locality allowances:	Yes
Relocation assistance:	Yes
Principal's telephone costs:	No

9. School Facilities

- Buildings and grounds

The majority of the school's accommodation consists of single and double transportable buildings. The original stone building is the one of the Junior Primary classes.
- Specialist facilities

Wudinna Area School has a dedicated Art/Science laboratory, a home economics centre, Trade training centre for engineering, gym. A School Community Gymnasium that accommodates a full basketball/netball court, a mezzanine floor overlooking 3 squash courts. This is a popular and well utilised facility. The school shares its tennis and netball courts with local clubs. The school is re-establishing an agricultural course to utilise approximately 40 hectares of land, some of which is school owned, but the biggest proportion is either leased or made available by the local council and community.
- Access for students and staff with disabilities

Our disabled access needs to be reviewed
- Other

TAFE, Family Day Care Office

The school has undergone a white ant audit and we have instigated a maintenance program to deal with these issues. We are also planning to build a new playground using funds donated by the South Australian Variety Club and funds raised by Governing Council.
- Heating and cooling

All rooms have reverse cycle airconditioners

- Specialist facilities and equipment
 - Library
 - Gym
 - Home Economics
 - Swimming program (using the Wudinna Community pool)
 - Ag program
 - Trade Training Centre
 - Music room
 - Spanish room
 - Pedal Prix training room
- Student facilities

All students have access to fridges to keep their lunches and we are starting to include access to microwaves for warming food. Students can also order healthy lunches through the Wudinna Bakery as we don't operate a canteen. The Year 12's have their own common room for study and relaxing.
- Access to bus transport

3 Departmental buses, 2 Contract buses, 1 CAP bus (school owned),
1 Community bus

10. School Operations

- Decision making structures

All individuals and groups within our school community have a right and the opportunity to participate in the decision making processes. Involvement will vary according to the issue under consideration. Everyone has the right to freely express their opinion and that this is only possible in an atmosphere of trust, respect and tolerance. Every effort is be made to achieve consensus after appropriate consultation.

Staff/Students/Parents are involved in the decision making procedures within the school. Staff meetings are held every week. We have Student Representative Committees for primary and secondary which are supported by staff. Our Governing council meets twice a term and they provide feedback and advice on the operations of the school.

- Regular publications

A school newsletter is produced every fortnight and represents our major communication link with the school community. We have a closed facebook page to share with school community activities events and interesting links. We also have a webpage that contains information and periodic updates, also we publise in our local magazine the Granite. A curiculum handbook for secondary students is handed out yearly. Staff provide parents with a term overview of what is planned for the class at the beginning of every term. There is a Staff Handbook. Daily notices are prepared for staff and student information.

- Other communication

Notes home, phone calls and interviews are conducted on a needs basis

- School financial position

Sound

- Special funding

Improved Outcomes for Rural & Isolated Students
Open Access
Rural and Isolated Index
Better Schools Agreement Funding
Improved Outcomes for Numeracy and Literacy
Early Years R-2
Year 3 Scheme
Early Assistance Grant
Early Literacy Learning Strategy
Improved Outcomes for Students with Disabilities

11. Local Community

- General characteristics

The Wudinna town and Wudinna District is predominately a farming district. Wudinna Township is a service centre for farmers and travellers on the Eyre Highway going East or West. Therefore, most work available in Wudinna centres around farming or service industries.

- Parent and community involvement

The majority of parents are involved in farming and associated service industries. Wudinna is a regional centre for a number of government departments and this has introduced another profile of parents into the school community. Tourism oriented businesses are providing an increasing level of employment for the community.

- Feeder or destination schools

Wudinna RSL Memorial Kindergarten

- Other local care and educational facilities

TAFE, Family Day Care, School/Community Library

- Commercial/industrial and shopping facilities

Shopping facilities are very good with most commodities being available from the stores or available overnight from Adelaide. Overall, the sporting facilities are excellent.

- Other local facilities

The District has excellent facilities; a number of which are shared between the community and the school. The district is well serviced by a resident doctor and has an excellent hospital supported by a range of peripatetic health service professionals, such as Speech Pathologist, Physiotherapist, Podiatrist, Psychiatrist, Allergist, Orthopaedic Surgeon, Optometrist, Dentist, CAFHS Sister.

- Availability of staff housing

Real Estate Management division of Services SA provides the majority of housing for staff at this school.

There are also private rentals available.

Payments are made to assist in accommodation and relocation costs. Details are available by contacting the Government Housing (Removals) Officer.

- Accessibility

Bus - several services to Adelaide each week with Premier Stateliner. We are two hours drive from Port Lincoln that has numerous flights daily to Adelaide with REX and Qantas airlines.

- Local Government body

Wudinna District Council

12. Further Comments

Wudinna is a great place to live and work. It is well serviced in terms of facilities and offers an ideal lifestyle with the great surfing and fishing beaches within easy reach. The lifestyle is family orientated and is extremely safe. Teaching occurs in an environment conducive to learning and there is strong support for professional growth. Staff members interact well in both professional and social senses. The school allocates significant funds to Training and Development of all Staff.