



SCHOOL CONTEXT STATEMENT

Updated: 09/2020

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 and Numeracy. Supporting the needs of students R-12 is a high priority of our teaching and learning. Parents appreciate the many opportunities for students to be involved in extra-curricular activities such as SAPSASA, Cross Country Run and Instrumental Music lessons. The Governing Council and Student Representative Council’s play an active role in school improvement programmes. The isolation of Wudinna from Adelaide and major service centres limits the 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 an ongoing 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. There is a high level of commitment from the school staff to ensure we are providing the best possible education for our student body.

Enrolment is 204 Students (152 Primary/52 Secondary), 119 families, 21 teachers (including 6 ‘Step 9’ teachers, 1 Permanent Relief Teacher & 1 Instrumental Music part time teacher), 17 SSOs/Grounds and volunteers.

Our Leadership Team includes a Principal and 2 Assistant Principals (Secondary & Primary).

Governing Council consists of 9 members. There is Secondary SRC Representation on Governing Council.

Index of Disadvantage - 6

1. General information

- School Principal name: Mr Ned Loades
- Assistant Principals: Mrs Karen Lymn (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
- DfE 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:

CALENDAR YEAR	INDEX OF COMMUNITY SOCIO-ECONOMIC ADVANTAGE (ICSEA)	Enrolments	Percentage ATSI	Percentage SWD	Percentage NESB
2020	NA	205	3.90%	4.39%	0.00%
2019	NA	210	3.33%	2.38%	0.00%
2018	1024.00	215	6.51%	3.26%	0.47%
2017	1011.00	201	3.98%	2.99%	0.50%
2016	1033.00	190	4.21%	3.68%	0.53%

- 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 and a .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 1 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 1, Year 1/2, Year 2/3, Year 4, Year 4/5, Year 6 and Year 7 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

Intialit, Mini-Lit, MacqLit, Spell-it, Reading – Sheena Cameron, Seven Steps to Writing Success program, QuickSmart Literacy, Accelerated Literacy, SSO reading support program, Quicksmart Numeracy, TooSmart Maths, Mathletics, Back to Front Maths, targeted SSO support

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

Recent key outcomes:

We have a strong academic performance at Wudinna Area School. We identified our targets for 2019 based on these students' results and cross referencing these results with our PAT data. Our emphasis is on improving the number of students who are achieving higher bands. We have also identified the need to retain students in the higher bands once they achieve a higher band level. We are also focused on ensuring all students are continually improving their academic results demonstrated by growth not just achievement. We have very few students who did not achieve the SEA, these students all have an individual learning plan (ILP) to ensure that they do achieve the SEA. We need to maintain the work and growth that the school has made in Numeracy and improve our Literacy (reading) due to the large numbers of students in the middle bands for progress. We have included this in our Site Improvement Plan. Training and development focused on not only working with students in the lower bands of achievement but will also include how to extend those that are in the middle and upper bands.

To meet our site improvement targets, we established PLCs to create the teamwork necessary to drive improvement, share programs, engage in peer observations and share high quality pedagogy. Our plan to improve literacy includes the following strategies:

- Explicit teaching
 - QuickSmart Literacy and Numeracy
 - STEM projects/learning opportunities
 - Sports days (including Interschool)
 - Swimming Carnivals (including Interschool)
 - Cross country
 - Pedal Prix
 - Led Steer/Led Wether competitions
 - Sports events/competitions
 - Camps (including our big camp for Yr 9 & 10 every two years to Canberra)
 - Socials
 - SRC have once again done a good job in representing the student body
 - Establishment of an Agricultural Steering Committee to provide input and support to create relevance and connectedness to our predominant local industry
 - Stepping Out writing
 - Seven Steps to writing success
 - Guided Reading
 - Cars and Stars
 - Leveled readers
 - Jolly Phonics/Grammar
 - Oxford word list
 - Tactical teaching/reading
 - Targeted intervention
 - Vocab activities (Oral literacy skills and public speaking opportunities)
 - Our data is very cohort driven because of the small numbers across the year levels, making the use of data sets for individual students a necessity to ensure we are meeting individual needs. The trend data that is evident demonstrates that the higher order thinking skills are an area that needs to be addressed to move students into the higher bands.
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- QuickSmart program helps students to improve automaticity in numeracy and literacy
 - 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.

- The old canteen has been revamped to create a learning space for staff to work with students especially QuickSmart numeracy.
- Year 12 students achieving their SACE.
- Training and Development is a key focus to build staff capacity.
- Instrumental Music lessons.
- 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).
- Our Presentation Night held at the new outdoor entertainment area at Apex Park in Wudinna was a resounding success.

4. Curriculum

- Subject offerings:
Wudinna offers a balanced curriculum of Society and Environment, English, Mathematics, Science, Technology, Health and Physical Education, Arts, LOTE Spanish. We have a strong emphasis on literacy and numeracy.
- Open Access/Distance Education provision: Our face to face offerings are supported by a choice of subjects taught through the Open Access College.
- Special needs: SSO support, NEP's, and programs as needed
- Special curriculum features:
The school has a commitment to VET with a focus on Engineering and Agriculture. The school's capacity to offer a broad range of subjects is of concern every year because of fluctuating senior school numbers. Shared local delivery and teleconferencing is a strategy currently being used to addresses specific learning needs. We also offer Spanish across the school.
- Teaching methodology:
We have an emphasis on integrating information across the curriculum. At Wudinna Area School we strive to provide learning which allows all students to achieve their best. Explicit teaching is a key component of ensuring all students have the skills to achieve. We are very keen to develop executive 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 two times per year. Detailed descriptive reports are provided in the second and fourth terms. Parent teacher interviews are scheduled for Term 2.

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
- Basketball
- Lunchtime Sports Competitions
- Various SRC fundraising activities

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 co-operation and team work. Leadership is configured as a 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. A Performance Development Plan (PDP) is documented 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 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. We also have CEPAC who is based in the Whyalla Office but supports all schools across the Central Eyre Partnership.
- Other

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

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/Heating 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 consists of single and double transportable buildings. The original stone building is the one of the Junior Primary classes.

Specialist facilities and equipment

- Library
 - Science Lab
 - Art room
 - ICT tech room
 - Gym
 - Computer suites
 - Home Economics
 - Swimming program (using the Wudinna Community pool)
 - Ag program and grounds
 - Tech Centre
 - Music room
 - Spanish room
 - Pedal Prix training room
- Heating and cooling

All rooms have reverse cycle airconditioners

- Student facilities

Art/Science Laboratory, Home Economics Centre, Trade Training Centre (Technology Studies), School Community Library, School Gymnasium (that has a full basketball/netball court and 3 squash courts). The school also has tennis, netball/basketball courts, and a Digital Studies room. The school is re-invigorating our Agricultural Studies program utilising approximately 40 hectares of land, some of which is school owned, but the biggest proportion is made available by a local community member.

All students have access to fridges to keep their lunches and access to microwaves for warming food. Students can also order healthy lunches through Alicia's as we don't operate a canteen. The Year 12's have their own common room for study and relaxing.

- Staff facilities

Staff all have work space for individual preparation areas. There is a fairly large, comfortable staffroom. ICT is readily available for staff to utilise. Internet access is via NBN (fibre optic). Staff and students have access to a two room computer suite, all secondary students have a school supplied laptop, and primary students have a school supplied iPad. All classrooms are fitted with interactive screens and have school wide Wi-Fi.

- Access for students and staff with disabilities

As buildings are being built or refurbished disabled access is improving. Our disabled access needs to be reviewed.

There is no disabled Access to bus transport.

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. We strive 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 and we publish in our local community magazine 'The Granite.' A curriculum 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 as 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 predominantly 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. 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 or Pt Lincoln. Local sporting facilities are excellent. We have many businesses related to the Agricultural industry along with a wealth of other businesses including; engineering, mechanical, hardware, real estate, hospitality services, spare parts, gardening, cleaning, concreting, electrical, and a wealth of other businesses reflecting our thriving community.

- 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 health service professionals, such as Speech Pathologist, Physiotherapist, Podiatrist, Psychiatrist, Orthopaedic Surgeon, Optometrist, Dentist, CAFHS Sister.

- Availability of staff housing

Government Employee Housing, managed by DPTI 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.

- 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.