

SCHOOL CONTEXT STATEMENT

Updated: 13 August 2015

School number: 0745

School name: Streaky Bay Area School

1. General information

Part A

Streaky Bay is situated on the west coast of Eyre Peninsula, 750kms from Adelaide, 300kms from Pt Lincoln, its nearest service centre. The main industries in the Streaky Bay District are tourism, agriculture, aquaculture, fishing and essential services. Streaky Bay has a population of approximately 1200 residents and district population is 2080. Streaky Bay Area School is the only school in the township and provides an R-12 education. Its main feeder sites are the Streaky Bay Children's Centre and Pt Kenny Primary School (R-5).

Part B

- Deputy Principal's name
: Tim O'Reilly
- School e-mail address
: info@streakybas.sa.edu.au
- Staffing numbers
: 22 FTE teachers
including 2 Permanent Relief Teachers
17 SSOs and Ground staff
4 bus drivers
- OSHC
: A Vacation Recreation program runs each school holiday period.
- Enrolment trends
: slight increase in student enrolments in past two years. Will begin the year with 250 students.
- Special arrangements
: None
- Year of opening
: 1974 in current site
- Public transport access
: No

2. Students (and their welfare)

- General characteristics

: The school population is mostly Caucasian, living in a rural community based on mixed farming (cropping and grazing), fishing, aquaculture and essential services. In 2011 approximately 35% were on School Card and less than 1% are Aboriginal students or students from a non-English speaking background. Students leaving school opt for various pathways, from local jobs and apprenticeships to pursuing tertiary and employment opportunities in Adelaide. In recent years the school has experienced increased numbers of transient students with families regularly moving in and out of the community.

Student behaviour is generally very good with high motivation by students in all areas of learning. The Student Behaviour Management policy is in line with the DECS policy and has provided the school community with a common understanding of behaviour expectations and process. The development of classroom expectations, procedures for dealing with inappropriate behaviour, teacher and student support mechanisms and consistency in their application has been identified as the key to successful student management.

An active Student Representative Council, of which there are three, (one from each sub-school) meet on a regular basis. Class meetings are a feature of their democratic representation and provision is made for SRC representation on school committees. The SRC Coordinate and present the school assemblies and the Annual Presentation Night. The SRC has access to the Principal as do all students. The Senior School SRC are involved in a Hub School SRC initiative where combined social events, camps and training is shared.

- (Pastoral) care programs

: Pastoral Care is an integral part of the curriculum and is offered to all classes R-12.

- Support offered

: The school has a Student Counsellor who offers support across the R-12 student population. The school also has a Christian Pastoral Support Worker who is able to provide support to students and staff across the school.

- Student management

: The school is divided into three sub-schools: Primary (R-5), Middle School (6-9) and Senior School (10-12). A Coordinator manages each subschool teaching team and the classes.

- Student government

: Each Subschool has its own Student Representative Council group, which meets on a regular basis.

- Special programmes

: A Part-Time Special class operates within the school each day to provide support for students with special needs. A Trade Training Centre has been established that offers Certificate 2 & 3 competencies in Hospitality and

Building and Engineering. The school has a wetland and vineyard, which engages students in various scientific programs.

3. Key School Policies

- Partnerships Plan or Statement of Purpose
 - : The current site plan has identified four priorities:
 - Implementing the Australian Curriculum
 - Literacy – focus on improving reading
 - Numeracy
 - Explicit Teaching – Joh Fleming methods
- Recent key outcomes
 - : Student reading levels have improved over the past three years in NAPLAN results. Staff have participated in a Teaching for Effective Learning workshops in recent years. Staff have continued to work with the Far West Partnership Schools in further developing our understanding of Executive Function, Growth Mindsets and increasing intellectual stretch in task design.

4. Curriculum

- Subject offerings
 - : The school offers a comprehensive R-12 curriculum given its student population size. Spanish is taught R-9. Senior school students are able to access Open Access College and Local Delivery subjects if not available face-to-face at the school. A range of VET subjects and courses are also available for students.
- Open Access
 - : Access to Open Access College is available, as is access to subjects via Local Delivery from other schools in our Region. A specialised Distance Learning Room has been established to support students involved in Distance Learning Subjects, it is equipped with room based video conferencing facilities, hands free phones and a smart board.
- Special needs
 - : A Part-Time Special class operates each morning in the school. SWD are supported through their NEP, specialised programming and programs and SSO support if required.
- Special curriculum features
 - : The school has high levels of IT infrastructure available to all students. Staff are supplied with a school laptop and there are Smartboards in every classroom. Given the school's coastal location, often the coast and sea are integrated into the curriculum. The Wetland is an excellent resource for classes. Students in senior science subjects are exposed to viticulture practices in tending to the vineyard and harvesting experiences each year when the grapes are harvested and made into wine which is sold locally.

- Teaching methodology
 - : The staff are incorporating the Explicit Teaching model into their classroom practice of I Do, We Do, You Do and also using Warm Ups to reinforce learning. Staff have agreed to adopt the Teaching for Effective Learning document and have committed to further training and development in this area.
- Assessment procedures and reporting
 - : An Acquaintance Night occurs midway through term 1. Parent /Teacher interviews occur at the end of terms 1 and 3. Written student reports are provided at the end of terms 2 and 4.
- Joint programmes
 - : Students are able to access a variety of sporting experiences with other schools within our region. An annual inter school athletics and swimming carnival occurs. A variety of VET related courses are offered across schools in our region that students can access.

5. Sporting Activities

- : Annual intra and interschool swimming and athletics carnivals – successful students may have the opportunity to participate in regional and state based competitions.
- SAPSASA cricket, football, tennis, netball and golf are offered to upper primary students.
- A wide selection of sports are offered to students throughout the year ranging from basketball, netball, weightlifting, badminton, surfing and cross country running.

6. Other Co-Curricular Activities

- General
 - :
- Special
 - :

7. Staff (and their welfare)

- Staff profile
 - : 25 teaching staff: 9 male 16 female who teach across 3 sub schools - Primary R-5, Middle 6-9, Senior 10-12. 0.6 LOTE (Spanish) female, 2 male Cluster PRTs, 1 female Special Education, 1 female Instrumental Music teacher. Ancillary staff 13 female, 3 male.
- Leadership structure
 - : Leadership positions are: Principal male, Deputy Principal male, Primary Coordinator female, Middle School Coordinator female, Senior School

Coordinator female, Student Counsellor male, 1 Key Teacher male and 1 AST2 female.

- Staff support systems
: All staff have access to the DECD Employee Assistance Scheme
- Performance Management
: All staff are involved in performance development, which is coordinated by their direct upline managers.
- Staff utilisation policies
:
- Access to special staff
: SBAS staff are supported by Eyre and Western Regional Office staff. Staff are also able to access support from the local Mid-West Health Services when required.
- Other
:

8. Incentives, support and award conditions for Staff

- Complexity placement points
: 2.5
- Isolation placement points
: 2.5
- Shorter terms
: Term 4 concludes one day earlier than the metropolitan area.
- Travelling time
: Approximately 8 hours by road, and 2 hours by plane (which leaves from Ceduna 110kms from Streaky Bay) to Adelaide.
- Housing assistance
: Yes- staff have access to Government Housing and rent is at a reduced market rate (currently 25%)
- Cooling for school buildings
: All school buildings have refrigerated air-conditioning except for the gym.
- Medical and dental treatment expenses
: For first 7 years of an appointment
- Locality allowances
: Yes
- Relocation assistance
: Yes, removals coordinated and paid for by DECD

9. School Facilities

- Buildings and grounds
 - : The school was constructed in 1974 with modern facilities. In 2010 through the Building Education Revolution the Community Library was refurbished and a new Administration section was build. The School pool has recently been upgraded, with re-surfacing of the interior and new paving around the surrounds. A Wetland that harvests stormwater run off has been established and harvests between three to eight millionlitres of stormwater each year for re-use across the school. A vineyard has been established that produces small patches of wine.
 - In 2012, a new \$1.6 million Trade Training Centre was established in the Home Economics and Tech Studies Workshop.
- Cooling
 - : Refrigerated air conditioning across all classrooms.
- Specialist facilities
 - : Gym, Pool, Home Economics. Technical Studies, 2 computer suites, Community Library, Media suite, Music Room, Distance Learning Room, Science Lab, Art room.
- Other
 - :