

SCHOOL CONTEXT STATEMENT

Updated 06/15

School number: **0734**School name: **Ceduna Area School****1. General Information****Part A**

Schoolname	: CEDUNA AREA SCHOOL	
School No.	: 0734	Courier :Ceduna
School Website	: cedunaas.sa.edu.au	
School Email address	: dl.0734.info@schools.sa.edu.au	
Principal	: Mr Jim Michalanney	
Postal Address	: PMB 46, Ceduna 5690	
Location Address	: May Crescent, Ceduna 5690	
District	: Eyre & Western	
Partnership	: Far West	
Distance from GPO	: 792 kms	Phone No. :08 86252030
CPC attached	: NO	Fax No. : 08 86252178

FTE Enrolment

		2013	2014	2015
Primary	Special, NAPetc	3	3	4
	Reception	64	46	40
	Year 1	43	37	44
	Year 2	45	46	32
	Year 3	30	35	37
	Year 4	56	26	31
	Year 5	54	52	30
	Year 6	45	47	46
	Year 7	45	37	43
	Secondary	Special, NAP etc	4	4
Year 8		57	46	40
Year 9		47	48	48
Year 10		42	42	42
Year 11		34	32	39
Year 12		32	25	27
Year 12 plus		2	3	
FLO Centre				53
Total		603	529	561
Aboriginal FTE Enrolments		181	152	184
School Card Approvals (persons)		119	134	132

Part B

- Deputy Principal Mark Prince
- Senior Leaders
 - Junior School: Cheryl Bawden
 - Ab Ed Kristina Knudsen
- Staffing Numbers
 - :53 FTE Teachers
 - 850 support hours
- OSHC
 - :Available
- Enrolment Trends
 - The school has had a relatively stable enrolment
- Year of Opening
 - :1961 - the current school replaced the Ceduna Higher Primary School.
 - :2006 – redeveloped R-5 section of the school
 - :2007 – new community library
 - :2011 – redeveloped Middle School
 - :2011 – new Digital Learning Centre
 - :2012 – new Aquaculture Trade Training Centre
- Public Transport Access
 - :Not applicable.

2. Students (and their welfare)

- General Characteristics

Students enrolled at Ceduna Area School come from a wide geographic area and varied socio-economic and cultural backgrounds.

We currently have 24% school card students, 32% Aboriginal student enrolment. We are geographically isolated and approximately 27% of our students travel by bus each day. We have 43 students or 12% with identified disabilities and operate a special class.

The school is divided into three sub schools – Junior School (R-5), Middle School (6-9) and Senior Secondary (10-13)
- Support Offered

Special Education support is available for identified students. Ceduna Area School receives funding through its Global Budget which is utilised for support programmes for students. APAS tutoring occurs for Indigenous students Reception to Year 12. MultiLit programs, Guided Reading, Intervention programs and Quicksmart Maths programs are also offered to identified students in each section to increase literacy and numeracy levels.
- Student Development

Assemblies are held each Wednesday morning where student and whole school successes are celebrated.

The Schools Behaviour Development Code has a high profile at Ceduna Area School. Students are expected to contribute to development of classroom and yard rules, and have had input into the development of the Ceduna Area School Student Behaviour Management Policy and Procedures.

- Pastoral Care Programs

All students are allocated a home group and teachers provide a wide range of opportunities for student support.

A pastoral care program operates for 90 minutes per week which provides personal learning plan options and be active fitness programs. Junior School use a Buddy Class, have regular Assemblies, Class Meetings and use the Program Achieve program.

- Student Government

Class meetings are held regularly and students are positively encouraged to conduct these themselves. Two students are elected from each class to become members of the Junior, Middle and Senior SRCs which meet regularly on their own and then as a larger R-13 SRC. There are also 2 ATSI student representatives from Years 3 to 12 which form the Aboriginal Student Voice forum. Elected Senior SRC members serve on all the main decision making groups within the school and student participation is promoted and valued.

- Special Programmes

A transition program operates between the School and Preschools and a Reception intake takes place at the beginning of each year. The school also supports Buddy Class programme in Years R-5. Ceduna Area School also operates a transition programme for Year 7/8 students from Koonibba Aboriginal School and Penong Primary School and for Crossways Lutheran School for students entering Ceduna Area School in Year 10.

3. Key School Policies

- School Vision

A Community of respectful, resilient and responsible learners

- Mission Statement

To engage every child and student so that they achieve at the highest possible level of their learning and wellbeing, through quality care and teaching.

- Trade Mark

Dynamic – Unified – Working with Integrity

- Overarching Principles of our Site Learning Plan

Raise Standards – Continuously Improve – Rigorous Learning

- **Site Learning Plan Priorities**

Priority One: Quality Teaching and Learning - with the focus on improving Literacy and Numeracy outcomes, Early Years, Middle Years, Senior Years ie Australian Curriculum, New SACE, Special Needs and Science. Focus on inclusive practices and student engagement and also Vocational Pathways for students

Priority Two: Student and Staff Wellbeing – with the focus on improving Attendance, Engagement and Retention; Inclusive Practice, Global Citizenship and Positive School Culture

Priority Three: Aboriginal Education – with the focus on providing Positive Pathways, increasing SACE completion, improving Family and School links and student attendance.

Priority Four: Information Technology – with the focus on providing a rigorous and integrated Curriculum R-12 in line with the new Australian Curriculum guidelines, effective implementation of emerging technology, and utilising technology to enhance teaching and learning practice.

4. Curriculum

Students in the Junior School (R – 5) undertake studies in 7 curriculum areas. Literacy is explicitly taught in all curriculum areas.

A Literacy, Numeracy and Social Skills program is the basis of the Reception class – Phono Awareness and Jolly Phonics which is aimed at bringing all school beginners the opportunity to build their basic skills in Numeracy and Literacy. This is mainly due to the high number of students who are not ‘school ready’ when they first attend.

In English, teachers use the Accelerated Literacy strategy to explicitly teach aspects of literacy in particular writing, spelling and grammar. Guided Reading and Independent Reading programs are used to develop reading skills.

In Maths, in the Early Years “Number” is the focus.

All classes use “Primary Connections” as the basis of Science lessons.

An intense Pastoral Care program is undertaken at the beginning of each term with a focus on values and expectations and the explicit teaching of Grievance Procedures and anti-bullying and harassment strategies. On-going pastoral care programs include Buddy Class activities, Junior School Assemblies, Program Achieve keys and whole-section activities.

A number of School Support Officers work in the section assisting with literacy and numeracy programs.

Students in the Middle School Section (Years 6 – 9) In the Middle School, students in Year 6-9 study a broad range of subjects, all of which are mandated as compulsory by DECD. These include a full line of 6 lessons totaling 270 minutes in the academic areas of Maths, English, Science and HASS. The remaining subjects of Art, PE & Health and Design and Technology have a half line of 3 lessons with a range of options within each learning area. Students select one of the options and still maintain the same pattern of requirements to ensure they cover all learning areas. For example Arts offer two choices, Music or Visual Arts, Design & Technology offers Tech Studies, Computing, Textiles and Craft. Additional lessons include Personal Development Plan and Be Active.

Students in the Senior Secondary Section (Years 10 – 12) have a wide variety of programs and subjects from which to choose.

At Year 10, students undertake a range of compulsory studies including Maths, English, Science and Humanities and Social Sciences. Students at this level also undertake the first of the compulsory SACE units, which is the Personal Learning Plan. This is a 10 credit unit and students must achieve a C standard. Their studies are then complimented by a choice of subjects from the remaining curriculum areas of Health/PE, Design and Technology and the Arts.

An extensive range of SACE options are offered at Stage 1 and Stage 2. Under the New SACE, study can be designed to meet every student's needs - whether they want to go to university, study a trade, or get straight into the workforce after school. Ceduna Area School has always endeavoured to offer a wide range of choices, determined in consultation with staff, students and parents. Open Access and other delivery methods are considered for subjects which can't be offered face to face. Each subject or course successfully completed earns 'credits' towards the SACE. At least 200 credits are required for students to gain the certificate. Ten credits are equal to one semester, or two terms, of study in a subject, and 20 credits are equal to a full-year subject. The compulsory subjects at Stage 1 and Stage 2 are:

- Literacy – at least 20 credits from a range of English subjects or courses (Stage 1)
- Numeracy – at least 10 credits from a range of mathematics subjects or courses (Stage 1)
- Research Project – an in-depth major project (10 credits at Stage 2)
- Other Stage 2 subjects totalling at least 60 credits.

The remaining 90 credits can be gained through additional Stage 1 or Stage 2 subjects or Board-recognised courses of a student's choice.

Vocational Education and Training (VET)

Vocational education and training (VET) has always had a place in the SACE at Ceduna Area School. A significant proportion of students who gain the SACE include some form of VET in their studies. From the start of 2011 students have been able to study their entire SACE with a VET focus. Students are able to gain a nationally accredited qualification while still at school, graduating with a VET certificate in one of many industry groups.

School-based apprenticeships

School-based apprenticeships enable students to start their Australian Apprenticeship while completing their SACE in Years 11 and 12. Students are paid a training wage for the time they spend working with their employer and they are covered by a training contract, which links to an industrial award or agreement. Ceduna Area School has up to 15 students undertaking School-based apprenticeships each year .

- Special Needs

Students with special needs are well catered for at Ceduna Area School. A Special Education salary ensures that identified students, with negotiated curriculum plans access a full educational programme. Ceduna Area School also offers programmes which cater for the needs of Aboriginal students and students at risk. All staff have the opportunity and are encouraged to receive training and development in catering for the particular needs of these students

- Special Curriculum Features

Ceduna Area School is increasingly involved with the development of Vocational Education in Schools. Programmes such as Aquaculture, Retail, Hospitality, Music and Tourism are offered. For a number of years work experience programmes have been a part of the Senior Secondary section of the school – a feature of this is the Year 10 "Transition Programme" which enables students to travel to Adelaide and participate in careers orientation and work experience outside of the local community.

- Teaching Methodology
A wide range of teaching methodologies are employed at Ceduna Area School. Staff have had (and will continue to have) the opportunities to undertake training and development in a variety of areas related to methodology (eg Quicksmart Maths, Accelerated Literacy, Jolly Phonics and the Big 6)
 - Assessment Procedures and Reporting
Reporting in Junior School takes a variety of formats and is continuous. It accurately reflects an individual student's achievement. Assessment tasks vary according to Year level and student ability. Parent Teacher Interviews in week 6 of Terms 1 & 3 and written Reports at the end of each semester form the basis of our reporting to parents. A Personal Portfolio is sent home at the end of each term in Junior School.

In the Middle School and Senior Secondary, reporting to parents on student's progress takes the form of two parent/teacher interviews held in Terms 1 and 3 and two major reports (at the end of each semester).
- 5. Sporting Activities**
- Students at Ceduna Area School participate in a number of sporting activities including SAPSASA (Swimming, Cricket, Athletics, Football, Netball, Softball, Soccer and Tennis). Interschool Athletics, Western Area Schools Athletics Carnival, Cross Country, School sports carnivals and swimming carnivals. Secondary Schools Lightning Carnivals (SASSA), (Football, Cricket, Netball, Bowls, Swimming).
- 6. Other Co-Curricular Activities**
- General
The school has a choir, and a music programme. Specialist music programmes are offered to students in the Middle School and Senior Secondary sections of the school in guitar.
 - Special
Additional co-curricular activities include: Play Days, Transition Days, Peer Support days, Visiting Performers, Music Performances, Christmas Concert, Cultural Awareness Week, Presentation Night, VibeAlive, camps and excursions and whole school assemblies.
- 7. Staff (and their welfare)**
- Staff Profile
Ceduna Area School has a reasonably stable staff, with low staff changes each year. Teams of teachers work in the sections to support the schools objectives with NIT provided across section lines. SSO's and ACEO's work across year levels to support student learning.
 - Staff Support Systems
The school is grouped into three sub schools each managed by a section leader. These groups are encouraged to work as collaborative teaching\learning teams. The section heads, together with the School Administration Officer and Principal form the School Administrative Team which meets and oversees the business of the school. The School Administrative Team is supported by a Leadership group composed of coordinators plus Principal nominees, which meets fortnightly to provide administrative and organisational

support and direction. Meetings follow a rotational pattern of full staff Training and Development, Subschool and Faculty groups. Meeting regimes are determined annually. An active PAC exists. Additionally staff are supported by and have access to the full range of DECD Personnel and Curriculum support services. Performance management is the joint responsibility of all Leadership personnel and is based on programme supervision, in class observations and reflective reviews.

- **Access to Special Staff**

Ceduna Area School staff and students have access to DECD personnel such as Guidance Officers, Speech Pathologists, Attendance Counsellors, Student Behaviour Management Team members, the Interagency Referral Process, Occupational Therapists etc. Within Ceduna there is an extensive range of support services available including Family Violence Support Groups and Outreach Workers, Aboriginal Health Workers, Doctors, Nurses, visiting specialists, Family and Community Services Social Workers, Financial Counselling, Women's and Men's Health Advisers, Substance Abuse Counsellors, Police and Police Aides, Ministers Fraternal and Crime Prevention officers.

8. Incentives, support and award conditions for Staff

- **Complexity Placement Points**

2.0

- **Isolation Placement Points**

5.5

- **Shorter Terms**

Ceduna Area School closes one day earlier at the end of each year.

- **Travelling Time**

Through negotiation with the School Principal and subject to circumstances.

- **Housing Assistance**

Partially subsidised; available in a variety of sizes and styles.

- **Cash in lieu of Removal Allowance**

Subject to qualifying period (7 years) Teachers (Band 1&2 only) receive allowance for up to 4 years.

- **Medical and Dental Treatment Expenses**

Non Metro conditions apply.

- **Locality Allowances**

Yes

- **Relocation Assistance**

Yes subject to qualifying period.

9. School Facilities

- **Buildings and Grounds**

Ceduna Area School is an R-13 school, of DEMAC construction and the new sections of Junior School, Community Library, Middle School and Digital Learning Centre being of similar modern construction. It is set in a landscaped environment of 9.2 hectares on Thevenard Peninsula, with the two beautiful bays of Murat and Bosanquet on either

side. The redevelopment of the central area of the school has allowed for additional hard play area and the school has two ovals which are subsurface watered and six tennis/netball courts. The solar heated swimming pool on school grounds is also used by the community. The School has a Gymnasium on site.

- **Cooling**

All rooms are air conditioned.

- **Specialist Facilities**

The school has a well-equipped gymnasium and specialist areas in ICT, Art, Home Economics, Technical and Technology Studies, Science, and Physical Education. The school has five computing areas in addition to stand-alone classroom units in all general teaching areas. Each class has at least 2 computers in their classrooms. In addition, the school has an extensive network with Internet capabilities at all stations.

On site are also a Music and Drama complex and an Aquaculture facility. There is also a significant TAFE site adjacent to the school grounds.

Student Facilities

The school has an excellent Canteen which focuses on the provision of healthy foods which meet the Right Bite Healthy Schools Guidelines.

The School Library is a Community Library with a security system linked to One Library system. This system operates for all library book and text book loans. The library has a bank of computers for student, staff and community use and is linked to the Internet. Free internet and WiFi is provided from the library for all users.

We also have a school pool that is used during lessons by school students and after school by community members.

- **Staff Facilities**

The school has an active Social Club which ensures that the recreational needs of the staff are catered for. There is a staff area in the Administration building. All staff have a preparation area with ICT facilities.

- **Access for Students and Staff with Disabilities**

Ceduna Area School has a number of staff and students with physical disabilities and as such improvements have been made to the school to enable access to most areas of the school. Ramps have been installed in several classroom areas to enable access to these buildings. The school has disabled toilets in both staff and student areas.

- **Access to Bus Transport**

Students from out lying areas travel to school by bus (27%) from Penong, Smoky Bay, Mudamuckla, Chinta, Koonibba and Denial Bay each day.

10. School Operations

- **Decision Making Structures**

The school is a complex school community in which staff, students and parents participate in the development of policies and decisions which affect them. The participation occurs in a number of forums which include: Governing Council, Parent Club, Parents in Partnership, Leadership Group, Admin Group, PAC, Finance Committee, Technology Committee, Grounds & Facilities, Work Health and Safety Committee, Section Meetings and R - 12 meetings.

- **Regular Publications**
Weekly newsletters are sent home each Wednesday with the youngest child in each family, and a School Magazine is published annually. Curriculum Handbooks are published in Term 3 at the beginning of the course counselling process. The Staff Handbook provides information critical for staff. A printed version is provided to new staff and a pdf version is available on the intranet. A daily bulletin is available on the Sentral system for all staff each day.
- **Other Communication**
Email facilities are available to all staff within the school. Staff are encouraged to make contact with all parents of those students whom they teach. All staff, as Sectional groups, attempt to visit Aboriginal families on a rotational basis to raise the profile of education and to better inform themselves of the needs of Aboriginal students. ACEO participation/involvement is an integral part of this process. Parent Teacher interviews are held regularly to ensure that parents are kept informed of their child/ren's progress. Parents of students with behaviour management issues are encouraged to take an active role in any steps initiated by the school to modify behaviour.

11. Local Community

- **General Characteristics**
Ceduna is 800 kms north/west from Adelaide and is situated on Murat Bay. Ceduna is an ideal place for sailing, surfing and angling enthusiasts. The famous left-hand surfing spot of Cactus is only an hour's drive west, and both Ceduna and Penong are home to many surfing families.
The Ceduna District consists of the small rural communities of Smoky Bay, Penong, Koonibba, Mudamuckla, Charra, Denial Bay and the two townships of Ceduna and Thevenard.
There is an Aboriginal population of approximately 16%, consisting mainly of the local Wirangu, and Kokotha people and the Anangu people from Yalata.
- **Feeder Schools**
Ceduna Area School takes students from a number of surrounding schools including Penong, Koonibba and Crossways Lutheran School.
- **Other Local Care and Educational Facilities**
Ceduna has a pre school and two child care facilities. The community also offers support for Tertiary studies through a TAFE college and a Uni SA Study Centre. Crossways Lutheran School is an independent R-9 school situated in Ceduna
- **Commercial/Industrial and Shopping Facilities**
People in the area are employed in small business, aquaculture, farming, in the building industry, service industries and industries associated with Gypsum and Salt exportation. Mining is a developing industry which is providing employment opportunities for inhabitants in the long term.
The community supports a number of banks including Bank SA, ANZ and a Commonwealth Bank agency, 2 hotels, 4 motels, 4 roadhouses, a sports store, bakery, business equipment suppliers, a local newspaper, 2 supermarkets and a number of other small businesses.

- Other Local Facilities
Other government agencies in Ceduna include Police SA, ETSA, Telstra, SA Water, Centrelink, National Railways, ICC, Families SA, Commonwealth Rehabilitation Services, and TAFE.
- Availability of Staff Housing
Good quality housing is available through OGEH.
- Local Government Body
Ceduna District Council.