

SCHOOL CONTEXT STATEMENT

Updated: 08/08

School Name: Coonalpyn Primary School

School Number: 0730

1. General Information

Part A

Schoolname	: COONALPYN PRIMARY SCHOOL	Courier	: R33/2
School No.	: 0730		
Principal	: Mr Brett Eagles		
Postal Address	: PO Box 19, Coonalpyn 5265		
Location Address	: 4 Coombe Terrace, Coonalpyn 5265		
District	: Murraylands		
Distance from GPO	: 163 kms	Phone No.	: 08 85711019
CPC attached	: NO	Fax No.	: 08 85711284

	2005	2006	2007	2008
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception	5.0	5.0	8.0	5.0
Year 1	9.0	9.0	5.0	9.0
Year 2	9.0	7.0	10.0	4.0
Year 3	5.0	10.0	7.0	7.0
Year 4	8.0	7.0	11.0	10.0
Year 5	5.0	7.0	8.0	5.0
Year 6	4.0	5.0	7.0	5.0
Year 7	8.0	4.0	5.0	5.0
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
TOTAL	53.0	54.0	61.0	50.0
Oct. Exp. FTE Enrolment	58.0	60.0	62.0	50.0
Male FTE		32.0	37.0	31.0
Female FTE		28.0	24.0	17.0
School Card Approvals (Persons)	18	20.0	18.0	33.0
NESB Total (Persons)		2.0	2.0	1.0
Aboriginal FTE Enrolment		2.0	2.0	2.0

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

Coordinator Health & PE, years 2/3/4 teacher, PE NIT-1.0

Coordinator Arts, years R/1 teacher, instrumental Music-1.0

5/6/7 teacher-1.0

Music NIT-0.2

Library/OHSW/ICT/Special Ed-SSO 1: 24hrs

Finance/Admin-SSO 2: 16 hrs

AEW-1.4 hours

Class support/Admin-SSO 1: 18hrs

Grounds-8 hours

- OSHC

:Not provided.

- Enrolment trends

:Enrolments hover between 45 and 65. After a trend of increasing enrolments, now enrolment has dropped slightly and is not expected to increase greatly. This is due to drought impact and associated lack of employment.

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 Program Achieve and practices various values. These underpin all learning. The school has Wellbeing on our Site Learning Plan as an important area.

- 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.
- Student government
 - :The Kids Council, with representatives from each class, meets fortnightly. It organises fundraisers, manages aspects of enterprise and contributes to the decision making of the school. KESAB Committee is a voluntary group of students looking after the school environment and organising sustainable programs.
- 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, clarinet and recorder) and an Arts focus in tactile crafts etc, we also have a strong focus on wellbeing with various sporting events, clinics, healthy eating, student managed vegetable garden, fitness activities every day.

3. Key School Policies

- Current priorities
 - :Our current priorities are:
 - 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.
 - Increase the literacy levels of students.
 - That all students have increased their level of skills in literacy.
 - 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.
 - 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 & 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. 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.
- 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 42.
- 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, and this year we are supporting 2 coordinator 1 positions in student health & Wellbeing and the Arts. 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 each term. Staff have access to Dept. Personnel counsellors if they require professional support/counselling. The Principal supports staff wherever possible.
- 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. There is currently an upgrade of grounds and classrooms in progress as per the Asset Management Plan.
- The main/original building houses Admin, staff room, school and community library and principal's office.
- There is a large building which is an open space plan currently catering for Upper Primary students.
- 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.
- Access for students and staff with disabilities
 - Wheel chair access to new toilets, disabled toilet, wheel chair access to Admin building and library.
- Access to bus transport
 - :The school has access to a Rural and Isolated funded bus for excursions. The school has two bus routes for students in the local area.
- Other
 - :Student to computer ratio is currently under 2:1. Each class has immediate access to a computer bay, and there are also several ibook laptops available to all students and staff. There are 2 staff laptops for take home use. We have a mixture of PC and I Mac technology in our school.
 - Community Library is co-located in the main administration building with the school library. It has 3 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 Playgroup facilities are available. Family Day Care is also available.
- Commercial/industrial and shopping facilities
:Local shops provide necessities for daily living – groceries, fruit & veg., bakery, fuel.
- Other local facilities
:Coonalpyn has restricted banking hours with EFTPOS and BankSA Agency available 12 hours/week day; a Community Health Centre; hotel; mechanic, BP service station, Road house, shopping centre, bakery and craft shop, post office, 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 OGH 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.
- 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 recorder 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.