



Coomandook Area School

"Striving To Make The Difference"

SCHOOL CONTEXT STATEMENT

Updated: 6/22

1. General information

Contact Details

Principal:	Mr Mal Jurgs
Deputy Principal:	Mr Jacob Dawson
Postal Address:	P/O Coomandook 5261
Location Address:	3275 Dukes Highway Coomandook 5261
School Number:	0729
Partnership:	Coorong & Mallee
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General characteristics

Vision: Coomandook Area School is dedicated to providing an engaging learning environment where children are inspired to thrive and reach their full potential.

Mission: A high performing school that improves the educational attainment and wellbeing of the Coomandook Community's children and young people.

Values: Respect, Honesty, Persistence

Coomandook Area School is located 140kms East of Adelaide, adjacent to the Dukes (Adelaide to Melbourne) Highway, on the outskirts of a small rural township. Coomandook School is not situated in a large town but rather it forms a focal point for the surrounding rural communities with such facilities as the Community Library, Gymnasium, Swimming Pool and Oval. Students come from the towns or communities surrounding Coomandook and mainly come from farming families or from agriculturally based businesses. There is a strong sense of community in the school and district.

Four school buses transport students to and from school.

Students are organised into smaller Pastoral Care groups for support and daily routines. A Pastoral Care program runs weekly. Support programmes for individuals and groups are augmented by the Youth Worker and Pastoral Support Worker. In 2022 the school had enough enrolments to warrant a school based preschool. These enrolments look stable for the next 2 years.

Year of opening: 1961. Before the opening of the Area School, many small primary schools were situated in the towns around the district. Students who wanted a secondary education travelled to Murray Bridge or Adelaide. After much discussion, it was decided to close five of these small schools and to build an Area School at Coomandook to provide secondary education. Sherlock Primary School closed later.

Enrolments

(Feb Census Figures)

	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>	<u>2022</u>
Pre School	na	5	7	5	7
Rec	6	7	5	6	5
Year 1	10	5	7	4	5
Year 2	7	13	2	6	7
Year 3	8	6	12	9	7
Year 4	9	7	7	12	11
Year 5	10	9	8	7	11
Year 6	8	11	13	9	9
Year 7	7	5	10	12	13
Year 8	20	9	8	14	13
Year 9	12	17	9	5	14
Year 10	14	14	14	9	6
Year 11	12	11	10	12	8
Year 12	13	8	12	10	12
SP	2	0	1	0	0
<u>TOTAL</u>	<u>138</u>	<u>127</u>	<u>126</u>	<u>120</u>	<u>129</u>

February 2022 total FTE Enrolment	129
Male FTE	76
Female FTE	53
School Card Approvals (Persons)	30(as at March, 2022)
NESB	0
Aboriginal FTE Enrolment (Feb 2022)	5

Enrolment trends

Student enrolment numbers are relatively steady, with additional students in Pre School due to the amalgamation with the Coomandook & Districts Kindergarten. The size of individual year levels varies from year to year.

Staffing numbers

Teachers: 15 (12.6 FTE) Ancillary Staff: 8 GSE: 2 (Part time)

Pastoral Care Worker: 1

Special arrangements

The school consists of two broad sub-schools: Early Years and Primary (Kindergarten – Year 6) and Secondary School (Years 7 – 12).

Classes are vertically grouped in the Primary sector and for some subjects in Secondary. Classes are generally small and allow for individual support of students.

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2. Students (and their welfare)

Intervention Support

Students with special needs are identified and supported through appropriate interventions as outlined in their One Plan. These interventions may be in class, or in small groups or 1 on 1, with a teacher or an SSO. Some interventions are short term to help students fill gaps in their learning while others are more long term to support students with identified learning difficulties.

Some students are identified as requiring some programmed intervention strategies. Examples of these programmes include:

The Quicksmart Maths Programme is undertaken by an SSO where students work in pairs on a regular basis for thirty minutes per session. The programme aims to develop basic maths skills and students are identified for the programme via specific testing.

Multilit and Beat Dyslexia are also available to students within the school. These programmes are delivered by an SSO trained in the specific programmes.

Special needs

Currently the school caters for students with special needs within mainstream classes. Where a student is identified as needing extra support for their learning, a One Plan is developed, outlining learning goals for the student and the support required to achieve them. Students are then supported individually, in small groups or in the classroom by teachers and SSOs. An early intervention program supports Junior Primary classes. This site provides additional intervention funding where possible and students identified with special needs are often provided with additional funding.

Student management

The school has zero tolerance to Bullying and Harassment. Students are generally well behaved and parents supportive of the School Behaviour Management Policy. A Code of Behaviour ensures that students understand the school rules and expectations. Students receive appropriate consequences for breaches of the Behaviour Code, and are supported to change their behaviour through a positive behaviour support program.

Counselling and support services assist us in our management of student behaviour through developing proactive strategies for staff and students to use.

Student voice

A Student Representative Council (SRC) works enthusiastically to improve the school environment and to provide amenities for students. The SRC is part of the decision-making structure and representatives attend Governing Council and Committee meetings.

Special programmes

The school has extensive Agriculture facilities and specific Agricultural programmes are available. The site also has an Agricultural Trade Skills Centre and this is used to deliver VET programs to students in Years 10 -12 from Coomandook and other schools in the region through a partnership with the Independent Institute for Food Production.

Pedal Prix is available for students in years 7 - 12.

The school has a Performing Arts programme where choir and instrumental music lessons are available.

Kitchen Garden and a "Masterclass" programme exists to cater for student areas of interest.

3. Curriculum

Coomandook Area School offers a wide range of different subjects through creative timetabling and vertical grouping of classes across the school. Our core business is providing maximum learning opportunities through relevant curriculum opportunities, with a particular focus on both Literacy and Numeracy. The Australian Curriculum provides the basis of all learning.



4. Co-Curricular Activities

Sporting Activities

Interhouse and Interschool swimming and athletics carnivals
Aquatics camp (Biannual) (Yr 7 and 8)
SAPSASA: basketball, cricket, football, netball, tennis, softball, soccer, swimming
USESA: Year 8/9 9-a-side football (boys and girls).
SSSSA: basketball; cross country; cricket (boys and girls); netball; football; soccer
These activities depend on staff and parental support.

Curricular

Agriculture
Kitchen Garden
Choir
Instrumental Music

Extra Curricular

Bookweek
Coonalpyn Show Displays
Led Steer and Goat Competitions at the Royal Adelaide Show.
Pedal Prix

5. Staff (and their welfare)

Staff profile

The teaching staff consists of 15 members: 8 female and 7 male: 6 teaching staff are part time, with the remainder being full time.

Ancillary staff: 10

The Ancillary staff consists of Administration, Finance, Receptionist, Student Support, ICT, Science, Youth Worker and Community Library Support. A fulltime Grounds Person and a part time Grounds Support Person maintain the schools grounds and undertake some building repair work.

Federal Government funding is used to employ a Pastoral Care Worker, who works 2 days per week.

Leadership structure

The Leadership Team consists of the Principal, Deputy Principal, Coordinator and Administration Officer. The Deputy Principal manages Daily Operations and Student Engagement; the Coordinator manages Transitions, Careers Counselling and SACE and VET; and the Administration Officer manages all Ancillary Staff, all administrative matters relating to the school and is the Principal's PA.

Staff support systems

Staff induction procedures
Release days for Professional Development or site based delivery
Staff Association
Policies and Procedures
WHS Policies/Procedures
Partnership / Portfolio based Professional Learning Communities

Performance Management

Performance Management is a two way process of support and appraisal. Performance plans based on the school's SIP are expected twice per year.

Principal line manages the Deputy Principal, Coordinator, Administration Officer and some teaching staff. All Leaders have management responsibilities.

The Administration Officer line manages all Ancillary staff



Access to special staff

The school works closely with the Murray Bridge 1 Local Education Team, and Student Support Services to ensure that the needs of all students are met. Support staff are quick to respond to student and staff needs.

Other

Child and Adolescent Mental Health (CAMHS)
Immunisation service at school for students
Mallee Health Service
Murray Bridge Headspace
Youth worker and PCW

6. Incentives, support and award conditions for Staff

Complexity placement points: 0.5
Isolation placement points: 1.5
Location Allowance: Zone 2 allowance
Housing assistance:

Some Government Housing is available. Private rental is possible, which may be on farms or in one of the towns.

7. School Facilities

Buildings and grounds:

The grounds are spacious and well maintained with play and fitness equipment for all students. Four large water tanks collect the stormwater run-off to irrigate some of the lawned areas, which allows the grounds to be in excellent condition.

There is a Gymnasium which was built under the BER funding.

The Assets and Grounds committee works continually to ensure that the school facilities are maintained. The school has a Community Meeting Room attached to the Library, which has up to date facilities which can be used by school and the community.

Specialist facilities:

The school has a School/Community Library. There is a Home Economics building, a Tech Studies / Art building and specialist agriculture facilities available at the school. There is a school pool and swimming lessons are provided to primary students in Terms 1 or 4. Computer suites are well equipped with computers, Internet access, and smart TVs. Administration and Curriculum computers are networked and technical support is provided. Each classroom has a Smart TV and staff are provided with laptops for planning, roll marking and curriculum delivery.

Student facilities

The SRC constantly upgrade and purchase equipment for student use. Students have extensive grounds and a variety of playground equipment as well as access to the latest technology.

Staff facilities

There is a comfortable staffroom with many facilities and all school resources are available to staff.

Access for students and staff with disabilities

There is ramp access to most areas and a universal access bathroom is available.

Heating and Cooling

All school buildings have reverse cycle air conditioning.

8. School Operations

Decision making structures

The school operates clear decision-making structures including Leadership and PAC. Governing Council is responsible for governance and local policy. Governing Council consults widely with the staff, students



and parents/caregivers. Influence on decision-making is possible through a number of forums: Governing Council and its sub-committees; whole staff meetings; sub-school meetings, SRC and student forums.

Regular publications

The school uses the Daymap system as its main communication portal for staff, students and families, who can access it from their home computers or mobile phone. This system provides for real time communication and feedback between all stakeholders in the learning process.

A Newsletter is also produced regularly to provide the school and broader community with information.

The school has a Facebook page which is also used to provide generic information for parents/caregivers.

Staff meetings are held weekly from 3.30pm – 4.30pm, with voted extensions to 5pm, as required.

School financial position

The school is in a balanced financial position with a very informed and active Financial Committee meeting approximately three times a term to budget and monitor all school expenditure.

Special funding

The Financial Advisory Committee manages the distribution of most school funds and additional grants.

The Governing Council, Parents & Friends and SRC raise money for a variety of school projects.

Rural and Isolated Index funding provides some support to overcome isolation through distance.

9. Local Community

General characteristics

The School is the hub of a large area. Coomandook Area School forms a focal point for the surrounding rural communities with such facilities as the Community Library, oval, gym, swimming pool, activity room and meeting rooms being available.

The area served by the school is very closely tied to rural industry and at times has experienced financial hardships. A large percentage of students are on school card.

Parent and community involvement

Parents/caregivers and the community are actively involved in all aspects of the school with parent/caregiver participation being very high and meaningful. All parents/caregivers are encouraged to join the committee structures and are canvassed for ideas and opinions.

The Parents & Friends Committee provides an informal forum for parents to gain information and to be involved in the school. Members are responsible for second-hand uniforms store and other fundraising.

Feeder schools

Coonalpyn Primary is the major feeder school with some students from other areas choosing to attend because of the curriculum offerings and alternative curriculum options. Taillem Bend students may attend CAS, but must apply for permission to access the school bus. Geranium Primary students can choose between CAS and Lameroo Regional Community School. A strong Transition program for Years 6 to 8 is in place with neighbouring Primary Schools.

Other local care and educational facilities

Occasional Care is provided on Thursday morning.

A Playgroup takes place on Wednesdays at the local hall building.

Commercial/industrial and shopping facilities

Shopping facilities are available at local towns such as Coonalpyn and Taillem Bend with Murray Bridge being the main retail service provider.

Other local facilities

Hospitals are situated in Meningie, Taillem Bend and Murray Bridge.

Medical Centres are based in Coonalpyn, Meningie and Taillem Bend.

The local Hall and tennis club, run by the Coomandook Pastimes Club.

Football, netball and tennis clubs are based in the local towns of Coonalpyn, Peake and Taillem Bend.



Accessibility

The school is situated on the Dukes Highway and is very accessible. Parking is available at the front of the school or on Parkin Hall Road. There is limited public bus transport from Adelaide and Murray Bridge.

Local Government body

The Coorong District Council has offices based in Meningie, Tintinara and Tailem Bend. The Council is responsible for part funding of School Community Library.

10. SUMMARY

As a small school Coomandook Area School has some complexities, including having students ranging from Preschool to Year 12, often in multi-year level classes. These complexities are balanced by relatively small class sizes with students who are, for the most part, keen to engage in their learning. The learning priorities identified in our SIP are Writing, Numeracy and High Band Achievement. Each of these priorities include a focus on ensuring that teaching and learning has clear learning intentions and success criteria, and that teachers provide timely and effective feedback. All teachers are accountable for ensuring that they are engaging with these priorities in their planning and teaching.

Our school has a very pleasant environment in which to work. The school is well resourced and the buildings and grounds are slowly being upgraded to make them even more pleasant places in which to work and play. We have a supportive staff, the students are generally well behaved and courteous and the parents supportive of the school.

The school and the local community welcome new students and teachers and invite you to visit.

