



SCHOOL CONTEXT STATEMENT

Updated: 21/08/2015

School number: 0750

School name: Meningie Area School

School Profile:

Meningie is 150 kilometres from Adelaide on the shores of Lake Albert at the head of the Coorong in the Coorong District Council. The district is gently undulating and many higher areas have outcrops of limestone. Salt swamps provide havens for the large numbers of aquatic birds in the area. Mallee, banksia and xanthorrea are the common vegetation types. Large areas of land have been cleared for the mixed farming practised in the district. The rainfall is moderate, with an average of 480 mm, falling mainly during the winter months.

Meningie Area School is located to the north of the main township on the Princes Highway. The town's population is approaching 1,000 with approximately 4,000 people in the surrounding farmlands.

Meningie Area School provides a broad, general curriculum from R-10 with opportunity to complete the SACE, along with a broad range of Vocational Education and Training (VET) qualifications, in senior secondary to the students of its district. Its mission is to ensure equitable educational outcomes for all its students, whilst striving for excellence.

Our school values the contributions of each and every participant in the education process, whilst striving for social stability, regular attendance, application to work, a positive attitude and quality performance.

Meningie Area School currently consists of a Junior School (R-Yr. 4), Middle School (Yr. 5-9) and Senior School (Yr. 10-12/13). In total there are approximately 193 students. The Junior School is made up of 4 classes, two of which have composite year levels. There is a Year 5/6 class, a Year 6/7 class and a Year 8/9 class in the Middle School. The Senior School has three classes, Year 10, Year 11 and Year 12/13 respectively.

Meningie Area School recognises diversity and equitable opportunity for all students. There are various literacy and numeracy programs that are run to assist students. Such programs include EALD, Early Intervention, Quicksmart, MultiLit, Jollyphonics, and the VIP program.

Meningie Area School offers many choices both within the curriculum as well as extra-curricular activities. Student options may include locally developed programmes such as Agriculture, Sailing, Swimming, Music, as well as high involvement in SAPSASA and SASSSA sports opportunities.

The school is planning a trip to Canberra in 2017 for students in Years 7 – 11.

Every two years students have the opportunity to travel to France and Belgium to commemorate soldiers from both wars in a project known as Connecting Spirits.

The School's Vision

We strive for excellence in a world of constant change. To achieve this Meningie Area School provides its community with a modern, effectively managed school which:

- Improves the learning outcomes for all of its students.
- Acts as a resource to its wider community.
- Offers a safe, stable and encouraging environment for all of its students.
- Provides for equality of opportunity.

Our Purpose

The purpose of Meningie Area is to provide quality teaching and learning which result in high standards of achievement for all students.

Learning

- Learning occurs throughout life. Schools exist to contribute to the learning of students, but even during the school years much learning takes place outside the school.
- Schools cannot teach all that there is to be known; some selection of what is to be learned is required.
- People learn in different ways and at different rates. The school has a responsibility to provide for these differences in learning styles and learning rates.
- Schools should provide for the balanced physical, intellectual, emotional, social and moral development of their students, and should seek to prepare them for adult life as well as providing some stimulating and enjoyable experiences for their own sakes and for students' immediate benefit.

We value

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|--------------------------------|-------------------------|
| • Professionalism | • Courage and Tenacity |
| • Service | • Trust |
| • Collaboration and Engagement | • Respect |
| • Sustainability | • Honesty and Integrity |

General Information

School Name : MENINGIE AREA SCHOOL
 School Number : 0750
 Principal : MONICA WILLIAMS
 Deputy Principal : MAL JURGS
 Postal Address : 1 North Tce, Meningie SA 5264
 Location Address : 1 North Tce, Meningie
 DECD Partnership : Coorong Mallee
 Distance from GPO (km) : 149 kms
 Telephone number : +61 8 85751106
 Fax Number : +61 8 85751368
 School website address : www.meningieas.sa.edu.au
 School e-mail address : dl.0750_info@schools.sa.edu.au
 February FTE student enrolment:

Year Level	2010	2011	2012	2013	2014	2015
Reception	20	23	17.2	17	20	18.4
Year 1	16.7	19	21	15	17	17
Year 2	11	18	15	23	14	15
Year 3	16	11	16	14	23	12
Year 4	14	14	11	16	12	22
Year 5	16	12	14	11	16	11
Year 6	11	18	14	13	12	19
Year 7	18	14	19	14	13	14
Year 8	23	17	11	20	15	8
Year 9	12	21	10	13	20	15
Year 10	14.8	12	18.9	10	10	15
Year 11	12.3	11.8	7.6	15	11	7.5
Year 12	6.9	10.8	12.2	9	13	7
Total	191.7	201.6	186.9	190	196	180.9

Student Group	2010	2011	2012	2013	2014	2015
ATSI	57	66	62	NA	NA	68
NESB	4	5	7	NA	NA	NA
ESL	51	60	57	NA	NA	80
Disabilities	23.4	20	15	16	12.9	8.4
School Card	81	83	73	66	70	58

Student enrolment trends:

There was a dramatic downturn in enrolments during the years 2006 -2010 as a result of the severe drought and low water levels in the Murray Darling basin, and the subsequent impact that this had on the local dairy industry and associated flow on effects. Since that time the number of students in the school has stabilised and fluctuates around 190. At the time of publishing this statement the number of students in the school was 197, compared to the February census number of 180.9.

Staffing numbers (as at February census):

Teaching Staff 16.5 FTE Actual Persons 18

Non-teaching Staff 12.82 FTE Actual persons 16

Public transport access:

There is no local public transport.

Special site arrangements:

The school consists of 3 sub-schools; Junior School (R-4), Middle School (5-9) and Senior School (10-12)

2. Students (and their welfare)

- General characteristics

The students at Meningie Area school come from a variety of backgrounds with approximately 35% of the student population being indigenous students, 30% on school card, almost half having been assessed for EALD support, and a significant number of students with disabilities.
- Student well-being programs

Students are organised into Pastoral Care classes depending on year level. The Pastoral Care teachers take on a role of monitoring student wellbeing and attendance. One 30 minute lesson is dedicated each week to various programs that enhance wellbeing.
- Student support offered

All new students are tested on enrolment, using the appropriate standardised testing. This data is then used to determine if the student requires intervention and strategies such as referral to a guidance officer are implemented as required. Students who are identified as requiring support have a negotiated learning plan developed, which outlines the strategies that will be used to support that child's learning.
- Student management

While students are generally well behaved, there is an explicit student behaviour management policy which outlines the consequences for inappropriate behaviour. Students who require support with their behaviour may be put on to a Student Behaviour Development Plan, with the support of regional staff.

- **Student government**
A group of senior students are selected each to be school captains and vice-captains. These students take on the role of house captains, as well as taking leadership for Student Voice in the school. They regularly seek information from the student body about issues that impact on the daily life of the school, organise social activities and undertake fundraising for various charitable organisations.
- **Special programmes**
A Special Options Unit has recently been established to provide learning opportunities for students with disabilities who are not able to access the mainstream curriculum.

3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**
Please see the school's website at www.meningieas.sa.edu.au for all key documents and policies.

Recent key outcomes:

- The Meningie Area School Annual report describes our achievements and provide a basic snapshot of relevant information and key outcomes. You will find a link to this document at www.meningieas.sa.edu.au .

4. Curriculum

- Subject offerings:

The school's core curriculum is centred on the Australian Curriculum.

The curriculum covers the following areas as determined by Departmental policy: English, Languages, Mathematics, Health and Physical Development, Science, History and Social Studies, The Arts and Design and Technology.

- English: Programs are aimed at extending all students' proficiency in listening, speaking, reading and writing.
- Language: The school offers students the opportunity to study German from Years R – 12.
- Mathematics: Class programs will be prepared to provide students with knowledge, processes and skills to provide them with confidence for operating in society and a basis for further learning.
- Health and Physical Development: Studies in health education and physical education will be undertaken with aim being to develop greater understanding of, and respect for, themselves and others and to develop physical skills.
- Science: Programs will be set to promote a process approach to science which encourages and develops enquiring minds and process skills. A balance between biological and physical science will be maintained.
- History and Social Studies: Class programs will provide studies in the environment and society aimed at giving all students a better understanding and knowledge of these areas and developing positive attitudes so that all students may be effective members of their and other communities.
- The Arts: This includes music, dance, drama, visual art/craft and media studies. Each class will receive a variety of experiences in order to develop skills and appreciation.
- Design and Technology: This will be very much a problem-solving experience. Students will be encouraged to develop technological skills such as planning, building, testing and selecting tools, materials and processes in order to complete tasks.

1. JUNIOR SCHOOL

- Junior school students are those in year levels from Reception to Year 4.
- In addressing the above 8 areas the Junior School seeks to provide for the intellectual, physical, social and emotional development of individual students. Individual teachers prepare programs for their own class, based on the school's policy statements which encompass departmental policies. Emphasis will be placed on numeracy and literacy and excellence.
- The presentation of these areas will vary from class to class and within a class. Some topics may be treated separately whilst others will be integrated as themes and developed.

2. MIDDLE SCHOOL

The curriculum is organised on a subject-line basis. In years 5-9, a broad, general program is followed. Initially there is limited choice of subjects, but the degree of choice is gradually broadened.

3. SENIOR SCHOOL - YEAR 10 AND SACE STAGES 1 AND 2

A wide range of subjects is provided from Year 10 onwards. Students are counselled to make choices from the available subjects to provide a course which is suited to their interests, aptitude and abilities. The formal curriculum at the senior secondary level is supplemented by work experience and other opportunities designed to prepare students for post-secondary experiences - either in the work force or in further studies.

Our school's commitment to Open Access Education guarantees flexibility and choice for our students, particularly in Years 11 and 12.

We have enjoyed considerable success in SACE studies using both face to face and Open Access methodologies and consider that the responsibility for success sits firmly with the student's attitude and commitment to study.

Special needs:

All new students are tested using various diagnostic tests. The results of these and information provided by parents and previous schools informs the support that students receive. Students found to be significantly behind their peers or those who have recognised disabilities are referred for further testing by the regional Guidance Officer, who may assess the student as requiring further support. This may be in the form of specialist support such as speech therapy and / or extra support from an SSO for some lessons.

Special curriculum features:

Many of our Senior School students are undertaking school based apprenticeships in areas as diverse as agriculture, childcare, conservation and land management and retail.

Teaching methodology:

Meningie Area School is compliant with DECD policy and has implemented the Teaching for Effective Learning pedagogy. A wide range of teaching methodologies and strategies are employed to engage and involve students. Generally the emphasis is placed on the student, their learning style and their needs so many approaches will be used within each class grouping and by each teacher.

Student assessment procedures and reporting

Students are regularly tested using standardised tests, as well as being assessed by their teachers using a variety of assessment types as appropriate for the students' ages and the content being assessed in line with DECD policy.

In the Junior School interviews are held at the end of Term 1 and Term 3 while written descriptive reports are sent home at the end of Terms 2 and 4 along with a progress folder that includes examples of the work that students have completed in the previous 6 months. In the Middle School, written reports are sent home every term. Those sent home at the end of Term 1 and 3 are an indicative summary of the student's effort and achievements while those sent home at the end of Term 2 and 4 are descriptive reports that indicate the topics and tasks that

the students have completed, their summative level of achievement and a description of their strengths and areas for improvement.

Joint programmes:

Meningie Area School works with Coomandook Area School to provide VET training in Agriculture through the Coorong Mallee Trade Skills Centre.

5. Sporting Activities

Meningie Area School conducts a school based swimming carnival and athletics day. Both of these are house competitions and all students are encouraged to actively participate in all events regardless of ability. Teams are selected from the results of these competitions to compete in Interschool Carnivals against other schools in the Upper South East. Students may then be selected to represent the Upper South East at State Carnivals held in Adelaide.

Sailing is taught in the HPE program at Years 7 and 8, and students may go on to participate in the State Secondary Schools Team Sailing Competition held in the April school holidays. A regional competition is held in the lead up to this competition in mid-March.

Students have the opportunity to participate in a variety of SAPSASA and SSSASA sporting competitions throughout the year.

6. Other Co-Curricular Activities

All students are offered instrumental music in Year 5 and may choose to continue this throughout the rest of their schooling. The school also has a choir which participates in the Festival of Music and other more local events. There is a school production held biennially which involves all students from Years R – 12.

The students in Years 7 – 11 have the opportunity to travel to Canberra to learn first-hand about the political processes used to govern our country as well as to have a number of other historical and cultural experiences. The next trip is being planned for 2017.

Students in Years 10 – 12 have the opportunity to participate in the Connecting Spirits program which takes students to France, Belgium, England and Singapore every two years to learn more about Australia's involvement in World War's 1 and 2.

There is strong encouragement for all students to participate in the Premier's Reading Challenge.

Students in Years 9-12 participate in the Led Steer and Schools Merino Wether competitions at the Royal Adelaide Show.

7. Staff (and their welfare)

Leadership structure

1 Principal, 1 Deputy Principal and 2 Coordinators.

- **Staff support systems**

Staff meetings are held every Tuesday afternoon after school. These meetings alternate fortnightly between a whole staff meeting and a sub-school meeting followed by a Professional Learning Community (PLC) meeting.

- **Performance Management**

Each staff member is allocated to a line manager and meets with this person at least twice per year to discuss issues relating to their teaching and learning programs, professional development, career pathways and wellbeing.

- **Staff utilisation policies**

Many staff teach across at least 2 sub-schools, and often develop their skills in areas beyond their original teacher training. A number of SSO's are designated to provide support to individual students or small groups who have been identified as requiring extra support.

- **Access to special staff**

2 Instrumental teachers visit the school every Tuesday to provide lessons for the school band as well as individual and small group instrumental lessons. Special education support staff, guidance officers, speech pathologists and hearing support staff visit the school regularly to provide support to students who are identified as requiring such support.

8. Incentives, support and award conditions for Staff

- Complexity placement points
:Refer to EA Schedule 2.1
- Isolation placement points
:3.0
- Shorter terms
: No
- Travelling time
:No
- Housing assistance
:Yes
- Cash in lieu of removal allowance
:Yes
- Additional increment allowance
:No
- Designated schools benefits
:No
- Aboriginal/Anangu schools
:No

- Medical and dental treatment expenses
: No
- Locality allowances
:Zone 2
- Relocation assistance
:Yes
- Principal's telephone costs
:No

9. School Facilities

The school's buildings include the administration block and primary classrooms, resource centre, secondary classrooms, gymnasium, craft centres and Aboriginal Cultural Room. The grounds provide large spaces for outdoor sports, including an oval, netball/tennis courts and asphalt areas. The swimming pool and gym provide for specialised activities.

The school is of DEMAC and weatherboard construction and most spaces are air-conditioned. The grounds are landscaped in keeping with the natural environment.

There are three computer suites with sufficient computers for class groups in each, as well as a number of banks of laptop computers which can be accessed by all classes. The school is covered by an extensive Wi-Fi network which allows staff and students to access school networks and the internet from any location within the school. The school has 2 science labs, with a fully equipped store room, a Technical Studies building which includes wood work, metalwork and automotive facilities, and a Home Economics building which also includes a mock hospital ward for the school's Health Pathways programs. There is an extensive Agricultural Studies facility which includes machinery sheds, animal handling facilities for cattle and sheep, poultry sheds and an aquaculture unit. The school has approx. 5 hectares of agricultural land, with a further 10 hectares leased from the local council. The school also has a Community Library which is a joint use facility, with access for the broader community.

A Special Options unit has been recently added to the school which provides specialised instruction for students with disabilities who are not able to access the mainstream curriculum.

Student facilities

The school's canteen is operated by the Meningie Bakery as a private business. It is open at morning recess for drinks and snacks. At lunchtimes it pre-ordered pies, pasties, sandwiches and rolls with a variety of fillings. For convenience of ordering, the canteen provides printed lunch bags. If anyone has any queries please contact the Meningie Bakery on 85 751016.

Staff facilities

Each staff member is allocated office space as well as being able to access workstations in the spacious and comfortable staffroom. Staff are all allocated a

laptop computer which is used to record absences and for report writing as well as general classroom use.

Access for students and staff with disabilities

The school has facilities for wheelchairs - ramp access to buildings, a toilet for disabled and flat paved areas between buildings.

Access to bus transport

The school has two departmental buses which can be used for excursions during the school day in between bus runs in the morning and evening. The local bus contractor also has buses available for hire, including the possibility of hiring one of these for an extended period.

10. School Operations

Decision making structures

The school operates clear decision-making structures. 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, School Captains and student forums.

Regular publications

A school newsletter is published fortnightly to provide information to parents and the community about activities at the school and issues that affect the learning of our students. This is either sent home as a hard copy or is emailed to parents who prefer to receive it this way. It is also published on the school's website.

Other communication

The school sends home an SMS for every student who is absent on any day. This system allows parents to respond by SMS to give an explanation for their child's absence.

The school's website at www.meningieas.sa.edu.au also contains information about the school's programs and is being updated at the moment.

There is a "changeable" sign located on the main road in front of the school which is used to advise the community of upcoming events and others matters of interest.

School financial position

The school is in a very sound financial position and operates within DECD funding requirements. The management team oversees the financial position of the school and ensures that facilities are maintained and that equipment is upgraded as required. The budget process involves the school's Resources Committee, Governing Council and school staff in planning the most appropriate use of the school's financial resources.

11. Local Community

General characteristics

Local industry is based around agriculture and the fishing industry. Local primary production includes dairying, beef cattle, wool and meat sheep and cropping. Many of our students come from these farming enterprises. There are a number of enterprises in the town servicing these industries. A significant number of fishermen undertake sustainable fishing operations in Lakes Albert and Alexandrina and the Coorong for species such as Coorong Mullet, Redfin, Callop and Carp. Approximately $\frac{1}{4}$ of our students live at the Raukkan Community, located approximately 48 kms from Meningie on the shores of Lake Albert.

Parent and community involvement

The Parent and Caregivers School Support (PaCSS) group has recently been re-invigorated and provides an opportunity for parents and caregivers to discuss issues impacting on the education of their children and to have input into the life of the school.

Feeder or destination schools

There is a transition program for students who attend the Meningie Kindergarten and start Reception at Meningie Area School. Students from the Raukkan Aboriginal School transition to Meningie Area School at the end of Year 5.

Other local care and educational facilities

The town has its own child care centre and kindergarten both of which are located separately from the school site.

Commercial/industrial and shopping facilities

The centre of Meningie has two supermarkets, two takeaway food outlets, a bakery, a café, hardware store, hairdresser, bottle shop, a hotel, two motels, a restaurant and a caravan park.

Other local facilities

The town and district is well served by a local hospital and medical centre with a number of doctors on staff. There is a large recreational area servicing the local football, netball and cricket clubs. There is also a well-regarded golf course with 18 watered greens.

Availability of staff housing

There are some government houses available for rent, but in most cases teachers who rent housing are situated in private rental properties and have their rent subsidised.

Accessibility

It takes approximately 2 hours to drive to Adelaide while Murray Bridge is just under an hour away.

A bus service is available to get to Murray Bridge in the morning and to return in the afternoon, and there is a regular bus service that will take passengers to and from Adelaide.

Local Government body

Meningie Area School is located within the Coorong District Council which has its head office at Tailem Bend, with a satellite office located in Meningie.