

**SCHOOL CONTEXT STATEMENT**

Updated: 21/5/15

School number: 1488  
 School name: Moonta Area School

**1. General information****Part A**

School name : MOONTA AREA SCHOOL  
 School No. : 1488 Courier : Moonta  
 Principal : Ms Kristin Amos  
 Postal Address : PO Box 113, Moonta 5558  
 Location Address : Blanche Terrace, Moonta 5558  
 District : Yorke & Mid North  
 Distance from GPO : 165 kms Phone No. : 08 88252088  
 CPC attached : NO Fax No. : 08 88252609

	2012	2013	2014	2015
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.	12	12	12	12
Reception	27	40	55	32
Year 1	43	42	31	46
Year 2	49	47	34	33
Year 3	31	43	39	33
Year 4	42	40	42	35
Year 5	34	47	37	41
Year 6	47	38	40	32
Year 7	38	50	40	39
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8	59	42	47	36
Year 9	30	68	37	39
Year 10	36	27	50	30
Year 11	31.86	32	30	38
Year 12	15	24	27.29	25
Year 12plus	3.04		3	3
	485.9	540	512.29	462
July total FTE Enrolment	494.9	543	506.29	460
Male FTE				
Female FTE				
School Card Approvals (Persons)	175	204	202	173
NESB Total (Persons)	5	11	14	6
Aboriginal FTE Enrolment	42	56	61	56

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**

### **Leadership Structure**

Moonta Area School operates with a cooperative leadership model of a Principal, Deputy and a Senior Leader.

While the Principal maintains overall responsibility, the three- person leadership team share the R-12 leadership and management responsibilities.

Other school leaders work as a management team operating within a cooperative, team orientated manner that all work towards shared R-12 goals.

The school is divided into the following subs-schools with a nominated leader responsible for the daily operations of their section.

The current leadership positions and consequent sub school responsibilities are as follows:

Principal (Whole School)

Senior Leader - Secondary school year 7-12

Deputy Principal - Primary School year R-6

Teaching and Learning Coordinator - R-2

Teaching and Learning Coordinator - 3-6

Teaching and Learning Coordinator - 7-9

Teaching and Learning Coordinator - 10-12

Primary Counsellor

Student with Additional Needs Coordinator

Senior School Counsellor / Pathways Coordinator

Business Manager SSO4

### **Staffing numbers:**

Total: Tier 1 and Tier 2 39.44 – Ancillary staff 515 hrs/week

### **Enrolment trends**

Over the last 3 years we have a transient rate of 30 -35% transient rate.

Our current enrolment number is 506. This includes 37 Flexible Learning Option students.

### **Special Arrangements**

The school has close cooperation with the Moonta Kindy that is situated in close proximity to the early year's section of the school. We continue to work closely through regular cooperative visits, school –kindy transition programme and providing administrative support.

We are the host school for the Northern Yorke Middle Primary Special Class. Taxis transport the majority of the students each day to school.

### **Year of opening**

1878 – Year of opening for first Model School, 1907 Moonta High School opened, Moonta Area School 1978.

### **Public transport access**

Daily trips to Northern Yorke Peninsula from Adelaide by bus.

## **2. Students (and their welfare)**

### **General Characteristics**

In the R-12 student population, 11% are Aboriginal Students, 8 % are Students with Disabilities and 35 % receive the School Card benefit.

In recent times there has been a movement of city residents seeking a country environment. Some families relocate looking for work, to establish a business or to retire or for a sea change

on a range of household incomes. This diversity presents a range of complex and challenging issues, which require creative resolutions.

2014 student enrolments were approximately the same at the beginning of the year; however, there were a significant number of students who left over the year. Opinion Survey data and extensive consultation by school staff early in the year confirmed that we needed to work hard at reinvigorating the school culture so that a Safe, Orderly and Productive Culture could be expected in all classrooms. Terms 2, 3 and 4 were dedicated to this work.

Over the last 3 years we have had a transient rate of 35 - 40%.

### Pastoral care programmes

Sub schools with nominated leaders are responsible for the welfare of students within their sub school. The Play is the Way philosophy is taught explicitly R-6 and the main concepts are reinforced throughout the school. Play is the Way is a practical based methodology for teaching social and emotional learning using guided play, classroom activities and empowering language.

The R-6 student progress and care is monitored by class teachers and social skills programmes Year 7/8/9 student progress and care is monitored by a core team of 6 teachers that deliver 70% of daily programme, development of sense of community, strong community links, weekly reward programmes, personal development programmes. This is supplemented by 1 Pastoral Care lesson each week.

Year 10-12 student progress and care is monitored by home group teachers. Individual student pathways and consequent learning programmes are negotiated with each student.

### Support offered

There is a range of support structures including strong staff student relationships, intervention and support programs, student counselling, course / career counselling and individual case management. Mentoring programs operate from year 5- 12.

### Student management

A critical aspect of our school is the focus on behaviour management programmes. The school has invested significant time, resources and energy into creating a safe, orderly and productive learning environment where behaviour issues and harassment are minimised.

Our behaviour processes include the development of the school's Behaviour Policy and consequent processes that was the result of a two- year plan, which included extensive community consultation and extensive staff training and development. The consequent processes include classroom steps, Green Zone reflection time and yard processes.

The basic philosophy that underpins our processes is that good behaviour is the result of a teaching and learning process that encourages good decision making and should operate within the class and yard. The teaching of appropriate behaviour is the responsibility of all staff.

There is an expectation that staff will follow the processes and procedures associated with the Behaviour Policy. This expectation includes non-confrontation, and giving students simple choices.

A school wide exit process supports students and their learning and teachers and their teaching. Staff are supported with student management issues by the school leadership team and a supportive staff team approach. Our processes are also based on the belief that behaviour issues are best dealt with in a partnership with all parties, the staff, students and parents.

The school therefore actively seeks parent involvement when working towards improved student behaviour.

## Student Government

The school has policy of student decision- making called Student Voice.

The main aim of this policy is to widen the opportunities for all students in leadership.

To this end:

- All classes R-12 have weekly class meetings.
- Two students are chosen each year to be School Captains fulfilling the public relations aspect of Student Voice. We also have two Junior School Captains.
- Each year a student voice executive of 10 year, 7-12 students is selected to oversee all student committees.
- A number of short -term student committees are formed throughout the year to undertake projects throughout the year such as fundraising, socials, charities, and special events.
- Student representatives are on a number of key school decision making bodies such as Governing Council, Decision Making Committee, Canteen Committee, Safe Schools committee, Policy development groups.

## Special programmes

R-6 extensive literacy programmes operate that include consistent testing of student achievement, SSO support is provided in classrooms. There is a whole of school commitment to Literacy and the use of cross class Literacy focus time each day. The main programmes used are Jolly Phonics, Jolly Grammar, Spelling Mastery and Susan Cameron's Comprehension strategies.

In year 7/8/9, there is SSO support in classrooms, integrating of special needs students, a range of student groupings including ability grouping, individual progression and student choice. There is a developing elective programme and an emphasis on hands on learning through student interest.

Year 10-12 there is an emphasis on negotiating with students individually to determine their possible future pathway and adapting the curriculum and subject offerings to meet their needs. There are a number of initiatives in place in the senior years including a Learn or Earn pathway, VET, work placements, TAFE modules, part time school / work and school based New Apprenticeships. Year 10 students participate in Australian Business Week.

We host a short -term visit of International students to our school. These students have primarily come from Japan.

Each class R-12 participates in a camp and or day excursions each year.

### 3. **Key School Policies**

Our Site Improvement Plan is primarily focused on meeting school and DECD expectations. These expectations can feel overwhelming but we meet our targets through concentration on realistic achievable goals and the use of sub school structures to focus on the implementation through the appropriate level of students.

Our Current Improvement priorities are:

- Literacy
- Numeracy
- Developing Powerful Learners
- Building a Culture of Learning where each individual strives for Personal Best

#### 4. **Curriculum**

##### Subject offerings

R-10 Moonta School offers students a curriculum in line with the Australian Curriculum. In the Senior Years subject offerings are negotiated towards the end of each school year and where possible match student's preferred pathways. Links with other cluster school are also facilitated for local delivery.

##### Open Access

Open Access and the sharing of senior school staff from neighbouring schools is used to maximise our subject offerings in the Senior Years.

##### Special needs

We provide support for Students with Disabilities by a team approach, which includes time being provided to key personnel in teams, intervention programmes and individual case management.

##### Aboriginal Students

Our basic school philosophy is that we approach the issue of racism that is evident within the community through an inclusive approach. We encourage our teachers to be flexible to accommodate different learning styles and cultures. This ensures that our Aboriginal Students are not seen to be any different from other students. Examples include Aboriginal students inviting a non-indigenous student to share in specific district activities, aboriginal support people providing support to all students within the class who share similar learning issues to that of a specific aboriginal student.

The needs of our Aboriginal Students are addressed by a team approach including key personnel from teams, the Aboriginal Education Teacher and ACEO.

##### Special curriculum features

Certificate 1 and 11 Vet programmes are delivered via Hospitality, Tourism and Automotive. We also facilitate delivery of outside providers.

##### School Structures

All classes R-9 are composite classes. All primary classes work on a traditional one teacher, one class model.

The year 7/8/9 students and staff work in a purpose built Middle School facility using Middle School methodologies. At the current time, a team of 8 staff work as a team delivering the core curriculum with students being rotated through specialist staff in the experiential teaching areas. Year 11 and 12 student studies are programmed into a 5-day timetable,

##### Assessment procedures and reporting

All staff R-12 report to parents using a computerised reporting system and parent/teacher interviews.

##### Joint programmes

In past years Senior School curriculum offerings include cooperative arrangements between two neighbouring schools as required by student interest.

## 5. **Sporting Activities**

There is a strong tradition of a sporting culture at Moonta School. This includes an R-12 Sports Day, participation in Interschool competition and at Santos Stadium. The school also offers a range of Knock Out Sports, R-7 Cross Country, a swimming/aquatics programme, daily fitness and participation in a range of SAPSASA activities.

## 6. **Other Co-Curricular Activities**

### General

Each term we hold two R-12 assemblies that are aimed at promoting positive student achievements.

We have a school choir that participates in the Primary School Choir Festival. We promote the learning of a musical instrument by offering lessons in keyboard, woodwind and guitar.

## 7. **Staff** (and their welfare)

### Staff Profile

The teaching staff have a range of experiences both in teaching at Moonta and in other locations.

### Staff support systems

There is a strong staff professional development programme in which all staff participate aimed at meeting the goals of the Site Improvement Plan. The staff training programme is offered both as core learning time for all staff and as part of the Shortened Year Strategy.

### Performance Management

The School's Performance Management procedures are based on the DECD Performance Management Policy. It includes role statements, induction processes, performance planning, a personal development plan, recognition, feedback and review. Grievance procedures enable staff to address any matters of concern.

### Access to Special Staff

The school utilises Specialist Staff for Students Needs including the Regional Psychologist, Speech Pathologist and Behaviour Coach. The school also uses the services of other agencies including the NOVITA and Autism SA. Students are also able to access the services of the Instrumental Music Service primarily through Distance Education.

### Other

N/A

## 8. **Incentives, Support and Award Conditions for Staff**

Complexity Placement Points 3.5.

Isolation Placement Points 1.5.

### Housing Assistance

Some teacher housing is available.

## 9. **School Facilities**

### Buildings and Grounds

The school has completed a \$3.9 million Redevelopment, which included refurbishment of the old stone building. This houses the School Administration and Community Library. A purpose built Middle School building and two Science Labs were also built on site as part of the Redevelopment. Capacity issues were addressed through the placement of two, two teacher transportable buildings, which now forms the Early Childhood section of our school. Under the federal Government BER program we have a new 4 classroom block for year 3-6 and a secondary language centre.

### Cooling

All rooms are air-conditioned.

### Specialist Facilities

The school has a Gymnasium, Hospitality Centre, Automotive Shed, Art and Technical Studies Room. It also has two Computer Rooms and a number of IT Pods located throughout the School.

### Student Facilities

A school canteen has been operational since the start of 2003. The canteen is located in a building purchased by the Governing Council. The Year 12 and Year 11 students have their own common rooms and associated facilities.

### Staff Facilities

As part of the Redevelopment staff are able to utilise a refurbished staff room. All staff are able to access IT facilities.

### Access for Students and Staff with Disabilities

There have been a number of students with physical disabilities who have attended or are attending the site. To cater for these students there is ramp access to every building and three disabled toilet facilities.

### Access to bus Transport

The school leases its own 11-seater bus, which is used for school sporting trips and excursions. For bigger groups, local contractors are used.

## 10. **School Operations**

### Decision Making Structures

Decision making centres around a Decision Making Committee that ensures all decisions that are made are inclusive and transparent to all members of the school committee. The procedures include the requirement of all staff and leaders to submit a proposal to the Decision- Making Committee (DMC) in regard to any calendar and policy decisions. The DMC has representatives from all major parent and staff groups.

### Regular Publications

The school publishes a fortnightly Newsletter. Staff are kept informed through a daily bulletin.

### Other Communication

The school has a web page and Facebook page that are regularly updated.

[www.moontaas.sa.edu.au](http://www.moontaas.sa.edu.au)

<https://www.facebook.com/pages/Moonta-Area-School/854664577892049>

### School Financial Position

The school is in a sound financial position.

## 11. **Local Community**

### General Characteristics

Moonta is a traditional rural, mono cultural community. House and land prices especially close to the coast are in a period of rapidly increasing prices. There are a large number of retirees living in the town.

### Parent and Community Involvement

There are a limited group of parents who provide strong parental support.

### Feeder Schools

There are no feeder schools.

### Commercial/Industrial and Shopping Facilities

The community primarily consists of family based industries associated with engineering and tourism. The community either shops locally or travels to Kadina.

### Other Local Facilities

Beautiful beaches, great fishing, a wide range of sporting activities / clubs, and excellent medical facilities.

### Availability of Staff Housing

Limited Government Housing.

### Accessibility

Two hours travel by road from Adelaide on good quality roads. There is a daily bus service.

### Local Government Body

District Council of Copper Coast.

## 12. **Further Comments**

A most significant feature is the friendly, cohesive staff team.





# Moonta Area School

*Learning, Caring, Sharing: the future is in our hands*  
**Site Improvement Plan 2016-19**



**Our Mission**  
**Our Values**

**Empower students to achieve their full potential as successful and valued members of their community**  
**Learning, Caring, Sharing**

**Priorities**

**Consistency; Attendance; Powerful Learning; High Expectations**

