

# SCHOOL CONTEXT STATEMENT

Updated: 06/10

School number: 0764

School name: Pinnaroo Primary School

## 1. General information

### Part A

Schoolname : PINNAROO PRIMARY SCHOOL  
School No. : 0764  
Principal : Mr Sunyl Vogt  
Postal Address : Bunday Terrace, Pinnaroo 5304  
Location Address : Bunday Terrace, Pinnaroo 5304  
Web address : www.pinnarooops.sa.edu.au  
District : Murray and Mallee  
Distance from GPO : 243 kms  
CPC attached : NO

Courier : Murray Bridge  
Phone No. : 08 85778176  
Fax No. : 08 85778352

	2011	2012	2013	2014
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception	13	8	11	9
Year 1	11	16	8	13
Year 2	8	9	17	8
Year 3	12	6	11	17
Year 4	4	11	4	12
Year 5	6	3	10	5
Year 6	8	6	4	9
Year 7	10	4	2	4
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12 plus				
TOTAL	72	63	67	77
July total FTE Enrolment	75			
Male FTE	34			
Female FTE	41			
School Card Approvals (Persons)	11			
NESB Total (Persons)				
Aboriginal FTE Enrolment	1	0	0	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

- Deputy Principal's name, if applicable  
:N/A
- School e-mail address  
:dl.0764\_admin@schools.sa.edu.au
- Staffing numbers  
:7
- Partnerships 21 status  
:P21 from 2002
- OHSC  
:No
- Enrolment trends  
:Steady 75 approx
- Special arrangements  
:N/A
- Year of opening  
:Pinnaroo Primary School was opened in 1906, and operated as a Primary School until 1945 when it became an Area School. In 1990 it was restructured to become a Primary School R-7. Enrolments remain steady.
- Public transport access  
:N/A

## 2. Students (and their welfare)

- General characteristics  
:Our school serves the educational needs of approximately 75 students from Years R-7. Students travel by buses from outlying areas, covering distances of up to 110 kms, in one and a half hours of travel per day.  
Most children from the outlying areas live on farms with cereal crops and sheep being the major industries. Parents of students living in the town are occupied in service industries, many of which are influenced by the rural activities of the area.  
Most students attend the Pinnaroo Kindergarten prior to their enrolment and the majority of students attend Lameroo Regional Community School or Murrayville Community College, (Victoria) on completion of their primary years.

- (Pastoral) care programs
  - :CPSW employed by the school, through fundraising support of local churches for 1 day per week.
- Support offered
  - :Primary councillor funding has been utilised for teaching/councillor time = 0.2.
- Student management
  - The school has a comprehensive Behavior Management policy available on the schools website and uses restorative practices.
- Student government
- 
- Special programmes
  - The Hamilton Scholarship, a gift to the school from a local family, is awarded annually to a maximum of two students to assist them with furthering their education.
  - Students in Year 6/7 participate in Focus Days (HPE, Tech, Maths, English, Science) once a term with neighbouring schools.
  - Religious Education lessons once a term.
  - LOTE is offered in Indonesian and German culture R – 7.

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

Currently the main priority is working within the Australian Curriculum. This year the school has attracted 0.2 Primary Counsellor staffing. This year the following policies will be reviewed: The Behaviour Management Policy – with the development of the Anti-Bullying Policy, WH & S, Performance Management Policy, Attendance Policy.

# Pinnaroo Primary School

## Site Learning Improvement Plan 2014-2016

### Purpose

Pinnaroo Primary School's Site Improvement Plan gives clear direction over the next 3 years.

The plan is underpinned by our values and mission (why we exist) and describes the way we plan to achieve our vision. It demonstrates our commitment to continue to improve our learning and quality of teaching within the Coorong-Mallee Partnership and DECD priorities.

### Vision

Pinnaroo Primary School shall provide a safe, caring and challenging teaching and learning environment for all students through a dynamic school community partnership which continually strives to promote excellence and equity.

### We Value

- We believe in the importance of equipping all children with the knowledge, skills and understandings to meet the ongoing challenges of a rapidly changing world and catering to their intellectual, emotional, physical and spiritual needs.
- We need to focus on developing skills and competencies for managing change, collaborative learning, developing global awareness and making decisions for a sustainable future.
- It is essential that all children receive a balanced curriculum which encompasses all the areas of learning. We believe an emphasis on literacy and numeracy is important and that children need skills in these areas, both using and without using, current technologies.
- All people learn at different rates and effective teaching addresses the developmental needs of each child.
- It is important to address the learning needs of children of all abilities including children with gifts and talents and children with learning difficulties and disabilities.
- We need to offer children as many and varied experiences as we can to minimise the impact of isolation and to value and celebrate our unique, rural experiences and environment.
- Staff need to continually improve their knowledge and skills, have a committed, caring and enthusiastic approach, and develop and model initiative and leadership.
- The quality of the partnership between parents, staff and students determines the strength of achievements in all areas of school community endeavour.
- The participation of all groups in the decision making process, from the grass roots, is critical to achieving an effective partnership.
- Quality relationships, characterised by open, honest communication, respect and trust are the key to success.
- Values such as tolerance, and social skills, such as showing consideration to others and appropriate conduct in public, need to be modelled, encouraged and taught by all members of the school community.
- Health and Safety are priorities for all members of our school community. People thrive in learning and work environments which are safe and supportive and where rules, consequences, right and responsibilities are negotiated, communicated clearly and applied consistently.

## Context

Pinnaroo Primary School is a category 5 rural school, with projected enrolments in 2014 of approximately 78 students. Students are placed into 4 composite classes, meaning a low student to staff ratio.

The school is well resourced with South Australia's first Community Library on site; the school gymnasium is also shared by the supportive community. A swimming pool, new outdoor multi-purpose courts and plenty of wide open play areas, all cater for the running of the Active After-school Communities Program.

The spacious classrooms, interactive whiteboards, Accelerated Literacy program and focus in Math and Science enhance the curriculum. The well resourced ICT area means the school continues to move forward with information technology. With a strong sporting community the school takes pride in its student's extra-curricular achievement. An artistic extravaganza is held biannually exposing students to a diverse and creative curriculum.

The school's motto of 'Aim High' supports a community expectation of a safe, caring and challenging teaching and learning environment for all students where a dynamic school community expects best efforts, attitude and practice; building a stronger community culture of being our best.

## Rationale

The reason for this Site Improvement Plan is to clearly set goals to improve student's learning outcomes over the period of the next 3 years. These priorities were set after self review and taking note of important areas of learning and areas that needed improvement within the school. Some priorities were included to align with DECD and Partnership goals/priorities.

## DIAf Self Review Principles Identified

**Make Data Count** – Use data more effectively for reflection and planning for learning. Staff interpreting Data for more effective teaching practice in the classroom (TFEL).

**Continuously Improve** – This stems from making data count. Using Data to measure improvement in a cyclic fashion.

**Set Directions** – Using data to set direction for specific learning needs of the students and school for 2014-16.

## Priorities

- Maths - Implementation of whole site plan for maths. Integrating ICT equipment, with effective teaching of ICT programs across all classes and subject areas.
- Student Wellbeing/ Engagement – Continued development of understanding and tolerance of different cultures, traditions and ideas and experiencing new and challenging learning activities. Engage with parents through improved communication to promote student and parent ownership of school, learning and behaviour. Through use of Grandparents Day, Student Focus Groups, Class Blogs and Website
- Literacy - Consolidation of Accelerated Literacy with targeted improvement in areas of spelling, grammar and punctuation. Implementation of staff coaching
- Teacher Quality – Implementation of staff coaching and instructional strategies to increase student dialogue, learning and teacher practice.

Key Priorities	Intended Outcomes	Key Strategies	Targets
<b>Maths</b>	<ul style="list-style-type: none"> <li>Improved student problem solving capabilities</li> </ul>	<ul style="list-style-type: none"> <li>Develop whole site Numeracy Plan, with common language use, clear outcomes for each year level and problem solving skills developed.</li> <li>Professional Learning through Ann Baker maths training, focussing on students learning and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>NAPLAN and school based assessments demonstrate all students achieve improvement</li> <li>5% increase in Numeracy in NAPLAN Testing in Yrs 3/5/7</li> <li>Increased performance in PAT-Math testing from year to year.</li> </ul>
<b>Science, ICT</b>	<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Students knowledge of science in everyday activities to improve</li> </ul> <p><b>ICT</b></p> <ul style="list-style-type: none"> <li>Students basic knowledge of use of ICT</li> <li>Development of use of multimedia knowledge and use in assessment for Upper Primary Students</li> </ul>	<ul style="list-style-type: none"> <li>Use of Primary Connections program to introduce students to the use of science in everyday situations and the world around them</li> <li>Improve facilities in classrooms with purchase of ipads and laptops, supplying USB to each Student</li> <li>Make sure that ICT resources are working properly and being used effectively, eg classroom electronic whiteboards</li> <li>Use ICT to complete assessment tasks when appropriate</li> <li>Use ICT to collate, record, store assessment data for future teachers/ tracking of student progress</li> </ul>	<ul style="list-style-type: none"> <li>Increase students understanding and enjoyment of science in everyday activities.</li> <li>NAPLAN and school based assessments demonstrate all students achieve improvement</li> <li>NAPLAN and school based assessments demonstrate all students achieve improvement</li> <li>Students use of ICT for all subject areas increased</li> <li>Understanding the safety issues and relevance of ICT for future use.</li> </ul>
<b>Student Wellbeing/ Engagement</b>	<ul style="list-style-type: none"> <li>Develop students resilience, awareness understanding and tolerance of others</li> <li>Develop students problem solving and resolution skills</li> <li>For students to become resilient lifelong learners</li> <li>To be individuals who can contribute to the community through volunteering involvement.</li> </ul>	<ul style="list-style-type: none"> <li>Implement wellbeing program eg Kids Matter</li> <li>Integrate more activities with cultural awareness to all school activities where possible.</li> <li>Continual reinforcement and embedding practices of Restorative Justice, Chats and Circle Time.</li> <li>Education Program on Bully Busting and learning social skills to build resilience of students</li> <li>Restructuring of SRC to involve all students organising activities to increase student voice and give increased ownership of the school.</li> <li>Volunteering Program/ School Garden</li> </ul>	<ul style="list-style-type: none"> <li>Students display a greater tolerance for new and different experiences and people.</li> <li>Students learn to be more tolerant and resolve problems for themselves.</li> <li>Student opinion data shows increase in understanding and tolerance of all things different and new</li> <li>Students increased perception of ownership of school and activities within the school</li> <li>Students have more enjoyment and safety at school</li> <li>Students understanding the importance of volunteering and giving in community</li> <li>Reduced rates of reported Bullying and attached parental concerns</li> </ul>

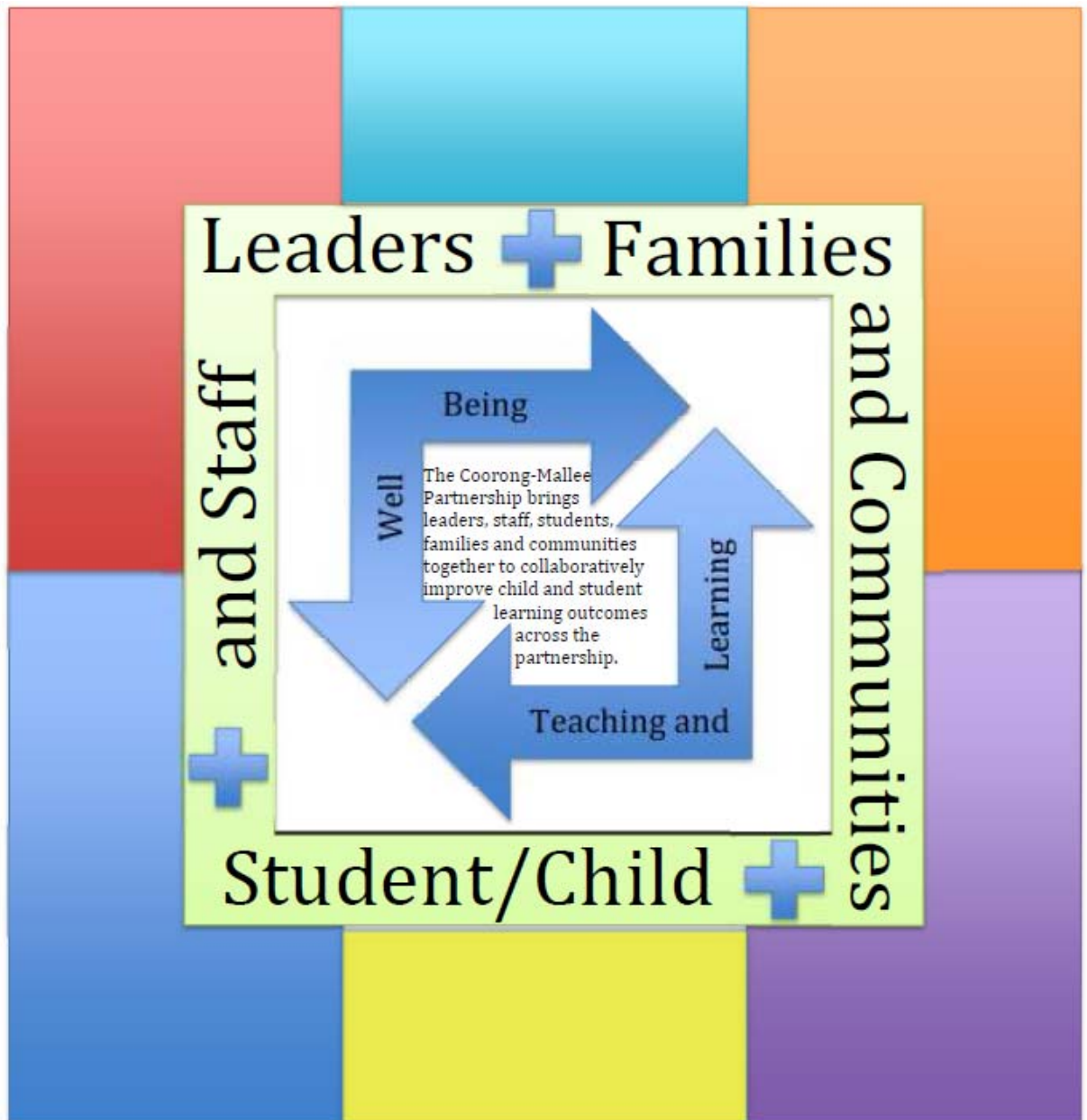
## Literacy

- Improved student oral and written communication skills
- Through AL to pick up on specific areas of Spelling, Grammar and Punctuation in AL texts
- Continued embedding of AL program within all classes.
- Reading – Running Records, PAT-R Testing, Literacy Shield
- Introduction of Whole site spelling strategy, using “Words Their Way” Resource.
- Implementation of Oral Language instructional strategies across the site to promote dialogue for student learning.
- NAPLAN and school based assessments demonstrate all students achieve improvement
- 5% increase in areas of Spelling and Grammar and Punctuation in NAPLAN Testing in Yrs 3/5/7
- Increased performance in PAT-R testing from year to year.
- Continued improvement in Running Record levels

## Teacher Quality

- Improved teacher quality in the classroom
- Implementation of staff coaching and instructional strategies to increase student dialogue, learning and teacher practice.
- Teacher Training and Development; Changemakers, Instructional Rounds, TFEL and Partnership groups
- As Above

- Coorong Mallee Partnership Plan



- Recent key outcomes
  - :Data is being collected in classes to monitor and track student progress in Literacy and Numeracy.
  - Staff have attended and are presenting T&D in relation to improving Literacy and Numeracy practices.
  - All staff members are using TfEL and the Australian Curriculum to plan classroom programs. The outcomes are used to assess student's skills and development.



A variety of assessment tools have been purchased to use within all classes.

NAPLAN, PAT-R and PAT-Maths results indicate an improvement in Literacy and Numeracy in Years 3, 5 and 7.

Class assessment results also indicate an overall improvement in Numeracy results throughout all year levels.

Collection of Literacy data is now an ongoing process.

Upgrading of computer equipment, 20 ipad minis for Junior Primary use, and 20 laptops for Upper Primary use.

All classes participating in IT lessons, using a whole school approach – Computer checklist.

## 4. Curriculum

:There is provision to learn via DUCT or Video Conferencing.

The Instrumental Music program is taught through Distance Education by subject specialists in Murray Bridge and the Riverland. Year 5-6-7 students are encouraged to learn trumpet, flute, clarinet and guitar using DUCT / Video Conferencing technology. Students have access to private tuition for piano, guitar, drums and vocals. These lessons are held during school time using school facilities.

For the past 2 years the school has focussed on the recycling of bottles and cans. This has provided the classes with 'extra' funds, which are often used to subsidise excursions and camps.

Staff are provided with release time each term to collaboratively plan for individual students' needs in Literacy and Numeracy. SSOs are an essential part of the planning process; collaboratively planning with the classroom teacher. These have been identified as areas in which 30% of students need some level of additional support. Early Assistance and Basic Skills grants have been used to provide SSO support to all identified students.

Through the use of the Technology curriculum, CAP and computer grant funding the school has achieved the ratio of 1 computer to 2 students.

These are primarily portable devices, and are equitably distributed across all year levels.

The school has been successful in attracting funding for numerous curriculum projects over recent years including: Health and PE; Early Assistance Project; Literacy and Numeracy. Students participate in the full range of curriculum in eight areas of learning.

- Special needs  
Support services visit Students with Disabilities regularly. These students are also supported via one-on-one SSO support.
- Special curriculum features  
:N/A

- Teaching methodology  
All classes use a thematic approach to learning. High student participation in development of classroom themes and classroom responsibilities is an expectation.
- Assessment procedures and reporting  
Parent – Teacher interviews Term 1 and Term 3  
Summative Report, end of term 2 and Term 4
- Joint programmes  
A transition programme is in place with the local Kindergarten. Various Hub focus days are held throughout the year with the Highway 12 Cluster schools.  
Pinnaroo Primary School belongs to the very active Highway 12 Cluster with Lameroo Regional Community School and Geranium Primary School.

## 5. Sporting Activities

Students have the opportunity to participate in SAPSASA events, (cricket, softball, tennis, swimming, golf, football and netball), intra and interschool sports days and swimming carnivals.

## 6. Other Co-Curricular Activities

- General  
:The school's environmental programme extends to Conservation Parks, farms and community areas often outside of regular school hours.  
A school concert is held every 2 years.
- Special  
:N/A

## 7. Staff (and their welfare)

- Staff profile  
:A high priority has been placed on Training and Development and there is a high level of staff collaboration.  
All groups of staff participate in their own hub group meetings across the Highway 12 cluster, which they have responsibility for managing, e.g. Junior Primary, Primary, Librarians, SSOs.  
The staff Social Committee organises end of term and other whole staff social functions.  
Staff have access to Partnership Services Support Personnel.
- Housing for teachers is usually readily available.  
:N/A

- Leadership structure  
:Principal
- Staff support systems  
N/A
- Performance Management  
All staff meet on a regular, negotiated basis with the principal to discuss teaching, learning, performance management and other matters.
- Access to special staff  
The Riverland Office provides specific support staff for identified students.
- Other  
N/A

## 8. Incentives, support and award conditions for Staff

T = Teachers    S = SSOs    B1&2 = Teachers in bands 1 & 2 only  
G = GSE (eg. Groundspersons)

- Complexity placement points  
:N/A
- Isolation placement points  
Teachers in all schools receive a base allocation of 1.0 placement points per year for (active) service.  
As an incentive, teachers in country schools receive additional “isolation points” each year, Pinnaroo PS attracts 1.5 points.  
The Country Incentives Scheme applies to Pinnaroo Primary School see departmental instructions.
- Shorter terms  
N/A
- Travelling time  
If these employees, all of whose salaries are below the specified limit, are required to travel on official duties outside their normal hours and away from their normal place of work, they may be granted time off in lieu.  
Such time shall not include the time spent in travelling from the employee’s home to usual work site. (See Commissioner’s Determination 23 for details.)
- Housing assistance  
Teachers residing in country locations more than 40 kms from their ‘home’ are eligible for Government housing. The rental is subsidised at varying rates according to location. (This rental subsidy is arranged automatically.)

- Cooling for school buildings
 

The SA Government is now implementing a more generous air conditioning policy, which is:

reverse cycle refrigerated room air conditioning may be supplied, to the living area only, of houses situated in areas that experience more than 35 days of over 30°C temperature over the summer months of December to March inclusive, as determined by Bureau of Meteorology climate statistics; a cool-only room air conditioning unit will be supplied to housing where a suitable heating facility is already provided. Where a reverse cycle air conditioner has been supplied, no further heating facility will be provided; eligible housing may also be supplied with a ceiling fan in each bedroom, where technically appropriate; and

in other areas, a removable wall panel and separate power circuit may be supplied on request, (and will be provided in new houses), for a privately owned air conditioner up to 2 HP.
- Cash in lieu of removal allowance
 

(S,G)

Under normal circumstances school staff other than teachers are not eligible for Government housing. Reimbursement of conveyancing expenses is available in lieu of Government Housing for some employees. (See Commissioner's Determination 17, clause 6.)
- Additional increment allowance
 

N/A
- Designated schools benefits
 

N/A
- Aboriginal/Anangu schools
 

N/A
- Medical and dental treatment expenses
 

Employees who reside outside the Adelaide metropolitan area by virtue of their employment are eligible for reimbursement of certain travel and accommodation expenses incurred when obtaining appropriate medical or dental assistance. Time is also allowed for necessary absence from duty. Teachers are eligible for the first 7 years in any locality, provided they teach at least 0.4 time. (See Award clause 17 for details.)

Other employees are eligible for similar benefits, provided that they work for more than 15 hours per week and are not "local recruits". (See Commissioner's Determination 13 for details.)
- Locality allowances
 

N/A
- Relocation assistance
 

Relocation Assistance (T,S,G)

On relocation of permanent headquarters due to placement or promotion, death or retirement of an employee, various forms of assistance are provided:

- \*reimbursement of travel, overnight accommodation and appropriate meals
- \*payment of removal costs, (or storage for remote schools)
- \*provision of insurance cover for furniture and effects while in transit
- \*allowances for packing and accelerated depreciation of furniture
- \*reimbursement of costs of disconnection/reconnection of services, (not for teachers)
- \*reimbursement of costs of redirection of mail, (not for teachers)
- \*possible eligibility for special leave with pay when relocation, (unusual for teachers).

Contract teachers are entitled to the asterisked items in the above list, at both the beginning and end of their contract.

There are various conditions applying to these benefits. (For additional details, contact the Removals Officer, telephone (08) 8226 1065. See also Commissioner's Determinations 6, 9 and 17.)

- **Principal's telephone costs**

Principals appointed to schools outside the Metropolitan Planning Area and who live locally are entitled to reimbursement of the cost of basic rental and the cost of official calls.

(See section 1 of the Administrative Instructions and Guidelines for details.)

## **9. School Facilities**

- **Buildings and grounds**

A particularly attractive school, Pinnaroo Primary has large, well-equipped and maintained grounds and buildings. The large double size classrooms, which are carpeted and have heating and cooling, are a feature. The school grounds are particularly attractive with many established native plants, two playground areas, large shade area, a swimming pool and a school garden. An amphitheatre is available on the oval for open-air performances.

- **Cooling**

All classrooms are equipped with evaporative air-conditioners.

- **Specialist facilities**

N/A

- **Student facilities**

There is a full sized gymnasium that can be accessed by the community after hours. There is also a well-equipped technology room, Community Library, kitchen, music room and an SSO Support room.

- Staff facilities  
Staff have easy access to computers for report writing, EDSAS and classroom applications. The Internet can be accessed throughout the school. A generous sized Staff Room is located in the Administration building.
- Access for students and staff with disabilities  
Ramps, toilet facilities.
- Access to bus transport  
The school principal manages and has indirect responsibility for 2 contract buses, with a department bus being supplied for the second half of 2014.  
The Mallee schools share a CAP bus.
- Other  
:N/A

## 10. School Operations

- Decision making structures  
The decision making process is inclusive and used effectively with high levels of participation by staff, students and parents. The Governing Council has 5 main Sub-Committees. 1) Finance 2) Assets 3) Curriculum 4) Fundraising 5) Grounds and Surrounds. Staff are encouraged to participate on a minimum of one committee.
- Regular publications  
A high quality fortnightly school newsletter is produced by staff. On alternate weeks the administration SSO produces a short bulletin that outlines upcoming events.
- Other communication  
N/A
- School financial position  
Steady, with the school funding the fourth class teacher.
- Special funding  
N/A

## 11. Local Community

- General characteristics  
There is strong community support of school programmes. The Pinnaroo Senior Citizens are regularly involved in school activities.
- Parent and community involvement  
Parents are encouraged to participate in classrooms to support students. The school also holds Literacy and Numeracy Days where parents and families are invited to participate in lessons for a day.

### Feeder schools

Lameroo Regional Community School is the South Australian feeder school for Pinnaroo. Murrayville Community College (Victoria) is accessed by some families as their Secondary School.

- Other local care and educational facilities  
Community facilities on the school campus include a fully operational FM radio studio, gymnasium and School Community Library.  
Local Kindergarten is located within walking distance of the school.  
Child care facilities are available for two days a week at the Kindergarten.
- Commercial/industrial and shopping facilities  
The town hosts a large variety of businesses and services. Some of these are: doctors rooms, hospital, pharmacy, post office, newsagency, bakery, 2 x roadhouses, , 3 x garages, 7 day supermarket, Olive/Pistachio/Potato growers, mixed farming.
- Other local facilities  
There are a number of local attractions of historical and environmental significance including a nine-hole greens golf course (which borders the school), solar heated community pool, animal park, Heritage museum, Ngarkat and Karte Conservation Parks, Murray-Sunset National Park and the Big Desert Wilderness. Pinnaroo has a 9-hole greens golf course, 6 lawn tennis courts, bowling greens, football and cricket ovals, swimming pool and a large variety of other sporting facilities.
- Availability of staff housing  
Two houses are available to staff, both 3 bedroom.
- Accessibility  
N/A
- Local Government body  
The Southern Mallee District Council can be contacted on  
Phone: 8577 8002.

## 12. Further Comments

:N/A