

SCHOOL CONTEXT STATEMENT

Updated: August 2022

School number: 0351

School name: Poonindie Community Learning Centre

School Profile: The Poonindie Community Learning Centre, located in an idyllic rural setting 18 km North of Port Lincoln, is a small R-6 Primary School with a current student population of 109. Every year the student profile has increased in diversity and complexity with approximately 18% disability, 16% EALD, 24% School Card and 3% ATSI. Poonindie embraces diversity and inclusion and is often seen as a school of choice for the local community and families with students who have additional needs. Poonindie prides itself on inclusion and growth for every child in every classroom through a culture of high expectations in teaching and learning within a small, close knit school community.

The Eyre Peninsula is the traditional home to the Barnjarla (Port Lincoln area), Nauo on the Southern Side, and Wirangu people further up the far west coast and there is a homeland community, Akenta, in close proximity to the Poonindie School. There is a rich history of indigenous people in the area, with the local Poonindie Mission that was opened in 1850 and closed in 1894. The school visits the mission to learn about the local history through our HASS programs.

The school provides a broad and balanced curriculum based upon the Australian Curriculum for all Learning Areas. All Learning Areas are implemented with a focus on the 7 General Capabilities of Literacy, Numeracy, ICT competencies, Critical and Creative thinking, Ethical Behaviour, Personal and Social Competencies and Intercultural Understanding. Implementation of the new departmental Australian Curriculum units has been a priority in 2022, particularly in the areas of English, Mathematics, Science and HASS.

We work collaboratively and in partnership with our parents and wider community to provide quality individual learning and care for all students in a supportive teaching and learning environment. Our Governing Council is actively involved in many facets of the school, including policy development and review, facility upgrades, fundraising, whole school lunches and as classroom helpers. Teacher's welcome parental support and this is evident in classrooms, including listening to reading in the JP classrooms.

Opportunities exist for a variety of interschool interactions within the Port Lincoln Partnership of schools or with our small schools' network throughout the school year. This includes combined training and development, sporting events, STEM congress, cultural or music activities or student leadership courses. SRC has an active role in the decision-making of the school.

Our mission is to:

- Deliver high-quality curriculum that maximises every individual student's learning potential, building knowledge and skillsets in a sequential manner. We will strive to ensure every child masters the concepts outlined in the Australian curriculum; with no child left behind.
- To maintain high expectations in teaching and learning, rigor in delivery, timely and ongoing assessment & evidence-based resources within a safe, inclusive and supportive learning environment.

We strive to provide a learning program that promotes our values and vision

Our Vision is to: "Prepare and motivate our students in a rapidly changing world; Instilling the knowledge and skills they require as lifelong learners and to practise our core values of **Accountability, Innovation, Respect and Resilience**".

"Students will have success for today and be prepared for tomorrow".

1. General information

- School Principal name: Sally Cormack
- Deputy Principal's name, if applicable: N/A
- Wellbeing and Learning Improvement Coordinator: Kim Francis
- Year of opening: 1897
- Postal Address: Private Mail Bag 94, Port Lincoln SA 5607
- Location Address: 1-25 Hirschhausen Road, Poonindie SA 5607
- DFE partnership: Port Lincoln 1
- Geographical location – i.e., road distance from GPO (km): 629 km from Adelaide GPO
- Telephone number: (08) 8684 6067
- Fax Number: (08) 8684 6057
- School website address: www.poonindieps.sa.edu.au
- School e-mail address: dl.0351.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: Poonindie Early Childhood Centre (standalone)
- Out of School Hours Care (OSHC) service: N/A
- February FTE student enrolment: 109

	2018	2019	2020	2021	2022
Students	102	104	120	116	109
ATSI	11	11	13	11	3
School Card %	17%	18%	25%	27%	24%

Student enrolment trends: Our school has steadily grown from previous years and is an attraction for families of students with disabilities and those families seeking out a smaller school environment. The impact of the Year 7 to High School strategy saw us loose a whole year level at the conclusion of 2021. The impact of COVID-19 also saw a small number of families engage in home schooling from the commencement of 2022 school year.

- *Staffing numbers (as at February census):*

Leadership	Teaching and SSO staff	AET/AECO
1 FTE Principal Band A3 /0.2 Wellbeing and Learning Improvement Coordinator – Band B1	6.1 FTE 177 SSO hours (includes 32.5 SSO 2 Admin and Finance; 8 SSO2 ICT support; 7 hrs SSO1 Resource Centre & 9 hours GSE)	No AET allocation as under 10 ATSI students this year 7 hours ACEO allocation

- Public transport access: We have 2 school buses (departmental managed contracted bus service – EP buses) that transport students to and from our school; the Tod River/White Flat Bus and the Poonindie Louth Bay Bus that travels to Louth Bay and North Shields and Poonindie in the morning and the reverse in the afternoon. We also have another connecting bus run from Charlton Gully.
- Special site arrangements: We are an R2 Site (Fire Risk Rating) and are closed on catastrophic days.

2. Students (and their welfare)

- **General characteristics**

The student population comes from a wide area, including the small townships of Louth Bay, North Shields and surrounding farming properties within the White Flat and Tod District.

A consistent approach to student behaviour management exists across the school based upon sound policy and procedures, aligned to our school values, which is reviewed regularly by staff and students. DfE and other external agencies are accessed as required.

- **Student well-being programs**

We have appointed a Student Wellbeing and Learning Improvement Coordinator who works with the principal to ensure student wellbeing, inclusion and quality instruction is foundational to all teaching and learning programs. Our core wellbeing program is “The Resilience Project”.

- **Student support offered**

The school prides itself on acknowledging the individuality of students; its small size allows student needs to be catered for individually in collaboration with DfE and other agency support if needed. Students who are verified are supported through the provision of additional staff and resources. Since 2012, our school has employed a Pastoral Support Worker for 14 hours per week. This role has provided families with additional support.

- **Student management**

Consideration is needed for the students who travel by bus and arrive at the site forty minutes before school starts. Teacher supervision provides care and sports equipment is available for students to access in this time. This also occurs after school for approximately a 30-minute period.

- **Student voice**

Each year level has representation on Student Council. Regular meetings are held to identify what is working (positives), issues/concerns and recommendations for improvement. An induction ceremony is held in term 1. SRC regularly choose and facilitate fundraising activities for special causes or our own school and have input into the classroom learning and play areas. Student Voice had significant input into the development of our school values in 2020 and our nature play area, gathering ideas and suggestions from all students.

- **Special programmes:**

-The RESILIENCE PROGRAM – G.E.M principals of Gratitude, Empathy and Mindfulness are explicitly taught and practised

- INITIALit/Heggerty, MacqLit and Brightpath are our core Literacy programs
- Breakfast Club run by our Student Leaders/Year 6 class
- Craft programs at recess and lunch – Pastoral Care Worker Helen Schramm
- Whole of school recycling program – lead by Mr Rowsell’s 3/4 class
- Student Voice – Mrs Letton
- Nature play and cooking from our school garden – Mrs Higgins, Mrs Cormack
- Social skills program – Mrs Francis

3. Key School Policies

Site Improvement Plan and other key statements or policies:

In 2022, we have 2 Site Improvement Plan priorities based on a thorough analysis of the previous years NAPLAN, PAT data, Brightpath data & a range of other data sets including student wellbeing and engagement data.

- **Goal 1:** To increase the number of students meeting SEA and HIGHER BANDS in numeracy. Challenge of Practice: If WE prioritise a consistent, daily, timetabled numeracy block that develops student’s sense of number BY following the sequence provided in the Big Ideas in Number with a focus on trusting the count, place value, additive to multiplicative thinking and partitioning then we will increase the number of students meeting SEA and HIGHER BANDS in numeracy.
- **Goal 2:** To increase the number of Year 3 and Year 5 students achieving higher bands in writing. Challenge of Practice: If WE increase opportunities for student dialogic talk routines and explicitly teach metacognition/self-regulation skills BY prioritising this in the teaching and learning cycle THEN we will increase the number of Year 3 and Year 5 students achieving higher bands in writing. The challenge of practice for writing has been modified from the commencement of the year, with changes to our staff profile.

4. Curriculum

At Poonindie Community Learning Centre, we have strengthened and refined our existing good practice through the implementation of the new DFE Curriculum Units in Mathematics and English and other specialist curriculum areas like Science and HASS. This has provided a consistent, guaranteed and viable curriculum for all students Years 3-6.

We put children at the centre of our work by also adopting the South Australian Teaching for Effective Learning (TfEL) Framework as a reference for how we design and implement high quality, differentiated teaching and learning. Clear learning intentions and co-constructed success criteria are non-negotiables in every classroom.

Students identified as having a disability or as having a learning difficulty are catered for in our school with careful planning, consultation and collaboration with the key stakeholders including the student, family and interagency support. Students with a disability are supported by a One Plan and teachers are well supported by visiting personnel from the District Office. Students in care and Indigenous students are also supported with a One Plan. Resourcing is spent on additional staffing and students to receive the learning programs tailored to their needs.

- The Premiers Reading Challenge is successfully implemented annually from R-7.

- Funding provided through the Disadvantaged Schools Program and other avenues within the school funding process are carefully monitored to provide a variety of learning experiences that give students an opportunity to experience a broad and balanced learning program.
- Emphasis is on knowledge of the students in each year level, setting of personal goals aligned to the Site Improvement Plan (SIP), and the development of individual learning programs as required. School Services Officers are deployed in all classrooms to implement relevant learning programs with the teacher.
- The school reports to parents in line with the current DfE Curriculum, Pedagogy, Assessment and Reporting for Reception-Year 10 policy. Written reports are sent home in Term 2 and 4 and progress is reported in relation to the achievement standards for all implemented learning areas of the Australian Curriculum. Interviews are held for all students in term 1 and are optional in term 3.
- An Indonesian language program is offered on a weekly basis. Whenever an opportunity arises for intercultural experiences our school endeavours to be involve. We access other visiting performances in our Port Lincoln cluster of schools.
- All classrooms have electronic prowise boards and they are used regularly by teachers in the daily learning program. All students access the computer suite in the library on a daily basis on a roster system where there are enough computers for individual student access. We have a class set of mobile laptops that operate from a wireless network. Students also have daily access to iPads that are shared amongst the classes. The school endeavours to keep up with evolving technologies and innovative practices including the use of 3D printers.

5. Sporting Activities

- All competitive sport is community based with many students accessing gymnastics, dance, netball, hockey, football, cricket, soccer, baseball, martial arts and basketball and others through community clubs located in the area of Port Lincoln and surrounds.
- SAPSASA activities are supported in the school.
- The school has an Annual Sports Day where students compete in House teams – our house teams are **Hirchausen**, **Tod**, **Tallala** and **Solomon**. The school participates in an interschool tabloid sports day with Ungarra and Port Neill Primary schools.
- Visiting sports promotions e.g., MILO cricket, Port Magpies Football clinic, SANA netball clinic is actively encouraged and supported at the school.
- The school receives a Sporting Schools Grant to participate in sports such as gymnastics and athletics, usually for 3 terms.
- Each year swimming lessons are offered to students in Reception to Year 4 at the Port Lincoln Leisure Centre. The Upper primary class have accessed the Aquatics Program offered at Coffins Bay in term 1; although this is currently unavailable. These activities are supported through the use of SAISOP funding in the budget

6. Other Co-Curricular Activities

Every year the whole school is involved in an end-of-year concert; one year at the Nautilus Theatre in Port Lincoln and in the outdoor area of the school on the alternate. Friday afternoon assemblies are facilitated by the school student leaders and regularly feature students sharing their classroom work and musical items. A school fete is also a Poonindie tradition – this occurs biannually, and discussions are underway about a twilight fete.

7. Staff (and their welfare)

- **Staff profile**

Teaching staff: includes 5 classroom teachers, 3 non-contact teachers, 0.2 Wellbeing and Learning Improvement Coordinator and a Principal 1.0. Non-teaching staff currently consists of an SSO Finance Officer with a permanent entitlement of 32.5 hours/week and 1 classroom support SSO's with permanent hours. Our GSE is currently employed for 9 hours per week of which 6 hours per week is permanent employment. Extra non-permanent SSO hours are allocated annually dependent on the needs of the current cohort of students which varies greatly from year to year.

- **Leadership structure**

As a small primary school, Poonindie Community Learning Centre attracts funding for a Principal BAND A-3 position. There is currently a 0.2 Band B1 Wellbeing and Learning Improvement Coordinator. Shared leadership is valued, and a collaborative work culture exists where leadership roles, responsibilities and accountabilities are shared with teaching and non-teaching staff. Teamwork is encouraged, resourced and evident in our daily workplace.

- **Staff support systems**

All staff are expected to participate in training and development that is relevant to their classroom practice, aligned to the SIP and is documented in their own Personal Development Plan (PDP). The site leader participates as an instructional leader with teachers in professional development. Staff access online learning opportunities driven by emerging needs of student cohorts and the SIP. PLCs are an embedded structure enabling all staff including SSO's to engage in deep and targeted professional learning. The Employee Assistance Program is available for confidential personal assistance.

Performance Management

All teaching and non-teaching staff are expected to document a Performance and Development Plan in term 1 for the coming year. For teaching/classroom support staff, this needs to be aligned to the SIP & AITSL standards for the dual purpose of meeting the new Teachers Registration requirements and for individual professional growth. The principal completes and shares an annual PDP with current line manager which is the Education Director, Rowena Fox. The Pastoral Care Worker (PCW) completes a PCW Work and PD Plan which is co-signed by the Principal and Schools Ministries Group (SMG) Regional Manager. All PDPs are revisited at 6 monthly intervals i.e., 2 formal minuted meetings and other less formal meetings. PDPS are complimented by peer and leadership walk throughs/observations and feedback.

- **Staff utilisation policies**

Class structures and class teacher allocation for each year are given careful and considerable thought, usually during term 4 of the preceding year and in consultation with PAC and general staff and GC. The process takes into account the availability of and the need for specialist teaching pedagogies for the year levels of students (i.e., JP, MP or UP), the numbers of students in each year level and the expected funding provided in the RES.

Access to special staff

Specialist support from the district office has been provided by various paraprofessionals who assist schools when the need arises e.g., behaviour management specialists, disabilities personnel, hearing and speech experts, attendance officers. On other occasions the school have utilised the services of Tobruk Centre and West Coast Youth Services. Instrumental Music teachers visit the school 1x per week to provide tuition to students in Years 4-6.

8. Incentives, support and award conditions for Staff

- Housing assistance: is available through the local office for Government housing located in Port Lincoln and can be applied for on-line.
- Cash in lieu of removal allowance: refer to DfE website for updated information.
- Locality allowances: Yes, apply through the Employee Information Kiosk, once appointed to the school.
- Relocation assistance: Yes, claimable on-line at DfE website, once appointed to school

9. School Facilities

- Buildings and grounds:

The school has 9 buildings within the grounds. The Administration building is the original stone building built in 1910 and is made up of a renovated staffroom, small SSO working space, front office foyer, First aid room and the principal's office. Adjoining the original school building is the newest building in the school, our Library Resource Centre. This was funded as a result of the Federal Governments Building Education Revolution in 2009-2011. The remaining general classroom areas are transportable buildings built between 1965 and 1997, which were given some refurbishment as a School Pride project in 2009 and 2010. The grounds has a multipurpose room, 1 large shed, 2 smaller storage sheds for gardening and sporting equipment. The school yard is large and comprises of 2 large lawned areas and a separate paved court area with a rebound wall and modern playground equipment under shade. In 2020, we upgraded our outdoor play area with a nature play space using a commonwealth grant. In 2021, we developed the Innovation Hub, a multipurpose room to support student learning across the ARTS and SCIENCE disciplines, breakfast club and a kitchen area to cook from our school garden.

- Heating and cooling: every building has reverse cycle air-conditioning and an undercover verandah area with tables and seating.
- Student facilities: As we are a small site, it is unviable to have a school canteen. We have weekly lunch orders from the local North Shields Roadhouse who provide a balanced menu including healthy options such as salad rolls/sandwiches. We have warm-up days twice a term where parent volunteers warm-up pre-cooked student lunches in our oven (housed in the Innovation Hub).
- Staff facilities: Staff have a large modern staffroom in the main administration area with computer suites, smart tv for professional learning, tables and sofas to allow for a range of working options.
- Access for students and staff with disabilities:
The grounds are completely accessible for students with disabilities including wide paved areas and ramps for wheelchair access into classrooms and toilets. We have 1 disabled toilet.
- Access to bus transport:
The majority of our students travel to school on the contracted bus service. It collects students from Louth Bay, North Shields and anywhere in between. Some students travel to school on the Tod River bus which continues on to the Port Lincoln High School. The Tod River bus is managed by the Port Lincoln Primary School.

10. School Operations

- Decision making structures:

The school has a Governing Council and Student Representative body who are actively involved in decision making with all staff members. Governing Council have 2 meetings per term. Staff meetings are planned with agendas and held weekly. Sometimes we are involved in joint staff meetings with nearby schools or in a TEAMS video conference opportunity. The staff meeting is a single committee for all discussions. Information sharing is facilitated by incidental meetings and formally through the daybook in the staff room. PAC meet twice per term and as required, to discuss staffing matters.

- Regular publications:

A school newsletter is published every 2 weeks and is available on our school website. School Policies are available on the school website.

- Other communication:

Extra notes e.g., Consent forms, information leaflets are sent home when required throughout the year. On predicted CATASTROPHIC FIRE DAYS all families are contacted to inform them of a school closure the following day. Telephone calls are made to parents in the event of a child coming down with an illness or having had a playground accident that requires medical attention. The Seesaw App is used for regular communication between home and school. It is particularly useful for sending reminders to parents.

- School financial position:

The school is in a sound financial position with past infrastructure and planned changes financed from grants. Ongoing planning for curriculum and facilities is done in conjunction with staff and the Governing Council. Each year the school is funded under the Student-Centred Funding model and constructs an annual budget within this resourcing allocation. Special funding is allocated within the annual Resource Entitlement Statement under headings such as Additional ICT support, Primary School counsellor, Small Schools base, Rural and Isolated Index, Aboriginal education, Students with Disabilities, EALD funding, Early Years funding all of which is variable from year to year and is based on certain criteria.

11. Local Community

- General characteristics:

Poonindie is a small housing settlement north of Port Lincoln, with the school being the only community facility used daily. There are a couple of small churches within the local vicinity used for local worship on a weekend. Louth Bay and North Shields are the two closest residential areas to the school with many families on rural allotments spread within a fifteen-kilometre radius. Since 2009 the housing options have extended because of 2 local land developments, the Poonindie Housing Estate and the Boston Point Development. Our school has benefited from these land developments bringing in new families.

- Parent and community involvement:

Community involvement in the school is outstanding despite the challenges of COVID-19. Functions throughout the year such as Acquaintance evening, SRC Induction, Harmony Day, Bookweek, Sports Days, End of year concert and the biannual FETE are all extremely well attended by immediate family members, relatives and friends. Members of the Governing Council and other parents are prepared to meet as often as required and regularly visit the school for a variety of reasons including parent workshops, classroom help or schoolworking bees.

- Feeder or destination preschools/schools:

The on-site Poonindie Early Childhood Centre is a feeder kindy for our school, with a quality all year-round transition program in place for ease of transition from kindy to school. As from 2024, there will be 2 intakes of new Receptions in line with the new DFE policy. Our school accepts new Reception students who have attended a kindy in Port Lincoln and whose parents are wanting to enrol their child in a small primary school.

- Accessibility:

The school is located within 18 kilometres of Port Lincoln. It is usually a 12-minute drive to and from school. The city of Port Lincoln is currently serviced by 2 airlines: Qantas and REX airlines.

- Local Government body:

Our school is situated in the local council area called the “District Council of Lower Eyre Peninsula”.