

SCHOOL CONTEXT STATEMENT

Updated: 4/18

Tarlee Primary School

1. General information

School Number:	0430
Courier Number:	0
Principal:	Mr Chris Turrell
Postal Address	Craig Street, Tarlee 5411
Location Address	Craig Street, Tarlee 5411
School email	dl-0430.info@schools.sa.edu.au
Phone Number	(08) 8528 5301
Fax Number	(08) 8528 5218
Mobile	0421 098 089
Portfolio	Gawler 1
Partnership	Lower Mid North
Distance from GPO	80 km
Index of Disadvantage	2
Playcentre?	Yes

Enrolment Statistics Term 1

Year	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Total
2013	3	3	4	3	4	4	2	3	25
2014	2	3	4	3	5	3	3	2	25
2015	4	0	2	1	3	5	3	1	19
2016	2	4	0	2	0	2	4	2	16
2017	3	2	5	0	2	0	3	3	18
2018	4	5	1	5	1	4	0	3	23

	Male	Female	School Card	NESB Total (Persons)	Aboriginal	ILP/NEP Students
2013	14	11	12	1	0	14
2014	15	10	11	1	0	13
2015	11	8	12	1	0	10
2016	10	6	6	0	0	8
2017	12	6	Awaiting Approvals	0	0	8
2018	14	9	17	0	0	2

STAFFING

Tarlee Primary School is currently funded as 1.9 teaching staff, a top up from school funds by 0.3 to;

2.4 FTE consisting of:

1.0 Principal –Male; Admin 0.4, teaching 0.5, student counsellor 0.1

0.8 and 0.6 Teachers - Female

21 hours Finance, Admin SSO 2 – Female

7.5 hours Classroom and Library SSO1 – Female

18 hours ICT, office and Playgroup

33 hours individual student and Classroom Support SSO 1 – Female x 2 Special Education student support

5 hours Ground persons - Male

1 Christian Pastoral Support Worker - Female

Cleaning by contract

LOWER MID NORTH B-12 PARTNERSHIP (LMN):

Tarlee Primary School is one of fifteen education sites (Birth to Yr12) that form the Lower Mid North Partnership. This partnership is one of five other partnerships to form the Gawler 1 Portfolio under the guidance of an Educational Director. Each partnership is responsible collectively for the education and wellbeing of learners and young people from Birth to Yr12. This year the partnership will be involved in a review in term 2.

Sites in the Lower Mid North Partnership.:

Balaklava Children's Centre, Balaklava Primary, Balaklava High, Hamley Bridge Kindy, Hamley Bridge Primary, Manoora Primary, Owen Primary, Riverton Kindy, Riverton Primary, Riverton High, Port Wakefield Kindy, Port Wakefield Primary, Saddleworth Pre School, Saddleworth Primary, Tarlee Primary.

The Partnership covers approximately 400 km², from Hamley Bridge Primary in the South to Manoora in the North, Port Wakefield in the West to Tarlee and Saddleworth in the East. This incorporates 2 Local Council areas and a wide disparity of issues affecting our families. The distance **Vision:** To provide a world class educational community that enables all learners to successfully transition and thrive through all aspects of their schooling and beyond.

Values: Trust, Respect, Shared Responsibility, Integrity, Excellence.

Priority 2018: The Partnership will use the Visible Learning as a platform to enact our vision to promote improved outcomes for our students. In 2018, the main focus is on the use of feedback to inform progress in changing pedagogy. We seek to develop a culture of growth mindsets for learning.

Mission: We will achieve this by building powerful learners who strive for excellence characterised by: Creativity, Curiosity, Independence, Reflectiveness, Perseverance. Working

closely in collaboration with our communities, families, staff, students and leaders. Targets have been set for improvement in the areas of:

- Numeracy outcomes for all children and students,
- Student learning outcomes and
- attendance.

The plan can be accessed at the LMN website.

ENROLMENT TRENDS

Student enrolment numbers have risen slightly over the last few years and have remained reasonably static at around 20 - 24. Tarlee Primary School had an enrolment of 25 students at the end of 2017. This represented approximately a 30% increase in numbers from the beginning of the year.

The Pinery Fire still has an influence on school enrolment with families taking their children to larger communities for their schooling as they believe they are safer.

HISTORY

Tarlee Primary School was first established in 1870 under licence from the Riverton council and set up in the Baptist Church across the road from the current school site. The community worked together to fund the building of a purpose built school building on land donated for the purpose. This was completed in 1875.

The current Tarlee Primary School was opened in 1875, and is situated on Craig St, on the north eastern side of the town. Over the ensuing years the school has nearly become enclosed by the township.

In 1876 the school control came under the new Act of Parliament that introduced the present system of Government controlled schools, compulsory attendance and secular curriculum.

The students attending are mostly from the town, surrounding farms and neighbouring small towns.

The town of Tarlee has had a school for over 145 years. The School has been operating on the present site for over 141 years. Some of descendants of the original settlers of this district still live in the district and either went to, or have children going to the school today.

PUBLIC TRANSPORT ACCESS

Local public transport is not available, most students walk, ride or are driven to school.

Students residing outside the township are mostly transported privately. The school bus is not used by Tarlee students to access the school.

2. Students (and their welfare), Demographics

GENERAL CHARACTERISTICS

Tarlee Primary is an Index of Disadvantage 2 school.

The majority of students are from English speaking backgrounds. There is a diverse range of family, social backgrounds and lifestyles within the Tarlee community and school population; which has changed significantly over the years and continues to evolve.

The school's role is to respond positively and proactively to these with an emphasis on best interests and wishes of the whole school community.

Approximately 33% of the school's students receive school card funding, and there are several sole parent families as well as many families with complex dynamics and Disabilities.

Tarlee Primary School students and their families mainly live within the town, within a short distance of the local township, on surrounding properties, or from the townships of Hamley Bridge, Stockport, Bethel and Lindwood.

PASORAL CARE

The school is funded for a Pastoral Care Worker for 10 hours per week, to supporting students, families and staff within the school environment, which includes working with small group student, support class teacher, spending time with students in the yard, and supporting parents.

STUDENT MANAGEMENT AND WELFARE

The school has an effective behaviour program which is built around the promotion and encouragement of success. While developing skills of cooperation, consideration, courtesy and respect of others and property.

Behaviour management and Anti Bullying, Complaint procedures Policies and support documents have been developed with open consultation with students, families and staff.

Copies of the relevant policies are attached to the schools website or ask for a copy from the school).

Tarlee has a strong student voice with an active SRC and students have the opportunities to participate in Governing Council sub- committees from time to time.

Our School Motto Is:

PROUD, POSITIVE, and SUPPORTIVE

Our School Rules are:

- Cooperate with others and respect their rights too.
- Speak to others respectfully and in an appropriate manner.
- Treat others and property with care and respect.
- Move around in a safe and respectful manner.
- Keep others and ourselves safe at all times.

- Problems need to be solved in a fair and respectful manner, (if this is hard to do seek help from an adult).

Behaviour Management:

Student behaviour is managed through consistency, respect, consideration, courteous, cooperative and parent support. 2018 will see a review of a number of policies at Tarlee and behaviour management will be one of these.

The appropriate behaviours we expect of students are based on our school values of respect, quality learning, safe environment and positive relationships.

STUDENT REPRESENTATION.

The School Representative Council (SRC) plays a key role in the school's decision-making procedures.

Our SRC meets once a week and has all student from year 3 – 7 taking part. The group has the responsibility of deciding what student fundraising initiatives will take place during the year, what award activities occur and other matters that directly affect them.

SPECIAL PROGRAMS

Playgroup:

Playgroups in Schools (PiNS), was responsible for providing funding for a number of sites in our partnership but the funding ended mid-year. The partnership made a decision to continue to fund the program in a number of sites for 2018 with a view to accessing other funding in future years. This was based on the review of the program which showed many measurable positive outcomes.

In 2018, we have a SSO responsible for the program who also runs the Wasleys Playgroup. The program is based on the SPICE kit and runs from 9 – 11.00 each Thursday.

Personal Student Potential

The school has a very strong focus on individual success. This means that students have the opportunity to work to their maximum personal potential with the support and guidance of the whole community.

- Every student at Tarlee has an individualised learning plan (ILP). which is modified each term.
- In 2018 staff will be using the LDAM strategy to develop support strategies for targeted students struggling in maths and reading.
- We have a strong transition programmes for students from Kindy to School and Year 7 to Year 8 (High School).

3. Key School Policies

SITE IMPROVEMENT PLAN

The 2018 plan has 2 priorities:

- Developing number sense and
- Developing reading comprehension skills

The targets for number sense are:

1. All students will show measurable improvement in the understanding of the concepts of Big Ideas in Number and
2. All students achieve 1 year's growth in numeracy – as evidenced by PAT –M results

The targets for reading comprehension are:

1. All students achieve 1 year's growth in reading comprehension as evidenced by PAT-R and Running Records results and
2. 75% of students achieve a SEA in PAT-R with a focus on individual learning.

MONITORING AND REVIEW

The school consults widely and acts on a range of feedback and data provided by all members of the school community (parents, students, staff). This data is obtained through performance management meetings, surveys, interviews, ongoing feedback, student management coordinators, student achievement data and the continuous seeking of feedback from all groups. Outcomes are publicised in newsletters and throughout the school, at Governing Council, SRC, staff meetings and in the annual report.

Both the school and Partnership will be reviewed in term 2 2018. The recommendations from these reviews will be reflected in future Site Improvement Plans.

4. Curriculum

SUBJECT OFFERINGS

Eight curriculum areas are offered.

English and Mathematics is taught for a minimum of 300 minutes per week and these lessons occur in morning sessions when the school has two groups based on ability. Other curriculum offerings occur in the afternoon when all students work together in the one class at most times. An exception to this is one session in the afternoon when the primary students have a science lesson while the JPs have a creative play session. AUSLAN is the language other than English taught at the school.

SPECIAL NEEDS

Australian Curriculum General Capabilities and the Australian Curriculum Achievement Standards are used to assess student's academic learning outcomes.

A range of assessment strategies are utilised including DECD's SEA (Student Educational Assessment) based on Running Records reading R-2, PAT R and PAT M, NAPLAN results. School based diagnostic assessments include using PM Benchmarks, Waddington's Reading and Spelling Diagnostic Tests, Probe Reading and comprehension and teacher observation and professional judgement to inform peers, parents and wider community on student achievement and learning.

These results are reported as standard Departmental Written Reports and in parent interviews twice yearly (Terms 1 & 3 parent interviews, terms 2 & 4 written reports).

5. Sporting Activities

The school is committed to daily physical fitness with all students taking part as a group at the start of the day.

All students attend swimming lessons at Riverton Pool for a maximum of 450 minutes (5 x 90 mins) per year.

The school participates annual in the Gilbert Valley Interschool Sports Day with 4 other schools each year and a small schools swimming carnival with five other schools.

The school encourages students to participate in the Burra district SAPSASA competitions. We are also involvement in sport coaching clinics as they are offered.

Some students and families are involved in community sport especially, basketball, Football / netball, tennis, bowls, swimming.

6. Other Co-Curricular Activities

GENERAL

The annual End of Year Concert is a popular attraction for the entire Tarlee Community.

Community Working Bees help to maintain school grounds and other outside school community areas.

The pastoral Care worker also organises a number of excursions for student to see other community groups in action.

For the last 2 years we have also been visited by the Operation Flinders fundraising bike riders.

7. Staff Wellbeing

STAFF SUPPORT SYSTEMS

All staff develop their own professional development plans which address both their personal, and the school's priorities.

Staff have performance management meetings with the principal each term, which include; discussions on programming and planning, student progress and observations.

Both written and oral feedback is given on performance each term in line with National Professional Standards for Teachers.

The processes for raising concerns by parents and staff are currently under review.

8. School Facilities

BUILDINGS AND GROUNDS

The school is situated on approximately one hectare of land. The grounds are landscaped with many trees including native and fruit. The grounds incorporate quiet areas and large play facilities - comprising of a well maintained school oval, and hard surface all weather play areas. Other grassed or paved areas for quieter pursuits including a Rotunda. Garden beds full of flowering plants, shrubs and bulbs. The SRC has developed a number of planned projects to improve the school grounds. Last year a number of fruit trees were planted and outdoor furniture refurbished by them.

There is a well equipped covered playground to facilitate many gross motor activities and a Covered Outdoor Learning Area (COLA) with court markings for basketball, netball, indoor soccer or hockey, volley ball and badminton.

The school has wheel -chair access to teaching, personal and recreational areas of the school. The main building contains the reception, foyer, principal's office, school council office, first aid / sick room, staffroom with kitchen, teacher resource room, storeroom, library/conference room, junior primary classroom (Billby's Burrow). Other buildings comprise of 2 portable classrooms. One classroom (Dingo's Den), the other is the Atrium (activity / art room). All work areas are equipped with reverse cycle air-conditioning.

ACCESS TO THE SCHOOL

There is easy access for persons with disabilities to all buildings.

The school has wheel -chair access to teaching, personal and recreational areas of the school, and disability parking is available at the front of the school.

STUDENT FACILITIES

The Library is well equipped and resourced for students with books and DVDs available to borrow.

In order to support differentiation at the school Information Communication technology has been a focus for a number of years and will continue to be so in the future.

Students have access to a wide range of sporting equipment available for recess, lunch and structured lesson times.

There is an abundance of outdoor furniture to support social engagement and an active outdoor learning environment.

STAFF FACILITIES

The school has, in recent years moved from a paper based to an electronic teacher reference library although some paper resources are still being purchased. With improvement in broadband access there has also been an increase in the use of web-based resources. The 2 main classes have Interactive whiteboards.

There is a teacher preparation room/staff room with desks and work tables, photocopier, networked and internet capable computers printers and other tools eg. Laminator, guillotine, spiral book binder etc. Adjacent to this room is the staff kitchen.

BUSHFIRE WATCH

Tarlee Primary School is a Bushfire **Category 2** school. This means on days the CFS and weather department declares the following day to be CATASTROPHIC in the fire district the school is in, *the school is closed for that day*.

The school holds emergency procedure-drills each term, and bush fire drills during terms 1 and 4.

9. School Operations

DECISION MAKING

The **Governing Council** are consulted and make decisions on general operational and managerial processes of the school including finance, fundraising, strategic planning, school uniforms etc. Governing Council meets twice a term with the AGM in term one of the school year. The council members sit for two years with one half standing down each year. Interested persons can stand for more than one term of office if re-elected. DECD employees may sit on council providing they do not form the majority and only sit for one year. Interested parents, Staff and students may sit in on any meeting as an observer if they wish but have no voting rights. With the exception of any meeting that has been gazetted as a "closed meeting".

Staff meetings are held weekly consists of two components. Administration is held initially dealing with the general running of the school, strategic planning, curriculum issues, student welfare including behaviour management, bullying and safety etc. Information from these meetings may be reported to Governing Council. The second part is whole school professional learning, focusing around the strategic directions of the school, DECD or identified professional development needs of the staff.

REGULAR COMMUNICATIONS AND PUBLICATIONS

Information is disseminated to the school community through;

- A school newsletter is published every fortnight.
 - All parent/caregivers are on our SMS notification network.
 - School assemblies are held to share celebrations and achievements are held each term.
 - A daybook is located near staff pigeonholes in staff room.
 - School based and DECD Information pamphlets and flyers.
 - DECD Information is available electronically via Learn link.
 - The annual report is published annually by the 31st of March for the previous year.
- Other Communication
 - A parent information handbook is provided to all new parents.
 - Staff / volunteer Induction Handbook and Induction meetings on appointment.
 - School web site.

SCHOOL FINANCIAL POSITION

The school operates within the allocated annual entitlement. This entitlement supports the classes, provides additional support for students at risk, upgrading internal and external facilities and computing / technology items.

10. Local Community

GENERAL CHARACTERISTICS

Most employment tends to be in the local area or surrounding district, this involves commuting to Riverton (15 kms), Kapunda (15kms), or Gawler (40 kms) for goods, service, manufacturing or agricultural labour.

PARENT AND COMMUNITY INVOLVEMENT

Parents support the school by being involved in school governance, special events, excursions, transporting students, classroom support and fundraising.

Parents help organise playgroup session every second week utilising school facilities.

FEEDER SCHOOLS

Junior Primary students arrive from Hamley Bridge, Kapunda and Riverton Kindergartens.

Year 8 students attend Riverton and District High School a school bus service is provided.

There are also a number of independent educational institutions in and out of the district.

LOCAL FACILITIES

There is no child care or other educational facilities within Tarlee. Other facilities include Emergency Services, CFS volunteer fire service with all other emergency services from out of town. There is a Postal Office Agency, Takeaway food shop, flour mill and organic food distributor, metal engineering factory, wheat silos, hotel, motel with bed and breakfast accommodation within the town.

OTHER LOCAL FACILITIES OUT OF THE TOWN

There is a SES (State Emergency Service) in Kapunda.

Doctors and Medical Nursing home and police facilities are available at Riverton (15kms), Hamley Bridge (15kms) Kapunda (15kms) and Gawler (40kms). Emergency medical treatment is available at the Kapunda Hospital (has a helicopter pad), or by ambulance to Lyle McEwen Hospital in Elizabeth 45 minutes south by road.

The nearest full service pharmaceutical chemist is in Kapunda; though Riverton has chemist with a Pharmaceutical agency (attached to Clare).

The nearest libraries are in Riverton and Kapunda.

LOCAL SPORTING AND RECREATIONAL OPPORTUNITIES

There is a number of local sporting clubs in the town and local district.

Within Tarlee Township:

- Jr Basketball
- Lawn Bowls
- Tennis
- Table Tennis
- Darts
- Eight Ball

Other Local Townships

Football	Cubs and Scouts
Netball	Brownies and Guides
Tennis	St Johns Cadets

Cricket
Basketball
Hockey
Swimming Pools
Croquet
Golf
Horse riding
Badminton
Carpet Bowls

Christian Youth
Lyons Club
Rotary Club
Probus Club
C. W. A.
Quilting Groups
Kapunda Music Society
C. F. S. Cadets

AVAILABILITY OF STAFF HOUSING

There is no government housing in Tarlee. There is limited access to government housing in adjacent towns. Private rental accommodation is usually available within the town, local district or other local townships.

ACCESSABILITY

The nearest train station is in Gawler, 40 Km away.

LOCAL GOVERNMENT

Tarlee lies within the Clare Gilbert Valley Council with offices located in Riverton, Saddleworth and Clare.

11. Further Comments

The school is the only Government Department in the immediate area, and lack of other services sees the school being the "Go To" place for information and support.

Staff, families, students and the wider community has shown a great deal of pride in the school and its environment and as such are willing to take extra care and effort in its running and appearance.