



# SCHOOL CONTEXT STATEMENT

Updated: 27 June 2018

**School number:** 0754

**School name:** Cummins Area School

**School Motto:** Knowledge is Power

## Cummins Area School

**Mission:** Our school works to build a supportive learning community that assists all students to achieve their potential with the skills, values and confidence they need to make a positive contribution to our society.

**Vision:** Our students will be fully engaged in collaborative and autonomous learning with a strong sense of valuing themselves and others,

**Values:** respect, responsibility, cooperation, doing our best

**Cummins Area School** is a Birth to Yr. 12 School incorporating a site based PreSchool and Rural Care. The School is highly valued by the community and enjoys strong relationships with families, businesses and sporting bodies.

The school is located in a rural setting and services families living on farms and those providing services in the town of Cummins which has a population of 950 people.

There are an increasing number of single parents and transient families moving into the district.

The school is served by 9 school buses, which transport the greater majority of students to school each day.

# 1. General information

- School Principal name: Mel Degner
- Assistant Principal: Karl Robst – F – 7 Focus  
James Pedler – 8 – 12 Focus
- Year of opening: 1942
- Postal Address: 30 McFarlane St, Cummins SA 5631
- Location Address: 30 McFarlane St, Cummins SA 5631
- Partnership: Central Eyre 1
- Geographical location – ie road distance from GPO (km): 648 km
- Telephone number: 0886 762388
- Fax Number: 0886 762366
- School website address: [www.cumminsas.sa.edu.au](http://www.cumminsas.sa.edu.au)
- School e-mail address: [dl.0754.info@schools.sa.edu.au](mailto:dl.0754.info@schools.sa.edu.au)
- Child Parent Centre (CPC) attached: Yes
- Rural Care attached: Yes – includes some after school care:
- February FTE student enrolment:

	2014	2015	2016	2017	2018
Preschool	27	27		26	31
Reception	26	25	28	34	28
Year 1	47	29	26	31	35
Year 2	28	45	27	28	35
Year 3	19	31	45	27	28
Year 4	24	24	33	45	30
Year 5	27	26	25	33	45
Year 6	41	27	27	23	31
Year 7	23	40	29	30	25
Year 8	30	25	41	32	31

Year 9	33	28	24	39	31
Year 10	26	29	27	25	34
Year 11	37	26	29	24	23
Year 12	16	27	21	22	25
Total FTE	377	382	382	393	401
School Card Approvals (Persons)					
NESB Total (Persons)					
Aboriginal FTE Enrolment	7	7	10	12	13

- Student enrolment trends: Increasing – consistent numbers coming through PreSchool
- Staffing numbers (as at February census): 27 Teaching Staff (FTE), a Leadership Team of 4.2 FTE and 21 Non-Teaching Staff (Varying hours).(This includes Preschool)
- There is a blend of male and female staff and various levels of experience. There is approximately a 9% turn over in teaching staff each year.
- Public transport access: Cummins is situated 66km from Pt Lincoln and 42km from Tumby Bay. There is no public transport within Cummins, the Stateliner bus service runs through Tumby Bay and Pt Lincoln. Air travel can be accessed via Pt Lincoln.
  - Special site arrangements:  
*Rural Care operates from the PreSchool*

## 2. Students (and their welfare)

- General characteristics  
: The school currently has 257 Primary and 144 Secondary and 31 Preschool students. There is an approximately even number of boys and girls. Over 8% of the school population are on School Card. 7.8 percent of the student population meet the students with disabilities criteria. Three percent of the student population is Aboriginal.
- Student well-being programs  
:Pastoral Care is implemented in all areas of the School. Secondary classes each spend the first lesson of the day in this setting, enabling the strengthening of staff and student relationships. The Keeping Safe Curriculum, PLP and general organisational skills are some of the strategies and curriculum covered. The site has a very strong, proactive Wellbeing Team lead by a coordinator.

- Student support offered
  - : The site has a very strong, proactive Wellbeing Team lead by a coordinator. This encompasses two staff given time for counselling, our PCW and a part-time DECD Wellbeing Practitioner. Each staff member has participated in basic counselling training and for more complex issues external health professionals are accessed.
- Student management
  - : Students are managed within DECD School discipline guidelines. Policy and processes are communicated to the whole school community via Parent Information Booklets, School Behaviour Development and Management Handbook and newsletters. Students participate in developing class rules with their teacher. The leadership support teachers in their classroom management and assist them in following through incidents, although teachers are encouraged to maintain ownership of the resolution process.
  - The process is seen by the school as being an opportunity for the student to develop their decision making and social skills and so the process is structured so that learning can take place. Parents are often included in the process. This includes incidences where suspension or exclusion is necessary.
- Student government
  - : An active Student Voice program has been initiated, with members across the school. Meetings take place in Pastoral Care time. A further expansion of this is the creation of Movement Groups which are held every fortnight and focus on a range of tasks, such as a teaching and learning group, school musicals and sports equipment.
- Special programmes
  - : Agriculture across the site, with a focus on Led Steers in Yr 10. Delivery of TAFE Cert 2 in Agriculture through our trade training centre in Yrs. 10 and 11. Students at Risk programs in Junior Primary and Primary. The school has begun to use the FLO program to support some Secondary Students. The school also has a large number of students participating in School Based Apprenticeships and VET courses.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:
  - : **Mission:** Our school works to build a supportive learning community that assists all students to achieve their potential with the skills, values and confidence they need to make a positive contribution to our society.

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### **Our Goals**

- To strengthen Literacy outcomes at Cummins Area School – focusing on reading omprehension and writing.
  - To support students at Cummins Area School in developing deeper understanding of mathematical concepts.
- 
- Recent key outcomes:  

Our SEA achievement shows a consistent pattern with some year levels showing an increase and others showing a decrease. Numeracy has been our curriculum focus area therefore, we see more consistent improvements in these areaa

#### **SEA ACHIEVEMENT**

Year 3

Reading 100 74 85

Numeracy 97 77 85

Year 5

Reading 70 79 84

Numeracy 88 88 97

Year 7

Reading 79 75 73

Numeracy 95 96 82

Year 9

Reading 79 75 73

Numeracy 83 83 75

Cummins Area School continues to perform well with its achievement resutls.

Our school's SACE completion and A-E grades sees huge improvements

These 4 key priorities saw our school achieve the following results

	2014	2015	2016	2017
incomplete	26%	8%	0%	0 %
complete	74%	92%	100%	100%

## 4. Curriculum

- Subject offerings:  
The school offers a comprehensive educational programme from Preschool-12 in line with DECD policies and guidelines.  
The school has a strong focus on providing support programs to meet the needs of individual students.  
Students are grouped in traditional year levels and progress through Preschool -12.  
There are strong transition programmes between Preschool - Reception, Year 7 and Year 8 with the main feeder schools being Lake Wangary PS and Ungarra PS.
- Open Access/Distance Education provision: The school has phone, Centra and video conference equipment which are used by students.
- Special curriculum features:  
The school has a Trade Training Centre through which we deliver a Certificate 2 in Agriculture.
- Student assessment procedures and reporting  
Yr. 12 students receive written reports in Terms 1 – 3. Yr. 11 students receive written reports in terms 1 and 3 and a summative report at the end of each semester. Yrs F – 10 receive written reports in terms 2 and 4. All students are encouraged to attend Parent – Student-Staff conferences at the end of Term 1.

## 5. Sporting Activities

: The school has a strong focus on participation in sporting activities. Students have the opportunity to participate in athletics, volleyball, netball, football, swimming and a wide range of SAPSASA sports.

## 7. Staff (and their welfare)

- Staff profile
  - :
    - There is a blend of male and female staff and various levels of experience. There is approximately a 9% turn over in teaching staff each year.
- Leadership structure
  - : 2018
  - Principal, Assistant Principal (K-7 focus), Assistant Principal (\* -12 focus), SACE/Careers Coordinator, Special Education / Wellbeing Coordinator, Early Years Coordinator.
- Staff support systems
  - Staff Meetings focus on Professional Learning and are held as a whole staff weekly, breaking into more targeted groups as required. Staff have built a collaborative learning culture and access shared NIT in Primary to ensure consistent learning outcomes for children.
- Performance Management
  - Staff meet in teams with their Line Manager each term to pursue a specific goal aligned to the SIP that sits within their teaching role.
- Staff utilisation policies
  - R-12 staff share teaching practices and support from specialist staff is available. There is an emerging focus on quality teaching and the pedagogy/delivery of curriculum R-12. This includes teachers working across the traditional boundary of primary and secondary, in line with middle schooling philosophy as is made possible by the area school nature of Cleve. Staff members are provided with as many opportunities for leadership as possible and preparation for leadership is an important component of staff development.
- Access to special staff
  - Instrumental Music Teachers, PL Office Support Staff
- Other
  - :

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

*[If you require assistance to complete this section contact your site Human Resource Consultant]*

- Isolation placement points
  - :4.5
- Shorter terms
  - :No

- Travelling time  
:No
- Housing assistance  
:Yes Government Housing with subsidized rental
- Cash in lieu of removal allowance  
N/A
- Designated schools benefits  
:No
- Aboriginal/Anangu schools  
:N/A
- Medical and dental treatment expenses  
:Yes
- Locality allowances  
:Yes
- Relocation assistance  
:Yes

## 9. School Facilities

- Buildings and grounds  
The majority of the school is hosted in the main building. A Community Library, Tech Studies, Art and Agriculture are located in close proximity, as is the site based preschool/Rural Care. The site is currently undergoing a 3.5 million dollar STEM upgrade and will also be participating in the Building Better Schools Program.  
The school has extensive grassed areas, shaded areas and hard surfaced areas. School facilities are used extensively by the wider community.
- Heating and cooling  
:Yes
- Specialist facilities and equipment  
Community / School Library, School / Community Gymnasium located a short walk from school. Hall and stage facilities.
- Student facilities  
Canteen
- Staff facilities  
Staff Room, Teacher Preparation areas, access to school network for personal devices, use of school desktops.
- Access for students and staff with disabilities  
:Ramps etc to all buildings, disabled toilets, lift in main building.



- Access to bus transport  
We are serviced by 9 buses, a mixture of DECD and private contractors. DECD buses are available for school excursions etc.
- Other  
:

## 10. School Operations

- Decision making structures  
The school has an engaged Governing Council and a variety of committees act in conjunction with this. At the beginning of each year staff are able to nominate for relevant committees that interest them. PAC representatives are elected at the end of Term 1.
- Regular publications  
School newsletter (fortnightly), curriculum information brochures, Staff Handbook, Daily Bulletin, Site Improvement Plan, Annual Report, and Magazine.
- Other communication  
:Facebook, Text messaging system
- School financial position  
: The schools financial position is sound. Further planning is currently occurring in financial and asset management. School exceeds the minimum recommended cash reserves, after several years of careful budget management
- Special funding  
\$3.5 million STEM upgrade (in process), \$4 million Building Better Schools Funding

## 11. Local Community

- General characteristics  
The school is located in a rural setting and services families living on farms and those providing services in the town of Cummins which has a population of 950 people.
- There are an increasing number of transient families moving into the district.
- The school is served by 9 school buses, which transport the greater majority of students to school each day.
- Parent and community involvement  
: Parent Participation is extensive. Parents are involved in numerous school committees, assisting in classes, sports, excursions camps.

There is a very active School Governing Council.

The school publishes a fortnightly newsletter which is distributed widely in the community.

- Feeder or destination schools  
Lake Wangary PS, Ungarra PS
- Other local care and educational facilities
- Onsite PreSchool and Rural Care Facilities
- Commercial/industrial and shopping facilities  
:Bendigo Bank Branch, IGA Supermarket, Newsagent, Chemist, Bakery, and a range of Hairdressing / beauty, Agricultural, Hardware, Mechanical Services
- Other local facilities  
Hospital, Doctor Surgery, Visiting Allied Health
- Availability of staff housing  
Government Employee Housing, limited Private rentals
- Accessibility  
66 km to Port Lincoln (nearest major centre). A range of neighbouring small towns, close proximity to seaside towns and recreational activities. Airport in Port Lincoln for 45 min flight to Adelaide.
- Local Government body  
: District Council of Lower Eyre Peninsula

## 12. Further Comments

- : Cummins is an ideal place in which to live and work. It is well serviced in terms of facilities and offers an ideal lifestyle with a range of coastal towns nearby and some of SA's Best beaches. The lifestyle is family orientated and relatively safe.
- Teaching occurs in an environment conducive to learning and there is strong support for professional growth. Staff members interact well in both professional and social senses. The school allocates significant funds to Training and Development of Staff