SCHOOL CONTEXT STATEMENT

School number: 0644

School name: Yunta Rural School

1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>YUNTA RURAL SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0644</td>
</tr>
<tr>
<td>Principal</td>
<td>Heather Brennan</td>
</tr>
<tr>
<td>Postal Address</td>
<td>Post Office, Yunta 5440</td>
</tr>
<tr>
<td>Location Address</td>
<td>Railway Terrace, Yunta 5440</td>
</tr>
<tr>
<td>District</td>
<td>Far North</td>
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<tr>
<td>Distance from GPO</td>
<td>312 kms</td>
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<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 86505026</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 86505020</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:info@yunta.sa.edu.au">info@yunta.sa.edu.au</a></td>
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<table>
<thead>
<tr>
<th>February FTE Enrolment</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<td>Primary Special, N.A.P. Ungraded etc.</td>
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<tr>
<td>Year 1</td>
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<td>1.0</td>
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<td>1.0</td>
<td>1.0</td>
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<tr>
<td>Year 3</td>
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<td>1.0</td>
<td>2.0</td>
<td>2.0</td>
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<tr>
<td>Year 4</td>
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<td>1.0</td>
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<tr>
<td>Year 5</td>
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<td>1.0</td>
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<tr>
<td>Year 6</td>
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<td>3.0</td>
<td>0.0</td>
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<td>Year 7</td>
<td>2.0</td>
<td>1.0</td>
<td>3.0</td>
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| Secondary No secondary students |

<table>
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<tr>
<th>TOTAL</th>
<th>10.0</th>
<th>11.0</th>
<th>* 7.00</th>
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<tr>
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<td>8.0</td>
<td>7.0</td>
<td>7.0</td>
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<tr>
<td>Female FTE</td>
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<td>School Card Approvals (Persons)</td>
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<td>Aboriginal FTE Enrolment</td>
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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.

* Note: Thirteen students were enrolled at Yunta Rural School during Term 4, 2009.
Part B

• No Deputy Principal.
• Staffing numbers
  1.0 Principal, 0.7 Teacher (school funds ‘top-up’ this to 1.0), 2 part time SSOs, 1 part time GSE
• Partnerships 21 status
  First round entry
• OSHC
  :N/A
• Enrolment trends
  2009 – 13, forecast 2010 – 10
• Special arrangements
  :N/A
• Year of opening
  :1889
• Public transport access
  A coach service operates between Adelaide and Broken Hill several times per week.

2. Students (and their welfare)

• General characteristics
  The school year started with seven students and ended with thirteen students. Some students live in Yunta whilst others travel to school from outlying properties. There is one R-7 class for all subject areas.
• (Pastoral) care programs
  Occasional assistance is received through RICE and local churches where appropriate.
• Support offered
  Three mornings a week an SSO comes into the classroom to offer support where needed.
• Student management
  A Behaviour Management Policy, formulated by staff, parents and students operates effectively in the school.
• Student government
  All students are involved in decision making through class meetings
• Special programmes
  Each day children are supplied with a range of fresh fruit and cheese to encourage healthy eating and ensure that all children have the stamina to face the morning lessons.
3. **Key School Policies**

- **Partnerships Plan or Statement of Purpose**
  
  We, at Yunta Rural School, believe that children’s learning should occur within a partnership of parent, teacher and student.
  
  Teachers should continue to build on the foundation of knowledge and skills that children have already gained from their families.
  
  Parents should support teachers in providing children with studies in all required areas of the curriculum as well as extra curricular activities. Parents and teachers should work together to meet the individual needs of children.
  
  We value academic progress that is achieved in a happy and caring environment. We provide stimulating, secure and comfortable surroundings within the school grounds and classrooms. We believe that the open and personal relationships between parents, children and teachers must be firmly based on mutual trust, direct communication and an earnest effort to provide the best for all students.

4. **Values**

We surveyed community, staff and students to determine their 6 most important values. From this we have adopted:

- Co-operation
- Honesty
- Respect
- Courtesy
- Curiosity
- Persistence

These values form the basis of both outside and inside learning. They are to be displayed on our school fence in 2010.

5. **Curriculum**

**Rationale**

Students are significantly behind in all areas except for physical education. Therefore our major focus will be Maths, English and the Arts. It has been shown that there is a significant correlation between children studying the arts and achievement across all other learning areas. Learning another language has also been shown to improve learning across all other areas and so we will take advantage of the current teacher’s expertise in Japanese.

**Objectives**

- To have children’s mathematics level at the appropriate standard for their year level by the end of 2009.
- To have children’s literacy level at the appropriate standard for their year level by the end of 2010.
- To increase their exposure to the arts.
- To have children speaking very basic Japanese by the end of 2009
Action

Mathematics

• Spending an hour and a half each day focusing on mathematics
• Using individualised learning programmes, small group work, SSO time, concrete materials and regular practise to achieve success.
• Assessment of current level of each student.
• Building their skills up to the standard that they should have been at the beginning of this year in the area of focus.
• Finally, working on their skills at the level required this year.
• Working on their ability to instantly recall tables and number facts.
• Doing very simple worded problems expanding into problem solving.

Literacy

• Literacy sessions split into junior primary/upper primary with principal to teach one group
• Daily focus in spelling and grammar using a multi-sensory approach
• A school wide set of spelling benchmarks has been developed with thorough records kept for each child.
• Weekly session with SSO working with small groups in spelling and grammar
• Daily reading out loud.
• Separating struggling readers to work with teacher on a daily basis.
• Separating class by ability level to work on a shared text with the aim of enhancing literacy enjoyment and understanding with the support of a group.
• Writing, sharing and critiquing own drafts.
• Focus on exposure to and publishing of various genres.
• Reading a variety of genre to children every day with a weekly session on poetry
• Library lessons
• Daily handwriting practise to enhance children’s ability to read their own work.
• Reciting poetry every day
STUDENTS FOLLOWING INSTRUCTIONS WRITTEN BY OTHER STUDENTS

The Arts

- Weekly art lessons
- Circus skills
- Incorporating drama and arts into other learning areas
- Daily practise of the recorder and singing

DRUMMING AND MAKING OWN DRUMSTICKS WITH VISITING PROFESSIONAL DRUMMER, WAYNE BRENAN.

LOTE

- Daily practise of Japanese
- Incorporating Japanese into other areas of learning
EXPERIENCING FOOD FROM OTHER CULTURES ON CAMP – TONIGHT IT’S KOREAN!

• Assessment procedures and reporting
  Term 1 – Portfolios / Round Table Conference.
  Term 2 – Parent teacher interviews, written progress reports
  Term 3 – Portfolios, NAPLAN test results
  Term 4 – Written reports in all areas of study, Running Records results

• Joint programmes
  The Yunta Rural School participates in Burra Community School’s sports day, to foster student interaction and extend learning and sporting opportunities. Year 7 students engage in a term four transition program at Burra Community School. The School of the Air itinerant teacher liaises with Yunta Rural School staff in coordinating host school days which also fosters student interaction.

6. Sporting Activities

In spite of the distance, many of the students are involved in out of school sport or SAPSASA events.
Students have the opportunity to be involved in social tennis and cricket and the Easter Tennis Tournament at Yunta.
Swimming is undertaken at the local pool at the end of term 4 and during the early part of term 1.

7. Other Co-Curricular Activities

• General
  Annual school camps and occasional excursions to major centres are an important part of overcoming the disadvantages of our isolation.

• Special
  Host School Days are a featured activity. The School hosts School of the Air students from outlying pastoral properties, as organised. The visitors take part in a regular school day with an emphasis on cooperative group activities.
8. Staff (and their welfare)

- Staff profile
  We have a principal (1.0: 0.6 in the office and 0.4 in the classroom) and a teacher (0.1: 0.7 paid for by the department and 0.3 paid for by the school). We have three SSOs working part time on a daily roster. There is also a groundsman and a school cleaner. A finance officer works off site.

- Leadership structure
  Principal 0.6 admin. All staff are encouraged to contribute to school management and policy development. Governing Council is very supportive.

- Staff support systems
  The Principal works alongside the classroom teacher. Training and development is budgeted for all staff. To overcome the isolation factor, staff are encouraged to make links with people who carry out similar roles in other schools and whole day visits are encouraged.

- Performance Management
  Staff are encouraged to reflect upon and share how well the school is performing. Staff members meet formally with the principal once per semester to discuss issues relating to their roles, school environment and career. Written feedback is provided. Daily incidental contact is a major component.

- Staff utilisation policies
  Ancillary time is divided between six people. Three SSO’s work a combination of 36 hours per week on general administration and student support. The finance officer works 6 hours per week off-site at Burra Community School. A groundsman works 7 hours per week and a cleaner works 10 hours per week. Yunta receives support from a variety of services. District Office provides speech pathologists, behaviour support, special education, hearing-impaired services, attendance officers and guidance support. A RICE counsellor visits several times per term. The OAC/SOTA itinerant teacher supports host days.

9. Incentives, support and award conditions for Staff

- Complexity placement points
  :N/A

- Isolation placement points
  :4

- Shorter terms
  N/A

- Travelling time
  :N/A

- Housing assistance
  There are 2 teacher houses in Yunta. The principal lives in one and the teacher lives in the other.

- Cash in lieu of removal allowance
  :N/A
• Additional increment allowance
  : N/A
• Designated schools benefits
  : N/A
• Aboriginal/Anangu schools
  : N/A
• Medical and dental treatment expenses
  : Yes
• Locality allowances
  Locality allowances are paid.
  Yunta is in Zone 4 for Country Incentives.
• Relocation assistance
  : Yes.
• Principal's telephone costs
  : Yes.

10. School Facilities

• Buildings and grounds
  There are four main buildings. However only two are used as per entitlements. The triple block is used for administration, the computer suite and classroom. A second building houses the library. A third building is utilised as a music/drama room. There is a large building, the ‘Rec Hut’, which is used as a general-purpose area for art, playgroup, and sleepovers by Open Access Students, who visit with the itinerant teacher for host school days. There is a Lunch Shed/Sports Shed, a Grounds Maintenance Shed and a converted boiler room/storage shed. Asbestos audits are undertaken annually.

  The school grounds are large and well kept. There is an oval, which is grassed due to soil salinity. A tennis/basketball/netball court was built in 2002. A new shaded playground was recently erected.

• Cooling
  : Evaporative air conditioners are used in all buildings.
• Heating
  : Gas heaters are used in all buildings.
• Specialist facilities
  The computing suite provides all students with individual computers and internet access.
• Student facilities
  There is a refrigerator, microwave and a refrigerated rainwater drinking fountain provided for student use. Students can order their lunches Mondays and Fridays from a local roadhouse. There are ample shaded areas in the grounds.
• Staff facilities
  The teacher has a personal computer linked to an interactive whiteboard. The
administration area, book room, teacher resource area and principal’s office are
conveniently grouped together.
• Access for students and staff with disabilities
  There is ramp access to the main building and the library/staff room.
• Access to bus transport
  :N/A

11. School Operations
• Decision making structures
  An agreed decision making policy works effectively within the school. The school
has a PAC and holds weekly staff meetings. Students, staff, parents and
community have input into major changes and decisions. There are clearly
documented grievance procedures. The OHS&W Committee is comprised of the
principal and staff representative.
• Regular publications
  Newsletters are published fortnightly and articles appear in the monthly
community newspaper.
• Other communication
  Communication with parents and community members is invited and welcome.
• School financial position
  Yunta RS entered P21 in the first round in 2000. Staffing levels have been set to
allow specific and general reserves to be put aside while providing students with
an excellent staff/student ratio, quality learning materials, a safe and attractive
physical environment and assistance in attending camps and excursions.
• Special funding
  Rural and Isolated Students Index

12. Local Community
• General characteristics
  Yunta is located on the Barrier Highway, 86 kms east of Peterborough, the
nearest service centre. Yunta is home to a community of approximately 50
people and serves a wider pastoral community of approximately another 80
people.
• Parent and community involvement
  Though small in number, the parents and community provide strong support to
the school.
• Feeder schools
  Our students often graduate to Burra Community School (boarding at Goyder
House), or to private schools in Adelaide.
• Other local care and educational facilities
  A playgroup operates at the school in conjunction with RICE and is attended by
children from the town and outlying stations.
• Commercial/industrial and shopping facilities
  There are two roadhouses and a hotel. The local Telecentre offers internet access, photocopying, computer use and training, meeting rooms, secretarial services and a post office. There is a police station, a transport company and surrounding pastoral properties. The nearest shopping facilities are at Peterborough (86 kms) and Broken Hill (200 kms).

• Other local facilities
  There is a local swimming pool. The tennis club has regular social tennis and the race club hosts a major annual event. Cricket competitions are held during warmer months and rifle shooting occurs weekly. The Royal Flying Doctor Service conducts monthly medical clinics with occasional visits by specialists. There is a small library and access to the Broken Hill Library. The Church of England and the Uniting Church combine to hold the occasional service and provide parish support.

• Local Government body
  Yunta is in the unincorporated areas of SA. The Yunta District Hall Committee oversees the maintenance and upkeep of the town, with support from the Outback Areas Community Development Trust.

• Accessibility
  Bitumen highway.

13. **Further Comments**

Yunta Rural School offers the opportunity to develop teaching skills in a multi-level setting. Staff/student ratios are good and encourage a family like atmosphere. The isolation can be challenging.