

CLEVE AREA SCHOOL

SCHOOL CONTEXT STATEMENT 2021

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1. General Information

Part A

School Name : CLEVE AREA SCHOOL
 School No. : 0753 Courier : North West Country
 Principal : Ray Marino
 Postal Address : Second Street, Cleve 5640
 Location Address : Second Street, Cleve 5640
 Partnership : Central Eyre
 Distance from GPO : 537 kms Phone No: 08 886282104
 CPC attached : NO Fax No: 08 86282511

	2018	2019	2020	2021
R	30	20	28	24
1	24	29	20	28
2	26	24	32	20
3	22	27	20	31
4	17	22	26	20
5	19	20	23	26
6	22	18	20	22
7	16	22	20	21
8	20	20	26	19
9	23	20	21	26
10	23	27	19	19
11	19	30	28	22
12	24	18	23	23
Totals	285	297	306	301
Male FTE	146	143	169	164
Female FTE	139	154	137	137
School Card	29	38	45	40
Aboriginal FTE Enrolment	3	6	6	6

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

Trevor McDonough

Staffing Numbers

There is an allocation of 24 FTE staff, 28 teaching staff of which 22 are female and 6 male. Tier 2 allocations are approximately 0.2 Special Education and 1.5 Open Access. In addition there are 17 support staff, including 37.5 hours per week of farm technician time and 27 hours per week for the community library aide. Leadership is deployed as Deputy Principal, 5 coordinators including: An R-12 School Improvement, School Pathways, Learning Technologies, Wellbeing and an Agriculture & VET Coordinator and School – Community Librarian 1.0 FTE.

Agriculture

The Certificate in Agriculture course, which includes Certificate II - Year 10 and 11, Certificate III - Year 10, 11 and 12 and ASBAs is run over Years 10 and 11, forms the basis of the schools agriculture programme. The Certificate in Agriculture course is highly regarded and valued within the community. Cleve has a 401-hectare farm (Sims Farm) which is an integral part of the Certificate in Agriculture course. Students undertake practical activities at the farm. The school runs 2 boarding houses for 11 students through the SARSAP program. More information about the course can be gained from the Agriculture Handbook.

Year of opening

1949

Public transport access

Cleve is 150kms from both Whyalla and Port Lincoln and approximately 550 kms from Adelaide. The road is a high quality sealed surface. Stateliner bus provides a daily service to these regional centres and to Adelaide. In addition there are regular air flights in and out of both Port Lincoln and Whyalla to Adelaide.

2. Students (and their welfare)

General characteristics

The Core Business of Cleve Area School is teaching and learning for excellence in a supportive environment. We seek to encourage all students to 'strive for excellence' in everything they undertake, not only personal excellence but also in working together and with the community to achieve more than can be accomplished individually. We aim to foster a reflective and caring community of learners that always do their best. Through our Site Improvement Plan we seek to enable all students to improve their learning and life skills by being proficient in Literacy and Numeracy. We also seek to develop a school culture that promotes well-being in the school community and acknowledges achievement and effort. We implement a Positive Behaviour for Learning program which incorporates the SHINE Relationship Program.

Sixty six percent of students are bus travellers from outlying rural communities at Mangalo, Verran, Arno Bay, Rudall, Cowell, Darke Peak, Port Neill and Wharminda which impacts on the availability of support programmes outside of school hours.

Approximately 10 percent are school cardholders, however, rural poverty and reliance on fluctuating farming incomes means that these numbers don't reflect the extent of poverty. Supporting the needs of students R-12 is a high priority of teaching and learning. This is underpinned through Accelerated Reading, Maths on Line, Early Intervention, Reading Tutor, Mini Lit, Initial Lit, Special Education, and Vocational Education Training (VET).

Parents appreciate the many opportunities for students to be involved in extra-curricular activities such as dance, choir, lunchtime sport and instrumental music lessons, which are organised in school time with community support.

The school community values the contribution of parents and students to decision-making processes. The Governing Council and Student Representative Council play a very active role in school improvement programmes.

The relative isolation of Cleve from Adelaide and major centres limits school community access to support agencies, specialist centres and cultural programmes.

The Country Areas Programme supports the learning, cultural and social activities of students which otherwise could not be undertaken due to the high cost of travel because of the distances involved.

The use of information technology to overcome the barrier of isolation, utilising video-conferencing, e-mail, Open Access and the Internet is a priority in preparing students for the future.

Care programs

Our Positive Behaviour for Learning (PBL) program incorporates a flexible, values based school wide approach teaching, practicing, reinforcing and rewarding of positive behaviours. We devote one lesson per week as PBL- pastoral care session which includes the SHINE Relationships Program. We have also started a Resilience Program across R-12 during Pastoral Care lessons.

Support offered

Career/course counselling, general student counselling. We have an R-12 approach to intervention to support students with special needs, learning needs and behavioural needs. A Wellbeing Coordinator helps with student and staff wellbeing.

Student Management

The Cleve Area School SBM, anti Harassment and related policies are clearly documented. The implementation of SBM procedures are based on the expectation that students follow the PBL - CREW values (Care, Respect, Enthusiasm for Learning and Working Together).

These Principles and Values underpin our actions and form the basis of our expectations for all student behaviour.

Class Procedures

Each teacher clarifies the class and school values and in particular which student actions are consistent with agreed values.

Using the School Values and General School Expectations as a basis, each classroom teacher negotiates with their students a set of individual class expectation and consequences.

Yard Period Procedures

Teachers ensure that students are familiar with yard rules. Duty teachers record playground incidents. Behaviour, which threatens the wellbeing of others, is not accepted.

When a student frequently offends against class or yard rules or, when serious breaches of School Expectations occur, "Time-Out and Exiting Procedures" are implemented. Behavioural problems of this degree of seriousness are rare. However, should they continue the current Department for Education policies in regard to Suspension, Exclusion and Expulsion are implemented.

Student Government

Cleve Area School consists of three major bodies, namely the parents, students and staff. By working together as one team those three groups will greatly enhance the final educational outcomes of each individual student.

Contributions by students are required to complete the whole team approach and this is achieved by genuine student participation particularly in the area of decision-making. Integral to the success of student participation is the Student Representative Council, which represents the general student population.

Cleve Area School's framework for student participation is congruent with the South Australian Department for Education Student Participation Policy.

Channels of communication between staff and students in the classroom and in the general school environment are open, reflecting a spirit of cooperation and mutual respect, which is highly valued by all groups.

3. Key School Policies

Core Business

The Core Business of Cleve Area School is teaching and learning for personal excellence in a supportive environment. Our actions are guided by DfE and school policies.

At Cleve Area School this involves:

- Balanced delivery of the curriculum in all of the required areas of study to all students from R-10 based on the Australian Curriculum and TfEL.
- Provision of a varied SACE Programme that caters for a number of student pathways.
- A combination of Year 10, 11 and 12 subjects that enable students to qualify for the Cleve Certificate in Agriculture.
- Vocational Education programmes and availability of school based apprenticeships in the Year 10, 11 and 12 curriculums.
- Providing additional learning programmes in liaison with TAFE and RST (Regional Skills Training).

Our Core Business is supported by:

- Collaborative decision making involving parents, students and staff.
- Early Intervention Programmes, R-7.
- Identification of students at risk, R-12.

- Leadership opportunities for students through the SRC, peer mentoring, attendance at GRIP Leadership Conference, Area Schools Conference, Partnership Student Voice and through the Youth Advisory Council.
- Diverse use of technology.
- Quality teaching programmes.
- Current Priorities.
- Curriculum pedagogy.
- Community connection.
- Literacy and Numeracy.
- Information and Communication Technology.

Recent key outcomes

Improvement in the success of students in the NAPLAN.

Information technology facilities are well established and training has occurred. Smart TV & Interactive Whiteboards installation has occurred across the school.

Facilities upgrades have occurred in the Primary & Secondary School sections and a new Skills Centre exists on Sims Farm.

4. Curriculum

Subject Offerings

Junior School

The R-5 section of our school offers a broad, challenging and exciting curriculum to the students. Each child learns through the Australian Curriculum areas of study including English, Maths, Science, Humanities and Social Sciences, Health and Physical Education, Technologies and the Arts. We also use a project based learning approach. Some classes have commenced the study of Japanese and Indonesian.

Middle School

Years 6 to 9: Each student learns through the Australian Curriculum areas of study including English, Maths, Science, Humanities and Social Sciences, Health and Physical Education, Technology and the Arts. (Specific areas include Technical Studies, Home Economics, Art, Drama and Computing).

Senior School

The Senior School offers a wide range of subjects, enabling students to choose and study for the South Australian Certificate of Education (SACE) Cleve also offers multiple career pathways through VET, School Based Apprenticeships and traineeships.

Year 10: English, Mathematics, Science, Agricultural Studies, Physical Education, Geography, History, Technical Studies, Home Economics, Drama, Art. Computer Studies and Personal Learning Plan (new SACE).

Stage 1 & 2 SACE

The SACE Board of SA supervises Year 11 and 12 courses in schools. Cleve offers a wide selection of SACE subjects.

Included within these subjects are the subjects, which make up the Cleve Certificate in Agriculture course.

Subject gradings received in both Years 11 and 12 (Stage 1 and 2) counts towards the South Australian Certificate of Education (SACE).

Year 11 – General (Stage 1)

All subjects are taught in semester units and include:

English, Pure Mathematics, Business Mathematics, Biology, Computing, Chemistry, Physics, Technology Studies, Art, Design, Drama, Geography, Modern History, Home Economics, Physical Education, Practical Information Processing and Information Technology (VET).

Year 12 – General (Stage 2)

Subjects offered include:

Agricultural Science, Art, Biology, Chemistry, Drama Studies, English Studies, English Communications, Maths Studies, Physics and Physical Education, Maths Applications, Information Processing, Technology Studies, Small Business Management, Biological Science, Child Studies, Information Processing, Information Technology, Physical Education, Technology Studies.

Computing

The school's computing technology is accessed by R-12 classes and is used extensively across all curriculum areas.

Performing Arts

The school has a number of performance groups and a choir that enjoy a high profile in the community, performing regularly at local functions.

Open Access – Local Deliveries

In addition to the above subjects which are offered face-to-face a variety of subjects may be studied by Open Access with staff support.

Cleve formed a cooperative local delivery agreement with Central Eyre Partnerships and the Port Lincoln Portfolio including Cowell and Kimba Area Schools involving senior school subjects, this has subsequently extended throughout Eyre Peninsula with Videoconferencing technology providing a local delivery service for subjects like Physics and Maths.

Special Curriculum Features

Cleve Agriculture

This is a two-year course taken at Years 10 and 11. A range of subjects are studied to enable the students to complete the Certificate II in Agriculture. Students come from across the state to participate in the Agriculture course, these students board in the school's boarding house or privately. Agriculture subjects and units are embedded within the existing curriculum.

Agriculture

Cleve has a 401-hectare farm (Sims Farm) which is an integral part of the Agriculture course. Students undertake practical activities at the farm. Cleve also has a Boarding House for students from other regions of South Australia who wish to access this course.

Teaching methodology

Emphasis on integrating information across the curriculum, utilising the TfEL and the Australian Curriculum. Catering to a variety of learning styles by the teaching of Explicit teaching of key skills and knowledge. There is a current thrust into teaching methodology based on brain theory, the use of High Impact Teaching strategy and of quality principles in the learning situation.

Assessment procedures and reporting

The scope and nature of assessment and reporting activities will be guided by DfE policies, Curriculum Frameworks and TfEL for each area of study. In the Years 1-10, the Australian Curriculum provide a 'standards referenced' framework for assessment and reporting student achievement. In the post-compulsory years, assessment and reporting occurs within the frameworks of the South Australian Certificate of Education (SACE) and oral reports.

Secondary Reports & Interim Reports

These are sent home at the end of terms 1 and 3. They indicate students' progress within their subject, in addition to attitude, behaviour and organisation. Feedback from the Home Group teacher is also included. Teachers indicate if an interview is required on this report. We also use a traffic light system during each term to inform parents on student progress.

Descriptive Reports

These are sent home at the end of terms 2 and 4 using the Australian Curriculum, and indicate student's final achievement within that subject (except subjects that are a full year in length).

*Descriptive reports are also sent home for Year 12 subjects at the end of term 3. A level will be reported to DfE at the end of Term 2.

Interviews

These are held at the beginning of terms 2 and 4. Teachers are required to request an interview for students who are not meeting course requirements or class expectations. Other interviews are held at various times for subject counselling, behavioural reasons or entry into the Certificate in Agriculture course.

Reporting To Parents Policy R-7

Interviews

All parents attend interviews in weeks 7 & 8, of Term 1.

Follow up interviews occur in semester 2 (term 3) at the request of the teacher or the parents.

Written Reports

All students receive a formal written report at the end of term 2 and term 4.

Reception students receive a simplified report for their first report. Reports after this are as for other students.

Joint Programmes

VET with RST & TAFE, Agriculture and Industry.

5. Sporting Activities

SAPSASA, Swimming and Athletics Carnivals, Interschool Athletics, Mile End Athletics, 9-A Side and coaching clinics.

6. Other Co-Curricular Activities

General

Dance, choir, music, lunchtime sports.

Special

The school holds Open sessions annually in which parents and community members are invited into the school and a range of programs organised to display the school in operation. The school also has a high profile at the Eyre Peninsula Field Days, both in terms of promoting the school and in fundraising activities.

7. Staff (and their welfare)

Staff Profile

There is a good balance of younger staff and experienced staff. Several staff members are settled into the district. These, and longer term staff provide strong links into the community.

Leadership Structure

The school's leadership structure for 2021 consists of the Principal, Deputy Principal, R-12 School Improvement Coordinator, Wellbeing School Coordinator, Learning Technologies Coordinator, Pathways and Agricultural/VET coordinator, PBL Program Manager, Special Education Manager and the Admin/ Finance Manager.

Staff Support Systems

Staff members meet in a variety of forums according to common interest. Primary and secondary meetings occur four times per term and cover issues common to each sector. The other weeks are taken up with PLCs/Staff Learning and R-12 General Meetings. An organised system of performance development and line management also exists within the school.

Performance Development & Line Management

All staff meet in term one to develop a performance development plan.

This is negotiated with the line manager. This forms the basis of training and development and links each person to the Site Improvement Plan of the school. It can also form part of the agenda for each later meeting. Individuals meet one to one with line managers/leaders once per term.

Feedback is given to each member of staff and in writing at the end of the year. On an as needed basis staff work with individual members to improve aspects of performance. This is undertaken in an environment of cooperative support. We also have a system of peer/leaders class observation and student feedback for each staff member.

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

Access through Port Lincoln.

8. Incentives, support and award conditions for Staff

Complexity placement points: 0

Isolation placement points: 5.0

Shorter terms: No

Travelling time: No

Housing assistance: Subsidised housing is available for teachers

Cooling for school buildings: Yes

Cash in lieu of removal allowance: Yes

Yes Country Incentives allowance: Yes

Designated schools benefits: No

Aboriginal/Anangu schools: No

Medical and dental treatment expenses: Yes

Locality allowances: Yes

Relocation assistance: Yes

Principal's telephone costs: Yes

9. School Facilities

Buildings and grounds

Most classrooms are solid buildings.

Cleve School Community Library

Cleve School Community Library is a joint use library that is part of the Public Library Network of SA & services the educational needs of the students of Cleve Area School along with the library needs of the Cleve and Districts community. As well as maintaining a large selection of books, magazines and newspapers the library also caters for inter library loans and has CDs and DVDs available for loan. Free internet (including a wireless service) is also available from the library.

Cooling

Reverse cycle & some evaporative in classrooms, reverse cycle in community library and computing rooms.

Specialist facilities

Gymnasium, Swimming pool, Science Centre, Community Library, Home Economics Centre, Sims Farm, Art Room, Tech. Studies Centre, Drama Room.

Student facilities

Year 12 study room.

Staff facilities

Staffroom, access to computers including e-mail and internet, access to EDSAS. Access for students and staff with disabilities
Ramp access to the administration building and some classrooms, disabled toilet access.
Access to bus transport
CAP, DFE and private contractors.

Other

The preschool/Kindergarten was located on site in 2001. This includes childcare facilities. The school dental unit is located immediately adjacent to the school.

10. School Operations

Decision making structures

All individuals and groups within our school community have a right and the opportunity to participation and equitable representation in, and access to decision making. The level of involvement will vary according to the issue under consideration.

Everyone has the right to freely express their opinion and that this is only possible in an atmosphere of trust, respect and tolerance.

Every effort is be made to achieve consensus after appropriate consultation.

Groups are structured to assist communication and to encourage participation in decision-making processes.

In term one each year a register of groups and committees, which contribute to decision making, is published. This includes the name of the convener, role and membership of each group.

Formal and informal structures, which assist communication and decision-making, include the following:

- Boarding House-SARSAP Committee Executive Team
- Contracts Management Committee (now a part of Governing Council)
- Community Library Advisory Group
- Computer and ICT Advisory Committee
- Curriculum Committee
- Finance Committee
- Governing Council
- Grounds Committee
- Health and Well Being Committee
- Leadership Team
- Occupational Health, Safety and Welfare Committee
- Personnel Advisory Committee
- Positive Behaviours for Learning Committee
- Presentation Morning Committee
- Rural & Isolated Areas Committee
- School Bus Committee
- Sims Farm Advisory Committee
- Social Committee
- Sports Committee
- Student Representative Council
- Student Learning and Well-being group
- Swimming Pool Management Committee

Meeting dates are published in a term planner/diary and main agenda items are displayed in a central location in the school.

Regular publications

School newsletter (fortnightly), curriculum information brochures, Staff Handbook, Daily Notices, Site Improvement Plan, School Brochure, Annual Report, and Magazine.

Other communication

Class newsletters are published each term we also have a school facebook page, Class DOJO and website.

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

Current major developments which have been completed include: the building of a new Primary School in 2009-2010(BER). An Agricultural Skills & Trade Training Centre completed at Sims Farm in 2010. A \$4.3 upgrade of middle school/secondary facilities, drama, music and grounds has been completed on the main school site.

11. Local Community

General Characteristics

Rural farming community based on grain and sheep. There is also an emerging Aquaculture Industry at Cowell with mining also possible for the region.

Parent and Community Involvement

The parents and teachers at the school believe parent participation is important because: Parents have a unique knowledge and understanding of their own children, being their first and most influential educators.

Parents have the right, through their responsibility to and for their children, to be informed about their children's learning and to participate in reaching decisions which affect them. Parents have talents, interests, energies and skills which enrich the life and programme of the school.

The quality of our educational programme is enhanced by parents, students and teachers working together and where appropriate, sharing in decision making about aspects of school life.

Feeder School

Port Neill Primary School.

Cleve Kindergarten

Other local care and educational facilities

Cleve Child Care Centre. Rural Care

Commercial/industrial and shopping facilities

One bank – ANZ, Bank SA has an agency at the District Council Office and Bendigo Bank has an agency at the Chemist, Post Office, Butcher, Grocer, Electrical Supplies, Hardware and Garden Centre, a ladies wear store, one hotel, two stock agents, rural supplies and two service stations, one serving as a roadhouse, and Opportunity Shop combined with a Christian Book shop, one Community Thrift Shop. Pringles & Ramsey Bros are Machinery dealers who also do car sales & repairs. The District Council is located in Cleve.

Other local facilities

Hospital, Health Care Centre; doctor, school community library, churches – Catholic, Lutheran, Uniting and Anglican, caravan park and various sporting facilities (bowls, golf, tennis, gym, cricket, netball, softball, football and basketball).

Availability of staff housing

Government housing available.

Accessibility

N/A

Local Government body

District Council of Cleve, regional office for the Eyre Peninsula Natural Resource Management (EPNRM).

12. Further Comments

Cleve is an ideal place in which to live and work. It is well serviced in terms of facilities and offers an ideal lifestyle with the coast being only 27 kilometres away and affording a further variety of leisure activities. The fishing is great! 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.

