Compiled by:

Steve Errock  - Principal (Terms 1 & 2 2009)

Mandy Carpenter  - Acting Principal (Term 4 2009)
SCHOOL CONTEXT STATEMENT

School number: 0431
School name: Tarpeena Primary

1. General information

   School Name: TARPEENA PRIMARY SCHOOL
   School No. 0431
   Courier Penola
   Principal Stephen Errock, Kym Gray and Mandy Carpenter
   Postal Address 12 Edward Street, Tarpeena 5277
   School e-mail address: admin@tarpeenaps.sa.edu.au
   Location Address: 12 Edward Street, Tarpeena 5277
   District: Limestone Coast
   Distance from GPO: 417kms
   Ph 08 87396283
   CPC attached: YES
   Fax No. 08 87396322

   2009
   February FTE Enrolment
   Reception 0
   Year 1 1
   Year 2 4
   Year 3 3
   Year 4 5
   Year 5 4
   Year 6 4
   Year 7 7
   TOTALS 28
   July total FTE Enrolment 31
   Male FTE 19
   Female FTE 12
   School Card Approval (Persons) 11
   NESB Total (Persons) 0
   Aboriginal FTE Enrolment 6

   Index of Disadvantage: 2
   Year of Opening: 1929
The year commenced with two classes, a Japanese LOTE Programme and continuing involvement with the Sustainable Environmental Education Programme. The predicted trend of declining enrolments again saw a reduction in student numbers, impacting on staffing and resourcing for our school. While we were able to retain our staffing levels from 2008, we can see that current demographics indicate a continuing downward trend in the number of primary school aged children in Tarpeena.

Following on from the very successful forestry and waste programmes which attracted national and state attention to our school for our innovation, we became engaged in environmental waste learning and energy units of work.

Student voice was again a key focus of learning with preparations being made for the year 6/7 students to attend the Canberra Camp later in the year, and ongoing student involvement in decision making and conducting the popular, engaging Community Groups and Daily Well Being programmes.

Students participated in a range of excursions and performances to broaden their learning experiences and progress was made on the Building the Education Revolution Projects.

Plans were undertaken to refurbish our library with new shelving and a librarian’s desk, install an electronic whiteboard in the Junior / Middle Primary classroom, erect a cover over the asphalt area, replace playground and garden edging, resurface the asphalt area, and replace the existing lunch shed with a larger outdoor education facility that can be used in all weather. These projects commenced at the end of second term and progressed during the second half of 2009 and the summer vacation break.

This work effectively completes a significant refurbishment of the school over the past four years to bring the facilities up to date and provide an exciting, engaging learning environment for all students.

Staff members worked together to develop a scope and sequence for writing in our school, as our major focus in improving literacy learning. They also continued to participate in a range of professional learning, particularly in the area of Sustainable Environmental Education.

We had a number of changes in staffing through illness and movement to other schools. This compounded further with maternity leave, long service leave and the change in leadership mid-year. I thank all staff members for their ongoing commitment to the students and families of Tarpeena Primary School through a difficult phase of changing personnel.
It was with a mixture of sadness and excitement that I learned at the end of Term 2 of my success in gaining a Principal's position in Port Lincoln, my home town. I am proud of the progress of Tarpeena Primary School over the past 4 ½ years and the recognition students and staff members have received for our innovative programmes. It has been a pleasure to work in the school and see our students' progress in their skill development and learning for life. Being a part of the Tarpeena Community will always remain a highlight of my career in education.

Stephen Errock
Principal – Terms 1 & 2

I had the pleasure of working at Tarpeena Primary School; term 4 of 2009. This was a very busy, but productive term. I wish to thank the staff, students and parents for their support. I acknowledge that the changes in leadership and classroom instruction were at times disruptive and unsettling for some of the students.

I would like to thank all staff, councillors, parents and students for their co-operation and efforts in 2009. With your commitment to the school I am sure that the school under the new leadership of Mr Stuart Miller in 2010 will be a dynamic place of learning. With your support you can provide a valuable and unique opportunity for learning at Tarpeena Primary School.

I would like to thank the members of Tarpeena Governing Council for their time and commitment to the School.

Mandy Carpenter
Acting Principal – Term 4

Highlights: Term 4

All students actively participated in Footsteps, five one hour sessions of dance styles. Students learnt dance routines whilst practicing their observational, listening and co-operation skills. Drought Assistance Funding paid for this event to happen.

Water Watch Program: I was fortunate to take a group of four Year 7 Students to the Naracoorte Caves where they gave a presentation on the work they had been doing re: conservation. Their presentation was clear and well planned. The students worked well as a team.

Week 5 of the term saw 9 year 6 and 7 students attend the Canberra Camp. Once again they all represented Tarpeena Primary School is a positive light. All students participated in the organised activities, made new friendships and saw “Civics and Citizenship” in action.
All students had the opportunity to attend the Mount Gambier Aquatic Centre for five days of swimming lessons. Many skills and much confidence gained by all those who participated.

The highlight of the Year was the Tarpeena Concert and Year 7 presentation Night. Congratulations to the graduating students and Kim Gray for the effort they put in their individual presentations. The support from the community of this night was amazing. The school needs to harness this support to improve and strengthen ties with the community.

To celebrate the end of the year all staff and students, including the CPC, went to the Valley Lakes for a day of fun, games and a barbeque. Thanks to the Parent Club for supplying the food, beverages and individual books given to students at the school’s final 2009 assembly.

Complicating Factors for 2009.

Unfortunately there was an extremely high turnover of leadership and teaching staff in 2009. This had a substantial impact on site plans and continuity of teaching and learning at the school. The uncertainty of staffing and class structures towards the end of the term was of concern to the community. The issue of declining, and projected declining numbers over the next few years is an issue that will need to be addressed, to ensure the best possible outcomes for students and the community.

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<td>Enrolment (FTE)</td>
<td>50.0</td>
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Predicted figures for 2010: 21.0 and 2011: 18.0

2010 and beyond

In discussion with staff that will remain at Tarpeena the main focus and commitment will be to focus on student learning and improve learning outcomes around literacy, numeracy and engagement.

Federal Government requirements
School Performance Data

2009 Year 3 NAPLAN results
The above graph shows our site’s NAPLAN results are well below state averages and sites considered to be similar to Tarpeena. Even though there is only a small cohort of students, this graph demonstrates the need for explicit teaching of literacy skills and strategies.

2009 Year 5 NAPLAN results

The above graph shows our site’s NAPLAN results are well below state averages and sites considered to be similar to Tarpeena. Even though there is only a small cohort of students, this graph demonstrates the need for explicit teaching of literacy skills and strategies.

2009 Year 7 NAPLAN results
The above graph shows that Tarpeena’s Year 7 NAPLAN results are higher than state averages for Grammar, Reading and Writing and marginally lower than the region for Spelling. The graph indicates that resources and focus needs to be directed at numeracy attainment, as the school scored lower than other schools within the region.

All graphs indicate that knowledge, skills and understandings need to be strongly developed in the area of Numeracy across the school.

Future Directions:
Continued analysis of SEA Data, Running records and NAPLAN results to target specific student needs and allocation of school financed support.