



## SCHOOL CONTEXT STATEMENT

Updated: 3/03/2025

**School number:** 0732

**School name:** ARDROSSAN AREA SCHOOL

### General information

School name : Ardrossan Area School  
School No. : 0732  
Principal : Margaret Roads  
Postal Address : 14 Second Street Ardrossan SA 5571  
Location Address : 14 Second Street Ardrossan SA 5571  
Website : www.ardas.sa.edu.au  
District : Yorke & Mid North  
Distance from GPO : 150 kms  
CPC attached : No

Courier : Ardrossan  
Phone No. : 08 88373025  
Fax No. : 08 88373131

<b>February FTE Enrolment</b>		<b>2022</b>	<b>2023</b>	<b>2024</b>	<b>2025</b>
Primary	Reception	18.0	10.0	9.0	14.0
	Year 1	8.0	14.0	10.0	9.0
	Year 2	15.0	6.0	11.0	8.0
	Year 3	11.0	16.0	5.0	11.0
	Year 4	9.0	7.0	17.0	5.0
	Year 5	20.0	6.0	6.0	15.0
	Year 6	6.0	16.0	7.0	5.0
Secondary	Special, N.A.P. Ungraded etc.				
	Year 7	20.0	6.0	14.0	6.0
	Year 8	8.0	21.0	7.0	12.0
	Year 9	11.0	7.0	20.0	9.0
	Year 10	11.0	10.0	11.0	19.0
	Year 11	11.15	13.32	13.0	10.0
	Year 12	6.0	9.0	13.0	10.0
	Year 12 plus				
<b>TOTAL</b>		<b>154.15</b>	<b>141.32</b>	<b>143</b>	<b>133</b>
School Card percentage		41%	34%	36%	26.92%
NESB Enrolment		2	2	0	0
Aboriginal Enrolment		8	6	8	3





- Deputy Principal & R-6 Leader: Amy East
- 7-12 Leader: Jason Clifford
- Business Manager: Dianna Honner
- School website address  
www.ardas.sa.edu.au
- School e-mail address  
dl.0732.info@schools.sa.edu.au
- Current staff numbers  
Teaching: Tier 1 and Tier 2 -15.0 full time equivalent teachers, including Leadership Team.  
Non-Teaching: 4 permanent School Support Officers, 8 temporary School Support Officers and 1 Groundsperson.
- OSHC - No
- Enrolment trends  
Total number has remained stable
- Special arrangements  
Ongoing transition program between Ardrrossan & Districts Kindergarten and Junior Primary staff
- Year of opening  
1878
- Public transport access  
Bus service to Adelaide daily

## Students (and their welfare)

- General characteristics

**Junior School:** Four classes – Reception, Year 1/2, Year 3/4 and Year 5/6. Students work in individual classrooms but staff work as a team to ensure programme continuity.

**Middle School:** Classes are combined as Year 7/8 and Years 9/10

There is access to specialist teachers for Art, Design & Technology, Home Economics and Digital Technology. Students in Years 7 and 8 undertake a Semester of each specialist area, whilst Years 9 and 10 students have a choice of Art, Design & Technology, Home Economics and Digital Technology. Year 10 students also undertake two 10 credit Stage 1 SACE subjects; The Exploring Identities and Futures (EIF) and Integrated Learning Pathways.

**Senior School:** Involves students from Years 11-12. These students have access to their subjects of choice via face-to-face teaching, Local Delivery, Open Access and Northern Territory Distance Education.





- Support offered: Wellbeing teacher.
- Student management: Ardrossan Area School has comprehensive Responsible Behaviour Guidelines and Procedures which are congruent with Department for Education policy.
- Student government: Ardrossan Area School has an active Student Leadership Group (SLG) comprising junior and senior students from Years R-12. These students are responsible for running class meetings and are representatives of the SLG on School Committees.
- Special programmes: School Based Apprenticeships, Tailored Learning, Certificate II in Resources and Infrastructure Work Preparation: Pathways delivered on site by TAFE (depending on numbers).

## Key School Policies

### **Purpose:**

Ardrossan Area School is an inclusive learning environment in which all students can achieve excellence, be creative and develop the skills necessary for their future.

### **Vision:**

Our students are creative and critical thinkers who positively impact on their local and global communities.

### **Values:**

**RESPECT, CREATIVITY, EXCELLENCE.**

Our work is underpinned by our commitment to the following principles:

- Students learn effectively when they are encouraged, supported and challenged in a safe learning environment that respects individual difference.
- Learning is enhanced when students have input into the learning process and when it is connected to real life situations.
- Students learn effectively when they set goals, are motivated and willing to take risks and strive for their personal best.
- Learners flourish when they have positive relationships with their peers, staff and members of the school community.
- Learning is enhanced when all learning styles are catered for and are reflected in assessment practices.

## Core Business

The core business of Ardrossan Area School is teaching and learning in a supportive environment. At Ardrossan Area School this involves:

- Provision of Australian Curriculum in the eight required areas of learning from Reception to Year 10.
- A SACE programme that provides learning for all students; including the opportunity to engage in vocational education and training.

This occurs with the following enabling structures:

- Clearly defined management and leadership roles.
- Active staff, student and parent decision-making.
- Specific responsible behaviour guidelines for each sub school.





- Using local delivery and Open Access as viable curriculum alternatives in the Senior School as a means of broadening options.
- Support of local and statewide sporting and academic competitions.
- Inclusive communication channels using Daymap daily bulletins, newsletters, section meetings, leadership meetings, whole staff meetings, bulletin boards, Facebook, Class Dojo and the local newspaper.
- Ongoing monitoring of student achievement and reporting using a wide range of systems including parent/student/teacher interviews, written reports and grade summaries.

Our core business is supported by quality management of:

- Personnel
- Finance
- Facilities
- Daily administration

## Curriculum

**Subject offerings: R-10** –Australian Curriculum Learning areas – English, Mathematics, Science, Humanities and Social Sciences, The Arts, Technologies and Health and Physical Education.

Year 10 students: Stage 1 Integrated Learning Pathways and Exploring Identities and Futures (EIF).  
Implementation of SA Curriculum will commence in 2025 with English and Mathematics.

**Yr 11** –Biology, Creative Art, Visual Art, English (Essential and General), Mathematics (Essential, General and Methods), Outdoor Education, Physical Education, Music, Design and Technology – Material Solutions, Food and Hospitality, Activating Identities and Futures (AIF), Nutrition, Community Studies and Integrated Learning.

**Yr 12** – Biology, English (Essential and General), Mathematics (Essential, General and Methods), Physical Education, Outdoor Education, Food and Hospitality, Creative Art, Visual Art, Design and Technology – Material Solutions, Nutrition, Community Studies and Integrated Learning.

SACE subjects are also available through Local Delivery, Open Access and NTDE. In 2025 subjects include: Psychology, Music, Earth & Environment, Legal Studies and Child Studies.

**Special needs:** Teaching Assistants support individual students learning.

- **Special curriculum features:** Intervention to support R-9 literacy, using the specific intervention programs of MiniLit and MacqLit. IntiaLit is used in Reception – Year 2.
- **Teaching methodology:** Strong emphasis on the individual student and outcomes based learning, facilitated through differentiation and student goal setting. It is expected that there is explicit teaching of the literacy demands in each learning area. Innovative, high impact pedagogical practices, are utilised with a focus on dispositions and capabilities.



## Assessment procedures and reporting:

### Term One:

- Week 8, Reception to Year 6 -Student/Parent-carer/Teacher interviews.
- Week 11, Year 7 to Year 11 -Written Mid-Semester One Report.  
For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carers can support next steps to support growth), A-E grade and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.
- Week 11, Year 12 - Written Mid-Semester One Report.  
For each Learning/Subject area, this report includes comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carers can support next steps to support growth) and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.
- Interviews for all students available upon request.

### Term Two:

- Week 10, Reception to Year 6 - Written Semester One report.  
For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carers can support next steps to support growth), A-E grade (Note: Reception students are not assigned A-E grades) and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.
- Week 10, Year 7 to Year 11 - Semester One Grade Summary report (A-E grade and effort level).
- Week 10, Year 12 - Written Semester One report.  
For each Subject area, the reports include comments to explain progress and achievement, A+ to E grade for completed assessment tasks and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.
- Interviews for all students available upon request.

### Term Three:

- Week 8, Reception to Year 6 - Student Lead Conversation, with parents/carers and the class teacher.
- Week 10, Year 7 to Year 11 - Written Mid-Semester Two report. For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carers can support next steps to support growth), A-E grade and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.
- Week 5, Year 12- Round Table Conference, with student, subject teachers and parent/carers.
- Interviews for all students available upon request.



#### Term Four:

- Week 8, Year 12 - Student Achievement Record (SAR) which includes a school reference.
- Week 9, Reception to Year 6 - Written Semester Two report.

For each Learning/Subject area, the reports include comments to explain progress and achievement (describing what students have learnt, what they need to learn next and how the teacher, student and parent/carer can support next steps to support growth), A-E grade (Note: Reception students are not assigned A-E grades) and effort level, as well as a summary of student attendance, learning dispositions, general behaviour and work habits.

- Week 9, Year 7 to Year 11 - Semester Two Grade Summary report (A-E grade and effort level).
- Interviews for all students upon request.

### Sporting Activities

R-12 Athletics Carnival, Interschool Sports Day, SAPSASA, SASSSA, Knock-out competitions, Primary Cross Country, Secondary Athletics Championships (SA Athletics Stadium).

### Other Co-Curricular Activities

School Choir, Instrumental Music, AAS School Concert Band, Yorke Peninsula Schools Concert Band and YP Vocal Ensemble.

### Staff

**Staff profile:** A mixture of experienced staff and early career teachers.

- **Leadership structure** Principal, Deputy Principal/R-6 Leader, 7-12 Leader, Business Manager
- **Performance Management:** All members of the Leadership team have Performance Management responsibilities. Staff have a minimum of 2 formal Performance Management meetings a year as per Department for Education policy. Extra meetings are optional and will be encouraged for beginning and early career teachers. These extra meetings can be requested by the teacher/SSO or the line manager.
- **Access to support staff:** DfE provide support staff.





## Incentives, Support and Award Conditions for Staff

- Complexity placement points: Nil
- Isolation placement points: 3.0
- Housing assistance: Government housing is available
- Relocation Assistance: Department for Education policy applies.
- Additional Increment Allowance: Country Incentive Allowance applies as designated to Zone 2.
- The Principal, Deputy Principal, R-6 Leader, Well Being Leader and Business Manager are provided with a mobile phone for business use.

## School Facilities

- Buildings are made up of an arrangement of brick construction, stone & transportable. The Administration Block is housed in a refurbished old stone home. A Science Laboratory of brick construction was opened in 1998 and a new Junior Primary classroom was opened in 2010.
- A breakdown of teaching areas and classroom use is as follows:
  - Specialist areas of Digital Technologies (AR/VR technology), Community Library, Science, Design and Technology (Food/Textiles), Design and Technology (Wood/Metal), Music, Art, Gymnasium.
  - The Administration building contains reception area and offices for the Principal, Deputy Principal and Administration Staff, Staff Lounge and Kitchen and a Conference Room
  - Stone building – Stage 1 and Stage 2 classes and 3 Open Access Delivery areas.
- Two school buses are used to transport students from the Pine Point, Dowlingville, Petersville, Price and Port Clinton areas. One Department for Education and one contractor bus is available for use for school excursions.
- A School vehicle is available for staff for use on camps/excursions, local delivery and Professional Learning.
- Cooling - All buildings are air-conditioned.
- Student facilities: Lunch orders available through local lunch provider, The Coffee House.
- Staff facilities: Staff room, Conference room, Meeting room, access to ICT.
- Access for students and staff with disabilities. Some buildings have disabled access.
- Access to bus transport: Bus service is available daily.

## School Operations

- Decision making structures: Governing Council and Finance are the major committees. Staff committees currently include: Personal Advisory Committee, WHS, Performance Evening/Awards Ceremony, Sports, Events, Formal, Performing Arts, Environmental Sustainability, Camps & Excursions, Oval Development and Social Committee. Staff initiate adhoc committees as required. Governing Council and Finance Committee form important components of the governance and decision making processes at the school. Both have representatives from staff.
- Regular publications: Daymap Bulletin, newsletter (two-three times per term), curriculum handbooks, Parent Information Booklet, AAS website and AAS Facebook page.
- Special funding: Rural Index Funding and Category 4 Socio- Economic Index.





## Local Community

Ardrossan is a coastal, tourist town with many services available. A range of occupations are evident in the community, which is essentially urban based. This brings about a diversity of views and values, which are reflected in the school's programmes.

- Parent and community involvement: Involvement is encouraged through various standing and adhoc committees.
- Other local educational facilities: Ardrossan and Districts Kindergarten.
- Commercial/industrial and shopping facilities: The main industries of the district are the Viterra grain terminal, Simec dolomite mine, Cheetham Salt, rural pursuits and service industries for the local farming community.
- Shops: Supermarket, Post Office, Chemist, Hardware, Butcher, Homewares/Gifts, Newsagent, Bakery, Coffee Shops, Take-away food, Garages, Rural supplies, Real Estate Agents, Hotel/ Motels, Caravan Parks, Holiday Accommodation and Hairdressers.
- Banking: The bank represented in the town is BankSA.
- Other Local Facilities:

**Churches** - Anglican, Catholic, Uniting and Light Church

**Medical** – Aged Care Home, Ardrossan Health Centre (dentist, visiting health professionals), Ardrossan Medical Centre (4 doctors), Naturopath, TCM Therapy, Physiotherapy, Podiatry

**Emergency Services** – 2 x Resident Police Officers, Country Fire Service, SA Ambulance

**Sporting Clubs** – Hockey (currently in recession), Netball, Tennis (currently in recession), Football, Cricket, Basketball, Golf, Bowling, Fishing & Boating, Darts, Rifle Shooting and Badminton.

**Service Clubs** – Progress Association, CWA, RSL, Meals on Wheels, Neighbourhood Watch, Tidy Towns.

**Other Clubs** – Ardrossan Angels, Ardrossan Community Club, Ardrossan Men's Shed, Masonic Lodge, Bingo, GymJams, Playgroup, CaFHS - Maitland, Garden Club, Uniting Church Hall Craft Group, University of the Third Age - Minlaton, Tai Chi, The Patchy Affair - Quilting, Weight Watchers, YP Branch of the Embroiderers Guild of SA

**Local Government body** - Yorke Peninsula Council, phone: (08) 8832 0000

