



2024 PARENT HANDBOOK



Government
of South Australia

Department for Education

HISTORY OF MOONTA AREA SCHOOL

Schooling commenced in the Moonta Township with the opening of the Moonta Primary School on October 10th 1877, with the official opening occurring on February 1st 1878.

Moonta High School began in 1907 as a “Contin-Watson” class at the primary school. It was one of the first batch of such classes to be established. This class continued until 1910 when the Moonta District High School was founded (enrolment 50) under the charge of W. T. Martin.

Both the Moonta Primary School and the Moonta District High School were officially closed on December 31st 1977 with the foundation of our current Moonta Area School on January 1st 1978.

SCHOOL CONTACT DETAILS

 Blanche Terrace Moonta SA 5558

 (08) 8825 2088

 Attendance SMS 0427 861 937

 (08) 8825 2609

 dl.1488.info@schools.sa.edu.au

 <http://www.moontaas.sa.edu.au>

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It is my pleasure to welcome you to the Moonta Area School where we deliver flexible learning to reflect individual needs in an ever changing world through our values of:

Our school has a long and successful tradition of supporting students from Reception to Year 12, using innovative learning practices to empower students to achieve their full potential as successful and valued members of their community.

We believe in a Moonta Area School where:

- All relationships are positive
- Learning environments are safe, orderly and productive
- The focus is and remains on teaching and powerful learning
- Resources are allocated to best meet the needs of students

I hope that you will enjoy your time with us and invite you to contact me at the school should you wish to discuss anything further.

Kind regards
Beth Hector



Who can I talk to?

Throughout a students' schooling, young people can experience a range of experiences hopefully many more positive than negative. Parents and students sometimes need a staff member to talk to, who can assist them in their daily life at school. At Moonta Area School we have a great group of people who can assist you. I would encourage you to contact the relevant staff member with any questions or issues you may have. In order to best meet the needs of staff and students from Reception to Year 12, the school is divided into teams. Each team has a leader in charge of the daily operations/curriculum for that part of the school.

School Contacts

Principal

Mrs Beth Hector

Assistant Principal R-6

Mrs Wendy Williams

Assistant Principal 7-12

Mrs Samantha Schultz

Primary Coordinator R-6

Mrs Stephanie Sharp

Secondary Coordinator 7-12

Mr Tyson Wait

FLO Coordinator

Mrs Helen Moloney

Aboriginal Education Teacher

Mr George Hewitson

Aboriginal Community Education Officer

Miss Deahnn Whitehead

Students with Additional Needs Coordinator

Mrs Sonia Perkins

Primary Wellbeing Leader

Mrs Jane McCauley

Secondary Wellbeing Leader

Mrs Helen Moloney

Business Manager

Ms Treena Ferguson

Students Services

Mrs Rachael Drogemuller

Disability Teacher R-6

Miss Karina Kay

SACE Manager

Mrs Nicole Cross

Student Wellbeing Leaders (SWL)

Student Wellbeing Leaders are qualified teachers with additional professional knowledge, skills and experience for promoting wellbeing and learning.

SWL's

- Teach
- Provide resources and support to develop wellbeing
- Strengthen family/school relationships
- Build connections between families and community support services.

SWL's are available to meet with members of the school community on learning and behaviour matters. Please call the school to arrange a meeting.

Parent guide to raising a concern or complaint

So we can all work together for the best outcome for your child, there are some simple steps to keep in mind if you have a concern or complaint.

Step 1- Talk to the school – Phone 8825 2088

If you have a classroom concern- Make an appropriate time to talk to the home group teacher or other relevant staff member such as Student Wellbeing Leaders (please see above contact details). The schools Front Office staff may be able to arrange a time for you to meet with the teachers or have a discussion over the phone.

If not resolved- Please arrange to talk to an Assistant Principal.

If you have a school wide concern- Please arrange to talk to an Assistant Principal.

If not resolved- Central resolution

Step 2- Education Compliant Unit- 1800 677 435

If you are not satisfied that your complaint has been resolved at the local level, you may choose to seek support from our complaints resolution services:

Education Complaint Unit, call 1800 677 435 or email

Education.EducationComplaint@sa.gov.au

The Unit can help you by:

- providing advice and support about the issues behind the complaint
- advocating with local sites to ensure all options for resolution have been explored
- objectively reviewing complaints that have not been resolved at the local level, including through formal review.

Depending on the nature of the matter, the Education Compliant Unit will ask if you have taken your complaint to the school before approaching the Education Compliant Unit.

The School Day

The school year is divided into four terms or two semesters.

All R-12 students begin the school day in Care Groups, with students ready to start the school day at 8.45am.

There is a 20-minute recess and a 40-minute lunch Break.

Lessons	Times	Notes
Home Group	8.45 – 8.55	Bell 8.45 Students need to be in class at 8.45 ready to start the day
Lesson 1	8.55 – 9.45	Bell 8.55
Lesson 2	9.45 – 10.35	Bell 10.35
Recess	10.35 – 10.55	Bell 10.55
Lesson 3	10.55 – 11.45	
Lesson 4	11.45 – 12.35	Bell 12.35
Lunch Eating Time	12.35 – 12.45	Bell 12.35 & 12.45
Lunch Play	12.45 – 1.15	Bell 1.15
Yard Clean Up	1.15 – 1.20	Bell 1.20
Lesson 5	1.20 – 2.10	
Lesson 6	2.10 – 3.05	Bell 3.05 Class dismissed

South Australian Term Dates

2024	29 January to 12 April	29 April to 5 July	22 July to 27 September	14 October to 13 December
2025	28 January to 14 April	28 April to 4 July	21 July to 26 September	13 October to 12 December

School Commences 2024

The school year commences on Monday 29th January. Students are asked to go straight to their new class to commence the new school year.

Class Allocations 2024

The Principal makes the final decisions in class placement. If you have a grievance concerning your child's class, please speak with Wendy Williams for Reception-year 6 or Samantha Schultz for years 7-12.

Starting School

Starting school is an exciting time for families and children as our youngest citizens take early steps on their journey through education and on to the rest of their lives.

If your child turns 5 years of age before 1 May of that year, they can start reception at the beginning of that year (intake 1). Children undertake 4 terms of reception.

If your child turns 5 years of age between 1 May and 31 October of that year, they can start reception at the beginning of term 3 of that year (intake 2). Children undertake 6 terms of reception.

If your child turns 5 years of age after 31 October of that year, they can start reception at the beginning of following year (intake 1). Children undertake 4 terms of reception.

School Fees

One of your first bills for the new year will be our school fees. An invoice will be posted home in January.

Payment by Instalments

Any families wishing to pay their school fees by instalment will need to come into the office and fill in an instalment plan with our Business Manager and be approved by the Principal.

School Card Applications

If you wish to apply for school card a new application must be completed each year. Applications may be completed online or come into the Front Office with your and your child's customer reference number to fill in an application form. This must be completed as soon as possible in term one. If you are unsure if you are eligible please come in and discuss with the Business Manager.

Stationary

All stationary items for all year levels will be given to students on the first day of the school year by their homegroup teachers.

Attendance

To enable good learning to occur all students are expected to attend school unless they are ill, have emergency family business to attend or the absence has been negotiated with the school.

All absences must be explained by a written note or phone call or text message from a parent/caregiver, and where the absence is longer than three days a medical certificate will be required.

Where a student may be absent for periods longer than 5 days eg. a family holiday, approval for an exemption from school is a requirement. Exemptions can be applied for via an exemption form to the Principal.

If a message has not reached the school before 10:30 am on the day of absence, an SMS message is automatically sent to parents, who are asked to respond either by a reply SMS (0427 861 937), phone call or a diary note.

Community by Text Message

Moonta Area School uses personalised SMS text messages sent direct to mobile phones for attendance management and significant reminders.

If your child has not arrived at school, a personalised text message will be sent to your mobile phone. Attendance is monitored daily. If your child shows any sign of poor attendance, initial follow up will be made by your child's class/care group teacher to allow for swift intervention.

We ask parents to:

1. Keep their mobile phone details up to date. Please ensure the school has your current mobile phone number and notify the school immediately if this number changes.
2. Notify the school in advance when your child is absent as the school then knows your child is safe and will not need to contact you. An SMS text message sent to the school is the best way to do this.

Respond to messages from the school

If you receive an absence message from the school, please respond via return SMS. The school needs to know why your child is absent.

Leaving School Grounds

For safety reasons, children are not permitted to leave the grounds during school hours without permission. It is highly desirable that parents/caregivers collect students if they have to leave early. If a parent/caregiver needs to take their child out of school parent/caregivers are required to sign out via the touch screen in the School Office, Office staff can help parents/ caregivers.

School Photographs

Each year a photographic firm is contracted to take individual, class photographs and sibling photos.

In Term 1 student identification card photos are taken of students in Year 7 – 12.

Reception students and new enrolments also have an individual photo taken for School data use only. Further information is provided through the letter home, newsletter and Daymap.

Canteen - Wednesdays to Fridays

Moonta Café currently operates the school canteen with in the school. Its purpose is to provide nutritious food for students at economical prices.

Ordering lunches

- R-12 students are to order their lunch during home group or order online through the Spriggy App by 9am.
- R-9 lunches will be delivered to their class while Year 10-12 are asked to collect their lunch from the canteen.

Students are not permitted to leave the school grounds at break times

Supervision in the school yard

The playgrounds are supervised from 8.30am until 3.20pm. Students are not permitted to arrive before 8.30am. If a child has not been collected by 3.40pm they should return to the School Office. In the interest of your child's safety we request that children are not in the grounds unaccompanied outside of these hours.

Consent forms and excursions

Students are encouraged to participate in excursions to assist their learning and understanding. Before any student can leave the school on a paid excursion, a consent form must be completed and returned. These are provided by teachers before each event. Sufficient notice of an excursion are provided to parents when costs are involved.

Community Library

Moonta Community Library is a joint use facility located in the stone admin building of the school. The staff provide a full range of library services for the school and wider community.

It is free to join the library and besides books we also provide free Internet access (including wireless) and computer use, DVDs and CDs, magazines, newspapers, photocopying, a special area for parent resources and much more.

Read and Rhyme Time sessions are run in the library during the school term. This is a wonderful opportunity to lay strong foundations for early literacy development in babies and toddlers through the sharing of song, rhyme and story. Opportunity to meet other parents and families is an added bonus of attending this literacy program.

A Justice of the Peace is available on Tuesday afternoons from 3:00 to 3:30 no booking required

The library is open for school use each day of the school term and the following community hours apply all year round:

Opening Hours: Monday: 9:00am -12pm

Tuesday to Friday 9am -5.30pm

Closed from December 25th – January 1st inclusive.

To renew your resources or for more information call us on 88 251511 or email Moonta.library@plain.net.au



School Dress Code

Moonta Area School Governing Council has determined the following dress code for our school. This policy is in line with the DECD Administrative Guidelines.

Polo Top - \$24.00 School polo top, available at the Front Office

School Windcheater

Sizes 4 to 14 - \$45.50

Sizes 16/XS to 4XL - \$50.00

Navy Blue windcheater, available at the Front Office

Hats - Wide Brimmed Sizes Sml, Med & Large \$8.50 Navy Blue , available at the Front Office

Socks

Preferably black, navy, white or neutral

Hats

Hats are compulsory for all students to wear in terms 1 & 4 and on days with a extreme UV and above.

Students who do not have appropriate hats are directed to play/move into the shade or a suitable area protected from the sun. Extreme sun days are determined by Leaders Executive with the Assistant Principal, Daily Operations communicating to all when the sun safe policy comes into action.

Boys & Girls Pants, Shorts and Skirts

Navy blue trousers, track suit pants or leggings, Navy blue shorts and skirts (of appropriate length). NO DENIM

Shoes

School shoes, boots, sport shoes, sandals with or without socks. For safety reasons, all students are required to wear covered shoes.

Year 12's are permitted to design and wear the Year 12 Polo and windcheater if it is consistent with school colours and approved by Governing Council.

Non Compliance with the dress code

1. Phone call is made to parent/care-giver
2. Formal letter is sent home
3. Student is given the option to go home or get changed at school into a uniform given to them for the day

OSHC

Our Out of School Hours Care (OSHC) service is located in our language Centre which you will find past the front office and down the hill. Outside areas include the playgrounds, basketball courts, school gym and oval.

We provide a nutritious breakfast for children booked in before school and afternoon tea for the children booked in after school.

The service is directed by Joanne Watkinson who holds a Diploma in Early Childhood Education and Care. Our team are dedicated and passionate educators who provide a high quality service to support both the children and their families.

We offer a program filled with fun, discovery and excitement in a nurturing and safe environment. We include both incursions and excursions throughout our program. Children will have the opportunity to be involved in craft, sport, cooking and many other planned activities

Choir

The Choir performs at the "Festival of Music", at whole school events and within the wider community. It is composed of interested and committed year 4- 7 students. Our aim is to produce a choir of the highest standard possible where EVERY student who works hard and enthusiastically is able to participate. Students learn a wide variety of songs, vocal warm-ups and singing skills.



Religious Education

Each term, classes from Years R to 6 participate in Religious Education lessons. These lessons are organised through the Interchurch Council of Northern Yorke Peninsula.

Parents are able to withdraw their children from these lessons by contacting their child's class teacher.

Japanese

Moonta Area School students, Reception to Year 6 learn Japanese as Language Other Than English (LOTE). Studying a foreign language and its associated culture, provides students with the opportunity to become globally aware. Classes focus on a range of topics each year, emphasising oral language acquisition through activities, games and visual aids. Basic sentence structures are modelled and students begin to read simple text.

Students are exposed to the traditions and culture of Japan through folktales, songs, art and craft (especially origami), food and daily, seasonal and annual events. The Japanese room is well equipped with regalia from Japan including clothing, toys and artefacts.

Opportunities to practice the language with native speakers are provided with annual visits from Japanese students through the homestay program. Moonta has a long association with Meiji Nakano Hachioji High School outside of Tokyo. 2019 was the 18th year of visiting students. Moonta Area School also offered the opportunity for year 9-12 students to participate in cultural tours of Japan in 2015, 2017 and 2019, and look forward to future trips.

The benefits of learning languages and cultures extend beyond the individual to the development of a significant resource for communities, with the potential to contribute at both a local and an international level.



Aboriginal and Torres Strait Islander Education and Programs

Moonta Area School values and respects Nharungga people as the traditional Indigenous custodians and acknowledge that their spiritual beliefs and cultural connections to this country are as important today, as they were in the past.

Moonta Area School celebrates the number of special dates to Aboriginal and Torres Strait Islander people throughout the year. We celebrate National Reconciliation week, National Sorry Day, National Aboriginal and Torres Strait Islander Children's Day and NAIDOC Week. We involve our community, elders and families to participate in the events that are held at Moonta Area School.

Our Aboriginal students, parents and families receive support by the Aboriginal Education Team, which consists of AET Aboriginal Education Teacher, Bella Congdon; ACEO Aboriginal Community Education Officer, Deahnn Whitehead.

The team works closely with students and families to assist with wellbeing, attendance, intervention, monitoring and class room support. Working with teachers in the implementation of Aboriginal cultural studies and Aboriginal perspectives in curriculum design and delivery. We have the Aboriginal and Torres Strait Islander flags flying within the school to show our respect for the community.

SAASTA: South Australian Aboriginal Secondary Training Academy

SAASTA provides opportunities for our students to grow and develop as young adults. They connect with their culture and gain knowledge and skills in various sports such as football, netball, basketball and soccer. SAASTA is available for students in Years 10, 11 and 12 who are studying for their SACE.

Moonta Area School joins Kadina Memorial School and Central Yorke School for SAASTA that is held at Central Yorke School once a week.

APAS: Aboriginal Program Assistance scheme

The Aboriginal Program Assistance Scheme provides funding for targeted intervention for targeted students to support their literacy and numeracy development. This is tailored and tutored by our coordinator Wendy Muir. APAS supports students with literacy and numeracy progression with the aim of improving learning outcomes and reaching their goals set for that year. Parents are notified if their child is eligible to be involved in the program and have interventions to recognise learning gaps that need to be addressed.

Emergency Contact

At the time of enrolment and at the start of each school year, parents/caregivers are asked to provide a telephone number through which they may be contacted during the day. We may need to contact parents if a student becomes ill, has an accident or if there are behavioral concerns

Emergency Contact for Sickness or Accidents

In the case of illnesses or an accident, a School Services Officer trained in First Aid assesses whether a student can be treated at school and return to class or needs to go home. Given that we only have limited facilities; we will attempt to make arrangements to send a student home if they need ongoing monitoring.

In extreme emergencies, an ambulance will be called and we endeavor to contact parents immediately.

Emergency Contact for Inappropriate Behaviour

Moonta Area School strives to provide a safe, orderly and productive environment for learning. Behaviour which respects the rights of all students to learn and teachers to teach is fundamental to all students' success at school. Students will be sent home from school if they are unable to accept staff support to regulate.

Health/Medication

Asthma

Parents/Caregivers of children who suffer Asthma need to provide a Health Care Plan for their child's Asthma management which has been completed by their doctor. It should be noted that this is a legal requirement of DfE.

Medication

Our procedures are for the protection of all children and staff. All medication brought to school is to be kept in the schools front office. When sending medication to school, parents must supply it in packaging that has the prescription label on it, stating:

- Full name
- Name of medication
- Dosage – when and how much
- Expiry Date

Any other medication ie those that are not prescribed by a doctor eg Panadol, cannot be kept at the school. Parents/caregivers are required to come to school to administer non-prescribed medication themselves.

House Competition

There are three houses – Eyre (green), Flinders (red) and Monterra (blue). They compete at our Annual Sports Day held in Term 1.

Students are allocated to House early in the year they enroll and usually stay with that house for the whole of their schooling. Students from the same family are placed in the same school house.

Sports

Sport is a valued part of the school curriculum at Moonta Area School.

All students study Health and Physical Education in Years R-10, and it is a choice subject for Years 11-12.

As well as the mainstream program, students can participate in the athletics program which includes the school's Sports Day, YP Interschool, SAPSASA Cross Country and South Australian State Secondary Schools Athletics.

Internet Usage

The Internet is available to students at Moonta Area School to support their research and learning activities. Students are permitted to use the Internet for research, educational activities, sending and receiving E-mail. Only material relevant to educational outcomes may be accessed/downloaded.

The Internet is not centrally managed. Information is not regulated and the school does not have control over information available on the Internet.

Whilst staff will oversee student use of the Internet, it is the student's responsibility to adhere to the school's Acceptable Use policy and use the Internet in an appropriate manner.

It is not possible to supervise all students all the time while they are using this resource. Therefore, students are expected to follow this policy sensibly and responsibly.

When you enroll your child/ren you are given a copy of our Internet Use Agreement and you are asked to sign the agreement acceptance with the enrolment form

Year R-6 Swimming

The annual swimming program will be held at the end of Term 4 at the Moonta Bay Jetty.

BYOD Laptop

Year's 7-12 are required to bring their own Laptop to school. Information for the device requirements are available at the front office.

The device should be covered for damage or thief via privately held insurance. Moonta Area School accepts no responsibility for device loss, thief or damage.

Lockers

All secondary students are required to have a sturdy lock for their locker. Locks are available at a reasonable cost from the front office. A "spare key" is to be given to their home group teacher.

Where a student loses both keys and is unable to access their books and equipment for the day, the lock will be snapped using bolt cutters to avoid disruption to the learning program.

Lost Property

Lost property is kept in a box in the front office. If you have lost something, please check in this box, as many things are left unclaimed.

Money and Valuables

It cannot be guaranteed that money and valuables are completely secure within the school community.

Any valuable items or money is brought to school at the student's own risk. Therefore, it is strongly recommended that:

- Students carry only an amount of money necessary for within the school day e.g. lunch money.
- Money for camps/excursions should be paid into the school office before school.
- No money or valuables should be left in lockers and bags
- Where it is unavoidable that an item be brought to school, that it is left at the school office for safekeeping.

Mobile Phones / Electronic Devices

The Department for Education's policy requires all students at all department schools to keep personal devices 'off and away' between the start and end of each school day, and while they are attending school activities off-site, such as camps and excursions.

Newsletter

The school Newsletter is published three times a term (Weeks 3, 6 and 9) on Thursdays and emailed home. Families may request a hard copy.

The newsletter is also posted on the school web site, www.moontaas.sa.edu.au in the 'Latest Newsletter' section.

Purchases

We have the following items that can be purchased through our School office:

- School hats
- School jumpers & school tops
- School Dresses (Orders taken term 4 each year)
- House sports tops (Orders taken term 4 each year)
- Stationery items, eg pens, pencils, exercise books.

Student Diaries/Communication Books

Regular communication is encouraged between school and home. All students will be issued with a communication book or diary.

As such all students are required to keep an official school diary that provides a day-by-day record for student, parent and teacher use.

School Diaries have many purposes including the following:

- assist students to organise their homework and assignments by developing good time management
- remind students of due dates for projects and assignments
- allow students to record marks for tests, assignments and projects
- aid communication between home and school
- keep a record of out of class movement and absences from school

Students are expected to maintain their diary in a neat and tidy manner free of graffiti and other inappropriate material. Students will be expected to replace diaries that do not conform to required standards.

Instrumental Music

DECD provides tuition for interested students in a number of instruments eg flute, clarinet, saxophone, Keyboard and Guitar. To participate in this program, students need to be in Year 4 or older and be prepared to commit to a minimum of two terms.

The tuition is free but families are required to provide the instrument or pay hire fees.

Expressions of interest are circulated at the end of each year.

Parent Involvement

If you would like to get actively involved in our school, there are a number of ways in which to do this.

You could:

- Help in your child's classroom
- Join Governing Council
- Help in the Canteen
- Help in the Library

Talk to a staff member if you have skills/talents you would like to use in other ways at the school.

Helping in Your Child's classroom

Help in the classrooms is appreciated. Please contact your child's teacher about how you could be involved. This may include-

- Listening to children read
- Teaching children how to make craft items
- Helping with cooking
- As a helper on excursions or camps

Please note that all volunteers are required to have a Working with Children check before commencing. Please see the front office for assistance.

Students Driving to and from School

As our students are young and inexperienced drivers, Moonta Area School does not encourage the transport of other students, apart from siblings, to and from school as passengers. Where parents wish to approve of such a situation, the student driver is to seek signed permission from both their parent/s and the parent/s of the proposed passenger in writing.

Students drive to and from school at their own risk and the school accepts no responsibility for the manner in which a student drives. If it becomes clear that a student is not driving in a responsible manner, the school will then seek to contact parents and communicate concerns.

All notes giving students written permission to leave early or carry passengers are to be written in the student diary and shown to the Senior School Assistant Principal

Student Leadership

Student Leadership is an active and vital component of the school. It endeavors to promote leadership skills amongst the students and encourages students to be active participants in the policy making and school decision making processes.

Governing Council

The Governing Council consists of representatives of parents, teachers, students and community representatives with the majority of members being parents.

Governing Council shares the responsibility with the principal and staff for educational and management issues in the school including the Site Improvement Plan.

The Council currently meets first Wednesday of the month; observers can attend any meeting of the Governing Council.

Community

Moonta Area School has established strong links within the community, from students participating in events such as the bi-annual Kernewek Lowender festival, senior student work placements, to classes visiting local businesses as part of their curriculum learning.

Staff participate in major events and our students proudly represent the School at ANZAC, Vietnam Veteran's and Remembrance Day services.

We welcome community groups to visit our school.



Student Reports

Achievement

A student's achievement in each area of study will be recorded as:

A – Your child is demonstrating Excellent achievement of what is expected at this year level.

B - Your child is demonstrating Good achievement of what is expected at this year level.

C - Your child is demonstrating Satisfactory achievement of what is expected at this year level.

D - Your child is demonstrating Partial achievement of what is expected at this year level

E - Your child is demonstrating Minimal achievement of what is expected at this year level

Reporting Schedule Years R-12

End of Term 1 and 3

Progress Reports are completed to provide student progress at that stage. Progress Reports will indicate Effort, Time management and Progress towards Achievement Standard using word equivalents (eg Excellent, Good, Satisfactory, and Partial, Minimal). Progress Report will also include attendance.

End of Terms 2 and 4

Students receive an end of semester report. This report is a grade that reflects their level of achievement for that semester in each Area of Study.

End of Term 4

End of Year Descriptive Reports

The end-of-year report should reflect student achievement across the whole year. These reports will include a comment for each subject area.

All reports are sent home via the post at the end of each term.

We welcome opportunities to talk to parents and students about student achievement and encourage parents to ring to make an appointment to discuss any issues they may have. We have found that these interviews achieve the best outcomes when parents, teacher/s and the student all meet together.

Curriculum

The Primary School cohort of Moonta Area School consists of classes from Reception to Year 6, as well as our District Special Class (R-6)

We partner closely with Moonta Kindergarten to support children as they transition across to our school with a range of informal activities, as well as our formal transition program that is run in Term 4 each year.

Students access all areas of the Australian Curriculum with learning structured in classrooms and specialist learning areas. Classroom teachers are responsible for English, Mathematics, Humanities and Social Sciences, Design and Technology (STEM), Science & Visual Art. All classes have a pod of iPads used to support learning in a variety of ways and every classroom has an interactive touch-screen television.

Specialist Learning Areas offered:

- Performing Arts (Music, Drama, Dance & Media Arts)
- Health and Physical Education
- Japanese

R-2 Classes

Our Junior Primary learning environments encourage curiosity and creativity with learning through purposeful play being a key element of each day.

Literacy Blocks are held each day, consisting of Jolly Phonics/Jolly Grammar, reading, writing and spelling learning experiences. Our students are busy little learners who become more confident and independent throughout each year.

Guided Reading sessions are held at least three mornings each week where students work on specific reading strategies such as decoding words, comprehension and fluency. Students are grouped according to the various strategies they are focusing on, working with the class teacher, the SSO supporting the class, and independently. We encourage nightly reading at home to help practise reading strategies and develop a love of reading.

A typical day in an Early Years classroom may include:

Purposeful Play - intentional learning activities set up to encourage the development of oral language (speaking and listening), social skills and cooperation.

Group Time - singing, rhyming and games to help students develop their phonemic awareness (ability to hear sounds in words, such as h-a-t in the word hat).

Jolly Phonics/Jolly Grammar - a synthetic phonics program where children learn sounds (not in order of the alphabet) in sequence to begin blending sounds and start decoding (reading) words. Reading - shared, partner and guided reading. Numeracy activities - measuring, counting, comparing, predicting Investigations - Art, Science, Geography, History, Design and Technology.

Students engage in purposeful play where the teacher sets up a range of activities linked to current themes or learning focuses within the class. It might be a shop set when learning about money, a post office when learning about book making and writing, a hospital for learning about the human body, or a school. During these sessions students continue to develop social skills, sharing, turn-taking and their oral language (talking, asking questions). Children will also participate in learning experiences to develop their mathematical (or numeracy) skills. Counting, weighing, measuring, comparing, money and fractions are common skills reception students practice. They learn to recognise numerals, count collections of items and group items based on their properties (shape, colour, number of sides etc). Often Science, Design and Technology and HASS are integrated, with our students regularly enjoying outdoor learning activities in the vegetable garden as well as nature play up in the scrub behind the kindy.

Years 3-6 Classes

Our Primary Years classrooms are engaging and diverse, set up to cater for individual learning styles. Teachers use a combination of traditional and flexible seating options to support student agency in learning, encouraging students to choose their preferred learning style.

As with the Early Years, our Years 3-6 students have a Literacy Block, followed by Numeracy activities, and then usually a Science, HASS or Design and Technology lesson in the afternoon. Many of our primary classes teach these areas of the curriculum in an integrated way, through project-based learning using the Solution Fluency process.

Students are supported to research topics based on their curiosity and interests, with the emphasis being on developing inquiry skills such as:

- Questioning
- Evaluating information
- Researching
- Problem solving

There is a strong emphasis on STEM, with students becoming increasingly confident with coding, using Beebots and Botleys. Students use Maker's Empire when designing and creating models and prototypes, which are then printed using our 3D printers.

A typical day in a Primary Years classroom may include:

- Literacy block - podcasts, guided reading, Jolly Grammar & Spelling, writing
- Daily fitness and Play is the Way strategy games
- Numeracy activities - Big Ideas in Number, as well as conceptual lessons in all areas of the Mathematics Curriculum
- STEM/Project-based learning
- Specialist subject lessons

Middle School (Year 7-9)

Through living our values of Learning, Caring and Sharing, we aim to meet the holistic needs of young adolescents by nurturing positive relationships between students, staff and families. We promote resilience and support our young people to develop independence and confidence.

We offer an inclusive program that supports individual learning needs. Our Pastoral Care Program focuses on becoming a community of learners, developing a growth mindset, setting and working on goals for continual improvement, business and enterprise skills, developing self-regulation and co-operative skills through the Rock and Water program, and of course, preparing for group excursions and camps.

Middle School classes take place in specialist areas (Hospitality, Art, Design Technology, Gym, and Digital Technology) and in our wonderful new Middle School building which includes a media studio and special technology room. Our curriculum also includes explicit and targeted lessons in Literacy and Numeracy.

Project Based Learning (PBL) is one way our students develop their knowledge and skills by working for an extended period to investigate and respond to problems or questions, and by presenting their learning to an audience. It is important for young adolescents to feel engaged and in control of their learning. PBL allows students to take responsibility for their learning in a supported environment. By learning to design questions, investigate and research complex issues, persist with challenging tasks and manage time and resources, students are preparing themselves for the independence and rigour of senior school, further study and the workforce.

Senior School (Year 10-12, Stage 1 & Stage 2)

We are committed to providing our students with a wide range of options and experiences on their pathway to successful completion of SACE and life beyond school: to university study, vocational training or the workforce.

All senior students are supported to successfully complete and earn credits for the compulsory SACE subjects: Personal Learning Plan, Literacy, Numeracy and Research Project. Remaining credits can be earned through accessing a range of academic and specialist subjects. We also provide integrated and community based learning, and access to VET courses and Open Access Learning. In Partnership with neighboring schools such as Kadina Memorial and Central Yorke we also access subjects we are unable to offer through the Distance Learning model which balances face to face learning with online platforms. Through involvement in Australian Business Week, Work Experience and a variety of other programs, students are engaged in learning at school and beyond the classroom.

2023 Subject Selection

The school's curriculum is divided into full year courses, semester courses that are two terms or term courses.

Core/Compulsory Subjects - Full Year Courses

Year 7: English, Maths, Science, HASS, Technology Studies, Hospitality, The Arts, Health and Physical Education

Year 8: English, Maths, Science, HASS, Technology Studies, Hospitality, The Arts, Health and Physical Education

Year 9: English, Maths, Science, HASS, Technology Studies, Hospitality, The Arts, Health and Physical Education

Year 10: English, Maths, Science, HASS and Personal Learning Plan

In addition to the compulsory subjects Year 10 students also need to study two choice subjects in each semester. Choice subjects include:

Art, Hospitality, Technology Studies, Outdoor Education and Physical Education opportunities to specialise in nominated subjects.

The school delivers a wide range of subjects face to face, but can also access other subjects through Open Access or through local delivery from neighboring schools.

Year 11, students must study a Literacy subject for a whole year – English, English Essentials and a Numeracy subject for a minimum of a semester – Mathematics, General Mathematics and Essential Mathematics in addition they must choose five other subjects from the Arts, Business, Enterprise and Technology, cross- disciplinary, Health and Physical Education, Humanities and Social Sciences, or VET learning areas.

Year 12, students must undertake the Research Project and choose four other subjects if they wish to gain ATAR score in order to apply for a university position, or three other subjects if they don't wish to apply for a university position. The choice subjects come from the same learning areas available to Year 11's and may include VET courses at Certificate III level or higher.

A list of possible subjects for Year 11 (SACE Stage 1), and Year 12 (SACE stage 2), can be found on the SACE website – www.sace.sa.edu.au

Vocational Education & Training (VET)

Vocational Education and Training (VET) enables students to acquire skills and knowledge for work through a nationally recognised and industry-developed training package or accredited course. VET is delivered, assessed and certified by Registered Training Organisations (RTOs).

Undertaking VET may benefit students' exploration of a variety of career pathways. It is not just reserved for a pathway within the trades (e.g. plumbing, automotive, and construction), but a diverse range of industries including business administration, veterinary nursing, aged care or sport and recreation. VET is an excellent choice of study for many students due to its practical, hands-on nature and can lead to excellent jobs in many fields.

Studying VET as part of SACE gives students a head start toward a qualification which is a great way to fast-track progress towards a rewarding career while also developing independence, confidence and time-management skills.

Moonta Area School partners with external providers such as TAFE and MADEC to provide a range of VET courses for students to access. We also access partnership schools' VET courses when available. Many students also take up the opportunity for School Based Apprenticeships with local employers which blends their SACE completion whilst completing a qualification in the workplace.

What Is a School Based Apprenticeship?

A School Based Apprenticeship or SBA is an apprenticeship that takes place for 1 or 2 days a week enabling students to both work in the workplace and continue their school studies. Moonta Area School has the services of an Apprenticeship

Broker assistant who can assist students explore this possibility.

If you are a student interested in a School Based Apprenticeship or are an employer who may be prepared to host a School Based Apprentice please contact the school for more information.

Students with additional needs

Moonta Area School is an inclusive education setting which prides itself in its ability to provide support to students with additional needs across the whole learning site. 1:1 support is offered to identified students to support learning in the mainstream setting and special class options are available for eligible students.

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MAS District Special Classes are an integral part of Moonta Area School. These small class settings provide supports and learning opportunities for students with a range of additional needs to be successful in learning. There are two Special Options classes. A Junior Primary class catering for a maximum of eight students and a Primary class with the capacity to support 12 students. These classes cater for students that have been assessed, and meet Department for Education criteria for placement. Students in these classes have access to a specialised learning environment, individualised learning program and are supported by specialist staff.

Moonta Area School is an inclusive site and provides many opportunities for special options students to learn and play alongside their peers throughout the learning day.

Class Teachers and the Students with Additional Needs Coordinator in consultation with parents can refer students to the Student Intervention Team if there are concerns with a student's progress at school. This team can refer students for assessment by Department for Education Support Services to identify programs and services to help each individual achieve their learning outcomes.

All Students with additional needs have an integrated learning plan known as a One Child One Plan (OCOP). These individualised plans are developed in consultation with the student, parents and/or carers, teachers, support staff, Department for Education and/or NDIS service providers, to ensure that each student has appropriate opportunities to develop and learn. Individualised learning goals are developed and reviewed each term which allows students the opportunities to participate in a range of programs to suit their needs.

Programs may include:

- Modified curriculum
- Modified SACE
- Intervention programs such as Minilit, Quicksmart Maths, Reading Tutor and Reading Tutor Extension
- Lunch time activities such as Computer Club, Lego Club, Bubble Club and Making Club
- Social and Emotional programs such as Feeling Fantastic, Calm Kids Central, 5 is Against the Law, Rules and Relationships, 5 point Scale and Interoception.
- Part Time school program
- Community Access program
- Life Skills programs

Behaviour-General Guidelines

Attendance: Regular attendance is a key factor in success at school. Absences should only occur for illness or for important reasons. A parent/guardian note, email, text or phone call is required to explain any lateness or absences from school. If after three days the absence is unexplained, the school will contact parent/guardian.

Punctuality: Students are expected to arrive at school before 8.45am. Students are to move promptly to and from all classes including Care Group, and at the end of recess and lunch.

Movement out of school: For safety and legal reasons students require parent and teacher permission to leave the school grounds. All students need to sign out before leaving and sign in when returning to school.

Organisation: Students are to arrive at lessons with all the required books and equipment. School bags are to remain in lockers.

Bullying and harassment: abusive, offensive, and threatening language, violent or dangerous behaviour: These behaviours are unacceptable. Firm action will be taken immediately to prevent or deal with these. Parents will be informed of the behaviour and the action taken by a member of school leadership. Play fighting/tackling are not considered appropriate or safe behaviours.

Illegal behaviour: This includes theft, graffiti, vandalism; Internet misuse, and possession, use and selling of drugs and pornography. Serious school consequences will result. Police are informed of all illegal behaviour.

Smoking and Vaping: Smoking and vaping on school grounds is an offence for everyone. Smoking and vaping while in school uniform is also unacceptable.

Environment: It is each individual's responsibility to keep the class and yard environments clean and tidy by putting rubbish in a bin. Spitting is unacceptable and is a health issue. Student are encouraged not to bring valuables or inappropriate unsafe items to school.

Leaving class during lessons: Students are discouraged from leaving class during lesson time to reduce disruption to their own learning and the learning of others. Toilet visits should occur during breaks. Students may only leave class with staff permission and Year 7-12 students must carry an appropriate diary note with them whilst out of class.

Continued inappropriate behaviour

In conjunction with parents, the school and department support staff, a process will be developed that may include further internal suspension, take home, suspension or exclusion.