

Summit Summary – SSASA Plans for Action

Year 7s to High School

Positives

- Ready for high school age / maturity
- Wider curriculum opportunities
- Aligns with all other States
- No longer in composite classes

Impact / Concerns

- Impact on small school with funding / staffing (existing funding model??)
- Readiness of high schools – facilities / spaces
- Straight classes with larger numbers
- Student with disability support
- Anxious parents with SWD
- Loss of play / flexible classrooms and learning
- Small school to high school – often two very different school cultures with different values / beliefs / culture (difficult for families too)
- Snowball effect and losing whole families
- Communication around the Year 7 transition been conflicting – creates a fear factor (many shifts with the departments policy)
- Future planning for staffing (permanent positions – leadership positions??)
- Less leadership opportunities for students to stay in their school for year 7
- Lose role models for younger students in small schools

Points of Interest / Further Questions

- Gradual roll out – funding
- Optional Transition
- Support to work with communities

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Communication

Positives

- Greater level, easily accessed

Impact Concerns

- Short time frames
- Less personal
- HR responses – phone / email
- Feeling our voice is heard
- No leadership to lessen the load – needs to be remembered
- Too many surveys – too many surveys
- Top down requests – not always school priorities
- Every section of the system expecting that their patch is more important than someone else's.

Points of Interest / Further Questions

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School Based Preschools

Positives

- Expert visitors (nutritionist etc) support for families
- 3 year old program – minimum cost to families
- Playgroup
- Learning together
- Seamless transition
- Continuity of pedagogy
- ECL – important link
- Preschool interact with all students across the school
- Leaders manage preschool
- Less travel

Impact / Concerns / Solutions

- Guarantee of preschool remaining staffed (in consultation with community)
- Isolation – children have a right to attend a local preschool
- Lots come on buses (what is the policy on this?)
- Parents / grandparents unable to travel
- Neighboring preschools full
- Integrating to JP – families won't attend
- Unfair on JP students (eg. 3 year olds with Year 2/3)
- SIP / QIP – it is a Pre-school to Year 7 site
- Principal training
- Permanent teachers in preschool
- Support around policies / procedures
- Keep preschool teacher as part of integration

Points of Interest / Further Questions

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Facilities / Funding / Fabsnet / School Card

Positives

- Some small schools are choice for parents – Why are they choosing??
- Some small schools are the only school. They are the hub of the community.
- Small school facilities create a more community / family feeling – research – wellbeing statistics – proven
- Small schools know their community and can encourage the community to utilize school grounds ie. Sport, meetings, library etc
- ITC

Impact Concerns

- Lack of space for increasing student numbers
- Maintaining our old buildings and facilities
- Not future building – almost wanting schools to have to close or partner with other larger schools
- No real funding to bushfire proof schools – need support to protect sites from bushfires
- Funding for grounds
- Department (politics) wants the biggest bang for their buck therefore many large schools get the building funding and small schools nothing – (equity for all??)
- Grants from Government choose the large schools to get the most votes
- ITC – costs and slowness of upgrade based on school size

Increase in threshold of school card more families eligible

Points of Interest / Further Questions

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Department Expectations – Leadership / Partnership / SFD / PD / Curriculum / Innovation

Positives

- Huge Knowledge base to share with other leaders – expertise in many areas – STRENGTH
- Small school leadership – relationships a key – refined interpersonal skills
- Small school leadership promotes new trials / research / flexibility / innovation / projects – we change to meet the needs of our students and their families

Very lucky to have a small school group that work together to improve teaching / learning. All staff meet together twice a term and Principals are always working together around ideas, problem solving and sharing resources (Blue Lake Partnership)

Impact / Concerns / Solutions

- Promotion of the small school principal role – more positive succession planning
- More connection between systems, expectations and individual school needs
- Year level based curriculum a problem in multi-year classes (look more at the capabilities than the content)
- Moderation in small school ????
- Limited staff and opportunities for staff to work with like colleagues
- Support from leaders in Partnership to help reduce workload
- Support for staff – pedagogical shift – Partnership approach
- Support for staff in small schools – wellbeing / graduates

Points of Interest / Further Questions

- Mentoring and support for new leaders
- Sharing successes
- More funding for small schools used for travel etc as most trainings are Adelaide based (time / energy)
- Workload

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Students with Disabilities – Wellbeing / Funding / Model / IESP

Positives

- We do receive funding for students with diagnosed disabilities
- Our Partnership has a good staff who are willing to support schools. Behaviour and learning coaches (not money but ideas and suggestions)
- Small schools are chosen by families to educate their children with disabilities as there is a sense of community / family
- Children are very accepting of children who have a disability – buddy system set up
- Families are supported not just the child
- Children with disabilities have a strong sense of belonging at a small school (don't get lost in the masses)
- Small schools have something unique which attracts families who want their children to be part of a strong community / family

Impact / Concerns

- New funding model – late coming and no explanation – plans already in place for start 2019 with staffing etc
- Schools have difficulty getting answers about funding
- Fractions of times inadequate for small school leaders wellbeing

Points of Interest / Further Questions

- What money do we use for children who have special needs (one plans) but they are not diagnosed? How are 'one plans' being supported by the Dept to allow staff
- It is expected to provide speech support for students with no money to support students with SSO time
- A lot of the children's problems these days at school is around trauma and wellbeing. This requires a lot of time spent in small group and 1:1 support – no funding allocated for this
- Trauma training – all staff
- More funding for traumatized children – minimal for wellbeing leaders at small schools