

SCHOOL CONTEXT STATEMENT

Updated: Aug 2017

School number: 0766

School name: YANKALILLA AREA SCHOOL

School Profile:

At Yankalilla Area School we strive to provide a positive, enthusiastic, safe and creative learning environment where each student is well supported to meet their full potential by our dedicated team of professional teachers who provide diverse, engaging and outstanding educational programs.

Our school values are incorporated in everything we do - Honesty, Respect, Excellence, Responsibility, Care. Yankalilla Area School is a quality learning environment where all people are valued, every person's potential is maximised and building positive relationships forms the basis of everything we do. Staff, students, parents/carers and community members are encouraged to support each other in the pursuit of common goals.

Yankalilla Area School is a R–12 community centred school, approximately 73km south from the Adelaide GPO. It has an enrolment of 381 students, has an ICSEA score of 986, and is classified as Category 4 on the DECD Index of Educational Disadvantage.

The school population includes 10% students with disabilities, 5% Aboriginal students, 1% students under the Guardianship of the Minister (GoM) and approximately 30% of families for School Card assistance. There are 69 verified Special Needs students and 69 students with learning difficulties. There is a DECD preschool located across the road from the school.

The school leadership team consists of a Principal in her 4th year at the school, a Deputy Principal and three school Coordinators. Leadership roles relate to the implementation of the Australian Curriculum, SACE, Numeracy, Literacy, Vocational Education and Training, HYC?, Special Education, behavior, attendance and ICT. The school operational structure comprises three school teams: Junior Primary, Middle School and Senior Secondary School.

1. General information

Principal:	Christine Bell
Deputy Principal:	Sonia Parker
Year of opening:	1859
Location/Mailing Address:	207 Main South Road YANKALILLA SA 5203
DECD Region:	Fleurieu Partnership
Geographical location:	73km south of Adelaide GPO
Telephone number:	08 8558 0888
Fax Number:	08 8558 2155
School website address:	http://yankas.sa.edu.au
School e-mail address:	dl.0766.info@schools.sa.edu.au
Child Parent Centre (CPC) attached:	No
Out of School Hours Care (OSHC) service:	Yes

February FTE student enrolment:	2013	2014	2015	2016
Reception	37	30	35	35
Year 1	30	33	29	34
Year 2	43	34	35	28
Year 3	26	42	29	36
Year 4	25	29	42	28
Year 5	25	25	29	36
Year 6	19	28	24	33
Year 7	17	21	27	26
Year 8	35	21	21	30
Year 9	19	36	18	24
Year 10	23	23	35	18
Year 11	22	23	24	31
Year 12	38	22	19	22
TOTAL	359	367	367	381
	2013	2014	2015	2016
Number of Students that left	18	17	15	19
Number of Students that arrived	26	22	17	21
Number of ATSI Students	7	8	14	12
Number Of Students that left	18	17	15	19
School Card Approvals (Persons)	96	95	97	100
NESB Total (Persons)	0	0	1	2

Staffing numbers (as at February census):	(2017 data)
Total staff:	55 (45 Female, 10 Male)
Leadership:	Principal Deputy Senior Leader R – 12 focus on literacy Senior Leader 7 -12 focus on stem 1 Coordinator Australian Curriculum
School Librarian:	0.4
Counsellor:	0.6
Special Education:	0.6
Teacher numbers:	27.0 FTE (8.0 contract) 0.2 ACEO
Permanent SSOs:	10
Contract SSOs:	9
Permanent GSE	1
Public transport access:	There is no public transport access 4 bus routes run by Willunga Charter

2. Students (and their welfare)

We strive to provide a positive, enthusiastic, safe and creative learning environment where each student is well supported to meet his/her full potential.

Transition to school from pre-school is a significant step for children and their families. At Yankalilla Area School we endeavour to make the transition as seamless as possible. As a leadership team we work closely with Cathy Tozer and her team at the pre-school to plan and prepare for the Reception intake. We believe the foundations for future success are laid in the early years and are very lucky to be able to provide a wonderful team of dedicated, passionate and nurturing teachers in the R-2 years.

Student government and leadership opportunities are provided for R-12 students. The Junior and Primary School Student Representative Council (SRC) is comprised of elected class members. The members are voted for by their peers. Members need to demonstrate the school values and leadership skills. SRC meetings are conducted on a fortnightly basis. The meetings are supervised by students under the guidance of a staff member. School events, concerns and celebrations are some of the issues discussed and acted upon.

The Yankalilla Area School Leo Club operates as part of the student leadership program within the school. Students from years 7 – 12 are eligible to join, many students remain members until they leave school. The Leo Club is run by a school representative and a member of the local Lions Club. Students meet regularly in a formal meeting and each student is responsible for a committee. Students conduct

assemblies, attend community events, organise fundraisers for charities and discuss student issues.

The SRC and Leo Club inspires students to develop their leadership and teamwork abilities as well as being of service to the school and the community.

Learning Assistance Programme (LAP) – Trudy Noack

The LAP Program or L.A.P. is a school-based mentoring programme relying on volunteer helpers to fulfil its task. Each mentor works on a one-to-one basis once a week for about forty-five minutes – 1 hour with a child that has been matched to them and who has been identified as benefiting from assistance. The main aim of the mentor is to support the development of the child's self-esteem.

Students' confidence and self-esteem is increased through the provision of:

- personalised care
- extension
- enrichment
- learning support

LAP Aims:

- To welcome and involve families and the wider community participation in our school with a focus on wellbeing.
- To work with staff within the school's educational programs promoting positive outcomes for our students.
- To enable the school to support students in a very cost effective way.

The success of the Program is based on five simple principles. LAP is:

- is always one-to-one
- is about relationships
- builds self-esteem and confidence
- takes a creative approach to learning
- promotes parent and community participation in schools

The Learning Assistance Program (LAP) at Yankalilla Area School is now a fully accredited program. We are very excited that our school's program will now be recognized as being part of the best learning assistance programs in the world.

Literacy Program

To support children to improve in the areas of literacy and numeracy we implement a range of intervention programs including:

- Support a Talker: Targeted oral language sessions to assist small groups of children to develop vocabulary, pronunciation and language skills. (delivered by trained SSOs)
- Sight Words: Regular drill and practice with the Oxford Sight Word lists to help children to attain automaticity, which then assists with reading fluency (SSOs & volunteers).
- Targeted Reading: 2-3 short individualised reading sessions with SSO staff each week, which allow children to work on their individual reading goals (set by the classroom teacher)
- Multi-Lit: - 2-3 short intensive sessions with Helen Stone per week that target phonics, word attack skills and word recognition. Helen is trained in the delivery of the Multi-Lit program and is highly experienced in working with our students.
- QuickSmart Maths: *The* intervention sessions include a variety of short, focused activities that aim to increase students' strategy use and improve their automatic recall of basic number facts across all four operations. These sessions are delivered by Helen Stone and trained SSO staff.
- Numeracy Intervention: Designed to address gaps and misconceptions in the understanding of numeracy concepts for targeted students. Students may have support in class or with Mrs Warwick and SSO staff to build their understanding and skills in essential concepts or with extension programs.
- Morning Mania: a before school program – literacy and numeracy games are set up in the library. Children are invited to attend the sessions, which are run by SSO staff.

A School Counsellor is available to work with all students across Reception to Year 12, facilitating support, service referrals and a 'calm-down' space for students in distress. The Counsellor also coordinates with a variety of organisations, such as 'Shine' to present their program to all students on-site.

Over the last few years we have been fortunate to have a Christian Pastoral Support Worker available to provide personal assistance to our school community, and coordinate lunch time group activities for the students. A newly appointed Christian Pastoral Support Worker begins in Term 2, for a total of 17 hours a week.

3. Key School Policies

Yankalilla Area School – Site Improvement Plan 2016 - 2018				
	Focus areas for improvement	Strategies	Aspirational targets	Data analysis
1: Student Learning <i>High expectations for student achievement</i>	Foundation skill development (Literacy/Numeracy)	Targeted literacy and numeracy programs to improve outcomes	All students (without special needs) achieve the DECD SEA AND grow by at least 12 months in PAT-R and PAT-M (3-10) and Running Records (R-2)	<ul style="list-style-type: none"> NAPLAN PAT M / R Running Rec A-E grades (yr1-10) SACE data AR reading skills data Spelling/literacy data Phonological awareness
	Raising student aspirations beyond S.E.A.	<ul style="list-style-type: none"> Celebrating student success, commitment to learning and academic excellence. Grow STEM opportunities. Student directed learning Providing targeted enrichment/extension opportunities for students. 	<ul style="list-style-type: none"> SACE completion and achievement improves by 5% Increased numbers of students achieving A and B grades by 20%. Increased numbers of students achieving academic excellence by 10% Improve the GPA of all students by 10% 	
	Intervention & support / differentiation	<ul style="list-style-type: none"> At risk students are identified and supported through structured processes Improve curriculum differentiation and use of SACE flexibilities Regular review of NEP goals 	<ul style="list-style-type: none"> All special needs students achieve measureable growth Students in intervention programs achieve measureable growth All teachers outline differentiation practices in learning assessment plans. 	<ul style="list-style-type: none"> Special needs goals data Intervention data Learning assessments plans Disability Data collection
	Improved attendance, wellbeing and behaviour	<ul style="list-style-type: none"> Improved student attendance Case management of individual students Implement traffic light system to monitor behaviour and commitment to learning 	<ul style="list-style-type: none"> Improve student attendance by 3% Reduce unexplained student absence by 3% All teachers engage in the traffic light system 	<ul style="list-style-type: none"> MDI Well-being survey Attendance data Traffic light data Suspension data
2: Effective teaching <i>Emphasis & targeted work to students</i>	Promoting academic rigour	<ul style="list-style-type: none"> TIEL learning teams – use of TIEL compass Deprivatised practice – teacher observation & feedback Listening to and acting on student voice 	<ul style="list-style-type: none"> All teachers progress in TIEL practices, focussing on peer observation, feedback, learning intentions and success criteria are explicit for all. All teachers involved in professional feedback Weekly debrief – Think, pair, share - internal professional discussions 	<ul style="list-style-type: none"> Teacher pedagogy survey Student survey
	Improved pedagogy	<ul style="list-style-type: none"> Negotiating learning intentions & criteria for student success Mentoring/ develop professional relationships 		
	Assessment and Moderation	<ul style="list-style-type: none"> All teachers participate in whole school learning, IEA: Assessment for learning Teacher assessment is consistent with ACARA & SACE 	All teachers engage in the Performance Development Process	<ul style="list-style-type: none"> A-E grades (yr1-10) Student surveys SACE data
3: Effective leadership <i>Improving student and teacher learning</i>	Monitoring the progress of our school	Data is collected, analysed and discussed with teacher groups to improve student learning	All teachers use student data to improve student learning	<ul style="list-style-type: none"> Attendance data Performance management records
	Distributed leadership - Inspiring and developing others	<ul style="list-style-type: none"> Early finish day-additional time for professional learning Participate in professional feedback and pedagogical development through teacher rounds 	All teachers involved in teacher rounds	<ul style="list-style-type: none"> Performance management records
	Leading improvement, innovation & change	<ul style="list-style-type: none"> Staff develop strategies aligned to Site Improvement Plan Leaders investigate innovative practices Develop a model for managing change within the school 	A whole site agreement on change practice processes.	
4: School Community <i>Partnerships Involving students/communities</i>	Developing and maintaining positive partnerships	<ul style="list-style-type: none"> Leaders engage collaboratively with Fleurieu Partnership Leadership to attend partnership meetings as required Further develop connections and shared programs between school and pre-school 	Connections and shared programs are established	
	Developing and strengthening Governing Council	Governing council actively involved in school progress		<ul style="list-style-type: none"> Governing council survey
	Effective communication and support for local community	Wide range of student-community based programs Active marketing, communications and promotions	All students engaged in community based learning linked to the curriculum	<ul style="list-style-type: none"> Community involvement data

Improvement Action Plan

<p>1: Student Learning – <u>High expectations for student achievement</u></p> <p>Key leaders: Jane Joshua and Rosie Watkins</p> <p>Strategies</p> <ul style="list-style-type: none"> • Embed the whole school literacy agreement into daily practice. • Embed the whole school numeracy agreement into daily practice. • Focus on assessment for learning – Task design, student feedback and consistency of standard. • Inquiry-based STEM projects. • Strengthening Australian Curriculum implementation. • SwD data collection and NEP practices support student achievement. 	<p>2: Effective teaching – <u>Engaging & targeted teaching practices</u></p> <p>Key leaders: Christine Bell and Sonia Parker</p> <p>Strategies</p> <ul style="list-style-type: none"> • Strengthening TfEL learning through a team approach. • Deprivatised practice – Teacher rounds project with a focus on student groupwork. • Develop learning statements to clarify specific student outcomes. • Creating rubrics to clarify criteria for success.
<p>3: Effective leadership – <u>Improving student and teacher learning</u></p> <p>Key leaders: Christine, Sonia, Kelly, Sarah, Jane and Rosie</p> <p>Strategies</p> <ul style="list-style-type: none"> • Empowering students as learners through strengthening student voice. • Empowering shared leadership exploring evidence based research for innovative practices. • Teacher feedback professional improvement discussions through personnel management processes. • Providing targeted and relevant professional learning related to the site improvement plan. 	<p>4: School Community Partnerships – <u>Improving student outcomes</u></p> <p>Key leaders: Christine Bell and Sonia Parker</p> <p>Strategies</p> <ul style="list-style-type: none"> • Continue to build parent communication (Eg through online services). • Linking to the community through combined learning opportunities. • Continue to foster the relationship with schools in the Fleurieu partnership for all staff.
<p>5: Data analysis - for our improvement agenda. Key leaders: Christine, Sonia, Kelly, Sarah, Jane and Rosie</p> <ul style="list-style-type: none"> • Establish a data collection and analysis calendar • Promote the use of the Educational Dashboard • Establish and promote the use of internal data analysis to enhance learning. 	
<p>Quantitative data</p> <p>NAPLAN analysis PAT M / R analysis Special needs & Disability data SACE data analysis AEDI data</p>	<p>Perception data</p> <p>Attendance data Spelling / Literacy data AR reading skills/levels data Running records A-E grades (yr1-10) analysis</p> <p>Student survey Teacher pedagogy survey Teacher Leadership-performance survey MDI - Well-being survey Parent & Community survey Traffic light data</p>

Recent key outcomes and highlights:

Following a consultation and approval process throughout 2016, an Early Finish Day was implemented in Term 1 of 2017, with a modified timetable and early dismissal on Monday's. The early finish allows staff to undertake professional development with early feedback indicating that staff are embracing the opportunity and students, parents and caregivers have adapted well to the change in school hours.

In 2016 our school celebrated its 60th Birthday with a wonderful day of activities that included both past and present students and in the evening the festivities continued with a dinner.

One of the outstanding success stories for our school was the 100% completion in our SACE results with all students receiving a C grade or above. Twelve of our students applied for University placements with 100% being offered either their first or second preferences.

The Yankalilla Out of School Hours Care (YOSHC) sub-committee has worked with the Principal, Christine Bell to redevelop the YOSHC program and infrastructure. The building was transformed into a bright inviting venue for the service and the YOSCH Director, Gill Bolton who has implemented the new care program, policies and employment conditions.

The main quadrangle redevelopment has been completed, thanks to the Civil Students, their teacher and a special sub-committee.

4. Curriculum

Subject offerings:

Yankalilla Area School is part of the 'Southern Adelaide and Fleurieu Trade School' (SA&FTS). Each Wednesday students have the opportunity to participate in a local course offered at YAS or choose a course delivered from another school as part of the SA&FTS. At YAS we offer Certificate 2 courses in Hairdressing, Outdoor Recreation and Civil Construction. All courses are well resourced and have dedicated training facilities on site.

We offer Outdoor Education, as an introduction course in Year, Certificate II in Year 10 and 11 and Outdoor and Environment Education in Year 12. Research has shown that Outdoor Education programs have the potential to enhance leadership skills, and have positive effects on adolescents' senses of empowerment, self-control, independence, self-understanding, assertiveness, and decision-making skills.

Integrated Learning has a hospitality focus. Students operate a Café which is open for 2 ½ hours one day per week for school staff, senior students and members of the public. The Learning Capability has an emphasis on practical activities in which

students develop and apply skills, knowledge and understanding of the café industry such as customer service, money handling, team work, barista, cooking, kitchen hygiene, communication to name a few. Students have the opportunity to engage in enterprise activities creating products that can be sold in the café. Products that often make the most of fruits and/or vegetables when they are in season. Participating students could be doing Community Studies or Integrated Learning either Stage 1 or 2. The program has been designed to cater for all individuals by allowing a range of assessment modes. This program assists students in gaining work skills that are sought after from the local hospitality establishments. The emphasis is on a direct application of knowledge and skills in a real-world task.

Students that are on Flexible Learning Options are managed by the FLO Case Manager and provided with individual pathways focusing on well-being, training and preparation for employment. FLO students have the opportunity to participate in part or all of the HYC program.

The 'Here's Your Chance' (HYC) program focuses on student well-being and is designed to engage young adolescents in school supporting them with opportunities to obtain their SACE and prepare them for the workforce or further study. The program incorporates an engaging curriculum to meet the learning needs of students. Throughout the program the students will have opportunities to obtain a variety of SACE subjects and competencies from Certificate 1 in Education and Skills Development. The HYC/FLO students work with the residents at ACH Yankalilla in a Tuesday afternoon program, using different learning activities to support student learning outcomes.

The school is situated on a 10 acre agricultural property from which we run a suite of successful Agricultural programs including 'Connect with Community' and LED Steer. We are a registered Charolais stud and also run an edible kitchen garden from which the students sell produce.

Special needs:

A team of SSOs provides dedicated and skilled support to students who have special needs. Working closely with class teachers and families, SSOs work 1:1 and with small groups to provide specific, tailored support to students. As students meet their goals, new goals and strategies are set to ensure personal growth.

5. Sporting Activities

The school is equipped by a gymnasium/indoor basketball stadium, tennis courts, an outdoor basketball court and a full-sized football oval. School sporting activities are reviewed and evaluated by a School Sport Committee.

Off-site school sporting activities are managed by joint SAPSASA Coordinators, a Senior School Sport Coordinator and assisted by a School Sport Administration Support staff member.

Throughout the year SAPSASA and SSSA events are identified based on student interest – their participation is dependant upon the teacher’s approval that they have displayed school values and conducted themselves appropriately in class.

Each year we hold a R-12 Sports Day, along with Junior and Senior School Sporting Marathons and Kangaroo Island Sporting Exchange (Senior School) competing against students from the KICE campus.

6. Other Co-Curricular Activities

The school provides a wide variety of co-curricular activities for students across all year levels, allowing the opportunity for participation in activities that link students with the wider community.

Students across all year levels are invited to participate in activities such as Lions Speaking Contest, Mayors’ Short Story Competition, Reader’s Rap Competition and Premiers Readers Challenge.

Our agricultural students prepare animals for the Led Steer Handler’s Competition and our Year 8 students compete against other Fleurieu Schools in the ‘Cows Create Careers’ competition.

Years 4-7 students participate in the Department of Planning, Transport and Infrastructure’s (DPTI’s) Way2Go Bike Ed program each year. It is a practical program for students delivered by qualified instructors. Through participating in Way2Go Bike Ed students:

- build their knowledge and understanding of the road laws and traffic environments
- develop bike handling and maintenance skills
- develop decision making skills for off and on-road bike riding.

Year 9 Drama Students benefit from the expertise of a drama coach Yvette Wolf, exploring different artistic movements using several communication techniques. They explore and apply artistic styles in class exercises, drama techniques and expressive skills in voice and movement to convey meaning. In 2017 students presented their production ‘Bums on Seats’ to fellow students and to the wider community over four performances.

Here at YAS we are very fortunate to have music specialist Kaye Barnes as part of our school community. Kaye volunteers her time every week to come in and share her passion for song with our students. She works her magic with students in years 3-5 and teaches a repertoire of songs to help them to develop their skills. The Fleurieu Song, a Kaye Barnes original, is one of our favourites. Kaye often organises opportunities to take our choir out into the community. We have opened the Yankalilla Show, sung at the Anzac Day Service and ACH, and have even gone ‘live to air’ with Fleurieu FM.

7. Staff (and their welfare)

The majority of our staff resides on the South Coast, with some travelling from the southern suburbs. In 2016 our WHS Committee undertook an audit of staff travel routes and movements to determine the level of risk in the event of an emergency.

Teachers work in sub-school teams, lead by sub-school leaders, and also have the opportunity to nominate for a variety of school sub-committee's and Personal Learning Committee's (PLC's), including PAC, Governing Council staff representative, WHS along with many other special event and program committees.

We have an active Staff Social Club, providing opportunities for shared activities, and a Wellbeing Committee who are committed to providing staff with the appropriate resources and links.

Each staff member is assigned a line manager, and is expected to plan and collaborate to identify foci for his or her own professional learning. Performance management is conducted in accordance with the DECD 'Performance and Development Policy and Guidelines, the AITSL Australian Teacher Performance and Development Framework and the Australian Professional Standards for Teachers.

8. School Facilities

- Buildings and grounds

The school site is spread over a large area with Main South Road at the front and paddocks to the back. It is made up of original brick buildings with additional buildings added as school needs and funding became available. Over the past ten years additions have included a new Home Economics Building, ICT Hub, a new General Teaching Area (BER Funding) and Trade Training Centres for Hairdressing and Civil programs. The Administration area was also completely redeveloped in 2010.

The site also includes the school farm and edible kitchen garden. The school takes part in the Led Steer Program where the steers are shown at the Royal Adelaide Show.

The original school building known as 'The Annexe' houses the Out of School Hours Care Program, and is situated across the road from the main school buildings.

The Halls and Grounds Committee in consultation with the Work Health Safety Committee oversee the site development of the school.

Heating and cooling

All classrooms and teaching areas have air conditioning. The school is currently working at replacing some of the older unit as they break down and parts are not available.

- Specialist facilities and equipment

The Resource Centre is housed in the main building and until 2014 housed the towns' Community Library. The gymnasium is used R-12 and by the community. There are

two Science laboratories and a Design and Technology centre which provides for wood and metal construction.

- Student facilities

The school closed its Canteen in 2015 after making continuing losses but plans to re-open the Canteen in 2018. Students currently provide their own lunches. There is a Student Representative Committee and various clubs run through lunch breaks.

- Staff facilities – School staff room and kitchen, along with a Teacher Computer Resource area with computer access to both the curriculum and admin networks.

The curriculum ICT network provides wireless network, a range of desktop computers and lap tops for students. In 2017 we provided Year 7 and 9 students with new laptops with the option to purchase and retain the device for use within the BYOD Policy.

All buildings on site cater for disabled access.

Our school has access to a number of buses for use on camps, excursions and for our YOSHC program, with approximately five staff members who are accredited bus drivers.

There are four school bus routes, contracted to Willunga Bus Charter, travelling from Myponga, Parawa, Inman Valley and Cape Jervis.

10. School Operations

Our school is supported by our Governing Council whose role is to work with the site leader to involve the local community, develop and approve local policies, set the broad direction and vision of the site and monitor and review the site improvement plan.

Our leadership team, as previously outlined, is underpinned by a wide range of Committee's and PLC's, which includes the Principal's Advisory Committee (PAC), whose role is to ensure there is staff consultation within our site schools and to contribute to the the HR decision-making process. The PAC is elected for a one year term, commencing at the beginning of Term 2, and includes the principal, an AEU representative, an equal opportunity representative and a member of the non-teaching staff, elected by non-teaching staff. Other important committees include:

- WHS
- Out of School Hours Care (OSHC)
- Finance
- Fundraising
- Wellbeing
- Hall's and Grounds

These committees are formed at the beginning of the year, by self-nomination, and meet at least once per term. Suggestions and policies developed by these committee's are ratified by the leadership team, at their weekly meeting.

All staff meet each Monday, as part of the Early Finish Day, for a general sharing of information and reports by committees. The staff meeting also includes a

'deprivitisation of practice' sharing session, followed by professional learning opportunities.

As a school we recognise the value and importance of effective communication with our school community and are continually reviewing and improving our communication processes. We publish a minimum of four School Newsletter's per term, sharing recent highlights, successes and details of upcoming events. We have found our school Facebook page to be a successful medium for the 'immediate' sharing of information with our school community. An electronic message board at the front of the school building is also used to keep our school and local community informed of events and news.

Immediate/emergency information can also be communicated through our school data management system, Sentral, via text message or email. This system is also used to monitor student absences. Our school website is available as a source of more static information.

- School financial position

The school is financial sound.

11. Local Community

Yankalilla is situated on the Fleurieu Peninsula and is nestled in the Bungala River valley, overlooked by the southern Mount Lofty Ranges, and acts as a service centre for the surrounding agricultural districts. The economy of the town is based mostly on the surrounding agricultural lands, with industry and tourism also supplementing the town's economy. Tourism has been a rapidly increasing facet of the town economy, increasing at around 12% each year, with the small community of 4,500 people increasing with thousands of visitors during weekends and holiday periods.

Yankalilla has a number of community-based facilities and organisations, including health, education and sporting facilities. The Southern Fleurieu Health Service covers the town, with no hospital in Yankalilla. A public library is also located in the town and there are many sporting clubs in the town, with Yankalilla having facilities for teams in the local bowls, football netball, cricket, hockey and tennis leagues. There is also a golf club, gym and skate park located within the town.

There are a large number of environmental groups in the district, with some based in Yankalilla. Most aim to restore the land to the original conditions, with animal conservation, river and soil monitoring groups well established.

A number of events occur annually, including the Yankalilla Agricultural show, the Easter Art Show, the Fleurieu Festival and the New Year's Eve Pageant notable.

Our students are very fortunate to receive support from our local community, not only through our Learning Assistance Program as mentioned, but through involvement in the annual 'Fleurieu Festival', and other smaller, individual programs such as 'Knitting Nana's' and our 'Breakfast Club'.

Our school families are provided with the opportunity for social interaction through our 'Coffee and Chat' group held at the school on Monday's.

Our school district includes the towns of Yankalilla, Normanville, Carrackalinga, Myponga, Wattle Flat, Parawa, Delamere, Inman Valley, Second Valley and Cape Jervis (families residing in Cape Jervis, Second Valley and Delamere townships also have the option to send their children to Rapid Bay Primary School). The majority of

our students come to us from the Yankalilla Community Children's Centre, located directly across the road from our school, along with high school students transferring from Rapid Bay Primary School.

There is no public transport servicing the district of Yankalilla however Sealink buses run regularly to the town, enroute to the Sealink Ferry terminal at Cape Jervis.

The District Council of Yankalilla strives to assist the local community and economy and to promote the healthy lifestyle and attractions of this region.

12. Further Comments