SCHOOL CONTEXT STATEMENT

School number: 0384

School name: Robe Primary

School Profile:
Robe Primary is a Reception to Year 7 school, which serves a small, coastal town, 340 kilometres South East of Adelaide.

Robe Primary has provided education on its current site since 1886. Our school is a main focus of the local community because of our involvement in community projects, whenever possible, and the school family associations with the general community.

Our current enrolment is 92 students, 50 boys / 42 girls. Student attendance is not really an issue.

We have 4 classes, these being Reception/Year1, Year 2/3, Year 4/5, and Year 6/7.

There are 7 teaching staff, this includes 3 part time teachers, 3 ‘contract’ teachers and a principal who has a teaching component.

There are 3 Ancillary staff, none of which works full time.

Most of our students come from a 2 parent family of Australian background, where one or both work in a part or full time capacity. The ‘country atmosphere’ has a positive impact on student attitudes, behaviour, parental support and learning environment. There are very few behaviour management issues, students have plenty of playground space and equipment. Students also have access to a significant amount of I.C.T. equipment, and well equiped learning areas.

All students are encouraged by staff to develop their individual talents, to seek to continually improve, and to maximise their learning opportunities.

We promote the values of respect, courage, and integrity.

Our school achieves its mission by:
* Being a positive, productive school community that inspires and supports active learning.
* Providing a caring, cohesive school environment and promote happy, healthy lifestyles.
* Striving for confidence, and excellence, and seizing opportunities to learn.
* Aiming to create successful citizens and leaders.
1. **General information**

- School Principal name: Mr Chris McLay
- Deputy Principal's name: NOT APPLICABLE
- Year of opening: 1886
- Postal Address: P.O.BOX 146 Robe 5276
- Location Address: Union Street Robe
- DECD Region: Limestone Coast
- Geographical location: 350 km South East from the Adelaide GPO
- Telephone number: 08 87 682 168
- Fax Number: 08 87 682 474
- School website address: www.robe.ps.sa.edu.au
- School e-mail address: dl.0384.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

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• STUDENT ENROLMENT TRENDS

Over the years our Reception student enrolment trends have remained at a constant level. Transience both in and out of the school have balanced each other out. As a result our total student numbers have not had significant peaks and troughs; we have remained constantly in and around the 90’s mark.

• STAFFING NUMBERS (AS AT THE FEBRUARY CENSUS)

Our F.T.E. to start 2015 is 5.6 teaching staff. This consists of:

1. A Principal working 1.0 FTE with a 0.2 teaching component.

2. Two permanent full time teachers, one of which fills the role of our 0.2 FTE Well Being co-ordinator. One permanent teacher working 0.2 FTE. One contract teacher working 1.0FTE.

3. Two contract, part time teachers; one at 0.6 FTE, one at 0.8 FTE.

4. We do not have a teacher-librarian, nor an Aboriginal Education teacher, nor any tier 2 staff.

5. We have 3 SSO’s. Our Finance Officer is currently on a 1 year contract and is working 32 and ½ hours per week. One of our other SSO’s has 20 permanent hours and has 7 part-time hours; for a total of 27 hours. Her role is divided between classroom support and administrative tasks. The other SSO works 16 hours, all of these hours are allocated to classroom support.

• PUBLIC TRANSPORT ACCESS

There is no public transport. Premier Stateliner provides a bus service to Mt Gambier and Adelaide.

• SPECIAL SITE ARRANGEMENTS

There are no special site arrangements, except for the use of our school hall by some local and school sporting bodies. This is organised on a needs basis.

2. Students (and their welfare)

• GENERAL CHARACTERISTICS

The majority of our students come from a two parent family of Australian background. In most families both parents work either in a full or part time capacity. With this in mind our students come from relatively diverse socio economic backgrounds. No students come from a family where English is their second language. Our students mix freely with each other. There are very few behaviour management issues. Currently there are 2 students with a Negotiated Education Plan, one with an A level of support, the other with a D level of support, that will hopefully soon be an I level. Many of our students enjoy a healthy, active life style.
• STUDENT WELL-BEING PROGRAMS
  1. Program Achieve
  2. Kids Matter

• STUDENT SUPPORT OFFERED
  1. Well Being Co-ordinator
  2. Additional SSO hours for classroom support / student support.

• STUDENT MANAGEMENT
  Student behaviour management is governed by our school ‘ behaviour Code’. Central to our Behaviour Code are our school values, and Vision / Mission statements. In practice student behaviour is very good. The trust placed in our students, and reciprocal respect is evident in their behaviour. We encourage and acknowledge positive behaviour through regular awards, celebrating, and publishing successes in newsletters, displays and publicity in the local media.

• STUDENT GOVERNMENT
  We have a ‘Little Leaders’ group. The senior members of our ‘Little Leaders’ group is made up of students who have written an application in order to part of the group. They are selected according to the quality of their written application and referee comments. The group also has representatives from each of our four classes. The representatives are selected by their peers using a democratic process. Our ‘Little Leaders’ team meets weekly to discuss student issues and give suggestions in regard to school management and activities. They are also active in organising various school activities to support selected charities.

• SPECIAL PROGRAMS
  There are none.

3. Key School Policies

• SITE IMPROVEMENT PLAN AND OTHER KEY STATEMENTS OR POLICIES.
  Our 2015 Site Improvement Plan has a Numeracy focus. The specific priority being ‘To improve numeracy achievement through a focus on number knowledge.’
  IMPROVEMENT STRATEGIES ARE:

  It is expected that:
  • All classes will have daily numeracy lessons.
  • Time and budget allocation will be a priority for resources to support teaching practice and student learning.
  • Numearacy training and development for all teachers and school service officers, that will increase their knowledge of curriculum, pedagogy and maths concepts will be targeted.
  • The principal will use performance management processes to consult with teachers about programs and assessment.
  • We will develop a common language of mathematics throughout our school that is built on from Reception.
**4. Curriculum**

- **SUBJECT OFFERINGS**
  We meet all curriculum provision requirements, in relation to the implementation of the Australian Curriculum.

- **OPEN ACCESS / DISTANCE EDUCATION PROVISION.**
  We are currently exploring using the Open Access College in 2016 to deliver LOTE.

- **SPECIAL NEEDS**
  There are no students with additional needs

- **SPECIAL CURRICULUM FEATURES**
  None are required

- **TEACHING METHODOLOGY**
  Our class arrangements are; Rec. / Year 1, Year 2 / 3, Year 4 / 5, and Year 6 / 7.
  All students are encouraged by staff to develop their individual talents, to seek to continually improve, and to maximise their learning opportunities.
  This year we continue to focus on using ‘Quality Learning Environments’ to engage students in their learning, and improve teacher curriculum delivery.
  We comply to the DECD request to engage students in their learning by implementing TfEL strategies / theories.
• **STUDENT ASSESSMENT PROCEDURES AND REPORTING**
  If the need arises teachers make contact with parents to discuss any learning / behaviour / attendance issues, rather than wait for the formal report.

• **TERM 1**
  Individual class information evenings.
  Student work books are sent home at the end of term.

• **TERM 2**
  Learning Discussions between staff, parents, and students.
  A formal report including attendance data and student comment is sent home at end of term.
  Student work books are sent home at the end of term.

• **TERM 3**
  Formal Report sent home at the end of term.
  Student work books are sent home at the end of term.

• **TERM 4**
  A formal report including attendance data and student comment is sent home at end of term.
  Student work books are sent home at the end of term.

• **JOINT PROGRAMS**
  As part of our Middle Schooling and Transition Programme our Year 7 students travel on a school bus to either Kingston Community School (the school of right) or Kangaroo Inn Area School (the school of choice). Their programme there includes Technical Studies, Home Economics and Physical Education.
  We also have a comprehensive transition program for our kindergarten / Reception and Year 1 students.

### 5. Sporting Activities

• Sport plays a major role both in school and in the local community. Robe township has a strong and successful senior Football and Netball club. This has an impact on school and student expectations.

• Intraschool sport includes;

• Two weeks of swimming instruction for the Year 3 to 7 students / 1 week of swimming instruction for the Reception to Year 2 students at the Kingston Community School pool.

• A school sports day in Term 1.

• Students are encouraged to participate in SAPSASA sports, usually, football, netball, athletics, golf, softball, soccer, tennis and hockey, at various times throughout the year.

• Weekend ‘club’ sports include football, netball, golf, surfing, and bowls.
6. Other Co-Curricular Activities

At the end of the school year we have a school concert / presentation night, which is a community focus, and extremely well attended. At this event children from all classes provide entertainment focussed on a central theme. Awards for student achievement are also presented.

7. Staff (and their welfare)

- **STAFF PROFILE**
  - The staff support each other and take responsibility for subject areas and budgets.
  - Ancillary time caters for teacher and student support as well as Administration and clerical duties.
  - The principal is the sole male on staff.
  - Staff have a wide range of experience and expertise.
  - We have a mixture of permanent and contract staff. Some or the contract staff have been at our school for a good period of time and have and excellent knowledge and appreciation of our priorities, foci, processes and procedures. As well as a very good rapport with students and families, and an understanding of student capabilities and their needs.

- **LEADERSHIP STRUCTURE**
  - As a small school leadership positions include:
    - The Principal (0.8 Admin time / 0.2 teaching commitment)
    - A 0.2 Well Being co-ordinator.

- **STAFF SUPPORT SYSTEMS**
  - Staff members participate in professional development with colleagues form nearby schools as part of an Australian Curriculum Cluster.
  - Staff also access professional development that is specific to our Site Improvement Plan.
  - Staff members mentor each other in a formal and informal mode.
  - A significant amount of our ‘ancillary’ time caters for students support either 1:1 or in small groups, for teacher support, as well as Admin and clerical duties.
  - We comply with the Enterprise Bargaining Agreement.

- **PERFORMANCE MANAGEMENT**
  - All staff have Professional Development Plans that focus on principles of the National Professional Standards For Teachers.
  - Prochats between the principal and individual staff members are held each term.
  - Student performance and classroom matters are regularly discussed in formal 1:1 meetings and at staff meetings. The same topics are discussed in an informal manner, when and if required.
• **STAFF UTILIZATION POLICIES**
• We attempt where possible to utilise staff expertise across the school.
• **ACCESS TO SPECIAL STAFF**
• There is access to Student Support and Disability Services, an Aboriginal Education Coordinator, Curriculum Advisor, Early Childhood Initiatives Coordinator, and Inclusion and Well Being Services, at our Mount Gambier D.E.O.
• **OTHER**

8. **Incentives, support and award conditions for Staff**

• **COMPLEXITY PLACEMENT POINTS**
  Not that we are aware of
• **ISOLATION PLACEMENT POINTS**
  Not Applicable
• **SHORTER TERMS**
  No
• **TRAVELLING TIME**
  Negligible within the local community. Kingston is 25 minutes away, Millicent is 50 minutes, Mount Gambier is 1 and a half hours, Penola is 1 and a quarter hours away, as is Naracoorte.
• **HOUSING ASSISTANCE**
  Yes
• **CASH IN LIEU OF REMOVAL ALLOWANCE**
  Not Applicable
• **ADDITIONAL INCREMENT ALLOWANCE**
  Not Applicable
• **DESIGNATED SCHOOLS BENEFIT**
  Not Applicable
• **ABORIGINAL / ANANGU SCHOOLS**
  Not Applicable
• **MEDICAL AND DENTAL TREATMENT EXPENSES**
  No
• **LOCALITY ALLOWANCES**
  Minimal
• **RELOCATION ASSISTANCE**
  Yes
• **PRINCIPAL’S TELEPHONE COSTS**
  None
9. School Facilities

- **BUILDINGS AND GROUNDS**
  Our grounds are extensive. We have a very big school oval, 2 playground areas, a basketball/netball court, a school hall, 2 outdoor learning areas, extensive walkways, a spacious administration area, 4 relatively new class rooms, as well as other dedicated learning areas.

- **HEATING AND COOLING**
  All learning areas have reverse cycle air conditioning

- **SPECIALIST FACILITIES AND EQUIPMENT**
  1. School hall and kitchen
  2. Art / Science/ Technology room
  3. In the near future a 'redeveloped' computer room and Library area.

- **STUDENT FACILITIES**
  As above

- **STAFF FACILITIES**
  1. Staff room
  2. Teacher Preparation room

- **ACCESS FOR STAFF AND STUDENTS WITH DISABILITIES**
  Yes to most areas, especially classrooms, school hall and toilets.

- **ACCESS TO BUS TRANSPORT**
  For excursions and camps, we have access to a bus bought through a collective group of schools involved in the Country Areas Program. This group still operates even though the CAP program no longer functions.

10. School Operations

- **DECISION MAKING STRUCTURES**
  Governing Council with Finance, Grounds, Rural and Parents and Friends sub-committees.
  Student Representative Council. (Little Leaders)
  Regular class meetings, where students discuss specific class or school issues.

- **REGULAR PUBLICATIONS**
  School newsletters, Staff Day Book, weekly staff meeting minutes, class information newsletters, Staff Handbook, Parent Handbook.

- **OTHER COMMUNICATION**
  Various articles in local newspaper and District Council Newsletter.
  School assemblies each term.

- **SCHOOL FINANCIAL POSITION**
  Has been for sometime and is currently sound.
• SPECIAL FUNDING
Our school qualifies for Rural and Isolated Index funding.

11. Local Community

• GENERAL CHARACTERISTICS
Robe Primary School has provided Reception to Year 7 education for children on its current site since 1886.
Robe is located in a picturesque South East coastal setting 340 km from Adelaide. The school is located in the central part of town within walking distance of shops, services and the beach. The school population is relatively stable in the 90-100 range.
Most students travel to school by car, bicycle or walk. The vast majority of students live in the town itself. Most of our parents are involved in the crayfishing, tourism or service industries.
Excellent sporting facilities are available, football, netball, tennis, squash, golf and bowls. A vast range of water sports and walking trails are available. A conservation park abuts the township.

• PARENT AND COMMUNITY INVOLVEMENT
We have a good number of parents, grand parents, and general community members who volunteer their time to assist in student learning, in a variety of ways and with the maintenance of our grounds.

• FEEDER OR DESTINATION SCHOOLS
Robe Soldiers Memorial Kindergarten is our sole feeder school.
Kingston Community School is the ‘school of right’, that 95% of our Year 7 students access.
Kangaroo Inn Area School is a ‘school of Choice’.

• OTHER LOCAL CARE AND EDUCATIONAL FACILITIES
The Robe Soldiers Memorial Kindergarten is on an adjacent block to the school.
The community has a Medical Clinic with resident doctor, support staff, and associated medical services. There are also ambulance and CFS services.
There is a child care facility for pre-school / kindergarten age children. This is a mobile service that services our local district area; therefore it is only available on Monday, Tuesday, and Friday.

• OTHER LOCAL FACILITIES
Robe is fortunate to have a wide range of community facilities, these include; football, netball, tennis, cricket, squash, golf, lawn bowls, go-cart facilities, as well as a skate park. A library, post office, 2 banks, churches of various denominations.
Robe also has a large supermarket, 2 banks, a hardware store, a cinema, 2 petrol stations, numerous specialty shops, two hotels, numerous motels, holiday flats,
and a variety of restaurants and cafes, which cater for the tourist trade as well as local folk, Robe also has fish processing factories and an industrial estate.

- **AVAILABILITY OF STAFF HOUSING**
  
  Government Employee Housing own 3 houses in the town. Two have been allocated to SAPOL. One house has been allocated to DECD. House prices range from $250,000 to $500,000. There are a select number of properties valued in excess of $1,000,000.
  
  The average rental is approximately $250 to $350 / week.
  
  Available housing is very competitive, in high demand, and therefore not always readily available.

- **ACCESSIBILITY**
  
  Adelaide is 350 kilometres away. This means about 3 and a ½ hours travel time. The rural city of Mount Gambier is 150 kilometres away. This means about 1 and a ½ hours travel time. Other large country towns within about 1 hours travel time are Millicent and Naracoorte. Both of these towns have considerable shopping and recreational facilities.

- **LOCAL GOVERNMENT BODY**
  
  District Council of Robe - telephone no. 8768 2003.

### 12. Further Comments

NONE