



SCHOOL CONTEXT STATEMENT

Updated: MARCH 2016

School number: 0384

School name: Robe Primary

School Profile:

Robe Primary is a Reception to Year 7 school, which serves a small, coastal town, approximately 350 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 93 students, 52 boys / 41 girls. Student attendance is not really an issue.

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

There are 6 teaching staff, this includes 2 part time teachers, 3 'contract' teachers and a principal who has a teaching component.

There are 3 Ancillary staff, none of which works 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 equipped 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 / South East Coast and Vines Partnership
- 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.robeps.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:

	2012	2013	2014	2015	2016
RECEPTION	8	8	13	12	14
YEAR 1	20	20	19	12	12
YEAR 2	5	5	10	16	12
YEAR 3	6	6	20	9	17
YEAR 4	12	12	3	19	9
YEAR 5	13	13	7	3	19
YEAR 6	12	12	13	7	3
YEAR 7	11	11	7	14	7
SCHOOL CARD FAMILIES	9	9	8	6	9
NON ENG.SPEAKING BACKGROUND	0	0	0	0	0
ABORIGINAL or TORRES STRAIGHT ISLANDER	0	0	0	0	0
TOTAL	87	87	92	92	93

- **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 2016 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 contract teacher working 1.0 FTE.
3. Two contract, part time teachers; both 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 has recently been appointed as a permanent DECD employee and is working 35 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 is 1 student with a Negotiated Education Plan, with an A level of support. We are a category 5 school. Many of our students enjoy a healthy, active life style.

- **STUDENT WELL-BEING PROGRAMS**

1. 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 2016 Site Improvement Plan has a Literacy, Numeracy and Well Being focus. Priority 1 is a Literacy (Grammar and Punctuation) focus. Priority 2 is a Numeracy (Problem Solving) focus, and Priority 3 is a Well Being (Students and Staff) focus.

**** IMPROVEMENT STRATEGIES FOR OUR LITERACY FOCUS ARE:**

IT IS EXPECTED THAT TEACHERS WILL:

- Analyse NAPLAN results and take appropriate action. Look at whole year level reports to identify gaps in learning. Analyse individual student results to inform planning.
- Ensure that diagnostic / standardised testing is completed and analysed each year. Use data collected to inform teaching practice. Analyse individual student results to inform planning.
- Ensure that teaching practice will include explicit, intentional, and modelled teaching. Specifically in the areas of Grammar and Punctuation.

- Develop Negotiated Education Plans for identified students.
- Participate in a whole school focus on Grammar and Punctuation to ensure consistency.
- Regularly read with students / listen to students read and record progress.
- Use of genre to explicitly teach Grammar and Punctuation
- Use year level specific student -based checklists for Grammar and Punctuation.
- Program daily literacy lessons.
- Ensure that common elements of Literacy lessons are writing, spelling, grammar and punctuation, reading, and reading comprehension.
- Ensure that literacy links are made with other curriculum areas.
- Review our data collection processes, resources, and timeline.
- Develop a consistent whole site approach to teaching and learning of Grammar and Punctuation. The outcome being prescriptive documents.
- Implement site agreements about effective evidence based Literacy pedagogies.
- Use Stephen Graham's resources to inform teaching practice.
- Use staff meeting time for specific professional discussion and information sharing.
- Use 'Performance Management Time' to discuss class programs, data collection, targeted students.
- Encourage correct letter formation and handwriting technique; dotted thirds books will be used as required.
- Provide learning experiences and activities that encourage and require students to use transversal skills.

** IMPROVEMENT STRATEGIES FOR OUR NUMERACY FOCUS ARE:

IT IS EXPECTED THAT TEACHERS WILL:

- Have daily Numeracy lessons
- Use time and budget allocation as a priority for resources to support teaching practice and student learning.
- Use Numeracy T and D to increase their knowledge of curriculum, pedagogy, and math concepts.
- Use performance management processes to consult with the principal about programs and assessment.
- Develop a common language of mathematics throughout our school that is built on from Reception.
- Explicitly teach Problem Solving and mental calculation strategies.
- Model problem solving strategies using a variety of resources.
- Review of our resources.
- Use concrete learning materials as resources, leading to abstract.
- Develop a whole school Numeracy Agreement, based on the Australian Curriculum.
- Work within the agreed whole school learning expectations with a focus on Problem Solving to promote curriculum coherence and common whole school approaches in line with the Australian Curriculum.
- Work in a collaborative manner, sharing resources, knowledge, ideas, classroom practice.
- Use relevant rubrics and checklists.
- Track and analyse all student performance.

- Identify low, marginal, high performing students learning will be assisted by an SSO or additional teacher support time in 1:1 or small learning group arrangements.
- Individualise Student learning when appropriate.
- Use the collection and analysis of school wide data to have a positive impact on student learning and inform teaching practice.
- Provide learning experiences and activities that encourage and require students to use transversal skills.

**** ** IMPROVEMENT STRATEGIES FOR OUR NUMERACY FOCUS ARE:
IT IS EXPECTED THAT TEACHERS WILL:**

- Deliver / participate in our whole school 'Quality Start' program at the beginning of the year, and ensure that the values, principles and topics covered are embedded in our school and classroom culture.
- Consistently implement / model our 'Behaviour Code' / Anti Bullying policy and our 'Attendance' policy
- Use preventative programs to encourage resilience.
- Focus on and use the 'Kids Matter' program and resources.
- Include 'Food Breaks' and physical activity sessions as part of classroom practice.
- Use 'Quality Tools' EG 'Parking Lot' in classrooms to ensure that decision making is democratic, and meets all student needs.
- Facilitate appropriate 'Transition Programs', that are clear, supportive, and well documented.
- Maintain an active 'Student Voice', with a focus of involving more students in projects and decision making.
- Ensure that regular class meetings are held, that include feedback from our Student Voice committee.
- Monitor attendance rates / use the Attendance Policy as needed.
- School and class values, mottos, vision and mission statements are displayed and regularly referred to.
- Ensure that the Child Protection Curriculum is implemented.
- Use Restorative Practices when dealing with bullying situations, with bystander behaviour as a focus.
- Be proactive rather than reactive in regard to student management.
- Seek out restorative practices training and development.
- Undertake activities related to being a team to support a healthy and happy work place.
- Respond to / participate in DECD Annual Staff Opinion Survey.
- Follow the schools Grievance Procedure. (reviewed and updated annually)
- Take time to interact professionally and socially with colleagues and peers.
- Use available resources to prevent 'work cover' issues and to promote happy, healthy life styles.
- Access Training and Development that is in line with our Site Improvement Plan priorities.
- WHS segment at every staff meeting.
- Promote the use of transversal skills in everyday experiences

****A VARIETY OF RESOURCES WILL BE USED TO SUPPORT THESE STRATEGIES**

****Other key statements and policies can be found on our web site.**

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**

We have 4 classes. Our class arrangements are;

Rec. / Year 1, Year 2 / 3, Year 3 / 4 / 5, and Year 5 / 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.

Learning Discussions between staff, parents, and students.

- **TERM 2**

A formal report including attendance data and student comment is sent home at end of term.

- **TERM 3**

- **TERM 4**

A formal report including attendance data and student comment is sent home at end of term.

NAPLAN reports are sent home.

Student work books are sent home at the end of term.

- **JOINT PROGRAMS**

As part of our Middle Schooling and Transition Program 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, cricket, netball, golf, surfing, surf life saving "Little Nippers" 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 has a wide range of experience and expertise.
- We have a mixture of permanent and contract staff. Some of the contract staff have been at our school for a good period of time and have an 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 from nearby schools as part of an Australian Curriculum Cluster and S.E.C.A.V. partnership.
- 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.

- **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 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. A computer room with 22 computers.
 4. On site 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**
Chartered buses are used for school camps and excursions.
We do not have any school buses.

10. School Operations

- **DECISION MAKING STRUCTURES**

Governing Council with Finance, Grounds, 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.

Emails to parents.

Text messages to parents. (absenteeism)

- **SCHOOL FINANCIAL POSITION**

Has been sound for sometime and is currently tracking well.

- **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 350 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, cricket, tennis, squash, golf, surfing, 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, it is available on all weekdays.

- **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, 1 bank, churches of various denominations.

Robe also has a large supermarket, 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 half to 4 hours of 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