

# SCHOOL CONTEXT STATEMENT



Government of South Australia  
Department for Education

**School number:** 0384

**School name:** Robe Primary

## SCHOOL PROFILE:

Robe Primary School (RPS) is a Reception to Year 7 School, which serves a small coastal town, approximately 350 kilometres South East of Adelaide. The total population of Robe is 1090.

RPS has provided education on its current site since 1886, totalling 133 years. Our school receives a great deal of support and interest, in a variety of ways, from our local community. We contribute to community projects and events whenever possible. We have a very amicable connection with our community.

Our current enrolment is 101 students, 52 boys and 49 girls.

Student attendance is not an issue.

We have 5 classes; these being Reception, Year 1/2, Year 2/3, Year 4/5 and Year 6/7.

We have a total of 14 staff. Our teaching team consists of 6 'full time-permanent' teachers, 3 part time 'contract' teachers and a principal who has a teaching component. Support Staff include a full time Finance Officer / ICT support person, a full time administration/classroom support/intervention role and 3 a part time classroom support/intervention/Cystic Fibrosis support staff.

Most of our students come from 2 parent families 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 resourced 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 'Vision Statement' is: We are a caring community, encouraging excellence, fostering healthy and happy lifestyles, and promoting lifelong learning.

Our school achieves its vision by:

- ❖ Being a caring, cohesive, positive, productive school community that inspires and supports learning through a well resourced, happy and safe learning environment.
- ❖ Encouraging our students to always produce their personal best in order to reach their potential.
- ❖ Encouraging our students to be confident, pursue excellence, and look for opportunities to learn.
- ❖ Aiming to create successful citizens and leaders.

# 1. General information

- School Principal name: Miss Anne Grayson
- School Co-ordinator name: Jane Hayes
- Year of opening: 1886
- Postal Address: PO 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](http://www.robeps.sa.edu.au)
- School e-mail address: [dl.0384.info@schools.sa.edu.au](mailto: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:

	2015	2016	2017	2018	2019
RECEPTION	12	14	16	11	14
YEAR 1	12	12	10	15	10
YEAR 2	16	12	13	10	15
YEAR 3	9	17	14	14	10
YEAR 4	19	9	16	12	14
YEAR 5	3	19	10	16	11
YEAR 6	7	3	19	9	18
YEAR 7	14	7	2	17	9
SCHOOL CARD FAMILIES	6	9	9	16	11
NON ENG.SPEAKING BACKGROUND	0	0	0	0	0
ABORIGINALor TORRES STRAIGHT ISLANDER	0	0	0	0	0
TOTAL	92	93	100	104	101

- 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 mid 90's to low 100's mark.

- Staffing numbers (as at February census):

Our F.T.E. at the start of 2019 is 7.2 teaching staff. This consists of:

1. A Principal working 1.0 FTE with a 0.2 teaching component.
  2. Six full-time permanent teachers, one of which fills the role of our 0.2 FTE 'Teaching and Learning' co-ordinator role.
  3. Three contract, part time teachers; one at 0.6 FTE, another at 0.4 FTE, and the other at 0.2 FTE.
  4. We do not have a teacher-librarian, nor an Aboriginal Education teacher, nor any Tier 2 staff.
  5. We have 5 SSO's. Each involved in a variety of roles. One is a full time Finance Officer / ICT support person. Another SSO is a full time Administration Officer who is also involved in our intervention support programs as well as classroom support. Our remaining 3 SSO's are part-time; all of them are involved with classroom support, our intervention programs, the supervision and support of our 3 Cystic Fibrosis students.
- 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.

## Students (and their welfare)

- General characteristics

The majority of our students come from a two parent family with an 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. Approximately 3% of 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 we have 3 Cystic Fibrosis children, they have a category 8 level of support.

We also have one student with a category 3 level of support, and one student with a Category 1 level of support.

Many of our students enjoy a healthy, active lifestyle.

- Student well-being programs
  1. The Lions Quest Program.
  2. Student 'My Well Being' journals.
  3. Quality Start program.

4. The umbrella for the Kids Matter Program.
  5. The student leadership program (Little Leaders), which incorporates a whole school mental health focus and student leadership.
- Student support offered
    1. A 'Teaching and Learning' coordinator.
    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 and celebrate this through regular awards. We publish successes in newsletters, office displays and publicly in the local media.
  - Student government
 

We have a 'Little Leaders' group. The executive members of this group are made up of students who have written an application and participated in an interview. They are selected according to the quality of their written application and interview comments. Our 'Little Leaders' team meets regularly 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 programmes
 

There are none.

### 3. Key School Policies

- Site Improvement Plan and other key statements or policies:
 

Our 2019 Site Improvement Plan has a Literacy and Numeracy focus. There are 3 goals; Reading Comprehension, Writing and Numeracy. All goals are focussed on teacher pedagogical practices to improve / maximize student's learning.

**\*\* OUR CHALLENGE OF PRACTICE FOR GOAL 1** is: All staff program, review and modify their pedagogical practices to support students to develop reading comprehension strategies across a variety of texts and curriculum areas.

**\*\* OUR CHALLENGE OF PRACTICE FOR GOAL 2** is Using the Brightpath Program as a tool; review and modify our 'whole school' teacher practice/approach to provide effective writing instruction.

**\*\* OUR CHALLENGE OF PRACTICE FOR GOAL 3** is: To maintain a whole school focus on the numeracy cycle using a range of pedagogical practices (such as explicit teaching, real life experiences, and inquiry based learning) in order to support all students to develop positive attitudes towards learning and to apply their knowledge to problem solving.

A variety of actions and strategies will be used to achieve these goals. 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 use the Open Access College to deliver LOTE (Chinese).

- Special needs:

There are no students with additional needs.

- Special curriculum features:

None are required.

- Teaching methodology:

We have 5 classes. Our class arrangements are; Reception, Year 1 and 2, Year 2 and 3, Year 4 and 5, Year 6 and 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 D.f.E. 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 and parents (and students when required).

- TERM 2

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

- TERM 4

A formal report including attendance data, gradings of achievement and effort, and student comment is sent home at end of term. NAPLAN reports are sent home.

- Joint programmes:

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). These programs include Technical Studies, Home Economics and Physical Education.

We also have a comprehensive transition program for children transitioning from Robe Soldiers Memorial Kindergarten to Reception at RPS.

## 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:
- One week of swimming instruction for all of our students at the Kingston Community School pool.
- A school sports day in Term 1.
- SAPSASA sports including football, netball, athletics, golf, softball, soccer, tennis and hockey.
- Weekend 'club' sports include football, cricket, netball, golf, surf life saving "Little Nippers".
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## 6. Other Co-Curricular Activities

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

## 7. Staff (and their welfare)

- Staff profile

Our staff make every effort to support each other. All staff volunteer to take on 'areas of responsibility', both curricular and extra curricular. This involves the distribution of correspondence and budgets. We have a real collaborative, collegiate, consultative team that values being involved in decision making and organisation matters.

As a collective team we have a wide range of experience and expertise.

Ancillary time caters for teacher and student support as well as administration and clerical duties.

- In total we have 14 staff members, 9 teachers and 5 SSO's. The gender balance is 12 females and 2 males.
- 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. They have built very good rapport with students and families and have an understanding of student capabilities and their needs.

- Leadership structure

As a relatively small school, our leadership positions include:

The Principal (0.8 admin time / 0.2 teaching commitment).

A 0.2 Teaching and Learning Co-ordinator.

- Staff support systems
  - Staff members participate in professional development with colleagues from nearby schools as part of our 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 both formal and informal modes.
  - A significant amount of our 'ancillary' time caters for student support through intervention, support of Cystic Fibrosis students 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.

Professional conversations between the co-ordinator 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, as required.

- Staff utilisation policies

We attempt to utilise staff expertise across the school, in particular: Science and Visual Arts.

- 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 Applicable

- Isolation placement points

Not Applicable

- Shorter terms

Not Applicable

- Travelling time

Negligible within the local community. Kingston is 25 minutes away (45 kilometres), Millicent is 50 minutes (80 kilometres), Mount Gambier is 1 and a half hours (130 kilometres), Penola is 1 hour away (106 kilometres) and Naracoorte is approximately 1 and a quarter hours (112 KM).

- Housing assistance  
Yes, a subsidy is available.
- Cash in lieu of removal allowance  
Not Applicable
- Additional increment allowance  
Not Applicable
- Designated schools benefits  
Not Applicable
- Aboriginal/Anangu schools  
Not Applicable
- Medical and dental treatment expenses  
Not Applicable
- Locality allowances  
Minimal
- Relocation assistance  
Yes
- Principal's telephone costs  
Not Applicable

## 9. School Facilities

- Buildings and grounds  
Our grounds are extensive. We have a large school oval, 2 playground areas, a basketball/netball court, a school hall, 2 outdoor learning areas, extensive walkways, a spacious administration area, 5 relatively new class rooms, as well as other dedicated learning areas. We outsource the maintenance and gardening responsibilities to a local maintenance and gardening business.
- Heating and cooling  
All learning areas have reverse cycle air conditioning.
- Specialist facilities and equipment
  - School hall and kitchen
  - Art/Science/Technology room
  - A computer room with 22 computers
  - On site Library area
- Student facilities  
As above
- Staff facilities
  - Staff room
  - Teacher preparation room



- Access for students and staff with disabilities  
There is disability access 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 & Friends sub-committees.
  - Student Representative Council (Little Leaders).
  - Regular class meetings, where students discuss specific class or school issues.
- Regular publications
  - School newsletters
  - Staff Communication Book
  - weekly staff meeting minutes
  - class newsletters,
  - Staff Handbook
  - Parent Handbook.
- Other communication
  - Various articles in the local newspaper and District Council Newsletter.
  - School assemblies each week.
  - Emails to parents, student diaries, school website, Facebook and Skoolbag app.
  - Text messages to parents (absenteeism).
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- School financial position  
Has been sound for some time 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 Limestone Coast 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 mid 90 to low 100 range. Most students travel to school by car, bicycle or they walk. The vast majority of students live in the town itself. Most of our parents are involved in fishing, tourism/hospitality or viticulture industries. Excellent sporting facilities are available, football, netball, cricket, tennis, squash, golf, surfing, and bowls. A range of water sports and walking/mountain bike trails are available. A conservation park abuts the township.
- Parent and community involvement  
We have a large number of parents, grand parents, and general community members who

volunteer their time to assist in student learning 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', approximately 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.

- Commercial/industrial and shopping facilities/Other local facilities

Robe is fortunate to have a wide range of community facilities. Sporting facilities include; football, netball, tennis, cricket, squash, golf, lawn bowls, as well as a skate park.

The township is serviced by a library/Visitor Information Centre, post office, 1 bank and churches of various denominations. Robe also has a large supermarket, a hardware store, a chemist, a newsagency, a cinema, 2 petrol stations, numerous specialty shops, two hotels, numerous motels, holiday flats, and a variety of restaurants and cafes. 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 D.f ED. House prices range from \$250,000 to \$700,000. There are a select number of properties valued in excess of \$1,000,000.

The average rental is approximately \$250 to \$550 / 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 half hours travel time. Other large but close country towns with approximately 1 hour 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