SCHOOL CONTEXT STATEMENT

Updated: August 2008

School number: 0384

School name: ROBE PRIMARY

1. General information

Part A

Schoolname : ROBE PRIMARY SCHOOL

School No. : 0384   Courier : Naracoorte

Principal : Mr Chris McLay

Postal Address : PO Box 146, Robe 5276

Location Address : Union Street, Robe 5276

District : South East

Distance from GPO : 341 kms   Phone No. :08 87682168

CPC attached : NO   Fax No. : 08 87682474

February FTE Enrolment

Primary Special, N.A.P. Ungraded etc.

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Secondary Special, N.A.P. Ungraded etc.

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<td>NESB Total (Persons)</td>
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Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- Deputy Principal’s name, if applicable
  : There is no deputy principal
- School e-mail address
  : admin@robeps.sa.edu.au
- Staffing numbers
  : Tier 1 ~ 5.91 FTE
  SSO hours ~ Entitlement: 60 hours Purchased: 25 hours
  Tier 2 ~ Varies from year to year, depending on students qualifying for support. This year we have 3 students who have an ‘A level’ of support. The funding for this support is used to purchase S.S.O. hours, who work with these students to meet N.E.P. goals set by appropriate consultants, teachers, and parents.
  Leadership positions~0.2 Level 2 Coordinator (School Counsellor) / Level 1 Coordinator (ICT and Science)
• OSHC
: We provide a Vacation Care Program only. No ‘Before School’ or ‘After School’ care, due to lack of demand. (currently under review due to decline in usage)

• Enrolment trends
: Since 2000, Robe’s population has steadily increased, consequently, our school’s student numbers have remained high (for a small school). Our school’s student numbers are consistently around the 100 mark, mostly above. Currently our school population is steady, with little transience. Indicators are that student numbers will remain in the mid nineties to low hundreds, in the foreseeable future.

• Special arrangements
: Each year every class has a camp. Each camp complies with our ‘Camp Policy’.

• Year of opening
:1886

• Public transport access
: A bus service operates daily between Adelaide and Mt Gambier.

2. Students (and their welfare)

• General characteristics
: Robe Primary is a Reception to Year Seven school, which serves the isolated community of Robe, a town of 1,200 people. Robe Primary School has provided Reception to Year 7 education for children, on its current site since 1886. Ninety percent of the children attending Robe Primary live within the township; ten percent live on the township’s outskirts. There are no school buses, nor do we have a school canteen, but lunches are provided in a most efficient and professional manner by the local bakery.

The ‘country atmosphere’ has a positive impact on student attitudes, behaviour, parental support and learning environment. Our school is a main focus of the local community, with varied school / local community partnerships.

Robe’s community relies on the Cray Fishing / Fishing, Tourism and Hospitality industries, and increasingly the Viticulture Industry.

The majority of our students come from a two-parent family of Australian background, where both or one parent are/is working in a part time or full time capacity.

With this in mind our students come from relatively diverse socio-economic backgrounds. There are a number of children whose family is financially secure, while at the other end of the spectrum, there are some single parent families who survive on one income, and struggle to ‘make ends meet’.

Our immediate school community consists of 71 families, of these 5 families access the School Card Scheme. Our Index Of Educational Disadvantage is Category 5. Regardless of family circumstances, our students mix freely with each other and support each other. There are very few student behaviour management issues at our school.
We have 3 students with a Negotiated Education Plan (all an ‘A’ level of support). Currently we have 1 student of Aboriginal heritage, and no students of non-English speaking backgrounds.

- (Pastoral) care programs
  : Not Applicable

- Support offered
  : A school counsellor available on a daily basis.

- 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
  : Our S.R.C. is made up of a ‘senior executive’ and representatives from each of our four classes. Representatives are selected by their peers using a democratic process. The executive members must apply for positions, and are selected according to the quality of their written application and referee comments. Our S.R.C. meets weekly to discuss student issues and give suggestions in regard to school management and student run activities.

- Special programmes
  : We provide 0.2 FTE teacher salary to provide literacy and numeracy support for students identified by staff. Students receiving this support work 1:1 or in small groups with the appropriate teacher. Students included in this ‘Student Support Program’ program have all been identified through testing and LaN results. This program is over and above any Tier 2 funding.

Year 7 Transition Program
Kindergarten to Reception Transition Program

3. Key School Policies

- Partnerships Plan or Statement of Purpose
  : Within the framework of continually improving teaching and learning, the staff, parents and students will be focussing on the following priorities in 2008:
* ACCOUNTABILITY
  - Data Collection / DIAf Self Review
* ENGAGEMENT
  -Early Years Literacy Plan / Quality Teaching and Learning
  -Curriculum Foci of: Science / Literacy / Numeracy / I.C.T.
* WELL BEING
Our mission / vision statement

By 2010;

Robe Primary School will be a positive, productive school community that inspires and supports active learning.

We will provide a caring, cohesive school environment and promote happy, healthy lifestyles.

We will strive for confidence and excellence and seize opportunities to learn.

We aim to create successful citizens and leaders.

We promote the values of Respect / Courage / Integrity

- Recent key outcomes
  : Well Being / Resiliency programs such as Program Achieve and Friendly Schools and families are a school focus.
  : National and State benchmarks are met by all Year 3, 5, and 7 students.
  : Child Protection Curriculum is implemented in all classes.
  : Our school values, Mission and Vision Statements are the focus of our Behaviour Code. Our Behaviour Code is consistently implemented throughout our school.
  : Two week ‘Quality Start Program’ at the beginning of each year, and a ‘Mini Start’ at the beginning of each term.
  : National Safe Schools Framework is a focus.
  : Investing In Our Schools Program has resulted in grounds / building development.
  : Participation in The Premier’s Reading Challenge / Premier’s Be Active Challenge.
  : Primary Connections (a Science program) is being taught in all classes
  : ICT is used by all teachers to enrich the curriculum.
  : The DIAf process is moving forward
  : Data collection is under review.

4. Curriculum

- Subject offerings
  : We offer all curriculum areas as mandated in the SACSA Framework.

- Open Access
  : Not applicable

- Special needs
  : Students with speech and learning difficulties receive Tier 2 funding, which is converted to SSO hours for 1:1 or small group tuition.
• Special curriculum features
  Choir has been an important part of our Arts curriculum for many years. We have a strong focus on an active / healthy life style.
  Involvement in Maths and English competitions through the University of N.S.W.
  Imbedding ICT skills through the curriculum by way of developing staff and student skills to ensure we maximise our facilities and student learning outcomes.
  Visiting presentations and performances, used to enrich the curriculum, that are funded through our ‘Rural and Isolated Index’ funding.

• Teaching methodology
  Classes are organised into R/1 Year 2/3, Year 4/5, and Year 6/7 groups.
  All students are encouraged by staff to develop their individual talents, to seek to continually improve, and to maximise their learning opportunities.
  There is a strong focus on individual learning needs.
  This year we continue to focus on using ‘Quality Learning Tools’ to engage students in their learning, and improve teacher curriculum delivery.
  A close relationship exists between our school and the Robe Soldiers Memorial Kindergarten. A very effective transition program is implemented.
  Our Reception / Year 1 class teacher is involved with the ‘Reconceptualising Reception Program’

• 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
  Formal Report sent home at the end of term
  TERM 2
  Learning Discussions between staff, parents, and students
  Attendance Data 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
  Student ‘Self Assessment’ sent home
  Attendance Data sent home
  Student work books are sent home at the end of term
Joint programmes

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) for 1 week in Term 4. The programme includes participating in all curriculum areas during that week. Year 4-7 students who volunteer to be part of our choir are involved in the South East Primary Schools Choir Festival along with many school students in the South East.

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 a local indoor pool.
- A school sports day in Term 1.
- A ‘Coastline School Sports Day in Term 1, with other local small schools.

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.

Students also have the opportunity to participate in a Basketball competition during Terms 1 and 4.

6. Other Co-Curricular Activities

- General
  - 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.

- Special
  - Assemblies each term / Class camps each year / School Fete at Easter, all classes contribute / SRC organised and run activities and ‘special’ days / Buddying of classes where older students work with younger students / an end of year celebration combines Year 7 graduation with a social event.

7. Staff (and their welfare)

- Staff profile
  - Currently all teaching positions are permanent. We have 2 staff that choose not to work full time. The principal is the only male on staff. The makeup of staff is
representative of a variety of ages. Staff are dedicated to the students well being, and provide high quality programs. The staff support of each other and take responsibility for subject areas and budgets. Ancillary time caters for teacher support as well as Admin and clerical duties.

- Leadership structure
  : As a small school leadership positions include the Principal (0.5 Admin time), a level 1 co-ordinator (ICT and Science), and a 0.2 co-ordinator (our school counsellor).

- Staff support systems
  : A significant amount of our ‘ancillary’ time caters for students support either 1:1 or in small groups, as well as Admin and clerical duties.

- Performance Management
  : Teachers meet with the principal at least once a term to discuss plans for the future, classroom developments, school management, programming, student progress, areas of responsibility and to receive feedback. The nature and structure of the school facilitates that support and feedback is continuous, with both formal and informal processes occurring.

- Staff utilisation 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.

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

- Complexity placement points
  : Nil

- Isolation placement points
  : We are a Zone 3 site.

- Shorter terms
  : No

- Travelling time
  : Nil

- Housing assistance
  : Yes, from the Department of Building Management, Accommodation and Property
• Cooling for school buildings
  : Yes
• Cash in lieu of removal allowance
  : Yes
• Additional increment allowance
  : Nil
• Designated schools benefits
  : Nil
• Aboriginal/Anangu schools
  : Nil
• Medical and dental treatment expenses
  : Nil
• Locality allowances
  : Yes
• Principal's telephone costs
  : Yes, also a school mobile phone is available for use

9. School Facilities

• Buildings and grounds
  : Classrooms are timber framed transportable. All classrooms have had extensive
    renovations including removal of internal corridors, in order to open up the learning
    area, creating a more friendly learning environment. Negotiations are currently under
    way to repaint and recarpet the classrooms. Verandahs have been constructed along
    buildings for added protection. A large outdoor learning area has been constructed
    outside of 2 classrooms, this is a real asset, another outdoor learning area is
    currently under negotiation.

The original stone building now accommodates a music / drama / activity room, staff
room, and computing classroom. The original stone construction Principals
Residence now houses our administration centre, teacher resource area, counsellor
room, and SSO prep room.

A large irrigated oval and landscaped grounds make the school a very attractive
place to work and teach.

• Cooling
  : All classrooms and the administrative area are heated and cooled by Reverse Cycle
    Airconditioners.

• Specialist facilities
  : A specialist Art / Technology learning area is available. This is currently located in a
    large ‘refitted’ shed, negotiations are under way to provide this resource into an area
    more central in the school, that is currently under utilised.
Outdoor Learning Area. This structure built by parents following plans from a local builder and certified by a qualified civil engineer is a fantastic asset and is used as an outdoor learning area, an assembly area and an undercover area for recess and lunch and play during inclement weather.

Computers
There are computers in all classrooms, we also have a central pod of 24 computers in our main building.

Three of our 4 classes have ceiling mounted projectors and interactive whiteboards.

School Hall.
This heritage style structure was completed in August and opened in December of 2000, it is a fantastic asset and is often used to provide P.E. lessons, daily fitness lessons, cooking activities, and choir activities, it is also used as an assembly area and area for students to play during lunch and recess.

- Student facilities
  : Students have plenty of playground space and equipment, this contributes to a happy playground environment with few behaviour management issues. All students have access to a large oval, 1 relatively new playground, 1 new playground / fitness equipment area, a school hall, a substantial sandpit and a relatively newly surfaced basketball / netball court area.

- Staff facilities
  : Staff room with adequate space.
  : Adequate preparation / meeting areas.

- Access for students and staff with disabilities
  : Ramps to 2 of our classrooms

- Access to bus transport
  : School buses to Kingston and Kangaroo Inn for secondary students.
  : Public (private) bus service to Adelaide and Mt Gambier daily.

10. School Operations

- Decision making structures
  : Governing Council with Finance, Quality Assurance, Grounds, Country Areas Programme, School Hall, I.C.T., Vacation Care, and Parents and Friends sub-committees.
  : Student Representative Council.
  : Regular class meetings, where students discuss specific class or school issues.

- Regular publications
  : School newsletters, Staff Day Book, weekly staff meeting, regular 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 schools
  : Robe Soldiers Memorial Kindergarten

• 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, therefore it is only available on Monday, Tuesday, and Friday.
• Commercial/industrial and shopping facilities
  : Robe 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.

• 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.

• Availability of staff housing
  : The Department of Building Management, Accommodation and Property own 2 houses in the town. House prices range from $180,000 to $400,000. The average rental is approximately $150 to $250 / week.

• Accessibility
  : Available housing is very competitive, in high demand, and therefore not always readily available.

• Local Government body

12. Further Comments
• : 