

SCHOOL CONTEXT STATEMENT

Updated: 10/5/18

School Name: ROBERTSTOWN PRIMARY SCHOOL

School Number: 0385

1. General Information

Part A

School Name : ROBERTSTOWN PRIMARY SCHOOL
School No. : 0385
Principal : Mrs Sue Stacey
Postal Address : PO Box 19, Robertstown 5381
Courier : Robertstown
Location Address : Corey Street, Robertstown 5381
Partnership : Goyder & Light
Distance from GPO : 130 kms
CPC attached : NO

Phone No. : 08 85817127
Fax No. : 08 85817003

		2013	14	15	16	17	18
February FTE Enrolment							
Primary	Special, N.A.P. Ungraded etc.						
	Reception	4	8	4	2	5	3
	Year 1	5	4	8	2	1	3
	Year 2	6	3	3	7	4	2
	Year 3	2	6	1		5	4
	Year 4	2	2	5			4
	Year 5	4	2	2	3		
	Year 6	5	4	1		2	
	Year 7	2	4	4	2	1	2
Secondary	Special, N.A.P. Ungraded etc.						
	Year 8						
	Year 9						
	Year 10						
	Year 11						
	Year 12						
	Year 12 plus						
TOTAL		30	33	29	16	18	18

Part B

- Deputy Principal's name, if applicable
:not applicable
- School email address
dl.0385.admin@schools.sa.edu.au

- Staffing numbers - 2018
 - 1.8 full time equivalent teachers with 58 hours SSO time per week, 12.0 hrs groundsman per week
 - 0.5 pre-school teacher
- Local management status
 - :School entered Term 1, 2002.
- OSHC
 - :not provided
- Enrolment trends
 - : currently 18
- Year of opening
 - :1923, redeveloped in 1981
- Public transport access
 - :none available

2. Students (and their welfare)

- General characteristics:
 - Students come from a broad socio-economic background, mainly agricultural, with approximately 39% on School Card.
- Student management:
 - Class and Yard Behaviour Management policies exist to create a safe, secure environment for all children.
- Special programs:
 - The special needs of children are catered for by small instruction groups and individual work with SSOs. We regularly consult with DECD support staff with regard to these programs.
 - Students participate in a developing leadership skills program, which involves students undertaking tasks in the school including work in the school grounds, and SRC.
 - An Electives program is well supported by parents and community members.
 - Stephanie Alexander Kitchen Garden Program is used

3. Key School Policies

- Partnerships Plan or Statement of Purpose

CONTEXTUAL INFLUENCES

Community Profile

Robertstown is situated 130 kms north-east of Adelaide in an agricultural area devoted mainly to cereal crops and sheep farming. In recent years the structure of the community has changed with a broader socio-economic range being evident.

Robertstown is within 45 minutes of the Clare Valley, Barossa Valley and the Riverland and about 90 minutes from Adelaide.

There are high levels of individual involvement in community activities, particularly sport.

Within the community there are diverse individual values and attitudes.

Students have a reasonable degree of access to cultural activities as buses or private transport (provided by parents) are used regularly. The school also hosts visits from performers, specialists and outside agencies.

There is a high level of community interest and involvement in the school which has an active and supportive Governing Council and Parent Club.

School Profile

- The school currently has enrolments of 18 children, R-7. Approximately 31% are school card students, while approximately 39% have ties with rural industry. 3 students have been identified as students with disabilities.
- The preschool was established late 2006 within the boundaries of the school. The preschool is open on Tuesday and Thursday, run by a teacher with SSO support (up until 2018). There are currently 4 children enrolled. A Playgroup facility is offered one morning per week on Wednesday. A strong transition programme is run in conjunction with the Lower Primary Class.
- Staff and students have Internet and email access in each learning area. The purchase of additional resources to support Information Technology will continue to be evaluated to ensure relevance and suitability for all areas of the curriculum.
- Testing of students in Numeracy and Literacy occurs each year. Analysis of results indicates that particular students need further support, which is being addressed using a variety of strategies including small group learning situations and use of SSO time with specific emphasis on literacy and numeracy.
- The school has access a Pastoral Support Worker on site, focussing on developing peer to peer student relationships.
- The school is continuing to work on WHS issues and is maintaining Level 3 status.

VISION

Our school is a school where

- a balanced and challenging curriculum is provided which reflects the needs and culture of the community and prepares children to participate in a rapidly changing society.
- effective communication is the basis of all successful relationships
- a co-operative, supportive and positive teaching and learning environment exists and success is celebrated
- the community is actively involved within the school
- individuality is valued and respected and the school supports all students' individual needs.
- the focus is on literacy, numeracy and social skills.

VALUES

We believe in:

- Caring
- Respect
- Getting Along
- Honesty
- Responsibility

CORE BUSINESS

The core business of our school is to provide an accessible, quality education for all children through the teaching of Australian Curriculum:

- English
- Mathematics
- Humanities and Social Sciences:History, Geography, Civics & Citizenship (Yr 3-7), Economics & Business (Yr 5-7)
- Physical Education and Health
- Science
- Technologies
- The Arts
- Language

Literacy, Numeracy and Science form a major focus in our curriculum. The teaching of Information Technology skills, social skills and problem solving are also important priorities. The Stephanie Alexander Kitchen Garden program commenced in 2014.

Teaching and learning occurs with the following supportive structures:-

- a strong, positive child-parent-teacher relationship
- strong parent and community support through provision of transport, support for fundraising, electives, special needs and camps as well as classroom assistance
- success orientated environment
- effective communication
- collaborative team work and leadership
- responsive assessment and reporting practices
- restorative & supportive student behaviour management strategies
- targetted staff training and development
- transition programs involving Preschool to Reception, between class groups and from Year 7 to Year 8 (with Eudunda Area School)
- a Student Representative Council (SRC)

- an interesting and varied electives program.

CURRENT PRIORITIES

The priorities for 2018 are:

Literacy 95% of students will meet or exceed the DECD SEA for running records appropriate to their year level *SWD have own set targets 95% of Students meet or exceed DECD SEA, in PAT R and NAPLAN Reading Increase the % of students achieving and maintaining in the higher bands in NAPLAN

Numeracy: 95% of the students meet or exceed DECD SEA, PAT and NAPLAN standards, *SWD have own set targets, Increase the % of students achieving and maintaining in the higher bands in NAPLAN

Feedback: Quality feedback is given to staff and students regarding learning goals

ONGOING PRIORITIES

Information Technology remains a priority with school's needs being continually reviewed and evaluated:

- identification of staff and student needs
- ongoing utilisation of Information Technology in classroom programs
- replacement of outdated equipment.

MONITORING AND REVIEW

Monitoring of progress in the delivery of our Core Business and the stated priorities occurs in a variety of ways:

- student reporting through formal and informal interviews and written reports
- ongoing monitoring and reviewing by staff, including the formal evaluation and review of student learning programs and the referral of students to appropriate support staff
- NAPLaN results
- administration and analysis of diagnostic reading, spelling and mathematics tests (R-7)

The school's Annual Report also provides a review of the core business and outcomes achieved in relation to each priority and stated targets, based on the collection and analysis of relevant data throughout the year. These sources of data include parent opinion surveys, staff and student questionnaires, behaviour management records, parent anecdotal comments, student performance reports, attendance records, observations, notable student achievements, program sharing, NAPLAN results, screening processes, assessment processes and feedback from all groups.

ADDITIONAL INFORMATION

1. Country Areas Program (CAP)

Funding has been allocated to support Social Justice initiatives through:

- school camp and excursion subsidies
- ensuring that all students have access to activities and resources
- the purchase of relevant resources.

4. Curriculum

- Subject offerings

The core business of our school is to provide an accessible, quality education for all students through the teaching of Australian Curriculum. Literacy and Numeracy are a major focus within our curriculum, together with the teaching of social skills and problem solving. Stephanie Alexander Kitchen Garden program commenced in 2014, as well as Festival of Music Choir (bi-annually).

- Special needs

SSO hours provided for one to one assistance and/or small instruction groups provide identified students with additional support to access the curriculum. SSO staff working with students remain under the direction of the teacher.

Special programmes have been provided for identified students in consultation with Regional Office personnel for actioning at the school level.

- Teaching methodology

Teachers are encouraged to share ideas and practices, to reflect on teaching and learning methodologies and broaden these to include higher order thinking skills, learning styles and the use of information and communication technology.

A balanced range of teaching methodologies is used across the school. There is increasing use of information technology across the curriculum. Each class has Internet/Email access as do staff. There is extensive use of SSOs to work with small groups and individuals.

Assessment procedures and reporting data is collected throughout the year for all students R - 7 using a variety of diagnostic tests and processes. Reception students are screened one term after they enrol.

Written reports are sent home in Terms 2 and 4 with interviews in Terms 1 and 3.

- Joint programmes

A transition programme is developed with Eudunda Area School. Other activities, such as Sports Days and swimming lessons also occur and other opportunities for students are explored as they arise. In 2014, Robertstown Preschool and Primary School became involved with the Goyder & Light Partnership with: Eudunda As & preschool, Kapunda Pre, Primary and High Schools, Freeling PS, Wasleys PS and Roseworthy PS.

5. Sporting Activities

A high level of participation in sports amongst students is encouraged given the enthusiasm and support of staff and parents.

Interschool competitions include football, netball, basketball and swimming. There is active involvement in SAPSASA, including football, netball, tennis, cricket, cross country and athletics. Swimming instruction is provided to all year levels.

There are local clubs in basketball, tennis and bowls and combined teams in cricket, football and netball with Eudunda.

Several sport clinics are run annually as well as lunchtime sports activities and Sports day.

6. Other Co-Curricular Activities

- General

With the assistance of a large number of community volunteers, an elective program is conducted in Terms 3 or 4.

A yearly camp is held, varying between metro, country or aquatics

Annual Swimming Fun Days are conducted. A Presentation/Concert Night is held towards the end of Term 4 each year.

7. Staff (and their welfare)

- Staff profile

Two permanent teachers (Principal has a classroom teaching load). Other staff, including SSO staff, are well established within the school.

No government accommodation is available. Most current staff own their own residences within 15 kms of Robertstown.

- Leadership structure

Principal has a 0.6 teaching component.

Individual staff are encouraged to undertake leadership roles across the curriculum.

PAC consists of whole staff (including SSO staff) and participates strongly in personnel decisions.

- Staff support systems

Collaborative team work and leadership is seen as a high priority in supporting teaching and learning.

- Performance Management

The DECD Performance Management requirements continue to be implemented as per the policy.

- Staff utilisation policies

The skills of individual staff members are frequently utilised across the classes. SSOs are used to provide individual/small group support as well as maintain the Resource Centre.

- Access to special staff
DECD Personnel based in Gawler provide support in a number of areas including Behaviour Management, Speech Pathology, Special Education and are accessed as required.

- Other

8. Incentives, support and award conditions for Staff

- Complexity placement points
0.5
- Isolation placement points
1.5
- Housing assistance
No government housing available in Robertstown.
Private rentals are usually available in Robertstown and surrounding areas.
- Cooling for school buildings
Refer to school facilities section below.
- Medical and dental treatment expenses
Can claim travel expenses during first 7 years.
- Relocation assistance
Organised centrally.

9. School Facilities

- Buildings and grounds
In 1981 the school was redeveloped, providing children and staff with accommodation that included air-conditioning, heating and carpets.
The school has extensive grounds that include a turf oval, tennis courts and playground equipment that was purchased in 2008, with shade provided for these areas. A roof has been built over the tennis courts as part of the recent BER program, providing a large, outdoor, covered play area for students.
The grounds are undergoing a program of continuous improvement to ensure that they are attractive, student-friendly and manageable.
In 2016, the school received Preschool/school amalgamation funding. With this, a new kitchen was built in the existing art room and new carpets installed in the office, computer suite and middle classroom. Nature play area is established in the Preschool
- Cooling
New air conditioning system throughout the building with all classrooms having effective split systems
- Specialist facilities
Other areas identified within the main building are the Resource Centre, art room, kitchen garden and computer suite.

- Staff facilities
The kitchen/art room facilities redeveloped in 2017 with Governing Council's approval.
- Access for students and staff with disabilities
Wheelchair access available.
- Access to bus transport
Small and large private school buses are available for local excursions.

10. School Operations

- Decision making structures
 - Collaborative decision making (staff/parents/students) strategies are employed in the creation of policies.
 - SRC
 - PAC (all staff are involved)
 - Governing Council
 - Parent Club.
- Regular publications
 - Fortnightly school newsletter
 - Community bulletin, the 'Robbie Round-up'.
 - Weekly classroom news
- Other communication
Combined daily notice board, staff meeting book and term planner boards.
- School financial position
Due to grants and support of Governing Council and Parent Club, school is in a sound financial position.

11. Local Community

Robertstown Primary School has a strong sense of community that extends into the wider community. School families are from the local township and rural properties. The school has a sound reputation as being an effective and safe learning environment for primary children. The community is actively involved in the school and has strong expectations of teaching and learning outcomes. To maintain the broad range of experiences and activities for all students in a small school, connections to the local community are seen as vital and ongoing.

- Local care and educational facilities
Active football, netball, bowls, basketball, cricket, tennis, darts and 8 ball clubs. Some of these are combined teams with Eudunda
- Commercial/industrial and shopping facilities
Robertstown offers the following facilities: a general store, hotel, garage and churches (Lutheran and Uniting). There is also a local community centre, housing a post office, library, craft shop and telecentre.

- Other local facilities
Secondary schooling is available at Eudunda, 22 kms away.
- Availability of staff housing
Minimal private (unfurnished) rental accommodation available.
- Accessibility
No public transport available.
- Local Government body
Regional Council of Goyder phone: 8892 2100.

12. Further Comments