

SCHOOL CONTEXT STATEMENT

Updated: 21/3/25

School Name: ROBERTSTOWN PRIMARY SCHOOL

School Number: 0385

1. General Information

Part A

School Name : ROBERTSTOWN PRIMARY SCHOOL
School No. : 0385
Principal : Mrs Bronwyn Whitelaw
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
Playgroup: : Yes

Phone No. : 08 85817127

February FTE Enrolment

Primary

	2018	2019	2020	2021	2022	2023	2024	2025
Reception	3	3	1		1			1
Tear 1	3	1	2			1		1
Year 2	2	2	2	1			1	
Year 3	3	1	2	3	2			1
Year 4	4	2		1	3	2	1	
Year 5		2	2		2	3	3	2
Year 6			2	3	1	2	4	5
Year 7	2		1	3				
TOTAL	17	11	12	11	9	8	9	10

Part B

School email address

dl.0385.admin@schools.sa.edu.au

Staffing numbers – 2025

- 1 Principal
- Teachers (1 x .6, 1 x .5 1 x .2)
- 2 SSO (1 x 15 hrs, 1 x 22 hrs per week)
- Groundsman 14 hrs per week
- Pastoral Care worker 10 hrs per week

- OSHC - not provided
- Enrolment trends - currently 10
- 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 100% on School Card.

- Student management:

Class and Yard Behaviour Management policies exist to create a safe, secure environment for all children in line with Department policy and procedures with a focus on positive behaviour for learning approaches and trauma informed practice.

- Special programs:

The special needs of children are catered for by small instruction groups and individual work with SSOs. We regularly consult with DfE 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.

Stephanie Alexander Kitchen Garden Program is used as part of Health and Physical Education curriculum.

Music program – piano lessons are provided 1:1 each Tuesday.

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, e.g. sport, CFS.

Within the community there are diverse individual values and attitudes.

Students have access to cultural activities by utilising bus hire or parent transport. 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 10 children, Reception - Yr 6. Approximately 100% are school card students, while approximately 9% have ties with rural industry.

The preschool was established late 2006 within the boundaries of the school. The preschool is currently in recess however a playgroup is currently available from birth to 4year olds as a free service on Tuesday and Thursday mornings during the school term from 9am to 10:30am. This program utilises the Learning together Communities framework.

Staff and students have Internet and email access in each learning area. The purchase of additional resources to support Information Technology is a focus in 2025 to upgrade our ICT infrastructure and equipmentg to ensure staff and students can effectively engage with 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 evidence base teaching strategies, differntation of curriculum and includes small group, intensive and targeted learning opportunities using teachers and SSOs in literacy and numeracy blocks.

The school has access to a Pastoral Care Worker on site, focussing on developing peer to peer student relationships and wellbeing.

Breakfast clubb is offered to students each morning from 8:15am – 9am. This is provided for free and is supported by Kick Start for Kids program. The students are developing skills in food preparation, serving themselves and others and building social skills through this program.

The school is continuing to work on WHS issues and is maintaining Level 3 status.

VISION

Our school is a community where:

- A balanced curriculum prepares students for a changing world
- Effective communication builds strong relationships
- A supportive environment fosters learning and celebrates success
- Individual needs are respected and supported
- Literacy, numeracy and social skills are prioritised.

VALUES

We believe in:

- Respect
- Pride
- Success

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 (R-Yr6), Civics & Citizenship (Yr 3-7), Economics & Business (Yr 5-7)

- Physical Education and Health
- Science
- Technologies
- The Arts (all students learning piano)
- Language (Auslan)

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 occur 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 and from Year 6 to Year 7 (with Eudunda Area School)
- a Student Representative Council (SRC).

CURRENT PRIORITIES

The priorities for 2025 are:

Literacy:

Students will enhance their oral language and vocabulary skills, leading to improved spoken and written communication. This will be achieved through targeted activities and explicit teaching strategies, enabling students to express themselves clearly and effectively across all areas of the curriculum.

Numeracy:

Build enquiry and questioning skills through authentic problem-solving experience using mathematical thinking with a particular focus on growing dispositions, capabilities and conceptual understandings.

Wellbeing:

Students will develop self-efficacy, becoming curious and thoughtful learners who actively engage in their educational journey.

Students will demonstrate improved collaboration and the ability to build respectful peer relationships by utilising increased regulation strategies to manage emotions effectively.

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 receive appropriate adjustments and interventions.
- assessment – formative, summative and diagnostic:

NAPLAN results – Literacy and Numeracy

Reading: Lexiles, ORF, DIBELS, phonics screener, PASM, PAT – R,

Writing: Brightpath, moderation and targeted planning, NAPLAN

Mathematics: Big Ideas in Number testing kit, Natural Maths,

Wellbeing data

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.

- Special needs

Classroom support is provided by teaching and SSO staff through targeted instruction. Differentiated and personalised learning is programmed by teaching staff for the delivery in Literacy and Numeracy blocks.

- Teaching methodology

Teachers are collaborating to provide a consistent and targeted sequence of learning considering the individual needs of all learners across all learning areas. They are focussing on and refining learning methodologies and broadening these to include higher order thinking skills, learning styles and the use of information and communication technology. A focus in 2025 is to use the new SA Curriculum highlighting the dispositions and capabilities our learners bring along side the content knowledge and understanding.

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.

Assessment procedures and reporting data is collected throughout the year for all students R - 6 using a variety of assessment tools and processes. Written reports are sent home in Terms 2 and 4 with 3-way student led conferences in Terms 1 and 3.

- Joint programs

A transition program is developed with Eudunda Area School.

The Robersttown Primary School Playgroup is connected with the Learning Together Communities.

5. Sporting Activities

Students are encouraged to participate in a range of different sports.

Interschool competitions include football and netball (depending on numbers). Students are invited to participate in SAPSASA, including football, netball, tennis, cricket, cross country and athletics.

Swimming instruction is provided to all year levels.

Small Schools Sports Day is held with other small schools in our partnership annually. This is hosted by a different school each year.

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

6. Other Co-Curricular Activities

- General

An annual whole school camp is held, varying between metro or country

Annual Swimming lessons are conducted in term 4 at the Eudunda Swimming pool.

A Presentation/Concert Night is held towards the end of Term 4 each year.

7. Staff (and their welfare)

- Leadership structure

Principal has a 0.4 teaching component. That includes the well being role, teaching Auslan and teaching in the literacy and numeracy blocks.

The Autism Inclusion Teacher role is .1 in 2025 to assist staff with developing their skills and understandings regarding teaching and supporting autistic learners.

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

PAC consists of the principal, 1 x teaching and 1 x ancillary delegate and this committee supports decision making regarding HR matters.

- Staff support systems

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

- Performance Management

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

- Staff utilisation

The specialised skills of individual staff members are considered and utilised across the school.

SSO staff duties include finance, administration, library and resource maintenance, committee memberships, breakfast club and classroom support.

- Access to specialist Department services staff

Student Support Services staff, based in the Gawler Education Office, provide support in a number of areas including, inclusive education, behaviour support, speech pathology, occupational therapy, Aboriginal learners, social work and attendance. These are accessed as required through a referral process in collaboration with families.

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 turfed oval, tennis and basketball 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 August 2024, a playground audit was completed and as a result a design is being drafted for an updated playground for 2025.

- 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 and kitchen.

- 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.

10. School Operations

- Decision making structures

Collaborative decision making (staff/parents/students) strategies are employed in the creation of policies.

SRC

PAC

Governing Council

Parent Club.

- Regular publications

School newsletter 3 x per term, weeks 3, 6 and 9.

Community bulletin, the 'Robbie Round-up'.

- Other communication

Communication book for staff (daily), staff meetings minuted and recorded on MS Teams, and term planner boards.

ClassDojo

- 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 surrounds. School families are from the local township and rural properties. The school has a good reputation as being an effective and safe learning environment for primary schoolchildren. 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: hotel, garage and churches (Lutheran and Uniting). There is also a local community centre, housing a post office, café, 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