

# SCHOOL CONTEXT STATEMENT

Updated: 08/08/2014

**School Name: RAPID BAY PRIMARY SCHOOL**

**School Number: 0650**

## 1. General Information

**Rapid Bay Primary School** is a small school located by a scenic bay on the Fleurieu Peninsula. The school serves the communities of Delamere, Cape Jervis, Parawa, Second Valley and Rapid Bay. Most of the 31 students enrolled in 2014 travel to and from school on the school bus. Students work and play in a safe, family-like environment. Local resources used by the school include a well-maintained town oval, beach, jetty and hall at Second Valley.

Improvement targets in literacy and numeracy have been achieved with great success over the last few years. Targeted training for staff and extra funding for support and resources have been carefully managed to assist every student towards the goal of achieving their potential. The school values of honesty, respect, friendliness, responsibility and tolerance continue are reflected across school life.

Rapid Bay Primary School has strong support from its school community in the governance of the school and in the development and maintenance of school facilities. Members of the local communities are supportive in fundraising and attendance at school events.

The school grounds and facilities are safe and engaging and include a student vegetable garden and a covered outdoor learning area. Up to date ICT infrastructure including a satellite link to Broadband internet ensure students have fast access to learning through technology.

### GENERAL INFORMATION

#### Part A

School Name : RAPID BAY PRIMARY SCHOOL  
School No. : 0650 Courier : Victor Harbor  
Principal : Mr Chris Heartfield  
Postal Address : Essington Lewis Drive, Rapid Bay 5204  
Location Address : Essington Lewis Drive, Rapid Bay 5204  
District : Fleurieu & Kangaroo Island  
Distance from GPO : 97 kms Phone No: 08 85984062  
CPC attached: : NO Fax No. : 08 85984116

	2011	2012	2013	2014
February FTE Enrolment				
Primary Reception	2	1	0	2
Year 1	4	2	3	1
Year 2	3	4	4	3
Year 3	6	6	5	4
Year 4	8.8	8	8	4
Year 5	9	6.8	6	8
Year 6	5	3	4	5
Year 7	10	9	7	4
TOTAL	47.8	39.8	37	31

July total FTE Enrolment	49.8	45.8	36	33
Male FTE	22	21	17	15
Female FTE	27.8	24.8	20	18
School Card Approvals (Persons)	5	5	6	5
NESB Total (Persons)	0	0	0	0
Aboriginal FTE Enrolment	0	0	0	0

## Part B

- Deputy Principal  
N/A
- Staffing numbers (for Year 2014)
  - Teaching staff - 2.3 FTE
  - The school is divided into 2 classes – R-3 and 4-7.
  - Ancillary staff – 64 hours - deployed as 30 hours Administration/Finance, 14 hours Special Support, 6 hours Library, 9 hours classroom support. A Groundsperson is employed for 5 hours per week.
- OSHC  
N/A
- Enrolment trends  
Low thirties for the next three years – transition average is six students each year.
- Special arrangements  
N/A
- Year of opening  
1950.
- Public transport access  
None.

## 2. Students (and their welfare)

- General characteristics  
Students come from a diverse community with income from primary production, professional and charter fishing, tourism, local small businesses and welfare support. There are no NESB students or Indigenous students enrolled this year. Parents value the small school ethos and high expectations that are part of the culture of Rapid Bay Primary School.
- Support offered  
Teaching and support staff deliver programs that are highly successful in literacy and numeracy outcomes. In all curriculum areas all students are challenged and supported with individually targeted programs to achieve their best. All staff contribute to the intervention strategies that support each child. Programs are enriched through the involvement of parents, community volunteers and our Christian Pastoral Support Worker.

- **Student management**  
The school has an effective Student Behaviour Management Policy. No student behaviour has reached the level of suspension in the last five years. Student voice is heard through the Student Representative Committee and weekly classroom meetings and whole school assemblies. Positive reinforcement of our school values occurs through constant reference to those values in the daily life of the school by staff, students and parents alike.
  
- **Student government**  
All year levels have a representative voted onto the SRC by fellow students for six month terms. The SRC plans and implements fundraising activities to sponsor a child in Nicaragua through World Vision. Other activities include fundraising for charities, supporting appeals for emergency help, organising rosters to maintain some of the school facilities such as the sports shed and garden.  
Each class also has the responsibility of running weekly assemblies, a shared task that builds leadership, respect and student character.
  
- **Special programmes**
  - Rapid Bay has a strong Asia Literacy focus. In depth, cross curriculum studies in Indonesian are shared with our sister school, SD Marsudirini, in Yogyakarta, Indonesia. Established as a Bridge project and linked with Yankalilla Area School. Exchange visits by teachers and online face to face sharing are preparing our students for the Asia Century.
  - A school garden is in place and maintained by students and parent help. Produce is used in cooking healthy meals in the student kitchen.
  - Students are involved in re-vegetation of the foreshore.
  - There is a whole school camp conducted every year.
  - Special needs students are supported through both withdrawal programmes and in-class support.

### 3. Key School Policies

School policies are formed to ensure the safety and wellbeing of students and to establish clear guidance in and management of the learning environment in a way that ensures the best possible learning outcomes for all students. All members of the school community have opportunities to influence the development and review of policies. DECD policies are used as the guiding frameworks for all policy development and review. All school policies are ratified by the Governing Council before coming into effect. Reviews of policies occur on a four year cycle or sooner if the need arises.

#### Our policies reflect the aspirations of the Rapid Bay Primary School Community

- ◆ The school is a safe place to work and learn.
- ◆ Relationships are built with respect and support.
- ◆ Students respect and value each other, their learning and their school.
- ◆ Lines of communication are open and honest.
- ◆ We acknowledge excellence and pride in work and effort.

#### Vision

- ◆ To provide teaching and learning opportunities for students to achieve their learning and personal growth potential.

# Rapid Bay Priorities 2013- 2015:

## Literacy

- ◆ Rapid Bay Primary School maintains a continuous cycle of improvement in literacy. Strong outcomes for students, continued training and development for staff and renewal of resources continue to be a pattern for success. The school's literacy policy reflects a structured approach that uses specific tools to identify strengths and weaknesses in basic skills for all students. Learning tasks are focussed around building confidence and automaticity at each developmental level. Student learning extends through receptive and expressive tasks across a wide range of media and genre. Involvement of parents and families in literacy learning is seen as critically important and supported through school policy.

## Numeracy

- ◆ Student outcomes have been strong in numeracy for the past three years. Teacher training and development in the Australian Curriculum Maths and the SA Teaching for Effective Learning Framework is part of an ongoing strategy to raise student standards even further. New physical and online resources are added to the numeracy program every year. Further work in identifying and targeting student needs and fine tuning strategies for effective learning in multi year level classes continues in 2014.

## 4. Curriculum

- Subject offerings - the curriculum framework is currently in transition between SACSA and the Australian Curriculum. Indonesian is taught across all year levels.
- Special needs - students with identified special needs have an individual learning plan modified to their specific needs. Support in the provision of resources and special programmes is accessed through DECD and outside agencies where appropriate.
- Teaching methodology - classes are made up of three to four year levels with learning programmes taking advantage of smaller numbers and peer support to create challenging and success oriented environments. Students develop skills needed to work in collaborative and independent modes.
- Assessment procedures and reporting – ongoing formative assessment across all subjects and small class numbers allow individual student needs to be identified. Planning to address needs ranges from 'whole of class' to 'small group' to 'individual' programmes. Parents are invited to interview and information sessions beginning early in the year. Written reports are sent home in terms two and four. Other contact with families to support student learning occurs as needed throughout the year.

## 5. Sporting Activities

- A wide range of sports is catered is included in the curriculum. Aquatics and swimming lessons are held in Victor Harbor early in the year. An all weather court facility enables netball, basketball, volleyball and many other sports to be played. The town oval is opposite the school and is used for the annual sports day and

training for athletics, football and cricket. Students are involved in many SAPSASA sports.

## **6. Other Co-Curricular Activities**

- The whole school attends a camp at new locations around South Australia every year. Classes make use of the beach for marine studies, science and PE in the warmer weather. The school bus is used to attend performances and events at nearby schools or in Adelaide.

## **7. Staff**

- Staff profile – Two of three teachers are permanent part time and have been at Rapid Bay for over five years. A new teacher will be appointed for 2015. All staff have support in their continued development in curriculum, teaching and welfare.
- Leadership structure - The principal is appointed at PC02 level and has a 0.3 teaching load.
- Staff support systems
  - Staff meet individually and regularly with the principal to share programs and receive specific feedback and ideas.
  - SSO hours are deployed for Library, literacy and numeracy support and Special Education. A Groundsperson is given five hours to maintain the grounds.
  - All staff are involved in decisions and management of Health and Safety.
  - All teaching staff members are on the Personnel Advisory Committee.
  - The school has a CPSW for 14 hours per week.
- Performance Management  
Staff are supported in their roles and wellbeing through regular meetings with formal feedback using performance management structures.

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

- Complexity placement points  
Rapid Bay Primary School teachers receive 1.5 placement points per year.

## **9. School Facilities**

- Buildings and grounds include:  
A solid administration / resource building, three transportables, an art/science shed, two storage sheds, one ATCO building and a covered outdoor court. Grounds are well maintained.
- Cooling  
All areas with the exception of the Art room are air conditioned.
- Student facilities  
Sheltered assembly area, adventure playground, lawned areas and students also share a community oval.
- Staff facilities - A staff room and teacher resource library.

- Access for students and staff with disabilities  
Access to buildings for students in wheelchairs is marginal. There are steps to each classroom. The school grounds have been modified to cater for the needs of previously enrolled blind student.
- Access to bus transport  
There is a contract school bus.

## 10. School Operations

- Decision making structures  
The school has effective decision-making structures with defined areas of responsibility. Student voice operates through SRC and class meetings. Governing Council has sub-committees who undertake specific roles and tasks.
- Regular publications  
A newsletter ('The Rapid') is published each fortnight and the Parent Information booklet is reviewed annually.
- School financial position  
Sound with reserves to replace major equipment as needed.
- Special funding  
State and Federal grants have assisted the school to upgrade its facilities. Other grants are available to assist student learning.

## 11. Local Community

- General characteristics  
There are few facilities in the town. The nearest shop is at Delamere – 5km. School lunches are provided through the shop once a week.
- Parent and community involvement  
There is an active Governing Council and various parent committees including Finance, Grounds and other committees as required.
- Other local care and educational facilities  
Yankalilla Community Children's Centre, Yankalilla Area School.
- Availability of staff housing  
None
- Local Government body  
District Council of Yankalilla