SCHOOL CONTEXT STATEMENT

Updated: 16/3/2010

School Name: Cobdogla Primary School

School Number: 0721

1. General Information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>COBDOGLA PRIMARY SCHOOL</th>
</tr>
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<tbody>
<tr>
<td>School No.</td>
<td>0721</td>
</tr>
<tr>
<td>Principal</td>
<td>Mary Shannon</td>
</tr>
<tr>
<td>Postal Address</td>
<td>PO Box 3669, Cobdogla 5346</td>
</tr>
<tr>
<td>Location Address</td>
<td>Dolan Street, Cobdogla 5346</td>
</tr>
<tr>
<td>District</td>
<td>Riverland</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>221 kms</td>
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<tr>
<td>CPC attached</td>
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<table>
<thead>
<tr>
<th>February FTE Enrolment</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tbody>
<tr>
<td>Primary Special, N.A.P. Ungraded etc.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reception</td>
<td>13</td>
<td>7</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>Year 1</td>
<td>6</td>
<td>10</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Year 2</td>
<td>7</td>
<td>5</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Year 3</td>
<td>8</td>
<td>9</td>
<td>5</td>
<td>12</td>
</tr>
<tr>
<td>Year 4</td>
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<td>8</td>
<td>9</td>
<td>5</td>
</tr>
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<td>Year 5</td>
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<td>9</td>
<td>9</td>
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<td>Year 6</td>
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<td>9</td>
</tr>
<tr>
<td>Year 7</td>
<td>8</td>
<td>11</td>
<td>11</td>
<td>10</td>
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</table>

| Secondary Special, N.A.P. Ungraded etc. |      |      |      |      |
| Year 8                           |      |      |      |
| Year 9                           |      |      |      |
| Year 10                          |      |      |      |
| Year 11                          |      |      |      |
| Year 12                          |      |      |      |
| Year 12 plus                     |      |      |      |

| TOTAL                | 71   | 71   | 71   | 65   |

<table>
<thead>
<tr>
<th>July total FTE Enrolment</th>
<th>71</th>
<th>71</th>
<th>68</th>
<th>62</th>
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<tbody>
<tr>
<td>Male FTE</td>
<td>34</td>
<td>33</td>
<td>33</td>
<td>34</td>
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<tr>
<td>Female FTE</td>
<td>37</td>
<td>38</td>
<td>35</td>
<td>28</td>
</tr>
<tr>
<td>School Card Approvals (Persons)</td>
<td>13</td>
<td>17</td>
<td>24</td>
<td>21</td>
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<tr>
<td>NESB Total (Persons)</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Aboriginal FTE Enrolment</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>3</td>
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</table>

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
- School e-mail address
  : mary.shannon@cobdoglaps.sa.edu.au
  : info@cobdoglaps.sa.edu.au
- School web page
  : www.cobdoglaps.sa.edu.au
- Staffing numbers
  : 4 female teachers and 1 male teacher.
  : 3 SSO1s and 1 SSO2 (FT)
  : 1 CPSW (Christian Pastoral Support Worker)
- Enrolment trends
  : Numbers have been stable for the past 4 years, we have 3 classes. R/1, 2/3/4, 5/6/7.
- Year of opening
  : October 8th 1917
- Public transport access
  : There is no local public transport for students.

2. Students (and their welfare)
- The student body
  : The student body is comprised mainly of children from the town and surrounding fruit properties. Many of the families can trace their history through several generations attending this school.
- (Pastoral) Care programs
  : Children spend the majority of their day with one teacher and hence pastoral care is undertaken in this setting.
  : CPSW employed 18 hrs a week working with students
- Support offered
  : In the atmosphere of a small school support is frequently offered either by the class teacher or by another adult if the child feels more comfortable with someone else. Each teacher has significant SSO hours to support student learning.
- Student management
  : Cobdogla School developed a “Behaviour Management Policy” (reviewed and due to be updated in 2010). It has been fine tuned to the extent that student behaviour is rarely a big issue. Our approach rests on easily obtained positive reinforcements and a carefully documented set of sanctions that are used when necessary. Currently few children reach the level of out of class detention. ‘Reward Time’ is organised twice a term for students who have worked well and have exemplary behaviour.
• Student government
  : Our SRC has been an effective group providing children with a good introduction to Democracy whilst enhancing our school based decision making. The older children have successfully undertaken major projects and handled them very well.

• Special programmes
  : There is a range of programs which address particular student’s educational needs; Writing Approach to Reading (WRAP), Reading Assistance, Typequick, Fun-nastics, Mathletics. They vary from year to year but are characterised by the use of trained volunteers and SSO support.

3. Key School Policies

• Site Learning Plan 2010
  : Our Plan includes:
    1. Excellence in Learning
    2. Strong Beginnings
    3. Student Well-Being and Engagement

• Recent Key Outcomes
  : Continue achieving high benchmarks in Literacy and Numeracy which is our core business.

Attendance procedures to continue being reinforced to achieve a high percentage of students regularly attending school.

Implement learning styles and methodologies in all curriculum areas, for children to continually aspire to do their best.

National Assessment Program – Literacy and Numeracy (NAPLAN) results being monitored.

Client satisfaction – Parent, Staff and Student Surveys. Staff to work at maintaining the strong partnership that exists at Cobdogla.

Working with our priorities that will meet the learner’s needs in preparing them for further education and employment.

KidsMatter focus throughout the school.

Eat Well be Active focus across the whole school including Bluearth.

*Core Business: to continue improving Literacy and Numeracy outcomes for all.*

4. Curriculum

• Subject offerings
  : All 8 areas of the curriculum are covered with classroom teachers being responsible for at least seven of these.

Cobdogla School has implemented the SACSA Framework within learning programs.
2010 will see the introduction of the new National Curriculum with the 4 subject areas of English, Maths, History and Science being implemented.

Special subject includes Japanese Language.

- **Special needs**
  : Cobdogla has a small number of “special needs” children all of whom receive either teacher or SSO support. A number of students have NEPs and hence individual programs. These are established with support from district agencies.

- **Special curriculum features**
  : Cobdogla Primary School provides all areas of the curriculum but have from time to time had specific focuses.
  
  Our “Early Literacy Plan” includes a Reading Assistance program (RAP), which utilises parents who work one to one with students at risk.
  
  “Running Records” (1-30) in the Early years monitors progress.
  
  Lexile program is continued after students have completed the 30 reading levels. Students are tested twice a year.
  
  Students in the R/1 class work with the Writing Approach to Reading (WRAP) program.

- **Assessment procedures and reporting**
  : The SACSA Framework forms a significant part of our planning and assessment. Outcomes from SACSA are used to describe student progress in the report format that forms an integral part of the “Assessment Folders”. These folders contain samples of children’s work and assessment sheets that inform student’s progress.
  
  Cobdogla Primary School has set up a base line data collection policy (Nov) –SADC-Student Achievement Data Collection.

- **Joint programmes**
  : We are currently part of a cluster, which includes Barmera, Loveday, Kingston and Moorook Primary Schools and Barmera Kindy.
  
  In 2007 the small schools group; Loveday, Kingston on Murray, Moorook and Cobdogla introduced ‘Be Active’ Afternoon sessions once a term at delegated sites. This program continues each year.
  
  An annual Sports Day and Splash Day is held with Loveday Primary School each year.

5. **Sporting Activities**

  : Cobdogla Primary School is actively involved in many aspects of SAPSASA. Students are encouraged to try out for SAPSASA events.
  
  The community offers other sporting opportunities. The school receives visits and coaching from most of the major sports.
  
  Cobdogla is renowned for its strong sporting profile.
Active After-school Communities Program is in its fourth year with sessions running twice a week. SSO Coordinator oversees the program.

Objectives of the Active After-school Communities Program

- To enhance the physical activity levels of Australian primary school-aged children through a nationally coordinated program.
- To provide increased opportunities for inclusive participation in quality, safe and fun structured physical activity.
- Stimulate local community involvement in sport and structured physical activity.

6. Other Co-Curricular Activities

- General
  A variety of special activities, are held from time to time when suitable teachers are available eg dancing and Choir.
  Playgroup meets each Friday in the Junior Primary Unit. This caters for ages 0-5.

- Special
  Cobdogla Primary School is an integral part of the Riverland Schools Music Festival that has grown to be an annual event. It includes most Riverland Schools. The festival uses the Chaffey Theatre in Renmark over three nights to show case this activity.

- Other
  Cobdogla is involved with the Riverland Respite and Recreational Service, which is a Non-Government Agency that provides a range of respite and recreational opportunities for people with a disability. A group of trained volunteers provide one-to-one support to clients. This group visits the school each week and provides their service in the Junior Primary Unit and the grounds maintenance program.
  Christian Pastoral Support Worker (CPSW) program continues.
  The role of the CPSW will be;
  - To support the school in its aim to be a safe and supportive environment.
  - To link families to community resources and services.

7. Staff (and their welfare)

- Staff profile
  Whilst several staff members have been at the school on a longer basis there has been significant change. Some staff have reduced their time, which has provided flexibility with new teachers.

- Leadership structure
  The current structure is a Principal based at Cobdogla.

- Staff support systems
  Cobdogla staff is a very cooperative team. Agenda and areas of training are addressed at the beginning of each term.
Staff members continue to support each other with ICT curriculum development.

- **Performance Management**
  : Our training and development and performance management is based on Site Learning Plan directions. At the beginning of each year a performance management agreement is organised. Staff meets with the Principal on a regular basis. During term 1 or 2 there is an official meeting where documentation is completed in line with the Site Learning Plan and future aspirations for staff.

- **Staff utilisation policies**
  : Staff utilisation varies from year to year. Under P21 we vary the utilisation of staff based on the needs of the school. These are determined with P.A.C. consultation.

- **Access to special staff**
  : We have limited access to specialist music staff. Students travel to other schools for music instruction. Our school has excellent access to support staff such as Guidance, Speech and Disability Services.

- **Other**
  : The staff is a strong social group who support each other both inside and outside of school hours.

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

- **Complexity placement points**
  : Nil.

- **Isolation placement points**
  : 2

- **Shorter terms**
  : No.

- **Travelling time**
  : 3 hrs from Adelaide by car.

- **Housing assistance**
  : Government housing available.

- **Cooling for school buildings**
  : Air conditioning in all rooms (Split System).

- **Cash in lieu of removal allowance**
  : from Year 10.

- **Additional increment allowance**
  : Nil
• Designated schools benefits  
  : Nil
• Aboriginal/Anangu schools  
  : N/A
• Medical and dental treatment expenses  
  : Not covered
• Locality allowances  
  : Nil
• Relocation assistance  
  : As per policy
• Principal's telephone costs  
  : Yes. School has a mobile.

9. School Facilities

• Buildings and grounds  
  : Cobdogla School buildings are a mixture of the original stone building and a range of portable wooden rooms. Attractive and well-maintained grounds surround them.  
  Cobdogla School has a swimming pool.
• Cooling  
  : All rooms have air conditioners.
• Specialist facilities  
  : The school is well equipped with modern computer networks of Microsoft PC’s and Apple Laptops and an excellent Resource Centre to support learning.  
  The Resource Centre and R/1 class are both equipped with an Interactive Whiteboard.  
  We have a Community Hall for assemblies, concerts, and indoor activities.
• Student facilities  
  : All rooms at Cobdogla are equipped with access ramps. Children have fridges to store lunches and lockers for personal possessions. There are adequate playing areas.
• Staff facilities  
  : Workspaces are at a premium with staff having access to computers. Phones are located in the Photocopy/Store room, Resource Centre, Art Room, all classroom blocks and main administration. We access e-mail. There are 30 terminals on the current network.
• Access for students and staff with disabilities  
  : N/A
• Access to bus transport
  : There is local transport available. There are hiring companies available within the Riverland.
  We have access to Education Department buses from neighbouring schools.
  Buses are hired locally for excursions and camps.
  We rely on school staff to drive buses if they have the appropriate licence.
• Other
  : Cobdogla students access dental services at Berri Primary School.
  Playgroup sets up in the Junior Primary Unit Friday mornings.
  A pre-school service is at Barmera and a Kinder Gym at Barmera Recreation Centre.

10. School Operations
• Decision making structures
  : Decision making occurs through Staff meetings.
  PAC oversees major issues that are then presented to staff.
  Governing Council membership is 13
  Governing Council meets twice a term where reports are provided from the principal and other committees.
  At Governing Council meetings the agenda is based on Site Learning Plan strategic directions by reporting, reviewing and monitoring progress.
  The school is working towards Self Review in 2011 using the DECS Improvement and Accountability Framework (DIAF)
  Agenda is also based on DECS priorities.
  School has Finance, Grounds and Special Project (Fundraising) Committees. All committees meet at least twice a term.
• Regular publications
  : We have a newsletter, which is sent out fortnightly
  Classroom teachers also provide individual class newsletters when needed.
  A parent information pack is available to new parents on enrolment.
• Other communication
  : A white board in the staff room is a focus each morning and is used to share the day’s events and other news. All staff contribute freely to this.
  Information required to be stored is entered on to a wall planner which summarises the term. Longer-term planners are also used for the school year.
  Each term parents are provided with a term calendar of school events.
  Principal provides regular “weekly bulletin” handouts to staff each week.
• School financial position
  Cobdogla School has a Finance Officer. Cobdogla’s financial situation has benefited greatly from Partnership 21.
  Cobdogla Primary School is allocated CAP funding and the Index of Rural Disadvantage money has added a great deal to our flexibility and helps reduce the effects of isolation.
  **Cobdogla Primary School is a Category 5 school.**

11. Local Community

• General characteristics
  Cobdogla School serves a diverse community.
  There are a number of school card families.
  The town is surrounded by fruit properties.
  Main language spoken is English with a small number of students from Greek background.
  The town has a caravan park, Community Club, general store, post office, butcher shop, playground, tennis courts, oval, a boat ramp with access to the river and the wetlands and canoe trails.
  Cobdogla is situated in the Riverland with major towns: Barmera, Berri, Loxton, Renmark and Waikerie
  Majority of students wear school uniform being royal blue and yellow.

• Parent and community involvement
  Parents are involved in the Governance of the school in accordance with P21.
  Parents form a strong Governing Council group and are always willing to be part of school life.
  Parents are actively involved in many areas of their child’s schooling eg. Governing Council, gardening, cooking, fundraising, helping in classrooms, working with students, reading, RAP, SAPSASA, electives and helping with transport.
  The condition of the school grounds shows the enthusiasm of parents to support their school eg community garden

• Feeder schools
  Children from Cobdogla Primary School usually attend Glossop High.
  A transition program occurs each year for year 7 students.
  These children travel by bus as Glossop is about 15 kms away.
  Our feeder kindy is in Barmera. A transition program occurs with each intake.

• Other local care and educational facilities
  Childcare is usually organised with local families, as there is no nearby facility. Our closest pre school is at Barmera, which is about a five-minute drive along the main highway.
• Commercial/industrial and shopping facilities
  : There are adequate shopping facilities in the Riverland District.

• Other local facilities
  : Medical/library/sporting/community facilities exist in most towns. Renmark has the Chaffey Theatre.

• Availability of staff housing
  : There are a reasonable number of government houses in Barmera and private rental properties.

• Local Government body
  : The local Governments have amalgamated to the Berri Barmera District Council, which has its main office in Kay Avenue Berri.

12. Further Comments
  : Teachers who come to the Riverland often find themselves staying a lifetime. This is largely because there are plenty of sporting opportunities, interesting clubs and associations, the bush, the river and a fantastic climate. There is plenty of interchange of a professional nature and opportunities for advancement or other career aspirations.