SCHOOL CONTEXT STATEMENT

Updated 05/10

School number: 0145

School name: Geranium Primary School

1. General information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>GERANIUM PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0145</td>
</tr>
<tr>
<td>Principal</td>
<td>Josie Spriggs</td>
</tr>
<tr>
<td>Postal Address</td>
<td>C/O PO, Geranium 5301</td>
</tr>
<tr>
<td>Location Address</td>
<td>1-3 Geranium Terrace, Geranium 5301</td>
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<tr>
<td>District</td>
<td>Riverland</td>
</tr>
<tr>
<td>Distance from GPO</td>
<td>168 kms</td>
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<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Courier</td>
<td>Murray Bridge</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 85772277</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 85772204</td>
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February FTE Enrolment

<table>
<thead>
<tr>
<th>Year</th>
<th>Primary Special, N.A.P. Ungraded etc.</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
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<tr>
<td></td>
<td>Reception</td>
<td>2.0</td>
<td>2.0</td>
<td>6.0</td>
<td>3</td>
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<td></td>
<td>Year 1</td>
<td>4.0</td>
<td>1.0</td>
<td>4.0</td>
<td>2</td>
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<td>Year 2</td>
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<td>4.0</td>
<td>3.0</td>
<td>5</td>
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<td></td>
<td>Year 3</td>
<td>7.0</td>
<td>6.0</td>
<td>3.0</td>
<td>4</td>
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<tr>
<td></td>
<td>Year 4</td>
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<td>7.0</td>
<td>4.0</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Year 5</td>
<td>3.0</td>
<td>4.0</td>
<td>5.0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Year 6</td>
<td>6.0</td>
<td>5.0</td>
<td>6.0</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>Year 7</td>
<td>9.0</td>
<td>5.0</td>
<td>4.0</td>
<td>6</td>
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<tr>
<td></td>
<td>Total</td>
<td>42.0</td>
<td>34.0</td>
<td>35.0</td>
<td>31.0</td>
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<td>July total FTE Enrolment</td>
<td>42.0</td>
<td>33.0</td>
<td>35.0</td>
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<tr>
<td></td>
<td>Male FTE</td>
<td>22.0</td>
<td>19.0</td>
<td>20.0</td>
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<td>Female FTE</td>
<td>20.0</td>
<td>14.0</td>
<td>15.0</td>
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<td>School Card Approvals (Persons)</td>
<td>11</td>
<td>9</td>
<td>6</td>
<td>6</td>
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<td></td>
<td>NESB Total (Persons)</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Aboriginal FTE Enrolment</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

- School e-mail address
  admin@geraniumps.sa.edu.au

- Staffing numbers
  : Tier 1  2.01 (topped up to 2.2 from school's budget) (2 Female + 1 day per week TRT)
  Leadership  1.0 Principal, (0.4 admin, 0.6 teaching)  (female)
  SSOs  
    SSO1 Classroom / Special Ed  25.0 hrs  (Female)
    SSO2 Secretary/Financial Officer  33 hrs  (Female)
    SSO1 Library  2 hrs  (Female)
    GSE1  5.5 hrs  (Female)

- Partnerships 21 status
  : Partnerships 21 school.

- Enrolment trends
  : Stable 30-39 students.

- Special arrangements
  : The Highway 12 cluster comprising of Geranium Primary School, Lameroo Regional Community School and Pinnaroo Primary School participate in a number of shared events such as annual swimming and athletics carnivals, visiting performances, camps and excursion. Leaders from each site meet regularly to coordinate events and various initiatives. Early Years and Middle Years Hub Groups collaborate across the sites to engage in professional development activities and provide literacy, numeracy and wellbeing focus days for the students. Geranium Primary School has a close relationship with the Kindergarten, which is on site, and works in partnership with them to implement a collaborative transition programme for students in the Early Years.

- Year of opening

- Public transport access
  : Nil

2. Students (and their welfare)

- General characteristics
  Geranium is a small school with a family atmosphere and strong parental support. Most of the students are of Anglo Saxon or German heritage, 60% boys, 40% girls. The school receives funding for rurality and is a
Category 5 school on the Educational Disadvantage Index. Most of the students come from families who are associated with primary production: cropping and grazing.

Due to the school’s rural isolation and small size, the emotional and social well being of students remains a priority. The ongoing drought and its effect on families and their long term future in the district is another factor that impacts on student well being. Over recent years, the numbers of students at the school have declined significantly, although the current numbers remain stable.

GPS is a PEANUT FREE ZONE as we have a student who is anaphylactic.

Support offered

• The school has allocated resources in its annual budget for additional SSO hours. These provide literacy and numeracy support for students ‘at-risk’, and also provide assistance for the successful management of vertically grouped classes. This enables the effective delivery of differentiated curriculum that is appropriate to the needs of all students.

• Student Management
  Staff and parents have worked together to develop Codes of Practice and Behaviour Management Policy which are most effective. The emphasis is on positive outcomes and students are generally well behaved and courteous. Clear expectations and consequences are set for class, yard and bus behaviour and teachers are supported through a buddy system and Time Out management. Parents are very supportive of the Student Behaviour Management Policy.

• Student Government
  Regular class meetings provide opportunities for student voice and participation in decision making. Students regularly plan, organise and manage special days and fundraising events. They are regularly consulted when decisions are made, and many of the priorities identified in the recent review of the school’s site learning plan were a result of the students' feedback. A School Captain role was introduced several years ago and has provided further opportunities for our students to develop leadership skills.

• Special programme
  Highway 12 cluster organises Curriculum Focus Days for Middle School students (Yrs 6 & 7) with Pinnaroo and Lameroo schools; Instrumental Music; Sunsmart School; Pedal Prix
3. **Key School Policies**

- **Partnerships Plan**
  
  **Vision**
  Learning for Life, Learning for All

  **Priorities**
  - Improve and maintain literacy and numeracy levels for all students.
  - To integrate the use of Information and Communication Technologies within the curriculum.
  - To improve learning by supporting the development of quality teaching and effective pedagogy.
  - To improve student wellbeing with a focus on their emotional and social development.
  - To improve student achievement and engagement in science by developing their understanding of the literacy practices relevant to science.

- **Recent key outcomes**
  
  State Literacy and Numeracy (LaN) Test results and National Schools Competitions indicate a high level of achievement in Literacy and Numeracy. However, an increasing complexity in the student cohort is evident in recent achievement data, whereby, a greater number of students require additional assistance and support, particularly in the Early Years.

4. **Curriculum**

- **Subject offerings**
  
  **Areas of Study:** The Arts, Design & Technology, English, Health and PE, Mathematics, Science, Society & Environment.
  
  **Specialist Teaching Areas:** ICT and German
  
  : Instrumental Music: Flute, Clarinet, Drums and Trumpet. Instrumental music teachers use the DUCT system for teaching plus visit students once a term.

- **Special needs**
  
  Students with an identified learning disability are supported through the development and implementation of a Negotiated Education Plan. This involves various accommodations and support, both in the classroom and individually. Students who are at risk of not achieving in Literacy and Numeracy are identified and supported with special programs, often with the support of SSOs on a 1:1 basis. Improving outcomes for ‘at-risk’ and special needs students is facilitated in partnership with Riverland Special Education team and other relevant service providers eg. ISBM, CAHMS

- **Special curriculum features**
  
  Active After-school Communities funding provides access to alternative Sport Programs to increase participation and access for all students.
• Teaching methodology
  Teaching and learning at Geranium Primary School occurs within the context of multiple-year level classes: R-3 and 4-7. As such, constructivist approaches that aim to build on students’ prior knowledge, and collaborative learning, underpin the pedagogical approach adopted at this site. Assessment (for learning) is used to inform teaching and learning so that all students receive curriculum and instruction that is appropriate to their needs. In general, teachers organise learning through the use of whole class, small group and individual instruction methods, utilising a range of strategies, depending on circumstance and need.

• Assessment procedures and reporting
  Assessment (for learning) is integral to the pedagogical approach undertaken at this site and underpins successful teaching and learning in multiple-year level classes. Relevant assessment data such as Running Records, NAPLAN, SACSA, First Steps, Waddingtons Spelling and Westwood Spelling are used in conjunction with teachers' professional judgement to plan appropriate curriculum goals as well as identify key priorities for the site.
  Student achievement is reported to parents in a variety of ways: an acquaintance night early in term one, full written reports in terms 2 and 4, parent/teacher interviews in terms 1 and 3, and NAPLAN test results when they are published.
  Over the course of the year, various achievement data is collected at key points: running records, writing sample consistent with the focus genre for each year’s NAPLAN and spelling assessments, are collected, and these are sent home each term and shared during parent teacher interviews in terms 1 and 3.

• Joint programmes
  Middle School Focus Days with Pinnaroo Primary and Lameroo Regional Community School. Specific curriculum focus with specialist teachers for all year 6 & 7 students; Touring performances and performers; Interschool swimming and athletics carnivals; Camps; Training & Development for staff and parents
  :R-2 students working with Kindy on a weekly basis with a Literacy & Numeracy focus.

5. Sporting Activities
  Within the curriculum: Daily Fitness and PE weekly. Specialist coaching for swimming, gymnastics, Auskick and athletics. Involvement in Pedal Prix by upper primary students
SAPSASA: Swimming; tennis, cricket, softball, golf, lawn bowls, football, table tennis and netball. Basketball and table tennis have also been offered.

Community sports clubs: Tennis, netball, football, table tennis, lawn bowls, cricket, gun, model aircraft, motor-cross and basketball clubs.

6. Other Co-Curricular Activities

- General
  Electives, clubs, band, school productions, Pedal Prix.
  Students have the opportunity to take instrumental music lessons.

- Special
  The school celebrates special days with other schools and parents. These include Public Education week, Bookweek, Come Out, Special Lunches and Theme Days.

7. Staff (and their welfare)

- Staff profile
  Small enthusiastic staff with all members being very supportive of each other. Teachers are a mix of contract and Permanent. SSOs and GSE are also a mix of permanent and part-time. All staff live in the area and contribute to and interact with the community. As in all small schools the load and responsibility on all staff members is high. In recent times, the staff has been largely made up of early career teachers, and this is likely to continue into the future. Consequently, supporting teachers’ effectiveness and professional development is a priority at Gernium Primary School, where sustainability, collegiality and collaboration are vital.

- Leadership structure.
  The Principal tenure is usually for 5 years, with 0.4 Administration time and 0.6 teaching contribution. Teachers are encouraged to take leadership in decision-making.

- Staff support systems
  Supportive Induction program where mentoring and support for new teachers are offered. The Highway 12 Cluster provides a larger peer group for sharing and professional development.

  Performance Management
  Our policy is about learning collaboratively and improving learning outcomes for students by improving staff knowledge, performance and skills. Regular Performance Management Meetings offer support and development for staff. Staff members are expected to develop a Personal Management Plan and are encouraged to “manage up”. Education and achievement are seen as our priority and there is an expectation of high outcomes from educational opportunities.
• Staff utilisation policies
  The Global Budget has provided extra support for Early Intervention, Early Years and Literacy/Numeracy Support. It also provided funding required to resource 2 full time classroom teachers.

• Access to special staff
  Access to speech pathology, guidance, special education, hearing impairment, attendance and behaviour services are provided through the Murray and Mallee District to the school through referrals. CAMHS is also available locally through referrals. Students in middle and upper primary have the opportunity to learn instrumental music.

8. Incentives, support and award conditions for Staff

• Isolation placement points
  3.5

• Housing assistance
  Government housing is available to teachers in Geranium. Floor coverings, heating and cooling provided.

• Cooling for school buildings
  Refer to School Facilities section below.

• Cash in lieu of removal allowance
  Teachers in Band 1 and 2 who complete 7 years of service are eligible to receive an allowance based on the cost of removal from Geranium to Adelaide. The allowance is paid, on a claim basis, for up to 4 years. New Country cash incentives offered.

• Medical and dental treatment expenses
  Employees appointed to Geranium are eligible for reimbursement of certain travel and accommodation expenses occurred when obtaining appropriate medical or dental assistance. Teachers are eligible for the first 7 years, provided they teach at least 0.4 time. Other employees are eligible for similar benefits, provided that they work for more than 15 hours a week and are not “local” recruits.

• Locality allowances
  For Teacher, School Service Officers and Groundsperson.

• Relocation assistance
  Various forms of assistance are provided:
  Reimbursements of travel, overnight accommodation and appropriate meals.
  Payment of removal costs.
  Provision of insurance cover for furniture and effects while in transit.
  Allowance for packing and accelerated depreciation of furniture.
Reimbursement of cost of disconnection/reconnection of services (not for teachers).
Reimbursement of cost of redirection of mail (not for teachers).
Possible eligibility for special leave with pay when relocating (unusual for teachers).
Contract teachers are entitled to the asterisked (*) items in the above list, at both the beginning and end of their contract.

- Principal's telephone costs
  School calls from home and part rental are reimbursed.

9. School Facilities

- Buildings and grounds
  Spacious grounds and buildings as the school was originally an Area School. Buildings are of solid construction. Well maintained grounds with large grassed areas and gardens. Large playground, oval, cricket pitch tennis court and school/community pool.

- Cooling
  Reverse cycle air-conditioning in all classrooms, computing room, activity room, library and office areas.

- Specialist facilities
  Home Economics room, Art Room, Information Communication Technology room with access to digital projectors and interactive smart boards. School/Community Library offers wider range of materials for loan through the State and Public Libraries service. A Telecentre offers excellent Information and Communication Technologies with access to the Internet and e-mail, photocopying, scanning, printing, CD burning, laminating, Digital video and still cameras, binding, OHP, TV/Video unit, laptop computer, large screen and multi-media projector.

- Student facilities
  Large playground. Large sheltered areas for wet or hot weather. Activity Room, Library and Computer room available at breaks. Swimming pool and basketball/netball/tennis court available.

- Staff facilities
  Staff room and Office areas and professional library. Staff have good access to Internet and e-mail, Community Library, Telecentre and printing and photocopying services are available. Excellent facilities for confidential meetings and preparation space.

- Access for students and staff with disabilities
  Good access with ramps and doors. Disabled toilet facility.

- Access to bus transport
  DECS buses and CAP bus and van for camps and excursions.
10. School Operations

- Decision making structures
  Democratic decision making is practised through Governing Council, the Personnel Advisory Committee and class meetings. Policy has been formulated to guide decision making for all groups within the school, staff, parents and students. Sub-committees of Governing Council are School Development, Finance, Grounds and Facilities and the Bus Committee. The PAC is the staff decision making body and the small staff allows for active staff discussion and decision making.

- Regular publications
  Newsletter distributed fortnightly. Parent Information handbook and brochures distributed. Staff Meeting minutes available to all staff and Governing Council minutes reported regularly in the Newsletter. Staff Induction and TRT information folders and staff daily notices. Currently, the school’s web site is under construction, and will provide a valuable medium for facilitating communication and information sharing.

- Other communication
  Staff strive to communicate regularly with parents and to keep them informed with Acquaintance Night, Parents and Friends meetings, letters, newsletter articles, shop notices and local media. Each student keeps a diary and the communication envelope is used to improve school/home communication.

- School financial position
  :P21 school with Global Budget. Very sound financial position with no debts. Special funding
  :Active After-school Communities funding supports specialist Physical Education Programs.

11. Local Community

- General characteristics
  The school is based in an agricultural area and serves the small communities of Peake, Jabuk, Geranium and Parrakie. Work is usually agriculturally or service based. English is the first language.

- Parent and community involvement
  :Parents are keenly interested in their children, have high expectations and are strongly committed to the school. Parents are actively involved in the school through the Parents and Friends Club, fundraising and assisting on camps and excursions.
• **Feeder schools**
  Geranium Kindergarten.
  Geranium Primary School students attend Lameroo Regional Community School, Coomandook Area School and Unity College in Murray Bridge.

• **Other local care and educational facilities**
  Qualified Child Care available.
  Geranium Kindergarten – on-site – provides 3 sessions over 1 ½ days, playgroup and occasional care.

• **Commercial/industrial and shopping facilities**
  General store, post office and Bottle shop at Geranium. Lameroo is a larger centre only 35Km away. Approximately 100kms away is the local regional centre of Murray Bridge.

• **Other local facilities**
  Many sporting clubs and facilities available in Geranium and neighbouring towns.
  Health services: doctor, dentist, hospital, physiotherapist etc at Lameroo.
  Churches – Uniting at Geranium, Luthern at Parrakie, Anglican & Catholic at Lameroo, and Baptist at Jabuk & Peake.
  Geranium Country Fire Service station in the township.

• **Availability of staff housing**
  Two Government Housing houses available. Some private housing is also available.

• **Accessibility**
  Geranium is situated 186 km from Adelaide on the Mallee Highway.

• **Local Government body**
  Southern Mallee District Council. Phone: 8577 8002. or 8576 3002.

**12. Further Comments**

Geranium is a small cohesive school, which enjoys a positive reputation amongst the parents and local community. Its size demands a high level of teacher involvement and commitment to programs in order to maintain the impetus of direction. Teachers who reflect this are highly valued and respected by the community. Teachers enjoy teaching at Geranium because of the positive attitude of students and parents towards education. We value our school's uniqueness.