



SCHOOL CONTEXT STATEMENT

Updated: 4.9.14

School number: 0759

School name: Lameroo Regional Community School

School Profile:

Lameroo is 205 km. east of Adelaide on Mallee Highway in the Murray Mallee. Our school has just under 200 students, which fosters a strong family ethos and a great sense of community, while being large enough to ensure stability and foster diversity and opportunity.

Lameroo Regional Community Schools' students are largely from farming families and as such the town's facilities include service industries that support the farming district.

Township Facilities include a well-equipped Hospital; SA Ambulance Service; five churches; ANZ, BankSA & Westpac Banks, shopping facilities and a District Council Office; Country Fire Service and a vibrant farm support infrastructure along with transport, engineering, mechanical, furniture, building, electrical and earthmoving industries.

Sporting facilities include a town oval and clubrooms, tennis, golf, bowls, netball, cricket, football, basketball, a Gun Club and a Community Swimming Pool and facilities are available for social use. The School / Community Gymnasium and Library serve residents in the Southern Mallee District Council area.

The town itself has a population of approximately 570 and services an additional 1,000 district people. Lameroo has close access to Billiatt, Ngarkat and Sunset Conservation Parks.

A strong sense of "it takes a village to raise a child" exists in Lameroo. The life long journeys of learning begin for our most valuable resource – our children at the school and with a range of sporting, social and church agencies. Family and other community members participate actively in school life, both inside and outside the classroom.

The school has a strong academic tradition extending back one hundred years when the first school opened in the Methodist Church Hall on September 4, 1906. A new school was built in 1910 and was classified as a higher primary in 1929 and an area school in 1945.

In 1990 the Lameroo Regional Community School was established with the amalgamation of the secondary sections of Pinnaroo, Geranium and Lameroo schools and now serves as the Area School providing a diverse and targeted secondary school program that includes a full SACE program, school based apprenticeship programs, on line learning and Open Access College subjects.

Today, the school provides a wide and varied curriculum from Reception to Year 12 that strives to meet the learning needs and career aspirations of all students. The staff has great depth, ability and commitment to making sure all students are prepared for the future in the global community.

SCHOOL VISION

Lameroo Regional Community School aims to provide, in partnership with parents and the community, a quality education. Students are encouraged to reach their full potential in a wide range of academic, cultural, social and sporting activities, within a friendly, caring and secure environment where the potential of each child is nourished and realised.

Achieved by:

- Offering a relevant and viable curriculum responsive to student needs.
- An enthusiastic and appropriately qualified staff.
- Providing an environment in which diversity is understood, fostered and respected.
- Promoting growth in social and emotional wellbeing.
- Continually updating facilities and resources to ensure optimum learning opportunities.

CORE SCHOOL VALUES

The school values of:

Responsibility, Honesty, Respect, Trust, Equality

We provide a supportive learning environment that balances the need for discipline with the desire to allow students to take increasing responsibility as independent learners. The school is committed to be a safe, secure and comfortable place for everyone associated with our community, students, staff, parents and friends, and our community volunteers. Teachers take responsibility for the pastoral care of their students and students are expected to appreciate and make the most of the opportunities provided by the school. The Lameroo Regional Community School Awards of Loyalty, Responsibility, Care and Service that are the acronym of our school name. They stimulate and action our core values. We emphasise firm discipline, acknowledge positive behaviour and have clear expectations and consequences for chosen behaviour.

We offer a broad range of learning and developmental focussed experiences for students. Our Year 7-8 Transition program includes a week long trip with the Year 7's and there is an opportunity for our feeder schools, Geranium Primary School and Pinnaroo Primary School to join in. The students attend a number of days before and after the camp doing activities and getting to know each other before Year 8 the next year.

Every second year, the Senior School Camp enjoy a trip to a Victorian Ski Field. The camp is also an important part of the Stage 1 & 2 Physical Education and Outdoor Education program. In alternate years there is a Senior School Formal which is held with students from the other Area and Secondary Schools in the Coorong-Mallee Partnership.

Music and Drama are a key focus and regular performances showcase our excellent programs in these areas.

An active Governing Council ensures wider community participation in the school's day to day operations and futures planning. New parents as well as parents / families moving through the school are encouraged to engage with our Governing Council and with a range of Working Groups and Committees that have a strong input into our school.

More information can be found at the schools website www.lameroorcs.sa.edu.au

1. General information

- School Principal name: Jim Goodall
- Deputy Principal's name: Carissa Coleman
- Year of opening: 1906
- Postal Address: 1 Bews Tce, Lameroo, SA 5302
- Location Address: 1 Bews Tce, Lameroo, SA 5302
- DECD Partnership: Coorong & Mallee
- Geographical location: 205km Southeast of Adelaide in the rich grain growing belt of the Southern Mallee.
- Telephone number: 08 8576 3040
- Fax Number: 08 8576 3223
- School website address: www.lameroorcs.sa.edu.au
- School e-mail address: dl.0759.info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: No
- February FTE student enrolment:

| • February FTE Enrolment | Year | 2010 | 2011 | 2012 | 2013 | 2014 |
|--------------------------|------------------------------|--------------|---------------|--------------|--------------|--------------|
| Primary | Special, N.A.P. Ungraded etc | 0 | 0 | 0 | 0 | |
| | Reception | 17.0 | 6.0 | 13.0 | 6.0 | 10.0 |
| | Year 1 | 7.0 | 18.0 | 10.0 | 13.0 | 7.0 |
| | Year 2 | 14.0 | 7.0 | 19.0 | 9.0 | 12.0 |
| | Year 3 | 10.0 | 14.0 | 7.0 | 19.0 | 10.0 |
| | Year 4 | 13.0 | 11.0 | 15.0 | 8.0 | 16.0 |
| | Year 5 | 14.0 | 15.0 | 13.0 | 19.0 | 7.0 |
| | Year 6 | 12.0 | 13.0 | 15.0 | 13.0 | 16.0 |
| | Year 7 | 21.0 | 16.0 | 16.0 | 16.0 | 13.0 |
| Secondary | Year 8 | 24.0 | 31.0 | 18.0 | 12.0 | 17.0 |
| | Year 9 | 19.0 | 22.0 | 29.0 | 15.0 | 12.0 |
| | Year 10 | 18.0 | 12.0 | 16.0 | 26.0 | 13.0 |
| | Year 11 | 27.2 | 13.88 | 14.0 | 15.0 | 23.0 |
| | Year 12 | 7.0 | 23.04 | 12.2 | 13.0 | 15.0 |
| Total | | 203.2 | 201.92 | 197.2 | 184.0 | 171.0 |

| | | | | | |
|--|------------|-------|-------|-------|-----|
| School Card Percentage | 15.93 % | 15.3% | 22.3% | 14.2% | 12% |
| NESB Enrolment | 3 | 3 | 8 | 16 | 1 |
| Aboriginal or Torres Strait Islander Enrolment | 3 | 5 | 2 | 5 | 6 |

- Student enrolment trends:

| Student Enrolment Trends | | | | | |
|--------------------------|--------------|---------------|--------------|--------------|--------------|
| Enrolments | 2009 | 2010 | 2011 | 2012 | 2013 |
| R-2 | 44 | 38 | 36 | 42 | 29 |
| 3-7 | 78 | 70 | 67 | 66 | 91 |
| 8-12 | 95 | 89.37 | 102 | 89.2 | 80 |
| Total | 217.0 | 197.37 | 205.0 | 197.2 | 200.0 |

- Staffing numbers (as at February census):

| | | |
|----------------------|------------------|-----|
| Full-time Equivalent | Primary | 4.1 |
| | Secondary | 7.1 |
| | Library | 0.8 |
| | Tier 2 | |
| Tier 2 | Principal | 1.0 |
| | Deputy Principal | 1.0 |
| | Coordinator 3 | 1.8 |
| | Counsellor | 0.0 |
| | Aboriginal | 0.0 |
| SSO | Full-time | 2 |
| | Part-time | 11 |

- Public transport access:

A daily bus service operates twice daily during weekdays to Murray Bridge

- The V-line bus runs one service each day to and from Adelaide (Adelaide bus arrives in Lameroo at 2pm and a return bus leaves at 11.20am)
- Link SA runs to Murray Bridge each morning and returns each afternoon.
- The school is serviced by 6 buses; 2 DECD buses and 4 contracted bus routes. 70% students are bus travellers that come into the school from the farming properties that surround the township. Students also travel from Geranium and Pinnaroo, the feeder Primary Schools.
- The school day is tied to buses arriving before 8:40am and leaving by 3.25pm. Some buses link with Geranium and Pinnaroo Primary School buses.

- Special site arrangements:

- The school is the base school for a 24 seater bus that is shared with 4 other schools. The bus was purchased with Country Areas Program grant money.
- The school leases an 11 seater Toyota Commuter. The school van is for the use of students and staff on school business including camps, excursions and for training and development and the general day to day movement of students.

2. Students (and their welfare)

- General characteristics

Lameroo Regional Community School is a Reception to Year 12 school.
2014 School Context Statement1

The School is the only provider of secondary education on Highway 12, from the S.A. / Victorian border in the east, to Murray Bridge in the west. Strong links are fostered with Pinnaroo and Geranium Primary Schools through Highway 12 Hubs for Junior and Middle School teachers, leaders and SSOs.

The Lameroo Kindergarten is a separate facility within the school grounds. Like the school it provides an Early Childhood Education for a large area of the Southern Mallee region.

Student learning is supported in the following ways:

- Information Technology includes Video conferencing, Internet access, Curriculum & Administration networks, DUCT & Information Technology in the School-Community Library for public use.
 - Parent & Community involvement: Governing Council, Parent Club, Learning Assistance Program (LAP) tutors, Classroom volunteers, Canteen
 - Primary Choir - Vocal Ensemble – Adelaide Festival of Music, Riverland Music Festival, Instrumental Music, Junior & Senior Concert Bands, year 4 Recorder, vocal ensemble
 - Primary and secondary Production (alternate years)
 - Intra and Inter School Sports, SAPSASA and SSSSA events
 - Local, State and National competitions including: Mathematics, Languages (German), English, Writing and Science
 - Kindergarten to Reception, Year 7 - Year 8 Transition Programs & a Middle School Focus Day
 - Work Education and Work Experience for Years 10 & 11 students
 - R-12 Camps and Excursions
 - Enterprise Education: Year 9 New Horizons Program
- Student well-being programs
 - Pastoral Care programs Vertical grouping in Junior School classes and in some Year 11 and 12 classes
 - Pastoral Care Programs including Peer Support, Cross Age Tutoring and Child Protection Curriculum.
 - Year 6 to 12 Home Group teachers are responsible for the Pastoral Care program for their home group. Middle & Senior School coordinators oversee the programs. The main focus of the Pastoral Care Program is student wellbeing, student government, and physical activity and study skills.
 - Student support offered
 - Year level Coordinators, Student Counsellor and School Chaplain
 - Special Education Programs: Learning Assistance Program (LAP)
 - Support for Students with Special Needs
 - Literacy & Numeracy Programs
 - Learning Assistance Program (LAP)
 - Students with Disabilities (eligible for Tier 2 funding)
 - Students with Learning Difficulties (Literacy & Numeracy intensive support program)
 - Money received from Isolated & Rural Index of Educational Disadvantage, Early Assistance and DECD grants is used to purchase resources and SSO hours to support student learning in literacy and numeracy:
 - The Christian Pastoral Support Worker (R-12) provides a positive pro-active Christian presence in the school & supports students, staff and parents. Life Education further supports the Chaplaincy Program.

- Student management
Behaviour Management issues are not a major concern at Lameroo. Teachers develop students' social skills and when issues do arise they are dealt with using restorative practices, in line with our Behaviour Management Policy.
- **Student government - SRC**
 - R-5 & 6-12 Student Representative Council & Student Assemblies
 - Primary Community classrooms
- Special programmes
 - The SRC are working on a Recycling program
 - Gardening and sustainability activities are carried out in a number of classes.
 - Range of sporting and social activity programs
 - Fundraising for a range of student selected charities

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

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|---|
| Lameroo Regional Community School Improvement Plan 2013-2015 |
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Mission Statement

Lameroo Regional Community School aims to provide, in partnership with the wider community, a quality education. Students are encouraged to reach their full potential in a wide range of academic, cultural, social and sporting activities, within a friendly, caring and secure environment

Values

| Respect | Trust | Equality |
|---|----------------------|--|
| Responsibility | | Honesty |
| D.I.A.F. | | |
| | | |
| Murray & Mallee Improvement Plan | | |
| 1. Focus on Learning | 4. Attend to Culture | 7. Set Direction |
| 2. Think systemically | 5. Listen & Respond | 8. Target Resources |
| 3. Shared Leadership | 6. Make Data Count | 9. Continuously Improve |
| | | A. Quality Teaching & Learning |
| | | B. Quality Leadership |
| | | C. Success for all Aboriginal Learners |

School Priorities & Guiding Principles

FOCUS AREA 1: Australian Curriculum – Use of the Australian Curriculum in classroom programs

| INTENDED OUTCOMES | STRATEGIC ACTION | TARGETS |
|---|--|--|
| <ul style="list-style-type: none"> • Teachers are using the Australian Curriculum confidently to plan and program for student learning. • Teachers are using common assessment tasks for moderation purposes and to assess progress. • Teaching is aligned with the Australian Curriculum in English, Maths, Science and History. The other areas of study are progressively aligned as they are released. | <ul style="list-style-type: none"> • Training and Development provided during staff meetings regularly & at student free days where appropriate. • Sharing of resources, including assessment tasks is encouraged at every opportunity. • All teachers of Maths, Science, English and History, Foundation to year 10, program and teach in line with the Australian Curriculum. | <ul style="list-style-type: none"> • Evidence in teacher performance management meetings & lesson observations, of programming and assessment using the Australian Curriculum. Documented by Line Managers from T3, 2013, for English, Maths, Science & History & as they come on line for other subjects. • 100% of teachers of English, Maths, Science and History program, assess and report against the Australian Curriculum from T2, 2013 • As other areas of study are aligned, evidence in teacher program activities and assessment is seen by Line Managers. |

FOCUS AREA 2: Pedagogy Development for improved learning outcomes in all areas of the curriculum

| INTENDED OUTCOMES | STRATEGIC ACTION | TARGETS |
|--|--|---|
| <ul style="list-style-type: none"> • The school develops inclusive and challenging pedagogies which results in increased student engagement with rich and relevant learning tasks in all areas of study but with an emphasis on Literacy & Numeracy. • Professional Learning Communities are established | <ul style="list-style-type: none"> • Teachers are given the opportunity through PLC's to share practice & plan with teachers from other sites, engage in regular moderation activities & engage with the TfEL. • Leadership develops & implements a peer evaluation program that incorporates lesson observations & feedback. • Interactive White Boards are purchased • All staff receive ongoing T&D in IWB's, • PLC's in English, Maths, Science, History & Primary & Secondary are established & working well | <ul style="list-style-type: none"> • T1, 2013 and ongoing • TfEL engagement & feedback T2, 2013 and ongoing • T4, 2014 and ongoing • T1, 2013 and ongoing • T2, 2013 and ongoing |

FOCUS AREA 3: Attending to Culture & Wellbeing

| INTENDED OUTCOMES | STRATEGIC ACTION | TARGETS |
|---|---|---|
| <ul style="list-style-type: none"> • Develop early intervention processes and a resource plan, though a Student Review Team (SRT) for all students at risk in relation to learning, social or health/disability. • The school explicitly teaches & embeds our school values into every aspect of the school's culture and everyday interactions • Develop a culture which fosters adherence to the school's values. • Improve communication across the school and with the community. | <ul style="list-style-type: none"> • We have documented the role of teachers, SSO's & the SRT in supporting students. • SRT work with staff to identify and set up support for students at risk. <ul style="list-style-type: none"> - Review or support the development of NEP's, etc. - Support teachers with planning an inclusive program and modified assessment. • Class / Home group teacher explicitly teach/reinforce a value each week. • We increase staff morale by: <ul style="list-style-type: none"> - Clarifying roles, responsibilities and expectations. - Recognising & acknowledging our achievements. • Develop at a staff meeting a set of standards for how we treat each other in all manner of school interactions • Develop processes that ensure that all staff get formal acknowledgement of their achievements • Leadership to examine all aspects of school communications & produce a series of recommendations for implementation | <ul style="list-style-type: none"> • 100% of students identified by teachers as at risk are referred to Student Review Team T2, 2013. • 100% of verified students have a NEP T2, 2013 • 100% of NEP / IEP / ILP'S are reviewed, updated & actioned in Terms 2 & 4 T3, 2013 • All classrooms have the values displayed T3, 2013 and reinforce values T3, 2013 • Set of standards developed & in place by T3, 2014 • Developed & in place by T3, 2013 • Recommendations discussed & actioned by staff T3, 2014 |

- Recent key outcomes:
 - The Lameroo Regional Community School Annual reports describe our achievements and provide a basic snapshot of relevant information and key outcomes. www.lameroorcs.sa.edu.au and it is available and on the school's website.

4. Curriculum

- Subject offerings:

Our core business is to deliver high quality powerful expert learning and teaching to all students from Reception to Year 12 by:

- catering for a wide variety of learning styles addressing the needs of targeted groups, including students with disabilities, students at risk, school card holders, aboriginal students, transient families, gifted and talented students
- developing resilience, venturesomeness and engagement
- developing positive working relationships with all members of the school community
- creating a collaborative culture and strong work ethic
- providing a comprehensive curriculum encompassing the required areas of study for junior and middle school students and a senior secondary curriculum focusing on both academic and vocational pathways
- planning quality-learning programs within the Australian National Curriculum and SACSA Framework, Key Competencies and Essential Learnings.
- developing appropriate assessment tasks and reporting student achievement openly and honestly to all stakeholders through a structured Reporting and Assessment process.

Junior School students (Reception – Year 5) undertake studies in the eight Learning Areas:

English, Languages Other Than English – German, Mathematics, Health and Physical Education, Science, Studies of Society and Environment, The Arts & Technology

Years 6, 7 & 8

The Arts: (Art, Drama/Media, Music), English, German, Mathematics, Physical Education & Health, Science, Society and the Environment (including Agricultural Studies), Technology Studies, Home Economics, Information Technology (Computing).

Middle School (Year 6 to 9) Years 6 to 9 are considered years of general education. All year 7 & 8 students study German. (Year 9 students can choose to study German via Open Access College.)

Year 9

English, Maths, Science, Physical Education and Health, Home Economics, Textiles, Society and Environment, Technology (including Information Technology), Visual Arts, Performing Arts, German – optional

Senior School (Years 10 – 12)

Year 10

English, Maths, Science, History & Geography, Work Education, Personal Learning Plan, Physical Education and Health, Home Economics, The Arts, Technology Studies, Information Technology, Business Studies, Outdoor Education, Information Processing, (& German is a choice subject.)

PLP (Personal Learning Plan) Stage 1 is offered at Year 10 for students to commence their SACE.

Australian School Based Apprenticeship (ASbA)

Vocational Education Training (VET)

Year 11 & 12

Students in Year 11 and 12 are offered a wide range of Stage 1 and 2 unit courses at Stage 1 and 2 of the South Australian Certificate of Education (SACE) in line with the required pattern as well as VET courses and ASbA's.

Stage 1 (Year 11):

English, Australian Studies, Art, Design, Work Education, Geography, Contemporary Issues & Science, Physics, Pure Maths & Maths Applications, Information Processing, Technology Studies (Furniture Construction, Metal Fabrication, Auto Technology), Food & Hospitality, Biology, History, Outdoor & Environmental Education, Community Studies, Agriculture & Horticulture, Physical Education

School based Apprenticeships (ASbA)

VET through "School & Beyond".

Stage 1 students commence the Research Project (Stage 2) in the second semester of Stage 1.

Stage 2 (year 12):

Biology, Art, Design, English Communications, English Studies, Biology, Mathematical Applications, Mathematical Studies, Physical Education, Technology Studies (Furniture Construction, Metal Fabrication, Auto Technology), Information Processing & Publishing, Physics, Community Studies, Food & Hospitality, Geography Studies, Modern History, Outdoor & Environmental Education, Visual Art Studies, Extension Studies, Science – Contemporary Issues,

School based Apprenticeships (ASbA)

VET through "School & Beyond".

Stage 1 students commence the Research Project (Stage 2) in the second semester of Stage 1.

The Open Access College is utilized to provide curriculum choices that are not available on site or through the Coorong-Mallee Partnership sharing arrangements.

- **Special needs:**

- The Junior School (R-5) takes part in Shared Literacy and Numeracy lessons eachweek. Students take part in learning opportunities in mixed groups with a variety of teachers.
- Money received from Isolated & Rural Index of Educational Disadvantage, EarlyAssistance and LaN grants is used to purchase resources and SSO hours to support student learning in literacy and numeracy:
- EALD teaching is provided to students whose home language is not English. This is in the form of teacher directed / designed SSO hours.

- **Special curriculum features:**
 - 25% of our senior school students are involved in School based Apprenticeships in a variety of different industries; particularly farming, child care and traditional apprenticeships.

- **Teaching methodology:**
 - Staff are using the Teaching for Effectiveness Learning (TfEL) has a tool to develop collegial sharing of teaching practice and to facilitate powerful expert learning.
 - The use of learning technologies is also a priority, with all students having access to computers and our year 10, 11 & 12's being issued with laptops.
 - Classroom teaching practices provide explicit instructions and support the use of high order thinking and problem solving skills.
 - Staff are developing their knowledge and skills in a range of effective assessment & feedback strategies, peer observation, feedback and mentoring are just one aspect of this.

- **Student assessment procedures and reporting**

Assessment and reports procedures incorporate:

 - Student self reflection
 - Teacher feedback
 - NAPLAN results
 - ICAS (International Competitions and Assessments for Schools) results
 - SACSA data
 - Standardised assessment
 - Student work samples
 - Summary reports
 - Parent / Teacher / Student interviews (3-way conversations)
 - Round Table Presentation (Year 8 & 9)

Parent/teacher Interviews

Terms 1 and 3 Parent-Teacher Interviews for all year levels.

- **Joint programmes:**
 - Staff have professional development activities with neighbouring schools on Student Free Days, Highway 12 nights and some shared professional development staff meetings.
 - Staff professional learning is being developed and accessed through the Coorong Mallee Partnership.

5. Sporting Activities

- Primary students participate in SAPSASA football, netball, tennis, softball, cricket, swimming and athletics at Murray Mallee District level. At a school based level students can participate in SAPSASA basketball, cross country, table tennis and bowls. Students take part in School, cluster, district and state sporting competitions.
- In Years 8 to 10 all students have 100 minutes per week of Physical Education for the whole year. Physical Education is offered as SACE Stage 1 & 2 subjects. Additionally all secondary students have the opportunity to participate

in SSSSA sports like swimminh, athletics, basketball, volleyball, netball, 9-a-side football (boys, girls and mixed competitions).

- Weekend and out of school hours sports include netball, football, cricket, tennis, basketball, volleyball, table tennis, golf and swimming.
- All primary classes participate in daily fitness activities and scheduled Physical Education lessons.
- All primary classes participate in Active After School Program activities during scheduled class time.

6. Other Co-Curricular Activities

Primary students are able to participate in the Junior Primary and Primary Choirs, Drama and Recorder electives. Instrumental Music is offered to both primary and secondary students. Junior & Senior Concert Bands are active in both school and community events. School Productions are held each year and receive strong support from the local community. Year A Junior School, Year B Middle / Senior School

The Student Representative Council are members of most Governing Council sub-committees, organise special events as fundraisers for school projects and charities, as well as providing lunchtime activities for primary and secondary students.

Students also participate in Premier's Reading Challenge and various competitions.

A number of camps are offered both annually and biannually in the Middle School as well as part of Physical Education and outdoor Education in the Senior School.

7. Staff (and their welfare)

- Staff profile

The staff reflects a good cross section of the population for teachers in their first and second year of teaching to the more experienced. Many teachers and SSO's are permanent employees.

- Leadership structure

The Leadership Committee is the major decision making body in the school. It is currently made up of Principal, Deputy Principal, 2 Coordinators, SSO3 (Finance Officer) & teacher representatives also meet twice a term.

The Deputy Principal has oversight of the Junior School, while there is a coordinator for both the Middle School and the Senior School.

Staff in leadership positions are line managers for three or four teachers. The Principal, Deputy Principal and senior SSO (Finance Officer), supervises SSOs.

- Staff support systems
 - Staff work in teams and new staff have “a buddy” as part of the School’s induction program. Staff meet in a number of groups including Leadership, Sub Schools, SSOs.
 - All groups meet regularly with negotiated agendas and minutes are kept.
 - Staff meetings are held weekly & include R-12, Junior School, Middle / Senior School & as well as Training and Development sessions.
 - The staff meeting structure has recently been changed to allow for more critical reflections on teaching and learning and professional development. Staff are encouraged to also pursue their own professional development
 - Staff Professional Learning conversations are included as part of staff meeting and professional learning structures.
- Performance Management

All staff are allocated to Line Managers to support staff professional development. The process is undertaken regularly and incorporates personal needs and school / curriculum focus support for teachers wishing to undertake Step 9 is provided.

9. School Facilities

- Buildings and grounds
 - Lameroo Regional Community Schools' facilities are modern, well equipped and extensive. The school is situated in pleasant surroundings. All students are taught in comfortable air-conditioned teaching spaces.
 - The school has excellent Music / Drama, Information Technology, Business Studies, Home Economics, Technical Studies, Art and Open Learning Centres. The whole community uses the schools’ gymnasium.
 - The school/community library also has free access for the public to the internet.
 - The school has well maintained and extensive grounds, tennis courts, a playground, sports oval, Canteen and nearby access to the Community Swimming Pool.
 - The school has a 25 hectare farm with shedding and related equipment.
 - The school’s computers are linked to 2 central file servers: Administration & Curriculum and is a site for Public Libraries SA with free access to Internet during School-Community Library opening hours.
 - The school has a new Performing Arts Centre, and the Technology Studies wing and Science Laboratory is currently being rebuilt..
- Heating and cooling

The school is heated and cooled either by reverse cycle air conditioning or evaporative air conditioners. The cooling/heating equipment provides relief from extreme temperatures. All rooms are air conditioned and heated.

- Specialist facilities and equipment
 - There are computer suites in both Primary and Middle School areas. Wireless technology is available throughout the school.
 - The school has a modern library facility with access to quality learning resources and a range of ICT facilities, including computers linked to the school network. The school is also a community (public) library and is part of the SA public libraries network, providing an extensive and varied range of resources for everyone in our community. Free public access to the Internet is available for community members, including wireless Internet access. Photocopying, printing and laminating facilities are available to the community and some equipment, including a small PA system, can be borrowed for community use.
- Student facilities
 - The canteen is open at recess time and lunchtime from 1:05pm – 1:40pm and provides drinks, food including chips and ice blocks for the students to purchase. We are a 'Healthy Schools Canteen' and provide products that fit the criteria.
 - The menu is reviewed regularly throughout the year and endeavours to provide a good variety of healthy food.
- Staff facilities
 - Excellent facilities are provided for staff including a Staff Common area with cooking facilities. Staff computers, photocopiers and communication Pigeon Holes.
 - All staff are provided with a fully maintained laptop computer.
 - All staff have a "Faculty Area" preparation / office or an individual office.
- Access for students and staff with disabilities
 - :The school is equipped with a disabled bathroom and has ramps so as disabled people can access all areas.
 - The school is currently updating its ability to better cater for students with a disability.
- Access to bus transport
 - Public transport access: A daily bus service operates twice daily during weekdays to Murray Bridge
 - The V-line bus runs one service each day to and from Adelaide (Adelaide bus arrives in Lameroo at midday and a return bus leaves at 1.00pm)
 - Link SA runs to Murray Bridge each morning and returns each afternoon.
 - The school is serviced by 6 buses; 2 DECD buses and 4 contracted bus routes. Most students are bus travellers.
- Other
 - The school has an 11 seater van which is used by staff and small groups of students.
 - The school has access to a 24 seater CAP (Country Areas Program) bus with a camps trailer. This is used extensively for Camps and Outdoor education.

10. School Operations

- Decision making structures
 - At Lameroo Regional Community School we believe that continuous improvement is achieved by democratic decision making through ongoing monitoring and review of programs, policies, procedures, practices and projects including training and development and performance management of staff and students.
 - Staff, students and parents have opportunities to contribute to this process in formal and informal ways.
 - Formal ways, which support whole School participation in ongoing decision-making, planning and review, include:
 - Students: Class meetings, R-12 Student Representative Council, Transition Program, Middle School Focus Days
 - Staff: Staff meetings: Leadership, R – 12, Sub-school & Faculty, SSO
 - Parents and Community: Governing Council, Governing Council Committees, Governing Council Parent Network, Parent Club and Personnel Advisory Committee (PAC)
- Regular publications
 - A school newsletter is published fortnightly and includes a community notice section. The school makes readily available the School Prospectus, Policies and Procedures, and Expectation publications. In-school communications include weekly staff memo, daily staff and student notices, and minutes of meetings. All of these are available as printed copies as well as in digital form at the school website.
- Other communication
 - The School has developed an effective set of general policies and procedures in line with DECD expectations.
 - All groups within the School, staff, students, parents and the wider community are actively involved in the school decision-making processes.
 - Parents, staff and students represent governing Council sub-committees. Each sub-committee has a role statement, a convenor calls regular meetings and reports of meetings are made to Governing Council, Parent Club, SRC & Staff reports are printed in meeting minutes.
 - Lameroo Regional Community School has a FaceBook profile – Lameroo Regional Community School Official
- School financial position
 - The school is in a sound financial position and ensures through careful planning each year, that it operates within the DECD funding requirements. We are committed to ensuring that facilities are maintained and improved and that we make provisions for equipment upgrades, maintenance and new purchases. Staff, the Finance Committee and Governing Council are actively involved in the budget planning process. Support for Students with Learning Disabilities and the gifted and talented methodologies and resources is an ongoing priority.

- Special funding
 - Lameroo is currently applying for grants to upgrade our building to better meet the needs of our students with disabilities.
 - CAP funding is managed by a committee that ensures that the money is spent in areas that meet the criteria.

11. Local Community

- General characteristics
 - Lameroo Regional Community Schools' students are largely from farming families and as such the town's facilities include service industries that support the farming district.
 - Local facilities and services include a well-equipped Hospital. Orthodontist, Physiotherapy, Podiatrist, & Bowen Therapy consult regularly. There is a volunteer SA Ambulance Service; five churches, a number of banking and shopping facilities. The Southern Mallee District Council has an office in the township along with the Country Fire Service. The industrial base includes general engineering, furniture, sheep and dog tag manufacturing, irrigation, earthworks, mechanical, electrician and transport.
 - Local primary production includes mixed farming, sheep, beef, pigs, potatoes, carrots, onions, olives, and floriculture.
 - The town itself has a population of approximately 600 and services an additional 1,000 people in the Southern Mallee District Council area. Lameroo has easy access to Billiatt, Ngarkat and Sunset Conservation Parks.
- Parent and community involvement
 - We have an active Governing Council, Parent Club and Learning Assistance Program (LAP). A number of committees, such as: Bus, Promotions, Canteen, Grounds & Library have community representation.
- Feeder or destination schools
 - Geranium Primary School is 36km to the west of Lameroo and Pinnaroo Primary School is 40km to the east of Lameroo.
- Other local care and educational facilities
 - Lameroo Kindergarten is situated next door to the school.
- Commercial/industrial and shopping facilities
 - 2 supermarkets, general shopping facilities, engineering, transport industries agricultural merchandise suppliers, Museum, Archives, Craft Shop, Hairdressers, Hotel/Motel, Caravan Park.

- Other local facilities
 - Lameroo has medical and hospital facilities, with visiting dental practitioner.
 - Lameroo is well equipped with sporting venues; golf, tennis, bowls, football, cricket, netball, basketball, swimming, clay target shooting and aero club.
- Availability of staff housing
 - Some government housing available for single & married teachers.

12. Further Comments

Summary of facilities, services and attractions available in Lameroo and the local community.

Vast supply of excellent quality underground water.

On shortest interstate route between Adelaide & Sydney

19 bed accredited hospital with inpatient and outpatient services and resident doctor and chemist.

The hospital also provides nursing home type accommodation, respite and palliative care services

The 24-hour accident and emergency service has rapid access to retrieval teams from major metropolitan hospitals

Visiting health specialists include orthodontist, optician, podiatrist, physiotherapist

Outreach and Allied Health Services and extended services through Murray Bridge Community Health Services.

Aged accommodation, Day Care Centre, Senior Citizens Club

Emergency services – Ambulance Service, CFS, Red Cross

Service Clubs - Probus, RSL, Legacy, Senior Citizens, CWA, Lutheran Youth

Government services including: National Parks & Wildlife Services

Sporting facilities including: Bowls, Basketball, Clay Target Shooting, , Swimming pool, 18 hole fully irrigated golf course, Sports Club (incorporating Tennis, Netball, Football, Cricket)

Excellent lawned areas and toilets for use by the travelling public

Large conservation parks

Supermarkets, Delicatessens, Banks, Electricians, Builders, Hardware and General Merchandise

Service support for new business enterprises

Modern R - 12 school with community facilities such as: Library and gymnasium, Kindergarten, Playgroup

Large public hall

Caravan Park

Visiting Veterinary service

Lake Roberts stormwater lake beautification project

Tourist Attractions – Craft Shop, Museum, Archives, History of area recognised with the Historical Society, restoration of pug and pine cottage & railway museum, local history books, preservation of records, marking of school sites, Craft Shop & Museum.

The school has a proud tradition of engaging with the local community and indeed is seen as a key and significant institution in the township and region.

- RSL (Remembrance Day, ANZAC Day Ceremonies)
- New Horizons Program
- School-based Apprenticeships
- School Community Gym and Library
- Partnership with local Kindergarten
- School band and choir performances
- CPSW School Holiday Programs

- Active After School Community Coaching Program – Soccer, Basketball
- LAP Program
- Students engagement with Clean-up Days.
- Community tree planting
- Community Museum Program
- SRC / Southern Mallee District Council combined meeting
- Southern Mallee District Council meeting held in the school annually.