Andamooka Primary School and Regional Children’s Centre
Profile

1 Demographics

Andamooka Primary School and Rural Children’s Centre is an unique integrated facility catering for children from birth to grade five and running youth and adult education programs. Our ICSEA is 911

The school has primary to year seven in two classes a R to year one class and a year two to Year 6 class. We have a school based Preschool, a Rural Care long day care service and a Children’s Centre for Early Childhood Development and parenting.

Our community Demographic falls into three general groups.

The first are the children and grandchildren of long standing community members most of whom have an opal mining background and are on low incomes.
The second group are the children of families employed at the Olympic Dam Uranium Mine or supporting industries. They may choose to live in Andamooka because of the different lifestyle or lack of available housing in Roxby Downs.
The third group are the children of shorter term locals with low incomes, on social security or low paid or part time employment who generally have ties in the area but cannot afford the high rentals in Roxby Downs.

A small percentage of the population is transient and can be short term or seasonal dependent upon employment opportunities and weather extremes.

School and class size

<table>
<thead>
<tr>
<th>Class</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary School</td>
<td>27</td>
</tr>
<tr>
<td>Child Parent centre (Kindy)</td>
<td>5</td>
</tr>
<tr>
<td>Rural Childcare centre Day Care After School Care</td>
<td>22</td>
</tr>
<tr>
<td>Early years Program Learning Together</td>
<td>29</td>
</tr>
</tbody>
</table>
2 Schools Philosophy and Values

We value a centre which is respectful, empowering, participatory and inclusive of parents and children.

Relationships
We value strong and supportive partnerships with families. Through strong relationships with carers we encourage children to become life long learners.

Voice
We acknowledge the families central role in their child’s learning and development and will work to support families to fulfil this role with hope and enjoyment.

We actively engage with families and children involving them in decision making and to invite them to engage with us in ongoing reflection and reviews of the program.

Diversity
All of our interactions with families are based on respect for and understanding of each families individual context.

High Quality Learning and Care
We aim to honour the needs of children and celebrate their existence. Our learning program is based on current knowledge about how to best to maximise opportunities for children’s learning and development.

We shape programmes that acknowledge strengths and interests and supports individual growth and learning.

All our staff are supported to continue to develop their skills as reflective practitioners and relationship builders.

3 Schools Governance Processes

Our 12 member school governing council meets monthly.

We have high family participation rates

64 % of our school families
50% of our staff
41% of our preschool families
64% of our childcare families
…are represented on our board

Feeding into this group is our

18 Member Thursday parents group Weekly
Whole school student group Fortnightly
Primary Staff meetings Weekly
Early years staff meetings Weekly
Whole centre planning days Twice to three times yearly
4 School leadership

Principal Centre leader across all programs
School Council Chair Family Leadership
Community Development worker Coordinate Community Program
Teacher Coordinate literacy, numeracy, science program
CPC Teacher Coordination role childcare, CPC, Learning Together curriculum

Committee Organisational Structures

Major planning and curriculum direction is undertaken on whole centre planning days. Here we review philosophies policies centre site. We examine and evaluate our whole centre priorities.

Primary staff meet to discuss and write our scope and standards for the year and to develop individual education plans for each student. Term meetings examine these and look at term priorities. At the end of 1st and 3rd term we meet with families and in some cases children to review these plans and evaluate progress.

This same process is completed by the Early Years staff for their students.

Weekly Primary and Early Years Staff meetings examine curriculum issues with one meeting a month extended for more in depth discussion.

Parents feed into this through the monthly Governing Council meetings and through the weekly parents group where discussions on curriculum issues and training are provided.