Site Context and Priorities

- Roxby Downs Area School is a growing school with high rates of transition in a remote mining community.

- Roxby Downs Area School provides specific intervention programs across the school, including Headstart for new Reception students, APAS Tutoring and Quick Smart Maths strategic intervention program.

- Priorities are seeking to further improve student outcomes in: Literacy, Numeracy, Science

In 2012 the main priority to improve student outcomes through literacy – specifically reading. There will be further work done in the areas of Numeracy and Science. Attendance and Retention strategies are already in place and so are in maintenance mode this year.

A priority budget line of $15,000 for 2012 will be supplemented by specific purpose budgeting such as the Primary Connections and SACE funding streams to work towards these priorities.

Facilities improvement is also a high priority with much work already completed including increased shade areas, garden spaces and whole of site re-painting. The BER funded Hall is now complete and in use.
SCHOOL CONTEXT STATEMENT

School Name: ROXBY DOWNS AREA SCHOOL
School Number: 1817

1. General Information

Part A
Schoolname : ROXBY DOWNS AREA SCHOOL
School No. : 1817
Principal : Mr Stephen Bennett
Postal Address : 7 Richardson Place, Roxby Downs 5725
Location Address : Richardson Place, Roxby Downs 5725
District : 17
Courier : Far North and APY Lands
Road distance from GPO: 572kms
Phone No. : 08 86710011
Fax No. : 08 86710210
CPC attached : YES (as part of the Educational Complex)

February FTE Enrolment

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ROXBY DOWNS AREA SCHOOL

Part B

- Website address: [www.rdas.sa.edu.au](http://www.rdas.sa.edu.au)
- Assistant Principals: Ann O'Sullivan 7-12 / Tony White R - 6/Shane Hodgson
- Social Inclusion
- Staffing numbers: 43.4 Teaching, Permanent SSO hours - 409 hours /week, Grounds 37.5 hours /week .
- Status – Locally Managed since first round in March 2000.
- OSHC: Care provided before and after school
- Enrolment trends:
  School grew substantially in the late ‘90s but has tapered to around 630/ 640  at the end of each school recently. It is likely to grow within the next few years through the proposed local mine expansion.
  Transition rates of students are high with student number estimates difficult to predict from one year to the next.
- Special arrangements:
  School has a cooperative arrangement with other cluster schools within the immediate District, Andamooka Primary, Woomera Area Schools and St Barbara’s Catholic school.
  In 2014 this includes Maree for the Trade Training Centre implementation.
  Major local industry “BHP Billiton” provides monetary support for identified projects.
  Many other industries/businesses provide in kind support (notably the Monodelphous student mentoring program and Sodexo support for our public events catering.
- Year of opening: 1988
- Public transport access:
  Roxby Downs is served by 3 to 4 times daily Air Service from Olympic Dam, (9 kms away from the school) to Adelaide. The school operates a DECD bus to Andamooka (35 kms).

2. Students (and their welfare)
- General characteristics:
  Roxby Downs is an “industrial suburb” placed in an isolated country location. It is not a rural town. The community is characterised by its youth, high disposable income and job opportunities.
  Many families come from interstate and locally, with many in the early years from the Eyre Peninsula. The opal mining town of Andamooka is 35 kms away and may attend Roxby Downs Area School on the department bus from Year 4 onwards. There is no zoning agreement so parents choose.

  Students come from a variety of backgrounds – Industrial (mining), Agricultural (farming), city (urban) and city (industrial), resulting in a population with some transiency. There are a group of residents who call Roxby Downs home and many more who stay from months to years. The challenges presented by the transience in this community are largely overcome by the relative youth and
resilience of the population, having to establish themselves in a new community without extended families and acquaintances.

The community is young, vibrant and growing. Sports are popular within the community and provide the opportunity to develop personal/team skills and competition for those interested. The school actively encourages students to participate in school and after hours sporting activities (some run by teachers).

Youth services have improved in the last few years with the employment of a Family and Youth Officer, Youth worker, the opening of community radio, movie theatre, cultural precinct and recreation centre facilities.

- Parent and community involvement:
  Active parental support for the school is left to relatively few. Interest in children in JP years tapers off quickly. The demands of shift-work and jobs have a large impact on community and school support. An active Parents and Friends Group has resulted in fundraising efforts to support initiatives within the school. The group supports local monthly Market Days with funds raised being used to support school projects.

- Staff profile:
  Total number of staff: Around 72  Teaching Staff – 48, SSOs - 24

- Leadership structure:
  The current leadership team comprises Principal, three Assistant principals with respective responsibilities for R-6, Years 7-12, and Social Inclusion. We currently have Co-ordinator positions in Quality Teaching and Learning R-2, 3-6, , 7-9 and 10-12. We also have an ICT Coordinator and an ICT Technician.
  This has allowed a much greater ability to meet the complexities and evolving needs of our R-12 site.

- Students:
  Student numbers are as follows: (JP-2: 137), (3-6: 182), (7-9: 162), (10-12:127).(Special Class – 6)  Due to the general transience of mining communities there is a constant movement of students. This mobility of students is even more obvious in the secondary years, as some families choose to either leave town when their children commence their secondary education or utilise a BHP Billiton schooling subsidy to send their children to boarding schools. This is a trend that has been partially reversed by continuous improvement of the teaching program and improved student outcomes. The site has also successfully gained an annual grant from BHP Billiton each year through a submission process based on the number of students enrolled. This goes to support the Information Technology infrastructure development of the school. The implementation of vocational pathways through DESTTC (Desert Trade Training Centre) from 2014 should further improve the retention rate of students.

  Of the current school population approximately 53% students are primary and 47% secondary. NB Year 7 students are included in the secondary cohort for curriculum purposes at this site.

- (Pastoral) Care programmes:
  Year 7-12 students have Pastoral Care delivered at a common time in years 7-10. Year 11/12 pastoral care is at an alternative time. This is to support pastoral care
programs, assemblies, events and visitors within the school. Pastoral care/social development is included in the programmes of teachers in R-6. The philosophy of Pastoral Care/Social Skilling at the school is holistic, with particular emphasis on developing positive relationships between all members of the school community. Integrated programmes focus on such aspects as personal development, protective behaviours, peer support, study and exam skills, career education, self-esteem and confidence building activities. Pastoral Care is closely linked with the school code of values (Courtesy, Cooperation, Commitment, Consideration, Challenges – currently under review) which aims to promote a strong sense of community pride in the school. This is further supported by an emphasis on the establishment and maintenance of close community links.

- **Student management:**
  Teachers are expected to provide a caring and safe learning environment with support for students and parents. A documented School Behaviour Code is in operation. Open and honest communication with parents has been well established and school expectations are widely understood within the school community. Class expectations, procedures for dealing with inappropriate behaviours, teacher support mechanisms, and grievance procedures are all elements of the code. In Junior years the student population is truly representative of the whole community. Our senior numbers have increased significantly and our student successes have had a marked increase.

- **Student government:**
  Student Voice – Each cohort R-6, 7-12 has representative meetings to ensure Student Voice is heard across the school. A priority is given to increasing the incidence of class meetings and further student involvement in the democratic processes of the school. Students have representation within our Committee Structure.

  School Captains are appointed through a merit selection process from the Year 12 Cohort annually. Their role is to ‘serve’ the school and they operate under the auspices of a job and person descriptor.

- **Special programmes:**
  The following are some of the initiatives or programmes that support various student groups at the school:
  - Early intervention/Headstart programme – all reception intakes focusing on the basics of Literacy and Numeracy and having a teacher who takes them for the full year.
  - Case Management for Students at Risk;
  - Students with disabilities are supported through Tier 2 salary and support personnel.
  - Vocational Education and Training modules run successfully in a range of pathways; this has increased this year through the Training guarantee and will increase markedly from 2014 when the TTC is finally completed.
  - Music programs are facilitated through Teacher time and the DECD Music Branch (although this is now greatly reduced with currently no students in 2104 receiving DUCT lessons).
  - Roxby Downs primary students perform at the SA Combined Schools Music Festival at Festival Theatre each year.
- Students actively engage in the local Fringe Festival, Harmony Day and bi-annual Come Out celebrations.

- The school has a Healthy Eating programme supported by the School Canteen.

- Special Class: We have a purpose built special class which caters to students who have a range of intellectual and physical disadvantages. Impairments range from Autism, Spinabifida, vision, Aspergers, epilepsy - this is heavily resourced by the teaching and SSO staffing.

- Bullying and harassment is addressed through regular surveying of the student body and by providing opportunities to report through emails, grievance procedures and reporting to adults. In conjunction with SAPOL (locally) there is significant emphasis on cyber-bullying reduction strategies.

4. Curriculum
   - Subject offerings:
     A balanced curriculum currently based on the South Australian Curriculum Standards and Accountability Framework/National Curriculum is offered for students in Years R – 10. This curriculum is divided into 8 learning areas. In Years 11 and 12 the South Australian Certificate of Education provides a curriculum framework for the post compulsory years of schooling. Each curriculum area has a documented overview and curriculum benchmark documents are currently being developed for each year level.

   - Information Technology
     The school’s Information Technology facilities are extensive with “high end” capacity existing and being further developed. Currently there are 4 computing suites and pods of classroom computers supporting the ongoing integration of IT into curriculum areas. Access to the internet and intranet is available in classrooms, library and computing suites. Smart boards, available in some classrooms, will be increased to the point where they are available in all teaching spaces. The new Hall is equipped with an integrated mixing desk for audio and visual.

   - Distance curriculum delivery:
     Courses delivered by Open Access College are accessed mainly by students in Years 11 and 12. This methodology increases the range of curriculum that can be offered in the Senior School. It is used minimally with greatest emphasis being on face to face subjects.

     Distance Education is supported by the technologies, including telephone links (DUCT) internet and email, Centra Symposium (an electronic whiteboard used while teaching) and video conferencing. Teachers provide support and direction for students engaged in subjects delivered through Open Access and community mentors are sought for some specialist subjects delivered through this mode of learning.

   - Vocational Education/ASBAs
     At RDAS this phase is supported through the school’s Work Education program and PLP support students in focussing closely on their goals, targets and post school plans developed in earlier years.
This also provides opportunities for students to accomplish industry specific skills through structured workplace learning (SWL). This method of learning is increasing in schools to support the diverse needs of students. The PLP also ensures that students have a school exit strategy by planning their post school life.

The course counselling process assists with this transition where interviews are conducted with students from Year 10 and their parents to discuss the SACE pattern, units, subjects and opportunities and pathways at school and beyond. The Post Compulsory Schooling policy supports Futures Connect as it ensures students are gaining relevant and essential skills and understandings whilst at school that can provide a foundation for their transition into further education, training and/or employment.

- **Performing Arts**
  
  We have a Drama program R-6. There are some opportunities for students in the secondary years to be involved in performing arts through electives. We have a range of performing artists visit our school on a regular basis supported by Rural Index Fund. The Fringe Festival and Come Out Programs are endorsed through performing arts at a local level.

- **Special needs:**
  
  Special Needs students are supported through a range of programmes targeting Literacy and Numeracy acquisition, lifestyle and other needs. Resources outside the community are accessed including a Career Education Week in Adelaide/Whyalla and Work Experience Placements in the local, Metropolitan and other regional centres. Camps and excursions away from Roxby Downs are organised for each year level annually.

- **Teaching methodology:**
  
  Whole school professional development (PD) is provided through Student Free days and cohort PD opportunities continue through fortnightly early closure days. Teachers are encouraged to develop strong and effective working relationships with students, support them at school, and maintain close contact with parents. Strong collaborative planning and collegiality is also encouraged. PD focuses on the Regional and Site priorities predominantly of Literacy and Numeracy.

- **Assessment procedures and reporting:**
  
  Are based on the South Australian Curriculum Standards Framework benchmarks/National Curriculum standards and in the Senior Secondary years curriculum and assessment guidelines mandated through the Senior Secondary Assessment Board of South Australia. The school has a range of reporting structures including formal written reports, parent/teacher interviews and Open Days/Evenings. The school now operates Day map and so in 2014 will use this new software package to generates reports to parents.

  Quality assessment drives the learning programmes and leads to accurate reporting to parents. Our school actively promotes the constructivist approach to the provision of learning opportunities. The Assessment and Reporting policy
and practice is reviewed regularly and changes made as needed. In addition parents are informed of student performance through formal processes such as parent/teacher interviews and reports as well as informal processes such as telephone communications, class newsletters, or Monitor articles and community display.

- **Joint programmes:**
  School Industry Work Placement programme require a close working relationship between the School, TAFE, and local business and industry. A consortium of local industry, school and TAFE has been formed to drive the Trade Training Centre application process.

- **AC Facilitator Role:** This leadership position is shared across the Far North Partnership but is based at Roxby Downs.

5. **Sporting Activities**
   1. Sporting activities have a major focus within the community. Excellent opportunities for sports are provided through joint use of a world class community recreation facility including a gym, swimming pool, squash courts, 2 stadiums, basketball, netball and tennis courts which are accessible to the school. The construction of a new flexible Hall on school grounds will improve engagement in sports further. School ‘House’ sports carnivals include swimming and athletics. Extensive interschool sports competitions occur through district/regional organisation (SAPSASA - South Australian Primary Schools Amateur Sporting Association, SASSSA – South Australian Secondary Schools Sporting Association, and WASSAC – Western Areas Secondary Schools Athletic Carnival) The school’s P.E. curriculum involves students in a wide range of sports options and Daily Fitness. This year Roxby Downs Area School is hosting the WASSAC competition.

6. **Other Co-Curricular Activities**
   - **General:**
     A variety of activities are offered for school age students including: camps/excursions, work experience, choir, instrumental ensembles. Students are enrolled in a range of school competitions eg Maths, Science, Computing and English. Plays, visiting artists, and visiting professionals support an extended school programme.

7. **Staff (and their welfare)**
   - **Staff profile:**
     Total number 72 people - 36 female and 11 male teaching staff, a few part time teaching staff & 24 ancillary staff. Numbers vary annually in line with both student enrolment and the number of staff who are part time. Roxby Downs enjoys a high birth rate and the number of teachers who return part time is significant.

   - **Leadership structure:**
     Principal,
ROXBYS DOWNS AREA SCHOOL
Deputy Principal – new position for 2015
3 Assistant Principals (R-6, 7-12, Social Inclusion) – to reduce to 2 in 2105
6 X Coordinators - Quality Teaching and Learning in R-2, 3-6, Middle School, Senior School, Information Technology and Student Well -Being
In 2014 we also have a Literacy Coaching position (Band B-level 3) and a Numeracy Coaching position (Band B – level 1)

- Staff support systems:
  Staff work in collaborative working teams in cohort groups, X cohort groups, year level groups and organisational and curriculum committees. A key element of staff welfare is the provision of professional development opportunities. Other support is provided through performance management based on the Tfel domains and indicators, cohort year-level groups, specialist coordinator roles and a structured Performance Management program. An induction programme provides support for newly appointed staff and Temporary Relief Teachers.

- Performance Management:
  Established practices ensure that all staff have access to regular meetings to facilitate accurate performance feedback. The school Performance Management Policy reflects DECD Policy. Regular meetings with relevant managers
  Staff utilisation policies:
  Management and leadership roles cover R-12 Student Services, R-6 Teaching & Learning/Cohort Management, 7-12 Teaching & Learning/Cohort Management. Teachers are employed in either JP, primary, and secondary loadings with a few specialist staff teaching across the cohorts. Ancillary staff is divided between school administration and classroom support.

- Other:
  There is an active AEU sub branch

8. Incentives, support and award conditions for Staff
- Placement Points:
  5.0 Isolation Points 1.0 Complexity Points
- Travelling time:
  6 hours from Adelaide
- Housing assistance:
  Government housing available.
- Cooling for school buildings
  All air-conditioned.
  Cash in lieu of removal allowance:
  Yes
- Locality allowances:
  Approx. $42400 / pa.
- Country Incentive Allowance (based on number of dependents
  Starts @ approx.. $7000 pa
- Relocation assistance: Yes
9. **School Facilities**

- **Buildings and grounds:**
  
  The majority of school buildings are solid brick construction in good repair. 2 transportable classroom blocks are also maintained at a high level. Most classroom blocks have a withdrawal and wet area and most classrooms are well appointed with a sink, white boards and pinup boards.

  Our school facilities are extensive and in excellent repair. Students have access to a large swimming pool complex, two gymnasiums, an auditorium, a school hall, 4 state of the art computer rooms, music room, extensive Art and Home Economics facilities, a Joint User Library.

- **1.4 Million dollars has recently been spent by the SA Government to build a 'purpose' built space for the Special Class. $200,000 has been used through the Federal Building Education National Pride Funding for refurbishment of classrooms and construction of more shade areas. $2.73 million has also been allocated to build a school hall now in full use by school and community.**

- **Cooling:**
  
  All buildings are cooled, the majority by split air conditioning units. A major overhaul and replacement of units from evaporative to split systems took place in 2008. Maintenance and replacement of existing stock continues with the aim of all parts of the school enjoying the best air conditioning.

- **Specialist facilities:**
  
  The School can access a wide range of additional facilities. Sport and physical education is well equipped with access to the community recreation facilities. (pool, ovals, gym, b/b stadiums). An Auditorium and Theatrette are available for drama and musical productions, school assemblies and presentation evenings etc. The Community Library is part of the school and is well equipped with resources Audio Visual and Information Technology (IT) facilities. Other facilities include a School/TAFE joint-use technical workshop, Home Economics, Music, Art, Photography, Media/Radio and Science specialist areas. The school also has ready access for Community Radio Station ROX FM for student programmes and school announcements.

- **Student facilities:**
  
  A School Canteen is operating.
  
  A programme to improve areas of shade and seating throughout the school has occurred over the last few years and will continue.
  
  Student Voice continue to fundraise to provide students with more tables and chairs, and bench style seating in the yard.

- **Staff facilities:**
  
  Staff room and male/female toilets are located in the Administration Block. Staff access to both the Curriculum and Admin Computer systems is now available in the staff preparation area.
ROXBYS DOWNS AREA SCHOOL

- **Access for students and staff with disabilities:**
  Good access to all areas.

- **School Vehicles:**
  Currently the school has a Troup Carrier and sedan for camps/excursions and staff use. Both vehicles are regularly replaced by Fleet SA. The school also owns a Toyota coaster 22 seater bus and has further access to a DECD yellow 58 seater bus.

10. **School Operations**

- **Decision making structures**
  The Decision Making Policy ensures that all decisions are ratified by interested parties who work collaboratively using discussion and information gleaned from effective communication strategies and thorough consultative measures. The process of implementing policy change is overseen and managed by the Governing Council. The actual process and decision making group varies according to the level of the decision and its potential impact on staff, students, and the school community.

- **Regular publications:**
  A school information handbook is given to families on enrolment. The school website carries information related to curriculum, school policies, and other areas of school life. The staff handbook is available on the School Administration network and the Curriculum Network for all staff. A Roxby Downs Area School newsletter is printed and sent home to each family three times each term. Each term a newsletter is incorporated into The Roxby Sun newspaper circulated free of charge and school news is also included in another newspaper – The Monitor. A parent information notice ‘Roxby Reminders’ goes home with students as required to ensure that all key dates are remembered and last minute events advertised. An annual School Magazine, curriculum guides, course booklet, and timetables are distributed as required. Some students have spots on the local radio station ROX FM and school news is relayed through this medium as well.

- **Communication:**
  Each morning a daily bulletin is provided to all staff and students. Contributions to this can be made by any staff member through the administrative computer network.

  Morning meetings occur when the staff meet at 8.05am Monday mornings for any last minute organisational arrangements or special announcements.

  Planning and Review – is included on each term calendar for staff meeting/cohort meetings. Role statements continue to evolve through a process of ongoing monitoring and review.
ROXBY DOWNS AREA SCHOOL

- School financial position:
  The school’s financial position is sound. Funding through the locally managed budget allows flexibility in the provision of resources and staffing to better service school needs.

- Special funding:
  A monthly Market Day provides regular income for the P&F group. This enterprise is regularly supported by teaching staff and students, Student Voice and a large portion of the school community.
  BHP Billiton has provided substantial funding annually for negotiated projects and this funding is expected to continue.
  Commonwealth and State Government funding from the DER & BER initiative and the Department of Education, Science and Training supports vocational education opportunities for senior students.

11. Local Community
- General characteristics:
  The Roxby Downs community is characterised by its youth, the distinction of having the highest birth rate in the state, high incomes and job opportunities. A planned redevelopment of the mine is likely to increase the population, particularly the school age population. Planning for this is underway.
  The opal mining town of Andamooka is 35 kms away and Years 4 – 12 students attend Roxby Downs Area School.

- Parent and community involvement:
  The school has an active and committed Governing Council and high levels of support from local business and industry (particularly BHP Billiton).
  Parents & Friends Committee is operating.
  Parent and volunteer involvement is strong in the Junior Primary Years/Primary Years.

- Feeder schools:
  Andamooka Primary School 35 km away.

- Other local care and educational facilities:
  St. Barbara’s Catholic school, govt. & private childcare, kindergarten, OSHC, family day care, Tafe

- Services Industry includes:
  A Local Hospital, 2 Medical Practices, a range of visiting specialists and allied health workers, a dentist, Community Health services through the hospital.

- Commercial/industrial and shopping facilities:
  Roxby Downs has a good range of facilities both in town and at Olympic Dam Village. Most businesses are represented in the retail area. Commercial/industrial and businesses include National Australia Bank, Post Office, Jeweller, Woolworths Supermarket, Giftshop, Newsagent, Takeaways, Chemist, Hardware, Clothing, 2 Hairdressing Salons, 2 Bakeries, Tavern and Bottle Shop, Sports Club, Motel and Restaurant, Chinese Restaurant, VideGolf
ROXBY DOWNS AREA SCHOOL

Course, Lawn Bowls Club, Sporting Car Club, Football Clubs, Motor Cross Club, Recreation and Leisure Centre which includes tennis, squash and netball courts 2 basketball stadiums, a swimming pool and ovals. Adequate trades services eg. engineering, plumbing, mechanical, building, gardening and landscaping.

- Other local facilities:
  Churches: Lutheran, Catholic and Combined Churches Group. CFS. Playground. Bank, Credit Unions, ATMs. Two Hotels (Tavern & Club), one Motel, two Caravan Parks.

- Availability of staff housing:
  Staff housing is provided through the S.A. Real Estate Management. Two, three and four bedroom houses are available and allocations are made through a local committee incorporating other Government agencies and processed through the Northern Housing Office. Standard of housing is satisfactory and residents are provided with ducted air conditioning.

- Accessibility:
  Roxby Downs is 570 kms north of Adelaide. Nearest major centre, Pt Augusta, 276 kms south. Excellent roads service the area.


12. Further Comments

- Roxby Downs has a population of approx 4,500. An estimate of preschool and school age children is as high as 1000. ie. 35% of the population is under 15 years of age.

- There is an expected expansion of the Olympic Dam mining site in the next few years, which will impact significantly on the workforce. It is likely that the school numbers will increase accordingly.

- It has been estimated that the expansion could increase the township from its present size of 4500 to 10000 with up to 2000 children under the age of 15.