



Roxby Downs Area School  
7 Richardson Place  
Roxby Downs SA 5725

### Site Context and Priorities

- Roxby Downs Area School has had a stable population base for the past 5 years but near the end of 2015, we are likely to experience a 3-5% drop in enrolment due to the current restructuring programme being undertaken by the region's major employer, BHP Billiton.
- Roxby Downs is a great place to live and our staff and students are provided with outstanding facilities within the town and the school.
- Our key priorities for the school have been constant for the last couple of years. These include:
  - a continued focus on improved literacy and numeracy results for all students
  - Student wellbeing.
  - Information technology

In 2015, our school has a clear focus on the future, putting in place the structures and conditions that will enable our school to reach its full potential as an educational facility. Our vision is that our school will be a high quality facility that the students and the community will be proud of, and everyone will see this as the natural place for students to complete their education.

Attracting high performing teachers for 2015 and developing a stable leadership base for the future was seen a key priority. One of the strategies put in place to achieve this outcome was the production of a promotional video, celebrating the outstanding teaching and learning environment we all enjoy. This is available on our website. In 2015, we have been fortunate in attracting 5 quality teachers, building on what is already a highly professional and dedicated workforce. All systems that employ 70+ individuals will have their challenges and so a key priority moving forward is to 'raise the bar', to build high expectations of every individual in our school.

Leadership stability will assist us greatly as we move forward. Nine of our eleven permanent leadership positions were appointed for 2015 and so only 2 new positions will commence in 2016, giving us a very stable leadership base.

Information technology is a critical ingredient in building a high performing school and preparing students for the future. We identified major shortfalls, both in terms of our IT infrastructure and staff and student access to technology. In 2014, we invested financially in the future by fully upgrading our site infrastructure and by equipping all class rooms with the latest in IWB technology. The support of parents in our BYOD strategy has also meant that by the end of 2015, we will have IT resources in the hands of a significant percentage of our students. Our T&D initiatives in 2015-16 will be largely based around building site capacity in teaching and learning using ICT.

Literacy and Numeracy continue to be our key site priorities. We were fortunate in 2014 to have both a literacy and numeracy coach based at the school, to lead the improvements in teaching effectiveness in these two important areas. Significant work has been done through programmes like Quick Smart Maths and reading intervention to support those students in Years R-10 who are below national benchmarks in these 2 areas. In future years, significant resources will continue to be channelled to support our intervention programmes.

Catering for the needs of students with high intellectual potential is a major focus of our Computer Aided Design (CAD) programme, which has gone from strength to strength in 2015. Students from Years 3-12 have been involved in using the CAD programme, the 3D printers our laser printer and plasma cutter. In 2014 RDAS won the State Award for Innovation, for our CAD and Computer Aided Manufacturing (CAM) programmes at the Annual Area School Conference in August. In 2015-2016, we have been identified as a 'Specialist School in the area of CAD / CAM, and so will be using our expertise to support other DECD sites.

A Well-being week is conducted annually to promote health and wellbeing throughout the whole community. The FliipSyde programme (with a medical doctor and nurse on site one day per fortnight) continues to have significant benefits for our students. In 2015, we launched a community project, through the funding of BHP Billiton, called 'Mining Minds, Building our Community.' This project will provide the expertise and funding to build on the health and wellbeing of our whole community. We are also excited about implementing a new pastoral care programme for Year 7-12 students from the beginning of term 1, 2016.

Student attendance is a major focus for the school, so in 2015 policies were developed and strategies put in place to address 'student attendance'. The data analysis around both attendance and bullying will be used strategically to build on the improvements made in these areas.

## SCHOOL CONTEXT STATEMENT

School Name: ROXBY DOWNS AREA SCHOOL

School Number: 1817

### 1. *General Information*

#### Part A

School Name : 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

<b>YEAR LEVELS</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
Reception	67	43	46	26	84	51	60
Year 1	48	51	55	52	34	53	51
Year 2	66	46	47	45	46	33	51
Year 3	62	60	50	41	50	51	38
Year 4	56	59	59	45	37	53	48
Year 5	61	62	52	57	43	43	55
Year 6	51	68	50	50	63	35	46
Year 7	59	57	56	53	47	67	42
Year 8	55	80	53	52	42	49	60
Year 9	47	49	69	52	47	46	45
Year 10	47	44	35	60	44	40	48
Year 11	29	39	32	42	48	44	40
Year 12	20	23	21	17	23	43	38
Special Class	-	-	7	9	9	6	8
<b>TOTAL</b>	<b>679</b>	<b>681</b>	<b>625</b>	<b>601</b>	<b>608</b>	<b>608</b>	<b>629</b>

## Part B

- Website address: [www.rdas.sa.edu.au](http://www.rdas.sa.edu.au)
  - Deputy Principal R-12 : Ms Ann O’Sullivan
  - Assistant Principal R-6: Ms Rebecca Eli
  - Assistant Principal 7-12: Mr Tony Holden
  - Staffing numbers: 45.4 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, and vocational care
  - Enrolment trends:  
The school grew substantially in the late ‘90s but has tapered to around 610/ 620 at the end of each school year recently. It is likely to drop in later part of 2015 in the short term, with numbers rising again in late 2016.  
Transition rates of students are high with student number estimates difficult to predict from one year to the next.
  - Special arrangements:  
RDAS has a cooperative arrangement with other cluster schools within the immediate District, Andamooka Primary, Woomera Area Schools and St Barbara’s Catholic school.  
In 2015 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 (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 / mining town” positioned 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 overseas, interstate and locally, with many in the early years from the Eyre Peninsula. The opal mining town of Andamooka is 35 kms away and students may attend Roxby Downs Area School on the department bus, from Year 7 onwards.
- Students come from a variety of backgrounds – Industrial (mining), Agricultural (farming), city (urban) and city (industrial), resulting in a varied population with some transiency. There are a group of residents who call Roxby Downs home and many more who stay from months to a few 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 and vibrant. 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 a community radio station, 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 has 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 – 54 (FTE-45.4), SSOs - 24

- Leadership structure:

The current leadership team comprises Principal, a Deputy Principal (R-12) and two Assistant Principals with responsibilities for Years R-6 and 7-12. We currently have 7 Coordinators; 4 positions in Quality Teaching and Learning R-2, 3-6, 7-9 and 10-12, an ICT Coordinator, a Wellbeing Coordinator and a Numeracy Coach who is funded by DECD.

- Students:

Student numbers are as follows: (JP-2: 162), (3-6: 187), (7-9: 142), (10-12:122) and Special Class R-12 ( 9). Due to the general transience of mining communities, there is a constant movement of students, with a turn-over of between 60-80 students (10-12%) on an annual basis. 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 programme and improved student outcomes. The site has also successfully gained an annual grant from BHP Billiton each year since 2012 to support us with the establishing vocational pathways through DESTTC (Desert Trade Training Centre). This funding ceases at the end of 2016.

Of the current school population approximately, 56% students are Years R-6 and 44% students are years 7-12. Year 7 students are included in the secondary cohort for curriculum purposes at this site.

- Pastoral Care programmes:

Year 7-10 students have Pastoral Care delivered at a common time in. Year 11/12 pastoral care is at an alternative time. This is to support pastoral care programmes, assemblies, events and visitors within the school.

Pastoral care / social development is included in the programmes of teachers through years 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 (Respect, Responsibility and Persistence) which aim 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 the junior years, the student population is truly representative of the whole community. Our senior school numbers have increased significantly and our student results at both Stage 1 and 2 SACE level has also increased significantly. In 2015 we implemented a deadlines and an exam policy which are both aimed at further increasing student accountability and engagement.

- 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 some representation within our Committee Structure.

Senior School Captains and Junior School Captains are appointed through a merit selection process 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 – all reception intakes focussing 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, through the Desert Trade Training Centre (DTTC). Many of our senior school students are undertaking School Based Apprenticeships (SBA's), establishing authentic pathways to future education or training.

- Music programmes are facilitated through Teacher time and the DECD Music Branch (although this is now greatly reduced with currently no students in 2015 receiving DUCT lessons).
- Roxby Downs primary students perform at the SA Combined Schools Music Festival at the 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 based on the Australian 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 (SACE) provides a curriculum framework for the senior 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. All systems were upgraded in 2014, and the whole site is now set up with an effective wireless environment. There are 4 computing suites and pods of classroom computers supporting the ongoing integration of IT into the curriculum. All classrooms across the site are equipped with identical Interactive White Boards, enabling staff to work together to develop their expertise. The site rolled out a Bring Your Own Device (BYOD) Policy in late 2014 at Years 7-12 and the school network can now facilitate students bringing their own devices from home. This will be progressively rolled out into the primary years. The new school hall is equipped with an integrated mixing desk for audio and visual. An IT trainee was appointed in 2015, to assist our IT Administrator in managing our extensive systems.
- 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.

As we are a specialist school in CAD; from 2015 we offer our programme through distance education to DECD sites.

- Vocational Education/ASBAs

At RDAS this phase is supported through the school's Work Education programme; Roxby Industry Training Education (RITE) 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 programme 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 Programmes are endorsed through performing arts at a local level. Students from R-6 are involved in the dance programme 'Footsteps' and the Bell Shakespeare Company, sponsored by BHP Billiton visit annually for our secondary students.

- Special needs:

Special Needs students are supported through a range of programmes targeting Literacy and Numeracy acquisition, life skills 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.

- Teaching methodology:

Whole school professional development (PD) is provided through Student Free days and cohort PD opportunities continue through fortnightly. Professional Learning Communities (PLC's) also meet regularly. 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 and supported. PD focuses on the Regional and Site priorities predominantly of literacy and numeracy. IT will be a site based priority in 2016-17.

- **Assessment procedures and reporting:**

These are based on the ACARA Framework and in the Senior Secondary years curriculum and assessment guidelines mandated through the SACE Board. The school has a range of reporting structures including formal written reports, parent / teacher interviews and Open Days / Evenings. The school now operates Daymap and so in 2015 we used this new software package to generate 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 newspaper articles and community displays.
- **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 was formed to drive the Trade Training Centre application process and continues to support it.
- **Australian Curriculum Facilitator Role:** This leadership position is shared across the Far North Partnership and 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 flexible Hall on school grounds has improved engagement 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, SSSA –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.

2017 will be Roxby Downs Area School's next opportunity to host 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 support systems:  
Staff work in collaborative working teams in cohort groups, year level groups, Professional Learning Communities 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 Development programme. An induction programme provides support for newly appointed staff and Temporary Relief Teachers.
- Performance Development:  
Established practices ensure that all staff have access to regular meetings to facilitate accurate performance feedback. The school Performance Development Policy reflects DECD Policy. Regular meetings with relevant managers and observations are part of our process.
- 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. Rent ranges from \$300 to \$500 per fortnight,
- Cooling for school buildings  
All air-conditioned.
- Locality allowances:  
Approx. \$4900 / pa.
- Country Incentive Allowance (based on number of dependents  
Starts @ approx. \$8000 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, interactive 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, state of the art computer rooms, music room, extensive Art and Home Economics facilities, and a Library. The school shares its facilities with TAFE and so students have full access to state of the art engineering and metal fabrication facilities along with a fully equipped Electro Technology facility.

- 1.4 Million dollars was recently spent by the SA Government to build a 'purpose' built space for the Special Class in 2013.

In 2013, \$200,000 was used through the Federal Building Education National Pride Funding, to refurbishment classrooms and construct more shade areas.

In 2014, under the BER initiative, \$2.73 million was allocated to build a school hall, now in full use by the school and community.

In 2014, \$500,000 was spent establishing the Desert Trade Training Centre, which includes a new Technical Studies workshop (for timber) and a civil construction workshop.

- 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. In 2015, all remaining evaporative air conditioning units across the site (Library, Science Laboratories and Administration) were upgraded to reverse cycle air conditioning. 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 Theatre are available for drama and musical productions, school assemblies and presentation evenings etc. 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 Administration Computer systems is now available in the staff preparation area.
- **Access for students and staff with disabilities:**  
Good access to all areas.
- **School Vehicles:**  
Currently the school has a 12 seater Toyota Hiace and a Toyota 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, has access to a community bus (22 seater) and has access to a DECD yellow 20 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, 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 prepared every 3 weeks and made available to parents online or as a hard copy. The school also promotes its activities and achievements through the two newspapers in town, the 'Roxby Sun' and 'The Monitor', both circulated to Roxby Downs residents free of charge. 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. Our term planner is regularly updated and available on our website.
- **Communication:**  
Each morning a daily bulletin is provided to all staff and students electronically via Day Map. Contributions to this can be made by any staff member through the computer network.  
  
Morning meetings occur for staff at 8.05am every Monday morning, to pass on key administrative data and information, enabling the focus of afterschool meeting to be on the Training and Development needs of staff.  
  
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.

- 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.  
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. The opal mining town of Andamooka is 35 kms away and Years 7 – 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, Bank SA, Beyond Bank, Post Office, Jeweller, Woolworths Supermarket, Giftshop, Takeaways, Chemist, Hardware, Clothing, 2 Hairdressing Salons, Bakery, Tavern and Bottle Shop, Sports Club, Motel and Restaurant, Chinese Restaurant, Golf 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 are available for residents.

- Other local facilities:  
Churches: Lutheran, Catholic and Combined Churches Group. CFS.  
Playground. Bank, Credit Unions, ATMs. Two Hotels (Tavern & Club), one Motel, and a Caravan Park.
- 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.
- Local Government body: Roxby Downs Municipal Council.

## **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.