

SCHOOL CONTEXT STATEMENT

Updated: 29/05/20

School number: 0950

School name: MURRAY BRIDGE SOUTH PRIMARY

1. General information

Part A

School name : MURRAY BRIDGE SOUTH PRIMARY
School No. : 0950 Courier : MURRAY BRIDGE
Principal : Nathan Taylor
Postal Address : 54 JOYCE ST, MURRAY BRIDGE. 5253
Location Address : as above
District : Murray Mallee
Distance from GPO : 85kms Phone No. : 85322155
CPC attached : No Fax No. : 85310083

Level of Disadvantage: Level 1

February FTE Enrolment

	2016	2017	2018	2019	2020
Reception	39	29	35	46	35
Year 1	55	27	35	36	47
Year 2	42	47	28	37	39
Year 3	48	39	41	31	42
Year 4	28	38	30	40	30
Year 5	40	29	33	38	49
Year 6	33	45	29	35	41
Year 7	40	29	40	34	39
TOTAL	325	283	271	297	322

Specific Population Enrolment 2020

ATSI 87 students 27%
EALD 104 students 32%
Disabilities 35 students 11%
School Card 200 students 62%

Part B

- Deputy Principal
David O'Connell
- Intervention Leader
Sue Sifa
- Wellbeing Leader
Jessica Hankin
- School website address
www.mbsouthps.sa.edu.au
- School e-mail address
dl.0950.info@schools.sa.edu.au
- Staffing numbers

Classroom Teachers	15
Physical Education	0.5
The Arts	1.0
Science	0.5
EALD	1.0
Language/HASS	1.0
Leadership Positions:	
Principal	1.0
Deputy Principal	1.0
Intervention Leader	0.8
Student Wellbeing Leader	1.0
Clerical Staff:	
Finance, Admin and General Support	111.5 hours
Resource Centre and Classroom Support	388.5 hours
Groundsperson	25 hours
ACEO	54 hours
IT Tech	12 hours
Canteen Manager	25.25 hours
Total Staff:	37 females
	10 males
- OSHC
Our OSHC programme was closed 16/05/2014 due to falling enrollments.
- Enrolment trends
Slight Increase since 2017
- Year of opening
1964
- Public transport access
Bus services are provided within the town and to and from Adelaide.

2. Students (and their welfare)

General characteristics

Over the last three years, the school's enrolment has slightly increased. There has been a high degree of mobility with students transferring from other schools both inter-state and intra-state. These figures have increased each year. This movement has created the need for flexible class planning. The year-level combinations have enabled class sizes to remain at a reasonable low level. School Card users comprise 62% of the enrolment. There are 87 Aboriginal students and 104 students from EALD backgrounds. 35 students have disabilities. We have a full time Student Wellbeing Leader working across the site.

Student management, engagement and inclusion

Rationale:

Learning occurs best when students experience a safe, supportive environment in which they have a degree of control over their learning and are treated with respect and understanding.

As educators, it is our role to provide safe learning environments and positive proactive approaches to teaching, whereby students learn appropriate school behaviours and increase their social, emotional and academic skills and understandings.

This requires us to work in partnership with our colleagues, students and families and to take responsibility to respond to, develop and support students' learning, behaviour and social skills.

Quality classroom teaching and effective pedagogy underpins effective behaviour processes.

As such, our policy is underpinned by:

- Building mutual respect and positive relationships with learners, with staff doing their utmost to convey to each student the message, "*I see you and you matter to me*".
- Fresh start – each day is a new opportunity to start on a positive footing.
- Providing clear expectations, known responses and a SUCCESS orientation in classes.
- Developing students' "interoception" skills to recognise and manage their emotions proactively.
- Using explicit, descriptive, positive language with students and reinforcing positive behaviours.
 - Enacting common understandings, processes and values to manage behaviour with a focus on Trauma Aware Practice (Berry St Education Model) and a positive behaviour focus to restore, correct and educate students.

3. Key School Policies

Literacy and Numeracy

Increase student achievement in reading

- Challenge of Practice: If we develop a rigorous systematic approach to teaching and assessing students' knowledge of phonics and decoding as part of our focus on the Big 6, then we will increase student achievement in reading.

Increase student achievement in mathematics, with a focus on the number strand.

- Challenge of Practice: If we develop a common evidence based approach to teaching number sense, by following the sequence provided in the Big Ideas in Number, then we will increase student achievement in mathematics.

Subject Offerings

The school implements the Australian Curriculum. Students are involved in lessons in all areas of the curriculum.

Classes have specialist lessons in PE and Health, The Arts, Science, Language and Culture, HASS, and other specialist subjects depending on availability of staff.

Literacy and Numeracy have a high priority within all classes.

Special Needs

One Plans are active documents that assist staff to set achievable goals, programme and identify relevant accommodations for students. Parents are involved in the development of the students' plans.

Small group and individual support is provided for students with special learning needs.

Social Skill Development and reading programmes support students with special needs.

School Support Officers work with class teachers to support students with special needs either in the class or withdrawn for short periods.

The school has two trained SSOs who run an Interoception Programme and Interoception Room.

4. Special curriculum features

Teaching methodology

The school is well resourced and resources are used throughout the school to increase the engagement and relevance to students' learning. The Big Ideas in Number, the Big 6 in Reading, Jolly Phonics and Heggerty Phonemic Awareness Curriculum are used throughout the school. All classrooms have access to devices. All 14 classrooms have Smartboards for teacher and student use to enhance the learning programs.

Assessment procedures and reporting

A variety of assessing and recording procedures are used. Interviews are held in term 1 and written reports are issued at the end of terms 2 and 4. Parents are actively encouraged to arrange meetings when issues arise and teachers will contact parents as needed.

5. Sporting Activities

Our students are involved with SAPSASA and Sports Day. Sports Day has a strong participatory focus.

Many students also belong to local sporting clubs (eg. tennis, football, netball, swimming, basketball and soccer).

School swimming operates in Terms 3 and 4 for Years R-6. Year 7 students participate in an Aquatics Programme.

A Gym built under the BER programme is fully utilised by the school and the community.

6. Other Co-Curricular Activities

The school choir participates in Annual Primary Schools Combined Festival of Music and performs to community groups biannually. The school performs at Wakakirri on alternate years.

A School Gala Day is held in Term 3 each year.

Camps are offered each year for students in Years 5 to 7.

7. Staff (and their welfare)

Staff profile

Staff are dedicated and are a mixture of age groups and experience.

Leadership structure

The leadership structure consists of the Principal, Deputy Principal, Intervention Leader and Student Wellbeing Leader.

Staff support systems

Junior Primary, Middle Primary and Upper Primary teams all meet in addition to staff meetings. There is the opportunity for these teams to guide their own agendas alongside the school's School Improvement Plan.

Performance Management

All staff are line managed by the Principal, Deputy, Intervention Leader, Student Wellbeing Leader or Business Manager who meet with each staff member every term with a negotiated agenda.

All staff develop a Performance Development Plan in Term 1 and report on it in Term 4.

Performance Development includes discussion, observations and reflections on programmes etc. Feedback is provided throughout the year. Staff are also expected to reflect using the AITSL Professional Standards for Teachers and TfEL.

A Speech Pathologist, Social Worker, Hearing Impaired Services, Disabilities Consultant and Behaviour Coach support staff are available from the Department for Education.

8. Incentives, support and award conditions for Staff

No incentive programmes are offered.

9. School Facilities

Buildings and grounds

All buildings are well presented. The buildings comprise a range of structures, which include two solid 1960's blocks, a 5 teacher Open Space Unit, 1 Demac classroom, Demac Resource Centre and three blocks of modern units housing ten classes. Specialist Areas include an Activity Room, kitchen and a computer room. Extensive offices and workrooms are available for staff to access. A large comfortable staffroom is available at all times. A covered outside learning area (C.O.L.A) and gym were built in 2009.

The school has a well-resourced Library with teacher and student support materials. A bank of computers is available for student access throughout the day in the computer room. There are 180 devices across the school, connected to the school network and these have Internet and Intranet access. All teaching areas have Smartboards which will be upgraded to Interactive Screens in 2020.

School Grounds are continually being re-developed to enhance the general school environment.

Cooling and Heating

All rooms are air-conditioned and carpeted, with access for students with disabilities.

Staff facilities

Large staff room with computer access.

Access for students and staff with disabilities

The school Gym has been fitted with a fully equipped bathroom for Disabled Students. Ramps have been installed to most buildings for access.

Access to bus transport

School buses are managed by Murray Bridge High School. Local town buses pick up and deliver students to the site daily.

10. School Operations

Decision making structures

Main decision making bodies are School Council and staff. The Leadership Team manages day to day and whole school issues.

Priority committees such as PAC and various sub groups as necessary. Staff also meet in Year Level and School Improvement Teams.

The school seeks to achieve consensus where possible.

Regular publications

Fortnightly school newsletter.

Class newsletters twice a term.

Communication books and diaries operate between home and class.

Class Dojo.

Other communication

The following communication channels are used effectively to keep all informed:

- Communication Books-Parents and Staff
- Daily announcements
- Class newsletters to parents/caregivers
- Staff meeting and Committee meetings' minutes
- Interviews and written reports
- Notice Boards
- Information evenings
- Workshops
- Local Media
- Formal and Informal interviews are encouraged.

School financial position

Sound.

11. Local Community

General characteristics

Murray Bridge South Primary School draws its enrolment from the urban area of the rural city of Murray Bridge. Murray Bridge is a business centre for the surrounding district and the community of 22,000 includes people from Aboriginal, Italian, Turkish, and Vietnamese, Philippine, Chinese, Sudanese, Afghanis and other non-English speaking backgrounds.

Shopping facilities exist along with the medical clinic, hospital, and churches of all denominations, TAFE, libraries, hotels and various interest clubs associated with a rural city.

There is a high level of mobility in the community and in the last five years there has been an average of 30% turnover in enrolment throughout the year. This has been due to changed employment opportunities. New industries are being established and growth in population and employment is continuing.

The availability of housing has influenced families to move to Murray Bridge from the metropolitan area.

A large variety of sporting activities is organised within the community. Sporting bodies and parents are strong supporters of student activities both within the school and within sporting groups.

There is a local Tourist Information Centre located on this site with relevant information and publications pertaining to the environs of the local area.

Parent and community involvement

Volunteers support classroom programs, Breakfast Club, School Garden Programme, excursions and the Reading programmes. Parent/caregivers involvement requires continual motivation.

Feeder schools

Tinyeri Centre, Murray Bridge Kindy, Concordia Kindy, Fraser Park CPC

Other local care and educational facilities

ABC Learning Centres, Family Day Care, Private Day Care providers, Murray Bridge High, Onkaparinga TAFE, Murray Bridge North Schools, Fraser Park CPC - 7

Commercial/industrial and shopping facilities

Extensive commercial shopping throughout the town. Murray Bridge is a regional centre for business.

Availability of staff housing

Housing is readily available from the Housing Trust, OGEH and private rental is also an option for Staff.

Local Government body

The Rural City of Murray Bridge Local Government Centre is located at 2 Seventh Street Murray Bridge, phone 8532 1288.

12. Further Comments

In November of 2014, the school celebrated its 50th anniversary with a special assembly.

Ranges of socio-economic groups are represented within the Murray Bridge community.

The school is now part of the Murraylands Partnership. The Partnership consists of the following schools: Fraser Park Primary School and Child Parent Centre, Jervois Primary School, Mannum Community College, Murray Bridge High School, Murray Bridge North School R-7, Murray Bridge Special School, Mypolonga Primary School, Palmer Primary School, Tailem Bend Primary School, Mannum Kindergarten, Murray Bridge Preschool, Tailem Bend Kindergarten, Tinyeri Children's Centre and Fraser Park Preschool.