

SCHOOL CONTEXT STATEMENT

Updated: 9/2/2021

School number: 0299

School name: Murray Bridge North School

School Profile:

Murray Bridge North School has at its core the values demonstrated in the school motto CARE:

C for Cooperation, A for Achievement R for Respect and E for Encouragement.

As a large category 2 school with a mixed and complex demographic make up, providing a school context that enables students to feel safe, educationally challenged and happy at school is a clear moral imperative for our staff.

The North school has approximately 580 students in about 30 classes including 2 Special Options classes hosted on behalf of the local Partnership and one "Bridge" class. The school has approximately 14% Aboriginal students, 5% EALD students, 55% school card.

The school has a long local history and broad support from the Murray Bridge community and has been growing as one school since the amalgamation of Murray Bridge North Junior Primary and Murray Bridge North Primary School in 2013.

There are a number of heritage listed buildings and features in the school in which the school community has some pride.

The school also has a proud history of engagement with the Instrumental Music Service and the Festival of Music in South Australia and numbers of students go on to participate in Arts and Music programs at the Murray Bridge High School.

The school participates in many SAPSASA sports and also has a team in the state Pedal Prix competition (in non-Covid years).

There is a strong focus on student welfare underpinned by the coordinating Well Being, School Engagement, Intervention and Aboriginal Education Teams with the purpose of not allowing any student to fall through the safety net these teams provide.

1. General information

- School Principal name: James Parkin
- Deputy Principal's name: Jason Saxby
- Year of opening: 1946
- Postal Address: 1 North Tce Murray Bridge 5253
- Location Address: 1 North Tce Murray Bridge 5253
- DECD Partnership: Murraylands 2
- Geographical location – ie road distance from GPO (75km):
- Telephone number: 08 8532 3055
- School website address: www.mbnorthps.sa.edu.au
- School e-mail address: dl.0299.info@schools.sa.edu.au

Out of School Hours Care (OSHC) service: 8531 0179

- February FTE student enrolment: 580

Year	Student numbers	School Card	Disabilty	Aboriginal	EALD
2017	589	224	37	59	65
2018	593	245	58	65	73
2019	599	286	50	76	86
2020	585	298	36	71	69
2021	568	255	33	86	81

- Student enrolment trends: steady
- Staffing numbers (as at February census):

Teaching Staff: 45 FTE

Ancillary staff: 618 hour per week including 394 disability hours and 56 hours ACEO.

- Public transport access: Link bus service across Murray Bridge
- Special site arrangements:
The North school is co-located with the Murray Bridge Special School. There is an OSHC service on Site and two Special classes managed on behalf of the local Partnership Support Services panel.

2. Students (and their welfare)

- General characteristics
Murray Bridge North is a Category 2 school and has an ICSEA score of about 990. A majority of students are school card recipients.
- Student well-being programs
Murray Bridge North has implemented a “Step Up” program in classes based around developing positive behaviour supports for our students. The Well Being Coordinator manages this program.
A school engagement coordinator overlaps with the Well Being coordinator’s program by supporting numbers of students who find it difficult to settle into classes.
The Aboriginal Education Team provides Language and Culture programs for Aboriginal students and leads the whole school in cross curricular activities about Aboriginal cultural understandings.
- Student support offered
The Assistant Principal manages the IESP program on a regular timetable of applications for identified students. Approximately 78 students received IESP funded SSO support each day.
The school funds an Intervention program of one teacher supporting small groups of students each day towards a reading level of 30 in years 2-5.
Some Aboriginal students are included amongst these cohorts and some receive small group SSO support.
- Student management
Student Behaviour Management is led by the Well Being coordinator with a Restorative ethos supported by all members of the leadership team.
Students with disabilities are also catered for according to their need by teachers and trained SSOs.
- Student government
The Well Being coordinator runs a “Learner Voice” program with students drawn from across the school leading small projects and contributing to student decisions making.
Year 6s and 7s as part of their preparation for High School are participating in a Civics program called “*Kind on Purpose*” as their personal development plan where they will provide leadership for student activities across the school.

- Special programmes

With the Year 7 to High School program underway in 2021 the year 6/7 teachers are working with the Curriculum Coordinator on a “Learning Neighbourhood” program to emulate at the Primary level the type of learning to be undertaken in High School including pastoral care and student leadership.

The Curriculum Coordinator is also working with the Reception teachers to develop a “Playful Pedagogies” program to support oral language and vocabulary development and improve the Preschool to school transition.

3. Key School Policies

- Site Improvement Plan and other key statements or policies:

The Site Improvement Plan has a significant and singular focus on improving reading across the school. The Challenge of Practice for all teaching is:

If we embed the consistent and explicit teaching of phonological awareness, synthetic phonics and incorporate the use of decodable readers as part of our focus on the Big 6 then we will increase student achievement in years Reception to year 3.

And

If we embed the teaching of decoding skills through phoneme and grapheme strategies, and the explicit teaching of modelled reading then we will increase student achievement in years 4 to 7.

- Recent key outcomes:

In 2020 without the benefit of NAPLAN data because of Covid the Site used SEA data from PAT R and Phonics Check data to gauge progress. Significant amongst the data were the following outcomes:

 - 43% of Year 1 students achieved the minimum standard in the Phonics Check. This was retested at the end of the year with a significant improvement.
 - There was significant growth above expected PAT R growth for year 2s, 4s and 5s.
 - Of the *continuing* cohort of 2019 Year 4s to 2020 Year 5s- in 2019 48% of students achieved the PAT R SEA in 2020 73% of those students achieved PAT R SEA
 - Separate from the SEA data the substantial growth in phonological awareness through the Heggerty program in Reception, Year 1 and 2 is supporting the synthetic phonics learning in the early years.

4. Curriculum

- Subject offerings:
- Open Access/Distance Education provision:
- Special needs:

The school manages two Special Options classes on behalf of the local Partnership. Enrolment to those classes is via a Partnership Support Services panel.

The school also funds a “Bridge Class” for students not able to access the mainstream curriculum.

Second language students are supported by a 0.6 EALD teacher.

Aboriginal students and community have access to the support of the Aboriginal Education team made up of an Aboriginal Education Teacher and two ACEOs.
- Special curriculum features:

A Language and Culture program for Aboriginal students is run each week as well as a Ngarrindjeri choir.

All identified students are tested for Reading and participate in small group daily intervention Reading lessons with a teacher with the goal of reading at level 30 to be able to engage with year level appropriate texts.

All students have weekly Science, Music and PE lessons with Specialist teachers.

The Instrumental Music Service provide instruction to approximately 40 students each week.

The school has an identified STEM centre able to be booked by class teachers for STEM units of work and access to multiple STEM resources.
- Teaching methodology:

In 2021 there is a significant focus on:

Developing play-based pedagogy in Reception classes to develop oral language and vocabulary development.

Developing a “Learning Neighbourhood” in the year 6/7 building to emulate the Murray Bridge High School “Learning Neighbourhood” the students are mainly going to in 2022.

The use of the Literacy Guide Books and Scope and Sequence as significant resource documents for teachers this year.

A continued close focus on Spelling and writing skills as an adjunct to good reading in class teaching.
- Student assessment procedures and reporting

Parent interviews occur in week 10 and 11 Term 1.

Student reports go home in terms 2 and 4. Parent interviews at parent requests.

5. Sporting Activities

- Murray Bridge North is the champion Primary School Rugby team! The school participates in many SAPSASA sporting competitions including athletics and cricket and puts two cars in the annual Pedal Prix competition when Covid allows.

6. Other Co-Curricular Activities

7. Staff (and their welfare)

- Staff profile
 - There are 30 classes made up of 27 mainstream classes, 2 Special Options and 1 Bridge class.
 - Specialist teaching is provided in Science, PE and Music
- Leadership structure
 - In 2021 the leadership structure is extended to engage with some identified specific school needs:
 - Principal
 - Deputy Principal
 - Assistant Principal responsible for IESP and Intervention
 - Wellbeing leader
 - School engagement coordinator- helping numbers of students having difficulty to re-engage with mainstream class learning.
 - Aboriginal Education Teacher
- Staff support systems
 - Each year level's teachers are in a Professional Learning Group (PLG).
- Performance Management
 - All staff participate in departmental PDP meetings three times per year with their relevant line manager. Opportunities for sharing practice across the school are also timetabled each term.
- Staff utilisation policies
 - With significant numbers of students with disabilities or behaviour issues SSO utilisation is high supporting in classes and in the school yard.
 - The school Engagement Leader supports Student engagement and mentoring of staff behaviour management strategies.
- Access to special staff
 - The Instrumental Music Service works across upper Primary classes.
 - The Intervention AP coordinates with Partnership Support Services and NDIS staff.

8. School Facilities

- Buildings and grounds
North School is about to embark on a \$5m refurbishment of buildings and grounds in 2021 and 2022.
- Heating and cooling
All buildings have split AC systems with the exception of Building 4 which has evaporative AC and gas heating. This may be refurbished in the upcoming major project.
- Specialist facilities and equipment
The school has a dedicated STEM room with multiple STEM resources. There is a library, two ovals and a Music Suite of rooms. A full-sized gym is available for PE lessons and school assemblies.
- Student facilities
A daily canteen services the school. There is an app available for ordering food from the canteen online.
- Staff facilities
Classroom teachers have a personal laptop and access to the school network through the Swift system. There is a common drive where all staff resources are available.
Some buildings have staff withdrawal areas.
- Access for students and staff with disabilities
All buildings have wheelchair access and there are disabled toilets in most buildings. These will be reviewed during the refurbishment.

9. Access to bus transport

- The local Link bus service delivers students to and from nearby towns and suburbs of Murray Bridge. It is also used for class excursions.

10. School Operations

- Decision making structures
The school has a Governing Council.
- The School Leadership meet weekly.
- The decision-making structure is based on consultation between the PLG (Professional Learning Groups in each year level) and the school management Committee made up of PAC reps and reps from each PLG as well as Principal and DP and SSO rep where required. Management committee meets fortnightly.
- Regular publications
The school provides a fortnightly school newsletter to the community, a “day to day” for staff general information, a weekly bulletin to all staff. All staff have access to Sentral for sharing information. The Departmental Guidebooks,

Scope and Sequence books and Australian Curriculum are teaching guides. Most general information is available on the school website.

- School financial position
The school is in a sound financial position with sufficient reserves to contribute to the ground's redevelopment in 2021.
- Special funding
Departmental funding is received for the two Special classes plus admin support.

11. Local Community

- General characteristics.
- Murray Bridge North is a category 2 school with about 40% school card. There is a strong connection to the local community with numbers of staff members having attended the school. There are high levels of pride and commitment to the school from within and outside the school.
- Parent and community involvement
There is an active Governing Council and, prior to Covid, substantial volunteering from parents within the school.
- Feeder or destination schools
The school draws students from the local preschools, with most coming from the Murray Bridge north Kindergarten. Most students will go on to Murray Bridge High School.
- Other local care and educational facilities
- Commercial/industrial and shopping facilities
There are substantial shopping facilities of all sorts nearby including supermarkets, banking, small retailers etc.
- Other local facilities
the Murray Bridge hospital and local medical and dental clinics are in the town.
- Availability of staff housing
There is no staff housing available.
- Accessibility
- Adelaide is 75km from Murray Bridge. There is a daily bus service, but a car is required for commuting to school.
- Local Government body
The Murray Bridge Council is the local government authority.