

SCHOOL CONTEXT STATEMENT

Updated: 23/5/2023

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.

Murray Bridge North is a category 2 school with a complex demographic make up of approximately 470 students in 23 classes including a 2 Special Options classes hosted on behalf of the local Partnership. The school has approximately 14% Aboriginal students, 5% EALD students, 55% school card and 14% students with disabilities.

The school has a long local history and broad support from the Murray Bridge community with a number of heritage listed buildings and features in the school in which the school community has some pride.

In the last year there has been a \$5m refurbishment of the main school buildings and demolishing of older buildings providing outstanding new learning areas and shade structures to be completed by the end of 2023.

The school is geographically large with two playgrounds and two ovals and is awaiting a new safety fence

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 SAPSASA sports, sports clinics and has a Pedal Prix team.

There is a strong focus on student welfare lead by the Well Being, Intervention and Aboriginal Education Teams which meet regularly to coordinate student support.

The Aboriginal Education team is active in running NAIDOC, Reconciliation week and Language and Culture lessons for Aboriginal students as well as teaching Ngarrindjeri R-2 and connecting with the Aboriginal community. They also support students in class.

The school has 1:1 Chromebooks in years 3 to 6 AND multiple Ipads across the junior years supported by substantial IT in-house support.

The school has had substantial curriculum and pedagogy support over recent years from the LGU and Partnership curriculum leaders with a Site Improvement Plan focus on;

- Aligning the LGU Phonics / Spelling Instructional Routine and Units of Work pedagogy across the school R to 6 within a Literacy Statement of Practice.
- Developing a Numeracy Statement of Practice based on BliN strategies.

There has been significant progress across the whole school in data informing teaching using DIBELS, PLD and BliN assessments

There is a successful school-run OSHC service for up to 60 students.

1. General information

- School Principal's 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: 468

Year	Student numbers	School Card	Disability	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
2022	465	207	98	85	20
2023	468	200	92	86	18

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

Teaching Staff: 36 FTE

Ancillary staff: 610 hour per week including 360 disability hours and 59 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
- There is a strong focus on student welfare lead by the coordinating Well Being, Intervention and Aboriginal Education Teams which meet regularly to coordinate student support.
- The Aboriginal Education team is active in running NAIDOC, Reconciliation week and Language and Culture lessons for Aboriginal students as well as teaching Ngarrindjeri R-2 and connecting with the Aboriginal community.

- Student support offered
 - The Assistant Principal manages the IESP program on a regular timetable of applications for identified students. Approximately 98 students receive IESP funded SSO support each day.
 - Intervention program of one teacher and 4 trained SSOs support small groups of identified students each day in years R-6. Intervention
 - Some Aboriginal students are included amongs these cohorts and receive small group SSO support funded through APAS.
 - All classes use Seesaw for parent / carer communication.
- 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.
 - Positive behaviour strategies are in place for all students.
 - School values are emphasised across the school in all classes.
- Student government
 - The Well Being coordinator coordinates a “Learner Voice” program with students drawn from across the school leading small projects and contributing to student decisions making.
 - Each class has a fortnightly class meeting and contributes a representative to the Learner Voice meeting.

3. Key School Policies

- The 2021 External Review Directions were:
 - **Direction 1:** Continue to strengthen and embed school improvement processes and structures that make it clear to teachers what they need to do in the classroom to raise student achievement for all students.
 - **Direction 2:** Use the curriculum resources developed by the Curriculum and Learning directorate to provide quality task design with multiple entry points to improve stretch and challenge.
 - **Direction 3:** Improve conditions for effective student learning through a whole-school approach that raises staff, students and the community expectations, optimism and belief in their ability to achieve.
- Site Improvement Plan and other key statements or policies:
 - The Site Improvement Plan has a significant and singular focus on improving Reading and Maths ability across the school. The Challenge of Practice for Literacy and Numeracy are:
 - Literacy:** If teachers embed the Spelling Instructional Routine with consistency and efficacy then we will increase the number of students meeting and exceeding SEA and achieving High Bands in NAPLAN Reading and PAT R.

Numeracy: If teachers embed a Maths Instructional Routine with consistency and efficacy, including a focus on problem solving , then we will increase the number of students meeting and exceeding SEA and achieving High Bands in

- Recent key outcomes:
 - There has been significant growth in student academic outcomes in the last three years in Heggerty, PSC, PLD, DIBELS and BlIN.
 - Alignment of teaching practice across the school of the Phonics and Spelling Instructional Routine is substantially leading to more explicit teaching, reduction in student cognitive load and improved student well being through learning.

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.
 - Second language students are supported by a 0.2 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 FTE 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 using LGU methodology and strategies to be able to engage with year level appropriate texts.
 - The school has a 0.2 Autism support teacher.
 - All students have weekly Science, Music, Drama and PE lessons with Specialist teachers.
 - The Instrumental Music Service provide instruction to approximately 40 students each week.
- Teaching methodology:
 - In 2023 the school continues progress of aligning the PLCs and their teaching of The Phonics/ Spelling Instructional Routine and Maths and English Units of Work.
 - “I do, We do, You do” underpin the journey to explicit instruction of reading and numeracy.
- Student assessment procedures and reporting
 - Parent interviews occur in week 10 and 11 Term 1.

Student reports go home in terms 2 and 4. Other parent interviews at parent requests and regular Seesaw communication with families.

5. Sporting Activities

- The school participates in many SAPSASA sporting competitions including athletics and basketball as well as Pedal Prix.

6. Other Co-Curricular Activities

7. Staff (and their welfare)

- Staff profile
 - There are 23 classes made up of 21 mainstream classes and 2 Special Options.
 - Specialist teaching is provided in Science, PE, Drama and Music
- Leadership structure
 - In 2023 the leadership structure is extended to engage with some identified specific school needs:
 - Principal
 - Deputy Principal- Curriculum leadership and Enrolments
 - Assistant Principal responsible for IESP and Intervention
 - Well Being leader
 - Literacy Leader
- Staff support systems
 - Each year level's teachers are in a Professional Learning Group (PLG) which meets weekly and has planning time each 3rd staff meeting. Each PLG provides a teacher to the school Management Committee or Curriculum Committee which meet every three weeks and guide consultation and decision making in their relevant areas.
- Performance Management
 - All staff participate in departmental PDP meetings two times per year with their relevant line manager. Opportunities for sharing practice, observation 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 Well Being Leader supports Student engagement and mentoring of staff behaviour management strategies.
- Access to special staff
 - The Intervention AP coordinates with Partnership Support Services and NDIS staff and line manages the Special Options staff.

8. School Facilities

- Buildings and grounds
North School is about complete a \$5m refurbishment of buildings and grounds.
- Heating and cooling
All buildings have split AC systems.
- 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. A full sized gym is used for PE lessons and school assemblies as well as use by the OSHC service.
- Student facilities
A daily canteen services the school. There is an app available for ordering food from the canteen on line.
- Staff facilities
Classroom teachers have a personal lap top and access to the school network. There is a common drive where all staff resources are available. Most buildings have staff withdrawal areas.
- Access for students and staff with disabilities
All buildings have wheel chair access and there are disabled toilets in most buildings. These will be reviewed dsuring 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 meeting twice per term.
- 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 reps from each PLG as well as Principal and DP and SSO rep where required.
- 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 grounds redevelopment in 2023 and ongoing.
- Special funding
Departmental funding is received for the two Special classes plus their admin support.

11. Local Community

- General characteristics.
- Murray Bridge North is a category 2 school with about 55% 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 increasing volunteering from parents within the school post Covid.
- 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.