

SCHOOL CONTEXT STATEMENT

Updated: 30/04/2025

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 22 classes including a 2 Special Options classes hosted on behalf of the local Partnership. The school has approximately 17.5% Aboriginal students, 3% EALD students, 26% (April) school card and 26% 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.

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 the DfE 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: Nathan Taylor
- Deputy Principal's name: Michelle Kershaw
- 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: 469

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
2024	468	209	124	82	45
2025	469	150 (April)	131	79	39

- Student enrolment trends: steady
- Staffing numbers (as at February census): 469

Teaching Staff: 38 FTE 6 FTE Leaders

Ancillary staff: 638 hours per week including 424 disability hours and 78 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. Several 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 school is currently learning the Berry Street Education Model.

- The Aboriginal Education team is active in running NAIDOC, Reconciliation week and Language and Culture lessons for Aboriginal students as well as connecting with the Aboriginal community.

Student support offered:

- The Assistant Principal, Intervention and Inclusion manages the IESP program on a regular timetable of applications for identified students. Approximately 131 students receive support.
- 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 and whole school expectations 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

Site Learning Plan and other key statements or policies:

The Site Learning Plan has a significant focus on Wellbeing and Effective Learners.

- Wellbeing Goal: The wellbeing needs of students are understood and explicitly supported by staff using whole school practices and processes.
- Effective Learners Goal: Educators will plan and implement responsive learning opportunities that foster creativity and curiosity, while modelling effective learning dispositions through intentional teaching practices.

Recent key outcomes:

- There has been growth in student academic outcomes in the last four years in PAT and NAPLAN.
- Alignment of teaching practice across the school of the Phonics and Spelling Instructional Routine is leading to more explicit teaching, reduction in student cognitive load and improved student well being through learning.

4. Curriculum

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, 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:

- 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 an 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.
- 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 are provided for students with special learning needs.

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, Technologies, Language and PE lessons with Specialist teachers.
- The Instrumental Music Service provide instruction to approximately 40 students each week.

Teaching methodology:

- In 2025 the school continues progress with a focus on The Phonics/ Spelling Instructional Routines as well as through the introduction of the R-2 DfE Phonics and Spelling Scope and Sequence and the 3-6 DfE Spelling and Morphology resources.

Student assessment procedures and reporting:

- Parent interviews occur in week 10 or 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

- The school choir participates in the Primary Schools Combined Festival of Music and performs to community groups biannually.
- Camps are offered each year for students in Years 5 to 6.
- Students in the upper primary are able to participate in the Children's University program.

7. Staff (and their welfare)

Staff profile:

- There are 24 classes made up of 22 mainstream classes and 2 Special Options.
- Specialist teaching is provided in Science, PE, Drama, Languages, Technologies and Music

Leadership structure:

- In 2025 the leadership structure is extended to engage with some identified specific school needs:
- Principal
- Deputy Principal- Curriculum leadership and Enrolments
- Assistant Principal Intervention and Inclusion- responsible for IESP and Intervention
- Assistant Principal, Student Wellbeing Leader
- 2 x Assistant Principals, Innovative Teaching Leader

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 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

- 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:

- The school provides school newsletter to the community every 3 weeks and a “day to day” for staff general information. All staff have access to EMS 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 2024 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. 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.