SCHOOL CONTEXT STATEMENT

School name: Mount Barker South Primary

School number: 1539

1. General information

Part A

<table>
<thead>
<tr>
<th>School Name</th>
<th>MOUNT BARKER SOUTH PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>1539</td>
</tr>
<tr>
<td>Principal</td>
<td>Catherine Cox-Walliss</td>
</tr>
<tr>
<td>Postal Address</td>
<td>33-45 Princes Road, Mount Barker 5251</td>
</tr>
<tr>
<td>Location Address</td>
<td>33-45 Princes Road, Mount Barker 5251</td>
</tr>
<tr>
<td>District</td>
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</tr>
<tr>
<td>Distance from GPO</td>
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<tr>
<td>CPC attached</td>
<td>NO</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 83911197</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 83910912</td>
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<table>
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<tr>
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Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

Deputy Principal: Bryan Ridge
OSHC Director – Rosie Jarvis
E mail – info@mtbsouthps.sa.edu.au
Web site www.mtbsouthps.sa.edu.au

Staffing numbers
- Teaching Staff [male - 5; female - 10]
- SSO [male - 0; female - 8]
- Grounds [male -1]

OSHHC
- After School Care
- Before School Care
- Vacation Care

Enrolment trends
- Static
Year of opening
1980

Public transport access
There is a bus stop on Albert Road which is about 100 metres from the school. Hills transit busses regularly service this.

Index of Disadvantage
Category 4

2. **Students (and their welfare)**

General characteristics
The student community is diverse. Many children live in Housing SA managed properties and private rental accommodation resulting in significant transience in the school.

There are also large new housing subdivisions close to the school, which are resulting in additional enrolments. It is anticipated that enrolments from these areas will increase as this development continues. This is likely to impact on the school’s demographic structure. The Mount Barker region is currently one of the fastest growing areas of the state.

Many students experience significant poverty and/or domestic crisis.

We have a school card percentage of 55%. The index of Disadvantage is Category 4.

There are several students under the guardianship of the minister.

There are a significant number of children who live in low income families, have experienced dislocation or who are supported by shared parenting arrangements.

In 2010 a Student Counsellor was appointed.

A review of the school behaviour management policy is planned to be conducted during term 4 2010.

The school also hosts two District Special Small classes. Children attending these classes are generally from the local hills area (including Littlehampton and Nairne) although children do live as far afield as Upper Sturt and Strathalbyn.

There are 23 students with disabilities enrolled in mainstream classes and a further 18 enrolled in Special Classes. There is a teacher and 12 hours of SSO time in the JP Special class. A teacher and 10 hours of SSO time in the Primary class which were relocated from Oakbank Area School in 2008. Although the school is not responsible for referrals and placement in these classes, it is responsible for their day to day management and the welfare of students who are enrolled in there.

Significant SSO time in the school is dedicated to support students who are identified for support or extension in NAPLAN tests, school audit results (internal literacy audits are done annually) or by referral.

The school also works closely with Families SA, CAMHS and other community agencies to support students and their learning.

Although attendance is congruent with the state data at around 92% there are a small number of families for whom regular attendance and or lateness are an ongoing issue. There is a strong partnership between the school and Region personnel working to address this matter.

A buddy class programme is positively implemented across the whole school.

Students actively support sun smart hat policies through out the year.

There is a school dress code which all families are expected to follow.

Kids Council (SRC) has representatives from all classes (R-7). Class meetings support this.
3. Key School Policies

The school’s Vision and Values Statement is: “A learning community, working happily together in a safe, caring environment.”

Key Shared Values – Respect, Excellence, Acceptance, Cooperation, Honesty [REACH]

School Priorities are:
- Literacy
- Student wellbeing and engagement

The site is well equipped. The school is wirelessly networked and has a bank of notebook computers as well as two computer suites and desktop computers in all rooms. The site has installed interactive whiteboards (smartboards) in most teaching spaces and staff are engaged in a variety of strategies to further develop pedagogies to implement this strategy.

Current projects include engagement with the “Data Management and Literacy Achievement”.

4. Curriculum

Subject offerings
- The school uses the SACSA Framework.

Special needs
- The school hosts two special needs classes. These are the only classes in the Hills Region and students attend from a wide catchment area. Transport to the school is via taxi or private vehicle.

Literacy Interventions
- A Literacy Intervention Programme operates and is coordinated by a 0.5 teacher supported with SSO time. This teacher coordinates some NEP formulation and liaises with class teachers about the needs of students with disabilities.
- The school’s NAPLAN results have improved over the past few years. The target has been for the school to achieve at or above the state mean. This goal has not yet been achieved.
- A Gross Motor Programme is provided by an SSO as part of this programme.

Programme Achieve
- There is a whole school approach to student wellbeing. Programme Achieve is used as the basis and framework for this work.
- This is supported with a priority on social and emotional learning through:
  - Student Voice (Kids’ Council and class meetings).
  - Implementation of Behaviour Management and Anti-Harassment policies.
  - Appropriate referral.

Teaching methodology
- We have a whole school commitment to strong relationships with and among students. We aim to have structured orderly classroom environments, where individuals are valued and where there is scope for staff to use preferred methodologies to complement school priorities.
Assessment procedures and reporting
   The school undertakes the following:
   On-going teacher assessment based around professional judgement.
   NAPLAN tests
   Reporting to parents two times per year in both written format and 1:1 interviews.
   Maintenance of relevant internal records about student achievement and support.
   Special Education Review Team meetings involving school based and DECS personnel.

5. Sporting Activities
   The school participates in:
   SAPSASA athletics, football, netball and basketball and swimming
   Uraidla Carnival
   Courier Cup Swimming Carnival
   Oakbank Athletics Carnival
   The school has good facilities for sporting activities with a heated hall. In 2009 the oval drainage was upgraded to improve all weather access to ovals. New football and soccer goal posts have been provided as well as significant playground upgrading in the past few years.
   The school hosts a “Footsteps” dance programme in term 3 of alternate years. In the other years a Tri Skills gymnastics programme is scheduled.

6. Other Co-Curricular Activities
   The school hosts a junior Service Club – K Kids which is sponsored by and attended by members of the Hills Kiwanis Club. Students in this club are involved in a wide variety of community activities, including some out of hour’s events. A school staff member liaises with the Kiwanis club and provides the support and guidance needed.
   The school choir performs annually at the Festival of Music.
   Mount Barker South Primary school is involved in the annual Mount Barker Show.
   School Music programme supported by young community members who volunteer to teach instruments after school once a week.
   The school has entered into a partnership with the Hills Division of General Practice to conduct a project in 2010 aimed at addressing the health and lifestyle needs of the students. A project officer has recently been appointed and a strategy is being planned. Areas to be addressed include diet, activity and health management. The School has a committee of staff and parents (School climate Committee) who are coordinating this project.

7. Staff (and their welfare)
   Staff profile
   The staff are very experienced. There are both male and female staff members.
   In addition to classroom teachers the following exist:
   Special Class Teachers, Special Education (0.6), Resource Centre Teacher.
   Ready access to Guidance Officers, Speech Therapists, Behaviour Management Team.
Leadership structure
   Principal, Deputy Principal and School Counsellor

Staff support systems
   Buddy system, collaborative management structures, learning teams, shared delivery of curriculum.

Performance Management
   Meetings with leadership team.

Training and Development
   The school places a strong emphasis on staff training and development. Training and Development is directly linked to school priorities.

PAC
   PAC meets regularly.

Learning Teams
   Professional Learning Communities are held fortnightly for teachers to plan and develop teaching practice. This includes teachers of special classes.

School Services Officers
   SSOs support students learning, students with special needs and indigenous support, Resource Centre services, Information Technology technical services as well as grounds and administrative functions. The Administrative staff also manage the OSHC budget and in return the OSHC programme funds additional SSO hours in the school.

TRT
   The school also manages a TRT booking service for any school in the hills vicinity that choose to join the scheme. The school employs staff to operate this service and charges other schools as a percentage of the days booked through the scheme and an admin fee.

8. School Facilities

Buildings and grounds
   Spacious, well maintained grounds (two ovals) – Resource Centre, Junior Primary rooms and Administration areas upgraded in 1997/98.

   We are currently about to begin a major building project as part of the BER process. It is anticipated construction of a new 4 teaching space GLA will begin in August 2009. This building will replace one of the DEMAC buildings and will require temporary relocation of two classed for the duration of the project. $2.125 million has been allocated to this site.

   The library is also due to be refurbished.
Cooling/Heating

All rooms have reverse cycle air conditioning. The hall is serviced with gas heaters and ceiling fans.

Specialist facilities

School gym/hall, 2 computer suites, (in Resource Centre and Upper Primary area) There is also a bank of notebook computers that are wirelessly networked to the main server. Interactive whiteboards in all classrooms. A technology workshop is available to all classes. Art and cooking facilities are in each building.

OSHC

The school has a large OSHC programme. OSHC has its own building maintained by the school yet located on District Council land. There is a formal agreement to use this land. OSHC operates before and after school. It also offers a Vacation Care programme that is very popular.

The OSHC service is complex as it is attended by a variety of children, some of whom have complex needs.

Community House

There is a council funded “Community House” in this area, which provides a crèche and support for families in need.

Staff facilities

Air-conditioned, well appointed staff room.

Disability Access

There are two specialised toilet facilities and several ramps for students and staff with disabilities.

Access to bus transport

Easy access to Hills Transit Bus Services.

9. School Operations

Decision making structures

Based on democratic principles. Staff work in Professional Learning Communities. Resources, finances, and personnel allocations are devolved, within the context of our School Strategic Plan.

A series of Governing Council sub committees and key people are in place to manage aspects of the school’s operations.

The Governing Council meets twice per term and subcommittees meet regularly.

Regular publications/ communications

A Newsletter each fortnight. A staff bulletin is distributed electronically every Sunday night and a staff daybook is in the staff room and a classroom copy is photocopied each morning.

The school hosts a web page to which parents and staff are invited to contribute.
Finance

The school is in a strong financial position.
Class budgets are managed individually and other budget areas managed in accordance with the particular line.

10. Local Community

General characteristics
Mount Barker was a farming area established in the 1840’s, but is now rapidly changing from a country town to a residential area for commuters to Adelaide, to which it is connected by the South-Eastern Freeway, and elsewhere. The DECS Regional Office is located in Mount Barker along with many other government agencies.
Several local industries have closed in recent years, but regional shopping, small business and services have all increased. The District Council of Mt. Barker is situated in the town. Its focus has changed from largely rural to dealing with building and development issues.
Housing is available for rental or purchase. Limited government housing is available. The town has a hospital and a choice of medical and dental practices. A range of sports, at both junior and senior levels, is catered for by local sports teams. Cultural activities are available in various hills towns; it is a 30 minute drive to facilities in the city. Mount Barker South Primary School was established in 1980.
A large percentage of our families are unemployed or underemployed and as a result, are experiencing significant poverty.
The community consists of many families who are second-generation residents; families who are domiciled here but go out of the town to work and families who find themselves offered emergency crisis accommodation in the town. We have a very broad based school community, with a range of needs and aspirations.

Parent Involvement
A small but energetic group of parents support our school. Parents are involved in formal structures such as Parent Committees (School Climate, Finance, OSHC) but most prefer to be involved in ad hoc ways such as assisting on excursions, helping in classrooms and attending sports days and assemblies.

Other educational facilities
There are two kindergartens, two state primary schools, one state high school, one independent primary school, two R-12 and one 8-12 independent schools servicing the town.

Commercial/industrial and shopping facilities
A very comprehensive number of shopping centres and specialty shops service the town. Mount Barker is the retail and administrative centre for the regions and several new shopping centres and facilities have recently been constructed or are under construction.

Other local facilities
Town heated pools (State swim and a seasonal outdoor pool. Recreation centre, numerous outdoors sporting facilities such as ovals and a golf course. Many sporting clubs and associations.
Availability of staff housing
   None.

Local Government body
   An active District Council has demonstrated a willingness to work with schools to meet student needs.

Community Involvement
   There are several environmental programs that the students are invited to participate in: Waterwatch, Monarto Beautification and Local Community Tree Planting.