SCHOOL CONTEXT STATEMENT

Updated 29/07/14

School name: Mount Barker South Primary
School number: 1539

1. General information

Part A

School Name: MOUNT BARKER SOUTH PRIMARY SCHOOL
School No.: 1539
Principal: Catherine Cox-Walliss
Postal Address: 33-45 Princes Road, Mount Barker 5251
Location Address: 33-45 Princes Road, Mount Barker 5251
District: Hills
Distance from GPO: 34 kms
CPC attached: NO

Phone No.: 08 83911197
Fax No.: 08 83910912

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<thead>
<tr>
<th>Level</th>
<th>2013</th>
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<tr>
<td>Reception</td>
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<td>Year 1</td>
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<td>Year 2</td>
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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: none
School Counsellor: Todd Manton 1.0
OSHC Director – Rosie Jarvis
E mail –dl.1539.info@schools.sa.edu.au
Web site www.mtbsouthps.schools.sa.edu.au

Staffing numbers
- Teaching Staff [male - 1; female - 9]
- SSO [male - 0; female - 8]
- Grounds [Male -1]

OSHC
- After School Care 3.00 – 6.00
- Before School Care 7.45 – 8.30
- Vacation Care Yes

Enrolment trends
- Increasing with the new housing developments
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. A group of children live in Housing SA managed properties and private rental accommodation.

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.

We have a school card percentage of 40%. The index of Disadvantage is Category 4.

There are several students under the guardianship of the minister. Eleven children are Aboriginal and supported by a 2 day a week ACEO who works in classes on history and culture lessons.

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

A review of the school behaviour management policy was conducted during term 4 2010.

The school staff have been trained in TRIBES and Positive Psychology and implement both approaches in all aspects of the curriculum.

The school also hosts the two Regional 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 20 students with disabilities enrolled in mainstream classes and a further 20 enrolled in Special Classes. There is a teacher and 1 fulltime SSO time in the JP and Primary Special classes each.

Significant SSO time in the school is dedicated to support students through our Whole School Approach to Reading and Mathematics and our R-7 three Wave Intervention Approach.

The school also works closely with Families SA, Relationships Australia, CAMHS and other community agencies to support students and their learning. Currently the school has a memorandum of agreement with the NGO SUMMIT health. This partnership enables a Social worker to be based at the school 2 days a week to support children’s mental health.

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.

A buddy class programme is positively implemented across the whole school.
Students actively support sun smart hat policies throughout the year.
There is a school dress code which all families are expected to follow.

Kidsmatter Council (SRC) has representatives and there is a PALS program in place to support positive outdoor play.
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 - with a focus on a whole school approach to reading and intervention
   - Science
   - Mathematics
   - Student wellbeing and engagement

   The site is well equipped. The school is wirelessly networked and has a full computer suite located in the Multipurpose Centre. The site has installed interactive whiteboards (smartboards) in all teaching spaces and staff are engaged in a variety of strategies to further develop pedagogies to implement this strategy.

   In addition we have purchased 40 IPADS for use across the school

4. **Curriculum**

   Subject offerings

   The school uses the Australian Curriculum and is a **SCIENCE specialist school**. **There is a daily Reading and Maths For Learning dedicated time across R-7 with a focus on Functional Grammar, the big 6 and 3 wave intervention.**

   We are also a **Positive Psychology and TRIBES** focus school.

   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/Numeracy 3 Wave Intervention for all

   A Reading and Mathematics 3 Wave Intervention Programme operates across the R-7 classes. This is also supported with SSO time and family partnerships. All children have a **“One plan”** in place for wave 2 and wave 3.

   The school’s NAPLAN results this year have been excellent. The target has been for the school to achieve at or above the state mean. This goal has been reached with results above Australian mean in Reading and Grammar/Punctuation. The schools progress data for between 2010 – 2013 is the highest in the Hills and above other category 4 schools.

   **Positive Psychology - TRIBES**

   There is a whole school approach to student wellbeing. TRIBES is used as the basis and framework for this work.

   This is supported with a priority on social and emotional learning through:
   - Student Voice (Kidsmatter Council )
   - KKIDS Primary students – Breakfast and Community Service programs
   - Implementation of Positive Behaviour Development and Anti-Harassment policies.
   - TRIBES caring agreements across all classes
   - University mentoring program
   - Mindfulness research and program
Teaching methodology

We have a whole school commitment to strong relationships with and among students. We have structured, predictable classroom environments, where individuals are valued and where there is scope for staff to use preferred methodologies to complement school priorities.

Teachers and SSO’s all work in collaborative instructional teams and have a focus on higher order thinking and questioning methodologies.

Assessment procedures and reporting

The school undertakes the following:
- Two whole school literacy audits per year and PAT maths/Reading Comprehension and Grammar and Punctuation tests twice yearly
- NAPLAN tests are supported yearly
- An acquaintance Night in term 1 of each year for families and community members
- Reporting to parents two times per year in both written format and Parent/Teacher/Student learning interviews.
- Maintenance of relevant internal records about student achievement and support.
- Student Review Team meetings involving school based and DECD personnel twice termly.
- Weekly staff instructional team mtgs with leadership on Literacy and Mathematics practices that work and data evaluation and review of student progress
- One Plans for all Wave 2 and Wave 3 students with short term goals for each student in the school reported to families regularly

5. Sporting Activities

The school participates in:
- SAPSASA athletics, football, netball and volleyball and swimming
- Courier Cup Swimming Carnival
- Oakbank Athletics Carnival

The school has outstanding 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 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.

Active After School Program operates twice a week for students to engage with qualified coaches in a broad range of programs at no cost to families.
7. **Staff (and their welfare)**

Staff profile

The staff are highly collaborative, critical and reflective of their teaching. All staff work in collegial teams and have a collective responsibility for all children’s learning achievement across the school. All class teachers are either permanent or in contracts for the year. Four teachers have won permanency at the school in the last 5 years.

In addition to classroom teachers the following exist:

- 2 Special Class Teachers,
- 1 SCIENCE focus teacher 0.8,
- 1 Music NIT teacher 0.4
- 1 ACEO 0.4,
- 1 Reading Support Teacher 0.2.

Ready access to Psychologists, Speech Therapists, Hearing and Disabilities services.

Leadership structure

Principal and School Counsellor

Staff support systems

Buddy system, collaborative management structures, weekly instructional learning teams, collective and collaborative delivery of curriculum.

Performance Development and Collegial Feedback

Meetings with leadership team termly.

Team mtgs weekly

Instructional Rounds for peer feedback termly

Training and Development

The school places a strong emphasis on staff training and development. Training and Development is directly linked to the school improvement plan. Costs are supported by the school.

PAC

PAC meets fortnightly and has a clear focus on consultation. PAC includes an SSO rep.

Instructional Learning Teams

Professional Learning Communities are held weekly for teachers to plan and develop teaching practice. This includes SSO’s, the Principal and specialised staff.

School Services Officers

SSOs support students Maths and reading 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.
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) – Multi purpose Resource Centre, Early Years Learning Centre and Administration areas upgraded in 2010/11
Science centre upgraded in 2012.
One of the school (DEMACS) upgraded in 2011/12.
$2.125 million has been allocated to this site through BER.

Cooling/Heating
All rooms have reverse cycle air conditioning and this was upgraded in 2013. The hall is serviced with gas heaters.

Specialist facilities
School gym/hall, 1 computer suite, (in Multipurpose Centre) A technology and garden workshop is available to all classes. Art and cooking facilities are available to all spaces.

OSHC
The school has a small OSHC program. 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.

Community House
There is a council funded “Community House” in this area, which provides a crèche and family workshops.

Staff facilities
Air-conditioned, well appointed staff room and classroom environments have all been upgraded with new carpets, painted and bright kid friendly furniture.

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 Improvement 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.
PAC and other staff committees support staff decision making.

Regular publications/ communications

A School and Science newsletter is issued each fortnight.
A staff update is distributed electronically every Sunday night and a staff daybook is in the staff room.
The school hosts a web page to which parents and staff are invited to contribute.
Classroom teachers produce a fortnightly class newsletter
3 Wave Intervention letters go out to parents fortnightly detailing the learning program in each wave.
A fulltime communication/PR SSO was appointed in 2014

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 DECD 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.

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.

Catherine Cox-Walliss