

# SCHOOL CONTEXT STATEMENT

Updated term 1 2021

**School name:** Mount Barker South Primary

**School number:** 1539

## 1. General information

### Part A

School Name : MOUNT BARKER SOUTH PRIMARY SCHOOL  
School No. : 1539 Courier : Hills  
Principal : Cassie Manton  
Postal Address : 33-45 Princes Road, Mount Barker 5251  
Location Address : 33-45 Princes Road, Mount Barker 5251  
District : Hills  
Distance from GPO : 35.3kms Phone No. : 08 83911197  
CPC attached : NO Fax No. : 08 83910912

Level	2017	2018	2019	2020	2021
Reception	29	33	48	48	52
Year 1	25	29	45	48	49
Year 2	26	32	33	42	48
Year 3	17	33	39	35	44
Year 4	23	24	36	39	41
Year 5	24	22	30	33	38
Year 6	18	28	26	30	40
Year 7	34	19	28	30	34
Primary Other	17	16	16	15	19
<b>Total</b>	<b>213</b>	<b>236</b>	<b>301</b>	<b>320</b>	<b>365</b>

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

Leadership structure:

Principal: Cassie Manton 1.0

Deputy Principal: none

Wellbeing Coordinator: Todd Manton 1.0

Senior Leader of Inclusion: Emma Castleton: 1.0

OSHC Service: CAMP Australia

E mail: dl.1539.info@schools.sa.edu.au

Website: <https://mtbsouthps.sa.edu.au/>

#### Staffing numbers

Teaching Staff [male - 2; female - 21]

SSO [male - 2; female - 13]

ACEO [female -1]

Grounds [male -1]

#### OSHC – Camp Australia

After School Care: 3:15pm – 6:30pm

Before School Care: 6:30am – 8:45am

Vacation Care: No

### Enrolment trends

Increasing rapidly with the new housing developments feeding into the school.

### 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 buses 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 approximately 30%. The index of Disadvantage is Category 4.

There are 3 students under the care of the minister. 19 children are Aboriginal and supported by additional resources in classes on history, culture and literacy and numeracy.

34 students are non-English speaking or have English as an additional language at home. They represent 10 different countries

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.

The school follows Positive Behaviour Support as our whole school approach to supporting children's behaviour. In addition, staff use an array of methodologies in all aspects of the curriculum.

The school also hosts the 2 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 Strathalbyn.

There are 36 students with diagnosed disabilities enrolled in mainstream classes and a further 19 enrolled in Special Classes. There is a teacher and 1-2 fulltime SSOs in the Early Years and Primary special classes.

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

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

Although attendance fluctuates above 92% there are a small number of families for whom regular attendance and or lateness are an ongoing issue.

Students actively support the schools policies throughout the year.

Student Leadership is evidenced through our Events Committee, Sports Captains and Visible Learning Student Voice.

### 3. Key School Policies

The school's teaching and learning Vision is:

*"Collaboratively Improving Learning"*

Our whole school learning process is:

SOLO Taxonomy.

(Our learning process describes how learning outcomes grow in complexity. It is based on a theory of teaching and learning)

Our Learning Dispositions are:

Challenge, Reflection, Independence and Collaboration.

(Our learning dispositions describe the way in which learners engage in and relate to the learning process)

Our Learning Expectations are:

1. We expect all students, staff and families to develop a growth mindset
2. We expect all students, staff and families to show mutual respect.
3. We expect all students, staff and families to attentively listen by tuning in.
4. We expect all students, staff and families to communicate and receive feedback constructively.

(Our learning expectations describe what we want our school members to be demonstrating all of the time)

School Priorities are:

Visible Learning through Literacy and Numeracy

Positive Behaviour Support

The site is well equipped with resources. The school is wirelessly networked and has installed interactive whiteboards (smartboards) in all teaching spaces. Staff are engaged in a variety of strategies to further develop pedagogies to implement this strategy.

In addition we have purchased iPads for every child across the school in years 4 – 7.

### 4. Curriculum

Subject offerings

The school uses the Australian Curriculum.

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 Visible Learning focus school based on Professor John Hattie's research.

Our specialist subjects include P.E., AUSLAN, STE(A)M and Dance/Music.

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. Every child has both literacy and numeracy fortnightly goals developed and reviewed.

The school's NAPLAN results over the past few year have been positive. 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 many areas. The schools progress data is also very strong and above many like schools.

### Wellbeing – Positive Behaviour Support model

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

This is supported with a priority on social and emotional learning through:

Student Voice

Implementation of Positive Behaviour Development and Anti-Harassment policies.

University mentoring and research based programs

Pastoral Care Worker support

Rock and Water

SUMMIT health counselling service

What's the Buzz?

### 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 SSOs all work in collaborative instructional teams and have a focus on visible learning and building assessment capable students who are empowered in their learning.

### Assessment procedures and reporting

The school undertakes the following:

Termly data collection of running records, phonics and quick maths fluency

PAT Maths/Reading Comprehension and Grammar and Punctuation tests

Early Years PAT tests

SA Statewide Phonics screening

NAPLAN tests are supported annually.

An acquaintance Night in term 1 of each year for families and community members.

Reporting to parents four times per year in both written format and 3-way Interviews where data is shared and learning goals celebrated.

Numeracy and Literacy Open Morning for families annually.

Maintenance of relevant internal records about student achievement and support.

Student Review Team meetings involving school based and Department for Education personnel twice termly.

Fortnightly staff instructional team meetings on Literacy and Mathematics evidenced based practices that work and data evaluation and review of student progress.

One Plans for all ATSI and students with a disability short term goals for each student in the school reported to families regularly.

## 5. Sporting Activities

The school participates in:

SAPSASA athletics, football, soccer, netball, rugby, volleyball and swimming

Courier Cup Swimming Carnival

Oakbank Athletics Carnival

The school has outstanding outdoor facilities for sporting activities and a heated hall. New football and soccer goal posts have been provided as well as significant playground upgrading in the past few years.

The school host gymnastics and dance on alternate years in term 3.

## 6. Other Co-Curricular Activities

Mount Barker South Primary school is involved in the annual Mount Barker Show.

After School Sport program operates once 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 and learning. All staff work in collegial teams and have a collective responsibility for all children's learning and outcomes across the school. All class teachers are either permanent or in contracts for the year. In addition to classroom teachers the following exist:

1 x STE(A)M focus teacher 1.0,

1 x PE teacher 1.0

1 x AUSLAN teacher 0.8

1 x Drama/Music teacher 0.4

1 x Teacher Librarian 0.4

### Leadership structure

Principal and 2 senior leaders.

### Staff support systems

Buddy system, step 9 mentors, collaborative leadership structures, fortnightly instructional learning teams, collective and collaborative delivery of learning and wellbeing.

### Performance Development and Collegial Feedback

Professional Development Plan meetings – twice yearly

Feedback meetings/discussions

Instructional Rounds for peer feedback annually

Classroom observations with leadership feedback

Peer classroom observations with feedback

Collaborative planning time

Moderation release time in teams

Planning time with Literacy and Numeracy coach in teams

### Professional Development

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

Staff are supported to provide internal training and workshops to each other.

We have a Literacy and Numeracy consultant who both work within the school 1-2 times per term.

A number of staff access professional development through our local Partnership including Be Brave and Teach for our early career teachers, Be Brave and Lead and Be Fearless and Lead in both Literacy and Numeracy.

Two staff members attend Orbis R-3 and the leadership team attends Orbis Instructional Leadership.

### PAC

PAC meets regularly and has a clear focus on consultation and collective decision making. PAC includes an SSO representative.

### Instructional Learning Teams

Professional Learning teams are held fortnightly for teachers and SSO staff to review student's data and pedagogy and plan teaching and learning opportunities. Where appropriate, this includes SSOs, leadership and specialised staff.

### Action Teams

Each staff member is a member of an action team; Literacy action team, Maths action team, PBS action team. These teams meet twice a term to make decisions around improvement. Each member feeds back to their Instructional Learning Team fortnightly resulting in consistency practice and whole school improvement.

### School Services Officers

SSOs support students Maths and Reading for learning times, ATSI, EALD and students with a disability in wave 2 and 3.

Information Technology technical services as well as grounds and administrative functions.

The management SSO staff team, includes the finance officer, 1 full time SSO and 1 part time SSO.

## **8. School Facilities**

### Buildings and grounds

Spacious, well maintained grounds (two ovals) and a nature outdoor play space

Indoor and outdoor learning spaces are upgraded every year and paid for by the schools savings not external grants.

Since the beginning of 2020, the school has received four new classrooms to accommodate new enrolments.

### 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, library, STE(A)M learning space and cooking facilities.

### OSHC

The school has a small OSHC program run by Camp Australia. OSHC has its own space at the end of the hall.

OSHC operates before and after school.

### Willows Children's Centre

The Willows Children's Centre is located next to Mount Barker South Primary School, on Charles Street.

### Staff facilities

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

### 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. Several students use Keoride.

## **9. School Operations**

### Decision making structures

Based on democratic principles staff work in Instructional learning teams. Resources, finances, and personnel allocations are devolved, within the context of our School Improvement Plans.

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

The Governing Council and subcommittees meets twice per term.

PAC and other staff committees support staff decision making.

Students have a decision making body and visible learning focus team.

### Regular publications/ communications

A staff update is distributed electronically every Sunday and updates are made each day via email.

The school hosts a webpage and Facebook to which parents and staff are invited to contribute.

In week 1 of each term, teachers provide families with their term curriculum overview, timetable and welcome back newsletter.

Classroom teachers communicate regularly with families via SeeSaw.

Leadership newsletters are sent to families in weeks 3, 6 and 9 of each term.

### Finance

The school is in a good 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 Department for Education 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 large and energetic group of parents support our school. Parents are involved in formal structures such as Governing Council and it's subcommittees including, Finance, OSHC, Site Improvement and Events. Most families prefer to be involved in ad hoc ways, such as assisting on excursions, helping in classrooms and attending whole school events 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 programs that the students are invited to participate in including local community tree planting and Kiwanis Terrific Kids. In addition, our students attend local events of Aboriginal significance including Reconciliation Week events and the Just Too Deadly awards. Students represent our school at the ANZAC Day Dawn Service.

Cassie Manton

Principal

March, 2021