

# SCHOOL CONTEXT STATEMENT

Updated: 6/3/15

**School Number:** 0953 **IELP Number:** 1905

**School Name:** Mount Gambier North Primary School

- Our core values of the school are Doing Your Best, Fair Go, Generosity, and Respect. Through community partnerships and a belief that all children are capable of success, we commit to foster each child's unique potential towards lifelong learning.
- We aim for academic excellence through innovative Literacy and Numeracy programs, with extensive intervention opportunities to encourage an 'I can do it' attitude. We engage all learners through experiences beyond the school boundaries, with our bus constantly on the road.
- Our community includes aboriginal students and humanitarian refugees. We offer a wealth of cultural and social experiences for our diverse community. We support and honour our indigenous students and our humanitarian refugees. An Aboriginal Community Education Officer is available.
- We celebrate diversity and social awareness by offering two dedicated classes for children with a range of special needs and disabilities as well as New Arrivals Classes.
- We provide specialist Physical Education, Science and Music Programs. All children participate in instrumental music, dance and performances. Out of School Hours Sports and Pedal Prix Programs develop children's physical and emotional wellbeing while our Landcare area provides opportunities for environmental awareness, learning and action.

## 1. General information

- School Principal: Jane Turner
- Deputy Principal: Lisa Tapp
- Senior Leaders: Leanne Clark and Jess Judd
- Year of opening: 1961
- Postal Address: Heath Street, Mount Gambier
- Location Address: Heath Street, Mount Gambier
- DECD Region: Limestone Coast
- Geographical location: 459 (km) from Adelaide
- Telephone number: 87252824

- Fax Number: 87250029
- School website address: www.mtgnorthps.sa.edu.au
- School e-mail address: dl.0953.info@schools.sa.edu.au
- Co-located with Acacia Kindergarten and Instrumental Music Service
- Including Two Regional Special Classes and up to 5 New Arrivals Classes
- Taxi transport at the end of the day to Out of School Hours Care (OSHC)
- February FTE student enrolment: 320

	2015	2014	2013	2012	2011	2010	2009
All Students		334	320	302	333	337	329
ATSI		34	27	24	20	25	30
Disabilities		38	42	42	37	44	44
NESB		35	24	45	64	60	54
School Card		150	140	144	170	202	219
ESL		48	24	25	61	53	48

- Enrolment in main stream is steady while the enrolment of new arrivals varies dramatically every term and each year.
- Staffing numbers (as at February census): 55
- Public transport access includes a City bus, which is also available for school service through the City Council. Most residents own their own vehicle.

## 2. Students (and their welfare)

- **General characteristics**

A Category 2 school we receive additional better schools funding to support students. This is used to keep classes small, provide additional early intervention, a Wellbeing team and a Community Hub to support families. The children come from a variety of cultures and circumstances, which makes the school dynamic and inclusive. We have a significant number of children with disabilities and those who are humanitarian refugees. A significant number of students are transient.

- **Student wellbeing programs**

The school has a Student Counsellor. Each classroom teacher provides care programs, which include Play is the Way, The Child Protection Curriculum, camps and excursions.

The Student Counsellor oversees the Wellbeing Team including the Aboriginal Education Teacher, Aboriginal Education Community Officer, the Christian Pastoral Worker, and the Behaviour support teacher and SSO.

- **Student support offered**

**A safe, secure, success** orientated atmosphere is strongly promoted. The school uses class meetings, individual awards, and student merit awards to recognise and celebrate positive behaviours. Harassment and grievance procedures are documented and implemented.

We have 2 District Special classes, while special education Tier 2 salary is converted into SSO hours. The Deputy manages the special education support, arranging referrals and visits from speech pathologists, psychologists, special educators and other support agencies.

The Intensive English coordinator provides the New Arrivals Program for all humanitarian students' arriving in the Mount Gambier area.

- **Student management**

All staff use the School Behaviour Management Policy. The focus is on finding the student's area of need that drives the behaviour. Time-out for yard and class behaviours, detention and suspension are the consequences for inappropriate behaviour. Students are encouraged to be responsible for their own behaviour. Learning negotiation, conflict resolution skills and appropriate grievance procedures is expected.

All students are expected to follow the school dress code.

- **Student government**

The SRC is active within the school and meet fortnightly with one teacher in charge of the program. The SRC organises social functions and fundraises for special items. Class meetings are conducted regularly so that students may discuss grievances and solve problems.

- **Special programmes**

The school has many support programs including Early Intervention in Years R-3 (initial sounds, sight words, blends, writing,) and "Rocket Reading" for children on Benchmarks less than 10. Programs for older children are also available.

### 3. Key School Policies

- **Site Improvement Plan and other key statements or policies:**  
The Governing Council and staff have worked together to establish the core values for the school. They are Have a Go, Respect and Fair Go and Generosity.
- **Current Priorities**  
Literacy (Spelling and Writing) and Numeracy (Problem Solving and understanding worded problems) Developing ..... learning spaces.
- **Recent key outcomes identified in NAPLAN:**

### 4. Curriculum

- **Subject offerings**  
The National Curriculum is incorporated in all curriculum areas  
Specialist Arts R-2 Instrumental Music 3-7 , Choir 5-7  
All children have specialist music. In Year 3 all children learn the recorder.  
Specialist PE. This includes access to Pedal Prix, Cross Country, SAPSASA, and Out of School Hours Sport. Science.
- **Special needs**  
Two District Special Classes cater for students with disabilities in Years R-2 and Years 3-7 from the Mount Gambier district.  
IELP classes support the Humanitarian Refugee Program.
- **Special curriculum features**  
Our Landcare area, aboriginal memorial garden, sustainable vegetables garden and running track provide regular and real life environmental activities
- **Teaching methodology**  
Most classes are composite classes. Teachers form teams and are given the opportunity to plan and program together. SSOs work with students on intensive teaching programs.  
  
Teaching must be based on an explicit scope and sequence over 7 years.  
An understanding of social justice is a key requirement for staff.

- **Student assessment procedures and reporting**

The school has introduced continuous assessment and reporting which includes:

Student workbooks going home twice a term, Acquaintance Night term 1, Interviews term 1, Mid year reports term 2, Summative Reports Term 4. Whole school procedures exist to collect achievement data from standardised tests across the school include, Benchmarking, NAPLAN, Single Word Spelling Test, PAT R, PAT M, I CAN Maths and a Basic Facts maths test.

- **Joint programmes**

Acacia Kindergarten is co-located. Pre-school to Reception transition takes place at the end of term 4.

We partner with Mt Gambier High School for Instrumental Music.

We partner with Mt Gambier High School to provide a program for IELP to Year 12. The New Arrivals Program works closely with the Limestone Coast Multicultural Centre.

Our Year 7's join in the Year 8 transition program with Mount Gambier High School and Grant High School.

Our Special Class and New Arrivals students have individualised transition to either a mainstram High school, special class or Gorden Education centre.

We partner with Ac.care to support our community and a range of other support services.

## **5. Sporting Activities**

Out of School Hours Sport is conducted where students join in with other schools: which may include cricket, t-ball, hockey, minkey, soccer, basketball, netball and football. Parent volunteers coach and supervise the students. Staff act as liaison. Sports day and swimming are held annually.

We participate in the Pedal Prix and Cross country each year in Adelaide.

SAPSASA is encouraged. Coaching clinics are offered regularly to students.

## **6. Other Co-Curricular Activities**

- **General**

Senior Choir performs at both the Adelaide School Music Festival and the South East Primary School Music Festival.

SRC provides student voice.

Book Week is held mid year.

Participate in Harmony Day and refugee week.

We plan to offer one visiting performance per term. The school has its own bus which will extend to numbers of excursions for all classes.

- **Special**

End of year Celebration events include a Year 7 Graduation and dinner, and an Art Show involves all classes.

## **7. Staff (and their welfare)**

- **Staff profile**

We have a mix of experienced and young staff. The staff are a cohesive group who support one another. A Social Club organises activities for staff such as special lunches.

- **Leadership structure**

The Principal

Two Senior Leaders

Counsellor .6 and Behaviour support .6

Senior Leaders – Literacy Coach Rec-Year 3, Numeracy Coach Years 3-7

The above forms a Management Team which meets regularly.

We have one SSO2 as Administration Manager

We have one SSO2 as Finance Manager

We have one SSO2 as Library Manager

We have one SSO2 as IT Manager

We have one SSO2 as Student Support/SSO Manager

We have one SSO2 as Intervention

We have one SSO3 Aboriginal Education Worker

- **Staff support systems**

Staff new to the school have an additional resource to set up their classroom. Staff are responsible for specific areas of the Curriculum. Each responsible staff member formulates a budget proposal and oversees purchases of resources.

- **Performance Management**

All teaching staff have pro-chats with the Principal once a year. Staff provide the Principal with copies of Programs (Year, Term, Weekly) on a regular basis.

The Admin School Services Officers meet twice a term with the Principal. The Special Education and Early Intervention SSO team meet through regular meetings with the Deputy Principal.

- **Staff utilisation policies**

Staff work cooperatively in Early Years, Primary Years and Middle Years teams. Special Education hours are allocated to specific children.

- **Access to specialist staff**

We have access to District Support staff including Guidance, Speech, Hearing, Special Needs, Social Work, Attendance and Behaviour.

- The Instrumental Music teachers offer Music to selected students in Year 5-7.
- CAMHS and Families SA also provide support to the school.

## **8. Incentives, support and award conditions for Staff**

- Complexity placement points  
: 0.5
- Isolation placement points  
: 4.5
- Shorter terms  
: No
- Travelling time  
: No
- Housing assistance  
: Yes
- Cash in lieu of removal allowance  
: Yes
- Additional increment allowance  
: No
- Designated schools benefits  
: No
- Aboriginal/Anangu schools  
: No
- Medical and dental treatment expenses  
: No
- Locality allowances  
: Yes
- Relocation assistance  
: Yes
- Principal's telephone costs  
: Yes

## **9. School Facilities**

- **Buildings and grounds**

The school consists of a solid double storey and single storey building and an open space middle schooling unit. Two ovals, asphalt playing area, Landcare and garden in shady surrounds providing excellent play areas for students. Since 2002 we have seen the re-location of Acacia Kindergarten, a new car park for staff as well as a new Gym/Multi Purpose Hall and Community Hub.

- **Heating and cooling**

The school is equipped with reverse cycle split system airconditioning in all classrooms.

- **Specialist facilities and equipment**

The school has a multipurpose gym which is used for Assemblies, Physical Education and Musical Performances.

A sensory room is for use by all classes.

A computer room with 30 computers is available for all classes and a pod of computers is set up in the Year 6/7 classroom area.

A well equipped library.

Each classroom has an Interactive Whiteboard.

A Landcare area and garden.

### **Staff facilities**

A work room is available for all SSOs and teachers equipped with large and small laminators, printers, photocopiers and other office equipment.

- **Access for students and staff with disabilities**

3 access toilets with ramps to all lower floors.

- **Access to bus transport**

The school has its own bus and some limited access to public transport.

## **10. School Operations**

### **Decision making structures**

- Decisions are open to those who are affected by the decision. SSO and teacher Staff meetings, Senior Staff, and PAC are all avenues to access decision making within the school. There is a strong collegiate and collaborative climate.

### **Regular publications**

Between Staff - Hi Note an electronic weekly diary.

Daily Book Notices

Notice Boards

Tuesdays Staff meetings with Meeting Minutes emailed

Term Calendars

Parents/Staff Fortnightly newsletters

Class communication books/diaries/Student Work Books

Parent and Staff Handbooks

### **School financial position**

- School fees are kept low in recognition of the low socio-economic area. The Finance Committee meets regularly to monitor the budget. Curriculum committees submit budget proposals during third term for the following year. Approximately 70% of families receive School Card. The school is well resourced. The school uses its money to directly support students in need and as such the carry over each year is minimal – see Annual Report.



# 11. Local Community

## General characteristics

Generally a traditional community there is a recent influx of humanitarian refugees many of whom attend the North School.

## Parent and community involvement

- Many parents are involved through a variety of programs, such as listening to children read and Parent Workshops. They are a small but supportive parent body.

## Feeder or destination schools

- Children attend from a variety of pre-schools. A number of students enrol throughout the year from interstate.

## Other local care and educational facilities

- Two Child Care Centres, Family Day Care Providers and 6 local Kindergartens cater for the 0-5 year old children.
- There are five large primary schools and a number of small schools which service the city and surrounds. The district schools follow a neighbourhood school policy taking only children from a designated area.
- Two DECD High Schools, and 2 R-12 Private schools, TAFE SA, and Uni SA campus.

## Commercial/industrial and shopping facilities

- Mount Gambier is a large regional centre with excellent sporting, recreational and shopping facilities with major stores including Coles, K-mart, Woolworths, Target, BigW, Masters, Bunnings and Banner plus a large variety of specialty stores.

## Other local facilities

- Mount Gambier is a well-known tourist centre with a number of medical clinics, a new Public Hospital, cinema, theatre, and a modern library.
- Many sports thrive including netball, football, soccer, basketball, tennis, softball, baseball and hockey.

## Availability of staff housing

- Government housing is available, organised by OGHR. Share and single accommodation is provided, when available. There is an increasing demand for rental accommodation.

### **Accessibility**

- Easy drive to Adelaide 4.5 hours on a good road or a one hour flight.

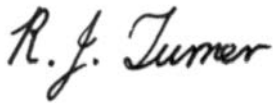
### **Local Government body**

- Mt Gambier City Council.

## **12. Further Comments**

- The school has a diverse clientele. This is extremely rewarding as the students and parents are appreciative of staff efforts and are extremely responsive to any special efforts. A collaborative, close knit staff, who support one another makes teaching here rewarding.

I CERTIFY THAT THIS IS A TRUE AND ACCURATE STATEMENT



Jane Turner  
Principal