SCHOOL CONTEXT STATEMENT

Updated: 8/08

School Name: Mount Gambier North Primary School

School Number: 0953

1. General Information

Part A

<table>
<thead>
<tr>
<th>School name</th>
<th>MOUNT GAMBIER NORTH PRIMARY SCHOOL</th>
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<tbody>
<tr>
<td>School No.</td>
<td>0953</td>
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<tr>
<td>Principal</td>
<td>Ms Jane Turner</td>
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<tr>
<td>Postal Location/Address</td>
<td>Heath Street, Mount Gambier 5290</td>
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<tr>
<td>District</td>
<td>Limestone Coast (Lower South East)</td>
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<tr>
<td>Distance from GPO</td>
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<tr>
<td>Colocated</td>
<td>Acacia Kindergarten, IMS teachers</td>
</tr>
<tr>
<td>Phone No.</td>
<td>08 87252824</td>
</tr>
<tr>
<td>Fax No.</td>
<td>08 87250029</td>
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<td>226</td>
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| School Card Approvals (Persons) | 161 | 152 | 142 | 120 | 120 | 113 |
| NESB Total (Persons)            | 3   | 2   | 0   | 0   | 0   | 16  |
| Aboriginal Enrolment FTE        | 14  | 21  | 14  | 14  | 14  | 16  |

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
  : Mrs Josie Ashby
- School email address
  : school@mtgnorthps.sa.edu.au
- Staffing
  
<table>
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<th>Role</th>
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<tr>
<td>JP 160</td>
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<tr>
<td>Counsellor</td>
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  There are 4 permanent SSOs and 14 temporary SSOs.
  There is an Aboriginal Education Worker employed for 15 hours per week.
  Out of the total staff 5 are male.

- OSHC
  
  : After School Hours Care is available at Tenison Woods College. This is a multi-site service managed by a district OSHC Committee. Other sites are at McDonald Park Primary School and Reidy Park Primary School. Students travel to Tenison Woods College via taxi.

- Enrolment trends
  
  : Enrolment is growing. As the school population is transient, numbers are difficult to predict, and are monitored term by term.

- Year of opening
  

- Public transport access
  
  : Mount Gambier City Bus passes nearby.

2. Students (and their welfare)

- General characteristics
  
  : A Category 3 school we receive additional funding to support students, which is used to keep classes small and support Early Intervention. The children come from a variety of backgrounds and values, which makes the school both exciting and challenging. A significant number of students are transient. A Women’s Shelter and Emergency Housing are located nearby. There are also a number of children from professional and business backgrounds.

- (Pastoral) Care programs
  
  : The school has a Student Counsellor. Each classroom teacher provides care programmes, which include Program Achieve, the Child Protection curriculum and camps and excursions.
• **Support offered**

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

  A small cohort of Aboriginal students attend the school. An Aboriginal Education Worker is employed 15 hours per week to provide support.

  All special education Tier 2 salary is converted into SSO hours. The Deputy Principal manages the special education support, arranging referrals, visits from speech pathologists and other support agencies.

• **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, and negotiation, conflict resolution skills and appropriate grievance procedures are taught.

  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 a structured Early Intervention Program in years R-3 (initial sounds, sight words, blends, writing, coordination) and “Rocket Reading” for children on Benchmarks less than 10. Programs for older children are also in place. The School’s Flexible Initiative Resource funding is used to employ an SSO to manage the schools computer hardware, and to assist with the computer network.

  Two District Special Classes cater for students with disabilities in Years R-3 and Years 4-7 from the Mount Gambier district.

  Currently two NAP classes are funded from Geographical Isolation funding. Buddy Classes operate to encourage peer teaching.

### 3. **Key School Policies**

• **Statement of Purpose**

  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 and Numeracy
  - Landcare
  - Information Technology
Child Protection Curriculum
English as a Second Language
Music

- Recent Outcomes
  - Significant increases in Literacy and Numeracy results following the development of a whole school maths and literacy directions.
  - The Landcare area is used increasingly as a curriculum resource.

4. Curriculum

- Subject offerings
  - Teachers program using the SACSA Framework, incorporating Key Competencies and Essential Learnings and the school policies.

  7 curriculum areas are currently offered. SOSE and PE are also specialist subjects. Currently LOTE is not offered as an Area of the Curriculum. When an opportunity arises, Italian has been chosen.

  Each classroom has at least one networked computer with its own printer. The computer room has 24 computers, a digital scanner and LCD, access to digital cameras and the Internet. Each area of the school has a pod of computers to share.

Music/PE
  - Music, Physical Education and Library/literacy education are provided as non-contact subjects.

  One class each year is identified as the “Class Band” with every child given an instrument for the year and IMS provides professional teaching.

  Year 5 students all participate in choir.

- Special curriculum features
  - The District Instrumental Music teachers are located at the school. They use duct, video conferencing and face-to-face methodologies.

- Teaching methodology
  - Classes are composite classes. Teachers form teams and are given the opportunity to plan and program together. The middle years 5-7 is located in an open space unit. SSOs work with teachers on intensive teaching programs.

  An understanding of social justice is a key requirement for staff.

- 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 2, Mid year reports term 3, Reports Term 4.

    Whole school procedures collect achievement data from standardised tests used across the school include Lexiling, benchmarking, LAN, Westwood and 1 minute maths tests as well as selected rubrics.
• **Joint programmes**
  
  :Acacia Kindergarten is co-located. Pre-school to Reception transition takes place at the end of each term.
  
  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 student have individualised transition programs.

5. **Sporting Activities**

  :Out of School Hours Sport is conducted where students join in with other schools: cricket, t-ball, hockey, minkey, soccer, basketball, netball, and football. Parent volunteers coach and supervise the students. Staff act as liaison. The Active After School program engages many students in regular activity.
  
  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.
  
  Life Education Van visits once a year.
  
  Two student socials are offered during the year (by SRC).
  
  Book Week is held mid year.
  
  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, End of year Concert - a music event called "Music on the North Hill" and a Junior Primary Christmas Concert.

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. An active Social Club organises activities for staff such as special lunches.

  • Leadership structure
  
  :The Principal has a tenured position until 2009. The Deputy Principal will be advertised in 2008. The Counsellor position will be advertised in 2008.
We have two Coordinators in Literacy/Numeracy R-3 and 3-7.
We have one Coordinator in ICT.
We have one Coordinator for the New Arrivals Program.
The above forms a Management Team which meets regularly.

We have an 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 Aboriginal Education Worker

- **Staff support systems**
  - New staff are provided with an extra hour of NIT per fortnight for three weeks as part of their induction programme.
  - 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 prochats with the Principal once per 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. Each class receives one hour of general classroom support from an SSO. Special Education hours are allocated to specific children.

- **Access to specialist staff**
  - We have close access to district support staff including Guidance, Speech, Hearing, Teaching, Social Work and Behaviour services.
  - The Instrumental Music teachers offer music to selected students in Year 5-7.
  - CAMHS and FAYS also provide support to the school.

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

  - All staff are supported through T&D funds to attend approved training that meets our school priorities. When conferences are held in Adelaide, staff may access Government cars for travel.

- **Complexity placement points**
  - 0.5.
• Isolation placement points
  : 4.5.
• Housing assistance
  : Yes.
• Cooling for school buildings
  : All school buildings are heated and cooled.
• Cash in lieu of removal allowance
  : Yes.
• Locality allowances
  : Yes.
• Relocation Assistance
  : Yes.
• Principal Telephone Costs
  : Yes.

9. **School Facilities**

- **Buildings and grounds**
  The school consists of a solid double storey and single storey building, an open space middle schooling unit containing three classes, one portable classroom and a building used as the OSHC office. A large Assembly room caters for whole school assemblies. Two ovals, asphalt playing areas and shady surrounds provide excellent play areas for students. Recent developments have seen the re-location of Acacia Kindergarten on site and moving of the Library to the main building. In 2008 a redevelopment of the admin area will occur and a new car park will be developed for staff.

- **Cooling**
  The school is equipped with reverse cycle split system airconditioning in most classrooms.

- **Student facilities**
  The school has an assembly room which is used for assemblies and Physical Education. A canteen operates daily and supports our breakfast program.

- **Staff facilities**
  Staff are able to borrow Laptops for home use.

- **Access for students and staff with disabilities**
  There is ramp access to the portable and lower floor. There is no access to the upper storey.

- **Access to bus transport**
Local bus companies are hired to transport children to swimming, camps etc. As we are in the centre of Mount Gambier venues are accessible by walking and the city bus.

10. School Operations

- Decision making structures
  Mount Gambier North values whole school community participation in decision making. Parents are involved in policy development. Staff meetings, Management Team, and PAC are all staff avenues to access decision making within the school. There is a strong collegiate and collaborative climate.

- Regular publications
  - Between Staff
  - Daily Book Notices
  - Notice Boards
  - Staff meetings and published Meeting Minutes
  - Tuesday
  - Term Calendars
  - Parents/Staff
  - Fortnightly newsletters
  - Class communication books/diaries/Student Work Books
  - Parent Handbooks.

- Other communication
  The school has an open door approach. Parents can meet with the teacher and Principal with individual concerns. Teachers are available and in their classes from 8.40am. The Governing Council is active and representative of the clientele.

- 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 50% of families receive School Card. The school is well resourced.

11. Local Community

- General characteristics
  About 10% of the children are from non English speaking backgrounds and 10% are from an aboriginal background.

- Parent and community involvement
  Many parents are involved through a variety of programs, such as listening to children read, Canteen and Parent Workshops. They are a small but supportive parent body.
• Feeder schools
  : Children attend from a variety of pre-schools. A number of students enrol throughout the year from interstate. Reception children are admitted at the beginning of each school term.

• 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 High Schools, a Lutheran primary school, a Catholic primary and secondary college, plus the South East Institute of TAFE.

• Commercial/industrial and shopping facilities
  : Mount Gambier is a large regional centre with excellent sporting and recreational and shopping facilities with K-mart, Woolworths, Target, BiLo and Coles in town 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, cinemas, Theatres, Libraries etc.

• Availability of staff housing
  : Government housing is available, organised by OGHR. Share and single accommodation is provided, when available.

• Local Government body
  : Mount 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