

# SCHOOL CONTEXT STATEMENT

Updated: 4/8/08

**School numbers: 0785 and 7854**

**School name: Murray Bridge High School  
and Murray Bridge High School District Special  
Education Unit**

## 1. General information

### Part A

School Name : Murray Bridge High School  
 School No. : 0785 and 7854 Courier: Hills Murraylands  
 Principal : Ms Marilyn Klem  
 Postal Address : Lohmann Street, Murray Bridge 5253  
 Location Address : Lohmann Street, Murray Bridge 5253  
 District : Murraylands  
 Distance from GPO : 80kms  
 CPC attached : No Telephone No: 08 8532 1788  
 Fax No. 08 8532 5335

February FTE enrolment:	2005	2006	2007	2008
Secondary				
Special, NAP ungraded etc.				
Year 8	216.0	192	169	187
Year 9	181.0	224	180	156
Year 10	161.0	177	248	207
Year 11	161.5	132	165	229.4
Year 12	89.77	113.5	101.6	111.6
Year 12 plus	5.6	5	2.6	3
District Special Class	11	10	8	7.8
District Special Unit	24	22.2	19	21
NAP				14
<b>TOTAL</b>	<b>849.87</b>	<b>875.7</b>	<b>893.2</b>	<b>922.8</b>
July FTE Enrolment	<b>807.8</b>	<b>836.1</b>	<b>843.9</b>	<b>869.1</b>
Male FTE	443.2	421	421.6	411.2
Female FTE	364.6	415.1	422.3	457.9
School Card Approval (Persons)	301	241	271	285
NESB Total (Persons)	Definitions too complex for a number			
Aboriginal FTE Enrolment	60	78	72	89
Index of Disadvantage Category 2.				

## Part B

- Deputy Principal's name  
:Phillip Fitzsimons
- School e-mail address  
:mbhigh@murraybridgehs.sa.edu.au
- Staffing numbers  
:Teaching staff, tier 1 = 40.31                      District Special Class = 1.2  
:Teaching staff, tier 2 = 12.95                      District Unit = 3.56  
:AET position = 0.82  
:ESL = 1.86 + 1.8 GIA  
:Special Education = 3.25

### Leadership positions:

#### Assistant Principals:

Senior School  
Middle School  
Alternative Programs/Students at Risk  
Trade School for the Future

#### Learning Area Coordinators

English/ESL/LOTE/Literacy  
Mathematics  
Science and Agriculture  
Society and Environment  
The Arts  
Technology  
Health and Physical Education

#### Whole of School Coordinators

Middle School – International  
Baccalaureate Middle Years Programme.  
Middle School / Student Leadership  
Senior School (Years 10-12)  
Vocational Education

District Special Education Unit

- Enrolment trends  
:Enrolments in State Primary schools are steadily declining in competition with three non-government schools in the town. However, the High School has reversed the trend and is steadily increasing in enrolment.
- Special arrangements  
:A District Special Class facility was established for the local area in 1998.  
A District Unit was established in 2003.
- Year of opening  
:1913 – Current Campus since 1972.
- Public transport access  
:Students from outlying areas access the school via a network of privately owned and DECS school bus services. A town bus service also operates.

## 2. Students (and their welfare)

- General characteristics

:Murray Bridge High School caters for a diversity of students.

Murray Bridge High School, a regional State High School, offers pathways to cater for all students: Academic, Vocational and District Special Education. It has exciting international programs including Rotary exchanges, fee paying International students and an International Short Term Visit program with DECS and Funabashi Municipal High School, Tokyo, Japan.

The academic program is diverse enabling specialisation in Arts, Performing Arts, Sciences and Information Technologies. Students entering in Year 8 may accelerate their studies. The International Baccalaureate Middle Years Programme provides the framework for Middle Schooling. By senior school many students are taking subjects across traditional year levels. Students undertake the SACE (The South Australian Certificate of Education). The certificate is currently under review and may in future offer compatibility with the IB Diploma.

Similarly the vocational program offers individual pathways for students in areas as diverse as Agriculture, Automotive, Polymer Processing, Food and Hospitality, Tourism, Nursing and Aged and Child Care.

The International Baccalaureate Middle Years Programme works cooperatively across a cluster of schools: Murray Bridge High School, Murray Bridge North Primary School, Myolonga Primary School, Tailem Bend Primary School, and Jervois Primary School. Murray Bridge is a Regional Centre. The smaller schools are in nearby towns along the River Murray.

All schools, while having mainly rural 'Australian' students, do also have an increasing diversity of student backgrounds. We have a very strong Aboriginal community, with Murray Bridge High School and Murray Bridge Primary schools teaching Ngarrindjeri, the local Indigenous language. We also offer German, reflecting the background and history of our community. Chinese was introduced in 1998. In 2008 we are also offering Arabic. We have many newly arriving Chinese students in Regional Skilled Migration Programs and diverse Muslim people including Afghan and Lebanese. Sudanese, in Humanitarian Refugee Programs, are new arrivals.

All schools have very strong community and environmental orientations centred in their location along the River Murray. The International Baccalaureate Middle Years Programme is enabling our students and school community to 'think internationally' and be open to our changing world.

The schools all have very strong Music and Drama programs. Sport is a feature of country towns and all schools have diverse and successful sports programs. The River offers opportunities for specialist sports such as sailing, skiing and wakeboarding.

Being only 80 km from Adelaide and 40 minutes by freeway, Murray Bridge has the advantages of both country and city.

- (Pastoral) care programs  
:Pastoral Care is organised on a Care Group basis. The program incorporates Career and Transition planning.
- Support offered  
:Career Education and course counselling occurs within the SACE subject Work Education at Year 10, and Senior School Counselling Services are provided via the Vocational Education Coordinator, Senior School Coordinator and Student Counsellors.

In September the school invites all families to Counselling Days, where subjects for the following year are chosen. This takes place over two afternoon/evenings.

The two Student Counsellors, provide general counselling services for students. A Peer Support program operates to assist students in their transition from primary to secondary schooling.

The school has two Chaplains, who together are appointed across the week.

- Student management  
:Effective learning management and student behaviour management policies and procedures are in place. These focus on students' rights as learners and their responsibilities to others. There is an expectation that students conform to the dress code.
- Student government  
:The Student Action and Advisory Council has active participation from students in both the Middle and Senior School.
- Special programmes  
:The school has a District Special Class.  
The District Special Education Unit contains 2 classes.

Programs for students at or beyond risk include:

Zoo Crew

Boys VET (Alternative Pathway)

Girls VET (Alternative Pathway)

Senior School Mentoring

Mentoring of Aboriginal students

Middle School supported classes – two in Year 8, two in Year 9.

The school regularly participates in Operation Flinders.

### 3. Key School Policies

- School Motto:  
:By striving we reach the stars. Together we gather the stars.
- Site Learning Plan

#### : 1. STRATEGIC DIRECTIONS AND TARGETS

***Strategic Direction 1: EXCELLENCE IN LEARNING***

- International Baccalaureate Middle Years Program
- SACE achievement and completion

***Strategic Direction 2: VOCATIONAL EDUCATION***

***Strategic Direction 3: STUDENT WELLBEING***

***Strategic Direction 4: ABORIGINAL EDUCATION***

***Strategic Direction 5: SPECIAL EDUCATION***

District Special Education Classes and Unit

Students with Disabilities in Mainstream

## STRATEGIC DIRECTION 1 Excellence in Learning

STRATEGIC PRIORITIES (DECS and District Priorities)	KEY FINDINGS FROM REVIEW DATA Action taken for implementation	LEARNING TARGETS / EVALUATION OF OUTCOMES / TARGETED GROUPS	FUNDING SOURCE / RECOMMENDATIONS FOR THE FUTURE
<p><b>DECS Direction: Excellence in Learning</b></p> <p><b>Strategic Direction</b></p> <ul style="list-style-type: none"> <li>To successfully implement the International Baccalaureate Middle Years Programme</li> <li>Be successful in IBO 3 year Evaluation of IBMYP – March 2008.</li> </ul>	<ul style="list-style-type: none"> <li>The International Baccalaureate Middle Years Programme is a comprehensive framework for Middle Schooling which complements SACSA.</li> <li>The IBMYP emphasises:               <ul style="list-style-type: none"> <li>intercultural awareness and thinking internationally</li> <li>approaches to learning</li> <li>health and social education</li> <li>environmental awareness</li> <li>community and service</li> <li>'homo faber' which encompasses creative thinking, technological innovation and enterprise.</li> </ul> </li> <li>SACSA learning outcomes are embedded in IBMYP criteria.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing number of students achieve IBMYP Certificates</li> <li>all students, including Special Education students, achieve learning outcomes of the IBMYP through the Areas of Interaction</li> <li>All staff are supported with time release for collaborative planning of units of work, reflection and evaluation.</li> <li><i>Scope and Sequence</i> continually updated Years 6-10 in all 8 Learning Areas with Murray Bridge North Primary, Mypolonga, Jervois and Tailm Bend Primary.</li> </ul>	<ul style="list-style-type: none"> <li>Staff Professional Development in Middle Schooling supported.</li> <li>Student registration with IBO subsidised from DECS funding received for hosting International students.</li> <li>IBO processes of moderation give detailed feedback to teachers focusing on assessment tasks and enabling students to reach higher levels of achievement – excellent professional development.</li> <li>Continue to value intercultural experiences for students:               <ul style="list-style-type: none"> <li>Funabashi Short Term Visits</li> <li>International Fee Students</li> <li>Celebrations eg Harmony Day</li> </ul> </li> <li>These facilitate the support of newly arrived students               <ul style="list-style-type: none"> <li>Chinese (457 Visa T&amp;R)</li> <li>Pastoral)</li> <li>Sudanese Refugees</li> <li>Afghan Refugees</li> </ul> </li> </ul>

## STRATEGIC DIRECTION 2 -Vocational Education

STRATEGIC PRIORITIES (DECS and District Priorities)	KEY FINDINGS FROM REVIEW DATA Action taken for Implementation	LEARNING TARGETS/ EVALUATION OF OUTCOMES/ TARGETED GROUPS	FUNDING SOURCE/ RECOMMENDATIONS FOR THE FUTURE
<p><b>DECS Key Focus Area 2007: Implementing School to Work strategy introducing the future SA Certificate of Education and Trade Schools for the Future</b></p> <p><b>Strategic Directions:</b></p> <ul style="list-style-type: none"> <li>• To extend pathways for students to engage in further education, training and/or employment.</li>   <li>• To extend courses in Polymer Processing in Lower Murray Skills Centre.</li>   <li>• To extend courses in Food &amp; Hospitality in the Industrial Kitchen</li>   <li>• To sustain SACE achievement and completion - with increasing numbers of students who have learning difficulties now undertaking Year 12.</li> </ul>	<ul style="list-style-type: none"> <li>• Student success in lower level competencies and employment outcomes.</li>             <li>• Targets in increasing SACE completion and VET outcomes in Apprenticeships and Traineeships are incompatible – students gaining apprenticeships do not complete Year 12 or the SACE.</li> </ul>	<ul style="list-style-type: none"> <li>• Students work to Certificate III level.</li> <li>• Staff to gain industry training.</li>     <li>• Introductory course in all Tech Studies year levels so that students learn about the trades.</li>   <li>• Certificate course delivery for:               <ol style="list-style-type: none"> <li>1) MBHS students</li> <li>2) District students</li> </ol> </li>   <li>• In District Special Unit, students achieved up to 16 units of modified SACE.</li> </ul>	<ul style="list-style-type: none"> <li>• Work for sustainability by investing in training staff rather than buying expertise</li>     <li>• Continue to explore funding for completion of original Lower Murray Skills Centre proposal which included theory classroom.</li>     <li>• Murray Bridge High school has one of the highest levels of VET achievement in the State. <i>(Source: Futures Connect 2007)</i></li>   <li>• Application for Trade Schools for the Future June 2007</li> </ul>

## STRATEGIC DIRECTION 3 Student Wellbeing

STRATEGIC PRIORITIES (DECS and District Priorities)	KEY FINDINGS FROM REVIEW DATA Action taken for Implementation	LEARNING TARGETS/ EVALUATION OF OUTCOMES/ TARGETED GROUPS	FUNDING SOURCE / RECOMMENDATIONS FOR THE FUTURE
<p><b>DECS Direction: Engagement and Wellbeing</b></p> <p><i>School Retention Action Plan</i> DECS</p> <p><b>Mentoring</b></p> <p>Social Inclusion Retention DECS</p> <p><b>Attendance</b></p> <p><b>Youth Opportunities</b></p>	<ul style="list-style-type: none"> <li>• DECS targeted school (note: schools with higher retention rates tend to be in higher socio-economic areas)</li> <li>• Need ways of funding alternative programs in Middle School: barrier student teacher ratio of DECS 1:29               <ul style="list-style-type: none"> <li>▫ case management/interagency</li> <li>▫ coordination of in school / out of school learning options.</li> </ul> </li> <li>• State average for different year levels is about 88% - for most students attendance is sound – the concern is with particular groups of students               <ul style="list-style-type: none"> <li>▫ students at risk</li> <li>▫ Indigenous students</li> <li>▫ Students with Disabilities/learning difficulties</li> </ul> </li> </ul> <p>Trial program in 2007 in collaboration with Coomandook Area School and Youth Opportunities very successful.</p>	<ul style="list-style-type: none"> <li>• <b>Mentoring Program</b></li> </ul> <p><b>Girls</b> Alternative pathway developed – Girls VET – based on IVEC Certificate 1</p> <p><b>Boys</b> Alternative pathway – IVEC</p> <ul style="list-style-type: none"> <li>• <b>Operation Presence</b> An initiative involving SAPOL, DECS, to return truants to school effective in that students no longer visible in public in school hours. A deterrent to some but not non-attenders – only a small number involved, about 20– data on consequences not available to schools.</li> </ul> <p>Delivery to 5 groups of 18 Year 10 students in 2007</p>	<p>DECS funded 0.2 teacher release for mentoring of 14 year 12 students semester 2, 2007.</p> <p>DECS funded 0.4 teacher release built into alternative pathway case management (ceased at end of 2007).</p> <p><b>Outreach</b> District Office initiated a RAAP Application for a Coordinator position to work with and develop alternative off site programs for students excluded from school for fighting or who are non-attenders. Semester 1 successful in re-engaging a number of Aboriginal students.</p> <p>In semester 2 an Aboriginal group was established to work on the Youth Centre under <i>Target Work</i>.</p> <ul style="list-style-type: none"> <li>• Staffing of 0.4 committed for delivery 1 day per week.</li> <li>• Building sustainability by training teachers to deliver initially with YO staff and then independently.</li> </ul> <p>Rotary Club of Murray Bridge main sponsor providing materials – school cannot charge for these under Materials and Services Regulations. Dairy Farmers and Rural City of Murray Bridge also contributing.</p>

### STRATEGIC DIRECTION 3 Student Wellbeing cont...

STRATEGIC PRIORITIES (DECS and District Priorities)	KEY FINDINGS FROM REVIEW DATA Action taken for Implementation	LEARNING TARGETS/ EVALUATION OF OUTCOMES/ TARGETED GROUPS	FUNDING SOURCE/RECOMMENDATIONS FOR THE FUTURE
<p><b>Student Wellbeing</b></p> <p><b>Boys' Lighthouse / Success for Boys</b></p> <p><b>Healthy Eating/ Eat Well be Active</b></p>	<ul style="list-style-type: none"> <li>• Whole school training in <b>countering harassment, including racist harassment</b> – OHS&amp;W perspective and documented by each student as VET OHS&amp;W modules.</li> <li>• <b>Peer Support Program</b> successful in supporting countering racism and harassment training with students.</li> <li>• successful in Stage 2 application building on Stage 1 of 2004.</li> <li>• Lighthouse cluster of 10 schools including Taillem Bend Primary, Murray Bridge North Primary, Mt Barker High School and its primary schools.</li> </ul> <p>Murray Bridge selected in ABS data with Morphetvale as critical region – 3 year Project.</p>	<ul style="list-style-type: none"> <li>• Every class trained.</li> <li>• Peer Support Camp All Year 8 students have opportunity to do overnight stay at Monarto Zoological Park with Year 11 leaders.</li> <li>• Teacher professional development.</li> <li>• Targeted mentoring for 10 students per group, done through an industry based music program.</li> </ul> <p>Teacher professional development ongoing in all settings eg classroom Physical Education Camps and Excursions Pedal Prix Rock Eisteddfod</p>	<p>Ongoing need and program.</p> <ul style="list-style-type: none"> <li>• Very successful – now sustainable with development of semester SACE unit for Year 11 student leaders.</li> <li>• OHS risk too high with student health issues – modified to day excursion to include all students.</li> <li>• Successful application for Federally Funded Project <i>Success for Boys</i> \$70,000 for cluster of 8 schools in 2006-2007.</li> <li>• Project concludes June 2007</li> <li>• Canteen returned from Spotless to school management – reduced profit in meeting Healthy Eating Guidelines.</li> <li>• increased workload and financial pressure for school in 2007.</li> </ul>



**STRATEGIC DIRECTION 4 Aboriginal Education cont...**

STRATEGIC PRIORITIES (DECS and District Priorities)	KEY FINDINGS FROM REVIEW DATA Action taken for Implementation	LEARNING TARGETS/ EVALUATION OF OUTCOMES/ TARGETED GROUPS	FUNDING SOURCE / RECOMMENDATIONS FOR THE FUTURE
<p><b>DECS School Retention Action Plan / Social Inclusion</b></p> <p><b>Retention</b> <b>School Retention Action Plan Initiative 4: Advocacy and support for learners.</b></p> <p>Initiative Objectives:</p> <ul style="list-style-type: none"> <li>• <i>Encourage school communities, local government and community members to build relationships with schools and learner to provide support for young people.</i></li> </ul> <p><b>Initiative 5: Supporting Aboriginal Communities</b></p> <p>5.1 <i>development of holiday mentoring programs and mentoring to career strategies.</i></p> <ul style="list-style-type: none"> <li>• <i>Progressing the development of holiday mentoring programs and AICAP (Aboriginal and Islander Career Aspirations Program) mentoring strategies.</i></li> <li>• <i>Development of workplace mentoring communities.</i></li> </ul>	<p>Partnerships and intensive case management to support targeted Aboriginal students in Years 8,9 in 2004-7</p> <p>Intensive case management and development of sustainable structures for at risk Aboriginal students utilising partnership strategies and through employment of an indigenous AEW/Youth Worker/teacher or equivalent.</p> <p>January holidays and first two weeks of school 2005 – 2008.</p>	<p>Phase 1: Case Management – 10 students.</p> <p>Phase 2: Case Management – 20 students.</p> <p><b>Outcomes</b></p> <ul style="list-style-type: none"> <li>• Improved rates of students at risk returning to school after holiday periods.</li> <li>• Improved retention.</li> <li>• Improved awareness of pathways.</li> <li>• Participation in a mentoring program.</li> <li>• Parent awareness of SACE.</li> <li>• Individual Learning Plan/Transition Plan development.</li> <li>• Provide feedback to identified school staff about needs of individual students.</li> </ul> <p>All Year 10 students in 2006 returned for Year 11 in 2007.</p>	<p>DECS/Social Inclusion \$167,698 salary for 2004, 2005, 2006 and until June 2007.</p> <p>Holiday Mentoring \$3275 Action Research \$2500</p>

**STRATEGIC DIRECTION 4 Aboriginal Education cont...**

STRATEGIC PRIORITIES (DECS and District Priorities)	KEY FINDINGS FROM REVIEW DATA Action taken for Implementation	LEARNING TARGETS/ EVALUATION OF OUTCOMES/ TARGETED GROUPS	FUNDING SOURCE / RECOMMENDATIONS FOR THE FUTURE
<p><b>WoSI – DEST – Whole of School Intervention Program</b></p>		<p>Aboriginal man with a background in working for a JobNet provider employed full time for 3 years beginning 2006 to:</p> <ol style="list-style-type: none"> <li>1) Mentor and work with Indigenous students in years 10, 11 and 12 in careers and pathway planning, supporting work experience, establishing School Based Apprenticeships, supervising <i>Target Work</i> and ALOP (TAFE <i>Alternative Learning Options Programs</i>).</li> <li>2) Participate in all year 10 Work Education classes supporting teachers with the above dimensions for all students.</li> <li>3) VET advisor for <b>all</b> students.</li> </ol>	<p>Vocational Support Officer salary DEST - \$24,014</p> <p>DECS School Teacher Staffing Allocation converted to SSO 3 - \$38,327.</p>



## 4. Curriculum

- **Middle School**

:International Baccalaureate Middle Years Programme focuses on the 8 Learning Areas in Years 8 to 10. SACSA outcomes are embedded with the IBMYP.

In particular:

**LOTE:** German, Chinese, Ngarrindjeri and Arabic.

LOTE are offered at Years 8-12. Ngarrindjeri is the language of the local Aboriginal people.

**Arts:** Dance, Drama, Visual Arts, Music.

In alternating years the school participates in the Rock 'n' Roll Eisteddfod and Dance productions.

**Health and Physical Education:** Outdoor Education and Home Economics.

Related school activities include Athletics, Swimming and Knock Out sport.

The school has a well developed environmental education focus through Science and Society and Environment programs. All Year 9 students participate in a 'Wetlands Experience', an International Baccalaureate Middle Years Programme Interdisciplinary Unit.

The school offers an Accelerated Class for students identified as having high intellectual ability (ACER). Students can undertake Year 8 and 9 in one school year.

### **Senior School**

The school offers pathways to university courses, TAFE and employment with increasing Vocational Education and Training options.

VET pathways currently include:

- Automotive
- Polymer Processing
- Community Services – Child Care/Aged Care
- Information Technology
- Hospitality
- Agriculture

- **Special needs**

:Students with special learning needs in the mainstream are supported through Tier 2 staffing for smaller class sizes in English and Mathematics and individually Negotiated Education Plans. An increasing number of students are being identified for NEPs.

District Special Class students have core subjects taken separately and join mainstream classes for choice subjects. District Special Education Unit students have separate Middle School classes and a Senior Modified SACE class.

- Special curriculum features  
:The school has developed strong links with the Monarto Zoological Park which began with the “Zoo Crew” program. There is the opportunity to develop other very strong curriculum links with Monarto Zoological Park.
- Teaching methodology  
:The school achieves outstanding academic results both in Middle School and at Year 12. Staff are also challenged by the need to work with a high number of students who are ‘at risk’ and ‘beyond risk’.
- Assessment and Reporting  
:*Markbook* is used for electronic reporting to parents at the end of each term. Parent/Teacher interviews are held early in Term 2. Subject Counselling afternoon/evenings are held late in Term 3.
- Joint programmes  
:There are cooperative arrangements with other schools in the Adelaide Hills and Lower Murray, including VET programs, and programs for students at risk.

## 5. Sporting Activities

:The school has a school Sports Day and participates in the Secondary Sport Track and Field Championships at Santos Stadium, Mile End.

The school participates in a large range of SASSSA Knock Out sport, and has a sound record of success.

Students participate in a wide range of community sports outside of school hours.

## 6. Other Co-Curricular Activities

- General  
:Dance/Drama within the curriculum have a public performance component in year level productions and the Rock ‘n’ Roll Eisteddfod competition.  
  
The school has a Stage Band and smaller music ensembles which play at many local functions.  
  
There is wide support for academic competitions including Science Awards, Westpac Maths, and a range of Reading and Writing competitions.

## 7. Staff (and their welfare)

- Staff profile

:Approximately a third of the teaching staff travel from Adelaide, the Hills area and Fleurieu Peninsula (in car pools).

The new DECS policy Recruitment and Selection of Teaching Staff in the school sector has had a negative impact on country schools.

Previously the school has had the advantages of:

- 1) being able to advertise open positions.
- 2) Being able to offer young teachers permanency, and these teachers have then given a solid 5 years or so to the school.

- Leadership and Decision Making

:The school leadership consists of 'admin' and Coordinators. Decision making operates with Coordinator's meetings as a 'working party' and Staff meetings as a decision making body – and Governing Council as appropriate. Decision making works without the number of committees found in some schools so that it does not exclude commuting staff.

The only committees which operate out of school hours are OHS&W after school and Governing Council, Finance Committee and Parents and Friends in the evenings.

- Staff support systems

:The school operates on a "buddy" system for newly appointed staff. Teachers are supported by a year level structure. The Middle and Senior Schools each have an Assistant Principal and two Coordinators.

- Performance Management

:Performance management for teachers is undertaken through Learning Area Coordinators.

Performance Management for SSO's is managed by the School Business Manager.

- Staff utilisation policies

:Staff generally teach within their area of expertise. However, as in all country schools, staff are at times required to teach outside of their areas of initial expertise. Staff are encouraged to become involved in co-curricula and community activities.

- Access to special staff  
:The School Business Manager is SSO level 5. School Service Officers are trained and deployed in classroom support for NEP students. An SS0 3 manages the growing IT networks, with a technician. Science is supported with a lab assistant. The school is entitled to an ACEO position.
- Other  
:The school is serviced by a number of instrumental music teachers. The school is a hub for music delivery to schools in the Mallee out to the Victorian border. Video conference is used.

There is access to support services provided through the District Education Office of DECS. There are strong links with support agencies.

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

- Travelling time  
:60minutes from Adelaide GPO.
- Housing assistance  
: Housing assistance is available through Government Housing. Eligibility is authorised by DECS Human Resource Consultants at the time of appointment.

## **9. School Facilities**

- Buildings and grounds  
:The grounds are extensive and well maintained. A feature of the grounds are the playing fields which enable two full sized ovals and a hockey pitch to be used simultaneously.  
There are two Agricultural land facilities, one on campus and the other situated approximately 0.5kms from the school.  
The teaching areas consist of:  
Two large double storey solid construction buildings (both of which are fully air-conditioned) and house staff and admin areas, classrooms, Computing, Science and Art facilities.  
There are well equipped Resource Centre, Home Economics facility, Canteen, Drama and Technology Studies facilities. The Gymnasium and Music Centre are extensively used by the community (as is the Drama Workshop).  
The Administration area, Student Services area, Resource Centre, and Science laboratories were last upgraded in 1998.  
Demac buildings were upgraded in 2002 for the Special Class facility and Special Education Unit.  
  
A Training Restaurant/Cafeteria was opened in 2007 to support Food and Hospitality and the Industrial Kitchen development of 2006.

- Specialist facilities  
:There are extensive computing networks, and four rooms of IBM compatible computers.
- Student facilities  
:Student Services and Counselling Offices are established. A focus room is used specifically for teaching and support of Aboriginal students.
- Staff facilities  
:Staff preparation areas are spread throughout the school and a large staffroom is housed in the main administration building. The main staff room has an annex equipped with computers for staff use.
- Access for students and staff with disabilities  
:Most ground floor facilities are provided with ramps for wheelchair access. Two rooms are modified for hearing impaired students.
- Access to bus transport  
:Three private companies provide charter and hire services with a range of bus sizes for excursions. Two DECS buses are also stationed at the school, and are able to be used for local excursions.

## 10. School Operations

- Decision making structures  
:Murray Bridge High School is a large and complex school which uses a variety of decision making models to involve parents, staff and students.  
Governing Council is the main decision making body. Affiliated with Governing Council are Parents and Friends and Parents in Partnership (Yurrekaityarindi).  
Committees include: Student Action Advisory Committee, (SAAC) Finance Advisory Committee and OHS&W. There are regular Staff, Faculty and Coordinator meetings.
- Regular publications  
:School website – [www.murraybridgehs.sa.edu.au](http://www.murraybridgehs.sa.edu.au)  
School Newsletter – fortnightly in the local paper “*The Murray Valley Standard*”.  
Newsletters posted to website as they become available from “*The Standard*”.  
Information Folder – to parents and students new to the school.  
Curriculum Information Handbook.
- Other communication  
:Parent/Teacher Information evenings in Term 2.  
Middle School and Transition evenings in local Primary schools in Term 2.  
School Counselling Days in Term 3.

- School financial position  
:The school operates on a DECS Resource Entitlement Statement funded by State Government.  
Parent contributions fund the learning areas and student materials. The school charges the minimum Regulated Fee of \$248.
- Special funding  
:The school receives funding in the form of grants from a variety of DECS and Federal sources. e.g. Special Education, Aboriginal Education and Geographic Isolation allowance for New Arrivals students.

## 11. Local Community

- General characteristics  
:Employment opportunities are expanding and are concentrated in the rural and horticultural activities, retail sector, human services, and light industry (export abattoirs, cheese factory, electrical and irrigation equipment). Languages represented in the local community include, apart from English, Italian, Turkish, Greek, Vietnamese, Afghan, Chinese and Sudanese. Ngarrindjeri is the language of Aboriginal groups in the area.
- Parent and community involvement  
:The Governing Council has an active responsibility in school decision making. The Parents and Friends Association meets monthly. It also serves to represent and inform parents. Its main areas of involvement are providing a forum for parent participation and support for school functions and fundraising  
There are currently three Aboriginal parents on Governing Council.
- Feeder schools  
:Murray Bridge High School draws the majority of its enrolments from six government primary schools: Murray Bridge Primary, Fraser Park Primary, Murray Bridge South Primary, Myponga Primary, Tailem Bend Primary, and Jervois Primary.
- Other local care and educational facilities  
:Murray Bridge is served by three pre-school centres (2 state, 1 private) as well as 3 child care centres with two new ones proposed.

- Commercial/industrial and shopping facilities
  - :A broad range of commercial and industrial facilities provide all of the retail, repair and construction services one would expect of a medium sized rural city. The city has two major supermarket complexes and a broad range of specialist shops located in the central business district and in other residential areas.
- Other local facilities
  - :The city has a community library and a community information and tourist service.
  - Health and medical services are provided through Bridge Clinic, where visiting specialists consult, and at the local hospital.
  - Sporting facilities include an 18 hole golf course, 2 football clubs, lawn bowls, an Olympic pool, lawn and hardcourt tennis, cricket (including indoor), croquet, gun clubs, horse racing, baseball, netball, basketball, soccer, rugby, speedway and a Health and Fitness Centre. The River Murray is a focus for water based sport and recreation
  - The city is served by three hotels and a number of licensed restaurants. There are also an Italian Club and Community Club.
  - Murray Bridge is the base for a regional newspaper '*The Murray Valley Standard*' and two radio stations, Radio 5MU and Power FM.
- Accessibility
  - :Murray Bridge is 80km or 60 minutes from the city centre of Adelaide by freeway.
  - Murray Bridge passenger Service operates a twice daily service to and from Adelaide – timetable can be found on website [www.murraybridgebus.com.au](http://www.murraybridgebus.com.au)
  - The Rural City of Murray Bridge is serviced by Town Buses, a Dial-a-Ride Service and Taxis.
  - The Overland train Adelaide-Melbourne operates several nights per week and stops in Murray Bridge. There are also connections to the Indian Pacific Sydney-Perth Service.
- Local Government body
  - :The Rural City of Murray Bridge, Administrative Offices and the Visitor's Centre are located at the Local Government Centre, 2 Seventh Street. The Visitor's Centre is open 7 days a week, telephone 85391142 or 85391143. Publications describing the local area are available from these offices free of charge or for a nominal cost.

## 12. Further Comments

- : Murray Bridge is an active rural city, which is in many ways becoming outer metropolitan. Daily commuting is common. House prices increased considerably in 2006/2007.
- Murray Bridge is within easy driving distance of Adelaide, but retains the advantages of living in a rural community. The school community is friendly and supportive. Staff are encouraged to contribute to the school co-curricula and broader community through their interests and skills.
- Murray Bridge High School was established in 1913, with 25 students in one room at what is now the Murray Bridge Primary School. A great emphasis in the school at the time was the teaching of Agriculture, and this has continued to the present day.
- The school moved to Beatty Terrace in 1920 and grew in numbers with students coming from afar. Students travelled from Callington, Monarto and Taillem bend by train, while others came from Monteith by milk boat. Today students from these, and other areas, are transported to the school by bus.
- In 1972 the school moved to the present site in Lohmann Street. The school numbers grew to well over 1300 students by 1985, a reflection of a demographic which has now matured. Murray Bridge High School has since experienced the impact of the rise of low fee paying private schools, supported by Federal funding, as have State schools throughout the nation. The school, however, is defying trends and has increased in enrolment over the last 3 years.
- The school maintains a high level of community credibility. It is proud of student achievement in each of the academic, vocational and Special Education pathways.

I certify that this is a true and accurate statement

MERILYN KLEM  
PRINCIPAL

4 August 2008