SCHOOL CONTEXT STATEMENT 2015

School numbers: 0785 and 7854
School name: Murray Bridge High School and Murray Bridge High School Disability Unit
School Values: Excellence, Respect, Working Together

1. General information
Part A

School Name : MURRAY BRIDGE HIGH SCHOOL
School No. : 0785 and 7854
Principal : Mr Phil Fitzsimons
Postal Address : PO Box 1584, Murray Bridge 5253
Location Address : Lohmann Street, Murray Bridge 5253
Partnership : Murraylands
Distance from GPO: 80kms
Telephone No: 08 8532 1788
Fax No: 08 8532 5335

February FTE enrolment: 2012 2013 2014 2015
Secondary

Year 8 219 189.5 184 195
Year 9 165 206 204.5 182
Year 10 171 162 195 215
Year 11 170 153 171 195.5
Year 12 117 122.8 113.2 123
Year 12 plus 7.9 6 1.5 10.8
Special Class 13 13 11 12
Disability Unit 24 30 29 30
TOTAL 849.9 882.3 909.2 963.3

Independent Learning Centre 113 102 125 159
External FLO Programs 51 51 51 33
Total Students 962.9 1035.3 1085.2 1155.3

July FTE Enrolment 870.4 868.3 867
School Card Approval (Persons) 332 332 414
Aboriginal FTE Enrolment 91 109 120.7

Index of Disadvantage Category 2.

Part B
Deputy Principal’s name: Ruth Mussger
School e-mail address: dl.0785.info@schools.sa.edu.au
Staffing numbers: Teaching staff = 69.70  Special Class = 1.2
Disability Unit = 4.56
AET position = 1.19

Leadership positions:
Assistant Principals:
Senior School – Barb Quast
Middle School – Darren O’Connor
Vocational Pathways – Roxanne Rowland
Disability Unit – Dr Christine Roberts-Yates
Independent Learning Centre – Penny Conway
### Learning Area Coordinators
- English/ESL
- Mathematics
- Science
- Humanities and Social Sciences
- The Arts
- Digital Technology
- Health and Physical Education
- Business and Enterprise

### Whole of School Coordinators
- Year 8 Coordinator
- Year 9 Coordinator
- Year 10 Coordinator
- Year 11 Coordinator
- FLO Coordinator

### Self Managing Team Leaders
- LOTE
- Music
- Technology Studies

### Enrolment trends
The school enrolments have been steadily increasing since 2005 – 849 to 2015 – 1155. The school has seen an increase in students enrolling in off campus programs primarily at the Independent Learning Centre since its opening in 2012. In 2012 this figure was 113 and in 2015 this figure is 192.

### Special arrangements
- A Special Class facility was established for the local area in 1998.
- A Disability Unit was established in 2003.
- A Better Behaviour Centre (known as EDGE) was established in 2011.
- An Independent Learning Centre was established in 2012.

### Year of opening
- 1913 – Current Campus since 1972.

### Public transport access
- Students from outlying areas access the school via a network DECD 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 and vocational education as well as regional special education. It has international programs including Rotary, Germany and New Zealand exchanges, fee paying international students and an international short term visit program with Funabashi Municipal High School, Tokyo, Japan.

The academic program is diverse enabling specialisation in Arts, Performing Arts, Sciences, Mathematics, English and Digital Technologies. The Australian Curriculum provides the framework for the Middle School. In Senior School students undertake subjects across traditional year levels. Students undertake the SACE (The South Australian Certificate of Education).

The vocational program offers individual pathways for students in areas as diverse as Agriculture, Automotive, Food and Hospitality, Tourism, Nursing and Aged and Child Care. Murray Bridge High School is the lead school of the Lower Murray Trade Training Centre and the Adelaide Hills Murraylands Trade School for the Future sharing an alliance with other regional public secondary schools in the delivery of VET curriculum.
Murray Bridge High School, while having mainly rural ‘Australian’ students, also has an increasing diversity of student backgrounds. We have a very strong Aboriginal community, with Murray Bridge High School teaching Cultural Studies incorporating the local Indigenous language Ngarrindjeri. We also offer German, reflecting the background and history of our community. Chinese was introduced in 1998. We have many newly arriving Chinese students in Regional Skilled Migration Programs and diverse Muslim people including Afghan and Lebanese. Sudanese and Congolese, in Humanitarian Refugee Programs, are new arrivals.

**Pastoral Care programs**
Pastoral Care is organised on a Care Group basis. There are 3 domains that connect our school vision with our school community.

- Our school values – Excellence, Respect and Working Together.
- Curriculum frameworks – Australian Curriculum and SACE.

The Pastoral Care programme aims to provide a whole school approach that is student centred. We know that the keystone to student engagement is teacher-student relationships, and by building relationships in Pastoral Care, the teacher becomes the link between student, parent/caregivers, school and our community.

**Support offered**
Career Education and course counselling occurs within the SACE subject Workplace Practices at Year 10, and Senior School Counselling Services are provided via the Vocational Pathways Assistant Principal, Senior School Assistant Principal 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 a week long period.

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 a Pastoral Care Worker (PCW). The role is designed to create an environment that allows room for people to explore spirituality and promote values like tolerance, respect and hope. The PCW provides pastoral support to students and families who choose to access the PCW Program

**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 school’s Uniform Policy.

**Student government**
The Student Representative Council (SRC) has active participation from students in both the Middle and Senior School. The SRC comprises representatives from all year levels and is overseen by the Prefects.

### 3. Curriculum

**Middle School**
The Australian Curriculum is the learning framework for the Middle School. The Australian Curriculum will eventually be developed for all learning areas and subjects set out in the Melbourne Declaration on Educational Goals for Young Australians.
Senior School
The school offers pathways to university courses, TAFE and employment with increasing Vocational Education and Training options.

VET pathways currently include:
- Automotive
- Community Services – Child Care/Aged Care
- Hospitality
- Animal Studies
- Electro-technology
- Doorways to Construction
- Hairdressing
- Music
- Welding Fabrication
- Kitchen Operations
- Resource & Infrastructure – Civil Construction

Special needs
Students with special learning needs in the mainstream are supported through Tier 2 funding for smaller class sizes in English and Mathematics and individually One Plans. An increasing number of students are being identified for One Plans.

Special Class students have subjects taken separately. Special Education Unit students have separate Middle School classes and a Senior Modified SACE class.

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/or ‘beyond risk’.

Assessment and Reporting
Accelerus 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.

4. Sporting Activities
The school has a school Sports Day and participates in the Secondary Sport Track and Field Championships at SA Athletics 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.

5. Other Co-Curricular Activities

General
Dance/Drama, within the curriculum, presents public performance components in year level productions. 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.
6. **Staff (and their welfare)**

**Staff profile**
Approximately, 50% of the teaching staff travel from Adelaide, the Hills area and Fleurieu Peninsula (in car pools).

**Leadership**
The school leadership structure consists of:
Admin Team: Principal, Deputy Principal, Assistant Principals (5), Business Manager
Leaders Team: Faculty, ICAN/FLO, Student Counsellors (2), Year Level Managers (4)

**Decision Making**
The school is complex and diverse in which staff, students and parents participate in the development of policies and decisions which affect them. This participation takes place in a number of forums.

Joint staff, parent and student policy groups include:
Governing Council - provides advice to the Principal on the educational policies and programs
Finance Committee – develops a Facilities Management Plan to upgrade and maintain the facilities, undertakes projects to improves facilities and facilitates budgets for the school
WHS Committee – formulates WHS policy at Murray Bridge High School and monitors the safety and wellbeing of staff and students
Student Representative Council – incorporates Middle and Senior School students who develop fundraising activities for the school and promote student voice
ICT Committee – develops ICT policy and oversees school’s ICT resources and determines whole school priorities.
Curriculum Committee – comprises teaching administration members, faculty leaders, 2 staff representatives, student representative from SRC and a parent representative from Governing Council. The committee has the responsibility to review curriculum offerings across all year levels and manage the implementation of the Australian Curriculum.

**Staff support systems**
The school operates on a “buddy” system for newly appointed staff. All new staff are formally inducted into the school through weekly meetings staged over one term.

Teachers are supported by a year level structure. The Middle and Senior Schools each have an Assistant Principal; the Middle School has two Year Level Coordinators and the Senior School has two Year Level Coordinators.

**Performance Management**
All staff are able to access support and feedback in relation to their work through annual performance management planning and review. All staff are expected to complete their Performance Development Plans in the first term of their tenure. Teaching staff are expected to participate in 2 peer observation sessions. This information forms the foundation for the review process in term 4.

**Staff utilisation policies**
Staff generally teach within their area of 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 SSO 3 manages the growing IT networks, with 2 technicians. Science is supported with a laboratory assistant. The school is entitled to 2 ASETO positions.

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 Education Office of DECD. There are strong links with support agencies.

7. 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:
Three large double storey solid construction buildings (all of which are fully air-conditioned) and house staff and admin areas, classrooms, Computing, Language Laboratories, English, Maths, Science and Art facilities.

There is a well-equipped Resource Centre, Home Economics facility, Canteen, Dance, 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, and Science laboratories were last upgraded in 1998.

The Resource Centre was upgraded in early 2015.

Demac buildings were upgraded in 2002 for the Special Class facility and Disability Unit.

A Training Restaurant/Cafeteria was opened in 2007 to support Food and Hospitality and the Industrial Kitchen development of 2006.

A Trade Training Centre and a Trade School for the Future was built on campus in 2011 and delivers ICT and Electro-technology courses.

The school hosts the Better Behaviour Centre on campus, which was established in 2011.

Specialist facilities
There are extensive computing networks, and 6 rooms of Hewlett Packard compatible computers. A wireless network is installed throughout the campus. There are mobile computer trolleys strategically located around the campus.

There are 4 Language Laboratories with a strong ICT focus. These rooms were developed in 2010.

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 located 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
All ground floor facilities are provided with ramps for wheelchair access. Two rooms are modified for hearing impaired students.
2 Lifts, installed in 2010, provide access to subject specialist areas for students with mobility difficulties.

8. School Operations

Regular publications
School website – www.murraybridgehs.sa.edu.au
School Newsletter – fortnightly on the school website. Parents are provided with an email informing them of the update.
Information Folder – to parents and students new to the school.
Curriculum Information Handbook.
Site Improvement Plan – Refer to school website (published annually)
Staff Handbook – provided to new staff
School Prospectus – provided to new parents and visitors to the school

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.
Middle School/Senior School Acquaintance evenings in Term 1.
Skoolbag App – Can be downloaded free of charge from the Apple App Store or Google Play Store

School financial position
The school operates on a Single Funding Model funded by the State Government.
Parent contributions fund the learning areas and student materials. The school charges the minimum regulated fee of $299.00.

Special funding
The school receives funding in the form of grants from a variety of DECD and Federal sources. e.g. Special Education, Aboriginal Education and Geographic Isolation allowance for New Arrivals students.

9. 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.

Feeder schools
Murray Bridge High School draws the majority of its enrolments from six government primary schools: Murray Bridge North Primary, Fraser Park Primary, Murray Bridge South Primary, Mypolonga Primary, Tailem Bend Primary, and Jervois Primary. The school has seen an increasing number of student enrolments from non-government schools: St Joesphs Primary School and Unity College as well as from areas outside of our catchment area including Mannum, Meningie, the Fleurieu Peninsula and the Adelaide Hills.
Other local care and educational facilities
Murray Bridge is served by four pre-school centres (3 state, 1 private) as well as 7 child care centres.

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 hard court tennis, cricket (including indoor), croquet, gun clubs, horse racing, baseball, netball, basketball, soccer, rugby, speedway and several Health and Fitness Centres. 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 is also an Italian Club and Community Club.

Murray Bridge is the base for the regional newspaper ‘The Murray Valley Standard’ and two radio stations, Radio 5MU and Power FM.

Accessibility
Murray Bridge is 80km or 50 minutes from the city centre of Adelaide by freeway.

Link SA operates a twice daily service to and from Adelaide. Additional services exist between Murray Bridge and the Mount Barker Park & Ride.

The Rural City of Murray Bridge is serviced by Town Buses, a Dial-a-Ride Service and Taxis.

The Overland train Adelaide-Melbourne operates 2 days per week and stops in Murray Bridge. There are also connections to the Indian Pacific Sydney-Perth Service.

10. Further Comments
Murray Bridge is an active and growing rural city, which is in many ways becoming outer metropolitan. Daily commuting from Murray Bridge to Adelaide is common.

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 Tailem 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 5 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.

The school prides itself on offering students a broad curriculum choice with pathway options in academic, vocational or flexible learning.