

SCHOOL CONTEXT STATEMENT

Updated: March 2023

School number: 0605
School name: Millicent North Primary School

School Profile:

Vision Statement: Millicent North Primary empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing. We provide a stimulating environment that supports students to develop the skills, values and knowledge to become positive global citizens, while practicing respect, resilience and responsibility.

The core values of our school are: *Respect, Pride, and Responsibility.*

Our School believes that students learn best in a happy, safe and stimulating environment. We welcome and respect all cultures in our community. Education at Millicent North Primary School strives to empower students to develop skills, values and knowledge to achieve their personal best in a changing world. Successful students will be able to read, write and perform mathematical operations enabling them to problem solve, access information, develop skills, adapt and change. Millicent is a country community that enjoys the benefits of a rural lifestyle. Education and the school is valued and supported by the wider community. Millicent's relative isolation restricts some modes of operation, eg.access to performances and some experiences are inhibited by cost. To address this issue students from years 3 to 6 attend a sleepover or camp each year to experience a social situation and partake in activities they might otherwise not be able to access. We also take advantage of as many possible performances and experiences on offer to us and financially support those students who are unable to pay for these experiences. Our professional staff work in a collaborative manner, planning together and supporting each other, in the delivery of the Australian curriculum.

All students are able to access Breakfast club each morning to support their readiness for learning. Junior Primary students participate in the Song Room Project to gain skills in musicality. Once in Middle and Upper Primary, those with a desire to continue in music have an opportunity to work with a specialist teacher in learning to play a musical instrument. Year 6 students are offered an opportunity to gain skills in carpentry/woodwork by working with craftspeople in either the Girl's Shed or Men's Shed. Staff work as teams in one of the two focus age groups within the school. These two teams work collaboratively together to plan a relevant curriculum and promotes an ethos appropriate for the success and growth of all students. The school has a well-resourced Information Technology Centre. Student and staff access has grown over the last five years. The school has purposefully developed Science/Technology rooms and specialist Science and Design and Technology teachers, to support the on-going development of these vitally important curriculum areas to a national standard. The school's leadership and staff has historically been quite stable, with minimal turnover.

1. General information:

- **School Principal name:** Karmel Finch
- **Deputy Principal's name:** Carolyn Rayson
- **Year of opening:** 1968
- **Postal Address:** Second Street, Millicent 5280
- **Location Address:** Second Street, Millicent 5280
- **DECD Region:** South East Coast and Vines (SECAV)
- **Geographical location – ie road distance from GPO (km):** 400km
- **Telephone number:** 8733 2555
- **Fax Number:** 8733 2333
- **School website address:** <https://www.milnthps.sa.edu.au>
- **School e-mail address:** dl.0605.info@schools.sa.edu.au

February FTE student enrolment:

Primary	2019	2020	2021	2022	2023
Reception	29	30	25	27	20
Year 1	28	26	29	30	29
Year 2	32	21	31	30	23.4
Year 3	27	33	21	33	29
Year 4	36	24	37	23	31
Year 5	29	35	31	36	23
Year 6	37	31	33	30	36
Year 7	34	43	33	-	-
TOTAL FTE Enrolment	252	243	240	209	191.4
School Card Approvals (Persons)	103	110	97	87	TBC
Aboriginal FTE Enrolment	17	20	21	16	21
Students with Disabilities:	17	18	13	6	6

- **Student enrolment trends:** Stable

Staffing numbers (as at February 2023 census):

Position:	FTE
Principal:	1.0
Deputy Principal	0.6
Wellbeing Leader	0.7
AET	0.2
Autism Lead	0.2
Teaching Staff	10.8
School Support Officers	157.25
ACEO	0.2

Public transport access: DfE buses are available for school transfer. Taxis are also available.

- **Special site arrangements:** N/A

2. Students (and their welfare)

- **General characteristics:** Approximately 40% of students are School Card Holders (based on 2022 data). Twenty-one students choose to recognise their Aboriginality. 6 students who receive targeted funding for a learning disability/complex social emotional support are integrated into the mainstream classes.
- **Student Management:** A student Behaviour Code has been established for several years and is reviewed annually when teachers set class goals and expectations. Class and yard expectations reflect our school values of Pride, Respect and Responsibility.
- **Student support offered:** Students are supported with intervention programs developed by MultiLit for literacy intervention and Too Smart for numeracy intervention. We also offer LAP, tutoring programs and social skills programs.
- **Student government:** Students Voice consist of 4 upper primary school captains and then 2 class representatives from each class in Years 3 to 6. Student leaders are elected by their peers and teachers at the end of the prior year. Students have the opportunity to contribute to student voice through their class representatives or at open meetings held 1-2 times each term.
- **Special programmes:** A number of lunch time electives are held and include: gardening, sport specialties, and robotics. Middle School students have the opportunity to participate in boys shed and girls shed (woodwork and carpentry). We also offer LAP, instrumental music, Breakfast Club, and the Junior Primary Song Room Project.

3. Key School Policies:

2023 Site Improvement Plan Goals:

- **Goal 1:** Increase student achievement in reading.
- **Goal 2:** Increase student achievement in numeracy, with a focus on number sense.

Recent key outcomes (from the Annual Report):

- **Behaviour and Client Opinion:** 2022 at Millicent North Primary School has seen a steady improvement in behaviour across all year levels despite the stress and uncertainty brought on by the Covid-19

virus. We have worked hard to build relationships of caring, trust and respect, between students families and staff. Staff guide students through the process of self-empowerment by standing up to bullies; intervening when others are bullied; and reporting bullying to teachers and parents so it will stop. Restorative practices are used by staff when working with conflict between students. This has led to students being assertive in their intolerance of bullying at our site. As a result, incidences of bullying have steadily decreased and a sense of safety and well-being has grown throughout the school community. Our number of EDSAS behaviour reports has continued to fall over the last 12 months.

- **Parent Opinion Survey:** The parent survey for 2022 showed a general satisfaction with operations across the school. It was noted by parents that they were happy with the transition for year 6 and 7 students to High school as well as the transition from Kindergarten to our site. Both transitions ran smoothly with extra support and time given for identified students at risk. Communication between parents and school was also noted, as being an area that parents were happy with, since moving to Sentral for school communications and Seesaw for class communications. Feedback from parents in 2020 showed that they would like more help with their child's learning. Parent/ student workshops are held after school 2 nights per week to support parents in understanding concepts of number and class teachers have increased the content of students learning and assessment to parents using 'Seesaw'
- **Attendance:** Our attendance rate was slightly lower in 2022 due to our site being severely affected by Covid causing the school to close in late term 1 for a few days. ATSI students' attendance was at 85.8% and non ATSI students was 86.3%. All student attendance is now recorded through EMS and parents can notify us of absences through Sentral or Seesaw. If a student is absent without parent notification, then this is followed up via class teachers or Leadership with families. If there is a pattern of chronic non attendance then a call to the social work line is made for a referral to the Truancy officer.

4. Curriculum:

Millicent North Primary School aims to offer a balanced curriculum in all learning areas.

- **Instrumental music lessons:** The School is part of the Song Room Project which supports teachers from Reception to Year 3 with delivering an early year's music program. A specialist music teacher works with classes in delivering this program. Year 4 students learn the recorder and 32% of our year 5-6 cohort learn an instrument with the instrumental music branch.
- **Special needs:** 6x Tier 2 children attend our school and receive SSO support. Outside agencies are regular visitors to our school to support individual programs and needs.
- **Special curriculum features:** In 2023 NIT programmes in Science, Design and Technology, Digital Technology, and Physical Education ensure that all students receive a comprehensive and balanced learning programme.

- **Teaching methodology:** Teachers have focussed their Professional Learning on the Australian Curriculum and moderating student work to ensure consistency of grading and to improve their understanding of the standards for the year levels that they are teaching.
- **Assessment procedures and reporting:** Acquaintance Night is held early in term 1 for parents to meet teachers and to share common expectations for the year. 3-way Interviews are held at the end of term 1 and are optional in term 3. A written report is sent home to parents at the end of term 2. Students in Year 3 and 5 are also involved in the NAPLAN Testing. Students from year 1 up are involved in the PAT testing. In Term 4 a summary of learning is written for each child
- **Joint programmes:** Millicent North PS works collaboratively with the Kindergarten and High School to ensure smooth transition for students. Opportunities for students to participate in Buddy Programs are developed between interested teachers.
- **Teaching methodology:** Strong emphasis on synthetic phonics programs in Junior Primary (initialLit) and developing a consistent approach to the use of data and how that informs teacher practice. This, along with the use of SSOs in small groups for intervention and within lessons supports all student learning. In the upper primary, there is an emphasis on Unit Maths where students and teachers work together to ensure learning content is delivered at the right level for each child.
- **Student assessment procedures and reporting:** Reporting to parents is through three-way interviews, written reports, NAPLAN Test information and work samples. Students are encouraged to participate in the assessment process. Students are assessed regularly in both literacy and numeracy using a range of assessments (agreed upon by staff), that are uploaded to a central data management system and regularly analysed by staff, to ensure all students are supported to achieve continual growth in their learning.

5. Sporting Activities:

The school has an annual athletics sports day, which is held in term 1. Involvement in SAPSASA trials and selection is very strong. Students from Reception to Year 6 access the Wulanda Aquatic centre in Mt Gambier for swimming lessons. Students in years 3 to 6 are invited to participate in a netball and football Gala Day with other schools in the area. Basketball coaching sessions are provided each year by a local basketball coach for all students from Reception to year 6. Round Robin basketball tournaments and Milo Have a Go Cricket sessions are also offered to students.

6. Other Co-Curricular Activities:

- Students are involved in organising and running assemblies three times per term
- A graduation ceremony for Year 6 students, end of year concert for students in years

3-6 and a Junior Primary Concert are held in term 4.

- A District Gala Day (football and netball) are offered.
- An integrated program for ATSI students and students from Millicent High School is supported by the AEW.
- A CPSW works with families and students in need of support.
- Staff support a daily Breakfast Club.
- Lunchtime activities are offered each day, including sports, games, robotics and gardening.
- School captains are involved in organising and running a student morning tea fortnightly, to celebrate an excellent attitude and effort in student learning.

7. Staff (and their welfare):

- **Staff support systems:** Our Step 9 teachers take on responsibilities in the areas of mentoring Early Career Teachers, being involved in Professional Learning Communities aligned with our Site Improvement Plan, and developing specific areas of the school (gardens and play spaces).
- **Performance Management:** All staff participate in the Performance Management Process twice yearly. Personal improvement goals are set based on data and the site improvement plan.
- **Access to special staff:** Instrumental Music Teachers, The Song Room Program, Aboriginal Education Teacher, Autism Lead

8. Incentives, support and award conditions for Staff:

- N/A

9. School Facilities:

- **Buildings and grounds:** The school buildings are SAMCON (concrete/asbestos with steel frame). The school is organised into 3 main blocks. Block 1 is set up as a Middle school unit, computer room and offices. Block 2 houses the Junior Primary and Middle primary classes. Block 3 has the library, teacher planning room/resources, as well as specialist Design and Technology rooms and a music room. We have extensive grounds with 2 large ovals, lawn spaces, 2 nature play areas and a gymnasium. A garden area and chook yard are located next to the soccer oval for class and student use. There is a canteen and school kitchen near block 1, with the girls shed next door.
- **Heating and cooling:** All classrooms are fitted with reverse cycle heating and cooling
- **Specialist facilities and equipment:** A computer room is available for classroom use. Two dedicated Science/Technology rooms. A room is available for 1:1 instrumental music lessons. There is a fully equipped canteen/kitchen on site for classes to access and a space for children to eat during play times. This is supported by produce from the garden and chooks. Lunchtime electives allow students to maintain and harvest both areas.
- **Student facilities:** The canteen operates 2x days per week. Students have the opportunity to be involved in Student Voice and robotics lessons. There is a school dentist located on site.
- **Staff facilities:** Staff have access to a staff room, resource rooms for planning, printing and photocopying.
- **Access for students and staff with disabilities:** A shower/toilet for people with disabilities is in block three and wheelchair access is available to all buildings.

- **Access to bus transport:** School buses service the outlying areas.

10. School Operations:

- **Decision making structures:** Staff meet every week for staff meetings, the first fifteen minutes focuses on administration matters. There is a strong focus on professional development of a whole school nature. School Council meets twice a term.
- **Regular publications:** The school uses Sentral and SeeSaw as the main communication platforms between parents and the school. Events are posted on both platforms as well as Facebook when applicable. All classes use SeeSaw to share the child's learning journey, allowing parents to be a part of each child's day. A weekly bulletin is also posted on Sentral to inform parents of important upcoming dates, and things that have happened during the week.
- **Other communication:** A daily bulletin posted on Sentral on an ongoing basis and all staff have the ability to contribute. Hard copy notes are sent out when deemed appropriate. The school has a Facebook page to share celebratory events linked with our school and students.
- **School financial position:** The budget reflects the school curriculum priorities.

11. Local Community:

- **General characteristics:** Millicent is a rural town with an industrial and farming base.
- **Parent and community involvement:** Parents are encouraged to engage with the school on a variety of levels. We have an active Parent and Friend's group and Governing Council. We also have strong relationships with our feeder sites, Millicent North Kindergarten and Millicent High School.
- **Other local care and educational facilities:** Millicent has 3 Primary Schools (2 Department for Education and 1 Catholic), 1 High School and TAFE. There are also 2 Department for Education Kindergartens in town, and one council-run child care centre.
- **Commercial/industrial and shopping facilities:** Millicent has the facilities to accommodate general shopping and commercial needs.
- **Other local facilities:** Millicent has a Civic and Arts Centre, a well-resourced public library, museum and numerous sporting facilities, including a golf course, basketball stadium, football and soccer club, netball and tennis courts, swimming lake and a fitness and squash centre.
- **Availability of staff housing:** Staff housing is available; with arrangements made through the GEH (Government Employment Housing).

- **Local Government body:** The Wattle Range Council services the town.

2. Further Comments

- N/A