

# SCHOOL CONTEXT STATEMENT

Updated: 23/03/26

School number: 0950

School name: MURRAY BRIDGE SOUTH PRIMARY

## 1. General information

### Part A

School name : MURRAY BRIDGE SOUTH PRIMARY  
School No. : 0950  
Courier : MURRAY BRIDGE  
Principal : Michelle Shepherd  
Postal Address : 54 JOYCE ST, MURRAY BRIDGE. 5253  
Location Address : as above  
District : Murray Mallee  
Distance from GPO : 78kms  
CPC attached : No

Phone No: 85322155  
Fax No : 85310083

Level of Disadvantage: Level 2

### March FTE Enrolment

Year Level	2023	2024	2025
Reception	82.0%	77.2%	78.1%
Year 01	87.6%	81.2%	81.7%
Year 02	83.7%	80.6%	78.1%
Year 03	84.1%	86.4%	83.7%
Year 04	81.6%	83.8%	84.4%
Year 05	79.5%	83.4%	85.1%
Year 06	76.7%	81.0%	81.2%
Total	81.9%	82.2%	81.9%

	2023	2024	2025	2026
Reception	31	35	24	20
Year 1	20	33	27	23
Year 2	27	23	37	31

<b>Year 3</b>	40	28	22	37
<b>Year 4</b>	46	42	40	28
<b>Year 5</b>	39	45	40	43
<b>Year 6</b>	28	35	51	41
<b>TOTAL</b>	231	241	241	223

#### Specific Population Enrolment 2026

<b>Aboriginal and Torres Strait Islander</b>	50 students	22%
<b>EALD</b>	81 students	36%
<b>Disabilities</b>	17 students	8%
<b>School Card</b>	124 students	55%

## Part B

- Deputy Principal  
Chantelle Taylor
- Intervention and Curriculum Lead  
Malinda Frazer
- Student Wellbeing and Curriculum Lead  
Debbie Taylor
- School website address  
[www.mbsouthps.sa.edu.au](http://www.mbsouthps.sa.edu.au)
- School e-mail address  
[dl.0950.info@schools.sa.edu.au](mailto:dl.0950.info@schools.sa.edu.au)
- Staffing numbers
 

Classroom Teachers	11
Physical Education	1.0
EALD	1.0
Language	0.8
Technologies	0.8
- **Leadership Positions:**

Principal	1.0
Deputy Principal	1.0
Intervention and Curriculum Lead	1.0
Student Wellbeing and Curriculum Lead	1.0
- **Clerical Staff:**

Finance, Admin and General Support	98 hours
Resource Centre and Classroom Support	407 hours
Groundsperson	25 hours
ACEO	30 hours
IT Tech	16 hours

Canteen Manager

**Total Staff:**

19 hours

38 females

6 males

- OSHC

There is no onsite OSHC program.

- Enrolment trends

Decreased in 2022 due to the Year 7s moving to High School. There has been a slight decrease in enrolments in 2026 due to the transient nature of the school. Students arriving from overseas often enrol for a short period of time before returning to their homeland.

- Year of opening

1964

- Public transport access

Bus services are provided within the town and to and from Adelaide.

## **2. Students (and their welfare)**

### **General characteristics**

The school's enrolment has decreased in 2026 though there has also been a high degree of mobility with students transferring from other schools both inter-state and intra-state. We will see a slight increase with the introduction of the 2026 mid-year intake of Reception students. This movement has created the need for flexible class planning. The year-level combinations have enabled class sizes to remain at a reasonable low level. School Card users comprise 55% of the enrolment. There are 50 Aboriginal students and 81 students from EALD backgrounds. 17 students have disabilities. We have a full time Student Wellbeing Leader working across the site, as well as a Student Wellbeing Support Officer. The Student Wellbeing Support Officer is a part time role.

### **Student management, engagement and inclusion**

Rationale:

Learning occurs best when students experience a safe, supportive environment in which they have a degree of control over their learning and are treated with respect and understanding.

As educators, it is our role to provide safe learning environments and positive proactive approaches to teaching, whereby students learn appropriate school behaviours and increase their social, emotional and academic skills and understandings.

This requires us to work in partnership with our colleagues, students and families and to take responsibility to respond to, develop and support students' learning, behaviour and social skills.

Quality differentiated classroom teaching practice and effective pedagogy underpins effective behaviour processes.

***As such, our policy is underpinned by:***

- Building mutual respect and positive relationships with learners, with staff doing their utmost to convey to each student the message, “*I see you and you matter to me*”.
- Fresh start – each day is a new opportunity to start on a positive footing. The Berry Street Model refers to this as *Unconditional Positive Regard*.
- Providing clear expectations, known responses and a Positive Behaviour for Learning framework.
- Using explicit, descriptive, positive language with students and reinforcing positive behaviours.
- Enacting common understandings, processes and values to manage behaviour with a focus on Trauma Aware Practice (Berry St Education Model) and a positive behaviour focus to restore, correct and educate students. Our site has introduced the Friendly Schools program as a social intervention program run by the Student Wellbeing Support Officer through accessing the National Student Wellbeing Program (NSWP). Staff participated in the first two modules of Strategies for Managing Abuse Related Trauma (SMART) training in early 2026

### 3. Key School Policies

#### Literacy and Numeracy

**Literacy:** Curiosity in Comprehension

**Goal:** Increase reading comprehension by fostering a culture of curiosity, where students are encouraged to ask questions, wonder about texts, and actively engage with meaning through comprehension strategies, mentor texts, and paired reading.

**Challenge of Practice:** Model strategies that promote curiosity; students generate their own questions. Choose mentor texts that provoke discussion or inspire deeper thinking. Facilitate conversation and question sharing during paired reading. Regular teacher demonstrations exploring text through questioning/analysis. Quick checks that include reflection on what students wondered/learned. Lessons sequenced to encourage exploration, risk-taking, and curiosity.

**Numeracy:** Curiosity in Place Value

**Goal:** Increase understanding of place value by cultivating curiosity in maths, encouraging students to question, explore, and seek patterns, supported by implementation of the Place Value Assessment Tool (PVAT), daily maths chats, and number fact fluency.

**Challenge of Practice:** Discuss findings, what surprised students, and what they want to explore further. Create space for students’ wonderings about number patterns, reasoning, etc. Encourage sharing of different approaches, questioning efficiency, accuracy. Show mathematical thinking and questioning as a process. Use cold calling and exit tickets that include student questions or new understandings. Plan lessons that allow time for exploration, pattern-finding, and student input

## **Subject Offerings**

The school implements the Australian Curriculum and some aspects of the new SA Curriculum Prototype 2. Students are involved in lessons in all areas of the curriculum. Classes have specialist lessons in PE and Health, Language and Culture and technologies.

Literacy and Numeracy have a high priority within all classes.

## **Special Needs**

One Plans are active documents that assist staff to set achievable goals, programme and identify relevant accommodations for students. Parents are involved in the development of the students' plans.

Small group and individual support is provided for students with special learning needs.

Social Skill Development and reading programmes support students with special needs.

School Services Officers work with class teachers to support students with special needs either in the class or withdrawn for short periods.

## **4. Special curriculum features**

### **Teaching methodology**

The school is well resourced and resources are used throughout the school to increase the engagement and relevance to students' learning. The Big Ideas in Number, the Big 6 in Reading, Promoting Literacy Development (PLD) and Heggerty Phonemic Awareness Curriculum are used throughout the school. All classrooms have access to ICT and years 3 and above have allocated Chromebooks per student.

All 9 classrooms and specialist classrooms have Interactive Screens for teacher and student use to enhance the learning programs. All students have either a laptop or Ipad for use and access to a bank of computers in a computer room.

### **Assessment procedures and reporting**

A variety of assessing and recording procedures are used. Interviews are held in term 1 and written reports are issued at the end of terms 2 and 4. Parents are actively encouraged to arrange meetings when issues arise and teachers will contact parents as needed. Class Dojo and class newsletters are used by teachers to keep parents informed of what is happening in the classroom.

Regular data collection cycles include; On going formative assessment, pre- and post-PVAT data collection, Phonics termly check-in's, student self-reflection on curiosity, math chat participation and wondering, guided/independent practice logs and tracking number fact mastery weekly through SOL Ed.

## **5. Sporting Activities**

Our students are involved with SAPSASA and Sports Day. Sports Day has a strong participatory focus.

Many students also belong to local sporting clubs (eg. tennis, football, netball, swimming, basketball and soccer).

School swimming operates in Term 4 for Years R-5. Year 6 students participate in an Aquatics Programme each year, also in term 4.

A Gym built under the BER programme is fully utilised by the school and the community.

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

Camps are offered each year for students in Years 5 to 6.

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

### **Staff profile**

Staff are dedicated and are a mixture of age groups and experience.

### **Leadership structure**

The leadership structure consists of the Principal, Deputy Principal, Inclusion and Curriculum Lead and Student Wellbeing Leader and Curriculum Lead.

### **Staff support systems**

Junior Primary, Middle Primary and Upper Primary teams all meet fortnightly with a focus on the school's Site Learning Plan (SLP).

### **Performance Management**

All staff are line managed by the Principal, Deputy, Intervention Leader, Student Wellbeing Leader or Business Manager who meet with each staff member with a negotiated agenda.

All staff develop a Performance Development Plan in Term 1 and report on it throughout the year.

Performance Development includes discussion, observations and reflections on programmes etc. Feedback is provided throughout the year. Staff are also expected to reflect using the AITSL Professional Standards for Teachers and TfEL.

A Speech Pathologist, Social Worker, Hearing Impaired Services, Special Educator and Behaviour Coach Support staff are available from the Department for Education.

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

No incentive programmes are offered.

The EAP is available to all staff and immediate family.

## **9. School Facilities**

### **Buildings and grounds**

All buildings are well presented. The buildings comprise a range of structures, which include two solid 1960's blocks, a 5 teacher Unit which had walls installed in 2021, 1 Demac classroom, Demac Resource Centre and three blocks of modern units

housing nine classes. Out B Block toilets and Unit Block toilets have recently been refurbished and updated through the Building Upgrade Fund. There are specialist areas which include an Activity Room, kitchen and a computer room. Extensive offices and workrooms are available for staff to access. A large comfortable staffroom is available at all times. A covered outside learning area (COLA) and gym were built in 2009. Bitumen throughout the site was replaced in 2021.

The school has a well-resourced Library with teacher and student support materials. A bank of computers is available for student access throughout the day in the computer room. All teaching areas have Interactive Screens which were updated in 2020. Students in Reception to Year 2 have access to a 1:1 iPad. Students in Year 3-6 have a 1:1 allocated Chromebook.

School Grounds are continually being re-developed to enhance the general school environment. A new playground was installed in 2021 and the older playground was refurbished in 2022. At the end of 2025, 4 brand new shade structures were placed over all 4 outdoor play areas which were also funded through the Building Upgrade Fund.

### **Cooling and Heating**

All rooms are air-conditioned and carpeted, with access for students with disabilities.

### **Staff facilities**

Large staff room with computer access.

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

The school Gym has been fitted with a fully equipped bathroom for Disabled Students. Ramps have been installed to most buildings for access. In 2021 a Disabled Access Toilet was built on the edge of the Unit.

### **Access to bus transport**

DfE buses are managed by Murray Bridge High School. Local LinkSA buses pick up and deliver students close to the site daily.

## **10. School Operations**

### **Decision making structures**

Main decision making bodies are the Governing Council and staff. The Leadership Team manages daily operations and whole school issues.

Priority committees such as PAC and various sub groups as necessary. Staff also meet in PLC teams fortnightly.

The school seeks to achieve consensus where possible.

### **Regular publications**

School newsletter three times per term.

Class newsletters.

Class Dojo.

School Facebook site.

### **Other communication**

The following communication channels are used effectively to keep all informed:

- Class Dojo and Facebook
- Daily announcements
- Class newsletters to parents/caregivers
- Staff meeting and Committee meetings' minutes
- Interviews and written reports
- Notice Boards
- Information evenings
- Local Media
- Formal and Informal interviews are encouraged.
- Email
- SMS

### **School financial position**

Good.

## **11. Local Community**

### **General characteristics**

Murray Bridge South Primary School draws its enrolment from the urban area of the Rural City of Murray Bridge. Murray Bridge is a business centre for the surrounding district and the community of 23,257 which includes people from Aboriginal, Italian, Turkish, and Vietnamese, Philippine, Chinese, Sudanese, Afghan and other non-English speaking backgrounds.

Shopping facilities exist along with the medical clinic, hospital, and churches of all denominations, TAFE, libraries, hotels and various interest clubs associated with a rural city.

There is a high level of mobility in the community and in the last five years there has been an average of 30% turnover in enrolment throughout the year. This has been due to changed employment opportunities. New industries are being established and growth in population and employment is continuing.

The availability of housing has influenced families to move to Murray Bridge from the metropolitan area.

A large variety of sporting activities is organised within the community. Sporting bodies and parents are strong supporters of student activities both within the school and within sporting groups.

There is a local Tourist Information Centre located in Murray Bridge with relevant information and publications pertaining to the environs of the local area.

### **Parent and community involvement**

There is involvement through Governing Council, Meet and Move afternoon, and occasionally the Coffee Cake and Chat sessions.

**Feeder schools**

Tinyeri Centre, Murray Bridge Kindy, Concordia Kindy, Fraser Park CPC

**Other local care and educational facilities**

ABC Learning Centres, Eden Academy, Family Day Care, Private Day Care providers, Murray Bridge High, Onkaparinga TAFE, Murray Bridge North Schools, Fraser Park CPC – 6, Independent Schools.

**Commercial/industrial and shopping facilities**

Extensive commercial shopping throughout the town. Murray Bridge is a regional centre for business.

**Availability of staff housing**

Private rental is an option for Staff.

**Local Government body**

The Rural City of Murray Bridge Local Government Centre is located at 2 Seventh Street Murray Bridge, phone 8532 1288.

**12. Further Comments**

In November of 2014, the school celebrated its 50<sup>th</sup> anniversary with a special assembly.

Ranges of socio-economic groups are represented within the Murray Bridge community.

The school is now part of the Murraylands Partnership. The Partnership consists of the following schools: Fraser Park Primary School and Child Parent Centre, Jervois Primary School, Mannum Community College, Murray Bridge High School, Murray Bridge North School, Murray Bridge Special School, Myponga Primary School, Palmer Primary School, Tailem Bend Primary School, Mannum Kindergarten, Murray Bridge Preschool, Tailem Bend Kindergarten, Tinyeri Children's Centre and Fraser Park Preschool.