

SCHOOL CONTEXT STATEMENT 2020

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 : Ms Ruth Mussger
Postal Address : PO Box 1584, Murray Bridge 5253
Location Address: Lohmann Street, Murray Bridge
5253 Partnership: Murraylands
Distance from GPO: 80 kms
Telephone No: 08 85319500
Fax No: 08 85319595

February FTE enrolment:	2017	2018	2019	2020
Secondary				
Year 8	189	203	200	201
Year 9	201	180	219	220
Year 10	203	186	233	238
Year 11	165.5	188	212	221
Year 12	172.9	143.9	141.4	158
Year 12 plus	13.9	8.2	1	1
Special Class	12	17	24	24
Disability Unit	22	21	19	22
TOTAL	979.3	947.1	1049.4	1085
Independent Learning Centre	93	86	97	99
External FLO Programs	3	12	-	3
Total Students	1075.3	1045.1	1146.4	1187

July FTE Enrolment
School Card Approval (Persons) 360 446 293 (as at 30/3/2020)
Aboriginal FTE Enrolment 115 141 (as at 30/3/2020)

Index of Disadvantage: Category 2

ICSEA: 948 (2016)

Part B

Deputy Principal: Paula Haesy
School e-mail address: dl.0785.info@schools.sa.edu.au
Staffing numbers: Teaching staff = 71.2
Special Class = 2.4
Disability Unit = 3.0
AET position = 1.0
Assistant Principals: Engagement and Wellbeing – Darren O'Connor
Student Support Diversity & Inclusion – Penny Conway
Curriculum – Michael Pater
Entrepreneurial Learning – Tiahne Wareing

Learning Area Leaders

Global Perspectives
STEM
The Arts
Healthy Lifestyles
VET and Design Technology

Whole of School Leaders

Student Pathways Leaders – Year 8, 9, 10, 11, 12
Special Options and Students with Disabilities
Aboriginal Student Pathways
Student Wellbeing Leaders - 2
Local and Global Promotions
Inclusive Education Manager

Enrolment trends

The school enrolments have been steadily increasing since 2005 – 849 to 2020 – 1187. The school has seen an increase in students enrolling in off campus programs primarily at the Independent Learning Centre since its opening in 2012. The strategic review of educational assets and opportunities for the Rural City of Murray Bridge 2012 indicates a 1.8% annual growth in Murray Bridge over the next 30 years.

Special arrangements

- A Special Class facility was established for the local area in 1998, with a second class with an Autism Spectrum focus opening in 2017.
- The Inclusive Education Centre (formerly known as Disability Unit) was established in 2003.
- Murraylands Trade Training Centre established in 2011 in partnership with 6 other schools
- Murraylands Aquatics Centre
- A Better Behaviour Centre (known as EDGE) was established in 2011.
- The Independent Learning Centre was established in 2012 and operates in Seventh Street, Murray Bridge
- Music Focus School, granted 2016
- Entrepreneurial Specialist School in 2019

Year of opening

- 1913 in Beatty Terrace, with the move to the current campus in 1972.

Public transport access

- Students from outlying areas access the school via a network of Department for Education school bus services. A town bus with fee for service also operates for students living locally as well as the Mannum and Meningie catchment areas.

2. Students (and their welfare)

General characteristics

Murray Bridge High School is a regional state high school that provides for a diversity of students and offers pathways to cater for all students: academic and vocational education as well as special education. Students come from a range of socio-economic backgrounds. There is an element of students who live in low income, low aspirational households, however an increasing number of families see education as an opportunity and pathway to improved life choices.

The majority of students attending Murray Bridge High School live in Murray Bridge. Students from the outlying towns of Wellington, Jervois, Myponga, Tailem Bend, Monteith, Callington and Monarto have a strong sense of ownership and pride in their towns, particularly during the winter sport season. Whilst having mainly rural students, MBHS also has an increasing diversity of student backgrounds. We have a very strong Aboriginal community, with ATSI students making up 12% of the total enrolment. Students from non-english speaking backgrounds make up 5% of the student cohort. To add to our cultural diversity Murray Bridge High values international programs including student exchanges, fee paying international students and an international short term visit program with Funabashi Municipal High School, Tokyo, Japan.

Pastoral Care programs

Pastoral Care is organised on a Home Group basis, centred around a Personal Development subject. There are four elements of this program.

- Our school values – Excellence, Respect and Working Together.
- Family connectivity – Monitoring attendance and welfare and special school events.
- Child Protection Curriculum and wellbeing - with an emphasis on resilience and respectful relationships.
- Development of Learning Pathway Plans through e-portfolios.

The 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 these home groups, the teacher becomes the link between student, parent/caregivers, school and our community.

Support offered

The two Student Wellbeing Leaders provide support and referral services for students. The school has strong links to support services and agencies in the local area. Mentors for Aboriginal students and students at high risk are in place. An engagement and wellbeing youth worker supports students who find that difficulties in life are having a significant impact on their learning.

Two AESTO's support engagement for Aboriginal students and their families. A homework club for Aboriginal students is run on Wednesday afternoons in the dedicated Aboriginal Education support room.

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

Senior School Career Counselling Services are provided via the Year 10, 11 and 12 Student Pathways Leaders, with support from the VET Senior Leader and Deputy Principal. Student Pathways Leaders across all year levels support students into their desired learning pathway.

Student management

Effective learning and positive student behaviour support policies and procedures are in place. These focus on students' rights as learners and their responsibilities to others. Teachers have identified buddy classes for support with students where the behaviour is impacting on other student's ability to learn. Leaders are assigned 'Rover' duties, including a phone for immediate response, as well as circulating around the school during lesson times to view teaching and learning and support any teachers with student behaviour concerns. There is an expectation that students conform to the school's Uniform Policy, and that all teachers reinforce the policy expectations. A wellbeing team made up of student pathways leaders, wellbeing leaders and support staff meet weekly to discuss identified individual student engagement concerns. Students in Years 8 and 9 can be referred to the EDGE program by student pathways leaders. This facility offers a short term (10 week) program which concentrates on literacy, numeracy and social/emotional wellbeing.

Student Government

Student leaders from all year levels meet regularly to participate in discussions about issues that impact on student life. The Student Leaders also meet monthly with the Principal. Student voice in learning and feedback for learning is strongly encouraged in every classroom.

Special Programmes

The school is one of five Entrepreneurial Specialist Schools in SA, with a strong focus on building the entrepreneurial mindsets we know our students need for future success in this rapidly changing world. MBHS is the centre for the regional music program as a Music Focus School. Aboriginal and Torres Strait Islander students have the option of being part of the highly successful SAASTA (South Australian Aboriginal Secondary Training Academy) in senior school and the SAASTA Connect program in middle school. Enterprise and entrepreneurial skills are further developed at the Roper Road Farm, a highly successful working farm.

3. Key School Policies

Murray Bridge High School is a school community that promotes positive and active citizenship through the development of creative, collaborative and resilient learners.

We aim to provide educational opportunities that:

- Enable our young people to be prepared for work in a fast changing world
- Encourage high achievement by setting high standards and supporting students to be their best
- Provide equity and opportunity so that all students access a quality education, whatever their circumstances

We aim to develop our learners by

- Tracking and monitoring every learner's growth (AC and SACE grades and completion, PAT-M and PAT-R, NAPLAN)
- Having a clear and robust literacy/numeracy improvement cycle through our School Improvement Plan
- Enact evidence-based reforms in pedagogical practice for improved learning outcomes
- Identify and enact intervention processes (scaffolding numeracy and levelled literacy)

School Improvement Plan goals are:

- Increase student achievement in reading
- Increase student achievement in writing
- Increase student achievement in lower secondary mathematics

School Improvement priorities include:

- Quality Teaching and Learning
 - Numeracy
 - Literacy
 - Facilities to support learning
 - Australian Curriculum and SACE achievement
 - Student Pathways and capabilities development
 - Students with special needs
- Student Wellbeing
 - Attendance and engagement
 - Programs to build resilience and ownership of learning
- Aboriginal Education
 - Literacy/Numeracy
 - Achievement and Retention
 - Developing Community
- Entrepreneurial Learning
 - Entrepreneurial Mindsets
 - Critical and creative thinking

4. Curriculum

Middle School

The goals established in the Melbourne Declaration on Educational Goals for Young Australians are used as the aspirations for teaching and learning.

The Eight areas of the Australian Curriculum in Middle School recognises the central importance of disciplinary knowledge, skills and understanding included in Mathematics, English (and EALD), Science, Design and Technology (Digital technology, Technology Studies and Food Technology), Health and Physical Education, The Arts (Visual Arts, Music, Dance, Drama), Humanities and Social Sciences and Languages (German, Chinese and Ngarrindjeri), along with a strong focus on embedding the general capabilities and cross-curriculum priorities.

Senior School

Murray Bridge High School offers an extensive range of subjects to contribute to students gaining their South Australian Certificate of Education.

The school offers a wide range of academic pathways to university courses, along with diverse Vocational Education and Training options to support further study at TAFE or employment. Our curriculum guarantee ensures students with a STEM pathway have access to Maths and Science subjects at Year 12 with face to face teaching. A highly successful Flexible Learning Options Program is offered for SACE students at the Independent Learning Centre.

Murray Bridge High School is the lead school of the Lower Murray Trade Training Centre sharing an alliance with other regional public secondary schools in the delivery of VET curriculum, including school-based apprenticeships.

VET pathways currently include:

- Electro Technology
- Automotive
- Early Childhood Education and Care
- Aged Care
- Doorways to Construction
- Metal Fabrication
- Hair & Beauty
- Media
- Animal Studies
- Music including Technical Production
- Sport & Recreation
- Fitness
- Game Programming & Animation
- Hospitality
- Business
- Cyber Security

Special needs

In 2020 Students with Disabilities make up 9.5% of the student cohort. Students with special learning needs in the mainstream are supported through in-class support and intervention programs based on the identified need and funding allocation. Individual One Plans are prepared that identify individual growth goals and the teaching and learning adjustments that will take place to support the student and these are reviewed twice a year. Teachers differentiate the curriculum to ensure that all students are appropriately challenged in their learning.

The school has two Special Classes and an Inclusive Education Centre on site. Educational, Vocational and Life Skill development programs are offered in these highly supported environments.

Teaching methodology

Teachers use the Teaching for Effective Learning (TfEL) framework to inform their practice. Current research directs our focus to what makes the most impact for student learning. During 2018-19 teachers explored 21st century learning dispositions, and 'refreshing the Australian Curriculum and SACE learning design through embedding Capabilities and Pedagogical Shift'. Delving deeper in 2020 the focus will continue to embed capabilities and support the development of programs that employ explicit teaching combined with inquiry based learning. We will enhance our consistent use of Embedded Formative Assessment to continually 'check and act', adjusting learning activities to immediately address gaps, and promote student ownership of their own learning. Our teachers are supported to work collaboratively in the development of learning and assessment plans. Moderation processes are embedded at a learning area level.

Assessment and Reporting

Staff, students and parents have online access to Google Classroom. Features of this program include on-going lesson plans, information on current tasks and grades for submitted work.

In term 1 and 3 interim grades for each subject are published to parents/caregivers and students, and parent/teacher meetings are available for discussions on areas for improvements that can be made.

Semester written reports are developed and distributed to parents/caregivers and students electronically at the end of each semester. Student achievement is determined for Australian Curriculum subjects via folio assessment against the relevant Australian Curriculum Achievement Standards and for SACE via assessment of tasks against the subject specific SACE performance standards.

Subject counselling days are held in Term 3 for all students for subject choices for the following year.

5. Sporting Activities

The school has a comprehensive Health and Physical Education program, including an outdoor education stream. The whole school Sports Day is well attended, and successful students also participate in the Secondary Sport Track and Field Championships at SA Athletics Stadium, Mile End.

Tri-school tournaments occur in a range of sports. Students participate in a wide range of community sports outside of school hours.

6. Other Co-Curricular Activities

Peer Support

Year 11 peer support students mentor Year 8 classes for the first six months of the year, including a team challenge day at Monarto Zoo.

Pedal Prix

This year we have two teams practice throughout the year in the lead up to two six-hour events at Victoria Park in Adelaide, and the 24 hour event at Sturt Reserve in Murray Bridge.

Performing Arts

Dance and Drama within the curriculum present public performance components in year level productions, and whole school musicals are held bi-annually. The school has a Concert Band and smaller music and vocal ensembles which perform at many local functions.

Visual Arts

A significant display of Art, created by students, go on show at the Rural City of Murray Bridge Council Chambers for the month of August as part of the SALA festival. Our students also participate in community art projects.

Agriculture

A range of opportunities present themselves throughout the year for students of agriculture. Teams have successfully competed in competitions at the Royal Adelaide Show as well as fleece throwing at the Karoonda Farm Fair. Enterprise through meat and vegetable production is successful in helping to ensure sustainable practices.

Whole school

There is wide support for academic competitions including Science Awards and scholarships, Maths competitions, and a range of Reading and Writing competitions. For the previous four years student teams have been state champions in the iAwards. MBHS students also participate in STEM enrichment activities at SA universities, including an annual science camp at Flinders University.

A major annual camp to Canberra is available for Year 10.

2020 marks the 22nd Anniversary of our friendship with Funabashi Municipal High School in Japan. Each year students from Funabashi come for a 2 week cultural visit, being home hosted by families at our school.

7. Staff (and their welfare)

Staff profile

Murray Bridge High School has an exciting mix of young energetic teachers and experienced, successful long term educators. We have 2 nationally accredited Highly Accomplished Teachers (HAT). There are several teachers undertaking HAT and Lead Teacher accreditation in 2020. There is a large number of Step 9 teachers. All leaders and some experienced teaching staff support individual coaching, with a focus on supporting early career teachers and staff seeking to improve their practice. Approximately 40% of the teaching staff travel from Adelaide, the Hills area and Fleurieu Peninsula (in carpools).

Leadership

The school leadership structure consists of:

Executive Team: Principal, Deputy Principal, Assistant Principals (4), and a Business Manager.

Leadership Team: Executive team and Learning Areas (5), Student Wellbeing Leaders (2), Student Pathways Leaders (5), Aboriginal Student Pathways Leader (1) and Special Needs (2), Literacy (1), School Promotions (1).

Decision Making

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 – oversees school financial management and provides advice to the Principal on the educational policies and programs.

Finance Committee – advises Governing Council on school financial management, priorities and 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 Change Makers – incorporates Middle and Senior School Student Leaders who represent all students.

Leaders Group – *Curriculum & Pedagogy*: reviews curriculum offerings across all year levels, manages the implementation of the Australian Curriculum/SACE and manages pedagogy reform priorities.

Wellbeing & Engagement: reviews data to identify areas of concern and plan proactive strategies. They develop groups to oversee and manage wellbeing initiatives.

Digital Learning: develops digital learning policy and oversees school's ICT resources and determines whole school priorities.

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. Every teacher is teamed with a coach/Learning Area leader, whom they meet with regularly to discuss pedagogical practices and set individual goals for improvement. We have a detailed and highly active Early Career Teachers program with individual mentor allocation.

Teachers are supported within a year level structure. In the first instance, student issues/concerns are discussed with their line manager, student pathways leader and/or the wellbeing team, whichever is most relevant. Should further action be required, the matter may be referred to the Deputy Principal or the Assistant Principal - Wellbeing. A Staff Handbook clearly outlines grievance and conflict resolution processes. Our Wellbeing Team have developed a comprehensive Staff Wellbeing Hub tailored with wellbeing resources for our staff.

Performance Management

All staff access support and feedback in relation to their work through annual cycle of performance development planning and reviews. All staff are expected to meet with their line manager about their Performance Development Plan in the first term of the year and identify key goals to support our School Improvement Plan. Teaching staff are expected to participate in a review and feedback program using a targeted mix of coaching, mentoring and classroom observation in Term 2 and 3. This information forms the foundation for the review process in term 4.

Staff utilisation policies

Staff generally teach within their area of expertise with joint Maths/Science and English/HASS combinations in middle school to support greater depth in concept and skills development and foster strong relationships for student learning. Staff are encouraged to become involved in co-curricular and community activities particularly in the development of the critical and creative thinking and personal social capabilities. SSOs are used to support students with special needs within classrooms, as well as out of class intervention programs including LLI (Reading).

Access to special staff

The School Business Manager is SSO level 5. An SSO manages the growing IT networks, with 2 technicians. Science is supported with a laboratory assistant. School operations are managed by a Timetable Manager, Daily Routines Manager and Attendance Officer. Facilities and grounds are managed by a dedicated Facilities Manager. The school employs 2 people in ASETO positions to support our Aboriginal learners. School Service Officers are trained and deployed in classroom support for students with disabilities and learning difficulties.

Other

Two instrumental music teachers are located on site. As a Music Focus School, we are a hub for music delivery to schools in the Murraylands.

There is access to support services provided through the local Education Office of Department for Education. There are strong links with support agencies, and the school has representation in key community groups such as LDAT, MBLC and MB Safe.

8. 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 is an extensive Agricultural Farm is situated approximately 0.5kms from the school.

The teaching areas consist of:

Three large double story solid construction buildings (all of which are fully air-conditioned) and house staff and administration areas, classrooms, specialist Science laboratories, maker and collaborative learning spaces and Art facilities. Science laboratories in Barker building, and classrooms in Hindmarsh building have been transformed into purpose built STEM spaces.

There is a well-equipped Resource Centre, Home Economics facility with an Industrial Kitchen, Canteen, and dedicated Dance, Drama, Music and Technology Studies facilities. The Gymnasium, Music Centre and Drama Workshop are regularly used by the community.

A wireless network is installed throughout the campus to support student digital devices as we phase out fixed computer rooms.

A Lower Murray Trade Training Centre was built on campus in 2011 and delivers a wide range of VET courses.

The school hosts the Better Behaviour Centre (known as EDGE) on campus, which was established in 2011.

An Independent Learning Centre is located at another campus, to support the learning of students enrolled in the Flexible Learning Options program.

Murray Bridge High has been granted \$20 million through the Major Capital Works in Schools Initiative. Building works on a new building for Year 7 and 8, and a new Technology Studies building, new Entrepreneurial Learning Hub, upgraded Art facilities and school infrastructure upgrades is underway. This project is due for completion in late 2021, ready for Year 7 enrolment from 2022.

Student facilities

Student Services and a Wellbeing Centre are established and used extensively by students. An Aboriginal Student Support room is used specifically for teaching and support of Aboriginal students. Senior School students have access to a teacher supported Senior Study Suite during non-instruction time.

Staff facilities

Staff preparation areas are located throughout the school and a large staffroom is housed in the main administration building. All staff receive a laptop computer.

Access for students and staff with disabilities

All ground floor facilities are provided with ramps for wheelchair access.

Two Lifts, installed in 2010, provide access to subject specialist areas for students with mobility difficulties.

9. School Operations

Regular publications

School website – www.murraybridgehs.sa.edu.au

School Newsletter – fortnightly on the school website. A link to the Newsletter is emailed to parents informing them of the update. A condensed version of the Newsletter is printed in the local paper 'The Murray Valley Standard' every fortnight during term time.

School Facebook page – updated regularly with news and important just in time communication.

School Information package – for new parents and students to the school.

Curriculum Information – updated regularly on the website.

School Improvement Plan – published on school website (annually)

School Policies – published on school website (regularly reviewed and published)

Annual Report – published on our website (annually)

Staff Handbook – provided to all staff online

Other communication

Our focus has been to strengthen communication about learning via the online suite, Google for Education.

We provide all communication to families through email.

Whole school Meet your Teacher evenings in Term 1.

Parent/Teacher Information evenings in Terms 1 and 3.

Middle School and Transition evenings in local Primary schools in Term 2.

School Subject Counselling Days in Term 3.

School financial position

The school operates on a Single Funding Model funded by the State Government.

Parent/Caregiver contributions fund the learning areas and student materials. The school charges the minimum regulated fee of \$322.00 per year.

Special funding

The school receives funding in the form of grants from a variety of Department for Education and Federal sources such as Special Education, Aboriginal Education, Flexible Learning Options and Better Schools funding.

10. 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, food alliance, electrical and irrigation equipment).

Ngarrindjeri is the language of Aboriginal groups in the area. Languages represented in the local community include, apart from English, Italian, Turkish, Greek, Vietnamese, Afghan, Chinese and Sudanese.

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, Taillem Bend Primary, and Jervois Primary. The school has seen an increasing number of student enrolments from non-government schools, 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 four 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 several clinics, with the main one being Bridge Clinic, where visiting specialists consult, as well as emergency care at the local hospital.

Sporting facilities include an 18-hole golf course, 2 football clubs, lawn bowls, an Olympic sized 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. There is a close association with nearby towns for football and netball competitions. The River Murray is a focus for water based sport and recreation.

The city is served by two hotels and a wide range of licensed restaurants and cafes. There is also the Golf Club and the Community Club that serve meals.

Murray Bridge is the base for the regional newspaper '*The Murray Valley Standard*' and two radio stations, Radio 5MU (1125) and Power FM (98.7).

Accessibility

Murray Bridge is 80 km or 60 minutes from the city centre of Adelaide by freeway.

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

The Rural City of Murray Bridge is serviced by Town Buses, and a local Taxi service. Main roads accommodate cyclists with special lanes and wide streets.

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

11. Further Comments

Murray Bridge High School was established in 1913, with 25 students in one room at what is now the Murray Bridge North 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.

Murray Bridge is an active and growing rural city, which is in many ways becoming outer metropolitan. It is anticipated that Murray Bridge will re-establish growth trends by the end of 2021, when Thomas Foods International re-opens with expanded facilities.

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. The staff association organizes a staff get-together a number of times during the term. Staff are encouraged to contribute to the school co-curricular and broader community through their interests and skills.