We thank you for taking the time to read our 2015 Annual Report which is an important aspect of accountability to our community and Department of Education and Child Development.

Robyn Ravalico  
PRINCIPAL

Jo Comley  
GOVERNING COUNCIL CHAIR
The 2015 North Haven School’s Annual Report provides a comprehensive overview of the 2015 school year in areas which are important to our school community. This report includes information on our achievements throughout the year as well as some additional Commonwealth requirements. In total the report details how North Haven School provides a quality teaching and learning programme while aspiring towards our vision of “Developing positive participants of the world community who are equipped to meet lifelong challenges and who can think and act globally and locally” whilst ‘Learning today for Leading tomorrow’

North Haven School, an International Baccalaureate accredited World School, supports students to develop positive values and a sense of belonging, mastery, independence and generosity as well as providing high quality academic, artistic, sporting and social opportunities. Success, Honesty, Respect, Responsibility, Caring, Optimism and Courage are the values that underpin our schools’ work. These values, mission and vision are the foundation stones in directing the focus of all members of the North Haven School’s Community.

The leadership team comprised of Robyn Ravalico Principal R-7, and Stam Matheos, Assistant Principal and Counsellor. The 2015 school year began with 5 classes in the Junior Primary and 6 classes in the Primary. We were fortunate to be able to once again appoint Tracey Kameron as the school’s numeracy coach for two and a half days per week. Tracey also took on the teacher/librarian role with a focus to work collaboratively with class teachers to support them in developing skills, knowledge and understanding of the Australian Curriculum and inquiry based learning.

In 2015 North Haven School the total student population began with 282 students including 163 students in the Primary and 119 students in the Junior Primary. Of the 282 students, there were 19 Aboriginal students (6%), 77 EALD (28%) students, 22 (8%) students were verified with a disability, and 81 (29%) students being school card holders. By the end of the year there were 300 students.

REPORT FROM GOVERNING COUNCIL

In 2015 Governing Council Members included; Jo Comley (Governing Council Chairperson), Nicole White (Governing Council Vice Chairperson), Tracie McLennan (Secretary), Amanda Boyd (Treasurer), Tony Marshall, Tonya Hedges, Trudy Price, Kathy Wells, Melissa Knowles, Krystyna Page, Stam Matheos (Assistant Principal), Robyn Ravalico (Principal). Sara Guinan and Liz Goldsmith shared the role of staff representative.

Grounds and Facilities

Improvements in facilities and grounds continued in 2015 with the complete renovation of the Leafy Sea Dragons, Sharks and Seals boys’ and girls’ toilet blocks. The continued development of the Turtles Nature Play area was completed and the area outside of the gym was upgraded with new ground cover, a garden bed, shade sails and two wall murals.

The canteen also underwent an upgrade with new cupboards, flooring, oven, air-conditioning, new freezer and a new roller shutter installed.

Students were consulted regarding an upgrade of the playground to include a wheelchair access path to the sandpit and oval. Plans for the replacement of pine logs and new equipment have been finalised ready for the installation of equipment, pathway and rubberised edging in 2016.
Out of Hours School Care

North Haven Out of Hours School Care continued to be well supported with both the term and vacation care programs attracting large numbers. The Summer Vacation Care was at capacity. Janine, Robyn, Melissa Knowles and Tracey Cranwell worked with DECD finance to develop a strategic budget with a view to improving the OSHC facilities. The exterior of the OSHC building was repaired and painted. A big thank you to Janine Atkins and her staff for the excellent work they do in providing an engaging and nurturing OSHC program.

Canteen and Fundraising

The Canteen was once again managed by volunteers, Nadine Zisimopoulos, Trudy Price, Jo Comley and Michelle Payne. Thank you to these amazing parents and other volunteer parents for their efforts in the canteen and on the Fundraising Committee. The canteen continued to make an excellent profit in 2015.

The Fundraising Committee ran a number of events throughout the year including Discos, Sausage Sizzles on Acquaintance Night and Sports Day, and the End of Year Concert Raffle, raising a total of $9638.00. In addition to this the Canteen ran special Canteen events including Pancake Day, St Valentine’s Day, Canteen Show Day, Celebrate Canteen Week and special meal deals which supported canteen profits.

Finances

Financially the school is still in a very strong position. Much of the money from the amalgamation of the Junior Primary and Primary and the Building Education Revolution money has been spent on classroom and grounds upgrades.

As the current principal’s tenure was to finish at the end of 2015, the Governing Council met with the Educational Director for information regarding the process to appoint a principal for 2016. Robyn Ravalico informed the Governing Council that she did not intend to apply for the Principal position. The Governing Council also met with both the Chief Executive Officer, Tony Harrison and the Minister for Education, the Honorable Susan Close to discuss their concerns regarding the management of the process and the reclassification of the Principal position. The role of Principal was advertised in Term 3 and was won by Peter Allison. Peter will start his tenure in January 2016.

Jo Comley has indicated that she will not be continuing as Governing Council Chairperson in 2016. We would like to thank Jo for her outstanding service and commitment to both the Governing Council and North Haven School community. Jo’s work has been invaluable to the success of North Haven School.

Thank you to all of the Governing Council members, Canteen helpers and volunteers who have provided input and contributed to our school community and a special thanks to all our retiring Governing Council members.

2015 HIGHLIGHTS

2015 was another outstanding year for North Haven Schools. There were many highlights throughout the year which added value to the excellent academic learning and wellbeing of our students.
It proved to be another year full of learning and engagement activities for our students, staff and community which included the following highlights:

**Highlights which added value to literacy engagement and achievement:**

- Inaugural year for Children’s University with 28 students graduating at Bonython Hall
- IBMYP Personal Inquiry Project Expo Night
- Pedagogical focus on inquiry with support from teacher librarian
- Book Week Activities
- Premier’s Reading Challenge and North Haven School’s Reading Challenge
- Remembrance Day Ceremony and Veterans’ Affairs Awards

**Highlights which added value to numeracy engagement and achievement:**

- Numeracy, Vocab and Science/Technology Open Morning with parent information session
- Carnival Day and Financial Literacy learning
- Whole school focus on numeracy, Numeracy Coach support (Ann Baker – Natural Maths strategies & Mike Chartres Maths in Action)
- Continued collaborative work with teachers from the Lefevre Peninsula Partnership on the Australian Curriculum and IBMYP including planning and evaluating quality assessment tasks and moderating student work samples

**Highlights which added value to community and student engagement and wellbeing:**

- ‘Behind the News’ TV programme. Filming of our students engaged in First Aid lessons and sharing their learning on Energy Conservation
- Wakakirri Performance – Best Environmental Message Award
- PAL (Play At Lunchtime leadership programme)
- Kindergarten to reception and Year 7 to 8 transition programmes
- National Young Leaders Day
- ‘Pirates and Princesses’ Disco and ‘Onesie’ Disco jointly organized by Middle Years students and canteen volunteers.
- Slime Bucket Challenge
- Out of School Sports Teams
- Canteen and Fundraising events run by volunteers
- Dolphin Rangers Training Day and games day and Senior Dolphin Rangers excursion and Dolphin Day
- Sports – A very successful Sports Day, football, soccer, hockey clinics, Bike Ed, District Athletics, Swimming and out of hours soccer and basketball teams.
- Student Federal and state awards for Community and Service
- End of Year Concert and raffle
Thank you also to all of our highly valued members of North Haven School community who have participated in supporting our children throughout 2015 to have the best possible learning opportunities. We are looking forward to continuing to work together to make North Haven School the best place to be and a school of choice.

SITE IMPROVEMENT PLANNING

The Site Priorities for 2015 continued to focus on improving student learning outcomes in the areas of Numeracy and Literacy and Australian Curriculum Science and Quality Teaching. We worked towards improving learning by undertaking professional learning in the most effective teaching practices for different levels of schooling, collecting and analysing student assessment data and developing intervention strategies to differentiate learning for students. We used student survey feedback data to identify areas for improvement in a number of different elements for our students which we had identified as needing further focus over the past three years.

The Early Years, International Baccalaureate Middle Years Program and the Quality Teaching and Student Engagement committees had input into the school’s professional learning program.

We continued with our focus on literacy using the new Australian Curriculum EALD literacy levels for assessing student writing.

The Early Years teachers developed common agreements regarding literacy and undertook professional learning in Jolly Phonics. As a result all Early Years classes have implemented the Jolly Phonics programme.

Teachers continued to implement the Australian Curriculum and the IBMYP by working collaboratively with teachers from the LeFevre Peninsula Partnership schools to continue to develop units of work and assessment practices in the Geography, History and Maths learning areas.

A crucial strategy was the establishment of the role of the teacher/librarian with a focus on developing knowledge and understanding in the delivery of the Australian Curriculum through quality teaching & learning practices. Tracey Kameron worked with groups of teachers in planning and collating units of work by providing resources, focusing on quality pedagogy and assessment practices.
STUDENT ACHIEVEMENT

Priority 1
Achievements in Literacy

GOALS
• Develop quality pedagogies and assessment processes to drive and enhance literacy learning outcomes
• Develop positive dispositions for literacy
• Enhance literacy outcomes for all students especially ESL and ATSI students

TARGETS

READING LEVELS for Years 1 and 2

Target - In 2015 we aimed at the high target of 75% of students reading at or above the expected reading level in Years 1 & 2.

Target not met – 70% Year 2 and 58% of Year 1 students reading at or above their expected reading level.

NAPLAN Progress Rates

Target - Reduction of students in Low Progress Bands to less than 25% and increase in the Middle and Upper Progress Bands.

- Year 3-5 Target Met – Lower 5%, Middle 50.0%, Upper 45% (95% Yr 5 students in Middle or Upper progress)
- Year 5-7 Target Met – Lower 19%, Middle 68%, Upper 13% (81% Yr 7 students in Middle or Upper progress)

Target - Increase in NAPLAN Reading Mean Scores

- Year 3 to 425 – not met - 400.2
- Year 5 to 528 – not met - 514.6
- Year 7 to 539 – met and exceeded - 546

Strategies used to achieve targets:
- ESL Scope and Scale moderation of student work samples.
- In depth Analysis of individual student’s PATR reading comprehension results from November 2014 & Nov 2015 - identifying strengths and areas for focus.
- NAPLAN data used to identify Year 3, 5 & 7 students needing literacy support.
- Whole of school data collection timeline established for collection, collation and analysis.
- Individual Learning Plans for Aboriginal, ESL, Students under benchmark and NEP students focusing on achievement of Literacy and Numeracy Goals.
- Marie Clay reading assessment and intervention program for six year old students
- Wave 2 Intervention support for students below bench marks in reading and writing.
- Literacy and numeracy support for Aboriginal students through the AET role in literacy support and numeracy coach role.
- Year 3-7 Comprehension focus using Comprehensive Assessment of Reading Strategies (CARS) and Strategies to Achieve Reading Success (STARS)
- Information brochure for parents ‘How to support your child with reading and numeracy at home”
- New parent information packs and transition morning teas.
- Implementation of Markit Data Management system.
The Running Records Graph for Year 2 students in 2015 shows that 70% of students reached levels 21-26 compared with 69% for the state. The Year 1 Running Records shows 55% of students reached at or above level 16 which is above the expected level for year 1 students. The expected Running Record level for Year 1 is 15.

Recommended Strategies for 2016

- Implementation of Reading Diary for Years 1-2 students
- Implementation and professional learning in ‘Words their Way’ Spelling programme
- Explicitly teaching of comprehension strategies in CARS & STARS following NHS continuum
- Track individual students and cohorts of students achievements in PATR on line tests with analysis and diagnosis of test results to drive teaching and learning program using Markit data system
- Focus on retaining students in NAPLAN upper bands through extension programmes and thinking skills
- Continuation of whole of school assessment schedule and data collection
- Whole of school focus on vocab, fluency and comprehension skills
- Continuation of a consistent Junior Primary Phonics program and explicit reading skills program
- Implementation of whole school uninterrupted Literacy Blocks for four days per week
- Marie Clay assessment of six year old students supported by focussed intervention program
- Intensive literacy intervention program for identified ESL, ATSI and students under benchmark
- Professional learning for staff to continue on the Big 6 in reading
- Focus on literacy & numeracy in Australian Curriculum as drivers in unit of work.

NAPLAN

NAPLAN Reading and Numeracy Growth

In the School Growth graphs, it is expected that for all groups of students there is a distribution of 25% of students in the Low Progress Group, 50% of students in the Medium Progress Group and 25% of students in the Upper Progress Group. The below table shows the percentage of students in each of the progress bands.

NAPLAN School Growth: Year 3-5
NAPLAN School Growth: Year 5-7

The progress rates for the Year 7 cohort of students showed an improvement in all progress bands. There was a significantly smaller percentage of students in the low progress group than in 2014 and a higher percentage of students in both the middle and upper progress groups than in 2014. The Year 7 cohort shows that 81% of students made a medium or high rate of progress in Reading and 78% students made a medium or high rate of progress in Numeracy. The expected percentage for these groups is 75%.

In 2015 there were 100% of Year 7 students retained in the Higher Bands having tested in Year 3 Higher Bands in NAPLAN Numeracy and 66.7% of Year 5 students were retained in Higher Bands having tested in Year 3 Higher Bands. Both of these results are improvements on previous results.

A recommendation for 2016 is to continue to increase the percentage of students in the high progress group and Higher Bands by focusing on improving student achievement for those students in the middle NAPLAN bands.

Year 3 NAPLAN Results
Mean scores over time

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 3</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td></td>
<td>364</td>
<td>392.7</td>
<td>374.4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td>410.2</td>
<td>418.3</td>
<td>400.2</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td>403.0</td>
<td>420.4</td>
<td>391.6</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td>390.7</td>
<td>386.3</td>
<td>380.3</td>
</tr>
<tr>
<td>Grammar</td>
<td></td>
<td>419.1</td>
<td>412.3</td>
<td>402.7</td>
</tr>
</tbody>
</table>

Although the 2015 Year 3 students performed at a lower level than the 2013 and 2014 cohorts in all aspects of the NAPLAN tests apart from Numeracy their Mean Scores as a Proficiency Band was in Band Level 4 which is above the expected Proficiency Band achievement for Year 3 students. For Year 3 students in 2016 and beyond there will be a continued strong focus on Numeracy, Spelling and Reading Comprehension. Whole of school strategies will support learning in these areas in the Early Years.
Year 5 NAPLAN Results
Mean scores over time

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 5</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>449.7</td>
<td>493.7</td>
<td>490.6</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>492.1</td>
<td>528.8</td>
<td>514.6</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>477.5</td>
<td>472.9</td>
<td>470.4</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>480.2</td>
<td>495.4</td>
<td>489.4</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>484.5</td>
<td>520.2</td>
<td>509</td>
<td></td>
</tr>
</tbody>
</table>

Although the Year 5 students performed at a slightly lower level than the 2014 cohort, their Mean Scores as a Proficiency Band in all aspects of the NAPLAN test were at Band 6 which is above expectation for Year 5 students. For Year 5 students in 2016, there will continue to be an emphasis on reading comprehension, grammar and problem solving and adaptive reasoning in Numeracy.

Year 7 NAPLAN results
Mean scores over time

<table>
<thead>
<tr>
<th>Mean Scores by Test Aspect</th>
<th>Year 7</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Numeracy</td>
<td>514.2</td>
<td>537.2</td>
<td>528.9</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>535.1</td>
<td>530</td>
<td>546</td>
<td></td>
</tr>
<tr>
<td>Writing</td>
<td>520.7</td>
<td>525.1</td>
<td>530</td>
<td></td>
</tr>
<tr>
<td>Spelling</td>
<td>551.5</td>
<td>538.4</td>
<td>540.8</td>
<td></td>
</tr>
<tr>
<td>Grammar</td>
<td>543.3</td>
<td>522</td>
<td>539.8</td>
<td></td>
</tr>
</tbody>
</table>

The 2015 Year 7 students performed well in all aspects of the NAPLAN tests, achieving higher than both the 2013 and 2014 Year 7 cohorts. They demonstrated excellent progress from their 2013 tests, with 81% of students achieving in the medium and upper progress groups in both Reading and Numeracy.

In 2016 there will need to be a continued focus on higher order comprehension skills in Reading and problem solving skills in particular, adaptive reasoning in Numeracy and spelling.

 Achievements in Numeracy

GOALS
- Develop foundational learning in number
- Develop positive disposition for maths/numeracy
- Develop understanding of numeracy in real life situations
- Enhance numeracy learning outcomes for all students
- Develop mathematical language.

TARGETS

PAT Maths Plus on line test for Years 3-7
60 % of students to score in Stanine 5 or above.
As DECD established PAT Maths Standards of Educational Achievement (SEA) in 2015, the SEA scores were used as baseline targets.

The Year 3 and Year 7 percentage of students above DECD SEA was of a concern and there will need to be a focus on adaptive reasoning and problem solving for students in R-2 as well as Year 4 students and Year 3 students in 2016.

An important aspect of the PAT Math data is student growth in achievement. The average growth in 2015 exceeded the expected growth per year level for each cohort of students.

The average growth for Year 7 was 3 times higher than the expected 12 month growth, Year 6 was 2.25 times higher and Year 4 was 1.5 times higher.

**NAPLAN**

75% of students demonstrating with a medium or upper progress rate – *met and exceeded for both Year 5 and Year 7 cohorts (see graph)*

Increase the mean score in NAPLAN numeracy

<table>
<thead>
<tr>
<th>Year</th>
<th>Not met</th>
<th>Met</th>
<th>Exceeded</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
<td>392</td>
<td>395</td>
<td></td>
</tr>
<tr>
<td>Year 5</td>
<td>49</td>
<td>499</td>
<td></td>
</tr>
<tr>
<td>Year 7</td>
<td>537-540</td>
<td>540</td>
<td></td>
</tr>
</tbody>
</table>

**Australian Curriculum Mathematics**

85% Students achieving a C grade or higher in Maths

*Strategies that were put in place to achieve targets*

- Pupil Free Day devoted to Numeracy and assessment.
- Exploration and investigation of diagnostic tools and intervention support kits.
- Numeracy coach worked with a number of teachers to support and model quality teaching practices in Maths. Teachers provided with time to discuss, reflect and plan with numeracy coach.
- In depth analysis of PAT Maths test data and NAPLAN test data
- Involvement in Mike Chartres, Mathematics in Action project.
- Staff continued to undertake Professional Learning in AC Maths with collaborative planning and evaluation of assessment tasks and moderation of student work samples and sharing of practice.
- Workshop for parents on importance of vocabulary in numeracy.
- Literacy and Numeracy Welcome packs for new parents.
- Financial Literacy focus for Year R-7 culminating in Carnival Day.
- Early Years teachers using PAT Maths learning
- Calculus for Kids programme for Years 6 & 7s
- Use of Eight Effective Practices that develop numeracy whole site questions, Leading Numeracy Improvement, Strong Foundations and powerful learners

*Recommended strategies for 2016*

- Uninterrupted numeracy blocks for R-2
- 0.2 FTE Numeracy Coach
- Release time for teachers to work with Numeracy Coach
- Whole of school implementation of Ann Baker’s Secret Code strategies
- QuickSmart program for students at risk
- Maths-a-thon Fundraising activity to engage community in Maths focus
- Numeracy information and family maths challenges in newsletters
Continuation of sharing of practice and use of visible learning strategies for student feedback.
Revisit the Eight Effective practices for Leading Numeracy Improvements.
Establish Maths continuum efolder for all students to track all students’ achievement in Maths.

Priority 3
Achievement in Australian Curriculum

GOALS
- Develop and deliver quality learning and assessment practices in AC learning areas so that every student demonstrates their learning at or beyond expected achievement standards.
- Develop teacher understanding of Achievement standards
- Develop assessment practices to reflect achievement standards

TARGET
- 75% students demonstrating 50% of Science Achievement standards at the appropriate Year level
  Target met with 86% students achieving a C assessment or above.

Strategies that were put in place to achieve targets
- Further Investigation and familiarization with Australian curriculum achievement standards in Science
- Professional learning of the development and delivery of effective assessment practices
- Working with teacher/librarian to develop quality units of work and assessment tasks in Science
- Open morning with focus on vocab in Science, Maths and Technology with information session for parents/caregivers
- Professional learning with Australian Curriculum Implementation Officer in transforming tasks to require higher order thinking.
- Professional learning on positive mind sets and purpose.

Recommended strategies for 2016
- Teachers continue collaborative unit planning using the Australian Curriculum content supported by teacher/librarian.
- Focus on assessment of outcomes and Achievement Standards in conjunction with IBMYP criteria for assessment
- Track and monitor student achievement using Markit data system and Class Data system
- Provide opportunities for staff to moderate student work samples
- Continue professional learning program in other learning areas of Australian Curriculum
- Map school’s coverage of topics in Australian Curriculum
- Professional learning workshop for staff in engaging in Peer Observation – Jan 2016

In 2016 we aim to improve student learning outcomes through implementing the best possible teaching and learning practices for the different levels of schooling as identified through the latest scientific research. We also aim to provide workshops and opportunities for staff to enrich their learning practice through peer observation.

These pedagogical practices are driven by the Early Years, Student Engagement and Quality Teaching and International Baccalaureate Middle Years Program committees.

Student Engagement and Wellbeing

GOALS
- Students demonstrating higher levels of engagement in learning programs
- Students demonstrating positive behaviour choices in classroom behaviour and yard play
- Students demonstrating a higher level of participation in student voice, decision making and student action
• Students making successful transition from K to R and from Year 7 to 8
• Teachers to engage with Early Years Framework, TfEL & IBMYP to deliver quality teaching and learning practices
• Continue to use diagnostic testing to drive learning achievement
• Develop Differentiation of learning programs for students based on diagnostic testing
• Development of Student Individual Learning Plans and Student led conferences

TARGETS

 Whole School Attendance rate to average 92% - Met and exceeded
 Increase in percentage of students’ feedback regarding negotiation and choice in learning activities. Met and exceeded
 Decrease in number of suspensions and/or exclusion – not met.
 Reduction in lunchtime incidents.- Met
 Increase in percentage of students undertaking community service activities.- Met

Strategies that were put in place to achieve targets

 TfEL student feedback survey focusing on a number of elements across Domains
 Student Leadership conference and opportunities
 Further development of Student Led Conferences based on goal setting and reflection
 Transition programs for Kindergarten and Year 7 students
 Use of Australian Professional Standards for teachers and ACER’s National Schools Improvement Tool
 Community and service opportunities including hosting the Remembrance Day service for guests from the North Haven retirement village, distributing postcards for peace, environmental land rejuvenation, supporting the kindergarten students and raising funds for a variety of charities.
 IBMYP Learning Expo for families delivered by students
 IBMYP Learner Profile PD and strategies to foster understanding with students.
 Japanese Children’s Day, Carnival Day, Harmony Day, Student run Discos, School Performances, End of Year Concert, Community and service participation for students, Dolphin Rangers training program and associated activities.
 All classes established either Class Dojos and Class Blogs. The school established a Facebook page to share highlights and learning information.

Recommended strategies for 2016

 Continuation of Japanese Children’s Day, Carnival Day, Harmony Day, Student run Discos, School Performances, End of Year Concert, Community and service participation for students, Dolphin Rangers training program and Youth Environment Council.
 Student led Learning Expo, student led conferences focusing on student goals, action plans and reflections.
 Continuation of Community and Service learning opportunities including hosting the Remembrance Day service for guests from the North Haven retirement village, distribution of postcards for peace, environmental land rejuvenation, supporting kindergarten students and raising funds for a variety of charities.
 TfEL student feedback focusing on identified areas for improvement.
  Focus on developing powerful learners and strong foundations.
 Explore the use of social media as a learning vehicle
 Continued use of visible learning strategies to empower students in their learning progress.
 Play at lunchtime program.
 All classes to establish Class Dojos or Class Blogs for communication.
 The school will continue to maintain and monitor a Facebook page information.
STUDENT DATA

Attendance

Overall attendance rate for 2015 school year was higher than 2014 and 2013, increasing from 91.6 to 92.4%. The attendance rate was higher than both the state and schools at the same level of disadvantage for most year levels.

All years’ attendance rates were higher than 90% with some year levels showing significant improvement over two years (Years 2 and 3 in 2013 compared with Years 4 and 5 in 2015).

The school’s overall attendance rate of 92.4% exceeded our target of 92%.

In 2016 we aim to achieve 93% attendance (in line with DECD’s Attendance Target) by continued focus on the actions as outlined in the North Haven School’s Attendance Action Plan.

<table>
<thead>
<tr>
<th>Attendance by Year Level</th>
<th>% Attendance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2013</td>
</tr>
<tr>
<td>Reception</td>
<td>91.3</td>
</tr>
<tr>
<td>Year 1</td>
<td>92.4</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.2</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.5</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.1</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.3</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.1</td>
</tr>
<tr>
<td>Year 7</td>
<td>92.6</td>
</tr>
<tr>
<td>Primary Other</td>
<td></td>
</tr>
<tr>
<td>Total All Year Levels</td>
<td>91.6</td>
</tr>
</tbody>
</table>

Recommendations for 2016

- Community focus on attendance through promotion in newsletters and in transition programs which highlight the need for sustained attendance
- Specific focus on engagement activities with Year 3, and 5 cohorts.
- TfEL student feedback survey to focus on elements that had low results in 2015 survey.
- Class focus on attendance through class challenges and visible monitoring of targets.
- Individual support for students and families with poor attendance.

CLIENT OPINION

Below are a number of statements in the Parent, Staff and Student Survey. In 2015 North Haven School used the ACARA School Survey site to survey parents and families. All families were invited to respond to the survey and it remained open for a number of months.

The new North Haven School website was completed in 2015. The Skoolbag app was continued to be used to provide information and the North Haven School’s Facebook page was established.
The school implemented the use of Skoolbag app which allowed for parents and caregivers to receive alerts, newsletters and event information on their android or iphone.

A number of teachers established class blogs which provided parents and caregivers with information on the curriculum and topics being covered, notices, and homework tasks. Parents were able to communicate directly with teachers through the blogs. A number of classes established ‘Class Dojos’ which provided information to parents regarding students’ achievements.

**STUDENT OPINION SURVEYS**

In 2015 Year 3-7 students undertook a Student Feedback Survey using elements from the South Australian Teaching for Effective Learning Framework’s Domains which had shown low results in previous years. These surveys provided teachers with information regarding their teaching practice. Teachers investigated and implemented effective practices that research has shown develops expert learners. The surveys were conducted in Term 1 and then again in Term 4 to identify changes in student opinion. There was a specific focus on maths, thinking skills and problem solving when implementing teaching strategies.

Negotiating learning, promoting dialogue as a means of learning, apply and assess learning in authentic contexts and communicate learning in multiple modes were aspects of teaching practice that were a focus for the 2015 survey.

It was interesting to note that there was significant improvement from Term 1 to Term 4 results in 2.3 Negotiating Learning and 4.4 Communicate using multiple modes. The rigour of the students’ Personal Inquiry Projects in Term 3 had a significant impact on the results of these two elements. This should be a continued focus of teachers’ learning and practice in 2016.

**TfEL Student Survey Results 2015**
- **Year 3/4 Tylor**

**TfEL Student Survey Results 2015**
- **Year 4/5 Bondarenko**
2.3 Negotiate Learning
3.4 Promote Dialogue as a means of Learning
4.3 Apply and assess learning in authentic context
4.4 Communicate learning in multiple modes

STAFF OPINION SURVEY

![Bar chart showing staff opinion survey results]

From the Survey you can see that “there are a number of high ranking results of 4.8 and 4.9 in many of the survey questions. Teachers feel that they are well supported, students like being at the school and that the school works with parents to support the students’ learning.

Although ‘Students behaviour is managed well at this school’ and ‘The school is well maintained’ and ‘The school takes staff opinion seriously’ all have a high agreement rate of 4.5, these statements were the lowest rating statements. In 2016 it would be worthwhile to explore staff perception in both these areas with a view to gathering staff input into improving the management of student behaviour and the maintenance of the school.
There was a strong rate of agreement across all statements in the Parent Opinion Survey with nearly all statements ranking higher than 4.0 out of 5.0.

The highest agreement rate was with “The School is well maintained” and “My child likes being at this school’. The lowest ranking statement of 3.8 out of 5.0 was ‘Student behaviour is well managed at this school’. Although this has been done in previous years, in 2016 there will need to be further opportunities for staff to provide parents and families with information regarding the North Haven School’s and DECD’s Student Behaviour Development policy and processes. These will be areas to focus on providing information to parents and caretakers in 2016.

Parents felt that their children liked being at the school, that they were making good progress and that the school is well maintained.

Although there were many positive responses from families, there will be a continued focus on communication with our community. The North Haven School website is now constructed and will be maintained and monitored in 2016. Families have provided positive feedback regarding the North Haven School’s Facebook page which was established in 2015 and the Skoolbag mobile phone app.

It is anticipated that newsletters and other communications will continue to be provided via email in 2016 or hard copy if requested.

In 2016 students will be undertaking a Student Feedback Survey using elements from the South Australian Teaching for Effective Learning Framework’s Domains.
Staff

Teacher Qualifications

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

<table>
<thead>
<tr>
<th>Qualification Level</th>
<th>Number of Qualifications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor Degrees or Diplomas</td>
<td>26</td>
</tr>
<tr>
<td>Post Graduate Qualifications</td>
<td>6</td>
</tr>
</tbody>
</table>

Please note: Staff that have more than 1 qualification will be counted more than once in the above qualification table. Therefore the total number of staff by qualification type may be more than the total number of teaching staff.

Workforce Composition including Indigenous staff

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Indigenous</td>
<td>Non Indigenous</td>
</tr>
<tr>
<td>Full-time Equivalents</td>
<td>0.00</td>
<td>15.80</td>
</tr>
<tr>
<td>Persons</td>
<td>0</td>
<td>18.0</td>
</tr>
</tbody>
</table>
The following reports were tabled and made available at the 2016 Annual General Meeting held on Tuesday 23rd February 2016.

1: NORTH HAVEN SCHOOL ABN 64831238976

General Ledger Balance Sheet for Prior Year, period 13

<table>
<thead>
<tr>
<th>Assets</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH (CURRENT)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A-ZZS-1150</td>
<td>CASH FLOAT</td>
<td>100.00</td>
</tr>
<tr>
<td>A-ZZZ-1110</td>
<td>CASH AT BANK - SCHOOL</td>
<td>21,680.18</td>
</tr>
<tr>
<td>A-ZZZ-1120</td>
<td>PETTY CASH - SCHOOL</td>
<td>200.00</td>
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<tr>
<td><strong>Total for CASH (CURRENT)</strong></td>
<td></td>
<td><strong>21,980.18</strong></td>
</tr>
</tbody>
</table>

| INVESTMENTS (CURRENT)       |                                    |              |
| A-ZZZ-1210                  | SASIF INVESTMENT - SCHOOL          | 601,651.68   |
| A-ZZZ-1240                  | INVESTMENT SHORT TERM -NAB         | 39,821.99    |
| **Total for INVESTMENTS (CURRENT)**|                            | **641,473.67**|

| RECEIVABLES (CURRENT)       |                                    |              |
| A-ZZZ-1310                  | ACCOUNTS RECEIVABLE                | 21,918.10    |
| A-ZZZ-1350                  | PROVISION FOR DOUBTFUL DEBTS       | (10,159.75)  |
| **Total for RECEIVABLES (CURRENT)**|                               | **11,758.35**|

| INVENTORIES (CURRENT)       |                                    |              |
| A-ZUU-1430                  | US - INVENTORY : UNIFORM SHOP      | 4,243.49     |
| **Total for INVENTORIES (CURRENT)**|                               | **4,243.49**|

| GLOBAL BUDGET ASSETS        |                                    |              |
| A-ZZG-15118                 | ACCRUED RECURRENT FUNDING          | 85,173.95    |
| **Total for GLOBAL BUDGET ASSETS**|               | **85,173.95**|

| IMPROVEMENTS                |                                    |              |
| A-ZOZ-2540                  | GCW - SOLAR SYSTEM                 | 30,000.00    |
| A-ZOZ-2541                  | GCW - SOLAR PANEL DEPRECIATION     | (4,125.00)   |
| **Total for IMPROVEMENTS**  |                                    | **25,875.00**|

| FURNITURE AND EQUIPMENT     |                                    |              |
| A-ZZP-2660                  | PHOTOCOPIERS                       | 16,400.65    |
| A-ZZP-2661                  | PRINT ACCUMULATED DEPRECIATION     | (6,899.75)   |
| **Total for FURNITURE AND EQUIPMENT**|                         | **9,500.90**|

| Total Assets                |                                    |              |
|                            |                                    | **800,005.54**|

| Liabilities                 |                                    |              |
| OTHER ASSETS (NON-CURRENT)  |                                    |              |
| L-ZZZ-3555-0001             | WS - BANK HOLDING ACCOUNT          | (4,275.48)   |
| L-ZZZ-3555-0002             | WS - CREDIT CARD LIABILITY ACCOUNT  | 37.74        |
| L-ZZZ-3555-0003             | WS -INTERNET HOLDING ACCOUNT       | 4,275.48     |
| **Total for OTHER ASSETS (NON-CURRENT)**|                         | **37.74**    |
### OTHER LIABILITIES (CURRENT)

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>L-ZZS-3540</td>
<td>SCHOOL CARD GRANT</td>
<td>(4,393.40)</td>
</tr>
<tr>
<td>L-ZZZ-3515</td>
<td>WS - GST HOLDING ACCOUNT</td>
<td>(3,006.48)</td>
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<tr>
<td>L-ZZZ-3560</td>
<td>WS - ACCRUED EXPENSES</td>
<td>2,196.99</td>
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</table>

Total for OTHER LIABILITIES (CURRENT) (5,202.89)

### SCHOOL EQUITY

<table>
<thead>
<tr>
<th>Code</th>
<th>Description</th>
<th>Amount</th>
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<tbody>
<tr>
<td>F-ZZZ-5100</td>
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<td>1,157,349.54</td>
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<tr>
<td>F-ZZZ-5110</td>
<td>NET INCOME YEAR TO DATE</td>
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<td></td>
<td>SURPLUS/(DEFICIT) CURRENT PERIOD</td>
<td>(7,582.95)</td>
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</table>

Total for SCHOOL EQUITY 805,170.69

### Total Liabilities and Equity

800,005.54

---

### 2 : CANTEEN - NORTH HAVEN SCHOOL

#### General Ledger Balance Sheet for Prior Year, period 13

<table>
<thead>
<tr>
<th>Assets</th>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH (CURRENT)</td>
<td>CASH AT BANK - CANTEEN</td>
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<tr>
<td>A-ZNA-1110</td>
<td>PETTY CASH - CANTEEN</td>
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Total for CASH (CURRENT) 16,685.37

<table>
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<tr>
<th>INVESTMENTS (CURRENT)</th>
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Total for INVESTMENTS (CURRENT) 23.30

<table>
<thead>
<tr>
<th>INVENTORIES (CURRENT)</th>
<th>INVENTORY - CURRENT</th>
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Total for INVENTORIES (CURRENT) 468.25

Total Assets 17,176.92

<table>
<thead>
<tr>
<th>Liabilities</th>
<th>Description</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>SCHOOL EQUITY</td>
<td>ACCUMULATED SURPLUS</td>
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<tr>
<td>F-ZNA-5100</td>
<td>NET INCOME YEAR TO DATE</td>
<td>4,308.71</td>
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<tr>
<td></td>
<td>SURPLUS/(DEFICIT) CURRENT PERIOD</td>
<td>262.97</td>
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</table>

Total for SCHOOL EQUITY 17,176.92

Total Liabilities and Equity 17,176.92
## North Haven School ANNUAL REPORT 2015
### General Ledger Balance Sheet for Prior Year, period 13

### Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>CASH (CURRENT)</td>
<td>A-ZOO-1110</td>
<td>OSHC - CASH AT BANK</td>
</tr>
<tr>
<td>INVESTMENTS (CURRENT)</td>
<td>A-ZOO-1210</td>
<td>OSHC - SASIF INVESTMENT-LSL</td>
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<tr>
<td></td>
<td>A-ZOO-1220</td>
<td>OSHC-SASIF INVESTMENT</td>
</tr>
<tr>
<td>RECEIVABLES (CURRENT)</td>
<td>A-ZOO-1350</td>
<td>PROVISION FOR DOUBTFUL DEBTS</td>
</tr>
<tr>
<td>OTHER ASSETS (CURRENT)</td>
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<td>ACCRUED REVENUE</td>
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<tr>
<td><strong>Total for Assets</strong></td>
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</table>

### Liabilities

<table>
<thead>
<tr>
<th>Description</th>
<th>Code</th>
<th>Amount</th>
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</thead>
<tbody>
<tr>
<td>OTHER ASSETS (NON-CURRENT)</td>
<td>L-ZZZ-3555-0003</td>
<td>OSHC - INTERNET HOLDING ACCOUNT</td>
</tr>
<tr>
<td>EMPLOYEE ENTITLEMENTS (CURRENT)</td>
<td>L-ZOO-3310</td>
<td>OSHC - ACCRUED PAYE TAX</td>
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<tr>
<td></td>
<td>L-ZOO-3350</td>
<td>OSHC - ANNUAL LEAVE</td>
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<tr>
<td>OTHER LIABILITIES (CURRENT)</td>
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<td>OSHC - GST HOLDING ACCOUNT</td>
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<tr>
<td>EMPLOYEE ENTITLEMENTS (NON-CURRENT)</td>
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<td>OSHC - PROVISION FOR L.S.L.</td>
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<td>VAC CARE - PROVISION L.S.L.</td>
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<td><strong>Total for Liabilities</strong></td>
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</table>

**Total Assets and Liabilities and Equity**

279,493.37