

North Haven School 2017 Annual Report to the School Community



Government
of South Australia

Department for Education
and Child Development

North Haven School Number: 1375

Partnership: Le Fevre Peninsula

Name of School Principal:

Peter Allison

Name of Governing Council Chair:

Tracie Mclennan

Date of Endorsement:

15/02/2018

School Context and Highlights

The 2017 North Haven School's Annual Report provides a comprehensive overview of the 2017 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 State and Commonwealth requirements.

In 2017 North Haven School the total student population began with 293 students including 176 students in the Primary and 117 students in the Junior Primary. Of the 293 students, there were 26 Aboriginal students (8%), 99 EALD (34%) students, 22 (8%) students were verified with a disability, and 95 (32%) students being school card holders. By the end of 2017 there were 302 students.

The leadership team comprised of Principal, Peter Allison and Assistant Principal and Counsellor, Stam Matheos. We were fortunate to be able to once again appoint Tracey Kameron as the school's numeracy/ literacy coach.

A major highlight of the year was the STEM redevelopment of the Dolphin and Shark Units. A \$1,000,000 grant was provided to the school to enhance facilities and equipment in STEM. The development was completed during term 3 and 4.

We were successful in applying to participate in the Right Bite Pilot Program. The program has already seen an increase in fruit consumption and will continue in 2018.

Other highlights providing valuable and enjoyable learning experiences including, many unique to North Haven School:

- Dolphin Rangers Program visits to the Maritime Museum and Kayaking on the Port River.
- Swimming Rec to Yr 5 and Aquatics for years 6/7 • Yr 6/7 Camp at Illawonga on the Murray River
- Open Mornings - Maths/Literacy/ Science, Leafy Sea Dragon's Old Fashioned Day
- Carnival Day
- Rock and Water Social Skills program
- Book week activities around the theme 'Escape to Everywhere'
- Sports Day • After School Sports Program
- SAPSASA Swimming and athletics
- Children's University
- Choir and Festival of Music • Wakakirri
- Remembrance Day activities and assembly • Turtle Unit Fun Night
- Winter and End of year Discos • End of Year Concert

Governing Council Report

Firstly, thank you to the 2017 Governing Council for their continued attendance at meetings, demonstrating commitment to our school.

North Haven School combines an amazing teaching, support and grounds staff, with those who volunteer, to provide students with an enriched community and supportive environment in which to learn.

2017 saw enormous changes at North Haven. STEM upgrades meant much upheaval. However, staff and students lead the way showing how cooperation, resilience and flexibility can triumph to show the true colours of our school.

We hired Deena Arhipof as a paid part time Canteen Manager at 6 hours/week, and have increased this to 9 hours/week. Even with this added cost, the canteen maintained profitability, much of which can be attributed to the ongoing support of the volunteers.

We also hired Maria Zervas as an Assistant Director for OSHC, to work across both North Haven and LeFevre sites, supporting Ali and Janine.

To further support the needs of our school, we raised funds through the following initiatives:

- Entertainment Book sales - Lucky square - Sports day BBQ/cake stall
- Acquaintance night BBQ - Discos - Hot Cross Buns
- Easter and Christmas Raffles - Christmas Stall - Coffee and Tea – Carnival Day
- Show bag sales

Our fundraising has supported ipads for SSO's, after school Drama Club, large connect 4 game and the upcoming purchase of a new stage.

Our inaugural Pastoral Care Worker, Vicki, has been a welcomed addition to our school community which will continue in 2018. At the end of 2017, following up from 2015, we managed to secure, through Minister Close, a promise of a review of our school's classification in early 2018 (currently at 5). A successful result will see much needed, greater funding afforded to our school.

Despite our 2016 PIE grant being unsuccessful, we reapplied with several applications in 2017. Our application which revolves around STEM, what it means, what it looks like, and how to help your student at North Haven, was successful and awarded \$1050. Although only half what we applied for, it will be still enable us to hold most of the planned sessions.

At the end of 2017 we applied for funding from several sources, to help cover Choir and costs associated with expanding our Rite Bite Program and reviving our Breakfast Club. We should know early in 2018 if any of these were successful. Although we missed applying for federal grants for Armistice, we will apply for state grants early in 2018.

Improvement Planning and Outcomes

North Haven School set three Improvement outcomes, one for each area under Literacy, Mathematics and Student Engagement and Well Being. Strategies to support outcomes were developed and conducted throughout the year. Each outcome has 3 to 4 targets and a committee works closely with leadership and staff to drive the improvement.

Our Literacy focus remained on improving the literacy levels of all students, in the areas of Reading Comprehension, Writing and Spelling, whilst maintaining high Retention Rates of Higher Band students. This was supported through strategies including:

- Whole School approach to teaching spelling.
- Staff professional learning
- Literacy Coordinator focus on Reading Comprehension Strategies for yrs 4-7 higher bands students.
- Tracking and monitoring EALD and Aboriginal students' progress levels in NAPLAN and Literacy Levels.

In the area of Mathematics our improvement outcome was for all students to become powerful learners of Mathematics, develop positive dispositions and develop rich mathematical knowledge and understanding.

Strategies included:

- Appointment of Literacy/Numeracy Coordinator providing professional learning for teachers to support improved differentiated teaching and learning with a focus on students reaching and retaining higher band levels.
- Professional Learning and sharing of strategies to all staff with a focus on early years, foundational and conceptual understanding.

Our data indicates increased engagement in both reading and mathematics, and we believe that this engagement will assist in achieving learning outcomes.

Our Student Engagement and Wellbeing outcome focused on students actively engaged in their learning, developing a growth mindset and feeling a strong sense of belonging and connection to North Haven School and its community. Through a partnership grant we were fortunate to operate the Rock and Water program to support our social skills programs. The pastoral Care worker, Vicki Woods, continued her role in supporting staff, students and parents.

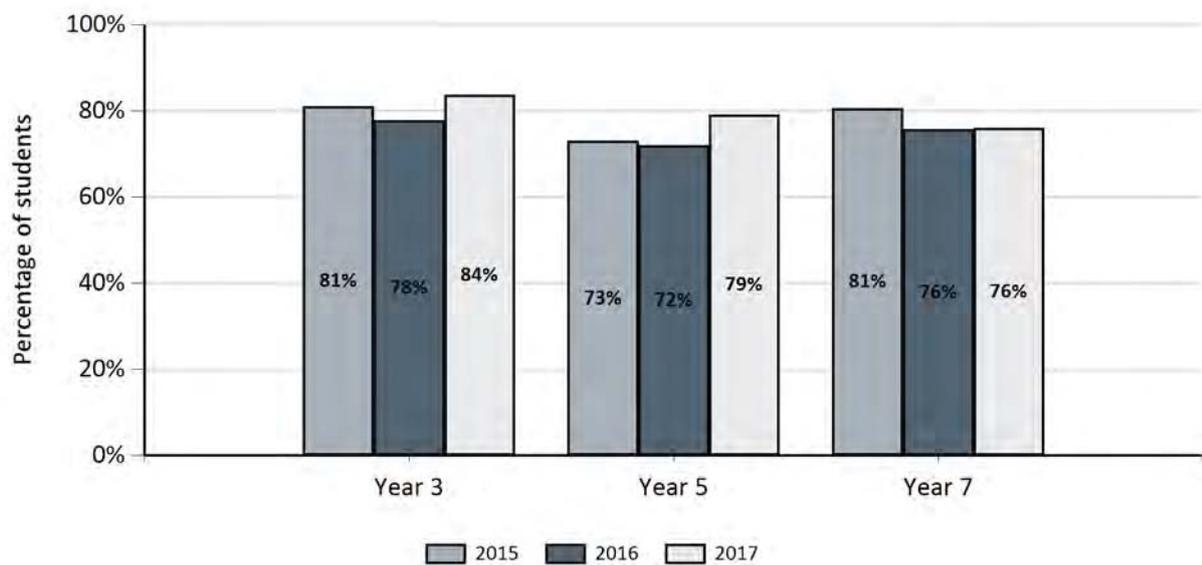
We will continue to focus our professional learning in Literacy, further developing reading and spelling programs and continue with developing reasoning and problem solving skills in mathematics. This will support future professional learning in the STEM areas of Science, Technology, Engineering and Mathematics in 2018.

Performance Summary

NAPLAN Proficiency

The DECD Standard of Educational Achievement (SEA) is defined as children and young people progressing and achieving at or above their appropriate year level. For NAPLAN, this is students achieving in proficiency bands one or more above the National Minimum Standard for Reading and Numeracy. The graph below identifies the percentage of non-exempt students enrolled in the school at the time of NAPLAN testing, who have demonstrated achievement in NAPLAN proficiency bands at or above the DECD SEA for Reading and Numeracy.

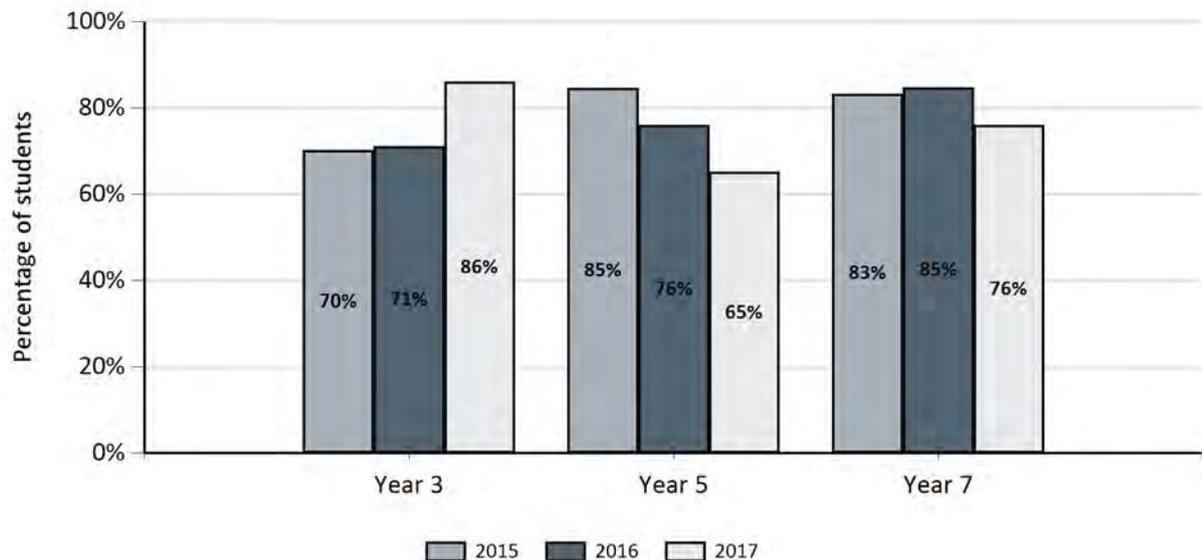
Reading



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

Numeracy



Data Source: DECD special extract from National Assessment Program Literacy and Numeracy (NAPLAN) SA TAA data holdings, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. A blank graph may imply student count being less than six across all cohorts.

NAPLAN Progress

The data below represents the growth of students from 2015 to 2017 in the NAPLAN test relative to students with the same original score, presented in quartiles.

Reading

NAPLAN progression	Year 3-5	Year 5-7	State (average)
Upper progress group	31%	30%	25%
Middle progress group	41%	45%	50%
Lower progress group	28%	25%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

Numeracy

NAPLAN progression	Year 5-7	Year 3-5	State (average)
Upper progress group	32%	6%	25%
Middle progress group	53%	55%	50%
Lower progress group	16%	39%	25%

Data Source: DECD special extract from Student DataWarehouse, July 2017.

*NOTE: Reporting of data not provided when less than six students in the respective cohort. Due to rounding of percentages, data may not add up to 100%.

NAPLAN Upper Two Bands Achievement

This measure shows the number of non-exempt students enrolled at the time of NAPLAN testing who have demonstrated achievement in the relevant NAPLAN higher bands.

	No. of students who sat the test [^]		No. of students achieving in the upper two bands		% of students achieving in the upper two bands ^{**}	
	Reading	Numeracy	Reading	Numeracy	Reading	Numeracy
Year 3 2017	43	43	8	10	19%	23%
Year 3 2015-17 Average	41.7	41.7	12.0	8.7	29%	21%
Year 5 2017	43	43	13	3	30%	7%
Year 5 2015-17 Average	31.3	31.3	10.0	3.7	32%	12%
Year 7 2017	25	25	7	6	28%	24%
Year 7 2015-17 Average	31.3	31.3	7.7	6.3	24%	20%

Data Source: DECD special extract from NAPLAN SA TAA data holdings, July 2017.

[^]includes absent and withdrawn students.

*Reporting of data not provided when less than six students in the respective cohort.

**Percentages have been rounded off to the nearest whole number.

School Performance Comment

NAPLAN is one method used to measure the improvement of students in year 3, 5 and 7 across the subjects of Reading, Writing, Spelling, Punctuation and Grammar and Mathematics. It also enables us to identify growth in learning of students from year 3 to 5 and to year 7. Other sets of data include Running Records to measure reading levels, scaling of student writing, PAT-R and PAT-M assessments and the outcomes of the Australian Curriculum.

We are continuing to support our learners through programs such as Quicksmart (supporting students with their automatic recall of number) and also through the work by numeracy coach, Tracey Kameron, and for the last half of the year Rebecca Liascos. Tracey's primary focus was to support teachers with their mathematics teaching pedagogy and coaching and working with higher band students. Rebecca worked primarily with groups of students in developing confidence in attacking problem solving.

We are generally pleased with our NAPLAN results this year. We have maintained a high standard of achievement for Reading, with increases in percentage for students achieving the DECD Standard of Educational Achievement (SEA) in years 3, 5 and steady at year 7. Our Numeracy results for year 3 students indicate strong growth. Year 5 results showed a decrease. While our Year 7 data indicates a decrease in SEA results, the reality was that 95% of the students who sat the Numeracy test, met or were above the SEA (the lower percentage in the data reflects that students who were withdrawn or absent are recorded as not achieving the SEA). NAPLAN growth in reading from Year 3-5 and 5-7 shows mostly better than state average for upper, middle and lower progress groups. Growth in Numeracy from Year 3-5 was well below average with fewer students in the upper progress group and more in the lower progress, compared to state averages. Growth from Year 5 – 7 was very positive, above state averages. We had a higher than 3 year school average percentage of students in Year 3 and 7 achieving in the upper two higher bands for Numeracy, whilst year 5 were well below. For Upper bands in Reading, we were well below 3 year averages for Year 3, above for Year 7 and similar for Year 5. This data helps us to identify where improvement is required. Tracey Kameron, as Literacy Numeracy Coordinator in 2018 will work with all classes and teachers for in-class coaching as well as provide professional development at staff meetings.

We will continue to address student achievement in Literacy and Numeracy through priorities and strategies in our Site Improvement Plan. Literacy and Numeracy coaching and intervention will continue, along with supporting and increasing the number of students at the higher bands of achievement.

Attendance

Year level	2014	2015	2016	2017
Reception	94.3%	92.2%	92.5%	91.6%
Year 1	91.2%	92.7%	90.6%	91.1%
Year 2	93.4%	91.2%	94.1%	89.7%
Year 3	92.7%	93.9%	92.3%	93.5%
Year 4	90.8%	91.5%	93.2%	90.4%
Year 5	92.5%	93.4%	89.5%	91.0%
Year 6	87.9%	93.5%	93.1%	91.5%
Year 7	91.7%	93.5%	91.3%	90.8%
Total	91.8%	92.7%	92.1%	91.2%

Data Source: Site Performance Reporting System, Semester 1 Attendance.

Note: A blank cell indicates there were no students enrolled.

Attendance Comment

Although attendance has dropped to 91.2%, this can be attributed to one family away on holiday for the year and one student with an ongoing medical condition requiring time away from school. Another 4 students were categorised as chronic non attendees and we worked with DECD personnel and families to encourage and support their attendance. All 4 have now either transferred to other primary schools or transitioned to high school. Staff will continue to follow North Haven School's Attendance Policy and Procedures to identify attendance issues and work towards the DECD target of 95%.

Behaviour Management Comment

We strive to make North Haven a safe, supportive school for all students and recognise that different students have varied and challenging needs that require different levels of support.

All behaviour management issues are dealt with in a restorative way, giving everyone involved the opportunity to express their feelings, accept responsibility for their actions, recognise how their actions have affected others and restore the relationship. Consequences are varied, depending on the incident and the student's level of involvement.

Teachers encourage a culture of identifying and reporting bullying through Child Protection lessons and staff have participated in Restorative Practice Training; resulting in a downward trend of bullying incidents.

Client Opinion Summary

Only 12 responses were received from our Parent survey with a further 5 not completing the survey before the cut off date. While this is a drop from the previous year, the surveys were advertised regularly during term 4 through our normal communication channels, including use of Facebook, Skoolbag, newsletters and individual approaches to parents. The responses showed improved or similar average scores in all statement responses, which are very encouraging to our staff, who work extremely hard as team to improve all students as learners and participants in our community. Strengths of the school include open communication with staff, high expectations of students as learners with teachers providing good information about the learning program, strong sense of community and support for community programs, and a well maintained school. Areas for improvement include: communication and the manner in which our students are represented in our communication channels, parental engagement and bullying procedures.

We received 21 staff responses. It showed that staff members have high expectations of students, believe students and parents can talk openly with staff about their concerns, are very collaborative and supportive of each other. Strengths include: building connections with the community and celebrating community events, approachable leadership, caring for students and staff well being. Areas improvement include: tightening up on communication, developing stronger approaches to behaviour management and upgrading of non STEM buildings.

Students participated in the DECD Wellbeing and Engagement survey with results compared with students across South Australia. Our results were on par with the SA average indicating 80% - 90% of students had a medium to high degree of satisfaction with their wellbeing, engagement and support at NHS. Areas where our students showed significant improvements in comparison to the SA average include: emotional engagement and connectedness with adults at school and academic self concept. In the area of victimisation, NHS school scored low in cyber victimisation, but were higher in verbal and physical victimisation.

While there are many positives and strengths about our school, we are constantly working towards ways of addressing concerns and improving the quality of education provided at North Haven School.

Intended Destination

Leave Reason	School	
	Number	%
Employment	0	NA
Interstate/Overseas	0	NA
Other	0	NA
Seeking Employment	0	NA
Tertiary/TAFE/Training	0	NA
Transfer to Non-Govt School	5	11.4%
Transfer to SA Govt School	39	88.6%
Unknown	0	NA
Unknown (TG - Not Found)	0	NA

Data Source: Education Department School Administration System (EDSAS) Data extract Term 3 2017.

DECD Relevant History Screening

We are fortunate to have quite a number of parents and carers volunteering across the school in a variety of ways. This includes camps, managing school sports, reading, cooking, art, and governing council. We are vigilant in keeping our students safe and have practises in place to ensure this happens. Our Requesting officer manages the DCSI clearance process and checks are completed to ensure all personnel requiring clearances are adhered to before working with students.

Teacher Qualifications and Workforce Composition

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

Qualification Level	Number of Qualifications
Bachelor Degrees or Diplomas	32
Post Graduate Qualifications	8

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Please note: Staff who 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

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	17.1	0.0	9.8
Persons	0	21	0	15

Data Source: DECD HR Management Reporting System, extracted Term 3 2017.

Financial Statement

Funding Source	Amount
Grants: State	60571
Grants: Commonwealth	15400
Parent Contributions	76782
Fund Raising	8334
Other	

Data Source: Data Source: Education Department School Administration System (EDSAS).

2017 School Annual Report: Tier 2 Funding Report*

*Tier 2 funding provides additional resources to support students who are unlikely to obtain the desired outcomes without further support.

Tier 2 Funding Section	Tier 2 Category (where applicable to the site)	Briefly describe how the 2017 funding was used to improve the relevant Standard of Educational Achievement (SEA) outcomes	Outcomes achieved or progress towards these outcomes
Targeted Funding for Individual Students	Improved Behaviour Management and Engagement	SSOs employed to support students transitioning from Kindergarten, work one to one, developing relationships with identified students to support attendance in class and behaviour.	Students supported transitioning to class and improved attendance and behaviour
	Improved Outcomes for Students with an Additional Language or Dialect	A literacy intervention teacher was employed to work with students in small groups with intensive instruction with reading comprehension, narrative and persuasive writing	Students are individually tracked and monitored and receive teaching support.
	Improved Outcomes for Students with Disabilities	SSOs support students with one to one communication and mobility needs, implementing speech programs and improving literacy and numeracy.	Improved mobility and communication skills evident.
Targeted Funding for Groups of Students	Improved Outcomes for - Rural & Isolated Students - Aboriginal Students - Numeracy and Literacy First Language Maintenance & Development Students taking Alternative Pathways Students with Learning Difficulties Grant	<p>ATSI funding supports the AET in implementing literacy/numeracy support sessions. The ACEO monitors student well being and connects with families. She also works with classes for improved cultural understandings.</p> <p>Literacy and Numeracy are priorities in our Site Improvement Plan, and so we have spent funds on Staff Professional Learning, time for teachers to observe good practice and purchasing resources. The professional Learning includes access to coaching</p> <p>Students with Learning Difficulty grant allowed the appointment of SSO hours to support students with literacy, numeracy, running record testing and support in managing behaviour.</p>	Students are far more engaged with their reading, writing, and maths learning as a result of professional learning activities.
	Program Funding for all Students	<p>No Funding provided</p> <p>At NHS we have used the Better Schools Funding of \$19000 to develop our Maths Intervention (Quicksmart) program for identified students in years 4-7.</p> <p>No funding provided</p> <p>No funding provided</p>	The students have improved their number fact automaticity.
Other Discretionary Funding	Aboriginal Languages Programs	No Funding provided	
	<p>Better Schools Funding</p> <p>Specialist School Reporting (as required)</p> <p>Improved Outcomes for Gifted Students</p> <p>Primary School Counsellor (if applicable)</p>	<p>No funding provided</p> <p>No funding provided</p> <p>This funding has been included in the Assistant Principal's role so that they do not have a teaching commitment and are available to support students with social education programs.</p>	<p>Social skills programs implemented. Students access support and develop skills.</p>