



# SCHOOL CONTEXT STATEMENT

Updated: October 2017

**School number:** 1375

**School name:** NORTH HAVEN SCHOOL

## School Profile:

North Haven School aims to develop positive participants of the world community who are equipped to meet lifelong challenges and who think and act locally and globally.

Our mission is to educate tomorrow's child today by providing a broad, balanced and challenging curriculum, reflective of current research, where students are continuously engaged in learning through well resourced learning environments, quality teaching practices and collaborative partnerships that stimulate learners' curiosity and creativity and fosters dispositions that promote environmental, cultural, social and financial sustainability.

The school's motto of '[Learning Today, Leading Tomorrow](#)' drives learning through real and purposeful opportunities in order to assist students in achieving their potential and fulfilling their aspirations.

Our values of [respect](#), [responsibility](#), [honesty](#), [care](#), [courage](#), [optimism](#) and [success](#) are foundation stones which direct and focus the interpersonal relationships of all members of the North Haven School community.

The Australian Curriculum is implemented through high quality teaching and learning pedagogical practices as described in the Teaching for Effective Learning Framework and Early Years Framework. With an injection of Federal Government funds, the school is about to embark on developing its STEM facilities across the school and in the process make significant changes to STEM pedagogy.

The school, a Sustainable Schools Focus School, plays an important role in the community through its participation in the regeneration of indigenous plant species and rejuvenation of neighbouring land. One of the unique features of the school is the 'Dolphin Rangers Training Program'. The program focuses on developing student action in environmental sustainability through its focus on the care and health of the marine environment in protecting our local population of dolphins.

# 1. General information

- *School Principal name:* **Mr Peter Allison**
- *Assistant Principal's name:* **Mrs Stam Matheos**
- *Year of opening:* **1979**
- *Postal Address:* **Tapping Crescent, North Haven, South Australia 5018**
- *Location Address:* **Tapping Crescent, North Haven, South Australia 5018**
- *DECD Region:* **Western Adelaide Region**
- *Geographical location – i.e. road distance from GPO (km):* **22 km**
- *Telephone number:* **08 8248 3011**
- *Fax Number:* **08 8341 8214**
- *School website address:* **www.nhavenr7.sa.edu.au**
- *School e-mail address:* **dl.1375.info@schools.sa.edu.au**
- *Out of School Hours Care (OSHC) service:* **08 82485844**
- **February FTE student enrolment:**

	2013	2014	2015	2016	2017
Special, N.A.P., Ungraded, etc.					
Reception	35	40	42	35	31
Year 1	39	44.8	40	42	34
Year 2	26	38	46.8	39	45
Year 3	39	23	37	43.8	46
Year 4	39	30	23	37	49
Year 5	43	35	26	20	42
Year 6	29	40	35	25	27
Year 7	32	24	36	31	28
<b>SECONDARY</b>					
Year 8					
Year 9					
Year 10					
Year 11					
Year 12					
Year 12 Plus					
<b>TOTAL</b>	<b>282</b>	<b>274.8</b>	<b>285.8</b>	<b>272.8</b>	<b>302</b>
School Card	66	66	77	85	90

- Student enrolment trends are increasing slightly with reception enrolment improving over the last few years following increases in North Haven Kindergarten enrolments.

- **Staffing numbers (as at February census):**

There are 17 FTE teachers, 1 Literacy/Numeracy Coach, 1 Assistant Principal and 1 Principal. There are five permanent School Services Officers, two Groundsmen and five temporarily employed School Service Officers.

- **Public transport access:**

The school is adjacent the Adelaide to Outer Harbour railway line and is close to the Osborne railway station. It can also be accessed by bus 333 to Osborne.

- **Special site arrangements:**

North Haven School is part of the Peninsula Schools Cluster, which includes Ocean View B-12 College, Le Fevre High School, Wirreanda High School, Le Fevre Primary School, Largs Bay Primary School, Westport Primary School and Alberton Primary School. Staff from these schools undertake professional development, work in collaborative teams in developing units of work and moderate student work samples in line with the Australian Curriculum. Principals and other leadership members meet twice termly to continue to plan for and provide enhanced learning opportunities for both staff and students.

North Haven School works in partnership with AMWRRO (Australian Marine Wildlife Research, Rescue and Rehabilitation Organisation and the Natural Resources Management Board. North Haven School is an Aussi Sustainable Schools focus school which has a Sustainable Environment Management Plan. The plan is adhered to by staff when undertaking Science lessons and community and service activities.

Students in years 3 to 7 have the opportunity to become involved in Children's University. The program encourages and recognises students volunteer involvement and educational experiences outside of the school site. Students fill in their 'Passport' identifying their involvement and work towards a series of certificates, culminating in a graduation ceremony at the Adelaide University.

## **2. Students (and their welfare)** *(as at October 2017)*

- **General characteristics**

Families in the school represent a diversity of socio-economic backgrounds and family structures. Approximately 85% of students are school card holders.

Of the current 305 students, there are 36% EALD students and 32% from NESB and 7% Aboriginal students. 9% students have a verified disability.

- **Student well-being programs** (*Pastoral) Care programs*  
Classes across the school are organised as composite or straight year levels. All classes have a buddy class for selected activities and social interaction.

- **Student support offered**

Counsellor time is incorporated within the Assistant Principal's roles and is currently 0.5. The counsellor operates social skills programs including 'What's the Buzz' to all students.

A wide range of student support programs operate in the areas of special education, literacy and numeracy support, early intervention and speech.

- **Student management**

The school's identified seven values of Respect, Care, Honesty, Responsibility, Courage, Optimism and Success underpins a school wide Behaviour Development Program with common behavioural expectations. All students are involved in an annual 'Let's Start' program which outlines skills for success, thinking skills and "countering harassment" procedures. Restorative Justice, Program Achieve and student well-being is a major focus of the school.

The school offers a wide range of engaging activities for students throughout the year. These include:

- Carnival Day – a focus on financial literacy and enterprise
- Harmony Day – developing awareness and appreciation of intercultural similarities and differences.
- Dolphin Rangers Training Day – developing awareness and knowledge regarding marine and land environmental management.
- Numeracy and Literacy Open mornings.
- Remembrance Day special assembly
- Book Week, Science Week and PE Week activities.
- Discos, Year 6/7 camp, incursions and, Student Led Assemblies and SRC fundraising days such as Cancer Council and Bandana days provide students with opportunity to lead through planning, organising and running events.

- **Student government**

A student representative council operates as a separate JP council and a primary council. They meet together on a regular basis. Class meetings are an expectation in all classes.

Pro-active programs such as lunchtime activities and clubs are organised and conducted by SRC members and co-opted students.

Leadership opportunities also exist for students as student hosts of school visits, office and resource centre monitors, kindergarten support students, disco organisers, and Awards assembly hosts.

A Community Service Program is a requirement of all students in Years 6 and 7 and is a key component to the school's involvement in 'Children's University'.

- **Special programmes**

*Transition programs*

North Haven School acknowledges the importance of Transition programs in the success of seamless engagement both when entering the school and moving onto high school. We work closely with the adjacent Kindergarten to ensure our new reception students feel confident and safe when beginning school. A transition program which consists of a four week program with gradually increasing time at school provides opportunity for kindergarten students to learn about school routines, programs, play and teachers and other students.

To assist our Year 7 students to make a smooth transition to high school we invite past students to the school to speak to our current Year 7 students about their experiences of high school and discuss tips for a successful start. Our students undertake a number of days at the local high schools to experience a variety of learning areas.

*Environmental Programs*

North Haven School is a Sustainable Schools initiative Focus School. Its Sustainable Environment Management Plan includes Energy, Transport, Waste, Air and Biodiversity. The school runs two major environmental programs in addition to classroom programs.

The Dolphin Rangers program is optional for students from Years 3-7. Years 6 and 7 students become Senior Dolphin Rangers. The students undertake training at the Maritime Museum which incorporates a number of workshops on dolphins, their physiology and care of the marine environment. Students are then involved in a variety of activities throughout the school year which helps raise awareness to take action for a sustainable land and marine environment.

Students at North Haven are involved in a variety of land rejuvenation planting programs. Seeds are collected from indigenous species and are propagated and planted to develop Indigenous Food Trails, dry wetlands and a corridor for the Bitterblue Butterfly.

### **3. Key School Policies**

- *Site Improvement Plan and other key statements or policies:*

#### **EXCELLENCE IN LEARNER ACHIEVEMENT**

##### **Achievement In Literacy**

- Develop quality pedagogies and assessment processes to drive and enhance literacy learning outcomes
- Develop positive disposition for literacy

- Enhance student learning outcomes in literacy for all students especially aboriginal and ESL learners and students below bench mark.

### **Achievement In Numeracy**

- Develop foundational learning in number
- Develop positive disposition for maths/numeracy 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 through hands on activities

### **Student Engagement and Wellbeing**

- Students actively involved in their learning
- Students develop 'growth mindsets'
- Develop strong sense of belonging and connection to NHS community
- Staff support students to achieve personal best

### **IMPROVED LEARNER ENGAGEMENT AND WELLBEING:**

#### **Quality Teaching and Learner Engagement and Well being**

- 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 TfEL
- Investigate diagnostic testing to drive learning achievement
- Develop differentiation of students demonstrating a higher level of participation in student voice, decision making and student action
- Develop student Individual Learning Plans and Student led conferences

#### **IMPROVED COMMUNITY LEARNING OPPORTUNITIES:**

- Develop parent/families capacity to engage in student learning
- Develop structures for two way information sharing
- Develop a cohesive, supportive and participatory community culture
- Provide opportunities for participation in Futures thinking for community

## **4. Curriculum**

### **Subject offerings:**

- English, Mathematics, Science, History, Geography, Business and Economics, Civics and Citizenship, Health, Physical Education, Japanese, Music, Design Technology, ICT.

### **Special needs**

The school provides an Intervention Literacy/Numeracy Support program which targets Aboriginal and Torres Strait Islander students, ESL and NESB students and students achieving under bench mark. The Literacy intervention program runs for 45 minutes per group three times a week.

### **Aboriginal Education**

- Aboriginal Perspectives are taught as a Cross Curriculum Priority.

An Aboriginal Community Education Officer supports student welfare and student learning achievement by working with teachers and parents to monitor the development of Individual Learning Plans for each Aboriginal student. The ACEO also provides information in collaboration with the Aboriginal Education Teacher that further develops students' sense of culture, identity and wellbeing.

### **Teaching methodology:**

- The Early Years has a strong focus on developing oral language and concepts through Play based methodology. All students are immersed in literacy. The "Jolly Phonics" program is used throughout the Junior Primary to emphasise and develop phonemic awareness. Guided reading is supported through SSOs taking small groups of students. Students are assessed at six years of age for reading readiness skills. Students who are not at the expected level are provided with intervention support, three days a week for forty five minutes each day.
- Technology is a strong focus in the Early Years with teachers focussing on the explicit teaching of Thinking Skills.
- The use of Growth Mindsets are covered throughout the school
- Enquiry based learning describes approaches to learning that are based on a process of enquiry, study, and research in which the student takes increasing degrees of responsibility for their own learning  
Units of work are developed around inquiry questions. Students begin their work with the consideration of a high order question. Through scaffolded learning students are guided by their teachers to progressively develop research skills to become self-directed learners.  
Students learn to identify and find answers to the questions that they need to ask and the resources that they need to draw upon in solving any given complex (often real world business problems).

### **Student assessment procedures and reporting**

- Reporting timelines are recorded on the school calendar. End of term two and four reports are given to students to take home to parents. Parents can request interviews by phone or in person with the class or subject teachers.
- Student -Parent -Teacher interviews are held at the end of Term 1 and Term 3.
- Parent feedback is encouraged.

<b>Term</b>	<b>Assessment and Reporting Schedule</b>
<b>1</b>	<ul style="list-style-type: none"> <li>• Acquaintance Night for parents explaining yearly programmes</li> <li>• Three way interviews – students, parents, teachers. Development of Individual Learning Plans including goals and action plans</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Student Achievement Summary report with AC grades. Students complete a reflection of their learning.</li> <li>• Teachers use Work Habits and Study Skills as a basis for commenting on personal development and overall progress.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Student Conferences and exhibitions. Students, parents and teachers involved in conferences reflecting on goals and learning achievements.</li> <li>• Three way interviews – students, parents, teachers. Development of Individual Learning Plans including goals and action plans</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Student Summative report with AC grades. Students complete a reflection of their learning. Teachers use Work Habits and Study Skills as a basis for commenting on personal development and overall progress.</li> </ul>

## 5. Sporting Activities

The school is affiliated with SAPSASA and upper primary students have the opportunity to compete at school, district and state level. The school is currently rebuilding its sport involvement encouraging students to become involved in the after school sports program 'Sporting Schools' and through involvement in SAPSASA events including: soccer, football, netball, cricket, basketball, swimming, athletics and cross country. R-5 students participate in Swimming and the Year 6 and 7 students undertake aquatics programs at West Lakes Aquatic centre.

A wide range of sports clinics are conducted with R-7 classes throughout the year.

## 6. Other Co-Curricular Activities

### GENERAL

- **Wakakirri**

The school has entered the Story Dance/Drama Eisteddfod for Primary Schools – Wakakirri, biannually since 1997. The performances have been selected to appear in the grand finals and have won numerous awards, including Most Outstanding performance in 1999.



- ***Instrumental Music***

Students in Yrs 5 – 7 may choose to participate in the instrumental music program through the Le Fevre Hub Band conducted at Le Fevre Primary school.

- ***Sports Day***

Students are organised in four house teams, which are named after the Collins Class Submarines, Waller, Farncomb, Sheean, Dechaineaux. Students compete in variety of tabloid events and sprints, relays and hurdles, all of which earn points for their teams. The team with the highest points wins the 'Collins Cup'. The team who demonstrates the most skills for success in organisation, persistence, getting along, and courage is reward with the 'Success Cup'.

- ***Camps***

Camps are held for students in upper primary year levels.

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

### **Staff profile**

There is a mix of gender, age and experience in the teaching staff. The school is a desirable location, with many teachers wishing to remain at the school

### **Leadership structure**

- The school has a 1.0 FTE Principal and 0.6 FTE Assistant Principal with 0.4 Counsellor.
- A 1.0 Literacy/ Numeracy Coordinator
- There is a 0.6 FTE teacher librarian who works with staff to develop quality teaching and content knowledge of the Australian Curriculum.
- A 0.4 FTE teacher supports EALD students with Literacy and Numeracy .
- An AET supports ATSI students with Literacy and Numeracy.

### **Staff support systems**

- Teachers work as members of teams for planning, professional discussion and general support.
- A performance development process is in place for all staff. The performance development process for the year is developed by members of the Personnel Advisory Panel with a focus on the National Professional Standards for Teachers and priorities identified by the school committees.

### **Staff utilisation policies**

- Specialist and support teachers exist for Japanese, Inquiry Based Learning, Music and PE.

- The school provides SSO support for students with speech programs. SSO hours are also used to work with individuals or small groups of students, including guided reading.
- The school works closely with Regional Office staff and hold Student Review Team meetings termly to discuss students who have Negotiated Education Plans or have been referred for assessment.
- The school works in partnership with the Speech Pathologist who provides some one on one support for identified students. SSOs are also trained to provide speech programs for identified students.

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

N/A

## 9. School Facilities

### Buildings and Grounds

- In 2016 the Federal Government is provided one million dollars to improve Science, Technology, Engineering and Mathematics (STEM) facilities. The school is currently undertaking architectural work and anticipate refurbishing buildings from 2018.
- In 2015 there have been major upgrades to the grounds with a new Nature Play space and outdoor play area installed for the Early Years students.
- In 2014 a boundary fence was installed which has provided more security for both students and buildings.
- Through BER funding a new gymnasium was constructed in 2013.

### Heating and Cooling

- All general learning areas have now had gas airconditioners installed which provide both cooling and heating.
- The school has an EPA Air Monitoring Station installed on the site. Students are provided with information regarding the role of the air monitoring. The school also has solar panels which provide data regarding energy collection.

### Specialist Facilities and equipment

- The library resource area contains a number of computers which are available for student work. It also houses a portable Interactive White Board and a fixed IWB. The theatre provides a multipurpose learning area.
- The Gymnasium provides space for Physical Education lessons, dance and sports coaching. The gymnasium is also fitted with a large screen and projector which is available during assemblies for sharing students' ICT learning.

- The school has banks of Ipads and laptops in each classroom block.

### **Student facilities**

North Haven School has a canteen which is operated by parent and friend volunteers. The canteen is run in line with the 'Right Bite' Healthy Eating Guidelines. The canteen holds special lunches and fundraising events throughout the school year

### **Staff Facilities**

- The staff have access to the staff room and teacher preparation room in the Administration Building. Each unit contains a shared teacher preparation room, a withdrawal room and a general purpose wet area.
- The library resource area has a number of staff working areas which are equipped with wireless internet access. All staff have lap tops and access to Interactive White boards.

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

In 2012 the Administration building was upgraded with ambulant and disabled toilet facilities. All buildings have wheelchair and walking frame accessibility.

Disabled toilet facilities are also located in Building 3 Leafy Sea Dragon Unit and the Gymnasium.

## **10.School Operations**

### **Decision making structures**

The North Haven School Governing Council meets twice termly and works in partnership with the principal and staff to make decisions concerning vision, strategic directions regarding educational programs, facilities, finances and staffing.

The Personnel Advisory Committee meets twice termly or when necessary and seeks input from staff on decisions regarding finances, budgets, class configuration, human resources, performance development and work times.

All staff members serve on one of the three curriculum focus committees, Literacy, Numeracy and Science and a pedagogical committee. These pedagogical committees include the Early Years, Quality Teaching and Student Engagement and Middle Years Program. The committees' purpose is to analyse collected and collated data, identify areas of focus and professional learning opportunities. They provide input into the strategic direction of the school and act as professional learning communities to enhance teacher knowledge and capacity.

SRC meetings are held fortnightly and are an opportunity for class representatives to bring their ideas and suggestions to the wider community.

### **Regular publications**

The school communicates fortnightly via a school newsletter which is available in both hard copy and electronic copy via email. News and information is also shared through the 'Skoolbag' app and North Haven Facebook.

Parents and caregivers are provided with a Parent and Caregivers' Information Pack when students are enrolled.

The school also provides brochures which outline specialist programs at the school.

### **Other communication**

School Assemblies are held weekly in the gymnasium. The assemblies alternate between Success Award Assemblies and Student Run Assemblies where students share their learning. The assemblies are a valuable part of our school's communication with the wider community. The use of a large screen and projector enables students to not only share their learning but also provide our community with community service information.

### **School financial position**

The school is in a sound financial position and has funds committed to continuous improvement of its grounds, technology and facilities.

## **11. Local Community**

### **Parent and community involvement**

- Parents are supportive of the school and a number of parents and friends volunteer to be part of learner assistance programs.
- All parents who volunteer are provided with information sessions on Mandatory Reporting.
- A large number of parents work in the canteen and on the fundraising committee.
- Parents have also supported the Out of Hours Sporting teams by being coaches or delegates.

### **Feeder or destination schools**

- The majority of North Haven students transition to Ocean View College or LeFevre High School. Some students attend Henley High School or Adelaide High as part of the specialist sports program. A small number of students attend private secondary schools.

### **Other local care and educational facilities**

The North Haven Kindergarten is adjacent the school site. Although the kindergarten is a stand-alone kindergarten, staff from the school and

kindergarten work closely together and plan and engage in transition programs and buddy class activities. The Kindergarten offers some full day care.

### **Commercial/industrial and shopping facilities**

The school is in close proximity to the North Haven Shopping Centre with a variety of shops, medical centre, post office and pharmacy.

### **Other local facilities**

- The Cruising Yacht Club at the North Haven Marina has been supportive of the school for many years, offering its facilities for the Year 7 Graduation.
- There are a number of Sporting Facilities at the nearby Lefevre Sporting Complex.
- The Australian Submarine Corporation is situated nearby on the Port River.

### **Local Government body**

North Haven School is in the Port Adelaide/Enfield Council area and the Port Adelaide State and Federal electoral districts.