



SCHOOL CONTEXT STATEMENT

Updated: May 2020

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 practices as described in the Teaching for Effective Learning Framework and Early Years Framework. With an injection of Federal Government funds, the school has spent 1 million dollars 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:* **Mrs Stam Matheos**
- *Assistant Principal's name:* **Mrs Tracey Kameron**
- *Year of opening:* **1979**
- *Postal Address:* **Tapping Crescent, North Haven, South Australia 5018**
- *Location Address:* **Tapping Crescent, North Haven, South Australia 5018**
- *DfE Portfolio:* **LeFevre Peninsula Partnership**
- *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:**

	2016	2017	2018	2019	2020
Special, N.A.P., Ungraded, etc.	-	-	-	-	-
Reception	35	31	46	49	41
Year 1	42	34	31	45	47
Year 2	39	45	34	34	51
Year 3	43.8	46	45	33	29
Year 4	37	49	46	45	33
Year 5	20	42	50	41	43
Year 6	25	27	44	46	38
Year 7	31	28	26	37	40
SECONDARY	-	-	-	-	-
Year 8	-	-	-	-	-
Year 9	-	-	-	-	-
Year 10	-	-	-	-	-
Year 11	-	-	-	-	-
Year 12	-	-	-	-	-
Year 12 Plus	-	-	-	-	-
TOTAL	272.8	302	322	330	322
School Card	85	90	90	97	90

Student enrolment has remained stable for the last 3 years.

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

There are 19 FTE teachers, 1 Literacy Co-ordinator, 1 Assistant Principal and 1 Principal. There are 6 permanent School Services Officers, 2 Groundsmen and 7 temporarily employed School Service Officers.

- **Public transport access:**

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

- **Special site arrangements:**

North Haven School is part of the LeFevre Peninsula Partnership, 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 a 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 student 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 of February 2020*

- **General characteristics**

Families in the school represent a diversity of socio-economic backgrounds and family structures. Of the current 322 students:

- 30% - School Card holders.
- 20% - EALD students
- 33% - NESB
- 6% - Aboriginal students.
- 11% - Students with 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. As of the beginning of 2017 the school has had a Pastoral Care Worker supported by the Anglican Ministries Group. The Pastoral Care Worker is funded 12hrs/week and provides support for families, students and staff.

- **Student support offered**

Incorporated within the Assistant Principal's role is Student Wellbeing Leader. The Student Wellbeing Leader operates social skills programs across the school. 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* underpin 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.

- **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, local high schools, bringing with them past students, arrange a visitation to our students on site to provide information and student experiences. Our students also 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.

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.

Through a Port Enfield grant we worked with the Australian Association for Environmental Education to establish a Butterfly Garden at the front of the school. Students helped plant specific native shrubs to attract butterflies.

- *Dolphin Rangers*

The Dolphin Rangers program is optional for students from Years 3-7. Years 6 and 7 students can 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.

- *Music*

In addition to a whole school music program run by our Music Specialist Teacher, students have the opportunity to be involved in the Festival of Music Choir and learning a range of instruments such as guitar, keyboard and drums. Students in Years 5 to 7 can learn an instrument through the Instrumental Music Program, run offsite at LeFevre Primary School.

3. Key School Policies

- **Site Improvement Plan**

- **Improve student achievement in Writing R-7** : If we explicitly teach writing conventions and develop a common approach to the teaching of writing with a focus on next steps for learning, then we will increase student achievement in writing R-7.
- **Improve student achievement in Reading R-7** : If we strengthen our focus on the explicit teaching of phonological awareness and phonics instruction, and focus on core comprehension skills through guided reading, then we will improve student achievement in reading R-7.

- Whole School Agreements



NORTH HAVEN SCHOOL
respect responsibility honesty caring success optimism courage



Government of South Australia
 Department for Education

WHOLE SCHOOL LITERACY AGREEMENT 2019

Our shared belief is that all North Haven students can become articulate, literate learners, where they confidently analyse, understand, communicate and build relationships with others and the world around them. To achieve this all learners will be provided with effective learning opportunities based on their needs and abilities to enable them to become articulate and powerful citizens. A consistent, coherent and focused whole school approach promotes and sustains high quality literacy teaching and learning.

Curriculum

- **Australian Curriculum**
 - Content: students develop knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating.
 - Through the Proficiency Strands of:
 - Language : knowing about the English Language
 - Literature : understanding, appreciating, responding to, analyzing and creating literature
 - Literacy : expanding the repertoire of English usage
 - General capabilities and cross curriculum priorities are incorporated.
 - Literacy capability is integrated across all learning areas.
- **Minimum Instruction Time**
 - 300 minutes per week of literacy



Pedagogy

- **SA TfEL Framework**
 - A resource for developing quality teaching and learning
- **Effective Teaching Principles**
 - Articulating goals, making connections, differentiating challenges, structuring lessons, promoting fluency and transfer
- **Assessment for Learning**
 - Clear learning intentions and the use of formative and summative assessment
- **Genre Writing R-7**
- **Guided Reading R-7**
- **Spelling -**
 - Words Their Way
 - Jolly Phonics - R - 2 Phonemic Awareness
 - Jolly Grammar
- **Explicit Comprehension program**
- **ICT embedded into teaching and learning experiences using a range of software**
- **Targeted professional learning sessions**
- **Peer Observation - Teachers share practice and provide feedback**



Assessment, Reporting & Data Tracking

- **Language & Literacy Levels - written / oral**
 - Achievement standards tracked and updated at the end of each Semester
- **Individual targets**
 - Short term individual improvement targets
- **NAPLAN**
 - (Years 3, 5, 7)
- **Running Records (each term) - up to level 30**
- **Words Their Way**
- **PAT R Comprehension Years 3-7 (online)**
- **PAT R Grammar and Punctuation 3-7**
- **Oxford High Frequency Words**
 - Reading
 - Spelling
- **Westwood Spelling**
- **Reading Doctor/ Reading Eggs/ Reading Eggspress, Cars and Stars**
- **Mark It Data Storage System (web based)**
- **Assessment and Reporting as per NHS schedule**
- **Reporting - Teachers will report progress to parents through written reports and interviews twice a year.**

Intervention

- **Literacy support teacher providing small group intensive literacy support for students with Negotiated / Individual Education Plans, EALD, ATSI and targeted students.**
- **School Service Officer support in Guided Reading & Literacy Support including Pre lit and Multi lit programs.**
- **Preschool early intervention and transition strategies with inter agency support.**
- **Aboriginal Education Teacher supporting ATSI students with literacy.**
- **Marie Clay Concepts of Print – Year 1 reading support program**
- **Specific speech programmes.**

Community Engagement

- **Carnival Day Financial Literacy**
- **Literacy Open Morning for school community**
- **Presentation of Personal Inquiry Projects**
- **Volunteering**
- **North Haven Reading Challenge**
- **Premier's Reading Challenge**



WHOLE SCHOOL MATHS AGREEMENT 2019

Our shared belief is that all North Haven students can become powerful learners of Mathematics, develop positive dispositions and develop rich mathematical knowledge and understanding through best practice teaching and learning. Powerful learners actively participate in their learning, make decisions based on sound evidence, skilfully solve problems, deal proactively with new situations, communicate effectively in a variety of forms and collaborate with others. A consistent, coherent and focused whole school approach promotes and sustains high quality maths teaching and learning.

Curriculum

- **Australian Curriculum**
 - Content: Number and Algebra, Measurement and Geometry, Statistics and Probability
 - Proficiency Strands: Understanding, Fluency, Problem Solving, Reasoning
- **Vocabulary**
 - Developing appropriate mathematics vocabulary R – 7
- **Minimum Instruction Time**
 - 300 minutes per week

Pedagogy

- **Natural Maths Strategies**
 - Mental Routines, problem solving, including hands on investigation and real life scenarios, sharing and reflection on learning
- **Problem Solving**
 - 6S - Search, Sort, See, Select, Solve, Sense
- **SA TfEL Framework**
 - A resource for developing quality teaching and learning
 - Articulating goals, making connections, differentiating challenges, structuring lessons, promoting fluency and transfer
- **Assessment for Learning**
 - Clear learning intentions and the use of formative and summative assessment
- **ICT**
 - ICT will be embedded into teaching and learning experiences using a range of software



Assessment, Reporting & Data Tracking

- **Mathematics and Numeracy Continuum**
 - Achievement standards tracked and updated at the end of each Semester
- **Individual targets**
 - Short term individual improvement targets (Terms 1, 2, 3, 4)
- **NAPLAN** (Years 3, 5, 7)
- **PAT MATHS** (Years 3 – 7)
- **I Can Do Maths** (Years 1 – 2)
- **1 Minute +, -, ×, ÷ tests** (e.g. Quick Maths app)
- **Markit data tracking**
- **QuickSmart** - (Years 4-6)
- **Reporting** - Teachers will report progress to parents, including the development of students' confidence, capacity to solve problems and ability to think creatively, through written reports and interviews twice a year.

Intervention

- School Service Officer support in Mathematics lessons
- Quicksmart

Community Engagement

- Carnival Day Financial Literacy
- Numeracy Open Morning for school community
- Maths Parent Workshops
- Family Maths Challenge
- Maths focus Assemblies
- "What's Your Problem?" Community board. Weekly whole school problem solving in the courtyard



WHOLE SCHOOL STUDENT ENGAGEMENT & WELLBEING AGREEMENT 2019

We aim for all students to reach their full potential and to learn in a non-threatening environment. We believe everyone has a right to be safe and every student is given the opportunity to have the best start in life.

Curriculum

- **Australian Curriculum**
Personal and social capability
 The capability involves students in a range of practices including recognising and regulating emotions, developing empathy for others and understanding relationships, establishing and building positive relationships, making responsible decisions, working effectively in teams, handling challenging situations constructively and developing leadership skills.
- **Social Emotional Learning Program – You Can Do It**
- **Child Protection Curriculum: Keeping Safe**
- **Let's Start Program**



Intervention

- **Social Groups including**
 What's the Buzz? Peaceful Kids
- **School Service Officers support**
 with engagement, learning, social skills and behaviour
- **Preschool early intervention and transition strategies** with inter agency support.
- **Aboriginal Education Teacher** supporting ATSI students with engagement and social/emotional wellbeing.
- **Vicky Woods Pastoral Care** supporting students and families
- **Support Services** e.g Psychologist, Autism SA, Smith Family



Pedagogy

- **Well Being for Learning and life framework**
- **SA TfEL Framework**
 - A resource for developing quality teaching and learning
- **Effective Teaching Principles**
 - Articulating goals, making connections, differentiating challenges, structuring lessons, promoting social skills and attitudes
- **ICT embedded into teaching and learning experiences** using a range of software
- **Targeted professional learning sessions**
- **Peer Observation** - Teachers share practice and provide feedback
- **Walker Learning (Early Years)**
- **Nature Play (Early Years)**
- **Growth Mindset**



Assessment, Reporting & Data Tracking

- **Individual targets**
 - Short term individual improvement targets
- **Assessment and Reporting** as per NHS schedule
- **Reporting** - Teachers will report progress to parents through written reports and interviews twice a year.
- **Student Engagement and Wellbeing Surveys** Years 4 – 7.
- **School Bullying Survey** Years 3 – 7.
- **Attendance Data**
- **Student Behaviour Log**



Community Engagement

- **Carnival Day**
- **Assemblies**
- **School Soccer**
- **Sporting Schools Program**
- **Discos**
- **Children's University**
- **Code Club**
- **North Haven's Got Talent**
- **Wakakirri**
- **Choir**
- **End of Year Concert**
- **Open Mornings**
- **Presentation of Personal Inquiry Projects**
- **Community Service** Year 6/7
- **Incursions and Excursions**

READING PEDAGOGICAL AGREEMENT

Teacher led whole class focus (5-10mins 4 times a week)

Component - Purpose	Teachers will...	Students will...
<ul style="list-style-type: none"> Introduce/explain the strategy being focused on that week For teachers to reinforce the strategy being taught for the students. Modelling practise Engage the students in the learning 	<ul style="list-style-type: none"> Model using the strategy Outline expectations Discuss/talk about new strategy Read the text to class highlighting strategy 	<ul style="list-style-type: none"> Practise using the strategy Develop knowledge about the strategy Understand the purpose of the lesson and be able to orally express this

Guided Reading - teacher led group (20 mins 4 times a week)

Component - Purpose	Teachers will...	Students will...
<ul style="list-style-type: none"> Improvement of the core comprehension and reading skills. Identify how students are using the strategy or reading skill Track and monitor Build new skills 	<ul style="list-style-type: none"> Select Appropriate text (ability and interest to be considered) Clearly identify strategy Listen to students read Provide specific targeted feedback Identify future teaching points Question and prompt the strategy Book introduction Group students accordingly Take notes on children. 	<ul style="list-style-type: none"> Read independently and read to teacher Practise the strategy or skill

Reading Activity Groups (20 mins 4 times a week)

Component - Purpose	Teachers will...	Students will...
<ul style="list-style-type: none"> Practising core comprehension and reading skills Working independently or in a small group Be involved in a range of activities that reflect the core comprehension skills that is being taught that week. 	<ul style="list-style-type: none"> Explicitly teach each activity and expectations. Train students to work independently Make sure each group understands the learning intention before sending them off Create mixed ability groups 	<ul style="list-style-type: none"> Independently set up each activity for the small groups Engage and complete independent reading activities Support each other with activities Know they can't interrupt the teacher group at all

Sharing/reflection time after reading activity groups (5 mins 4 times a week)		
Component - Purpose	Teachers will...	Students will...
<ul style="list-style-type: none"> • Students share how they used the strategy in their group • For students to reflect back on the strategy we looked at • For students to share the knowledge learnt (give examples) • To monitor 'on task' behaviour • Consolidate learning of strategies 	<ul style="list-style-type: none"> • Lead discussion on focus strategy • Reinforce the strategy that we looked at for the day • Sometimes re-read text to refresh strategy taught • Opportunity to dispel misconceptions • Look for future teaching points • Guide the questions • Positive reinforcement of students using the strategy 	<ul style="list-style-type: none"> • Share how they used the strategy and/ or any roubles they had using the strategy • Answer questions that the teacher has asked • Group leader to share what the group did well • Give feedback on activities, how to improve
Independent reading/Silent Sustained Reading (Yr. R/1 5-10 mins, Yr. 2/3/4 15 mins, Yr. 5/6/7 20 mins 5 times a week)		
Component - Purpose	Teachers will...	Students will...
<ul style="list-style-type: none"> • Reading at own pace • Develop fluency • Selecting appropriate texts • Increase students' ability to read for a sustained period of time (focused, engaged, comprehending) • For students to learn to read silently and independently • Enjoyment of reading • Practise strategies 	<ul style="list-style-type: none"> • Check reading logs/diaries • Set up processes for accountability of reading • Conduct reading conferences • Display posters, charts to promote authors/books/genres such as 'currently read' charts and book recommendations • Running records testing • Sight word testing 	<ul style="list-style-type: none"> • Read silently • Engage with Premier's Reading Challenge
Library borrowing (Weekly)		
Component - Purpose	Teachers will...	Students will...
<ul style="list-style-type: none"> • For students to self-select texts that are of interest to them • Show independence when borrowing/choosing a book • Exposure to library • Familiarity with texts • Enjoyment of reading 	<ul style="list-style-type: none"> • Introduce new books and authors • Suggest books that might be of interest to students • Take the class to the library to borrow and return • Discuss and show students where they can locate specific books • Teach library skills 	<ul style="list-style-type: none"> • Sit and read • Choose books that are at their level of ability and of interest • Explore the library • Borrowing and returning • Share information with their peers

Reading Conferences		
Component - Purpose	Teachers will..	Students will..
<ul style="list-style-type: none"> • More specific feedback about reading strategies and skills • Ensuring all children regularly read/listened to • Goal setting • Engage in conversations and track habits, interest, processes and strategies 	<ul style="list-style-type: none"> • Work with students I-I • Monitor and track student progress 	<ul style="list-style-type: none"> • Work with the teacher • Read a book • Reflect on the book and discuss comprehension skills • Engage in conversation
Running Records		
Component - Purpose	Teachers will..	Students will..
<ul style="list-style-type: none"> • To ensure students are maintaining or advancing their reading • Identify students for intervention and those who can be moved on • Identify teaching points • Level - take home & instruct • Reading strategies • Teacher to form guided reading groups • Identify goals • In-depth information about student's strengths and needs 	<ul style="list-style-type: none"> • Assess students at least twice a term. If a student is below benchmark- they will be assessed as needed. • Years 4-7 will be monitored and tested as needed • Sit I-I • Data entered in to MarkIT each term • Those above level 30 will still have a running record conducted on their own text to identify next steps/goals in discussion with student. 	<ul style="list-style-type: none"> • Read the book • Discuss what they have read and answer comprehension questions • Reflect on what they are doing at home (take home readers need to match level) • Discuss their reading goals

4. Curriculum

Subject offerings:

English, Mathematics, Science, Humanities and Social Sciences, (History, Geography, Business and Economics, Civics and Citizenship), Health, Physical Education, Japanese, Music, Design Technology.

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 (One child One Plan) 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.
- Teachers use 'Words Their Way' Spelling to support students in word attack skills
- Natural Mathematics, developed by Ann Baker, is used to provide scaffolded teaching approaches in improving students ability to tackle problem solving. Teachers use Mental routines, Problematised situations and Reflection as the basis for their classroom mathematics programming. This is complemented with explicit teaching.
- The use of Growth Mindsets are covered throughout the school
- STEM pedagogy is a strong focus across the school. Teachers have developed skills and knowledge around the work of Lee Watanabe Crockett and in particular understanding Solution and Information fluencies.
- 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 real world problems.

Student assessment procedures and reporting

Term	Assessment and Reporting Schedule
1	<ul style="list-style-type: none">Acquaintance Night for parents explaining yearly programmesThree way interviews – students, parents, teachers. Development of Individual Learning Plans (One Child One Plan) including goals and action plans
2	<ul style="list-style-type: none">Student Achievement Summary report with A-E 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.
3	<ul style="list-style-type: none">Student Conferences and exhibitions. Students, parents and teachers involved in conferences reflecting on goals and learning achievements. Years 6/7 host a Personal Inquiry Project (PIP) Presentation Night.Three way interviews – students, parents, teachers. Development of Individual Learning Plans (One Child One Plan) including goals and action plans.
4	<ul style="list-style-type: none">Student Summative report with A-E 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.

5. Sporting Activities

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 rewarded with the 'Success Cup'.

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

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

- Annual Western Primary Schools Hirogana competition

- ATSI excursions
- ATSI Graduation
- Bike Ed
- Bookweek Dress Up and Community Walk
- Bullying No Way
- Carnival Day
- Dolphin Rangers Training Day
- Harmony Day
- Instrumental Music
- Literacy and Maths Open Morning
- North Haven's Got Talent
- Nunga group and Reconciliation Week
- Pre Lit
- Premier's Reading Challenge
- Remembrance Day Assembly
- R-5 Swimming instruction
- R-7 Disco
- R-7 End of Year Concert
- School and SAPSASA Sport
- Simultaneous Storytime
- Soccer Presentation Night
- Sports Day
- Student Representative Council
- Wakakirri
- Year 6/7 Aquatics
- Year 6/7 Camp
- Year 7/8 transition High School visits

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

- 1.0 FTE Principal
- 0.6 FTE Assistant Principal with 0.4 Student Wellbeing Leader
- 0.2 Literacy Coordinator who also works with staff (0.6) to develop quality teaching with a focus on SIP literacy goals and student achievement.
- A 0.4 FTE teacher supports EALD students with Literacy.
- An AET supports ATSI students with Literacy and Numeracy.
- An ACEO is employed to work with our Aboriginal community members

Staff support systems

- Teachers work as members of teams for planning, professional discussion and general support.

- A 6 monthly performance development process is in place for all staff. Staff use the Department for Education Performance Development proforma.

Staff utilisation policies

- Specialist and support teachers exist for Japanese, Music, PE and Literacy.
- 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 and Quicksmart maths.
- The school works closely with District Office staff and hold Student Review Team meetings termly to discuss students who have One Child One Plans or who have been referred for assessment.
- The school employs a Speech Pathologist (0.1) who provides 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

- A Japanese Garden and outdoor learning area was commissioned, designed and work commenced at the beginning of 2020.
- Refurbishment of the Music room took place at the end of 2019.
- In 2016 a Federal Government initiative provided one million dollars to improve Science, Technology, Engineering and Mathematics (STEM) facilities. Two units with 2 classes in each were refurbished. There is a strong emphasis on developing STEM skills in these units, however, this has also flowed into all other learning areas across the school.
- There have been major upgrades to the grounds with a new Nature Play space and outdoor play area installed for the Early Years students.
- A boundary fence was installed in 2014 which has provided further security for both students and buildings.
- Through earlier BER funding a new gymnasium was constructed.
- 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.

Heating and Cooling

- All general learning areas have gas airconditioners installed which provide both cooling and heating.

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 and 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 I pads and laptops in each unit.

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

The Administration building has 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, and 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 are part of a Year Level teams; Early Years, Primary Years and Middle Years. The teams' purpose is to analyse 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.

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 School 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 fortnightly in the gymnasium. The assemblies are run by classes 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. Students success is also acknowledged at these assemblies through student Success Awards.

All classes use the Seesaw App to share student learning, notices and information with their class parents.

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.
- There is an active Governing Council meeting twice a term. A number of committees are formed including : Canteen, OSHC, Grounds and Facilities, Sport, Fundraising and Curriculum.

Feeder or destination schools

The majority of North Haven students transition to Ocean View College or LeFevre High School. Some students attend Henley High, Seaton High, Woodville High and Adelaide High as part of the specialist programs. 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.
- The AVEO Retirement Village is nearby and students engage with resident during the year to support learning areas, particuary history and Remembrance Day activities.

Local Government body

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