

SCHOOL CONTEXT STATEMENT 2009

Updated: 07/09 (rev 11/09)

School Name: North Haven Schools – Junior Primary and Primary

School Number: JP 1833/PS 1375

Site Description:

North Haven Junior Primary School offers a comprehensive education with a teaching focus on literacy, numeracy and science. Teaching Handwriting Reading and Spelling Skills' (THRASS) is a tool used by teachers to explicitly teach the English orthography. We also have a specialist teacher for Japanese, active student voice committees and our students are involved in a range of sporting activities both in the community and through the school.

We enjoy strong links with our community through a shared passion for environmental education and have recently been voted the 'Greenest School' by our community. We offer students the chance to be trained as 'Dolphin Rangers' - a marine education program.

We have a close working connection with our local kindergarten, with transition to school being a major focus under our 'Early Years, Strong Beginnings' priority. We are a candidate school for the International Baccalaureate Middle Years Program. The school's values are respect, responsibility, honesty, success and care. These values are reinforced by the implementation of a two-week social skill development program implemented at the beginning of each year.

1. General Information

Part A

School name : **NORTH HAVEN JUNIOR PRIMARY SCHOOL**
School No. : 1833 Courier : Western Adelaide
Principal : Mrs Gael Little
Postal Address : Tapping Crescent, North Haven 5018
Location Address : Tapping Crescent, North Haven 5018
District : Western Adelaide
Distance from GPO : 22 kms Phone No. : 08 82483011
CPC attached : NO Fax No. : 08 83418214

		2006	2007	2008	2009
February FTE Enrolment					
Primary	Special, N.A.P. Ungraded etc.				
	Reception	48.8	36.0	35	33
	Year 1	46.0	40.8	45	42
	Year 2	46.0	46.0	32.8	33
	Year 3				
	Year 4				
	Year 5				
	Year 6				
	Year 7				
Secondary	Special, N.A.P. Ungraded etc.				
	Year 8				
	Year 9				

	Year 10			
	Year 11			
	Year 12			
	Year 12plus			
TOTAL	140.8	122.8	112.8	108
July total FTE Enrolment	140.8	122.8	112.8	108
Male FTE	63.0	57.8	56.8	55
Female FTE	77	65.0	55	53
School Card Approvals (Persons)		28.0	23	19
NESB Total (Persons)		1	1	1
Aboriginal FTE Enrolment		6	3	5

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part A cont.

School name : **NORTH HAVEN PRIMARY SCHOOL**
 School No. : 1375 Courier : Metro West
 Principal : Mrs Gael Little
 Postal Address : Tapping Crescent, North Haven 5018
 Location Address : Tapping Crescent, North Haven 5018
 District : Metro West
 Distance from GPO : 22 kms Phone No. : 08 82483011
 CPC attached : NO Fax No. : 08 83418214

	2006	2007	2008	2009
February FTE Enrolment				
Primary				
Special, N.A.P. Ungraded etc.				
Reception				
Year 1				
Year 2				
Year 3	55	45	39	39.8
Year 4	53	51	49	45
Year 5	60	54	51	47
Year 6	56	58	54	51
Year 7	51	53	105	49
Secondary				
Special, N.A.P. Ungraded etc.				
Year 8				
Year 9				
Year 10				
Year 11				
Year 12				
Year 12plus				
TOTAL	275	261	304	231.8
July total FTE Enrolment	275	261	304	231.8

Male FTE	138	129	149	113.8
Female FTE	137	132	155	118
School Card Approvals (Persons)		53	61	68
NESB Total (Persons)		2	1	1
Aboriginal FTE Enrolment		3	8	8

Note: Placement points for Complexity and (Base plus Isolation) can be obtained from the document 'Placement Points History' in the 'schools/placement' section of the 'Legal and Policy Framework Library' available on the departmental CD-ROM or web-site.

Part B

- Deputy Principal
Tina Treffers R-7
- Email address:
info@nhavenr7.sa.edu.au
- Staffing numbers - Total staffing R-7
class teachers – 15
Teacher / librarian /ICT support 1.0
NIT 1.7
FIR .8
Tier 2 Special Education 0.7
Coordinator Information Communication Technology R-7 (male)
Counsellor 1.0 (female)
SSO allocation is 130.5 permanent hours per week with temporary hours to support students with disabilities, Guided Reading, the Early Years Intervention program and technical support.
- OSHC
A before and after school program operates each day and a vacation care program operates each holiday break.
- Enrolment trends
Enrolments are declining due to demographics of the area.
- Special arrangements
The junior primary and primary schools operate as one single cooperative unit known as North Haven Schools. There is one Principal for both schools and a Deputy Principal R-7. The teachers and ancillary staff work cooperatively sharing the same facilities and resources. All SSOs and specialist teaching staff work R-7. There are no physical divisions separating junior primary and primary students. We are continually working with the kindergarten to improve our outcomes for children in the early years.
- Year of opening 1979
- Public transport access
Train to Osborne railway station or bus to Osborne Road.

2. Students (and their welfare)

- General characteristics

Families in the school represent a diversity of socio-economic backgrounds and family structures. Approximately 26% of students are school card holders. The school community consists mainly of families from English speaking backgrounds. There are approx 1% students from non-English speaking backgrounds and 3% Aboriginal students.
- (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.
- Support offered

A counsellor was appointed for the first time in 2004. The counsellor time is currently 0.8. A wide range of student support programs operate in the areas of special education, literacy support, early intervention and speech.
- Student management

Common expectations exist across the school. Yard and class behaviour management programs are in place. Students are trained in "countering harassment" procedures and a social skills program is a requirement in each class. Restorative Justice, Program Achieve and student well-being is a major focus. There is considerable contact with and support from parents concerning behaviour management.
- Student government and leadership

There is a student representative council which operates as a JP council and a primary council. They meet together on a regular basis. Class meetings are an expectation in all classes. Students are represented on some Governing Council sub-committees – canteen, dress code and grounds. Pro-active programs such as lunchtime activities and clubs are organised and conducted by SRC members. Leadership opportunities also exist for students as student leaders and resource centre monitors. Community Service Program is a requirement of all students in Years 6 and 7.
- Special programs

Staff initially received accredited THRASS (Teaching Handwriting Reading and Spelling Skills) training in 2007 and further training in 2008/9 has seen this approach developed to provide continuity of approach throughout the school. THRASS is a program for teaching learners about the letters, 44 speech sounds and spelling choices of English. These 'building blocks' are introduced and reinforced through the interrelated skills of handwriting, reading and spelling.

3. Key School Policies

- ❖ Site Learning Plan Priorities
 - Current priorities are :
 - **Early Years**
 - **Quality Teaching**
 - **Student Engagement and Well Being**

- **International Baccalaureate**

❖ Recent key outcomes:

- Literacy and Numeracy test results show performance at or above state figures in most areas.
- School values – Respect, Responsibility, Success, Care & Honesty.

4. Curriculum

- Subject offerings

The eight required learning areas are delivered throughout the schools. The LOTE is Japanese, which is taught R-7 with all classes receiving two lessons per week. Science is also provided as a NIT subject. All classes have access to the computer room. The Coordinators ICT work with teachers on planning and in small groups on specific programs and provides curriculum leadership in ICT. Interactive whiteboards are a major teaching tool in the school. Staff members are expected to engage with this technology.

THRASS is used throughout the school by teachers to support the teaching of reading, spelling & handwriting (literacy) These skills are interrelated and build upon the learner's knowledge and understanding of the relationship between the 44 phonemes and the 26 letters of the alphabet, which we, at North Haven, believe are the key to successful reading and literacy.

- Special curriculum features

In 2007 the Early Years team will be working collaboratively with the North Haven kindergarten on an Action Research Project - *How are we going to work in partnership to support children's skilled engagement in the learning?* This project has received funding from the Metro-West District Office. This project will continue to evolve in 2009 and beyond.

All teachers work as members of a year level / unit team. Student well-being and implementation of Restorative Justice, Program Achieve and the philosophy of You Can Do it! education is firmly embedded in the curriculum.

Literacy and numeracy are both priority areas. School based assessments are conducted in writing, spelling and reading and are used to track achievements and identify areas for consolidation.

The Early Years team has worked on a plan to identify areas for improvement and teachers R-3 have attended relevant training and development and have implemented programs for identified students. This group has also met to agree the direction for our Early Years Program.

ICTs are continuing to be developed as a powerful tool across the curriculum with staff training continuing during dedicated staff meetings in addition to after hours training sessions. We have a fully equipped ICT suite for skills development and are now developing our integration of ICT in our other subject areas with the use of wireless laptops in classrooms.

There is extensive involvement with outside agencies in Environmental Education programs including Our Patch, Waterwatch, Gutter Guardians, recycling and the Dolphin Rangers. Some classes have begun working with a marine biologist on the marine environment. Staff are expected to engage in Environmental Education.

Classes also work on safety programs such as 'Safetracks' and 'Way to Go' in conjunction with Transport SA.

A drug strategy team, which has included community members, has worked on a three-year plan, which has resulted in classroom implementation and community involvement.

- **Teaching methodology**
All classes have access to computers and printers in their classrooms. Teachers use these as a tool to assist student learning in addition to working in the computer suite in order to embed ICT across the curriculum. A wireless network exists across the school and all laptops can be linked to the network through this. A range of group work activities occurs across all year levels. Small group work is provided particularly through the literacy support program and guided reading. The SACSA framework has provided the basis for constructivist approaches, which are being incorporated into teaching methodologies.
- **Assessment procedures and reporting**
Assessment is an ongoing process. Parent/teacher interviews are conducted in term 1 or early in term 2. They are also conducted in mid term 3. Teachers are expected to make contact with parents of all students in their class during these times. However, parents or teachers may call interviews at any time during the school year. Written reports are also provided in term 2 and 4, in accordance with DECS requirements.
- **Joint programmes**
The Instrumental Music program is delivered through a hub group that is based at Le Fevre Primary School. Students attend lessons at Le Fevre PS each Thursday morning. A range of environmental education programs are delivered with the support of outside agencies.

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 offers the following school sports teams: soccer, football, netball, softball, basketball, swimming, athletics and cross country. Swimming for all year levels and the aquatics program for the senior students is part of our program.

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

The Active for Life program includes a variety of after school sports activities available to students at the Le Fevre Recreation Centre through the Enfield Port Adelaide Council. A physical education leader will be appointed in 2008.

6. Other Co-Curricular Activities

- **General**
A choir exists and participates in the Primary Schools Music Festival. The school has entered the Dance/Drama Eisteddfod for Primary Schools – Wakakirri in 1998, 1999, 2001, 2002, 2004, 2006, 2007 & 2009. The performances have been selected to appear in the grand finals and have won numerous awards, including Most Outstanding performance in 1999.
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.
Camps are held in the middle and upper primary areas.

7. Staff (and their welfare)

- **Staff profile**
The staff is predominantly female with the majority of staff having been at the school for at least five years.

- Leadership structure
The Principal for both schools (PC05) and a Deputy Principal (PC02) with administration time. There are two Coordinator positions shared across the two schools – Information Communication Technology plus a .8 student counsellor.
- Staff support systems
Teachers work as members of teams for planning, professional discussion and general support. A performance management process is in place for all staff.
- Staff utilisation policies
Specialist and support teachers exist for Japanese, Resource Centre and ICT. In 2009 Science will be a specialist area. The school provides support from an SSO for 19 hours per week to support students with speech programs. SSO hours are also used to provide support to teachers by performing administrative tasks, working with individual students or small groups of students, including guided reading.
- Access to special staff
Support from Guidance Officers, Speech Pathologists and Behaviour Management team is provided on a regular basis.

8. Incentives, support and award conditions for Staff

- Complexity placement points
1.5 transfer points per year.
- Cooling for school buildings
Refer to school facilities section below.

9. School Facilities

- Buildings and grounds
The schools have five solid brick, four teacher flexible open space buildings, grassed and paved play areas and a large playground. Solid buildings also house the resource centre, hall and administration areas. A network of courtyards and covered walkways links the solid buildings, the school has been recently renovated. There are three transportable buildings that house classes, Japanese and maths rooms and the music/drama area, which is shared with the Out of School Hours Care program.
- Cooling
All buildings are air conditioned.
- Specialist facilities
A computer room exists which provides a facility for a whole class to access computers, other peripheral equipment and the internet. The resource centre also provides computer access for research purposes. A computer pod exists in each building for student and staff use. All computers in the school are networked and have internet access. There is now a wireless network throughout the school site.

In 2007 the school, won a \$125,000 Investing In Our Schools Grant, which will provide Interactive Whiteboards for every area of the school.

The resource centre is well resourced and is open to students before and after school and at lunchtimes daily.

A hall is available for use for physical education, dance, drama and assemblies.
- Student facilities
Students have access to an efficient and well run canteen which has a focus on healthy choices. Over the counter purchases can be made at recess and lunch breaks.

Students have access to large, attractive grounds providing soccer and football facilities as well as basketball and netball courts and a large playground.

- Staff facilities
There is a teacher preparation area in each unit and an SSO / photocopying workroom in the administration building. All staff have email addresses.
- Access for students and staff with disabilities
All buildings have wheelchair access.
- Access to bus transport
Private bus companies are used for some excursions. The school is located next to the Osborne railway station. Train travel to the city for excursions is used regularly.
- Other
There is a DECS preschool on site.

10. School Operations

- Decision making structures
Staff and students through the SRC are consulted on all major decisions in the school. Staff are expected to participate as members of a range of long term, short term and curriculum committees throughout the year. The Governing Council has a range of sub-committees, which may include a member of staff and some have student representation. There is a written participative decision making policy.
- Regular publications
The Daily Bulletin is accessed electronically by all students. Staff information is by the weekly "Ins & Outs" publication and the day book in the staffroom. A school newsletter is published each fortnight and is distributed on Thursdays. A detailed parent information pack is available.
- School financial position
The finances are operated R-7 and include an ongoing commitment for the running costs and upgrade of computers. There are two global budgets, which are combined for operational purposes.

11. Local Community

- General characteristics
The community is predominantly English speaking living in privately owned or rented housing. The North Haven community was built in the late 1970's but many students come from the older suburbs of Osborne and Taperoo where there is a large community of ex Housing Trust houses.
- Parent and community involvement
A large number of parents are involved in a variety of ways – classroom support, sports coaching/managing, fundraising, managing school banking, support programs Guided Reading, participation in the various Governing Council sub-committees and canteen
- Feeder schools
The majority of reception students come from North Haven Kindergarten which is on the same campus. Students also come from Ocean View College, Largs North and Our Lady of the Visitation preschools.
- Other local care and educational facilities
Ocean View College is the local high school but a number of students go on to Le Fevre High School.

- Commercial/industrial and shopping facilities
The North Haven shopping centre is nearby. There are a variety of industries in the area – mainly along the Port River – Australian Submarine Corporation, Penrice Soda Products, Outer Harbour container depot and the Australian National Power station.
- Other local facilities
Local facilities include the North Haven Marina, Cruising Yacht Club, Royal SA Yacht Squadron and North Haven Golf Club.
- Local Government body
North Haven is in the Enfield Port Adelaide Local Council area – Telephone 8405 6600. The local council is a partner with the Department of Transport and DECS in the engineering works emanating from the Safe Routes To School program that the school is involved in. The Council is also organising extensive after school sports and activities programs for students at the nearby Le Fevre Recreation Centre.

12. Further Comments

The North Haven Schools are part of the Peninsula Cluster of schools. (Alberton Primary, Le Fevre Primary, Le Fevre High, Largs Bay Primary and Ocean View College) Since 2004 there has been a strong focus on Literacy and Numeracy and the use of Interactive Whiteboards. Peninsula schools are involved in developing scope and sequence documents for use in the International Baccalaureate.