SCHOOL CONTEXT STATEMENT

Updated: 6/3/2015

School number: 0179

School name: North Adelaide Primary

School Profile

North Adelaide Primary School is an inner metropolitan R-7 school with 301 students. The school has a proud history, being one of the first schools in South Australia opening in 1877. Our school community represents over 30 cultural backgrounds which provide richness in our learning. We work within a supportive learning community which has high expectations of the students. The school values of respect, responsibility, caring, honesty and friendship are integral to the development of our school culture and student well being, providing the foundation of our student management and the development of our students as effective global citizens.

There is a strong emphasis throughout the school on literacy and numeracy with overall above average achievement across all year levels. Focus areas are the Arts, Physical Education and Information technology. All students have high access to computers, iPads, interactive whiteboards and other multimedia tools. The school has a strong direction towards engagement in innovative leading edge technology. Students receive specialist visual arts and music lessons.

Students can participate in choir and elect to have individualized instrumental tuition through private providers. All students are involved in specialist PE programs.

1. General information

School Principal name
Rebecca Pears

Assistant Principals names
Rene Wavell
Kate Bennett

Year of opening
1877

Postal Address
62-80 Tynte Street North Adelaide

Location Address
62-80 Tynte Street North Adelaide

DECS Region
Eastern

Geographical location – ie road distance from GPO (km)
2 km

Telephone number
08 82671644

Fax Number
08 82671287

School website address
www.nthadeladieps.sa.edu.au

School e-mail address
admin@nthadeladieps.sa.edu.au

Child Parent Centre (CPC) attached
No

Out of School Hours Care (OSHC) service
Yes

February FTE student enrolment:
Student enrolment trends:

Numbers are slowly increasing with many out of zone requests however classes are at capacity. There is a steady increase in NESB enrolments (temporary work visas).

Staffing numbers (as at February census):

Tier 1 10 FTE, .7 Art Nit, .5 Music Nit, .5 Chinese Nit, 0 .9 PE/Health Nit, .6 Teacher Librarian,
Tier 2 .4 EALD, .4 Special Education converted to SSO Hours
SSO 35 Hours School Secretary, 38 hours Financial Officer, 30 Hours IT Support/ Library, 5.5 Grounds

Public transport access: Close to public transport O’Connell Street

2. Students (and their welfare)

Our student population originate from families who value education therefore they are well supported and value education themselves. Students are engaged in their learning and respect and follow the values of our school.

Student well-being programs

Establishment of a safe, supportive learning environment
Promotion of the school core values of Caring, Responsibility, Respect, Friendliness, and Honesty
Development of connectiveness through building on learners’ understandings and connecting learning to student lives and aspirations.

Student support offered

Assessment processes and benchmark expectations and timelines have been developed R-7. All students are tested and specialised programs set up for students at risk. A 0.4 EALD teacher supports EALD students. We have a Special Education Program for students identified with specific needs.
Our Early Years Literacy Program provides proactive, intervention focussing on improving the literacy skills, dispositions and outcomes of all young children. The Early Years Intervention program targets students identified through comprehensive assessment processes. Year 1 students identified at risk, receive support through Mini-Lit using our Early Years Support Grant.

- **Student management**
  There is a whole school student behaviour management policy based on DECD policies. The underlying rationale being ‘All teachers have the right to teach and all students have the right to learn’. This is supported by our strong emphasis on our school values.

- **Student government**
  We value student participation in decision making. All primary students participate in class meetings. An active 3 -7 Student Representative Council meets every 2 weeks. Year 6/7s (SRC Executive) have leadership responsibilities.

- **Special programmes**
  Drama, Music, Choir, PE / Health, Chinese

3. **Key School Policies**

There are 3 focus areas of the site improvement plan. These include:

1. **Learning.** Strategies include:
   - Source and Facilitate ongoing professional development in the Australian Curriculum (AC) to ensure understanding and greater coherence.
   - Use and implement a range of diagnostic assessments to inform practice.
   - Embed ‘Teaching or effective learning’ (Tfel) principles into classroom practice.
   - Develop whole school agreements in Learning.
   - Implement the use of a range of thinking skills.
   - Establish procedures and practices focussed on students at risk.
   - Inform and Engage the community with the AC implementation and understanding.
   - Improve mathematics pedagogy and outcomes for students.

2. **Well Being.** Strategies include:
   - Increase the use of student voice in classroom decision making.
   - Ensure consistent approach to behaviour management across the school.
   - Implement Child Protection Curriculum.
   - Implement Anti Bullying awareness and Strategies.
   - Provide of opportunities for Staff Well Being.
3 **Community Partnerships.** Strategies include:

- Governing Council and Parent Network promote inclusivity.
- Develop a welcome strategy for new families.
- Establish defined processes for Transition from kindy to school and primary to secondary.
- Ensure communication between school and the community is clear, available in a number of ways and accessible to all parents.

- Recent key outcomes:

  The Annual Report is available online.

  Areas of significance which were addressed were:
  - Student well being
  - Jolly Phonics training for all staff
  - Guided reading in all classes
  - Staff using Tfel
  - Implementation of the Australian Curriculum
4. **Curriculum**

- Subject offerings: As per ACARA
- Open Access/Distance Education provision: N/A
- Special needs:
  The school is staffed with 0.4 EALD teacher who oversees the needs of EALD students. The 0.4 salary for special needs is converted to SSO hours.

- Special curriculum features:
  Chinese is offered to all students (R-7)
  A specialist visual art program is run by a teacher who takes R-7. An artist in residence program is run each year and students are regularly involved in community art projects.
  Other activities include participation in camps and local excursions, special cultural days and focus weeks such as Harmony day, Book Week and Science Week.

- Teaching methodology:
  The delivery of a diverse and rigorous curriculum
  Encouragement of self-directed learners who love to learn
  Promotion of the school core values of Caring, Responsibility, Respect, Friendliness, and Honesty
  Student engagement in a personalised education through applying and assessing learning in authentic contexts.
  Methodology which involves a range of teaching strategies aligned with the digital revolution
  Development of connectiveness through building on learners understandings and connecting learning to student lives and aspirations.

- Student assessment procedures and reporting
  Term 1 Acquaintance Night
  Parent / Student/ Teacher interviews
  Term 2 Mid Year Written Report
  Term 3 Parent/ student/ teacher interviews as required
  Term 4 End of Year Written Report

5. **Sporting Activities**

The school has restricted grounds being an inner city school. Soccer, football cricket, basketball and netball and volleyball are very popular..

Students participate in sports days, swimming, aquatics and dance plus various SAPSASA events. We have a specialist PE Teacher who takes each class during the week and students participate in regular fitness lessons.

A new Gym has been completed through the BER funding.
6. **Other Co-Curricular Activities**

The strong arts focus in the school has meant students are often involved in community projects eg. Producing street banners, designing logos for events, creating visual displays. Students present musical performances for local community groups and on special occasions.

Each year we celebrate various events eg. Harmony Day Science Week and Book Week.

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

- **Staff profile**
  The staff membership has been relatively stable for the past few years. Presently 11 classes exist and 4 are shared by two staff members.

- **Leadership structure**
  The school has a collaborative leadership team, which consists of the Principal, and two Assistant Principals. All staff work in year level or Early Years and PLC groups, which facilitate staff training and development and implementation of new programmes.

- **Staff support systems**
  Teachers are encouraged and supported to work in year level teams and NIT time is structured so people can meet together.

- **Performance Management**
  A Performance management structure is in place and teachers are assisted to develop goals to reflect on their work. Feedback is provided to staff through “Professional Conversation” meetings. Tfel is being used to encourage self-reflection for individual staff.

- **Staff utilisation policies**
  SSO support is also allocated in such a way as to maximise student learning outcomes and is linked to the school’s early intervention and students at risk program.

- **Access to special staff**
  Access to special staff: The school’s music programme is supported by peripatetic music teachers. They offer tuition on 6 instruments including recorder, piano, drums and guitar.

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

Metropolitan conditions
9. School Facilities

- Buildings and grounds
  The school has undertaken a $2.1 million major redevelopment in 2002 that completely transformed the school’s layout and saw the removal of the school’s wooden buildings.
  The grounds are quite small and we use the local park to have sports events and play. A number of minor renovations have added to the flexibility of classroom spaces. A new building was erected in 2008 to facilitate increased numbers and a reception class. In 2010 a gymnasium was built as part of the BER.

- Heating and cooling
  All buildings are air-conditioned

- Specialist facilities and equipment
  The school has a new Gymnasium, hall, resource centre and computer room. We also have a purpose built art room and a Lote area

- Student facilities
  The school does not have a canteen but lunches can be ordered from the nearby deli

- Staff facilities
  There is a staff room. There is limited car parking on the school grounds and local street parking must also be used.

- Access for students and staff with disabilities
  The school is built at ground level and wheelchair access is reasonably good and there is a toilet to meet the needs of disabled persons. Easy access to bus transport

- Other
  Bus service available in O’Connell Street
10. School Operations

- Decision making structures
  Major school policy decisions are made by the Governing Council and in Staff Meetings. The school’s decision-making processes are well documented.
  General operational decisions come from the school staff meetings, and other short or long term working parties. The Governing Council runs a number of sub-committees.
  The school decision-making processes are collaborative. Two staff meetings are held each week. The major meeting focuses on either year level or whole school training and development. The other meeting is devoted to Admin.
  Decision making structures: Committee structure of the school includes finance, fundraising, school management, uniforms, sports, environment, PAC, SRC, staff working parties as required, weekly staff meetings.
  Student management: All classes have negotiated rules and consequences for appropriate and inappropriate behaviour. A Schoolyard behaviour process exists where children are sent to the Time Out area where they reflect and are supervised by a teacher on duty. Generally the students are well behaved with all year levels playing well together.

- Regular publications
  A newsletter to parents is emailed each fortnight and available on the school’s web site. Hard copies are available for parents unable to access email.

- Other communication
  Skoolbag and staff room whiteboards are used to keep parents and staff informed with the day to day news.

- School financial position
  Very stable
11. Local Community

- General characteristics
North Adelaide Primary School is located within the city of Adelaide. The school was established in the original blue stone building in 1877.
The school is now zoned and the majority of students come from North Adelaide and southern Prospect. When there are vacancies, the school will accept students who live closest to our boundaries. There are still a significant number of students who attend and who live in the zone.
Each year students whose parents are in Adelaide on short term assignments (Adelaide Children's Hospital, Adelaide University etc.) are enrolled. Such students often come from overseas as well as from interstate.
Other significant groups of students come from interstate families who settle initially in North Adelaide before establishing themselves in outer suburbs.

- Parent and community involvement
The Governing Council is an active body and has a range of committees that work to support the staff. A “Parent Network” comprises of parent representatives from each class to liaise with other parents. Parents provide much of coaching and management of our sporting teams.

- Feeder or destination schools
Barker Kindergarten, Lucy Morice Kindergarten and St Helen’s Park Kindergarten. There is a strong and valued partnership between North Adelaide staff and local kindergartens. Meetings are held each term at each venue to enhance communication and transition processes to school.
Local secondary schools include Adelaide High School.

- Other local care and educational facilities
North Adelaide Library, Aquatic Centre, extensive parklands, Carclew, Women’s and Children’s Hospital, the Art Gallery, Museums and Botanical Gardens are within walking distance.

- Commercial/industrial and shopping facilities
There are a large number of restaurants and shops close by in O’Connell St and Melbourne St.

- Other local facilities
Close to parklands for sporting and recreational activities.

- Accessibility
Walking distance to much of Adelaide city attractions eg museum, zoo, art gallery etc.
- Local Government body
  Adelaide City Council