Contextual Statement

Nairne School is located in South Australia, in the beautiful Adelaide Hills only a 10 minute drive from the fast growing, rural township of Mt Barker. Our site offers a special opportunity for children to be supported from pre-school through to year 7 within a setting that focuses on developing strong and positive relationships to support and maximise learning.

Nairne School is committed to nurturing the whole child placing a strong emphasis on all aspects of social, emotional, intellectual and physical development.

Our site uses the UNESCO pillars of knowledge to organise learning and also to create a management structure across the site. For 5 years we have focused on just 3 of the pillars - learning to know, learning to live together and learning to live sustainably. Last year we introduced Learning to Be for our student leaders and this year Learning to Do for staff. Our Site Improvement Plan reflects these pillars and specifically identifies: mathematics, literacy, personalised learning, Information Technology, positive education and wellbeing and sustainable education as areas of priority and effort.

Students have many opportunities to participate in a range of engagement and enrichment activities both during school hours and after school and on the weekends. These include kid’s kitchen and gardening, the Shed (technology), whole school performances, SAPPSA sports, Chess Club, drama club, cartoon club, Book week, literacy, numeracy and science weeks, 'Pedal Prix', 'Readers Cup', lunchtime activities and many more. The Tibetan monks visit the school and community sharing information about Tibetan culture, peace and wellbeing. On alternate years we engage in a week of acknowledgement and understanding about Aboriginal customs and culture.

Leadership opportunities for students (R-7) are offered through our Student Voice programme. Students work closely with the school counsellor to support all areas of the Site Improvement plan. They also engage in specific leadership training and connect with Governing Council and with staff regularly.

Our school is strongly committed to students with different needs. Programs are developed to highlight strengths and explicitly teach strategies. This inclusive approach results in a cohort of students with special needs who add greatly to our community.
1. General Information

Part A

School name: NAIRNE PRIMARY SCHOOL
School No. 0306 Courier: Hills
Principal: Ms Leesa Shepherd
Postal Address: PO Box 105, Nairne 5252
Location Address: Saleyard Road, Nairne 5252
District: Heysen Partnership
Distance from GPO: 41 kms
Pre-school attached: YES

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TOTAL 498 555 540 481

School Card Approvals (Persons) 86 107 105 93
NESB Total (Persons) 16
Aboriginal FTE Enrolment 2 1 2 2

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
Derek Miller is the current Deputy Principal and has tenure until January 2016.
• **Staffing numbers**
In 2015 the school has 18 classes (R-7) supported by 23 teachers and a 0.6 teacher librarian. The staffing is made up of combinations of full time and part time teachers and there are 6 male teachers and 17 female teachers. The preschool has 3 part time (0.6) female teachers.
A total of 20 SSOs are employed by the school with 21 hours being allocated to a grounds person.
The school funds a full time Counsellor and this is supported by 10 hrs/wk of Pastoral Support time.
• **OSHC**
OSHC is sponsored by the Governing Council, and is managed by a volunteer committee comprised of parents, OSHC and school staff. The program offers before and after school care, vacation care and student free day care for students.
• **Enrolment trends**
Enrolments have increased rapidly 2004-2008 they have steadied during the past four years. This year we have approximately 480 students with a further 62 children in the pre-school.
The introduction of the Single First Day start for reception children and a local private secondary school introducing year 7 classes did impact on the school in 2013/2014. This temporary reduction in student numbers has given the school time to settle into new programmes and use a few newly created classrooms for extra specialist rooms. The approval for other large housing sub-divisions on the outskirts of Nairne is expected to impact on student enrolments in the next three to five years.

**Public transport access**
Limited public transport to Adelaide is available via bus and often requires transiting arrangements at Mount Barker.

2. **Students (and their welfare)**
• **General characteristics**
The student population is friendly, welcoming, open and honest. This openness is a reflection of the family atmosphere of the school and the surrounding community. This has been placed under pressure over the recent years with such a large number of new families to the District. The capacity for the community to welcome and engage new families has been significantly stressed. This has placed even more responsibility on the school to focus on connections with the community including 2 playgroups, information evenings, parenting courses and most recently the inclusion of Summit Health (Wellbeing programme for children 0-13 years) on the school premises.
Nairne School also supports some Defence Force families who are based at Woodside Army Barracks and in houses that have been purchased in a local housing estate.
The number of students eligible for School Card has remained steady.
• (Pastoral) Care programs
The Pre-school and the R-7 school are arranged in multi-aged groups in either vertical or composite classes. Currently classes are arranged as follows

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Usually students spend more than one year with a teacher to assist continuity of learning and the ongoing development of strong supportive relationships between teachers and students and groups of students.

“All About Choice” is a positive, proactive, social skills program which aims to provide students with the skills to solve problems and to stay in a calm state of mind. It is provided to JP classes and our Counsellor provides the Rock and Water programme to classes in the middle and upper primary.

Virtues Project
The school adopted the Virtues Project in 2008 as an inclusive and positive approach to character development.
The 5 strategies of the Virtues Project that we practise across the school are:

1. Speaking the Language of the Virtues
Language has great influence to empower or discourage. Self-esteem is built when shaming or blaming language is replaced by naming the Virtues, our innate qualities of character. Virtues are used to acknowledge, guide and correct. The Language of Virtues helps us remember what kind of people we want to be.

2. Recognising Teachable Moments
This strategy is a way of viewing life as an opportunity for learning, recognizing our mistakes, our tests and challenges as opportunities to hone our virtues. It is an approach to bringing out the best in each other by asking, “What can I learn from this situation?”, “What do I need to do differently next time?”, and “How can I make it right?”

3. Setting Clear Boundaries
Clear ground rules based on virtues, builds a safe learning environment. This strategy emphasises both assertiveness and restorative justice.

4. Honouring the Spirit
School spirit grows through simple practices that focus on our sense of values. Sharing virtues, as a class or as a school, allows us to reflect on what matters to us. Celebrations make special events meaningful. This strategy helps us to appreciate and respect our diversity.
5. Offering the Art of Spiritual Companioning
This is a skill which allows for expression of feelings. It helps in counselling and
cflict resolution. Companioning helps us to get to the heart of the matter. It involves
tue presence and listening, asking clarifying questions and helping others to solve
their own problems.

- **Student management**
Nairne School focuses on learning in a co-operative, caring and non-punitive
environment. Critical to the success of this environment is that teachers use
professional judgements when interacting and responding to students. Our goal is to
move students towards listening and responding appropriately, supporting each other
and accepting responsibility for actions. We strive to develop relationships based on
trust, respect, tolerance, co-operation and acceptance of difference. We have both
formal and informal structures in place to support students when they are having
difficulty meeting established codes of behaviour in the classroom or playground. We
work together in a problem-solving framework, focussing on skilling students and
developing support networks. We have a clearly articulated Wellbeing and Behaviour
Learning Policy should this be required.

- **Student government**
The Student Voice programme has operated R-7 since 2011 and has become an
integral part of our school. Students take a very active role in many aspects of school
life and have a significant part to play in decision making. Belinda Trowbridge, our
school counsellor coordinates this programme.

- **Special programmes**
A Learner Assisted Programme (L.A.P) has successfully operated for the past
fourteen years and enjoys high levels of community support.
The school works closely with service providers to assist the development of suitable
programmes and ‘One Plans’ for students verified with speech, learning, hearing and
communication and physical disabilities.
We offer a very strong, evidenced based intervention programme run by specifically
trained SSO’s. This includes Quicksmart, Multi-lit and Read Up.

3. **Key School Policies**

- **Statement of Purpose**
Our purpose is to provide students with opportunities to develop the skills,
understandings and attitudes that facilitate a strong sense of optimism and control
over their future. Our goal is for members of our school community to see themselves
as lifelong independent and interdependent learners.
We want our students to have a strong sense of belonging to and affiliation with
school, local and global communities.
As a learning community we value:
- **Strong Relationships** – based on mutual trust between staff, students and
  parents. These form the foundations of learning.
• Rich Learning – nurturing of the whole child intellectually, physically, socially and emotionally
• Connections with Community – valuing contributions and seeking opportunities for generosity and giving.
  "Emotions are the key to the intellect" Robin Fogarty

• Recent key outcomes
Our Site Improvement Plan is a highly collaborative document with the school, preschool, Governing Council and Student voice priorities firmly embedded in the plan allowing real cohesion and rigorous re-view. The plan combines current site issues with partnership and DECD priorities to ensure that students, staff and parents at Nairne School have the greatest opportunity for ongoing and significant learning. It puts learning first.

Learning to know:-
• Literacy, Numeracy
• Interactive technologies and learning
• Personalised Learning—adults and children
• Australian Curriculum
• Early Years Learning Framework

Learning to Live Sustainably:-
• Sustainable Learning & Living
• Value of Outdoor play
• Kitchen Garden

Learning to Live Together:-
• Positive Learning Culture
• Attendance
• Child Protection
• Connecting with community

Each Pillar of Learning is supported by an Improvement team which is responsible for the ongoing implementation of the plans. The process for planning and review has been documented and is available on request.

We use an emergent planning model allowing priorities and expectations to be reviewed each term. Depending on progress and learning they are modified, deleted, or added to. Evidence is collected throughout the year by each Improvement Team.

4. Curriculum

• Subject offerings
The curriculum reflects the eight required areas of study for South Australian Schools. Non Instruction Time is provided through a combination of specialist teachers in Art, Phys. Ed and Science and technology.
**Special needs**
The school has a number of students on One Plans (Negotiated Education Plans). Currently the school supports 34 funded students. Parents are included in learning plans and share in the One Plan process. Our SSO team is highly skilled and training and development is undertaken willingly. Nairne maintains a very positive reputation for supporting children with special needs.

**Special curriculum features**
All staff is supported to provide meaningful learning opportunities that focus on individual needs and challenge each student to excel.

A personalised approach to learning is expected and supported across the site. Both adults and children alike are encouraged to take risks, seek feedback, and collaborate and to set personal goals and aspirations.

Play is highly valued and students Pre-School-7 have opportunities to learn through this medium. The school is highly resourced with hands-on materials in mathematics and literacy and we are currently developing our science and Australian history resources in line with the Australian Curriculum. The outdoors is seen as a very rich opportunity for learning.

Education research projects are becoming a significant part of learning in the middle and upper years. This approach ensures teachers cover and present core learning from the Australian Curriculum while also supporting students to go deeper with their learning combining new knowledge with personal interests.

**Assessment procedures and reporting**
Currently the reporting process involves an Information Exchange meeting (face to face) early in Term 1 followed by a full written report in Term 2 and a Celebration of Achievement report in Term 4. Term 3 interviews are optional.

5. **Sporting Activities**
The school provides opportunities for students to participate in SAPSASA swimming, athletics, cross-country, soccer, football, netball and rugby. Students are also provided with the opportunity to try out for selection in SAPSASA district teams. The school works cooperatively with the local sports teams and allows the use of school facilities for weekend cricket and soccer. The R-5 section of the school undertakes swimming instruction annually, while the year six students forfeit their entitlement for one year to enable them to participate in a 3 day aquatics programme at Murray Bridge.

The school also has a school based Soccer Club fielding 5 teams and a Development squad. The soccer club is run by parents and maintains regular communication with the school.
6. Other Co-Curricular Activities

• Special
Whole school ‘weeks’ are celebrated pre-school to 7. A variety of performances are booked each year and all students attend a whole school performance each term. (Refer to page 1)

7. Staff (and their welfare)

• Staff profile
The school went through a significant change in teaching staff in 2011 when 8 new teachers and a new Deputy Principal were appointed. This change was brought about by retirement and the (now defunct) 10 year rule. Most teachers have been appointed permanently to the school and live nearby in the Adelaide Hills with a few travelling from Adelaide and surrounds.

Collaboration is strongly encouraged and the staff enjoys strong support from the Governing Council. Learning teams (early years, junior primary, middle primary, and upper primary) enhance the professional collaboration between and amongst the staff. Each Learning Team has a healthy budget that may be used at the discretion of the members to provide TRT days, for team planning and/or conversion to extra SSO hours to support students with special needs or to purchase resources.

• Leadership structure
The Principal, Deputy, Counsellor and Coordinator form the basis of the leadership team. Regular opportunities exist for staff to take on leadership roles. All staff has access to leadership positions that are determined in line with DECD selection procedures.

• Staff support systems
Collegiate support is provided through Learning Teams and year level teaching cohorts. The school is physically set up in pre-school, junior primary, middle primary and upper primary groupings which further provide significant support.

• Performance Management
Performance Management/Development is now referred to as Personalised Learning Plan (PLP) meetings. This new process developed over the past 2 ½ years requires all teaching staff to set aspirations in 4 priority areas and then to share these with line managers and colleagues. The Principal and the Deputy Principal meet individually with all staff in term 1 and then in term 2 and 3 meetings are conducted with 2 colleagues and the principal and Deputy. This has worked to significantly increase the level of open communication and collaboration and the level of responsibility taken by teachers to develop their own learning.

• Staff utilisation policies
The School Services Officers provide support to all classroom teachers and identified students. School Services Officers activate programmes to support students in literacy, numeracy, and special education as well as co-ordinate our Tech Shed and garden. The school has a Pastoral Support Worker.
• **Access to special staff**

The school works closely with special staff and DECD service providers in the areas of ISBM, Disabilities Coordinator, speech pathology, hearing impairment and psychological testing. The Learning Difficulties Unit, SERU, Novita, Down Syndrome Association and Autism SA are also accessed on a regular basis.

8. **School Facilities**

• **Buildings and grounds**

The school was opened on the current site in 1957 and has seen many changes. A new administration block, resource centre and a six-teacher unit were constructed in 1998 and an existing building renovated at a cost of $1.6 million. The continued increase in numbers has also resulted in 4 new transportable buildings in 2008/2009. This growth has continued with more recent developments including:

- A 6 teacher Junior Primary classroom block (completed 2010) and a new 4 teacher Senior’s classroom block (completed 2013)
- A newly renovated Library including a separate story room, science and technology room and DeKhang (room of peace)
- IWBs and wall mounted flat screen TVs in all classrooms plus an increasing number of laptops and notebooks. The computer room was upgraded in 2011.
- All teachers have Ipads and all classes have 4 class based Ipads plus access to 40 for loan from the library.
- A gym /assembly space (built in 2004) which is also available for hire to community groups
- School canteen
- Shaded playgrounds and natural play spaces
- An oval
- A bushland area
- A kitchen garden and kid’s kitchen (completed 2011)
- A swimming pool
- A new preschool that can accommodate 90 children (completed 2011)
- 2 playgroups – operating Monday and Friday mornings
- OSHC building will have a large addition and upgrade (to be completed in 2015)

**Cooling**

The school is air-conditioned with the majority of systems being reverse cycle units.

• **Specialist facilities**

There are specialist facilities for art, science and technology and computing. The Pre-School provides the focus for early childhood education at the school. The school has a solar heated swimming pool that is used for annual swimming instruction and recreational swimming throughout terms one and four. Private instructors in guitar, key board and singing are available during school hours.

The School of Languages operates from our site on Wednesday afternoons 3.30-5.00pm. Students can learn French, Japanese and Spanish.
• **Student facilities**
The school has extensive grounds that are constantly being improved and developed including tennis/basketball court, an oval and junior and senior play stations, natural play areas, sand pits, vegetable garden and orchard. Extension to some of these areas and chickens are planned for 2015. Students have access to a Tuck Shop that operates on a Monday and a Friday. Ice blocks and/or snacks are available on a Wednesday.
The ‘kid’s kitchen’ was completed in 2011 and compliments the kitchen garden. An SSO supports the garden and kitchen projects and works with students for 10 hours a week.

All areas of the school have access to the internet.

• **Staff facilities**
The staff room provides the main focus for staff activities. It has been renovated to include a separate staff kitchen area. The staff room has three computers for staff and a flat screen TV for presentations. Ipad's are used by all staff.

• **Access for students and staff with disabilities**
Students with disabilities are able to access all teaching spaces and the recently upgraded toilets. The new transportable buildings are equipped with ramps. Special car parking facilities are available in the new staff car park.

• **Access to bus transport**
School buses provide transport for students living at Brukunga, Harrogate, Kanmantoo and Dawsley and the nearby areas. Excursions are conducted by hiring private buses or by utilising parent transport.

• **Other**
Our Preschool is located on the school grounds. Two very successful play groups operate on Monday and Friday mornings.

9. **School Operations**

• **Decision making structures**
The school’s decision-making structure is inclusive of staff, students, parents and caregivers. The staff meets once per week for training and development and administrative matters are handled in a second staff meeting. Improvement teams operate in the areas of Learning to Know, Learning to Live Together, and Learning to Live Sustainably. All staff are asked to join at least one of these teams. The Governing Council meets twice per term and is very supportive of the school. This year we have established Learning to Do. This was created after reviews at the end of 2014. It is a trial process to see if this will further enhance the communication and forward planning and improvement model that has been established over the past 5 years.is a representative group that

• **Regular publications**
The Principal produces a weekly bulletin/update which is emailed out to staff on Sunday evenings and other information is communicated through the Day Book and the white board in the staff room. The school has recently updated its Staff
Handbook. A Parent Handbook is distributed to parents and caregivers each year. A newsletter is published three or four times a term and classes are encouraged to produce their own newsletter. It has recently changed its format and has a much more professional and engaging appearance now. The school website was upgraded in 2014 and is updated regularly. The Annual report is presented to the AGM of Governing Council in week 7 or 8 of term 4 each year. It is also printed and sent out to every family.

• Other communication
Class newsletters provide a regular means of communication between the class teacher and parents. The school has a text messaging programme in place to help parents to notify the school of any absences. This is also how emergency information e.g. bushfire is communicated to staff.

School financial position
The school’s finances are managed appropriately and effectively. The budget process is open and transparent and provides opportunities for stakeholders to participate in the budget process. The school consistently receives very positive reports from the auditors.

• Special funding
The school has received in excess of $5 million for Capital Works over the last 6 years.

10. Local Community
• General characteristics

• Parent and community involvement
The parent body is very active in many aspects of school life. The Governing Council has 18 members, which includes the Principal and two staff representatives. The pillar groups are very active and the Governing Council is very supportive of the school. Parents support our LAP program and are very willing to contribute their help and expertise.

• Other local care and educational facilities
Mount Barker High School is the allocated district high school for most Year Seven students. Students also access Oakbank Area School, Heathfield High School, Cornerstone College, St Francis de Sales College and a selection of schools in Adelaide.

• Commercial/industrial and shopping facilities
Local shops provide some of the needs for the local community but a bigger variety of shops are situated at Mount Barker.

• Accessibility
Access via public transport is limited and prospective staff would need their own transport. The school has difficulty with parking and access as it is situated on a dead end road. A ‘Kiss and Drop’ solution to the traffic congestion at the beginning and
end of the day has recently been implemented and a new car park and the relocation of pedestrian lights on the main road have helped the situation. There is a new extension to Saleyard Road planned which will make a huge difference to cars wanting to go back into Nairne after dropping off their children.

- **Local Government body**
  Nairne is situated in the Mount Barker District Council area.