

SCHOOL CONTEXT STATEMENT

Updated: 04/16

School Name: Nairne School Preschool - year 7

School Number: 0306 (school) 1604 (onsite preschool)

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 the last 6 years we have focussed on just 3 of these pillars – “Learning to know”, “Learning to live together” and “Learning to live sustainably” with all staff committing to one of these groups. This year we have added to this structure by introducing Learning To Be (extended leadership team and Learning Communities (teachers from each level of schooling). These new teams have extended leadership opportunities as well as providing staff with regular meeting times to develop and expand the learning opportunities that exist with their students.

Our Site Improvement Plan reflects these pillars and specifically identifies:

- **Learning to Know** -mathematics, literacy, personalised learning, Information Technology
- **Learning to live Together** - positive Learning Culture, attendance, child protection
- **Learning to Live sustainably** - sustainable learning and living, kitchen garden and kids kitchen

Students also 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.

General Information

School	NAIRNE PRIMARY SCHOOL
School No	0306
Principal	Ms Leesa Shepherd
Postal Address	PO Box 105, Nairne 5252
Location Address	Saleyard Road, Nairne 5252
Distance from GPO	41 kms
Phone No.	08 83886116
Pre-school attached	yes
Fax No.	08 83886931
Courier	Hills
Website	www.nairneps.sa.edu.au
Partnership	Heysen
Email	info@nairneps.sa.edu.au

	2011	2012	2013	2014	2015	2016
preschool	63	80	89	75	62	67
reception	53	102	102	102	75	56+
Year 1	59	67	64	79	55	76
Year 2	62	66	67	58	76	53
Year 3	57	63	64	67	58	72++
Year 4	80	55	57	59	59	57++
Year 5	70	75	54	56	51	56
Year 6	55	72	65	53	47	46
Year 7	64	55	67	51	49	44+
total	498	555	540	481	470	460

+ extra students enrolled for term 2

School card	86	107	105	93	103	Applications still being processed
NESB	16				5	7
Aboriginal	2	1	2	2	4	4

Deputy Principal

Derek Miller is the current Deputy Principal and has tenure until January 2024.

Staffing numbers

In 2016 the school has 17 classes (R-7) supported by 23 teachers and a 0.7 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 4 part time 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 0.8 Counsellor position and this is wellbeing role 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. The OSCH building has recently been renovated and extended to accommodate increased demand for places.

Enrolment trends

Enrolments increased rapidly between 2004-2008 and this resulted in significant redevelopment across the site. They have steadied during the past four years and this year we have approximately 480 students with a further 67 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 another 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.

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 0-13years) 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 however our overall enrolments have reduced therefore increasing the percentage of families eligible for support funding.

(Pastoral) Care programs

R-7 section of the school is arranged in multi-aged groups. Currently classes are arranged as follows:

5 classes	Rec/1
1 class	Year1/2
4 classes	Year 2/3
4 classes	Year4/5
3 classes	Year6/7

Students usually spend two years with a teacher to assist with continuity of learning and the ongoing development of strong supportive relationships between teachers and students and groups of students.

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
2. Recognising Teachable Moments
3. Setting Clear Boundaries
4. Honouring the Spirit
5. Offering the Art of Spiritual Companionship

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.

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.

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.

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 and Phys. Ed. Mathematics, literacy, personalised Learning and IT are supported with visiting consultants and a coordinator. Teachers are expected to actively participate in their own learning in these areas.

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. Our reporting system is supported by Sentral (a student management system).

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 2 day aquatics programme at Murray Bridge.

The school also has a school based Soccer Club fielding 4 teams and a Development squad. The soccer club is run by parents and maintains regular communication with the school.

Other Co-Curricular Activities

Whole school 'weeks' are celebrated pre-school to year 7. A variety of performances are booked each year and all students attend a whole school performance each term.

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.

Staff range in teaching experience from 3 years to 40 years.

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.

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 Communities. 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 3 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 including Behaviour Coach, Special educator, speech pathologist, hearing consultant and Educational psychologist. The Learning Difficulties Unit, SERU, Novita, Down Syndrome Association and Autism SA are also accessed on a regular basis.

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 extension and upgrade (completed end 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. 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.

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. The Governing Council meets twice per term and is very supportive of the school. This year we have established 5 Learning Communities across the site. 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.

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 has recently changed its format and has a much more professional and engaging appearance now. Classes are encouraged to produce their own newsletter each term. 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 with End of Year reports.

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 and families.

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. The school consistently receives very positive reports from the auditors.

Special funding

The school has received in excess of \$7 million for Capital Works over the last 7 years.

Local Community

General characteristics

Nairne has an active local community group who work hard to promote the township and one of the school parents was recently elected onto the Mt Barker Council. Several family/arts events are organised each year to encourage families to join together for the benefit of the whole town.

Parent and community involvement

The parent body is very active in many aspects of school life. The Governing Council usually has 20+ members, 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 in Mount Barker.

Accessibility

Access via public transport is limited and prospective staff would need their own transport. The school is situated on a dead end road and therefore has difficulty with parking and access. A 'Kiss and Drop' solution to the traffic congestion at the beginning and end of the day has 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 include a through road. This will support families wanting to go back into Nairne after dropping off their children.

Local Government body

Nairne is situated in the Mount Barker District Council area.