



Site Context Statement

2020.1

School Profile

“Everyone is a learner at Nairne School.
We strive for **continuous improvement** and **excellence** in
learning for our students.
We believe that **“emotions are the key to the intellect”**
and apply this to **all areas of school life.”**

Nairne School is located in the beautiful Adelaide Hills township of Nairne, South Australia, a 10 minute drive from Mt Barker, one of the fastest growing rural centres in our state. Our site offers children the opportunity to be supported from Preschool 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. The Walker Learning approach is implemented throughout our site, and an emphasis on strengthening literacy, mathematics and personalised learning are our focus areas. We strongly believe in making learning visible with clear expectations and useful feedback to empower students to succeed.

Our site uses the **UNESCO Pillars of Education** as a framework to organize teaching and learning, management and governance.

	Learning to Know - Mathematics, Literacy, Personalised Learning, Information Technology
	Learning to Live Together - Positive learning culture, Wellbeing, Attendance, Child protection
	Learning to Live Sustainably - Sustainable Learning and Living, Kitchen Garden and Kids kitchen
	Learning to Be - Extended Leadership group, comprising management and leaders of Learning Community Teams.

Our school is strongly committed to students with diverse 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.

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.

School Information

School	Nairne School Preschool – Year 7	
School No	0306 (R-7) 1604 (Onsite Preschool / CPC)	
Principal	Derek Miller	
Deputy Principal	Kathy Fazakerley	
Postal Address	PO Box 105, Nairne 5252	
Location Address	5 Saleyard Road, Nairne 5252	
Distance from GPO	41 kms	
Phone	Primary	08 83886116
	Preschool	08 83886329

Fax	08 83886931	
Courier	Hills	
Website	nairneps.sa.edu.au	
Partnership	Heysen	
Email	Primary	dl.0306.info@schools.sa.edu.au
	Preschool	dl.1604.info@schools.sa.edu.au

Student Enrolment

Year	Rec	1	2	3	4	5	6	7	Total
2016	58	78	51	73	60	57	45	46	468
2017	73	66	79	55	76	57	64	38	508
2018	68	70	64	75	53	71	55	59	515
2019	51	61	66	65	72	53	68	56	492
2020	72	50	62	64	58	72	47	62	487

Year	Preschool
2016	69
2017	75
2018	63
2019	77
2020	53

Year	ATSI	NESB	School Card
2016	5	6	16%
2017	6	4	19.9%
2018	5	3	26.2%
2019	7	3	24.3%
2020	15	7	24.0%

Staffing numbers

In 2020 the school has 18 classes (R-7) supported by 26.4FTE teachers, including a 0.7FTE teacher librarian. Staffing is made up of a combination of full time and part time teachers and there are 5 male teachers and 20 female teachers. The Preschool has a full-time Early Years & Transition Leader and 2 part-time female teachers.

A total of 30 School Support Officers in both Administrative and Classroom Support roles.

The school funds a 0.8FTE Student Wellbeing Leader, supported by a Pastoral Care Support time for 10 hours a week & a Defence School Mentor for 10 hours per week..

Out of School Hours Care (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

After rapidly expanding enrolments between 2004-2008, resulting in significant redevelopment across the site, student numbers have stabilized with generally consistent figures through recent years.

By the mid 2020's Nairne's population is expected to grow by 20% which we expect to impact on student enrolments in the next three to five years. We also expect the 2022 introduction of Year 7 students transitioning from Primary to High Schools will have some moderating effect upon this growth.

Public transport access

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

1. 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. The School and School community plays a vital and engaged role to promote and foster connections with the community including supporting two playgroups, a children with additional needs parent support group, holding information evenings, parenting courses and other events and programs held on the school premises.

Nairne School also supports Defence Force families who are based at Woodside Army Barracks and in houses that have been purchased in a local housing estate.

Student Wellbeing Programs

Students and staff are grouped into **Learning Communities**, with cohorts based on multiple year level groupings. 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. Currently, classes are arranged as follows:

Learning Community	Year grouping	Number of classes
Preschool	Preschool	2 groups
Early Years	Rec/Year 1	5 Classes
Junior Years	Year 2/3	4 Classes
Middle Years	Year 3/4	1 Class
	Year 4/5	4 Classes
Senior Years	Year 6/7	4 Classes

To promote and support student wellbeing, Nairne School funds a Student Wellbeing & Inclusive Education Leader, a 0.6FTE role who forms a part of the Leadership team, and runs and coordinates all our student wellbeing programs.

Our Wellbeing programs include:

- **Virtues Project**
- **Kimochis Program**
- **Positive Mindset education.**

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, focusing on skilling students and developing support networks. We have a clearly articulated **Inclusive Learning Policy** should this be required.

Student Leadership

Leadership opportunities for students are offered through our **Student Voice** program. Students work closely with the Student Wellbeing & Inclusive Education Leader 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.

Special programs

Nairne School offers very strong, evidenced based intervention and enrichment programs run by specifically trained SSOs. These include **Quicksmart, Quicklit, Read Up and Read On.**

A **Learning Assisted Program (LAP)** has successfully operated for the past twenty years and enjoys high levels of community support.

The school works closely with Student Support Services to assist the development of suitable programs and One Plans for students verified with speech, learning, hearing and communication and physical disabilities.

2. Key School Policies

Statement of Purpose

Our school vision statement is: “Everyone is a learner at Nairne School. We strive for continuous improvement and excellence in learning for our students. We believe that emotions are the key to the intellect and apply this to all areas of school life.”

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 **2019-2021 Nairne School Improvement Plan** is a highly collaborative document, produced in partnership with Leadership, staff and Governing Council. It outlines clear goals, targets and success criteria relating to the three identified areas of mathematics, literacy and personalised learning. It is a working document that allows for reappraisal and development and will be regularly reviewed and appraised.

3. Curriculum

Subject offerings

The curriculum reflects the eight required areas of study for South Australian Schools. Non Instruction Time (NIT) is provided through a combination of specialist teachers in Art, Physical Education and Health, STEAM and Languages and Cultural Inclusion. Mathematics, literacy, personalised learning and IT are supported with visiting consultants and specialist teachers. Teachers are expected to actively participate in their own learning in these areas.

Special needs

The school has many students on One Plans (Negotiated Education Plans). The school supports 62 funded students with additional needs, but provides adaptations to the learning environment for a number of others. 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 regularly. Nairne School maintains a very positive reputation for supporting children with special needs.

Special curriculum features

All staff are 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 Preschool- Year 7 have opportunities to learn through this medium. **Discovery** and **Investigation** student-led areas within classrooms in the Early Years and Middle Primary support this in a focused way. The school is highly resourced with hands-on materials in mathematics and literacy. The outdoors is seen as a very rich opportunity for learning.

Through a focus on aspects of the “Kathy Walker” approach to learning **Education Research Projects** are 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. Our R/1 Learning community participate in **Discovery** sessions & Year 2/3 Learning community, **Investigations** to assist with greater student engagement & participation.

Assessment procedures and reporting

Reporting processes involve an **Information Exchange** meeting early in Term 1 followed by a **Mid Year Report** in Term 2 and an **End of Year** report in Term 4. Meetings with class teachers and Leadership can be arranged throughout the year.

4. Sporting Activities

Nairne School has a 0.8FTE **Physical Education and Health Specialist Teacher**, providing NIT PE to students and managing the school sport program. Opportunities exist for students to participate in SAPSASA swimming, athletics, cross-country, soccer, football, netball and rugby. Students may also 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 soccer.

The R-Year 5 section of the school undertakes **swimming instruction** annually, while Year 7 students enjoy a two-day aquatics program at Murray Bridge.

The school also has a school based Soccer Club – the **Nairne Knights**. The soccer club is co-run by the school and parent volunteers.

5. Other Co-Curricular Activities

National weeks such as Book Week and other events are celebrated Preschool to year 7 throughout the year. A variety of performances are booked each year and all students attend a whole school performance each term.

Several special-interest groups and activities are on offer for students, both within and outside of school hours, including:

- **Supervised Lunchtime activities**
- **Critter Club**
- **Chess Club**
- **Cartoon Club**
- **Choir** (culminating in participation in the Festival of Music)

In addition to our Languages and Cultural Inclusion specialist subject that many classes participate in, the school hosts the **School of Languages** on Monday, offering students the opportunity to study French, Spanish and Japanese for a minimal fee.

6. Staff (and their welfare)

Staff profile

Nairne School – Preschool – Year 7 has a highly skilled staff of teacher and school support officers, made up of established and early careers teachers working together in collaborative and supportive Learning Communities. Most teachers have been appointed permanently to the school with the majority living nearby in the Adelaide Hills. The staff enjoys strong support from the Governing Council.

Leadership structure

The Principal, Deputy Principal and Student Wellbeing & Inclusive Education Leader form the leadership team. An extended Leadership team, the Learning to Be Pillar Group, comprising the Leadership Team and delegated representative leaders of each Learning Community, meet regularly. Opportunities exist for staff to take on leadership roles within the school.

Staff Support Systems

Collegiate support is provided through Learning Communities. The school is physically set up in Preschool, Junior Primary (Early Years), Middle Primary (Junior and Middle Years) and Upper Primary (Senior Years) groupings which further provide significant support.

Performance Management

Performance Development Meetings requires all teaching & SSO staff to set aspirations in priority areas and then to share these with line managers and colleagues. The Principal or Deputy Principal meet individually with all staff every 6 months. 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

School Services Officers (SSOs) provide administration and classroom support to teachers and identified students. School Services Officers activate programs to support students in literacy, numeracy, and special education as well as support our Tech Shed and Kitchen Garden. The school has a Pastoral Support Worker.

Access to special staff

The school works closely with special staff and Department for Education Student Support Services including Behaviour Coach, Special Educator, speech pathologists, hearing consultants and Educational psychologists. The Learning Difficulties Unit, SERU, Novita, Down Syndrome Association and Autism SA are accessed on a regular basis and a number of specialist providers also support students on a private basis onsite.

7. School Facilities

Buildings and grounds

The school was opened on the current site in 1957 and has seen many changes. Nairne School is a well-resourced site that offers well-maintained facilities and resources to support student learning and teaching.

- **Preschool building** (to accommodate up to 90 children)
- **Junior Primary building** (6 classrooms + breakout spaces)
- **Middle Primary buildings** (10 classrooms + breakout spaces)
- **Upper Primary building** (4 classrooms + breakout spaces)
- **Shaded playgrounds and nature play spaces (including bushland area)**
- **Full-size oval and newly funded and created all-weather multi-sport playing area** (Term 3 2019)
- **Gym** (also available for hire to community groups)

Specialist Facilities

- **Library Area** (Library, Story Room, DeKhang multipurpose room, Critter Club)
- **Specialist Areas:** Art, Languages & Culture, STEM and Computing Suite.
- **Kitchen Garden and Kid's Kitchen**
- **Interoception Room**
- **Onsite swimming pool** (The school has a solar heated swimming pool that is used for annual swimming instruction and recreational swimming throughout terms one and four.)

Services & Community Groups

- **Onsite Out of School Hours Care service**
- **School canteen** (operating on pre-order only Monday and "Special Tuck" Friday)
- **Playgroups** – operating Monday mornings
- **Parent support group** – for parents with children with additional needs.

Heating and Cooling

The school is air-conditioned (heating and cooling) throughout.

Technology

All classrooms & some specialist teaching areas have new (2020) interactive whiteboards.

Students have access to laptops or desktops in their learning areas and a computer suite. The renewal and investment in IT resources has been a focus area for 2019-20. All teachers have an iPad and laptop and all classes have at least 8 class based iPads plus access to pods of iPads for loan. The Computer Suite has been upgraded in 2019 with 33 new desktop computers. A 0.6FTE SSO supports our IT resources.

Our STEAM program is well-resourced and located in our renovated STEAM centre. STEAM is delivered as a specialist subject, but also supports the integrated use of technology, science and mathematics within the classroom.

All buildings within the school have access to the filtered internet and the site has been connected to the Department's SWIFT fast internet services in Term 3 2019.

Staff facilities

The Administration block and the Hub are the main focuses for staff activities. They comprise the staff room, meeting room, kitchen area, computing and photocopying areas. The Junior Primary and Upper Primary buildings feature shared staff offices.

Access for students and staff with disabilities

Students with disabilities can access all teaching spaces and the school offers appropriate toileting facilities. Disability Parking facilities are available in the car park.

Access to bus transport

School buses provide transport for students living at Brukunga, Harrogate, Kanmantoo and Dawsley and the nearby areas, and are operated in conjunction with Mt Barker High School. Excursions are conducted by hiring private buses or by utilising parent transport.

8. 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. 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. The Learning Community Team structure provides feedback and a voice to Leadership via the Learning to Be Pillar Group.

Regular publications & Communications

Nairne School has a comprehensive **Communications Framework** document. Please refer to this for details, procedures and expectations for staff, students and parent.

- A **Parent Handbook** is distributed to parents and caregivers each year.
- **Skoolbag**
Nairne School has communications app called Skoolbag. Copies of most parent communications will be sent via the app. You can download this app for your phone or iPad and sign up for a free account.
- **Newsletters**
 - **Nairne School News** – our whole of site Newsletter is produced four times a term and distributed via Skoolbag and our website.
 - **Preschool Newsletter** – produced fortnightly for our Preschool community
 - **Class Newsletters** – all classes and Specialist Teachers will produce a newsletter at least once per term.
 - **Class Learning Management Services** – all teachers use Seesaw app & Year 6/7 staff use Office 365 with their classes, as approved by the Principal and under Departmental guidelines .
- **Annual Report & Year in Review** – The School produces a Year in Review magazine in term 4 each year, with the Annual Report distributed in following year. It is printed and sent out to every family with End of Year reports.

- **Staff Update** - For staff, the Leadership produces a weekly bulletin/update which is emailed out to staff on Sunday evenings and other information is communicated through the Day Book and Sentral, our Student Management System.
- **Email** - All email correspondence to and from the school should come from official Department for Education email addresses (@schools.sa.edu.au) and we are guided by the Department's email and social media polices and guidelines.
- **Website & Social Media** – The school maintains a website and social media presence on Facebook.

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 fifteen years. Nairne School was the recipient of a \$150,000 Fund My Neighbourhood grant from the Government of South Australia in 2018 to assist with the creation of an all-weather sports field and car park.

9. Local Community

General characteristics

Nairne has an active local community group who work hard to promote the township. 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 around 12+ members and includes the Principal and two staff representatives. The pillar groups are very active and the Governing Council is very supportive. Parents support many services and programs in the school such as our LAP program and school canteen.

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

Nairne provides a growing range of local cafés and hotels and a small number of specialist retail and service providers, with the establishment of a supermarket and retail centre soon to be developed. Many needs of the local community are met by the larger variety of shops which are situated in Mount Barker.

Accessibility

Access via public transport is limited. The school is situated on a no through road and therefore experiences some difficulty at peak times with parking and access. The school operates a 'Kiss and Drop' zone during the beginning and end of the day. The school offers staff and parent parking facilities, with a new 18 park staff carpark opened in Term 2 2019. There is also access to the school from Market Place via a laneway, which many parents find a useful alternative.

Local Government body

Nairne School is situated in the District Council of Mount Barker.