



SCHOOL CONTEXT STATEMENT

Updated: 09/03/2019

School number: 0305 and 6084

School name: Nailsworth Primary School and Nailsworth Primary School OSHC

School Profile:

At Nailsworth Primary school, we value a sense of community characterised by care, friendliness and inclusivity. We value and actively work towards positive relationships between students, staff and parents as a vital part of the school's culture and success. We value positive well-being as an essential ingredient of all successful learners and work towards all learners feeling safe, cared for and happy to engage in the learning and social aspects of the school. We aim for every child to be a successful learner and to pursue their personal best. We focus on the whole child and providing opportunities for students to develop academically, physically, socially and emotionally. We focus on high achievement, with staff working towards implementing innovative and contemporary approaches in teaching and learning programmes.

The staff at Nailsworth maintains professionalism, is highly committed, and value working collaboratively and supporting one another.

The school has a strong focus on academics particularly in literacy and numeracy. The schools specialisations are in Languages, Physical Education and Sport, and the Arts and from 2018 STEM (Science, Technology, Engineering and Maths).

1. General information

- School Principal name: Sharron Ward
- Deputy Principal's name: Toni Ballard
- Year of opening: 1862
- Postal Address: 2 Balfour Street, Nailsworth 5083
- Location Address: 2 Balfour Street, Nailsworth

- DECD Region: Adelaide/ Prospect
- Geographical location – i.e. road distance from GPO (km): 6.3km
- Telephone number: 82694622
- Fax Number: 82695330
- School website address :<http://www.nailps.sa.edu.au>
- School e-mail address: dl.0305_info@schools.sa.edu.au
- Out of School Hours Care (OSHC) service: 83449700
- February FTE student enrolment: In 2015 there were 544 students at the February Census; in 2016, 551 students; in 2017, 563 students, in 2018; 598 students and in 2019 602 students. In 2019 1.33% of the students were identified as Aboriginal or Torres Strait Islander, 1.99% students with disability, 38.87% of students from Non-English Speaking Backgrounds. In 2018; 14% of students were School Card recipients.
- Student enrolment trends: The school has an increasing enrolment trend and is at physical capacity. The school zone is being enforced in attempts to maintain the current enrolment numbers.
- Staffing numbers (as at February census): The number of teaching staff was 32 FTE that included the deputy principal with .2 counselling as part of her leadership responsibilities, and a .8 EALD teacher. There are 255 support hours in both administration and classroom support. All grounds work is outsourced to private companies.

- Public transport access: The school is located 50 metres from the Main North Road that has regular STA bus services.
- Special site arrangements: The site is eagerly awaiting the return of the Department for Education buildings that are on the northern west corner of the site and currently leased to the Prospect Council until the end of 2019.

2. Students (and their welfare)

- General characteristics: As a zoned school, the students that attend the school are primarily from the suburbs of Nailsworth, Broadview and Sefton Park. The Index of Community Social-Economic Advantage indicates that 74% of students are from economically advantaged families. Over the last 5 years there has been an increase in students from NESB backgrounds from 28% in 2015 to 38.87%. Indian students are the main NESB cultural group.
- Student well-being programs: The school has a whole school focus underpinned by Kids Matter, with the teaching of social skills related to the key values of confidence, getting along, organisation, persistence and resilience.
- Student support offered: Students are supported with social & emotional problems by classroom teachers, the pastoral care worker and school leadership.

Students are also supported with their learning by their class teacher and school support officers.

- Student management: When students are interfering with other student's learning, they are redirected or reminded of the school's expectations by their class teacher. If poor behaviour continues they may be exited from class, sent to a buddy class or sent to speak to a member of the school leadership.

We encourage students and families to promptly report any concerns so that issues can be resolved.

- Student government: The school has an active Student Representative Council.

Special programmes: Every student studies either Greek or Italian with an opportunity for First Language Maintenance for Indian families in either Punjabi, Hindi or Gujarati

In 2019 we are aiming to extend 'high end' learners through targeted small Maths and Reading groups

Mini-lit is an established reading intervention for primarily year 1 students.

The school has a chess club and also a team in Lego League.

3. Key School Policies

Site Improvement Plan and other key statements or policies:

The 2019 school improvement plan has three challenges of practice aimed at continuing to raise student learning outcomes in reading, writing and numeracy. They are as follows: If we rigorously and specifically teach the Big 6 of reading we will improve student achievement in reading.

If we assess and provide regular feedback to students on their writing progress then we will improve overall the number of students in higher band writing.

If we improve student knowledge and efficacy in using number then we will improve student achievement in number.

- Recent key outcomes: The school continues to be a vibrant, engaging learning environment that aims for high student learning outcomes for all students focusing on literacy and numeracy. An indicator of success in reading, writing and numeracy can be seen in the NAPLAN results, where in comparing each question in comparison to National and like school result, the NPS results indicated our students were achieving above the % at Year 3, 5 & 7 in the vast majority of questions. The percentage of students achieving or above the Standard of Educational Achievement SEA in Year 3 was particularly pleasing with 97% in reading and 90% in numeracy. The percentage of students in the higher bands in both literacy and numeracy at year 3 is to be celebrated. The 70% in year 3 reading was 27% above the previous 3 year average and in year 3 Maths, at 48%, it is 7% above the previous 3 year average. In year 5 reading the SEA at 81% is a drop from the year 3 SEA at 86%. The 87% of SEA at year 5 is closely aligned to this students' SEA at year 3 of 86%. The reading and numeracy progress from year 3-5, at both the upper and middle level is above state averages and as expected at lower levels less than state averages. In year 7 the reading result was 90% at SEA and in Numeracy the SEA 92%. Pleasingly, progress from year 5-7 continues to be above state averages in the upper levels and as is expected, lower than state averages in the lower levels. Of particular celebration is in year 5-7 in numeracy where an exceptional, 60% of students progressed at the higher level of progress.

4. Curriculum

- Subject offerings: The school's curriculum is underpinned by the Australian Curriculum.
- Open Access/Distance Education provision: not required
- Special needs: Students with additional learning needs including those from Non-English speaking backgrounds are primarily addressed through a differentiated curriculum in mainstream classes. Some additional targeted support and or teaching time is also provided to eligible students.
- Special curriculum features:
 - Dual language programme Greek/ Italian
 - First Language Maintenance in 3 Indian Languages; Hindi, Punjabi and Gujarati.
 - Specialist Music, Physical Education and STEM
 - Literacy Coach from 2019
- Teaching methodology: The school has invested heavily to ensure ongoing, reliable IT access that included the purchase of new devices. In 2019, there is a 1:2 netbook ratio in years 4 to 7 with ipads primarily used in reception to year 3. We see that IT is one tool for learning.
- We place a high emphasis on building the foundational skills in literacy and numeracy in every student. Across the school the teaching of these subjects primarily occurs in the prime learning times early in the school day.
- Teachers are constantly looking to improve their teaching skills and value training opportunities and opportunities to work together in PLC'S.
- Student assessment procedures and reporting: Students bring home two written reports a year at the end of Term 2 and 4. Teacher / student interviews are scheduled at the end of term 1.

We also believe that ongoing communication between home and school, positively impacts on student achievement. We therefore have a Meet the Teacher Night early in Term 1. Teachers also provide ongoing communication throughout the year and we encourage parents to contact class teachers if they have concerns with their child's learning.

5. Sporting Activities

Sporting opportunities include; weekly classes with a specialist Physical Education teacher, regular Sporting Clinics and annual sporting events such as Sports Day, Skipathon. There are also opportunities for older students to participate in a range of SAPSASA events.

We also value the many parents who coach out of school sporting teams that includes soccer and basketball.

6. Other Co-Curricular Activities

The school has a senior choir that participates in the Festival of Music, a junior choir and junior and senior band. Each year a Music Showcase is held to highlight the school's music programme.

Students can also access instrumental music lessons through a user pays programme using private providers.

Students in year 6/7 attend a school camp every two years, with other classes having incursions and excursions throughout the year.

Students also value the ongoing events planned through the PFA group which includes Mothers and Father's day stalls.

7. Staff (and their welfare)

- Staff profile: The staff is a mixture of experienced and new to the profession teachers. While the staff is primarily female, 5 of a possible 8 upper classes are males.
- Leadership structure: The school has a 4 person leadership team consisting of Principal, Deputy Principal, STEM Assistant Principal and Business Manager.
- Staff support systems: All teachers are a member of PLC that aims to work cooperatively as a team through ongoing communication and professional discussions.
- Performance Management: The school's Performance Management programme follows DfE procedures. Staffs meets formally with their line manager 3 times a year but are also encouraged to engage in two-way ongoing conversations.
- Staff utilisation policies: As a result of a crowded playground, we have split play in operation at lunch time. Therefore R-2 staff has a different lunch break to year 3-7 staff.
- Access to special staff: The school primarily works with DfE providers such as Special Educators, Guidance officers and Behaviour Coaches.
- Other

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8. Incentives, support and award conditions for Staff

- Complexity placement points - not applicable
- Isolation placement points- not applicable
- Shorter terms - not applicable
- Travelling time - not applicable
- Housing assistance - not applicable
- Cash in lieu of removal allowance - not applicable
- Additional increment allowance - not applicable
- Designated schools benefits - not applicable
- Aboriginal/Anangu schools - not applicable
- Medical and dental treatment expenses- not applicable
 - Locality allowances - not applicable
 - Relocation assistance - not applicable
 - Principal's telephone costs - not applicable

9. School Facilities

- Buildings and grounds

The school's buildings are well maintained.

The buildings consist of the original two story stone building, a new two story building built as part of the Building Education Revolution programme, 10 transportable buildings. The site is eagerly awaiting the return of the Department for Education buildings, currently leased to the Prospect Council, to the school at the end of 2019.

- Heating and cooling

All buildings have appropriate heating and cooling, including an updated air-conditioning system in the old stone building that was corporately funded in 2018.

- Specialist facilities and equipment: The school has a library, STEM room, gymnasium and OSHC building that is used for music during the day and OSHC outside of school hours. All other rooms are required to be used for classrooms.
- Student facilities: The school canteen closed at the end of 2017. In 2018 and 2019 Subway provides a lunch delivery service three times a week.
- Staff facilities: All staff has a dedicated work space and access to IT facilities for general staff use.
- Access for students and staff with disabilities: There is a limited ability to cater for students or staff that are in wheel chairs as the top story of the original stone building does not have lift access.
- Access to bus transport: When a bus is required the school hires a bus from a private company
- Other

10. School Operations

- Decision making structures: The school has a Governing council that usually twice a term. There is also a PFA committee that primarily focuses on fundraising.
- Regular publications: A school newsletter is emailed home on the Wednesday of each 'even week'. Staffs receive a school handbook at the beginning of each year. Weekly notes are available every Monday and updated daily on Sentral. ,
- Other communication: Other information for staff is provided via admin at staff meetings, emails, notes in pigeon holes or face to face communication.
- School financial position: The school is in a stable financial position.
- Special funding: The school does not qualify for any special funding.

11. Local Community

- General characteristics: Students that attend the school are primarily from the suburbs of Nailsworth, Broadview and Sefton Park. The Index of Community Social- Economic Advantage indicates that 74% of students are from economically advantaged families. Over the last 5 years there has been an increase in students from NESB backgrounds from 28% in 2015 to 38.87%. Indian students are the main NESB cultural group.
- Parent and community involvement: We value parent / community involvement in the school. In 2018 approximately 100 parents were registered as a classroom volunteer.

Feeder or destination schools: Students come to the school from a range of preschools and child care centres. St Phillips kindy is the school's main feeder kindy. In transitioning to secondary school, the students scatter in a number of directions. The students who live in Nailsworth or Prospect can access either of the Adelaide public high schools while those in Broadview or Sexton Park are zoned to Roma Mitchell Secondary School. A number of students are often successful in selection in public high schools that offer a specialised programme. Other students also enrol in private options with Black Friars, St Aloysius and St Marys being popular choices.

Commercial/industrial and shopping facilities: The school is located 1 kilometre from the North Park shopping Centre and 6km from Rundle Mall in the centre of Adelaide.

- Other local facilities: The school is within close proximity of a number of medical centres, with the Prospect Medical Centre, immediately across the road. There is also a number of sporting and recreational facilities within close proximity, including the Prospect Oval, home of the North Adelaide Football Club.
- Availability of staff housing: There is no access to government housing but ready access to a number of real estate offices that can assist in gaining private rental or purchases.
- Accessibility: As the school is within the inner metropolitan area, it has ready access to the Adelaide CBD and is well serviced by regular public transport.
- Local Government body: Nailsworth Primary is in the local government area of the City of Prospect and in the seat of Enfield.

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12. Further Comments

Nailsworth Primary School is a welcoming community school that offers quality education to the students in its care. It has a professional and collegiate staff.