



SCHOOL CONTEXT STATEMENT

Updated: 2019

School number: 0179

School name: North Adelaide Primary School

School Profile:

North Adelaide Primary School is an inner metropolitan R-7 school with 345 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 and this provides richness in our school. We work within a supportive learning community which has high expectations of students. The school values of kindness, resilience, excellence and respect are integral to the development of our school culture and student wellbeing, 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, iPad, 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 and Chinese lessons.

1. General information

- School Principal name: Rebecca Pears
- Deputy Principal's name: Kate Bennett
- Year of opening: 1877
- Postal Address: 62-80 Tynte Street North Adelaide
- Location Address: 62-80 Tynte Street North Adelaide
- Geographical location – ie road distance from GPO (km): 2 km
- Telephone number: 08 82671644
- Fax Number: 08 82671287
- School website address: www.nthadelaideps.sa.edu.au
- School e-mail address: dl.0179admin@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes
- February FTE student enrolment:

Census Data	2018	2019
Reception	49	36
Year 1	47	43
Year 2	38	44
Year 3	46	38
Year 4	43	48
Year 5	53	41

Year 6	46	51
Year 7	28	44
Total	350	345
School Card Approvals	22	23
EALD	70	79
Aboriginal FTE	8	5

- **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)
- **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**

We have a safe, supportive learning environment and promote the school core values of kindness, resilience, excellence and respect. We develop connectedness 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. An 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. Students identified at risk, receive support through Mini-Lit, Multi-Lit, TooSmart and QuickSmart programs.

- **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. We have an active 3-7 Student Representative Council which meets regularly. All year 7 students have a leadership responsibility.

- **Specialist programmes**

We have specialist teachers in the areas of Drama, Music, Choir, PE/Health and Chinese

3. Key School Policies

There are 3 focus areas on our [Site Improvement Plan](#). These include:

- Increase student achievement in the higher bands in writing.
- Increase student achievement in the higher bands in numeracy.
- Increase student achievement in the higher bands in reading.

4. Curriculum:

- Subject offerings: As per ACARA
- Open Access/Distance Education provision: N/A

- **Teaching methodology:**

Our teaching methodology includes the delivery of a diverse and rigorous curriculum. As a school we utilise strategies from the Tfel document. We encourage students to become self-directed learners who value diversity, love to learn and achieve their personal best. Students build on their understandings through connecting learning to their lives and authentic contexts. There is shared leadership and decision making.

- **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 day, 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.

6. Staff

- **Leadership structure**

The school has a collaborative leadership team, which consists of the Principal and Deputy Principal. We have a management group that meet a minimum of 3 times a term to discuss the implementation of our Site Improvement Plan, staff training and development and the implementation of new programs and procedures. The management group involves representatives from each level of schooling.

All staff work in collegiate groups to share practice and pedagogy. In addition, every classroom teacher works in a collaborative team to reflect on practices, moderate and analyse work, design learning and refine teaching practices.

- **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**

The school's music programme is supported by private music instructors. They offer tuition on 3 instruments including piano, drums and guitar.

7. Incentives, support and award conditions for Staff

Metropolitan conditions

8. 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 Gymnasium, resource centre and computer room. We also have a purpose built art room.

- **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 there is wheelchair access to all buildings. In addition, we have a toilet that is able to meet the needs of disabled persons.

Access to bus transport

Bus service available in O'Connell Street.

9. School Operations

- **Decision making structures**

The school's decision-making processes are well documented. General operational decisions come from Governing Council, our management group, PAC, school staff meetings, and other short or long term working parties.

The school decision-making processes are collaborative. Staff meetings are held each week and management meetings occur at least 3 times a term.

- **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 who are 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.

10. 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.

- **Parent and community involvement**

A 'Parent & Friends Committee' comprises of parent representatives from each class to liaise with other parents. Parents provide much of the 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 and Adelaide Botanic 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.

- **Accessibility**

Walking distance to much of Adelaide city attractions eg museum, zoo, art gallery etc.

- **Local Government body**

Adelaide City Council