

School number: 0570

School name: Prospect North Primary School

(Formerly known as Blair Athol Primary School)

School Profile: Prospect North is a category 4 Reception to Year 7 site, situated in the inner northern metropolitan suburb of Prospect, and is just 6 kilometres from the Adelaide GPO. Due to the increase in house prices and the school's location close to the city, housing in Prospect, Blair Athol and Kilburn, which was once relatively low cost, has become more desirable and expensive. This has seen many new families with young children move into the area, as they purchase properties. Many of our families and particularly those newly arriving from overseas, live in units and rental properties, which are readily available in our local suburbs. Currently, there are 286 students R-7 serving 210 families. Our site has approximately 31% school card holders, 4% students with disabilities, 6% aboriginal students identified on school records and 60% students identify with a non-English speaking culture. The school has 12 classes.

Blair Athol Primary School was established in 1934 and has a proud history. The name change to Prospect North Primary School coincided with the completion of a major redevelopment project in 2009, with the name change occurring at the beginning of 2010.

The major redevelopment involved the opening up of shared learning spaces to allow for greater collaboration between classes across the school. Classes across the school share learning spaces and allow for teachers to plan and assess collaboratively and team teach. Our newly-redeveloped facilities include a resource centre, computer suite, activity hall, gymnasium with purpose build Out of School Hours Care facilities and up-dated learning areas, providing students with a great place to learn. Further the redevelopment has allowed us to upgrade our ICT infrastructure and technology across the school.

Our Vision: At Prospect North Primary we work together as a school community, staff, students and parents in a supportive, success oriented and challenging environment to maximise opportunities and achievement for all.

Our motto 'Together We Achieve' highlights our focus on building positive relationships and a strong sense of belonging among our students who come from many different cultures and backgrounds. Our multicultural community have high expectations of their children, both academically and socially. Approximately 1/3 of our students were born overseas and approximately 60% identify with a Non English Speaking Background, with over 30 different cultures represented and 36 different languages spoken. Our diversity is seen as both our strength, in that we celebrate difference and have a very inclusive student population, and a challenge. Meeting the diverse learning needs of students is one that the staff are committed to and the culture is highly collaborative.

Our focus is on student learning and wellbeing and as a consequence the staff undertakes professional learning which promotes reflection on their practice. We aim to ensure learning is engaging and differentiated, allowing students to develop a growth mindset and understand their role as active learners who ask questions and do the thinking.

To this end the school has been involved in an AiTSL Learning Frontiers project with a focus on student engagement. We are also a TfEL pilot school and the staff works with a TfEL coach to increase student engagement and develop intellectual stretch. Teachers have worked collaboratively to provide learning that is more personalised and enables students to demonstrate their learning in multiple ways.

Our school has a strong focus on developing our students' literacy and numeracy proficiency and many students have a modified program, which is documented through Individual Learning Plans, with specific goals for students to achieve. Information and communication technology skills are taught across the curriculum. Class programs, along with specialist programs in Physical Education and Performing Arts offer students opportunities for learning across the curriculum. Students learn personal and social responsibility through the reinforcement of our values, implementation of Play is the Way and our focus on 'Environmental Education' and 'Eat Well/Be Active' programs. Our teaching of values aims to build a community of learners who are responsible, collaborative, fair, confident, persistent and enterprising.

1. General information

- School Principal: Michael Hosking
- Senior Leader in Well Being: Skye van Heusden
- Senior Leader in Learning Support: Nicola Launder
- Year of opening: 1934
- Postal Address: 30 Stuart Road, Prospect 5082
- Location Address: 30 Stuart Road, Prospect
- DECD Region: Eastern Adelaide
- Geographical location: 6km from GPO
- Telephone number: 08 83444604
- Fax Number: 08 83443697
- School website address: www.prospectnorth.sa.edu.au
- School e-mail address: dl.0570_info@schools.sa.edu.au
- Child Parent Centre (CPC) attached: No
- Out of School Hours Care (OSHC) service: Yes

Prospect North has both Before and After School OSHC together with a Vacation Care Program. The service is licensed for 30 children and the director works across all programs. Families from Reception to Year 7 can access the service.

Student enrolment trends

Prospect North Primary School has continued to increase substantially over time. In 2016 seven of our 12 classes accommodate junior primary students.

February FTE student enrolment

	2009	2010	2011	2012	2013	2014	2015	2016
Reception	13	21	25	23	30	40	40	41
Year 1	22	15	32	41	31	34	39	39
Year 2	28	27	18	35	44	30	43	39
Year 3	16	26	28	25	31	43	35	42
Year 4	24	16	30	32	25	31	43	35
Year 5	23	21	18	25	32	21	28	40
Year 6	24	25	27	20	27	36	19	30
Year 7	28	28	23	25	18	19	37	18
	178	178	201	226	238	254	284	284

Staffing numbers (as at February census):

- Principal 1.0
- Engagement and Wellbeing Senior Leader 1.0
- Learning Support Senior Leader 1.0
- .4 Aboriginal Education Teacher
- Aboriginal Community Education Officer 10.5 hrs
- 12 classroom teachers 12.0
- 2 Specialist Teachers 2.0
- Finance/Administration Officer 37.5 hrs
- Reception Administration Officer 37.5hrs
- Curriculum School Services Officers 142 hours
- Grounds person 10hrs per week

The following figures are from the 2015 Term 3 Census.

2009	2010	2011	2012	2103	2014	2015
183	206	234	252	267	261	282
% change from year to year	12.5%	13.5%	7.7%	6.0%	-2.2%	8%

Our Student Profile: Who are we?

At PNPS we have 286 students

- 143 are boys and 143 are girls
- 60% of our students identify with a Language Background other than English
- Over 34 cultures are represented
- 80 were born overseas
- 40 are Indian, while others come to PNPS from as far away as Syria, Iran, Bangladesh, Sri Lanka, Afghanistan, Saudi Arabia, Philippines, African countries, Japan, England, Hong Kong, Turkey, Vietnam, Iraq, Pakistan, China, Fiji and New Zealand
- 18 students are Aboriginal
- 80 live in Prospect, 55 in Blair Athol, 65 in Kilburn, 23 in Enfield, 10 in Clearview and some as far away as West Lakes, Hillbank, Brahma Lodge, Parafield Gardens and the Barossa!

With such a diverse student population our challenge is to develop relevant, explicit and challenging teaching programs and practices that support a diverse range of learning needs and abilities.

Noteworthy is the ability of our diverse population of students to get along in a very inclusive way.

NESB

Our students come from a diverse range of cultural backgrounds, with many children coming to Australia from many parts of the world. At present 18% of students come from India. 30% of our students were born overseas in NESB countries (20 countries). 60% of our students identify with a non-English speaking culture.

2011	2012	2013	2014	2015
50	56	67	74	97
% change from year to year	12%	19.6%	10.4%	31.1%

English as an Additional Language or Dialect Students

44% of student's main language at home is language other than English and 36 different languages are spoken.

2011	2012	2013	2014	2015
81	103	86	111	124
% change from year to year	-16.7%	13.3%	29.1%	11.7%

Aboriginal and Torres Strait Island Students

The school has 18 Aboriginal students (5.3%) who are supported with their learning by the setting of specific goals which are established and reviewed through an Individual Learning Plan.

2011	2012	2013	2014	2015
14	10	22	17	17
% change from year to year	-28.6%	120%	-22.7%	0%

Students with Disabilities

While only 10 students (3.5%) are identified as having a learning disability, a large number of students have an Individual Learning Plan, which outlines the modifications made to their learning program and the student's specific goals, which are regularly reviewed. On average over the past 5 years 80% are boys and 20% girls. Over 100 students were identified through the National Data Collection process and have Individual Learning Plans.

2011	2012	2013	2014	2015
18	15	17	10	10
% change from year to year	-16.6%	13.3%	-41.2%	0%

Our diversity is to be celebrated. With such a diverse student population our challenge is to develop relevant, explicit and challenging teaching programs and practices that support a diverse range of learning needs and abilities. Noteworthy is the ability of our diverse population of students to get along in a very inclusive way.

2. Students (and their welfare)

Student Well-being Programs

There is a strong focus on student wellbeing and engagement and school values are promoted along with the Play is the Way program and other social learning programs to develop students' confidence, persistence, organisation and ability to get along with others. The Senior Leader in Engagement & Wellbeing works proactively with staff, students and parents to individually support students, teachers, families and/or classes in ensuring wellbeing for all. Through the AITSL Learning Frontiers project staff have worked together to develop strategies and ways of fostering a 'growth mindset' disposition in students to improve engagement in learning and relationships. Student wellbeing is monitored closely and where identified, additional support is provided through school or external resources.

Student Management

The school has a well-established policy and practice which is explicit about expectations for students and related consequences. A Home School Agreement between students and class teachers is sent home at the beginning of the year. Senior staff and teachers work proactively with students and parents to address issues that may be affecting a student's behaviour or learning, and to encourage student responsibility. The school's Be Fair Rules reinforce our value of fairness. Other values such as collaboration, responsibility, persistence, confidence and enterprise are acknowledged when demonstrated by students and merit awards are presented at assembly and published in the newsletter. Restorative Practices are used to address behaviour problems and to solve disputes.

Student Government

Students in Years 4-7 are able to apply to join Student Action Teams in ICT, Environment & Gardening, Events & Fundraising, Library, Reporting, Eat Well Be Active, Wellbeing & Student Support, and Performing Arts and support the running of school programs. Each team works with a staff member on feedback and suggestions from classes through class meetings. Students are encouraged to be actively involved in enacting positive change for the school community. Student action teams are a vehicle for developing student leadership skills.

Special Programmes

Special programs run by the school are Early Bird Reading, Reading Doctor, Speech Support Program, Multi-Lit, Minilit, Quick Smart Maths, Composting, Recycling and Gardening as a part of Environmental Education program, Specialist Physical Education and Performing Arts programs, Eat Well Be Active Program and Buddy Classes.

3. Key School Policies

Key Statement

At PNPS we believe that a highly productive teaching and learning environment is a complex and balanced fusion of positive relationships, engaging and relevant curriculum and intentional pedagogy that supports and challenges the learner.

To further our ongoing commitment to develop successful global citizens, in partnership with the whole school community, we strive to embrace best practice based on current research.

We are committed to developing:

- Positive and collaborative relationships between staff, students, parents, regional personnel and agencies are focussed on the learner.
- Safe and engaging learning environments where the learners are supported and challenged by allowing opportunities to question, make mistakes and construct their own meaning individually and collectively.
- Lifelong learners who know about themselves as learners and have deep learning and understanding, knowledge and skills and are able to apply their learning to problem solving and real life situations.

Recent Key Outcomes:

1. Teachers use formative assessment and diagnostic tools to make accurate judgements about students and organise more targeted intervention in class.
2. Parents have a clear understanding of expectations and how they can support their child at home.
3. Improved student achievement as evidenced by class data and NAPLAN results.
4. Improved pedagogy in class as teachers have trialled and implemented a number of strategies introduced through professional development.
5. Whole of site agreements, consistency of practice and documentation to support learning initiatives.

4. Curriculum

Special Needs

Our Learning Support Senior Leader works collaboratively with class teachers and regional support staff and families and students to implement individualised and targeted intervention and support programs for students with learning difficulties and disabilities. SSO's have expertise in support programs including Speech, Multi-Lit, QuickSmart Maths, Reading Doctor and other software programs.

Structures are in place to identify and support students from NESB including regular assessment of their oral language and writing and appropriate interventions are formulated with class teachers. Individual learning plans are established and progress reviewed. Smart targets are established and assessment data monitored to evaluate progress and to review where to next.

Special Curriculum Features

Literacy Blocks are timetabled across the school and S.S.O.'s work with teachers to meet the learning needs of students by adopting the Wave 1, 2 and 3 intervention strategies.

Mentoring programs involve students across the school in activities to develop outdoor spaces. A recent project has been the development of an Indigenous Garden.

Physical Education is also a significant program which develops students' fundamental movement skills in the early years and fitness and skills specific to sports in Years 3-7.

Performing Arts with a focus on Dance and Drama is another specialist subject.

Teaching Methodology

Teachers across the school have developed pedagogy to more effectively meet the needs of students. This has included explicit teaching around Literacy and Numeracy to enable students to gain feedback about what they need to learn. Teachers have also worked on developing more personalised learning to develop students' dispositions and skills and to take greater responsibility for their learning. This has had a focus on providing students with greater choice about their learning and has seen teachers develop learning spaces and use of technology.

Student Assessment Procedures and Reporting

In Week four of Term One, the school holds an Acquaintance Night. Parents and students are invited to visit the classroom and informally chat together to enable parents, children and teachers to develop a positive working relationship. Teachers present a formal outline of their class program and share their expectations with parents. This night is usually combined with the Annual General Meeting of the Governing Council. Throughout the year data is collected for each student in order for the school to document and monitor their progress.

In Term 2, week 2 Three-Way Interviews involving the teacher, student and parents take place.

A written Summative Report is also sent home at the end of Term 2.

In Term 3, Week 8 Optional Interviews are held. Both parents and teachers can request these.

In Term 4, Week 9, a written Summative Report is sent home.

ANN Baker Professional Development

Teachers from PNPS have worked closely with a number of colleagues from other schools in our Partnership to focus on promoting excellence in the teaching of mathematics. The Professional Learning Team focus of the meetings encourages teachers to reflect on their practice, elaborate on their ideas and challenge their thinking.

Teachers were supported to observe Ann Baker (mathematician in residence) lessons and then try out the practice with their own class. PNPS staff are now working on taking this learning and then developing consistency of practice, strategies and language to implement across the school in all classes and then document as part of a whole school agreement in maths.

TfEL Pilot Project

Teachers have worked with the Partnership (TfEL) Coach to focus on the teaching and learning particularly relating to mathematics and the use of student voice as a vehicle to drive innovation and improvement.

As part of professional development, teachers gathered student perception data using the TfEL Compass tool to gain quality data and feedback to inform decisions and actions and bring about change. All teachers created customized surveys, engaged in

observations and provided colleagues with quality and timely feedback to improve the effectiveness of their teaching and assist them to identify improvement strategies.

Learning Frontiers

Teachers have continued their involvement in the Learning Frontiers project and developing a growth mindset with students has been a major focus. Data collected over a period of time indicates a change in language and learning activities and a positive shift in students' mindset from 48.5% of students with a fixed mindset to 25.3%. While students with a growth mindset also grew from 41% to 52 %.

ICT

ICT is successfully embedded into daily curriculum and learning. The daily use of technology across the site has improved from 7.14% in 2014 to 39.39% in 2015. The way that technology is being used has also shifted with ICT tools being used significantly more in a range of subject areas and for intervention. The focus for 2016 is to increase the tools accessible to students to a 1:2 ratio across the site up from approximately 1:3 in 2015.

The Team around the Child

"The Team around the Child" is a new strategy for dealing with students with complex and multiple needs. It involves all the DECD support personnel assigned to our school meeting twice per term to discuss students at risk, and the group brainstorming solutions in a proactive manner.

Introduction of a Language Program to PNPS

We are in the process of introducing a Language Program for the start of the 2017 school year.

Joint Programs

Prospect North Primary School works closely with our local preschools to ensure a smooth transition for students to school. We also work closely with UniSA in partnership with Professor Sue Hill and university students. We have recently worked with Roma Mitchell Secondary College which saw a group of our Year 6/7 students working with their teaching staff around the STEM program.

5. Sporting Activities

Students from year 4-7 attend SAPSASA sports competitions & Lightning carnival events. We have organised school sport across R-7 with four JP soccer teams playing in the North West Junior Soccer Association and two netball teams playing in the Eastern District Netball Association, both associations have games on Saturdays.

Sports Day is held every year.

Sport's clinics in soccer, tennis, football etc. are organised throughout the year.

Junior Primary and Years 3 - 5 swimming lessons are held at Thebarton Aquatic Centre every year.

Year 6/7 students participate in Aquatics at West Lakes.

6. Other Co-Curricular Activities

Fortnightly class-run assemblies feature work and performances by groups of students.

Year 6/7 students attend camp every alternate year.

End of Year Celebration Night is held at the end of each school year.

Many excursions and incursions are organised as whole school events with ongoing involvement in Come Out, Book Week Celebrations and Harmony Day activities, as well as the Football in Schools health program run by Crows and Port Adelaide Football clubs.

Whole school excursions to Port Adelaide, the Museum, Botanic Gardens and Tandanya and many other locations is a feature of our learning program. Due to our close proximity to the city and its surrounds, makes excursions and whole school incursions relatively easy to organise.

7. Staff (and their welfare)

Staff profile

The staff is highly professional and committed with many staff successfully applying for their positions due to our Category 3 status and as a consequence a large number are relatively new to Prospect North Primary. Staff value team work and are a highly collaborative, professional, hardworking and committed. Currently the school is in the TfEL pilot project where staff work with a TfEL coach in Professional Learning Teams to develop their practice and deprivatise practice. Professional Development is highly valued by staff. Staff work together to put into action their learning and document whole school practice. Recent Professional Learning opportunities that have influenced practice are Ann Baker, Michael Ymer, Stephen Graham, Sheena Cameron, Carol Dweck.

Leadership Structure

At Prospect North Primary School, our leadership structure includes a Principal, and 2 Senior Leaders. (Well Being & Engagement and Learning Support). This ensures our focus is on student learning and wellbeing. A collaborative leadership structure and shared responsibility is a strong feature, encouraging team-work while allowing for individual interests and skills.

Staff Support Systems

The school has a commitment to collegial learning, open communication, mutual support and high expectations for teaching and learning. The staff has developed a Code of Conduct to support positive interactions. Team structures that support staff include Year Level and Professional Learning Teams, Curriculum and School Priority Committees along with ad hoc committees. Classes buddy with each other and team up to run assemblies and cross-age tutoring. T&D needs are addressed through attendances at conferences and at staff meetings. Social activities are valued and staff take responsibility for a range of activities each term. School Service Officers work collaboratively to provide curriculum and administrative support to students and staff. Professional development is undertaken to maintain a high quality service.

Performance Management

A performance management process for all staff is both formal and informal. The staff establish SMART targets based on class data, and determine objectives using the DECD Performance Plan in line with Teacher Professional Standards. The staff engages in a range of activities to acknowledge and build on success and continually reflect on and improve their practice.

Access to Special Staff

Prospect North Primary School staff has ready access to specialist support staff and are encouraged to make referrals as necessary through the Student Review Team. Tier 2 salaries provide leadership support in Special Education and EALD. We have two specialist teachers that provide Non-Instructional Time to teachers in Physical Education and Performing Arts (Dance and Drama).

Other

Prospect North Primary School regularly participates in supporting University Student Teaching Programs and Work Experience programs.

8. School Facilities

Buildings and Grounds

Prospect North Primary School has recently undergone a \$3.95 million redevelopment. In addition a new \$2 million Gymnasium, as a part of the Federal Building the Education Revolution funding, has been built. The School has a free standing Activity Room which is used for whole school assemblies and other events. There is new primary play equipment with a large shade structure covering it and newly constructed Junior Primary Play equipment with a sandpit. A large well maintained playing field is available for play and sport's activities. There is a new hard play area complete with netball, basketball and handball courts, and it also includes a permanent shelter structure.

The school has a Secret Garden which is fenced off from the rest of the school and is part of our Environmental Education program. Funding from Prospect Council and Landcare Australia has helped develop this garden. Peripheral areas are landscaped with native trees, shrubs and ground cover.

Heating and Cooling:

All classes and buildings are air-conditioned with heating and cooling.

Specialist Facilities and Equipment

Prospect North Primary School has Interactive Whiteboards in the Resource Centre, Gymnasium and all classrooms. There are between two and four PC's in every classroom, PC Pods in shared learning areas outside upper primary classes and junior primary classes and in the Resource Centre available for class use. All PC's in the school are networked. Mobile technology via I-pads, lap-tops and tablets are used across the school. Students currently have access to over one device between two students. The School has a free-standing Activity Room which is used for whole school assemblies and other events, and a new Gymnasium.

Sound and Recording Studio

The building work is complete and we now have a Sound and Recording Studio in the Performing Arts room. This facility has the potential to significantly increase our Performing Arts and digital capabilities.

Instrumental Music Program

We are implementing an Instrumental Music Program. This involves bringing in registered DECD approved private instrumental teachers to teach students. We have completed an interest survey with students in years 1-7 to ascertain which instruments students are interested in. We had many students interested with our top instruments of choice being, Guitar (61 students), Violin (23 students), and Flute (22 students).

Staff Facilities

Reception and administration, the staffroom and staff preparation area are located in the downstairs Administration section of the Regency two-storey building, accessible from Stuart Road. Disabled toilets and shower facilities are available. All facilities and equipment are new as they were part of the redevelopment, and include tables, chairs, colour photocopier, fridge, oven, stove, microwave, dishwasher, fridge and freezer, tea and coffee-making facilities and a fully automated DeLonghi Coffee machine. Telephones are available for general staff use in the Front Office, Staff Prep Area, Staffroom and some classrooms. Networked (to both curriculum and administration servers) and Internet capable PC's are available for staff use in the Front Office and Staff Prep Areas.

Access for Students and Staff with Disabilities

The Regency two-storey building has a lift to the top floor and all buildings in the school have wheelchair access. There is a toilet for the disabled in the Regency building.

Access to Public Transport

The Circle Line bus stops at Prospect North Primary School on Regency Road. Serco buses run on Main North Road and Prospect Road. The school is ideally located to involve our students in events happening in the city due to its close proximity.

9. School Operations

Decision Making Structures

- Weekly staff meetings are the main decision-making forum.
- SSO meetings are held twice a term.
- Student Action Teams meet regularly
- Governing Council meets twice a term. Governing Council is an integral part of decision-making structures.
- Management Team (Principal, Senior Leaders) meet on a regular basis as does the Office staff and Principal, SSO team and Principal (or delegate) and the OSHC Director, Principal and Finance Officer.

Regular Publications

The school newsletter is distributed fortnightly. A Staff Handbook is produced annually and Induction information given to all staff at the beginning of the school year.

Electronic Student and Staff Bulletins are used to communicate information daily regarding reminders, events, lunch time activities and student achievements.

A Parent Information Booklet and assorted brochures form the enrolment pack which is given to parents of enrolling students.

Other Communication

A Year Planner Calendar is available electronically to facilitate long-term organisation and co-ordination of all school events.

Special purpose newsletters are produced and distributed according to the school's requirements. Community notices are displayed in the Office Foyer.

Every student has a diary or communication book and folder for notes to facilitate the sharing of information between home and school.

Parents are encouraged to make appointments to discuss issues of concern with staff.

Grievance procedures have been developed and are used.

School Financial Position

The school operates a consolidated account using the EDSAS Finance module and has discretion over its spending. The Governing Council ratifies the School Budget every year before it is put in place.

The Governing Council Fundraising Sub Committee is a small but active group that sets realistic fundraising targets.

Special Funding

Additional funding is gained through the Commonwealth Disadvantaged Schools Program. Prospect North Primary School actively seeks funding from local government grants and other grants available.

10. Local Community

Parent and Community Involvement

Parents support the school in its learning program by assisting teachers with their classroom programs and by assisting with special events and fundraising. Many volunteers have undertaken police clearances and Reporting Abuse and Neglect training.

The school runs the RAN training for Volunteers once a term for volunteers and this is attended by many parents & caregivers.

Parents coach and support soccer and netball teams.

The Governing Council has been proactive in supporting the school and has pursued issue such as road safety with the Prospect Council and a new high school in the city.