



ELIZABETH DOWNS PRIMARY SCHOOL

Heard Street, Elizabeth Downs, South Australia

Phone - 8255 2726

Fax - 8287 0192

SCHOOL CONTEXT STATEMENT

Updated: March 2019

School number: **0947**

School name: **Elizabeth Downs Primary School Preschool - 7**

School Profile

Part A

School name : Elizabeth Downs Primary School
 School No. : 0947
 Principal : Meredith Starkey
 Postal Address : Heard Street Elizabeth Downs 5113
 Location Address : Heard St, Elizabeth Downs
 Partnership : Uleybury (Para Hills 4)
 Distance from GPO : Approximately 34 kilometres
 Phone No. : 8255 2726
 Preschool attached : Yes
 Fax No. : 8287 0192

February FTE Enrolment

Primary		2015	2016	2017	2018	2019
	Reception	35	23	36	23	30
	Year 1	43	25	20	40	28
	Year 2	33	47	23	23	45
	Year 3	39	32	34	23	34
	Year 4	35	22	23	32	24
	Year 5	36	31	34	24	36
	Year 6	40	26	28	34	29
	Year 7	27	38	28	25	43
	TOTAL	288	244	226	224	269
IELC	Rec - 7	72	116	117	100	61
	CDN Students	2	0	0	0	0
	TOTAL	362	360	343	324	330
Preschool	Enrolments	40	47	44	46	29
	OVERALL TOTAL	402	407	387	370	359

2018 School Card percentage 90%
 2018 EALD Enrolments 194(89 mainstream)
 2018 Aboriginal Enrolments 30 students

2019 60% as at 1 May 2019

- **Enrolment trends**

2016 saw a significant increase in IELC enrolments. Our mainstream enrolments fluctuate due to transience.

The Preschool offers two sessions of 2 ½ days each group. Three year old Aboriginal children can access 2 days,

Occasional Care is offered through 5 sessions a week.

Warra Ngarto (Playgroup) meets once a week in the school. A Preschool SSO facilitates this program.

Part B

- **Principal**

Meredith Starkey

- **Deputy Principal**

Judy Holt

- **Senior Leader, Wellbeing (Band B2)**

Sharyn Tompkins

- **Senior Leader, IELP (Band B2)**

Tabitha Kurniawan

- **Leadership Mathematics**

Tammy Starkey

- **School website address**

www.elizdownc7.sa.edu.au

- **School e-mail address**

dl.0947.info@schools.sa.edu.au

- **Staffing numbers as of Jan 2019**

Our staff consists of:

Leadership Team:

Principal, Deputy Principal, Senior Leader Wellbeing, Senior Leader IELP and Leader Mathematics

Preschool

Teachers = 2 (0.5 and 0.9 FTE)

Permanent SSO = 1 (30 hours) an OC, Preschool Support and BSSO

Classroom teachers:

Junior Primary = 7 teachers: 4 x 1.0 (FTE), 3 x part-time 2 x 0.8, 1 x 0.4 (FTE)

Primary Years = 5 teachers: 1 x 1.0 (FTE), 4 part-time 3 x 0.6, 1 x 0.2 (FTE)

Middle School = 4 teachers: 2 x 1.0 (FTE), 1 x 0.8, 1 x 0.2 (FTE)

IELC = 7 teachers: 3 x 1.0 (FTE), 4 part-time 1 x 0.8, 1 x 0.6, 1 x 0.4, 1 x 0.2 (FTE)

NIT teachers:

PE -1 teacher (1.0 FTE)

STEM - 1 teacher (1.0 FTE)

The Arts -1 teacher (1.0 FTE)

Science - 0.6 (FTE)

Aboriginal Support Team:

Aboriginal Education Teacher = 1 (0.4 FTE)

ACEO = 1 (20.0 hours)

EALD:

EALD Teacher = 1 (0.6 FTE)

Intervention Support Teacher/Leader:

Teacher = 1 (0.2 FTE)

SSO/BSSO

Front Office = 1

Finance = 1

Resource Centre = 1

IT Manager = 2

Classroom/Intervention Support = 8

Playgroup = 1

Groundsman = 1

BSSOs = can fluctuate each term

Stephanie Alexander Kitchen Garden Program

Garden Specialist & Kitchen Specialist – SSO2 x 2

- **OSHC**

No OSHC program

- **Special arrangements**

Breakfast Club

The Breakfast Club runs 4 days per week by leadership, Pastoral Support Worker, ACEO and parent and student volunteers.

Sporting Schools

Different sports/ activities every term

- **Year of opening**

1963

The Child Parent Centre (Preschool) and Junior Primary School and the Primary School amalgamated at the end of 2000.

The school celebrated its 50th birthday in 2013.

- **Public transport access**

There is nearby access to public bus service and a connecting service to rail travel.

2. Students (and their welfare)

- **General characteristics**

The school is a Category 1 school. We have a strong commitment to improving student learning outcomes. We are a Build Foundation School. The students have high needs in relation to developing positive and safe relationships; developing skills in conflict resolution, thinking, literacy and numeracy skills.

Students are keen to develop positive and caring relationships with their teachers and to support class and whole school programs.

- **(Pastoral) care programs**

The “pastoral care” programs are built into the teaching and learning program of each class through “Tribes© - Building Learning Communities” pedagogy, in the yard and within whole school learning events.

The Senior Leader, Wellbeing provides leadership in this area.

A Pastoral Support Worker is at the school two days per week.

In 2019 we have begun whole school training in Berry Street Education Model (BSEM).

- **Learning Support**

A range of learning support services are provided for students. They include

- Classroom teaching program designed to support individual needs.
- Students set SMART goals for their Literacy and Numeracy learning.
- Students with Learning Needs – identification of learning needs with targeted support provided by teaching and SSO staff. School data improvement processes are in place to measure improvement for these students
- Attendance and lateness concerns are followed up using school policy and procedures
- Alternative learning programs are designed to ensure safe and successful learning for all students.
- Intervention programs in LitSmart,, TooSmart and QuickSmart

Our school has a cohesive set of values based on the Tribes© philosophy and pedagogy. They are the foundation of our school community with a key element being the 5 Caring Agreements:

Mutual Respect: Respect ourselves, others and the environment around us: school, home and community

Attentive Listening: Listening skills – Actively listen with your eyes, ears and heart

The right to pass/participate: We have the right to pass in certain activities, but... the more we participate the more we gain

Appreciations/No put downs: Speak kindly to others and think of other peoples' feelings

Believe that you can go beyond your best! : You never know what you can achieve until you try!

Each class develops a classroom ethos based on the whole school common values – classroom management practices in regard to relationships, safety, learning, achieving personal best, interacting and behaviour. They also establish an understanding of the Caring Agreements with staff using pedagogy from Restorative Justice and the Circle of Courage. We are beginning to incorporate strategies form Berry Street Education Model.

Tribes strategies and the Caring Agreements are embedded across the school and the language around the Caring Agreements is used in every lesson to ensure consistency.

A range of processes are in place to help students make good choices. This includes positive and supportive interactions between adults and students; class behaviour systems and whole school consequences for inappropriate choices. Where possible the principles of restorative practices are used.

- **Student Voice and Leadership**

It is expected that students are able to make real choices about their learning and about their school.

- **Student Leadership**

- They are groups that focus on leading assemblies, developing programs to share in the school, provide student voice to school decision-making processes.

3. Curriculum

The teaching and learning program is based on the Australian Curriculum. Learning is planned from a skill based focus utilising the General Capabilities, Maths Proficiencies and key skills for each subject. Our aim is to teach students to develop their application of skills and utilise high order thinking skills.

Every learning area has an interactive whiteboard.

The NIT lessons are The Arts, STEM, PE and Science.

Auslan is the Language taught and is taught by classroom teachers.

- **Special curriculum features**

- **Stephanie Alexander Kitchen Garden Program**

- In 2008 the school was successful in being selected as the state demonstration school for the Stephanie Alexander Kitchen Garden Project. Students have opportunities to grow their own produce and learn a variety of ways to cook it.

- Every Year 2 to Year 7 student receives a 50min garden lesson per week and Year 2- 7 a 1.5 hour kitchen lesson a fortnight. The program continues to go from strength to strength and has a regular group of volunteers to work with groups of students.

- **Choir**

- Students learn a variety of songs both popular and to participate in the Festival of Music every year. They perform at school functions/ events and assemblies.

- **Musica Viva**

- During 2017 – 2019 we have had a sponsorship journey with Musica Viva. This has included specialist Instrumental teaching of percussion and guitar. Teachers are also gaining skills in teaching Music through regular professional development opportunities.

- **STEM Centre**

- In 2018 we had a \$1M STEM Centre developed. The Stem Centre was formally opened by The Honourable John Gardner, Minister for Education on 23 May 2019. Our Stem Centre includes the Stephanie Alexander Kitchen Garden program with food technologies and horticulture and sustainable permaculture.

- **Assessment procedures and reporting**

The formal reporting structure includes:

A “Meet the Parent/Carer” session is held early term 1 to enable the teachers to learn from the parents/cares about children in their classes.

Teacher/ Parent/Carer Interviews are held at the end of term 2 with reports.

Written reports :

- Mid-Year Progress Report, End of term 2
- End of Year Report, End of term 4.

- **Joint programs**

The school is involved in a number of joint initiatives

- A transition program with Craigmore High School.
- PLCs with partnership sites in English, Mathematics, Primary Network and Early Years.

4. Sporting Activities

PE is a NIT subject and is an important program encouraging students to be active as part of a healthy lifestyle, develop social skills and get involved in sporting activities they may not have the opportunity to try.

- **Sporting Opportunities.**

Swimming

R-7 students are involved in a swimming program at the Starplex, Gawler in Term 2.

SAPSASA

Many students are involved in SAPSASA events – soccer, netball, summer and winter carnivals, athletics, and cross country.

Sports Clinics

The students participate in many clinics during the year – soccer, football, rugby, tennis and ?ll.

Interschool Competition

- Winter and Summer Carnival

5. Other Co-Curricular Activities

Excursions and Camps

The children and young people do have the opportunity to attend numerous excursions and incursions which are subsidised to ensure maximum participation.

Year 7 students attend a Leading Learning Course (camp) early in Term 1 every year to set up expectations and build relationships for the year.

Other celebrations:

Graduation ceremonies – we hold a Year 7 Graduation Ceremony
Celebrating teaching and learning - Book Week parade, assemblies, Literacy & Numeracy celebrations.

6. Staff (and their welfare)

The leadership team meets weekly to forward the year's plan.

- **Staff support systems**

Staff members are invited to be part of the school decision making processes through staff, Tribes Learning Community (TLC) and School Improvement Plan (SIP) meetings.

Elected staff reps include PAC, AEU, Governing Council and WHS.

There are staff and TLC meetings.

- **Performance Development**

Performance Development processes include:

Meetings are held to focus on a particular theme from the School Improvement Plan, Quality Improvement Plan, PDPs. Leadership observations occur. Staff have Performance Development Plans, Written and verbal feedback is provided. Information from these sessions provides data for our school's continuous improvement planning. We facilitate Learning Walks involving teachers and leaders with specific areas to focus on.

Staff are expected to be actively involved in ongoing learning. We have a significant professional development budget.

Staff are encouraged to identify career pathways and support is provided to assist staff.

- **Staff Utilisation Policies**

PAC provides support and advice to the Principal in regard to staff deployment. Through staff meetings the staff is actively involved in making recommendations for staff deployment, with the PAC ratifying those decisions.

7. School Operations

- **Decision making structures**

The school community – staff, Governing Council and where possible the students determine the future directions of the school through school meeting structures. The school strives to be a listening and responsive organisation so that direction can reflect need and aspirations.

- **Regular publications**

A fortnightly newsletter is distributed in hard copy and through our Skoolbag App.

Class teachers send home term class newsletters.

8. Local Community

- **Parent and community involvement**

The parents are invited to participate in a range of activities, including the Governing Council, volunteers – classroom/ kitchen garden, Breakfast Program, assemblies.

There is a

- Volunteers' Induction Program and Expectation handout
- Volunteers' "thank you" Morning Tea at the end of the year.

- **Commercial/industrial and shopping facilities**

The Elizabeth Rise Shopping Centre including a community centre and supermarket is close by.

The school is between the Munno Para and Elizabeth City Centre Shopping Centres.

- **Sporting facilities**

Argana Park is within walking distance.