



# ELIZABETH DOWNS PRIMARY SCHOOL

Heard Street, Elizabeth Downs, South Australia

Phone - 8255 2726

Fax - 8287 0192

## SCHOOL CONTEXT STATEMENT

Updated: March 2017

School number: **0947**

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

### 1. General information

#### Part A

School name : Elizabeth Downs Preschool -7  
 School No. : 0947  
 Principal : Meredith Starkey  
 Postal Address : Heard Street Elizabeth Downs 5113  
 Location Address : Heard St, Elizabeth Downs  
 Partnership : Uleybury  
 Distance from GPO : approximately 34 kilometres  
 Preschool attached : yes

Phone No. : 8255 2726  
 Fax No. : 8287 0192

#### February FTE Enrolment

Primary		2013	2014	2015	2016	2017
	Reception	26	35	35	23	36
	Year 1	38	33	43	25	20
	Year 2	30	42	33	47	23
	Year 3	30	22	39	32	34
	Year 4	26	27	35	22	23
	Year 5	24	30	36	31	34
	Year 6	29	22	40	26	28
	Year 7	29	25	27	38	28
	<b>TOTAL</b>	<b>232</b>	<b>236</b>	<b>288</b>	<b>244</b>	<b>226</b>
<b>IELC</b>	Rec - 7	31	84	72	116	117
	CDN Students	6	7	2	0	0
	<b>TOTAL</b>	<b>269</b>	<b>327</b>	<b>362</b>	<b>360</b>	<b>343</b>
<b>Preschool</b>	Enrolments	60	44	40	47	44
	<b>OVERALL TOTAL</b>	<b>329</b>	<b>371</b>	<b>402</b>	<b>407</b>	<b>387</b>

2016 School Card percentage 59%

2016 EALD Enrolments 194(89 mainstream)

2016 Aboriginal Enrolments 30 students

- 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.

Occasional care is offered 5 sessions a week.

Playgroup meets once a week in the Elizabeth Rise Community Centre. An SSO facilitates the playgroup.

## Part B

- **Principal**

Meredith Starkey

- **Deputy Principal**

Judy Holt

- **Senior Leader in Wellbeing**

Sharyn Tompkins

- **IELC Coordinator**

Tabitha Kurniawan

- **School website address**

[www.elizdownc7.sa.edu.au](http://www.elizdownc7.sa.edu.au)

- **School e-mail address**

[dl.0947.info@schools.sa.edu.au](mailto:dl.0947.info@schools.sa.edu.au)

- **Staffing numbers as of Jan 2017**

Our staff consists of:

**Leadership Team:**

Principal, Deputy Principal, Senior Leader. Wellbeing, IELC Coordinator

**Preschool**

Teachers = 2 (0.6 and 0.7 FTE)

SSO = 1 (30 hours)

**Classroom teachers:**

Junior Primary teachers = 6 teachers: 3 (1.0 FTE) 3x part-time 2 x 0.8, 1 x 0.4 (FTE)

Primary Years = 3 teachers (1.0 FTE)

Middle School = 2 teachers (1.0 FTE)

IELC Teachers = 9 teachers 9x1.0 (FTE),

**NIT teachers:**

PE/ Health = 1 teacher (0.6 FTE)

STEM = 1 teacher (1.0 FTE)

The ARTS = 1 teacher (1.0 FTE)

SCIENCE/HEALTH/ARTS = 2 teachers (0.5FTE, 0.6FTE)

**Aboriginal Support Team:**

Aboriginal Education Teacher = 1 (0.4 FTE)

ACEO = 1 (20.5 hours)

**EALD:**

EALD Teacher = 1 (0.6 FTE)

**Intervention Support Teacher:**

Teacher = 2 (0.2 FTE)

**SSO/BSSO**

Admin = 1

Finance = 1

Resource Centre =1

IT Manager + 1

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**

**NAYCS**

Northern Area Youth & Children's Services [NAYCS] provides a family orientated program. It also provides an after-school intervention program for 30 children per session twice a week.

Working under a co-ordinator social worker, we have a number of social work students from Uni SA working with students.

**Breakfast Club**

The Breakfast Club runs 4 days per week by a teacher and Pastoral Support Worker.

**Sporting Schools**

This after school program, Sporting Schools, runs twice a week after school. 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 50<sup>th</sup> 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 and improving student engagement in curriculum programs that are relevant, interesting and challenging. 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.

- **Learning Support**

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

- Classroom teaching program designed to support individual needs.
- Students set SMARTAR 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 & lateness concerns are followed up using school policy and processes
- Alternative learning programs are designed to ensure learning success for all students.
- Intervention programs in Jolly Phonics, TooSmart and Quicksmart Maths for Wave 2 students.

- **Student Management**

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.

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 Commission and Leadership**

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

**Student Commission**

Student Leaders are involved in a Uleybury Partnership Program in 2017.

### **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.

Teaching staff are trained in Accelerated Literacy and implement the program during a Literacy block daily. Jolly Phonics is embedded through the school.

Every learning area has an interactive whiteboard.

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

- **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. Each student has an opportunity 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 regularly perform at school functions/ events and assemblies.

**Musica Viva**

In 2017 we have begun a sponsorship journey with Musica Viva. Specialist Instrumental teachers visit the school each week and students have begun group tuition in percussion and guitar. Teachers are also gaining skills in teaching Music through regular professional development opportunities.

## **Nature Play**

This is the developmental stages. Staff and students are working together to develop their knowledge and design areas.

- **Assessment procedures and reporting**

The formal reporting structure includes:

A "Meet the Parent Afternoon and Evening" was held at the beginning of the year across the school with parents sharing their knowledge, goals and aspirations for their children with the child's new teacher.

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.
- Link with NACYS to provide 1to1 counselling for students and small groups supported by UniSA Social Work students.
- Social Work students complete their practical experience at our school. They work one to one or with small groups with identified students and case managed by a NACYS worker.

## **4. Sporting Activities**

PE and Health are NIT subjects and are an important programs 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, swimming, korfbal, summer & winter carnivals, athletics, and cross country.

### **Sports Clinics**

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

### **Interschool Competition**

- Winter and Summer Carnival

### **After School Sports**

Each Term two different activities are offered for the students. A coordinator from the program runs the session with staff support. A healthy snack is provided by the school.

## 5. Other Co-Curricular Activities

### Excursions and Camps

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

Year 6/7 students attend a Wellbeing Camp in term 1 every year to set up expectations and build relationships for the year.

### Multicultural Expo

Every second year this event occurs celebrating the diverse cultures in our community. Different community groups share their knowledge and information about their organisations. All students have an opportunity to experience different cultures food, dances and crafts.

### Other celebrations:

**Graduation ceremonies** – there is a Year 7 Graduation Ceremony

**Celebrating teaching and learning** - Book Week parade, the Premier's Reading Challenge, 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 Priority Improvement Plan (PIP) meetings.

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

There are staff, Tribe Team meetings and TLC meetings.

- **Performance Development**

Performance Development processes include:

Meetings are held to focus on a particular theme from the Priority Improvement Plan, 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.

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 Rise Shopping Centre including 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.