SCHOOL CONTEXT STATEMENT

Updated: Aug 2014

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

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<td><strong>329</strong></td>
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School Card percentage 65%
EALD Enrolments 69 students
Aboriginal Enrolments 32 students
• **Enrolment trends**
  2014 and 2015 have seen an increase in enrolments which previously had been relatively stable. Our numbers fluctuate due to transience. The Preschool offers 3 full days one week, two full days the next. Playgroup meets once a week using the Preschool facilities. An SSO facilitates the playgroup.

**Part B**

- **Principal**  
  Meredith Starkey

- **Assistant Principal**  
  Judy Holt

- **Senior Leader in Wellbeing**  
  Sharyn Tompkins

- **IELC Coordinator**  
  Tabitha Kurniawan

- **School website address**  
  www.elizdownc7.sa.edu.au

- **School e-mail address**  
  dl.0947.info@schools.sa.edu.au

- **Staffing numbers as of Jan 2015**

  Our staff consists of:

  **Leadership Team:**  
  Principal, Assistant Principal, Senior Leader in Wellbeing, IELC Coordinator

  **Preschool**  
  Teachers = 2 (0.6 and 0.7 FTE)  
  SSO = 1 (30 hours)

  **Classroom teachers:**  
  Junior Primary teachers = 8 teachers: 6 x part-time 4 x 0.8, 1x0.6, 1x 0.4, 2 x 1.0 (FTE)  
  Primary Years = 3 teachers (1.0 FTE)  
  Middle School = 2 teachers (1.0 FTE)  
  IELC Teachers = 6 teachers 4x1.0 (FTE), 1x 0.6,1x 0.4

  **NIT teachers:**  
  PE/Health = 1 teacher (0.6 FTE)  
  Science = 1 teacher (1.0 FTE)  
  History/Geography = 2 teacher (0.8FTE, 0.2FTE)

  **Aboriginal Support Team:**  
  Aboriginal Education Teacher = 1 (0.4 FTE)  
  ACEO = 1 (20.5 hours permanent)
EALD:
EALD Teacher = 1 (0.5 FTE) + NIT responsibilities

Intervention Support Teacher:
Teacher = 2 (0.1 FTE)

SSO/BSSO
Admin = 2
Finance = 1
Classroom = 7
Playgroup = 1
Groundsman = 1
BSSOs = can fluctuate each term

**Stephanie Alexander Kitchen Garden Program**
Garden Specialist & Kitchen Specialist - SSO3 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 Flinders University working with students.

  **Breakfast Club**
  The Breakfast Club runs 4 days per week by a teacher and student volunteers.

  **Speech Pathology Program**
  We have speech pathology students from Flinders University based at the school who work with children and young people.

  **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 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 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 SMARTAAR 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 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
  - **Only my best will do!** : 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 is 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 Ulebury Partnership Program in 2015.

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.

Most 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 PE/ Health, History & Geography and Science.

- **Special curriculum features**

  **Stephanie Alexander Demonstration School**
  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 Reception to Year 7 student receives a 50min garden lesson per week and Year 3- 7 a 1.5 hour kitchen lesson a fortnight and Reception to Year 2 3 lessons a term. 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 Northern Areas Music Festival every year. They regularly perform at school functions/ events and assemblies.

  **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:
An Acquaintance Night at the beginning of the year across the school with parent teacher interviews as required throughout the year. Teacher/Parent/Caregiver Interviews are held at the end of term 1.

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 with identified students and case managed by a NACYS worker.
  - Specialised pre-service teacher program with Origen and University Of South Australia
  - Speech Pathology students complete their practical experience at our school under the direction of the school’s Regional Speech Pathologist.
  - In-school Psychology program operates where students and their parents/carers are able to access a qualified psychologist on a weekly basis.

4. Sporting Activities

PE and Health are NIT subjects 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-5 students are involved in a swimming program at the Starplex, Gawler in term 2.
    Year 6/7 involved in an aquatics program.
  - SAPSASA
    Many students are involved in SAPSASA events - soccer, netball, swimming, korfball, 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
    - Cricket
    - Central Districts Football Competitions
      - Year 3/4/5
      - Year 6/7
    - Girls football
  - 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, PLC and Management meetings.
  - Elected staff reps include PAC, AEU, Governing Council and OHS&W.
  - There are alternate staff, Tribe and PLC meetings.

- **Performance Development**
  - Performance Development processes include:
    - Meetings are held to focus on a particular theme from the Site Learning 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.
  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 Downs’ 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.