

# SCHOOL CONTEXT STATEMENT

Updated: June 2024

**School number: 0947**

**School name: Elizabeth Downs Primary School Preschool – Year 6**

## School Profile

### Part A

School name : Elizabeth Downs Preschool – Year 6  
 School No. : 0947  
 Principal : Sally Summers  
 Postal Address : Heard Street, Elizabeth Downs, 5113  
 Location Address : Heard St, Elizabeth Downs  
 Partnership : Uleybury  
 Distance from GPO : Approximately 34 kilometres Phone No. : 8255 2726  
 Preschool attached : Yes Fax No. : 8287 0192

### June FTE Enrolment

Primary		2024	2025	2026	2027	2028
	Reception	35				
	Year 1	39				
	Year 2	36				
	Year 3	33				
	Year 4	33				
	Year 5	40				
	Year 6	25				
	<b>TOTAL</b>	<b>241</b>				
<b>IELP</b>	Rec - 6	109				
	<b>TOTAL</b>	<b>350</b>				
<b>Preschool</b>	Enrolments	46				
	<b>OVERALL TOTAL</b>	<b>396</b>				

2024: School Card percentage: 55%

2024: Mainstream EALD Enrolments: 66 students

2024: Aboriginal Enrolments: 58 students

## Enrolment trends

### Mainstream

Our mainstream enrolments fluctuate due to transience.

### IELP

2024 saw a significant increase in IELC enrolments. We started a new class in Term 2 to accommodate the increase. We expect to start another class in the second half of the year.

### Preschool

The Preschool offers two sessions (Monday/Tuesday and Thursday/Friday) for 15 hours a week.

Occasional care is offered on Monday and Friday from 8:30am – 11:30am.

Playgroup is offered once a fortnight, on Wednesdays, from 9am - 10:30am for anyone aged B-5.

## Part B

**Principal:** Sally Summers

**Deputy Principal:** Todd McGuigan

**Senior Leader - Wellbeing:** Nia Kalivas

**Senior Leader - IELP:** Tabitha Kurniawan

**Preschool Leader:** Brad Hill

**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 June 2024):**

Our staff consists of:

#### **Leadership Team:**

- Principal
- Deputy Principal
- Senior Leader: Wellbeing
- Senior Leader: IELP
- Preschool Leader

#### **Preschool:**

- Teachers: 1.5 (1 x 1.0 and 1 x 0.5)

#### **Classroom teachers:**

- Junior Primary: 6 teachers: 4 (1.0 FTE), 2 x part-time - 1 x 0.8, 1 x 0.2 (FTE)
- Primary Years: 6 teachers: 4 (1.0 FTE), 2 x part-time - 1 x 0.8, 1 x 0.2 (FTE)
- IELC Teachers: 10 teachers: 4 (1.0 FTE), 6 x part-time - 3 x 0.8, 2 x 0.6, 1 x 0.4 (FTE)

**NIT teachers:**

- H&PE: 2 teachers: 1 (1.0 FTE) and 1 part-time – 1 x 0.6 (FTE)
- STEM: 1 teacher (1.0 FTE)
- The Arts: 1 teacher (1.0 FTE)
- Science: 1 teacher (1.0 FTE)

**Aboriginal Support Team:**

- Aboriginal Education Teacher = 1 (0.5 FTE)
- ACEO = 1 (35 hours)

**EALD:**

- EALD Teacher = 1 (0.5 FTE)

\*AET/EALD combined to 1.0 FTE – same teacher

**SSO/BSSO**

- Front Office: 2
- Finance: 2
- Resource Centre: 1
- IT Manager: 1 (0.2 FTE – Tuesdays) + (1 x DfE IT support on Wednesdays and Fridays)
- Classroom/Intervention Support: 26
- Playgroup: 1
- Groundsman: 1
- BSSOs: 7 (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 5 days per week by teachers, SSOs, leadership and our Pastoral Care Worker.

**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 60<sup>th</sup> birthday in 2023.

## **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, in the yard and within whole school learning events.

The Senior Leader, Wellbeing provides leadership in this area.

A Pastoral Care 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: Quicksmart Maths and LitSmart

## **Student Management**

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 practices.

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.

# **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 have just been trained in InitialLit and we will begin our trial of the program in 2024. Jolly Phonics is currently embedded through the school.

Every learning area has an interactive whiteboard.

The Specialist Subject lessons are: The Arts, STEM, Science and PE/Health.

## **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.

Student receives garden lesson and kitchen lessons on a fortnight rotation. 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.

## **Assessment procedures and reporting**

The formal reporting structure includes:

A "Meet the Parent Afternoon and Evening" (Acquaintance Night) is 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/Student Learning Conversations 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.

# **4. Sporting Activities**

PE is a specialist 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-6 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.

# **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.

**Other celebrations:** there is a Year 6 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 meetings and School Improvement Plan (SIP) meetings.
- Elected staff reps include PAC, AEU, Governing Council and WHS.

## **Performance Development**

Performance Development processes include:

- Meetings are held to focus on a particular theme from the School Improvement Plan and Quality Improvement Plan, Leadership observations also occur. Staff have Performance Development Plans, written and verbal feedback is provided.
- 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 through the school website.

Class teachers send home termly 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.