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Principal: Matt Delany
Deputy Principal: Lillian Murphy

SCHOOL CONTEXT STATEMENT 2018

SCHOOL NAME: ELIZABETH EAST PRIMARY SCHOOL

SCHOOL NUMBER: 0943

PART A

SECTION 1. GENERAL INFORMATION

School Name: ELIZABETH EAST PRIMARY SCHOOL
School No.: 0943
Courier: Elizabeth East PS
Principal: Mr Matthew Delany
Partnership: Elizabeth
Postal Address: PO Box 274, Elizabeth East SA 5112
Location Address: 15 Dolphin Street, Elizabeth East 5112
Distance from GPO: 26 kms
Phone No.: 08 82552262
Fax No.: 08 82870239
<http://www.elizeastr7.sa.edu.au/>
dl.0943.info@schools.sa.edu.au
CPC attached: No
Out of School Hours Care (OSHC) service: No

FEBRUARY 2020 FTE ENROLMENT

	2015	2016	2017	2018	2019	2020
Reception	33	27	34	26	27	25
Year 1	37	28	26	31	20	25
Year 2	27	42	32	26	33	16
Year 3	28	22	46	36	27	33
Year 4	29	33	23	48	36	24
Year 5	21	34	38	26	41	36
Year 6	26	23	31	35	25	30
Year 7	17	30	27	26	34	20
Primary Special Class	12	12	12	12	11	12
Junior Primary Special Class	8	8	5	8	8	8
TOTAL	238	259	274	274	262	229
School Card Approvals	146	133	136	181	189	pending
EALD	24	32	36	56	56	50
Indigenous	19	16	24	31	28	21

PART B

SECTION 1. STAFFING

DEPUTY PRINCIPAL – Edwina Burton

STAFFING NUMBERS

Total 5 male and 15 female

- Principal 1.0
- Deputy Principal 1.0
- Co-ordinators 1.0
- Wellbeing Coordinator 1.0
- Teacher Librarian 0.2
- EALD: 0.4

SCHOOL SUPPORT OFFICERS

Total 5 male and 14 female

- ACEO 1 (male)

The school currently employs both permanent and temporary SSOs. These include: a Finance/Admin/EDSAS SSO, a Front Office SSO, an ICT support person and a grounds person. Others are employed as SSOs to provide classroom support, library support, special education and speech pathology support and also special class and Better Behaviour Centre support. SSOs provide individual behaviour support as well as student health care support as required.

The school also is resourced with an Aboriginal Community Education Officer (ACEO) and sources the services of bilingual school service officers as required.

ENROLMENT TRENDS

Relatively stable, with increases since 2016 but has had a small decrease in 2019 with a major decrease in 2020. There has been no housing renewal in the Elizabeth area.

YEAR OF OPENING

The School first opened in 1960 as two schools. The Junior Primary School was Dis-established in 1973, making the campus an R-7 school, only to have the Junior Primary School re-established in 1986 and dis-established again at the end of 2000.

PUBLIC TRANSPORT ACCESS

Bus stops on Midway Road - 100 metres from the school.

SECTION 2. STUDENTS (AND THEIR WELFARE)

GENERAL CHARACTERISTICS OF THE STUDENT POPULATION:

- Around 75% are School Card recipients
- Around 20% are of non-English speaking backgrounds
- Around 10% identify as Aboriginal.
- Approximately 47% of our students have a Negotiated Education Plan (identified under the DECD *Students with Disabilities* policy). This includes 11 students in the Yr 3-7 Special Class, and 8 in a Junior Primary Special Class. The Junior Primary Special Class began in 2015.

The enrolment of students exiting the Intensive English Language Centres is increasing as we enrol more students from culturally diverse backgrounds.

(PASTORAL) CARE PROGRAMS

The School liaises with non-government organisations such as *Anglicare* and *The Smith Family* to provide social skills programs to cohorts and groups of students. The Playford City Council works in the School to improve the physical health and wellbeing of students.

STUDENT SUPPORT OFFERED

A School Counsellor works R -7 helping oversee student wellbeing including behaviour, attendance and some social curriculum support. Students at risk are identified and supported appropriately through teacher referral and consideration at regular Pre-STAR (students at risk) and STAR meetings

STUDENT MANAGEMENT

We have a whole school approach to the management of student behaviours in class and yard.

- Positive behaviour is valued, celebrated and rewarded.
- Negative behaviours are responded to with logical consequences.

Families, students and staff are actively involved in behaviour management reviews. A clearly articulated *Complaints Policy* underpins our *Behaviour Management Procedures*.

A logical system is used in class time to settle students and keep the focus of the classroom on learning and teaching

A yard card system is used to withdraw students from the yard who behave in unsafe ways. Inside play activities are provided each play period as an option to yard play. SSO support is deployed to increase yard supervision for students with high behaviour needs

Students who display continuous and high levels of disruptive/aggressive behaviour are individually case-managed to both ensure they make good educational progress as well as to minimise their interference with the education wellbeing of their peers.

Where appropriate, the School liaises with outside support agencies in support of these case-managed students.

Community service is given to students who offend the learning community with inappropriate language or offensive language towards other people.

STUDENT GOVERNMENT

The Student Representative Council operates in the 6/7 classes. Agendas are student driven and support is offered by our wellbeing coordinator.

SPECIAL PROGRAMMES

- Various Social Learning programs
- Kitchen Garden teaching program
- Primary Schools Music Festival (school choir)
- Instrumental music lessons for upper primary students
- Misica Viva works with students from year 3 to 5
- Premier's Reading Challenge
- Book Cup (a local reading competition between several local schools)
- Various sports coaching clinics
- Life Education Van (bi-annually)
- Breakfast program provided through Kickstart for kids
- Nature Play area being created with an aboriginal tucker trail.
- Visual Arts, Health and Physical Education, Music and Kitchen garden are provided through specialist teachers

The school hosts a Better Behaviour Centre (BBC) which is accessed by local schools through the BBC model.

The school includes a Junior Primary Special Education Class (R-2) and a Primary Special Education Class (3-7).

SECTION 3. VISION, VALUES AND PLANNING

OUR VISION:

At Elizabeth East Primary School, every student will be propelled into authentic achievement at school and beyond through their attainment of high personal literacy and numeracy levels. We provide a safe, positive, caring and supportive environment that gives every learner success, achievement of their personal best and to be able to contribute positively to the community, now and in their future.

Our school values are: Respect; Responsibility; Excellence.

We provide our students with a balanced, relevant and well resourced curriculum that they are involved in the negotiation of and where their learning and the learning of others is valued. We strongly encourage our students to assume responsibility for both their learning and their behaviour and at all times to strive for excellence. We have high expectations of our students and are supporting them to continuously improve.

OUR PLAN:

We have a Site Improvement Plan which looks at the data from Pat Maths, PAT Reading and NAPLAN. We have identified areas for improvement in reading, oral language. This will be the focus areas for the next 12 months.

KEY FEATURES

Upgraded Information Technology (IT) facilities have seen improvement in the use of IT by students and the integration of IT across the curriculum. This improvement includes the installation and increased effective use of interactive whiteboards. Increase in the number of boards across the School. Every teaching space now has an IWB and an increase of computers, laptops and iPads.

The School has a range of recently updated facilities that are well-suited to the needs of teams of staff and students.

These include: Learning Centre (library), wellbeing coordinators rooms for students to use as a time out space, Hall, oral language room and drama space.

Recent improvement include painting to the outside of the entire school, new gutters and downpipes, doors installed in the walls of the upper primary space (to allow for team teaching) and new carpets used in classrooms and OSHC space.

The school runs a literacy program called Read Write Inc. The Read Write Inc program focuses on letter name and sound while supporting students to blend letters into words and words into sentences. This program runs from reception to year 4. Years 5 to 7 are catered for with sound waves and fresh start literacy programs. These programs are managed and supported by a literacy coordinator who is employed fulltime with no teaching component.

Elizabeth East Primary school uses the Berry Street Model when supporting students who experience trauma or have special needs. All staff are trained in the Berry Street Model.

SECTION 4. CURRICULUM

SUBJECT OFFERINGS

We use national *Australian Curriculum*.

The Australian Curriculum is implemented in the school, with assessing and reporting occurring in term 2 and 4.

We ensure students access 600 minutes of maths and literacy instruction each week.

Regular incursions and excursions are heavily subsidised to enrich our curriculum, to broaden students life experiences, language development and to link learning to real life.

SPECIAL NEEDS OF STUDENTS

To support students in the mainstream with disabilities and learning needs we provide extensive individualised and group support. This work is managed by teachers and the Deputy Principal and is delivered by trained School Services Officers.

Students who identify as Aboriginal and Torres Strait Islander (ATSI) are supported by an Aboriginal Education Teacher (AET) and an Aboriginal Community Education Officer (ACEO).

Students for whom English is an additional dialect (EALD) are supported by an EALD teacher.

Two Regional Primary Special Education classes are located at EEPS. They are each staffed by a full-time teacher and School Services Officer and service students from the Region who have significant intellectual disability.

In 2012 a Better Behaviour Centre (BBC) began on the EEPS site. This is a DECD initiative to provide another level of resourcing for students with challenging behaviours. Students are referred to the BBC through Regional Behaviour Support Service. The BBC is staffed by a teacher/coordinator, family support worker and school service officer. Each of these staff members works full time. Students enrolled in the BBC spend 2 days per week at EEPS and the other 3 in their home school.

SPECIAL CURRICULUM FEATURES

We are an accredited "Sun Safe" School. We supplement our health education program with *Life Education* (drug education).

TEACHING METHODOLOGY

Our teaching programs are student centred, differentiated and focussed on developing independent learning skills. Programs for students with the full range of special needs are managed by the classroom teacher to ensure they are consistent with the mainstream class program.

Teachers work in teams to plan and deliver the curriculum. They work closely in teams of Early Years, Middle Primary Years and Upper Primary Years to sequence and coordinate curriculum and programs appropriate for each band level.

Teachers use progress benchmarks and the regular collection and analysis of data to ensure that students are making progress in literacy and numeracy. They moderate work samples to ensure consistency of standards and expectation. When lack of progress is identified students are referred for support through the STAR (Students at Risk) Committee. This group collectively looks at each student on an individual basis and makes recommendations for action and support within available resources.

ASSESSMENT PROCEDURES AND REPORTING

- Family 'meet the teacher' sessions are held at the commencement of the school year.
- Teachers send home an outline of their curriculum program at the start of each term so that families know are students are expected to learn
- Family/Teacher interviews are offered twice a year in terms 1 and 3. Teachers collect a range of assessment data throughout the year. Each student has an assessment folder and teachers are able to show families this data and discuss at the family-teacher interview
- Written reports to parents are provided twice yearly, at the end of terms 2 and 4.
- Reading progress is tested twice each term and reported to families.
- Students in years 3, 5 and 7 sit the NAPLaN tests annually. Reports are provided to families with the option of an extra interview to discuss the NAPLaN results with the class teacher.
- PAT Maths and Pat Reading testing is completed once a year. The data from these tests are used by staff to support program development and to inform reporting scores.

JOINT PROGRAMMES

EEPS partners with other schools and service providers in the community for a range of reasons. These include:

- Elizabeth East Pre-School to Reception class transition.
- Year 7-8 transition programs with Playford International and Craigmore High.
- Cross Age tutoring/whole class activities.
- University of SA supporting pre-service teacher placements

SECTION 5. SPORTING ACTIVITIES

- SAPSASA carnivals in a range of sports
- Annual Sports Day
- Swimming lessons
- Daily fitness
- 100 minutes of PE specialist instruction per week.
- Tennis lessons for the whole school at the Playford Tennis centre

SECTION 6. OTHER CO-CURRICULAR ACTIVITIES

We have a partnership with the University of South Australia and have pre-service teachers from all levels.

Central Districts Football Club (SANFL) run a series of clinics for students in years 4- 7

SECTION 7. STAFF (AND THEIR WELFARE)

STAFF PROFILE

We have a 20-30% turnover in recent years. We have a mix of young staff and older staff and all are very experienced.

LEADERSHIP STRUCTURE

Principal
Deputy Principal
Well-being coordinator
Literacy Co-ordinator
Student Services Manager (SSO 3)
These staff members work as the Leadership Team.

5 teachers are Step 9 teachers.

CURRICULUM LEADERSHIP

Principal
Deputy Principal
Coordinator
School Counsellor
These staff members work together to lead learning and teaching across to School

STAFF SUPPORT SYSTEMS

Staff is grouped in band level teams and meets regularly as part of staff meetings and at other times.

Teacher buddies from within the teams support each other with induction as well as performance and development.

Teams manage significant resources and are able to organize school structures.

The WH&S Committee works with all staff to ensure they are inducted and their psychological health is protected and developed.

The Pre-STAR Committee meet regularly to support teachers / students and their requests for extra support with individual students. This committee also prioritizes the referral of students for Regional Support Services through the STAR Committee

The Leadership and Curriculum Leadership teams meet to plan ongoing professional learning for staff at staff meetings, on pupil-free days, external conferences and workshops, and school-based workshops.

PERFORMANCE AND DEVELOPMENT

Performance and development is used to support staff to both meet their minimum professional standards as well as to foster professional growth and career development. Professional discussions (1:1 between the staff member and their line manager) are conducted twice a year. Through these conversations general feedback that recognises good practice is given. As well areas for development and improvement are discussed. Performance and Development also includes informal staff discussions, programme reviews, lesson observation, informal classroom visits and mentoring amongst staff.

STAFF UTILISATION POLICIES

The deployment of staff to optimise skills use occurs whenever possible. Staff are asked to “act up” when possible.

ACCESS TO SPECIALIST STAFF

Regional Support Services Staff include:

- Guidance Officer (psychologist) who visits school frequently
- Speech Therapist who visits school frequently
- Special Educator who works closely with the Principal and staff and visits the School regularly.
- Hearing and vision-impaired support staff are consulted as needed
- Dental service attends the school each year
- Behaviour Support Coach and social worker work closely with the Principal and counsellor and staff.

School-allocated Regional support team members (referred to above) meet twice per term with Leadership staff for student review meetings. These meetings are called STAR meetings (students at risk). At the meetings school staff updates Regional support staff about the monitoring of students at risk as well as discuss those who may need referral for service.

SECTION 8. INCENTIVES, SUPPORT AND AWARD CONDITIONS FOR STAFF

EEPS is classified as Category 2 in the index of disadvantage (1-7). New positions at the school are advertised in the open section. As a category 2 school we receive a loading in our funding per student to ensure that class sizes are kept smaller, especially R-3.

SECTION 9. SCHOOL FACILITIES

BUILDINGS AND GROUNDS

- Elizabeth East Primary has two-storey buildings, playground, sun-shelter and oval area.
- A School Hall was completed in May 1997.
- A new school Learning Centre (library) was completed at the end of 2004.
- Very good technology facilities including a computer space in the library are available, with space for additional computer /multi media facilities.
- Teachers have access to laptops and ipads
- All classrooms have banks of iPads and laptops
- School buildings are fenced. There are very few incidents of vandalism or graffiti (1 or 2 per year)
- All classrooms were upgraded to a high standard (including the installation of new IWB) in 2017 through the BER project.

COOLING

The school is fully air-conditioned, upgraded as part of the BER project in 2010.

SPECIALIST FACILITIES

We have:

- Very good sport and physical education equipment plus a school hall/gym.
- Learning Centre (library), completed in 2004,
- technology and science equipment and storage areas,
- Special Education/intervention support room,
- ATSI/EALD support room
- dedicated kitchen garden space, visual arts room and music room

STUDENT FACILITIES

- Canteen. (Tuesday-Friday)
- Access to Dental Clinic at Elizabeth Vale Primary School.
- Access to OSHC facilities

STAFF FACILITIES

- Staffroom.
- Staff access to fax, phone, iPADS, and on-line computer (wireless laptops)
- Access for students and staff with disabilities.
- There are ramps to access schools buildings.
- There is lift access to the second floor in one building

ACCESS TO BUS TRANSPORT

Bus stops on Midway Road - 100 metres from the school.

SECTION 10. SCHOOL OPERATIONS

DECISION MAKING / INFORMATION SHARING STRUCTURES

Teaching staff meetings, SSO meetings, PAC, WH&S Committee, and Year level teaching teams, AEU Sub-Branch.

Governing Council, Finance Committee, Canteen Committee

Leadership Team, Curriculum Leaders Team

ICT Committee, Literacy PLC, Student Engagement and Wellbeing Committee, Social Club Committee

SRC, Class meetings, School House Teams, sports teams

REGULAR PUBLICATIONS

- School website
- Newsletter fortnightly
- Parent Information pamphlets for enrolling students
- Class program information each term
- Community Newsletters throughout a year.
- Weekly electronic staff bulletin
- Staff notices daily (electronic)

OTHER COMMUNICATION

School intranet for staff,
Diaries, Telephone, Student Progress Reports,
Face-to-face interviews.

SCHOOL FINANCIAL POSITION

Funds are managed R -7 on pre-determined general priorities. Staff manage significant areas of funding while overall control of budget spending is exercised by the Principal and Finance Officer and in consultation with Governing Council and the Finance and Canteen Committees.

The School is financially sound and operating within its Resource Entitlement.

The School's finances are audited annually

The Canteen has been operating at a small loss in recent times.

SPECIAL FUNDING

Category 2 Disadvantaged School.
Various grants

SECTION 11. LOCAL COMMUNITY

GENERAL CHARACTERISTICS

There is an increasing percentage of children of non-English speaking background arriving from local New Arrivals Program unit.

There are significant levels of 2nd and 3rd generation unemployed and many single parent families. It is not uncommon for children to be in the care of family other than their parents. Families are frequently impacted by domestic violence, substance abuse, disability, mental health problems, transience.

Despite the hardships of their life circumstances, families are passionate about their children's educational progress, always willing to help out in many ways in the School. Parents attend in large numbers to students based events.

PARENT AND COMMUNITY INVOLVEMENT

There is a very committed group of parents make up Governing Council. There is an increasing level of parent involvement in classrooms, on excursions, with electives, in the Canteen, in the library etc. There are active fundraising and uniform committees.

Other local care and educational facilities include the Elizabeth East Pre-School that is approximately 70 metres from the school and Playford International College that is the local district secondary school. EEPS uses many strategies to connect with these local sites in the interests of transition and educational achievement in the area.

COMMERCIAL/INDUSTRIAL AND SHOPPING FACILITIES

The Elizabeth East Shopping Centre is situated across the road from the School.

Other local facilities include the Elizabeth City Centre which is within walking distance of the School:

- Elizabeth City Library and Shedley theatre is situated at the Elizabeth City Centre.
- Fremont Park is within walking distance of the school.
- Elizabeth Aquadome is located near Elizabeth City Centre
- There are many sporting clubs in nearby vicinity.
- The Lyell McEwen Hospital is nearby and there is easy access to GPs, specialist, allied health professionals and the full range of government and non-government social service providers.

LOCAL GOVERNMENT BODY

City of Playford.