

SCHOOL CONTEXT STATEMENT

Updated: Sept 2017

School Number: 0949

School Name: Elizabeth Vale Primary School

1. General Information

Part A

School name : Elizabeth Vale Primary School
 School No. : 0949 Courier: Elizabeth Vale PS
 Principal : Ms. Julie Murphy
 Postal Address : Rollison Road, Elizabeth Vale 5112
 Location Address : Rollison Road, Elizabeth Vale 5112
 Region : Northern Adelaide
 Distance from GPO : 25 km Phone No. : 08 82551307
 School based Preschool: YES Fax No. : 08 82871563

		2012	2013	2015	2016	2017
February FTE Enrolment						
Primary	IELC	66	37	67	70	61
	Preschool	28	28	40	50	56
	Special	12	12	20	20	20
Mainstream	Reception	26	25	35	40	45
	Year 1	17	18	35	40	42
	Year 2	23	22	29	37	38
	Year 3	16	22	29	32	39
	Year 4	18	17	29	37	33
	Year 5	13	22	26	30	43
	Year 6	25	13	21	35	33
	Year 7	13	26	24	25	30
Secondary	Special, N.A.P. Ungraded etc.					
	Year 8					
	Year 9					
	Year 10					
	Year 11					
	Year 12					
	Year 12plus					
TOTAL		256	242	355	416	440
School Card	R-7	175	169	243		332 (86%)
NESB Enrolment	R-7	128	92	161	193	216 (56%)
Aboriginal Enrolment	P-7	30	25	48	55	59 (13%)
Students with disabilities	R-7	30	34	47	48	69 (18%)

We also host an annex of Adelaide North Special School called 'Pathways' comprising an additional 24 students.

Part B

Leadership

Principal: A5	Julie Murphy
Deputy Principal: B3	Brett Eagles
Senior Leader (Intensive English language Centre):B2	Mel Rose
Senior Leader-Early Years: B2	Bri Murdoch (0.8)
School Counsellor: B1	Kym Hillard
Senior Leader of Learning: B2	Chris Guy (0.5)
Coordinator: Student Support: B1	Jacqui Forjan

School website address : <http://www.elizvale.sa.edu.au>

School e-mail address :info@elizvale.sa.edu.au

Our school currently employs 80 staff members made up of:

Staffing- Teaching

The school currently runs a total of 22 classes and a preschool.

A total of 39.7 FTE made up of:

- 15 mainstream classroom teachers
- 6.3 Leaders
- 2 Special Class teachers
- 2.2 Preschool Teachers
- 5 Intensive English language Class (IELC) Teachers
- 7.2 Specialist Teachers (AETs, 1:1 student support, H & PE, Digital Technology, Kitchen Garden, RBL, The Arts, EALD support)

Staffing- Support Staff

- Office Manager 37.5 hours (SSO 2)
- Finance Manager 37.5 hours (SSO 3)
- Kitchen SSO 37.5 hours (SSO 2)
- 445 hours between 20 SSO 1s
- 5 x Preschool Support 95 hours
- ICT -16 hours technician
- 5 Bilingual School Support Officers (BSSOs)
- Pastoral Support Worker 18 hours/week
- 2 Aboriginal Community Education Officers (ACEO) 38 hours/week
- Grounds person 15 hours per week

The school also employs a speech pathologist 0.2 and a Literacy consultant 0.1.

Enrolment trends:

Elizabeth Vale School and Preschool has a high level of transience and steady growth pattern. The establishment of an Intensive English Language Centre in late 2007 increased in enrolments, predications indicated an average of 3 IELC classes at the school, although this has recently grown to as high as 6 classes. Over the past 3 years enrolments and has increased significantly from 250 (2013) students to 450 (2017) students. Latest patterns continue to see an increase in the mainstream enrolment.

Special arrangements:

Elizabeth Vale is in the Northern Region and is in the Elizabeth Partnership.

Year of opening:

Elizabeth Vale Primary and Junior Primary Schools officially opened in 1961 and were amalgamated into one school in 1995. 2011 saw the school celebrate 50 years of education.

Public transport access:

The school is well serviced by bus services to the city and the Elizabeth City Centre which is close by. The school is in close proximity to the Lyell McEwen Hospital.

2. Students and their wellbeing**General characteristics:**

The student population comprises as follows: 86 % School Card Holders, 18% students with Negotiated Education Plans (including the students in the Special Class), 13% Aboriginal students, and over 50 % EALD students. There is short, medium and long term, Domestic Violence Housing close to the school and we generally average approx. 10 students in emergency housing at any given time. A high percentage of our community is experiencing the effects of long term and compounded disadvantage and unemployment. Many students have experienced complex traumas in their lives. We are classified as a Category One School on the Index of Socio – Economic Disadvantage. We are a proud, strong and united community committed to ensuring the students in our care are provided with every possible opportunity to achieve their social, emotional and academic potential.

Support offered:

- Elizabeth Vale School is a collaborative school environment where staff actively share, mentor and support each other.
- Staff work in teams. Improving literacy and numeracy outcomes of the students in our care is everyone's business. Every class engages in research based literacy and numeracy developmental teaching strategies.
- Teaching & Learning is supported by our 'Leader of Learning' working with teachers in areas such as programming, effective teaching, learning and assessment methodologies, integrating TfEL with Australian Curriculum and best practice teaching methodologies and programs.
- Students in years 2 may access intervention for reading development take part in the intensive small group MiniLit program, where a staff member works with 4 or 5 students 4 hours per week in letter sound, word making, writing, spelling and reading text activities/modelling/repetition.
- In 2017 trialling targeted students in year 2 who require intervention for the development of basic number skill/knowledge take part in our small group 'Too Smart' program for 100 mins a week.
- Students in reception and year 1 who are identified as requiring additional Reading/phonological intervention take part in a speech therapist designed Phonological program for 4 sessions per week.
- Mainstream NEP students are provided with additional support aligned with targeted individual goals.
- Applications for extra student support resources are made each year to allow specific students who require intensive or alternative programs access to schooling in a 1:1 capacity.
- The leadership team proactively support behaviour education practices.
- The IELC Senior Leader works with IELC staff, embedding the Teaching and Learning Cycle, as well as supporting student wellbeing through "Targeted Refugee Funding".
- All students are assessed using the EALD levels, supported by the IELC leader.
- Implementation of the Child Protection Curriculum is an essential part of the work of all staff.
- The school works in close collaboration with Support Services personnel to access support and programs for students at risk.
- ACEOs & AETs provide support to Indigenous students
- A DECD Child Well Being Practitioner supports the school ½ -1 day a week
- Many teachers work with consultants across the year in scaffolded literacy, Yumi deadly maths & other maths PD providers.

Student management:

The school behaviour code is underpinned by the agreed to school values of-

- Honesty
- Excellence
- Respect

A whole school approach exists to support the management of student behaviour in classrooms and the yard- this includes a focus on both appropriate and inappropriate behaviours. The school has trained several staff in Positive Education Theory and Practice, who in turn run training for all teachers to pick up positive strategies and 'ways of being' to teach their students. The school uses a strengths based approach fostering positive behaviours. Many proactive strategies are in place across the school, in classrooms and the yard to support positive behaviours. Systems for managing inappropriate behaviours that do not follow the school values and behaviour code are in place and include reflection time, withdrawal from class or yard play, take home, suspension or exclusion.

School leaders meet on a regular basis with Support Services personnel to review students at risk and implement proactive support strategies. The school focuses on providing quality, uninterrupted learning time that enables teachers to teach and students to learn.

Student Voice:

Students are encouraged to constructively contribute to decision making in class and across the school, Student leadership is fostered throughout the school by students leading activities (assembly items, being an MC at special events), class meetings and student committees and providing input to a range of whole school issues eg yard time activities. Primary class years 3-7 have elected Student Leaders who work with the school counsellor on a weekly basis.

Special programmes:

- The ACEOs and Aboriginal Education Teachers work with families to improve educational outcomes for indigenous students through community involvement
- Christian Pastoral Support Worker
- School Counsellor
- 2 Special Classes
- Kitchen Garden Program for years 3-7
- MiniLit, Too Smart & Phonological Programs
- Pathways Annex of 3 Special School classes.
- Years 5-7 Festival Choir
- SAPSASA Sports teams

3. Curriculum

Subject offerings:

The Australian Curriculum is used for planning, programming and assessment for most areas of learning. In IELC teachers use the Teaching and Learning Cycle, alongside the Australian Curriculum. Special classes developed appropriate teaching and learning programs to meet the individual goals of students. Our JP special class is currently exploring the utilisation of Interception.

Intervention is provided by teachers, SSO's and BSSO's in small group and / or individual support settings determined according to need.

Students access an annual swimming programme through the Elizabeth Aquadome Aquatic Centre.

Year 6/7 mainstream students

Specialist subjects: Physical Education, Kitchen/Garden year 3-7, Digital technologies, RBL for Intensive English Classes.

Special needs:

The school has 2 School based Special Classes, R-2 & 3-7 and an R-7 Intensive English Language Centre. Both the special classes and IELC are funded on a lower student: teacher ratio and attract ancillary support, reflecting the complex learning needs of these students.

Assessment procedures and reporting:

Teachers gather information about student achievement on an ongoing basis. The school collects sets of literacy data each term. The school uses diagnostic reading assessment tools (PAT-R, PM Benchmarks and Fountas & Pinnell) which provide staff and students with explicit detail about all aspects of their reading. They are especially useful in identifying detailed progress across individual comprehension strategies. Data is also collected (depending on year level, component of the school) in-

- NAPLAN results, PAT-Maths, Behaviour, Attendance, EALD level, IELC Exit Report
- MINILIT Reading, decoding and comprehension assessments
- PASM (Phonological Awareness Screening)

Written student reports that descriptively provide information to parents and students about what students know, can do and understand, together with their next steps for learning is provided to parents at the end of terms 2 and 4. Parent interviews occur in term 2 with the reports for mainstream and special classes. Phone calls are made to all families in terms 1 and 3 with positive updates about student achievement.

Joint programmes:

Our school is committed to working collaboratively within our community, partnership and region of schools and state wide networks. We participate in-

- Collaboratively working with Elizabeth Grove PS with joint staff members and adult learning agendas and sharing a 'Leader of Learning' position at 0.5 each.
- Joint Professional learning in Maths with Elizabeth Grove, Elizabeth South, Elizabeth East – Back-to-Front Maths
- Yumi Deadly project with Kaurua Plains & Elizabeth East

4. Sporting/Outdoor Education/Co-Curricular Activities

- Specialist PE program via 2 PE teachers.
- SAPSASA opportunities with recess time training teams leading up to events.
- Annual Sport's Day
- Annual Swimming & Aquatics Programs
- A primary years Kitchen/vegetable garden program
- Bi-annual Outdoor Education Camp for years 6/7
- Bi-Annual Zoo sleepover for years 3/4
- Year 7 Graduation ceremony
- Year 7-8 transition programs to local High Schools
- Harmony Day, Reconciliation Week, Refugee week, Book Week
- Incursions – connected to whole school events
- Excursions
- Fortnightly assemblies to showcase student learning

7. Staff (and their welfare)

Staff profile:

We have a highly enthusiastic and skilled teaching staff many of whom are in the first five years of teaching. For a significant number of teachers this is their first permanent or long term contract appointment. A skilled and talented group of support staff assist the work of teachers. Many support staff live locally and bring great understandings of the local community to assist their work and build very strong relationships with the community.

Staff support systems:

Professional Learning is strongly supported – particularly around literacy, Technology integration with learning and Positive Psychology/Education.

Performance Management:

All staff members are involved in meetings with line managers as part of the school's Professional Development Learning Program. A strengths based approach is used by line managers who provide formal and informal feedback. All members of the leadership team take on a line management role. Formal Performance Development meeting for teachers occur twice a year and are aligned to the teacher professional standards.

Access to support staff and agencies:

School Support Officer (SSO) time is highly valued at the school. This time is used for two major purposes-

- Whole school administration and leadership (ie office/finance/network and library management)

- Student support- individual and small group work with students (ie literacy/numeracy support, speech and language programs and special needs support)
- Special class and preschool ratios

We regularly access the support of r personnel for Interagency Student Behaviour Support, Guidance referrals, Speech Pathology, Social Work, Attendance Counsellors and other DECD Services.

Other agency support such as the SAPOL, CAMHS, FSA, Anglicare, The Smith Family, Novita, Autism SA, STTARS, Community Liaison Officers (CLOs) and IDSC also provide significant support to the school community.

8. Incentives, support and award conditions for Staff

Designated schools benefits:

Teaching staff at the school can access the first round of advertised teacher vacancies as a result of the index of disadvantage (category one) level of the school. Special class teachers access special allowance and some SSOs access a toileting allowance.

9. School Facilities

Buildings and grounds:

The school consists of three large single storey classroom blocks, one Open Space Unit, a library, another double class kitchen building (new in 2017) and a transportable classroom building which is an annex to 3 Northern Adelaide Special School classes and expansive grounds. Through the “Building the Education Revolution” (BER) program the school built a large gym. Frequent upgrades have occurred recently with all toilets being refurbished, upgraded from office, preschool yard and verandah, JP Special yard and 3 shade structures, several bright murals, plants/garden areas and painting/gutter works. Refurbished classrooms (making the classroom spaces more educationally sound by installing walls between classrooms) electronic whiteboards/interactive tvs and new air-conditioning units have also been installed in all classrooms.

The school is this year receiving a Preschool upgrade and a new STEM facility.

Specialist facilities:

All students can access laptops and ipads on a shared basis when teachers have programmed for their inclusion into the learning program. In 2017 mainstream Year 6/7 classes are trialing 1:1 ipads for student use at school. All teachers are assigned either a laptop or ipad for work use. Each unit has their own class sets in trolleys to access.

Student facilities:

The school has a large oval and 2 playground areas, a nature play area, sand pit and several courts. The library, gym and oval are used for structured activities at lunch times. There are 5 separate blocks of student toilet facilities throughout the school, 3 of them accessed from outside a building. The installation of a security fence around the school occurred in 2007. There are multiple shade structures and fixed equipment located throughout the school.

Staff facilities:

A large staff room is provided for staff and 2 staff preparation and working spaces are available. Teachers all have access to individual school laptops or ipads.

Access for students and staff with disabilities:

Wheelchair access is available to all buildings. A disabled toilet and shower facility is provided. A modified hand basin exists for wheelchair bound students.

Access to bus transport:

Students enrolled in the special classes and IELC who are not in walking distance to the school are eligible to access buses or when appropriate, taxi transport.

10. School Operations

Decision making structures:

This year staff meetings are held each on Wednesdays from 3.20-5.00pm

Staff also participate in a variety of committees and yeam meetings when required.

An elected PAC meet on a regular basis. IELC staff meet on a needs basis. Leaders meet once per week. Students have a voice through, class meetings and student leadership.

Regular publications:

The School newsletter is published fortnightly. An intranet for staff has been established. Electronic communication via intranet and emailing is the main system for communication. Leaders email out a weekly bulletin to all staff.

Other communication:

The school has a folder of materials for all new families enrolled at the school. This includes brochures about school programs and general information. A range of policy documents are also provided to families. A full copy of the Annual Report is available to families upon request.

School financial position:

The school is in a sound financial position; with significant funds being earmarked for the development of a school based Community Centre. The Governing Council and Principal are in the early stages of consultation and planning.

11. Local Community

General characteristics:

Elizabeth Vale is a changing community with growing cultural diversity and complexity. The area is characterised by unemployment and economic disadvantage. There has been significant population growth in the area, as reflected in school enrolments. The suburb of Elizabeth Vale is forecasted for high density housing, with preliminary plans in place for the development of apartment blocks adjacent to the hospital. The continued upgrades and expansion of the Lyall McEwen hospital has the Playford council developing plans for significant redevelopment of the precinct surrounding the hospital.

Parent, family and community involvement:

The school has developed strong connections with its parent and wider school community. Parent involvement is provided through support of Governing Council, classroom support, the kitchen garden program, excursions, camps and special celebrations. The school based Bi lingual support officers provide a nexus between families and school, to ensure parent voice from EALD families is heard. The ACEOs work collaboratively to support and develop the connections between Aboriginal families and school, again to ensure their voices are heard.

Feeder schools:

A Preschool is part of the School running 2 programs (full time setting) and the majority of students at the completion of their time in preschool enter reception at Elizabeth Vale, making transition to school a very smooth process.

Other local care and educational facilities:

Playford International College and Salisbury HS are the closest secondary schools. Elizabeth Grove and Elizabeth South Primary School are the closest primary schools.

Commercial/industrial and shopping facilities:

The school is adjacent to the Elizabeth Vale Shopping Centre and the Lyell McEwen hospital is only 200 m away. The local Member of Parliament, the Hon. Member for Little Para, has an office located at the Vale Shopping Centre.

Other local facilities :Nearby community facilities include the Playford Civic Centre and Library, Aquadome, Central District Football Club and Oval, Lyell McEwen Hospital, Community House and Para Districts Women's Shelter.

Local Government body: City of Playford.

Further Comments Elizabeth Vale School and preschool is strongly committed to making a positive difference for the learning of all children and students. The school values of Honesty, Excellence and Respect underpin our vision and practice.

We value and foster strong working relationships with our community to collaboratively achieve this difference and continue to build positive partnerships with our wider school community.